

2024-2025 CATALOG

This catalog was prepared on the basis of the information available at the time of publication. Therefore, specific statements, including fees, dates, course offerings, admissions requirements, financial aid practice and policies, graduation requirements, and other procedures or policies, may be subject to change without notice. Each step of the educational process, from admission through graduation, requires continuing review and appropriate approval by college officials. The college, therefore, reserves the right to change the requirements contained in this bulletin, to determine whether a student has satisfactorily met the requirements for admission or graduation, and to reject any applicant for admission for any reason the college determines to be material to the applicant's qualifications to pursue higher education.

Statement of Nondiscrimination and Affirmative Action

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

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

Inquiries concerning the College's administration of nondiscrimination laws should be addressed to the Director of Institutional Equity, Roberts Hall 301, Rhode Island College, Providence, RI 02908, tel. (401) 456-8218. Questions regarding provisions for students with disabilities should be directed to the Disability Services Center, Fogarty Life Science, Room 137, Rhode Island College, Providence, RI 02908-1996, tel. (401) 456- 8061. Questions regarding provisions of the Americans with Disabilities Act (ADA) should be addressed to the ADA Coordinator, Building 6, Rhode Island College, Providence, RI 02908-1996, tel. (401) 456-8218. Persons using TTY/TDD devices may contact the above offices via the Rhode Island Relay Services by dialing 711. Reasonable accommodation may be provided upon request.

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INTRODUCTION

An Overview

Rhode Island College is located on a 180-acre campus in the Mount Pleasant section of Providence, a location that combines easy access to metropolitan area benefits and resources with a suburban, park-like atmosphere. Education at Rhode Island College takes place on Narragansett Land. The College honors First Nations and the Native colleagues and communities that contribute to our world today, and commits to working together to honor our past and build a future with truth.

Academic offerings are provided through the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Business, the Zvart Onanian School of Nursing and the School of Social Work, as well as through the Offices of Continuing Education and Professional Studies and Graduate Studies.

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

Established in 1854 as the Rhode Island State Normal School, the college's goal was to provide teacher preparation to young people from Rhode Island. With the dedication of a new building in downtown Providence in 1898, the institution began a period of steady growth, evolving first into a formal teachers college, called the Rhode Island College of Education. In the 1958-59 academic year the institution moved to its current Mount Pleasant campus and, in 1960, was renamed Rhode Island College to reflect its new, comprehensive purpose within higher education.

The college has undergone expansion in recent decades at both the undergraduate and the graduate levels and now serves approximately 8,500 students in courses and programs on and off campus.

Rhode Island College is the oldest of the three public institutions of higher education that operate under the aegis of the Postsecondary Council of the Rhode Island Board of Education. The 11-member board was created by the Rhode Island General Assembly in 2013 and replaced the Board of Regents for Elementary and Secondary Education and the Board of Governors for Higher Education.

Mission & Vision of the College

Mission

By ensuring access to an intellectually invigorating liberal arts education and high-quality professional programs vital to our state's future, Rhode Island College provides opportunities for individuals to enhance and

transform their lives; contribute to the advancement and wellbeing of families and communities; and bolster the overall quality of life, both in Rhode Island and across wider society. As a leading regional public college, Rhode Island College personalizes higher education of the finest quality for undergraduate and graduate students. We offer vibrant programs in arts, sciences, business, health care, technology and professional disciplines within a supportive, respectful and diverse community. Dedicated faculty engage students in learning, research and career attainment, and our innovative curricula and co-curricula foster intellectual curiosity and prepare an educated citizenry for responsible leadership.

Vision

We are tenaciously striving to become Rhode Island's most student-centered institution of higher learning. This intentional focus will galvanize our efforts to: improve outcomes for all students; enliven teaching, learning, research, creative work, and service; and weave the College more tightly into the fabric of our state's distinctiveness.

Rhode Island College Strategic Compass, as approved Spring 2024.

CANCELLATION OF CLASSES

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

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

Notification of Class Cancellation

1. The Rhode Island College website (www.ric.edu) will feature an announcement on the home page.
2. The announcement will also be featured on the college's website at <https://www.ric.edu/emergency-management>. This webpage will feature updates to any announcements and any details specific to segments of the college community, whether at the Mt. Pleasant campus or the RINEC campus.
3. The announcement will be featured on the college's social media channels that may be accessed as follows: Facebook at facebook.com/rhodeislandcollege/; and Twitter at twitter.com/RICNews.
4. A text message will be sent through RICAlert (the Rhode Island College Emergency Notification System). RICAlert text messages are sent to all cellphones and PDAs registered in the system. Students, faculty and staff may register for this service through MyRIC.
5. A campus-wide email notification will be sent to all faculty and staff as well as to the college email addresses of all students registered for that semester.
6. Local radio and television stations will broadcast cancellation announcements through the Rhode Island Broadcasters Association consortium. These announcements may be accessed directly from most major television and AM and FM radio stations in the area. Many broadcasters also post cancellation announcements on their

Emergencies—Information for Students, Parents and the General Public

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

Emergencies—Information for Employees

In the event of cancellation of classes, nonteaching employees are still expected to report to work. Employees who are unable to report to work or to complete their work schedule due to adverse weather conditions may, with the approval of their supervisor, use personal leave, annual leave, salary-deferred pay or leave without pay to compensate for their absence. The use of sick-time is not allowable for this purpose.

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

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

GENERAL INFORMATION - UNDERGRADUATE

websites.

representing the several bargaining units.

Admissions - Undergraduate

ADMISSIONS POLICY

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

FRESHMAN APPLICANTS

Admission Requirements - Undergraduate

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

- **4 units of college preparatory English.**
- **3 units of mathematics, including algebra I, algebra II, and geometry.** Students planning to enter education, nursing, management, mathematics or the sciences are encouraged to complete four years of mathematics.
- **2 units of history or social science.** Students should study U.S. history and government and the social sciences, which might include anthropology, economics, geography, political science and sociology.
- **2 units of laboratory sciences.** Students planning to enter a technical, scientific or health-related field are strongly encouraged to complete courses in biology, chemistry and physics.
- **2 units of the same foreign language.** College-bound students are encouraged to complete three years of a foreign language.
- **5 units of diversified college preparatory courses.** Appropriate courses may include additional units from the arts, mathematics, language, social sciences, science or other college preparatory electives offered by the high school.

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

An individual assessment will be made of each student participating in ESL study while attending secondary school. Such students are encouraged to submit documentation of their current level of proficiency in English. Also, their secondary schools are encouraged to provide such additional information as transcript annotations designating the college

preparatory level for appropriate ESL sections, course descriptions and other indices of English proficiency sufficient to succeed in college.

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

Application Procedures

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

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online at <https://www.commonapp.org/>.
2. **Official high school transcript(s) and academic recommendations.** The applicant must arrange to have these materials forwarded to the admissions office. Applicants may be required to submit senior midyear grades for review.

Test Optional Policy

Rhode Island College does not require applicants to submit test results for initial admission to the College. If an applicant believes the results from the SAT or ACT supports their candidacy for admission, Rhode Island College encourages candidates to submit them. Candidates to Rhode Island College's teacher education programs in the Feinstein School of Education and Human Development must submit standardized test results for consideration.

Students who reside in the United States but have secondary school (or equivalent) credentials from another country are not required to take the SAT. However, such students, if they have lived in the United States for less than five years, must have a minimum score of 79 on the Web-based version of the Test of English as a Foreign Language (TOEFL), 213 on the computer-based version or 550 on the paper-based version. The international English Language Testing System (IELTS) exam is accepted in lieu of the TOEFL. The minimum required score is 6.5.

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

Interviews are encouraged and may be required of some applicants.

Applications are considered on a rolling basis and are acted upon as soon as all materials are received.

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

TRANSFER APPLICANTS

Admission Requirements - Undergraduate Transfer

Rhode Island College accepts transfer applications. To be considered for transfer admission, a minimum of 24 credit hours in a diversified program of study is required. Transfer applicants for January admission must have completed 24 credit hours by September 1, prior to the January semester. Applicants for September admission must have completed 24 credit hours by June 1, prior to the September semester.

Students must also meet grade point average requirements as follows: a minimum GPA of 2.00 with 24 or more earned college credits.

Application Procedures

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

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online at <https://www.commonapp.org/>.
2. **Official transcripts from all colleges attended, whether or not you expect or desire credit for such work.** Final spring semester transcripts are due by July 1. Students who complete summer courses before matriculation at Rhode Island College must arrange to send official transcripts to the admissions office. Credit from other colleges or universities will not be evaluated or posted until official transcripts are received.
3. **Official high school transcripts** of students who will have earned fewer than 24 college credits before entering degree candidacy at Rhode Island College.

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

Students who reside in the United States but have secondary school (or equivalent) credentials from another country are not required to take the SAT. However, such students, if they have lived in the United States for less than five years, must have a minimum score of 79 on the Web-based version of the Test of English as a Foreign Language (TOEFL), 213 on the computer-based version or 550 on the paper-based version. The International English Language Testing System (IELTS) exam is accepted in lieu of the TOEFL. The minimum required score is 6.5.

Transfer Credit

Transfer credit is usually granted for courses completed at a regionally accredited college in which the student has achieved a minimum grade of C; however, Rhode Island College reserves the right of final judgment on any such decision. At the discretion of the admissions office, college credit more than 10 years old may be accepted for transfer. The chair of the student's major department will determine how the credit is to be applied in the student's program of study. Students may be awarded a maximum of 75 transfer credits.

Prior to acceptance, applicants may log in to Transferology (<https://www.transferology.com/school/ric>) and see how their classes will transfer to Rhode Island College.

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

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

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

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

2+2 PROGRAM TRANSFER PLANS WITH THE COMMUNITY COLLEGE OF RHODE ISLAND

Rhode Island College has established a series of 2+2 Program Transfer Plans for Community College of Rhode Island students seeking the most efficient route to a bachelor's degree. The first 14 plans developed are among the most popular transfer majors and are considered 2+2 plans for those students who enroll full-time. This enables students to complete two years at the Community College of Rhode, transfer as juniors to Rhode Island College, and graduate in two years, in most cases with a complimentary minor in addition to the major. Students will follow the same application procedure used for transfer applicants and are guaranteed admission with a minimum cumulative G.P.A. of 2.0. 2+2 Program Transfer Plans may be found at <https://www.ric.edu/ccri-ric>

JOINT ADMISSION PROGRAM WITH THE COMMUNITY COLLEGE OF RHODE ISLAND

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

1. Prior to completing 30 credits, enroll in the Joint Admission Program at CCRI as a freshman by completing a Joint Admissions Agreement Form at CCRI.
2. Earn an associate degree in the prescribed program of study at CCRI within five years of initial matriculation at CCRI.
3. Have a minimum cumulative GPA of 2.4.
4. Meet all nonacademic admissions requirements for Rhode Island College.

OTHER FORMS OF ADMISSION

Early Admission Program

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

International Student Admission

Rhode Island College is a member of The Common Application group and encourages applications from prospective international students whose command of English is sufficient for college study. Applicants must

submit the following materials to the Office of Undergraduate Admissions by June 1 for freshmen and June 1 for transfer students:

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online at <https://www.commonapp.org/>.

2. **Official records or certified copies of past academic work.** A certified literal English translation and evaluation of the applicant's educational records is required.

3. **Scores on one of the following tests:**

- Test of English as a Foreign Language (TOEFL): minimum score of 79 iBt.
- Pearson Test of English: minimum score of 63.
- International English Language Testing System (IELTS): minimum score of 6.5.

Students with strong academic records whose test scores are below the minimum required may be considered for conditional admission.

4. **Once admitted, an affidavit of support detailing funds available for the educational program.** All college health requirements must be met. In addition, students admitted to Rhode Island College for enrollment as F1 visa students are required to buy the basic medical insurance currently offered as an option to all Rhode Island College students.

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

Military Personnel and Veteran Admission Undergraduate

Rhode Island College is a Servicemembers Opportunity College. U.S. military personnel and veterans are invited to contact the Office of Undergraduate Admissions for information on undergraduate degrees. The office will also assist those who think they lack the necessary prerequisites for degree candidacy. Those who are interested in nondegree coursework should contact the Office of Academic Support and Information Services.

Performance-Based Admission Program

Performance Based Admission (PBA) is a program for individuals who are looking to transition to, or back to, higher education. To be eligible for this program, applicants will have earned their high school diploma or GED, have been away from high school or college for a minimum of five years, and have earned a limited amount or no college credit. The program allows for flexibility of admission requirements.

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

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online at <https://www.commonapp.org/>.
2. **Official copies of high school transcripts.**

3. **Scores on the High School General Educational Development (GED) tests** (if the candidate has not earned a traditional high school diploma).

4. **An interview.**

Each student who is accepted into the PBA Program will develop a special plan of study with the program advisor before the beginning of the first semester of classes. The plan of study will specify any special condition (e.g., remedial courses in mathematics or English-language courses), a schedule for ongoing consultation with an advisor and a specific six-course program, which will include the college writing course, three General Education Distribution courses and two other elective courses. Students must complete the six-course program with a minimum GPA of 2.0 to be allowed to continue their studies. Upon successful completion of the plan of study, students will be continued as degree candidates without condition.

Adult students whose primary language is not English may also be accepted into the college through this program and may be required to complete one or more English as a Second Language (ESL) courses before undertaking the regular six courses in the PBA Program.

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

Preparatory Enrollment Program

The Preparatory Enrollment Program (PEP) is a first-year program that serves a select number of first-generation or low-income students who demonstrate the potential for academic success and persistence.

Program services support the intellectual and social development of students by providing academic instruction and tutoring, faculty mentoring, a peer support network, workshops, learning communities and individual advising. PEP is a student-centered program characterized by an environment of diversity, cooperation and community.

Student support services begin during the spring, prior to freshman year. Students participate in the College Course 150 class led by Rhode Island College faculty, which focuses on leadership and career development and the transition to college. During the summer, students also have the opportunity to take free math courses to help develop college level math skills prior to the start of their first year. Throughout freshman year PEP students receive individualized support and guidance to ensure a successful personal and academic transition to college. Students also have the opportunity to participate in study halls, learning communities, group workshops with campus offices and a peer mentoring program.

Prospective PEP applicants must complete the Common Application and indicate an interest in applying to PEP by February 1. The selection process involves a review of academic records, a personal statement and letters of recommendation. Some students selected for final consideration may be invited to participate in a personal interview. In order to be considered for financial aid, applicants must also complete the FASFA by March 1.

Project ExCEL (Excellence in College for English Learners)

Project ExCEL is an academic initiative at Rhode Island College aiming to expand college access for talented bilingual students. Because the process of acquisition of academic English for non-

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

Admissions requirements:

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

5 additional units of diversified study.

Additional requirements:

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

RIC Writing Placement Test.

Readmission

Undergraduate degree candidates with at least a 2.0 cumulative average who withdraw from Rhode Island College will be eligible to re-register without completing a formal application for readmission, unless they have taken courses at another institution during their absence or have course credit(s) 10 years old or older.

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

Second Degree Applicants

Persons holding baccalaureate degrees from accredited institutions may apply to Rhode Island College for a second undergraduate degree. This assumes completion of all previous baccalaureate requirements, including General Education and a 2.0 cumulative GPA (higher for some programs).

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

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online at <https://www.commonapp.org/>
2. **Official transcripts from all colleges attended.** Transcripts must indicate that a baccalaureate degree was conferred and the date it was conferred.

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

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

HEALTH REQUIREMENTS

All full-time students and international students are required to meet immunization requirements mandated by the Rhode Island Department of Health. Students living on campus, participating in the athletic program or enrolled in the nursing program are also required to have a physical examination on file at Student Health Services. All health related information should be entered into the secure **Medicat Patient Portal** located on the right sidebar of **MyRIC**.

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

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 completion of EEP courses, the credits and grades earned are posted on an official Rhode Island College transcript. EEP credits may also be transferred to other institutions of higher learning. The faculty and courses that are accepted into the program must meet National Alliance of Concurrent Enrollment Partnerships and Rhode Island College EEP standards. See <https://www.ric.edu/early-enrollment-program>

PROFICIENCY AND ADVANCED PLACEMENT

Students may increase their opportunities to pursue advanced work or may earn credits toward graduation through proficiency and advanced placement. Such credit is substituted for specified courses and is usually gained through appropriate scores on the following examinations administered by the College Board: SAT Subject Tests in a modern foreign language; the AP Tests and the College-Level Examination Program (CLEP) tests. Further information is available from the Office of Undergraduate Admissions.

HIGH SCHOOL EQUIVALENCY

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

Registration - Undergraduate

REGISTRATION PROCEDURES

Degree Candidates

Each student is assigned a day and time to register, which can be found in the student's MyRIC account. Information regarding course offerings is available online for all students prior to the registration period at <https://www.ric.edu/department-directory/records-office/registration/course-bulletin> or via Class Search in MyRIC

Incoming Freshmen

Information on first-year orientation is sent to incoming first-year students by the Office of New Student Programming. Orientation provides for academic advisement and course registration as well as an introduction to campus life.

Incoming Transfer, Readmit and Second Degree Students

Information on transfer orientation is sent to incoming transfer, readmit and second degree students by the Office of New Student Programming. Orientation provides for academic advisement and course registration as well as an introduction to campus life.

Nondegree Students

New and returning nondegree students register within two weeks of the start of classes. The beginning registration date is listed in the academic calendar which can be found at <https://www.ric.edu/academics/academic-calendar>. Those interested in taking undergraduate courses are advised to contact the Records Office. A late fee of \$10 is charged to those who do not complete registration during the designated periods.

PREREGISTRATION

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

ADDING/DROPPING COURSES

Students may make adjustments to their schedule during the add/drop period within the first two weeks of classes in the fall and spring semesters. Students may both add and drop courses for the first 7 days without permission by logging into MyRIC. In the last 7 days, students may drop courses without permission; however, adding courses will need approval by the instructor and department chair. The add/drop dates are listed in the college's academic calendar found at <https://www.ric.edu/academics/academic-calendar>

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.

Taking Courses Elsewhere

Degree students who wish to take a course elsewhere must file an approved Authorization of Credit form with the Records Office prior to registering for a course at another institution (including CCRI and URI). The form can be found at <https://www.ric.edu/documents/authorcreditform-1.pdf>

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 can be found at <https://www.ric.edu/documents/interinstitutionalstudyapplication.pdf>. This agreement is a reciprocal one, allowing students at URI and CCRI to have the same benefits.

TRANSCRIPTS

Students may request unofficial or official transcripts by using the online request form found at <https://www.ric.edu/department-directory/records-office/transcripts>

The Records Office is now offering electronic transcript service to students and alumni through the National Clearinghouse. There is a \$2.50 fee for this service. Mailed and/or picked up physical transcripts are free for alumni and former students.

Telephone and fax requests will not be honored.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Rhode Island College maintains students' records to support its educational and service programs. Its policies and procedures governing the utilization and maintenance of such records are in accordance with state and federal laws. The FERPA policy can be found at

<https://www.ric.edu/privacy-policy> and at <https://www.ric.edu/returning-students/ferpa>

The college's Student Consent for Release of Information form can be found at

<https://www.ric.edu/documents/studentconsenttoreleaseinformationpdf-0>

Fees - Undergraduate

The fees described in the following sections are projected for the 2023–2024 academic year. Because of rising costs, the Rhode Island Board of Education reserves the right to change fees without notice as conditions necessitate.

Students are required to pay all applicable fees in accordance with the billing due dates. Also, Rhode Island College offers an extended payment plan for students who wish to pay on a monthly basis. The cost of this service is approximately \$35 dollars per semester. Details are available in the Office of the Bursar.

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

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

New Federal Law Compliance Required for VA Approved Schools

On December 31, 2018, the President signed into law the Veterans Benefits and Transition Act of 2018.

Beginning August 1, 2019, for any student using Ch. 33 Post 9/11 GI Bill® or Ch. 31 Vocational Rehab benefits, even if the VA has not yet paid tuition and fees, Rhode Island College will not:

1. Prevent student from enrolling.
2. Assess a late penalty fee.
3. Require securing alternative or additional funding.
4. Deny access to any school resource (access to classes, libraries, or other institutional facilities) that are available to other students that have paid.

In addition, the statute allows for and RIC does require Ch. 33 and Ch. 31 students to take the following additional actions:

1. Submit a certificate of eligibility [or 1905] for entitlement to educational assistance no later than the first day of a course of education.
2. Submit a written request to use such entitlement.
3. Provide additional information necessary to the proper certification of enrollment.
4. Require additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

GI Bill® is a registered trademark of the United States Department of Veterans Affairs (VA)

TUITION AND FEES FOR FULL-TIME UNDERGRADUATE STUDENTS (2024-2025)

Tuition and Fees for Full-Time Undergraduate Students (2024–2025)

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

	In State	Northeast Neighbors	Out of State
Tuition (General Fee)	\$4,882.50	\$7,324	\$12,882
Dining Center/Student Union Fee	\$260	\$260	\$260
Athletic Fee	\$45	\$45	\$45
Fine Arts Fee (Degree Candidates Only)	\$37.50	\$37.50	\$37.50
Library Fee	\$52.50	\$52.50	\$52.50
Recreation Fee	\$90	\$90	\$90
Student Activity Fee	\$60	\$60	\$60
Technology Fee	\$105	\$105	\$105
Transportation Fee	\$37.50	\$37.50	\$37.50
Health, Counseling and Wellness	\$80	\$80	\$80
Total:	\$5,650	\$8,091.50	\$13,649.50

Note: Students who take more than 18 credit hours of courses per semester pay an additional \$384 per credit hour (if in state) or an additional \$946 per credit hour (if out of state or Northeast Neighbor). Waivers are not eligible for credit overload.

TUITION AND FEES FOR PART-TIME UNDERGRADUATE STUDENTS (2024-2025)

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

	In State	Northeast Neighbors	Out of State
Tuition (General Fee)	\$384	\$575	\$946
Athletic Fee	\$5	\$5	\$5
Fine Arts Fee	\$3	\$3	\$3
Library Fee	\$6	\$6	\$6
Recreation Fee	\$8	\$8	\$8
Student Activity Fee	\$6	\$6	\$6

Technology Fee	\$11	\$11	\$11
Transportation Fee	\$5	\$5	\$5
Health, Wellness & Counseling Fee	\$6	\$6	\$6
Subtotal (per credit):	\$434	\$625	\$996
Plus Dining Center and Student Union Fee	\$146		\$146 \$146

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.

TUITION AND FEES FOR BACHELOR OF PROFESSIONAL STUDIES

Tuition per credit:	\$358
Technology Fee (per semester):	\$105
Library Fee (per semester):	\$52
BPS Program Fee (per semester):	\$275

SPECIAL FEES

Students are charged the following additional fees, if applicable:

Application Fee

\$50

Applied Music Fee

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

Enrollment Deposit

\$200

Laboratory/Studio Art Fee

\$35 per course

Late Payment Fee

\$50

New Student Program Fee

\$300 one-time fee is assessed each time a student is matriculated into a new degree or certificate program at the college.

Room Charges

\$3,853 to \$4,470 per semester

Board

\$2,925.50 to \$3,280.50 per semester

School of Business Program Fee

\$25 per credit hour, up to a maximum of \$300 per semester

School of Nursing Program Fee

\$25 per credit hour, up to a maximum of \$300 per semester

School of Nursing Testing Fee

\$250 per semester

Medical Imaging Program Fee

\$23 per credit hour, up to a maximum of \$275 per semester

School of Education Fee

\$23 per credit hour, up to a maximum of \$275 per semester

School of Social Work Fee

\$23 per credit hour, up to a maximum of \$275 per semester

Textbooks, Supplies and Other Expenses

Students purchase their own textbooks and supplies. The cost of these materials is approximately \$1,200 annually. Rhode Island College furnishes a stated maximum of special materials for certain technology education and fine arts courses. Students who use these materials in excess of the amount must meet the additional costs themselves.

Commuting students are responsible for the cost of transportation and meals, which can run from \$1,200 to \$1,750 annually. Students should also expect to pay up to \$1,000 per year for clothing, entertainment and other personal expenses, depending on their style of living.

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

Transcript Fee

\$30

EXPLANATION OF FEES

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

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

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

The **Dining Center/Student Union Fees** are applied toward the repayment of federal government loans that made the construction of the building possible.

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

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

The **Health, Counseling and Wellness Fee** is used to support Health Services, Counseling Center and other student service programs

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

The **Late Payment Fee** is a penalty for failing to make payment during the designated periods.

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

The **New Student Program Fee** is used to cover the costs of matriculation and new student programs.

The **Nursing Testing Fee** is used to cover the cost of the comprehensive testing and review package used to enhance the program.

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

The **School Program Fees** are used to provide opportunities and career activities for students within their specified program of study.

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

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

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

DETERMINATION OF RESIDENCY FOR TUITION PURPOSES

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

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

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

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

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

NORTHEAST NEIGHBORS TUITION POLICY (NEN)

Beginning in the fall of 2019, the Board of Education approved the Northeast Neighbors tuition policy which states that residents of Connecticut, Maine, Massachusetts, New Hampshire, Vermont, Long-Island, New York City Metro Area are eligible for a special tuition discount at Rhode Island College of the in-state tuition rate plus 50%.

SENIOR CITIZEN WAIVER

All Rhode Island residents who are at least 60 years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation and other applicable laboratory/studio fees will be charged. In addition, the student must have fulfilled all academic prerequisites for the course, is limited to registering on the last day of registration on a space-available basis and is subject to a means test. More information: <https://www.ric.edu/department-directory/office-bursar/waivers>.

UNEMPLOYMENT WAIVER

Rhode Island General Law 284281 provides that any Rhode Island resident receiving unemployment benefits, including benefits earned in another state, is eligible for waiver of tuition for any course(s) taken at Rhode Island College. The law stipulates, however, that the waiver be granted on a space-available basis only and that each applicant be subject to a means test. Therefore, students who wish to register under the terms of waiver are limited to registering on the last day of registration. Students must obtain Form DLT467 from the Department of Labor and Training and submit this completed form, certifying eligibility, at the time of registration. Any registration prior to the specified date each term will be ineligible for consideration for an unemployment waiver, and no retroactive use of the waiver is permitted. Mandatory fees that are not waived include lab fees, recreation fees and activity fees. More information: <https://www.ric.edu/department-directory/office-bursar/waivers>

REFUND OF TUITION AND FEES

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

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

REFUND OF ROOM AND BOARD FEES

Room Refunds

Withdrawal prior to the "contractually publicized" July 15 date will cancel all room charges minus the room reservation of \$100. Otherwise, the room contract will remain binding on the student until the end of the academic year. However, proration of the charges may be made by the Office of Residential Life and Housing if the space created by the withdrawal is filled by a new resident.

If a resident wishes to withdraw from housing, but remain a student at RIC, he/she must submit a request for release form to the Office of Residential Life & Housing (email: housing@ric.edu). The resident must provide sufficient information that a release from the contract is appropriate. Approval of the request will be provided in writing and approval is not guaranteed. Residents who do not receive approval will be billed for housing and a meal plan for both semesters whether or not they actually live in housing or use any portion of the meal plan.

However, if the vacated space can be filled, then as determined by the order of withdrawal (by date), a prorated refund of the room fee will be issued. For each semester, the vacating student is responsible for payment until the space is filled, including if the student no longer attends Rhode Island College. The transfer of another resident or placement of a new resident into the vacated room does not constitute a filling of the space.

For further information on the college's refund policy, call the Bursar Office at (401) 456-8130.

Board Refunds

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

REFUND FOR STUDENTS INVOLUNTARILY CALLED TO MILITARY SERVICE

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

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

INDEBTEDNESS TO THE COLLEGE

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

Financial Aid - Undergraduate

In order to assist students who are unable to meet the cost of financing a college education, the Office of Student Financial Aid administers an extensive program of scholarships, grants, loans and part-time employment opportunities. Demonstrated financial need is the primary factor used in the awarding of financial aid, although some scholarships are given each year in recognition of superior academic achievement or special talent. At Rhode Island College approximately 60 percent of full-time and part-time undergraduate degree students receive financial aid. Degree students are assigned a financial aid counselor who is listed

at <https://www.ric.edu/departments-directory/office-financial-aid/financial-aid-frequently-asked-questions>

ELIGIBILITY STANDARDS

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

1. Students who have been accepted into a program that will lead to a degree.
2. Students who are U.S. citizens or eligible non-citizens.
3. Students who are enrolled at least half-time (for six credit hours), although limited Federal Pell Grants are available to students enrolled less than half time.
4. Students who are maintaining satisfactory academic progress (see Standards for Measuring Satisfactory Academic Progress for Undergraduate Financial Aid Recipients).

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

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

APPLICATION PROCEDURES

Any undergraduate student who desires financial aid from Rhode Island College must complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov>.

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

Incoming Freshmen (Fall Semester) and Continuing Upperclass Students

1. **Application for admission** with the Office of Undergraduate Admissions by **March 1** (incoming freshmen only).
2. **FAFSA on file** at the processing center by **February 1**.

Readmitted Students and New Transfers (Fall Semester)

1. **Acceptance for admission** with the admissions office by **June 1**.
2. **FAFSA on file** at the processing center by **April 15**.

Incoming Freshmen, New Transfers, and Other Students Admitted/Readmitted (Spring Semester)

1. **FAFSA on file** at the processing center by **November 15**.

Applicants should fill out all forms completely and accurately in order to avoid delays in processing and possible loss of financial aid. Early submission of financial aid and admissions materials is strongly encouraged. Applicants are considered only after early applicants have been considered and if funds are available. Awards to applicants are made in the spring and summer. Awards to late applicants are normally not made until October/November or February/March.

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

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

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

Eligible Non-citizenship Documentation: Applicants who are “eligible non-citizens” must provide appropriate documentation before awards can be made. (Please refer to FAFSA instructions for definition and required documents for U.S. immigration status.)

FINANCIAL AID PROGRAMS - UNDERGRADUATE

Federal Financial Aid Programs

Federal Direct Parental Loans for Undergraduate Students (PLUS)

Federal Direct PLUS Loans allow parents of dependent undergraduate students to borrow up to the full cost of college less other student aid. There is no need requirement for the PLUS loan, but the student must file a FAFSA and parents must pass a credit review in order to qualify for the loan. Repayment may be deferred for up to six months after the student is no longer enrolled at least half-time. However, interest does accrue on the loan and is capitalized into the loan principal before repayment begins. The interest rate on these loans is fixed at 5.30 percent. Federal Direct PLUS Loans have an origination fee of 4.2 percent.

Federal Pell Grants

Eligibility for a Federal Pell Grant is determined by the United States Department of Education, using a national formula. These grants range up to \$6,345 annually. Actual awards vary according to the cost of attendance, the student's enrollment status (full, three-quarter, half or less than half-time) and a family's expected contribution.

Federal Direct Loans

Eligibility for a subsidized Federal Direct Loan is based on financial need as determined by the Office of Student Financial Aid using information from the FAFSA. Subsidized loans are interest-free during the student's period of enrollment. Students have a six-month grace period after leaving school or dropping below half-time status before repayment begins, but interest will accrue during this period. Unsubsidized Direct Loans, which do not require financial need, have an interest charge during the in-school and grace periods.

Effective July 1, 2020, both subsidized and unsubsidized loans for undergraduate students have a fixed interest rate of 2.75 percent. Both

loans also have a 1.06 percent origination fee. Subsidized loans are limited to undergraduate students. The unsubsidized loan interest rate for graduate students as of July 1, 2020 is 4.30 percent with a 1.06 origination fee.

Annual loan limits are as follows:

\$5,500 for freshmen, but only \$3,500 can be subsidized.

\$6,500 for sophomores, but only \$4,500 can be subsidized.

\$7,500 for upper-class undergraduates, but only \$5,500 can be subsidized.

\$20,500 for graduate students.

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

Aggregate loan limits are as follows:

\$31,000 for undergraduate dependent students, but no more than \$23,000 can be subsidized.

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

\$138,500 for graduate students.

Federal Supplemental Educational Opportunity Grants

Eligibility for a Federal Supplemental Educational Opportunity Grant is based on financial need as determined by the Office of Student Financial Aid, using information from the FAFSA. Awards range from \$100 to \$4,000 per year, depending on funding and student need. Priority for funding is given to students who are eligible to receive Federal Pell Grants.

Federal Work-Study Program

This is a part-time employment program based on financial need. A work-study award is paid biweekly at an hourly rate based on hours worked. Wage rates reflect both the level of responsibility and the experience of the student worker. Eligibility is determined by the Office of Student Financial Aid using information from the FAFSA. The Career Development Center helps students with work-study awards identify opportunities both on and off campus; however, Rhode Island College cannot guarantee that a student will secure a work-study position.

State Financial Aid Programs

RI Stay-the-Course Scholarship

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

at least 2.75 for renewal in subsequent years. Renewal scholarships are subject to continued state funding, and students filing the FAFSA by our February 1 deadline will receive priority.

Other State Financial Aid Programs - Undergraduate

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

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

Rhode Island College Need-Based Grants and Scholarships

RIC Scholars Program

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

Rhode Island College Grants

Rhode Island College grants ranging from \$100 to \$10,000 are awarded by the Office of Student Financial Aid to students with demonstrated financial need. All applicants are required to file the FAFSA. Award decisions depend on level of demonstrated financial need, year in school, academic record and date of application.

Rhode Island College Transfer Scholar Awards

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

Financial Aid for Summer Sessions

In addition to filing the FAFSA as outlined above, students who desire financial assistance for summer sessions must submit a Rhode Island College Application for Financial Aid – Summer Sessions. This form is available from the Office of Student Financial Aid on or about February 1 each year. Summer session aid is contingent upon the availability of funds and normally consists of Pell Grants, Federal Direct Loans and Federal Work-Study. To be considered for Federal Work-Study for summer sessions, the FAFSA must be received at the federal processing center by March 1 and the Application for Financial Aid – Summer Sessions must be received in the Office of Student Financial Aid by April 1.

Academic Scholarships

Colonel John Joseph and Mary Drew Prybyla Rhode Island National Guard Scholarship Fund

Admissions, Office of Undergraduate

Presidential Scholarships

Alumni Affairs, Office of

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

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

Donald C. Averill Scholarship

Biology, Department of

Mary M. Keeffe '28 Award for Excellence
Lloyd Matsumoto Biology Scholarship
Earl H. Webster Scholarship Fund

Business, School of

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

Counseling, Educational Leadership and School Psychology, Department of

Helene Penza Scholarship Fund (Master's Program)

English, Department of

Catherine Annette Ducey Scholarship
Katherine Cross-Das and Deb Das Scholarship for English
Faculty Writing Awards in Critical and Creative Writing
Donald F. Lyons Scholarship Fund
John J. Salesses Scholarship
Daniel M. Scott, III Memorial Scholarship
Amy Thompson Memorial Scholarship

Feinstein School of Education and Human Development

Thomas Barry '65 and Louise Barry '64 Endowed Scholarship
Doris M. Bettez '42 Scholarship
Joan M. Calise '57 Scholarship
S. Elizabeth Campbell '31 Fund
Geraldine A. Carley Scholarship
Elizabeth S. Carr Scholarship
Class of 1938 Scholarship
Class of 1940 Scholarship
Class of 1941 Scholarship
Class of 1942 Scholarship
Class of 1943 Scholarship
Class of 1947 Scholarship
Class of 1952 Scholarship

Class of 1953 Scholarship
 Class of 1955 Scholarship
 Class of 1959 Scholarship
 Phyllis St. Germain Crawford '66, '70 Scholarship
 Margaret Day '63 and Edward Day '61 Scholarship
 Lillia Moura deMelo '49 Scholarship
 Endowed Scholarship for the Support of Diversity
 Helen Forman Special Education Scholarship
 Sarah T. Foster Scholarship
 Patricia Galvin '62 and Dee McCarthy '62 Scholarship
 Donna Gentili '70 Endowed Scholarship
 Abbie Hoisington Memorial Scholarship for Special Education
 Carol Horrocks '56 Art Education Scholarship
 Andrea B. Isserlis '64 Special Education Scholarship
 Kanakry '65-Clarke '92 Scholarship
 Thomas G. King Memorial Scholarship
 Renato and Elena Leonelli Physical Science Scholarship
 Helen Wynaught Lindstrom '39 Endowed Scholarship
 Joseph R. Lunt Science Teaching Scholarship
 Louis A. Marciano '60 and Gloria Petrucci Marciano Scholarship
 Gilda R. Martone '38 Endowed Scholarship Fund for Education
 Dorothy Frances (Kelly) McCartin '43 Scholarship
 Mary S. McGrath '48 Scholarship
 Bertha McKee '27 Scholarship
 Lt. W. Lee Menconi Endowed Memorial Scholarship
 John Milligan '73 and Patricia M. Milligan '69 Scholarship
 Marguerite C. Morey Scholarship
 Ethel Murphy Scholarship Fund
 Mary E. Murphy '27 Scholarship
 Wilhelmina A. Null Memorial Science Scholarship
 Olga M. Lusi O'Brien '45 Endowed Scholarship in Elementary Education
 Dolores Palombo Memorial Endowed Scholarship Fund
 Dorothy Pieniadz Scholarship
 Providence Teachers' Association Memorial Scholarship
 Rhode Island Council on Economic Education Scholarship
 Juliet Romano Endowed Scholarship
 Romeo R. Romano Endowed Scholarship
 Angelo and Antoinette C. Rosati Endowed Scholarship
 Phyllis Moverman Salk Scholarship Fund
 Anne B. Saute Scholarship Fund
 Raquel Shapiro '60 Scholarship
 Paul V. Sherlock '60 Endowed Scholarship
 Bernard H. Singleton '63 Scholarship
 John J. Smith '63 and Anna Veronica Smith '33 Scholarship
 Vera Sohigian Endowed Scholarship in Education
 Josephine A. Stillings Scholarship
 Mary E. Tremblay '69 Endowed Scholarship
 John and Happy White Scholarship in Teacher Education

B. Ruby Winnerman and Harriet J. Winnerman Memorial Scholarship Fund

Arthur M. Zarrella Endowed Scholarship

Financial Aid, Office of Student

Anna H. Blankstein '41 Scholarship
 George Giacomo Cairo Scholarship
 Class of 1939 Scholarship
 Class of 1950 Scholarship
 Class of 1954 Scholarship
 Class of 1956 Scholarship
 Richard Dawson Memorial Scholarship
 Alma Bishop Doley Endowed Scholarship
 Robert and Helene '36 Falvey Scholarship
 Aime J. and Gertrude B. Forand Scholarship Fund
 Mae E. Godfrey Scholarship
 Harrington '59 and Nolan '59 Scholarship
 David M. Harris Memorial Scholarship
 Laura Fachada Lally Memorial Scholarship
 Robert L. Lombardi '86 Endowed Memorial Scholarship
 Mary F. Luzzi Scholarship
 Anthony Masi M.Ed. '74, C.A.G.S. '77 and Lillian J. Masi Endowed Scholarship
 Celia Munir Scholarship
 John Nazarian Scholarship
 Armand I. Patrucco Endowed Scholarship
 Vincent Pelene Fund
 Rotary Club of North Providence Scholarship
 Ethel Salhany Memorial Scholarship
 Joseph Salvatore '39 Scholarship
 Edna M. Snow '77 Scholarship
 State Scholarships
 Richard Zorabedian Memorial Scholarship Fund

Honors Program, College

Director of Honors Scholarship
 Eleanor M. McMahon Rising Junior Scholarship
 John Nazarian Honors Scholarship
 Rhode Island College Faculty Honors Scholarship
 Rhode Island College Foundation Honors Scholarship
 Rhode Island College Honors Project Grant
 Ruth Williams '33 Honors Scholarship

Justice Studies, Department of

Justice Studies Scholarship

Mathematical Sciences, Department of

Nancy Humes '68 Scholarship

Miscellaneous

Ist. Lt. Gregory F. Zavota Humanitarian Scholarship

Michael J. "The Doc" Gonsalves '86 Scholarship
 Therese Sullivan '46 Scholarship
 Tess Hoffman Film Studies Scholarship
 Michael A. Valerio '80 Communications Scholarship
 Miya D. Brophy-Baermann Scholarship (Speech, Language and Hearing Sciences)

Modern Languages, Department of

Leonelli Family Memorial Scholarship

Music, Theatre and Dance, Department of

Ernest C. and Dorothy H. Allison Scholarship
 Louis Appleton Memorial Scholarship
 Bicho Family Memorial Scholarship
 MaryAnn Dinunzio '65 Memorial Scholarship
 Marjorie H. Eubank Scholarship
 Sylvan R. and Helen Forman Scholarship
 Mark E. Goldman Theatre Scholarship
 John A. Kelly Theatre Scholarship
 Michael S. Kroian Sr. Endowed Scholarship
 Katherine Bryer Krueger Scholarship
 Francis M. Marciniak Music Education Scholarship
 John Pellegrino Scholarship for Brass Students
 Thomas R. Pezzullo Memorial Scholarship
 Jeanne Aubin Rose '62 Scholarship
 Robert D. Soule Technical Theatre Scholarship Fund
 Melody Stappas Memorial Scholarship
 Meredith M. Thayer '68 Scholarship

Onanian School of Nursing

Rhode Island College Graduate Nursing Scholarship
 Beneficent Church Nursing Scholarship
 RIC RN-BSN Scholarship
 Mary R. Brunell Nursing Scholarship
 Stell Joy Bunnell Endowed Scholarship
 Karla Carroll '95 Nursing Scholarship
 William F. Ciambrone Memorial Endowed Scholarship
 Class of 1957 Scholarship
 Kristen A. Dupre Memorial Scholarship
 Debra Dumont Memorial Scholarship Fund
 Robert H. I. Goddard and Hope Drury Goddard Scholarship
 Mary E. Love Scholarships
 Doris Mathewson '74 Scholarship
 Eleanor M. Olson Nursing Scholarship Award
 Lucy C. Ayers Memorial Scholarship
 Zvart Onanian Endowed Scholarship
 Jean Schmieding Scholarship Award

Political Science, Department of

Maryellen Hoye Memorial Fund
 Richard R. Langevin Scholarship

Shea and Tolman High Schools

Myrtle Karlin Scholarship
 Helen L. Nolan Scholarship

Social Work, School of

Hasbro Scholarship
 Ida Maiello Memorial Scholarship

Sociology, Department of

Maryellen Hoye Memorial Fund

Student Affairs, Office of

Frank A. and Camille S. Bucci Scholarship
 Michelina "Miki" Doretto Santos Veteran/Veteran Spouse & Upward Bound Scholarship

Student Community Government, Office of

Beverly L. McGinnis Scholarship

Study Abroad Office

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

Talent Awards

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

EMPLOYMENT PROGRAMS

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

REFUND ADVANCE FOR BOOKS

Students may be eligible to receive an advance of their anticipated account refund toward eligible purchases at the Rhode Island College Bookstore and other places on campus if their financial aid award exceeds direct charges (e.g., tuition, fees, room and board). Applications must be submitted online using the student self-service section of MyRIC. Contact the financial aid office for details, 401-456-8033 or financialaid@ric.edu.

STANDARDS FOR MEASURING SATISFACTORY ACADEMIC PROGRESS FOR UNDERGRADUATE FINANCIAL AID RECIPIENTS

SATISFACTORY ACADEMIC PROGRESS STANDARDS POLICY

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

AID ELIGIBILITY

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

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

STANDARDS OF MEASURING SATISFACTORY ACADEMIC PROGRESS AT RHODE ISLAND COLLEGE

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

3. Both components apply to multiple majors, or students who change majors.

Credits Attempted	Required Successful Completion	Minimum Cumulative G.P.A.
0-12	—	—
13-36	60%	1.80
37-180	67%	2.00

APPEAL PROCESS

1. Students must complete the Appeal Form (<https://www.ric.edu/documents/appeal-financial-aid-probationary-status-2021-22>) and follow the instructions on the form. Appeals should be based on personal injury, illness, family difficulties, death of a relative, or other extenuating circumstances beyond the student's control.
2. If more than one semester is needed to comply with the SAP policy as detailed above, it is recommended that your appeal include an advisor-approved academic plan that if followed will ensure you will be able to meet SAP requirements by a specific point in time.
3. If your appeal is approved, you will be placed on "financial aid probation" and as long as you meet all requirements of the approval letter and follow your academic plan (if applicable), you may continue to receive financial aid.
4. The Deadline for appeals is no later than four weeks prior to the end of the semester for which aid is desired. Allow up to three weeks for processing appeals.

APPEAL NOTIFICATION PROCESS

1. Students will be notified of the appeal decision by hard-copy letter mailed to students' permanent home address on record. Allow up to three weeks for appeal processing.
2. Subsequent appeals of the same nature are not permitted.
3. All appeal decisions are final.

REINSTATEMENT OF ELIGIBILITY

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

THE RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FINANCIAL ASSISTANCE

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

Student Rights

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

2. Students have the right to know where and from whom information on student assistance at the institution may be obtained.
 3. Students have the right to know what financial aid programs are available at their school.
 4. Students have the right to know how to apply for student assistance programs and what standards are used to determine eligibility.
 5. Students have the right to know the deadlines for submitting applications for each of the financial aid programs available.
 6. Students have the right to know how financial aid will be distributed, how decisions on that distribution are made and the basis for these decisions.
 7. Students have the right to know how their financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal miscellaneous expenses, etc. are considered in their budget.
 8. Students have the right to know what resources (such as parental contribution, other financial aid, student assets, etc.) were considered in the calculation of their need.
 9. Students have the right to know how much of their financial need as determined by the institution has been met.
 10. Students have the right to request an explanation of the various programs in their student aid package.
 11. Students have the right to know what portion of their financial aid must be repaid and what portion is grant aid. If the aid is a loan, students have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time they have to repay the loan and when repayment is to begin.
 12. Students have the right to know the means by which financial aid will be disbursed and the frequency of disbursements.
 13. Students have the right to know how the school determines whether they are making satisfactory progress, what happens if they are not and the procedures by which a student who has failed to maintain such progress may reestablish eligibility.
 14. Students have the right to know their school's refund policy.
 15. Students have the right to know what academic programs are available at the institution and the faculty and facilities available for those programs.
 16. Students have the right to data regarding retention of students at the institution.
 17. Students have the right to know the number or percentage of students completing each program if such data is available.
5. Students must accept responsibility for all agreements that they sign.
 6. Students must perform the work that is agreed upon in accepting a Federal Work-Study award.
 7. Students must be aware of and comply with the deadlines for application or reapplication for aid.
 8. Students should be aware of their school's refund procedures.
 9. All schools must provide information to prospective students about the school's programs and performance. Students should consider this information carefully before deciding to attend a school.

Academic Policies and Requirements - Undergraduate

GRADUATION REQUIREMENTS FOR ALL UNDERGRADUATE STUDENTS

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

1. The General Education requirements.
2. The College Writing Requirement.
3. Writing in the Discipline Requirement.
4. Introduction to RIC Requirement.
5. The College Mathematics Milestone.
6. The major requirements listed under each program, and, if applicable, requirements in the minor.
7. Experiential Learning Requirement.
8. A minimum of 120 earned credits.
9. The College Residency Requirement: a minimum of 30 credits must be taken at RIC, a minimum of 15 credits in the major (at least 12 of which must be at the 300-level or above), and a minimum of 9 credits in the minor, if applicable
10. A minimum of a 2.0 G.P.A. in the major and minor (if applicable).
11. A minimum overall G.P.A. of 2.0 on a 4.0 scale.

COLLEGE WRITING REQUIREMENT

All students are required to complete the College Writing Requirement. In most cases, this requirement is satisfied by the completion of FYW 100, FYW 100P or FYW 100H, with a minimum grade of C. Students who receive a C- or below in FYW 100, FYW 100P or FYW 100H will receive the college credit but will not have fulfilled the College Writing Requirement. This requirement may also be satisfied by (1) passing the appropriate College Level Examination Program (CLEP)/College Composition, with a minimum score of 50, and by reporting the score to RIC's Admissions Office; or (2) by passing the course equivalent of FYW 100 with a C or better at another institution; in this latter case, the transcript from the institution at which the student enrolled in the equivalent course should be sent to RIC's Admissions office. Most students will have the opportunity during New Student Orientation to

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.

choose which FYW course best meets their needs. Visit the FYW Program website at <https://www.ric.edu/academics/first-year-writing-fyw> for information on this process.

Students are encouraged to fulfill the College Writing Requirement in their first year of study at Rhode Island College. Students who have not fulfilled the College Writing Requirement before the completion of 30 attempted credits at the college will have a registration hold placed on their account until they have registered for the course. If the course is not completed successfully, the hold will be placed again.

INTRODUCTION TO RIC REQUIREMENT

To maximize student success, a one-credit transition to college course, Introduction to RIC, is required of all first-year students during their first semester (RIC 100). Students who transfer with fewer than 24 credits are required to pass RIC 100 in order to graduate.

RIC 100: Introduction to RIC (1) F, Sp.

Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency, and campus resources.

Note: Students taking BUSI 100 or COLL 101 or COLL 150 or HONR 150 or NURS 100 will be exempted.

WRITING IN THE DISCIPLINE

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

COLLEGE MATHEMATICS MILESTONE

Students are encouraged to complete the College Mathematics Milestone by the end of their first year of study at the College. Students who have not fulfilled the milestone will have that noted on their Academic Requirements report and transcript.

Students who do not satisfy the College Mathematics Milestone by the end of their first year (30 or more attempted credit hours at Rhode Island College) will have a registration hold until the student is registered for the appropriate course.

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

Entering students (first-year and transfer) shall have the following options for fulfilling the College Mathematics Milestone:

- I. All entering students will be required to take the Mathematics Placement Exam prior to or during New Student Orientation. Students who achieve an appropriate placement score will have met the Mathematics Milestone. (This examination is given at least six times each semester and, if necessary, may be repeated once. The examination is administered by the Mathematics Learning Center.)

2. Students who do not achieve a satisfactory grade on the Mathematics Placement Exam (which may be taken twice) must enroll in MATH 010 prior to or during their first year at Rhode Island College. Students who fail to earn a satisfactory grade must re-enroll in MATH 010 until successful completion.
3. Students who receive transfer credit for a course(s) deemed equivalent to a RIC math course (MATH 010, 120, 139, 143, 177 or higher) will have met the Mathematics Milestone.

MAJORS

Majors

All students must complete an approved major/program. Requirements are listed under each major and can be found in the catalog by school or online at <https://www.ric.edu/academics/undergraduate-programs>. For some majors or programs, including pre-professional programs in education, nursing and social work, there is a secondary admission process. Students must first begin as intended majors and meet certain requirements in order to apply for formal acceptance into the major/program. Majors and programs may also include cognates, a group of related courses that support the requirements of the major. Students must earn a minimum cumulative grade point average of a 2.00 in their major in order to graduate. Please note that some individual majors may have higher GPAs or specific grade requirements, and this will be stated where the major is outlined in the catalog.

Declaring a Major

Entering first-year students who are unsure of a choice of major may select one of six Exploring Majors: Arts, Business, Health Sciences, Humanities, Science/Math and Social & Behavioral Sciences. Each provides a three-semester plan or RhodeMap to help keep students on track to on time graduation. All undergraduate degree students must declare a major by the time they have earned 45 credits (includes all earned course and test credits). Students who fail to declare a major will have a registration hold placed.

Intended Majors

Students may not be in an Intended Major beyond 60 earned credits (including transfer and test credits). In rare cases, incoming transfer students transferring in with 60 or more credits may remain in an intended major for up to two semesters based on an exception allowed by their intended academic department.

Changing Majors

Students who wish to change their major or add a second major, should contact the department chair of the new or additional major. Names and contact information can be found at <https://www.ric.edu/documents/academic-affairs-division-directory-2021-2022>. Students who have a double major and wish to drop one of them should contact the records office.

Student-Designed Majors

Students may develop individualized majors to accommodate special needs and interests. These majors may focus on an area of study not covered in regular departmental offerings or may be interdisciplinary in nature. Student-designed majors are open to undergraduate degree candidates who have earned at least 40 credit hours and who have a minimum cumulative grade point average of 2.50. Proposals from students with more than 75 credit hours are normally not accepted. A completed proposal must be submitted to the Committee on Student-

Designed Majors no later than October 1 or March 1 for action that same semester. Further information about this program and application materials may be obtained from the offices of the academic deans.

MINORS

Minors

Minors, while not required at the college, can enhance and broaden a student's educational experience and add value for employment or graduate school. Minors require a minimum of 18 credits and most range from 18-24 credits. Minors are open to students in any major, not just a minor in the school of the student's major. Most majors have a corresponding minor. At least two courses in the minor must be completed at the college. Students must earn a minimum cumulative grade point average of a 2.00 in their minor.

Minors are also available in the following areas: aging studies, archaeology, behavioral neuroscience, biological anthropology, cultural anthropology, coaching, cybersecurity, data analytics, digital media production, educational studies, international business, international governmental non-governmental studies, italian, jazz studies, linguistic anthropology, medical anthropology, public history, queer studies, rhetoric and writing, statistical modeling and web development.

Transfer Minors

The college has created transfer minors designed primarily for, but not limited to, community college transfer students who have completed designated associate degree programs. All coursework for the minor will have been completed at the student's prior institution before matriculating as a new student or a readmit at the college. Transfer minors consist of 18-24 credits in a focused field of study for which a minor does not exist at RIC. The transfer minor will be posted on the student's official RIC transcript as an additional academic credential.

Available Transfer Minors:

Bristol Community College

- Deaf Studies
- Fire Science
- Law Enforcement
- Occupational Therapy
- Paralegal Studies

Community College of Rhode Island

- Business Advisory Services
- Computer Studies
- Emergency Management/Homeland Security
- Fire Science
- Law Enforcement
- Networking
- Occupational Therapy
- Paralegal Studies
- Web Technologies

For a description of the courses required for each CCRI transfer minor, visit <https://www.ric.edu/academics/prior-learning-assessment/transfer-minors>

EXPERIENTIAL LEARNING

A requirement for all undergraduate students at Rhode Island College.

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

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

Students at RIC encounter experiential learning in three main areas:

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

2.) Other required courses in programs that emphasize experiential learning: Not a culminating experience, but these courses highlight experiential learning, with an emphasis on hands-on learning activities, laboratory work (often doing original research), service-learning, volunteer experience, clinical skills, practicum, case studies, data collection and analysis, field work, creative production and performance, presentations, reflective discussion and active research.

3.) Not required but available: Optional research (discipline based), internships, project work, field based courses, evidence-based practices, replication studies, simulation exercises, experimental techniques, self-exploration exercises and creative/performance projects.

Experiential Learning Outcomes

RIC aims to graduate students who are:

Flexible: Be resilient but adaptable to change, able to work under pressure, openly self-evaluate, and display thoughtful, thorough, and informed judgment in diverse situations and a changing environment.
Effective: Be able to fully integrate theory and practice within their discipline by utilizing those portable skills they have developed through their coursework. Such skills include critical thinking, oral communication, collaboration, research proficiency, and professional behavior.

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

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

GRADING SYSTEM

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

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

*Included in the calculation of the cumulative grade point average

W—Withdrawn. Requires permission of instructor. No grade points, no effect on GPA. No credits counted toward graduation.

W/N—Never attended (or never connected if online course). No grade points, no effect on GPA. No credits counted toward graduation.

W/L—Leave of absence. No grade points, no effect on GPA. No credits counted toward graduation; initiated with Student Life.

W/M—Called to active military duty. No grade points, no effect on GPA. No credits counted toward graduation; initiated with Student Life.

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

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

AUD—Notation for course which was audited.

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

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

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

WITHDRAWAL FROM A COURSE - UNDERGRADUATE

Before the Start of a Semester

A student may add or drop courses or sections using MyRIC. No consultation or permission is required, but consultation with an advisor and/or the instructor is encouraged. Dropping a course(s) may impact financial aid, scholarships (including HOPE eligibility), eligibility for athletics and/or veterans benefits. No transcript record of enrollment will be maintained for courses dropped during this period.

Note: Students in the Bachelor of Professional Studies (BPS) program do not have an add period and have a shortened drop period as listed in the BPS Academic Calendar each semester.

During Add/Drop

The first two weeks of the fall and spring semesters constitutes the Add/Drop Period. Students who wish to drop a course during this time may do so using MyRIC. No consultation or permission is required, but consultation with an advisor and/or the instructor is strongly encouraged. No transcript record of enrollment will be maintained for courses dropped during this period.

Note: During the second week of the add/drop period, students are able to add a course only with prior consultation with the instructor and with the approval of the department chair. Registration ends at the conclusion of the add period.

After Add/Drop

After the two-week Add/Drop Period students may not withdraw themselves. Faculty may approve and submit a grade of **W** up until 2 weeks following the due date for midterm grades (deadline date for **W**s appears in the academic calendar) after which a regular letter grade must be assigned. A **W** grade may no longer be assigned as a final grade.

Withdrawal for non-academic reasons

Students seeking a course or semester withdrawal for extenuating non-academic reasons (medical, and/or call to active duty,) should speak with the the Dean of Students.

Students may request disability-related accommodations from the Disability Services Center if needed to facilitate equal educational opportunities in the course withdrawal (for academic reasons) process whether related to an extension for disability-related circumstances or access to supports.

Withdrawals for Student Veterans

Student veterans who withdraw from a course and have a **W** grade are required to return a portion of their benefits. An **F** does not require a return of benefits. However, the **F** has a greater impact on academic standing. The federal government allows a one-year grace period if the student veteran has an Incomplete instead of a **W**. Student veterans will be allowed two consecutive semesters following the course (summer sessions not included) to complete the course requirements for the Incomplete without needing to request instructor permission.

Limit on W Grades

Students are limited to a maximum of 5 W grades while pursuing an undergraduate program at RIC. W grades posted prior to the implementation of this policy will not be counted toward the total of 5 W's allowed. A student with extenuating circumstances may petition the Academic Standing Committee for permission to exceed the maximum of 5 W's. W/L and W/M grades do not count towards the 5 W grade limit. If the total number of W's exceeds the maximum, a notation indicating a violation of college policy will appear on the student's unofficial transcript. Further consequences such as a registration hold may apply. This portion of the W policy will not be enforced until system programming occurs.

INCOMPLETE GRADE - UNDERGRADUATE

For all undergraduate students, the dates for finishing Incomplete Grades earned in the spring or summer semesters must be completed no later than the second Friday in October, and Incomplete grades earned in the fall semester must be completed no later than the second Friday in March.

The instructor also has the right to set a shorter deadline with the student as deemed appropriate and must be documented.

Students may request disability-related accommodations from the Disability Services Center if needed to facilitate equal educational opportunities in the Incomplete process whether related to an extension for disability-related circumstances or access to supports.

Students approved for a Title IX accommodation by the college's Director of Institutional Equity will be entitled to an alternate form of extension and means of completion for an Incomplete grade.

Students may appeal for an extension of the due date from the instructor. If an extension is approved, the faculty member must notify the Registrar via email indicating the new due date. If denied, the student may appeal to the department chair, whose decision is final (except in cases where the instructor is also the chair, then the academic dean is the final appeal.)

For further information, students and their advisors should consult the Manual on Academic Policies & Procedures (MAPP) at <https://www.ric.edu/documents/manual-academic-policies-and-procedures>

ACADEMIC FORGIVENESS POLICY (5 - YEAR RULE)

The Academic Forgiveness Policy allows a fresh start for former undergraduate students from RIC who have had a minimum of five consecutive years absence from the college and wish to return to complete a first bachelor's degree. The older credits will be evaluated under the college's current transfer model. When the policy is applied, the cumulative GPA will be recalculated and reset.

Courses that are at least five years old in which the student earned a grade of "C" or higher will be awarded elective credit, or if appropriate, general education credit. Upper level courses will be reviewed/evaluated by the department of the chair of the student's major/program who determines if the course(s) may still be applied to the student's program or must be repeated (such as change in body of knowledge, etc.). Programs with a secondary admission process are allowed to calculate grades from older courses and may require students to repeat those courses.

At the discretion of the admissions office, college credit may also be evaluated for academic forgiveness for transfer applicants with credits five years or older from other institutions.

REPEATING A COURSE

A student may repeat **only once** any course taken for undergraduate credit that is not subject to restrictions within undergraduate programs. A W grade counts as a repeat.* A student who wishes to repeat a course a second time may request permission to do so from the Academic Standing Committee. The form for petitioning the Academic Standing Committee is available online here.

Once a course is repeated, only the higher grade earned will be included in the calculation of the cumulative grade point average and will appear on the student's transcript. The original course and grade will also appear on the transcript. Only grades for courses repeated at Rhode Island College will be adjusted.

**Any non-academic withdrawal grades (as approved by Dean of Students or other authorized college personnel) do not count as an attempt.*

CHANGE OF GRADES

Instructors may change grades, including I grades, that have been reported and saved on the grade roster for three weeks following the grade due date using the electronic grade reporting system. Grades may be changed after this three-week period with the written approval of the instructor and the appropriate dean using the Change of Grade Form available from the Registrar's Office.

Entries to a student's academic record prior to graduation, including requests for retroactive withdrawals, shall not be changed after two years for undergraduate students, except in the case of a clerical error. Students requesting a retroactive W within the two-year limit must petition the Academic Standing Committee.

Grade changes for grades received before graduation will not be permitted after graduation unless the change is based on clerical or procedural errors, and the change is received and posted to the student's record by the last day of classes of the semester following the term in which the student graduated.

AUDITING A COURSE

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

During the first two weeks of a semester, if registration for the course has not been closed, a course may be added for audit through regular Add/Drop procedures without a late registration fee charged.

Conversely, during the first two weeks of the semester, a course that was audited may be dropped and added for credit with no late registration fee charged.

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

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

INDEPENDENT STUDY

Independent study, directed study and certain research courses afford students the opportunity to pursue concentrated study in a selected topic under the supervision of a faculty member. Students enrolled in independent study are expected to observe the semester begin and end dates, unless a different time limit has been arranged with their instructor. Requests for an independent study should be made in the semester prior to the semester of the planned independent study. An application for Independent Study Form, signed by the instructor, the department chair and the appropriate dean must be filed with the respective program. Forms are available in the Registrar's Office or online at <https://www.ric.edu/department-directory/records-office/records-office-forms>

ACADEMIC STANDING AND RETENTION STANDARDS

Rhode Island College defines good academic standing as a minimum cumulative grade point average (GPA) of 2.0. The academic standing policy applies to all undergraduate students, degree and nondegree, part time and full time. Maintaining good academic standing is crucial to demonstrating progress towards the completion of the degree.

Academic standing is based on the number of credit hours attempted, term and cumulative GPA. Following the posting of grades each fall and spring semester, the Registrar's Office reviews and determines the level of academic standing applicable to each student. Professional programs and some majors may have additional and/or higher academic standards which the student must meet at specific intervals.

Academic Status	Term GPA	Cumulative RIC G.P.A.	Action
Good Standing		≥2.00	• Positive service indicator in MyRIC.
Academic Warning	<2.0	≥2.00	
Academic Notice 1 (AN1)	<2.0	<2.00	
Academic Notice 2 (AN2)	≥2.00	<2.00	
Academic Dismissal Review (ADR)		<2.00	

Review in Progress (REIP) --- Based on ruling

Students in Academic Dismissal Review whose appeal is approved will be placed on Review in Progress (REIP)

- The student is given a customized number of attempted credits to return to good standing (typically 24 credits or fewer) with parameters clearly set by UASC.
- Financial Aid eligibility may be impacted
- May not hold a leadership position in a student organization

Academic Dismissal (ADIS) <2.00

Students in Academic Dismissal Review whose appeal is denied will be permanently dismissed and blocked from registering at RIC. This applies to:

- Students who do not meet “Good Standing” within the conditions of their approved “Review In Progress” timeline
- Students who appealed to UASC and were denied during Academic Review process, twice
- Non-Degree status is permitted only with the approval of the Undergraduate Academic Standing Committee.
- See [Academic Forgiveness Policy](#) for future opportunity to return
- The decision of the UASC is final.

This standing would be manually entered with direct communication between the Registrar’s Office and the Chair of the Undergraduate Academic Standing Committee

* Whenever a student is assigned a status other than good academic standing or is assigned an academic coach, this information will be communicated to the student's faculty advisor. Any academic advice given to a student will likewise be communicated to the student's faculty advisor.

ACADEMIC ASSESSMENT

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

PLAGIARISM

The Rhode Island College community is committed to the basic principles of academic honesty. Instances of alleged academic dishonesty are adjudicated under the procedures developed by the Academic Integrity Board. The board is composed of students, faculty and administrators. A description of its powers and responsibilities can be found in the Manual on Academic Policies and Procedures on the RIC website at <https://www.ric.edu/documents/manual-academic-policies-and-procedures>

TRANSFER CREDIT

Undergraduate degree candidates who plan to take a course at another college while a degree student at RIC must complete an Authorization of Credit form(s) before registering for the course (including CCRI and URI courses). The Authorization of Credit form may be found online at <https://www.ric.edu/documents/authorization-credit-form> and must be filed with the Records Office.

Students must also obtain permission of the department chair or, in the case of interdisciplinary courses, the dean. Students with financial aid awards should contact the Office of Student Financial Aid about their continued eligibility to receive aid while they take courses at other colleges.

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

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

Honors and Awards - Undergraduate

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.

THE 3.5 SOCIETY

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

CAP AND GOWN AWARDS

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

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

Accounting, Department of

Outstanding Student Award (Accounting)

Anthropology, Department of

James Houston Award in Anthropology

Art, Department of

Mary Ball Howkins Art History Award
Studio Art Award

Biology, Department of

W. Christina Carlson Award
Theodore Lemeshka Award

College Honors Program

Eleanor M. McMahon Award

Communication, Department of

Communication Achievement Award (Mass Media)
Communication Achievement Award (Public and Professional)
Communication Achievement Award (Public Relations)
Communication Achievement Award (Speech, Language and Hearing Science)

Computer Science and Information Systems, Department of

Outstanding Student Award (Computer Information Systems)
Richard A. Howland Computer Science Award

Economics and Finance, Department of

Outstanding Student Award

Educational Studies, Department of

Mary Alice Grellner Educational Studies Senior Award
Katherine Murray Prize

Elementary Education, Department of

Elementary Education Award

English, Department of

Jennifer S. Cook Award in English and Educational Studies
Jean Garrigue Award
Spencer and Marguerite Hall Award

Film Studies Program

Mark W. Estrin Film Studies Award

Gender and Women's Studies Program

Gender and Women's Studies Award (Scholarship)
Gender and Women's Studies Award (Service)

Health and Physical Education, Department of

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

History, Department of

Claiborne deB. Pell Award
Evelyn Walsh Prize

Honors at Rhode Island College

Eleanor M. McMahon Award

Intercollegiate Athletics, Office of

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

Management and Marketing, Department of

John Silva Memorial Scholastic Award (Management)
Constance Milbourne Award (Marketing)

Mathematical Sciences, Department of

Christopher R. Mitchell Award

Modern Languages, Department of

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

Music, Theatre and Dance, Department of

Peter Jeffrey Archambault Memorial Award
Cantor Jacob Hohenemser Award
Alice K. Pellegrino Music Education Award
Rhode Island College Theatre Award
Yetta Rauch Melcer Dance Award

Nursing, School of

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

Philosophy, Department of

Thomas J. Howell Award

Physical Sciences, Department of

American Institute of Chemists Award
Ronald J. Boruch Award
Departmental Physics Award

Political Science, Department of

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

Psychology, Department of

Victoria Lederberg Psychology Award
Robin K. Montvilo Award in Chemical Dependency and Addiction Studies
Joan H. Rollins Community Service Award

Rhode Island College Foundation

Rose Butler Browne Award
Bertha Christina Andrews Emin Award (Outstanding Achievement)
Bertha Christina Andrews Emin Award (Scholastic Excellence)

Social Work, School of

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

Sociology, Department of

Rachel Filinson Award in Sociology
Mary Ann Hawkes Award in Justice Studies

Special Education, Department of

Elisa F. Bonaventura Memorial Scholarship
Josephine A. Stillings Award

COLLEGE HONORS PROGRAM

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

General Education Honors

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

Students take a minimum of five General Education courses, normally including the three core requirements, in specially designed honors sections. These sections are designed to be more intellectually challenging than regular courses and are kept small in size, thus allowing ample opportunity for class discussion and for individualized study.

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

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

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

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

Honors Colloquium

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

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

Departmental Honors

Departmental Honors offers students the opportunity to undertake an independent research, critical or creative project on a topic of the student's choice and directed by a professor of the student's choice. Normally, the project begins in the senior year, although it may commence earlier, and carries six to eight hours of independent study credit over two semesters. Students may participate in Departmental

Honors whether or not they have completed General Education Honors or taken Honors 351.

A Departmental Honors project is completed in the department of the student's major. The student must apply formally to the appropriate departmental honors committee, which is responsible for accepting the student's proposal for an honors project, for evaluating the completed project and for awarding the Departmental Honors designation, which will appear on the student's transcript. If the student's project involves work with persons or animals, the project must also be approved by the Committee on Human Participants in Research or the Committee on Animal Care and Use. Individual departments may also require that the student take specific upper-level courses in addition to or as part of the honors project. Undergraduate research/creativity grants are available to support honors projects.

If there is no honors program in the student's major or if the student wishes to undertake an interdisciplinary project that cannot be accommodated in the major, the student may apply to the director of honors to appoint an appropriate faculty committee to review the student's proposal and to oversee the project. In such cases, the student's transcript will reflect completion of an Honors Independent Project rather than Departmental Honors. Such students will still be eligible to receive the College Honors designation on their transcripts. Students seeking Departmental Honors must have a minimum overall GPA of at least 3.0 and a minimum GPA in the major of at least 3.25. Some departments require higher minimum GPAs. Students should consult the respective departmental honors committees for details. A student whose project is denied honors may appeal that decision through the normal college appeal process.

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

DEAN'S LIST

Full-time students who attain a minimum GPA of 3.25 in any semester have their names placed on the Dean's List in recognition of their scholastic achievement. (During a student teaching semester, students must attain a minimum cumulative GPA of 3.0, as well as a minimum semester GPA of 3.0, and earn at least a grade of Satisfactory in student teaching.)

GRADUATION HONORS

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

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

INTERNATIONAL HONOR SOCIETIES

Alpha Kappa Delta

The Beta Chapter of the International Honor Society in Sociology was chartered at Rhode Island College in 1976. The society was founded in 1920 at the University of Southern California. There are now 290

chapters in the United States and Canada that honor excellence in scholarship, research and service.

Kappa Delta Pi

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

Phi Alpha Theta

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

Phi Sigma Iota

The Beta Gamma chapter of the International Foreign Language Honor Society was chartered at Rhode Island College in 1982. It recognizes outstanding accomplishment in the study or teaching of any of the academic fields related to foreign language, literature or culture. These fields include not only modern foreign language, but also classics, linguistics, philology, comparative literature, bilingual education, second language acquisition and other interdisciplinary programs with a significant foreign language component. Phi Sigma Iota is the highest academic honor in the field of foreign languages. There are approximately 250 chapters of Phi Sigma Iota at institutions of higher learning in the United States, Mexico and France.

Phi Sigma Tau

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

Sigma Tau Delta

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

Sigma Theta Tau

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

Sigma Xi

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

Tau Sigma

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

Upsilon Pi Epsilon

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

NATIONAL HONOR SOCIETIES

Alpha Delta Mu

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

Alpha Lambda Delta

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

Phi Lambda Beta

The Sigma chapter of Phi Lambda Beta National Collegiate Portuguese Honor Society was chartered at Rhode Island College in 2012. The society strives to stimulate greater interest in the advanced study of the Portuguese language and Luso-Afro-Brazilian cultures and literatures; reward outstanding achievement in the field; and strengthen ties between Portuguese college and university faculty members, their students, and the AATSP (American Association of Teachers of Spanish and Portuguese).

Pi Mu Epsilon

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

Pi Sigma Alpha

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

Psi Chi

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

Academic Facilities and Services - Undergraduate

OFFICE OF ACADEMIC ADVISING

The Office of Academic Advising is located in the Lower Level of the Adams Library and supports all Exploring majors, First-Year Intended Nursing majors, First-Year School of Business majors, First-Year Intended Medical Imaging majors, and First-Year Elementary/Early Childhood Education majors. The office assists students with course registration, adding/dropping courses, short and long-term planning, academic program selection, and academic coaching. They also connect students to the proper resources, including faculty; help students create and assess academic, personal and career orientated goals; and encourage students to get involved on campus. Additionally, the office utilizes Starfish in order to schedule appointments, create engagement within the campus community, and connect students to the appropriate resources.

ACADEMIC SUCCESS CENTER

The Academic Success Center provides a multitude of learning and tutoring services, programs and activities that support student learning, and academic development. The Center is located on level 1 of Adams Library and contains Subject tutoring, the Math Learning Lab and the Writing Lab. The Academic Success Center offers tutoring in subject areas such as Biology, Chemistry, Nursing, Psychology, Computer Science and more. The subject tutoring schedule also provide support for time management, organization, and study skills such as note taking, test preparation, and reading comprehension. The Math Learning Lab and Computer Science tutoring supports students in courses that range from Math 010 through the 300 level and administers the Math placement exam. The Writing Lab works to develop effective writing strategies across disciplines, including understanding the assignment, planning, drafting, revising, and proper citations. Healthy Habits of mind workshops cover a variety of topics that include tips for a successful semester, prioritization, time management, and study strategies.

ADAMS LIBRARY

The Library (<https://library.ric.edu>) offers a welcoming environment to support the intellectual and cultural diversity of our campus. Library faculty and staff assist users at the reference and borrowing services desks and by phone, email, text and chat (<https://ric.libanswers.com>). Library faculty collaborate with college faculty to create library instruction for specific courses focused on the discovery, use and evaluation of library resources and information on the web.

The Library is located at the heart of campus, and is open 80 hours per week during the academic year. Students will find a variety of spaces to meet their needs including collaborative study spaces, individual carrels and tables for independent study. A floor dedicated to silent study is located on level 2. The Curriculum Corner is housed on level 4 and provides instructional material and curriculum development resources for teachers and teacher education programs.

Print collections include more than 235,238 books and 503 journals. The library also has a collection of government publications, a DVD collection of films and documentaries, and a variety of music CDs. Electronic collections include over 648,605 e-books, 87,127 e-journals, and a diversified selection of 85 databases. Remote access is available to all electronic resources. In addition to our collections, students can borrow laptops, iPads, external hard drives, graphing and business calculators.

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

The Library is a member of the HELIN (Higher Education Library Information Network) consortium, which consists of 7 academic libraries, where the RIC community has on-site access to collections and reciprocal borrowing privileges with their RIC ID. Library users may request items from other libraries via interlibrary loan using our online catalog.

CAREER DEVELOPMENT CENTER

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

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

competitive job search skills and strategies (e.g., résumé and cover letter writing, effective interviewing, LinkedIn accounts and networking).

Many resources are available 24/7 online, such as job and internship postings and information about career fields. Employers seeking full-time, permanent and part-time employees and interns connect with students through the Center's career management tool, Handshake. Student employment (work-study and non-work-study) jobs available both on- and off-campus are also managed through the Center.

Current students and alumni may post résumés, view jobs/internships and access the center's online library with RIC's career management tool, Handshake (<https://www.ric.edu/alumni-online-job-portal-handshake> and <https://ric.joinhandshake.com/login>). Additional tools available to students include Portfolium, an e-folio platform that translates classroom and experiential learning into workplace skills and highlights them for employers to view and Big Interview, an online system for job interview preparation. Please visit our website at <https://www.ric.edu/department-directory/career-development-center> for additional details and resources. The Career Development Center is located in Adams Library.

CENTER FOR SCHOLAR DEVELOPMENT

The Center for Scholar Development encompasses four key programs that are designed to support the academic and personal development of Rhode Island College students: Preparatory Enrollment Program, Student Support Services, McNair Scholars, and Upward Bound. These programs are specifically designed to create educational pathways in an affirming environment for first generation scholars in their pursuit of post-secondary success.

Preparatory Enrollment Program (PEP)

The Preparatory Enrollment Program (PEP) is a specialized initiative designed for first-year students, with a particular focus on those who are first-generation or come from low-income backgrounds. PEP is dedicated to nurturing the academic potential and persistence of these students. Our comprehensive support services encompass academic instruction, tutoring, faculty mentorship, peer networks, workshops, learning communities, and personalized advising. PEP embodies a student-centric approach, fostering an inclusive and cooperative community environment. The journey with PEP begins during the spring before freshman year. Students enroll in College Course 150, taught by Rhode Island College faculty, which emphasizes leadership, career development, and the transition to college life. Over the summer, students have the invaluable opportunity to participate in free math courses, enhancing their college-level math proficiency before embarking on their first year. Throughout their freshman year, PEP students benefit from tailored support and guidance, ensuring a smooth transition both academically and personally. Additional resources include study halls, collaborative learning communities, workshops with various campus offices, and a peer mentoring program.

Student Support Services (SSS)

Located within the Center for Scholar Development, both Student Support Services Regular and STEM are devoted to empowering and

assisting students in their academic journey. These programs offer a comprehensive array of resources meticulously crafted to amplify learning, foster personal development, and foster success. Whether a student is first-generation, comes from an economically disadvantaged background, or has a documented disability, TRIO Student Support Services is here to provide you with tailored support. Our programs offer individualized academic advising, tutoring services, and skill-building workshops to strengthen your study techniques, time management, and test-taking abilities. We foster a sense of community through networking events, peer mentoring, and academic workshops, ensuring you have the tools to excel in your studies and beyond. Collaborating with student groups, we proudly host a variety of cultural events that celebrate diversity and create a vibrant campus atmosphere. Eligible students also have access to grant aid opportunities, further alleviating financial barriers and enabling you to focus on your education. At TRIO SSS, we believe that every student deserves the opportunity to thrive.

McNair Scholars

Supported by the U.S. Department of Education, the McNair rScholars Program helps to prepare students for the journey to doctoral studies and beyond. Whether a student is a first-generation college student facing financial challenges or someone from a traditionally underrepresented group in graduate education, this program is designed with that student in mind. As a McNair Scholar, students work alongside experienced faculty mentors who will guide them through hands-on research projects that ignite their passion and sharpen their skills.

The McNair Scholars Program is more than just research; it is a community of like-minded peers who support and inspire each other. The ultimate goal is to empower students to earn their graduate degree. McNair is here to bridge the gap, to make sure students' unique voices and potential are recognized in academia. To learn more, visit <https://www.ric.edu/department-directory/center-scholar-development/mcnair-scholars>

Upward Bound Program

Established at RIC in 1966, the Upward Bound Program serves low-income, first-generation college bound scholars in the pursuit of high school graduation and post-secondary completion. Our holistic approach enhances the intellectual, motivational, and character development of each scholar. The program is committed to providing equal access and opportunity to scholars through rigorous academic instruction, advising, support services, and an environment that recognizes individual differences and academic potential.

For more information visit the Upward Bound office, or e-mail upwardbound@ric.edu, or visit the Web site at <https://www.ric.edu/department-directory/center-scholar-development/upward-bound>.

DISABILITY SERVICES CENTER

Qualified students with disabilities at Rhode Island College are entitled to receive reasonable and appropriate accommodations, auxiliary aids, and services that provide equal educational opportunities and facilitate meaningful access, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (as amended), the Fair Housing Act, and related federal and state laws. The Disability Services Center (DSC) is the College's designated agent for determining eligibility, facilitating access, and coordinating accommodations for all undergraduate and graduate students.

The DSC provides accommodations and support services to students with disabilities to facilitate full and meaningful participation in all educational opportunities at the College. Students requesting adjustments, modifications, or services related to a disability should register with the DSC to determine eligibility. Relevant and current documentation from a qualified professional is required to establish a non-obvious disability and disability-related need for accommodations. The DSC is also available to advise any student who needs information about how to obtain proper documentation of a disability. Accommodations are determined on an individualized, case-by-case basis and may include auxiliary aids and services or policy modifications appropriate to address the disability-related barrier experience by the student.

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

For more information, visit www.ric.edu/disabilityservices or contact the DSC by phone at 401-456-2776, by email at dsc@ric.edu, or in-person in Fogarty Life Science, Room 137.

Persons using TTY/TDD devices may contact the Disabilities Services Center via Rhode Island Relay Services by dialing 711.

FACULTY CENTER FOR TEACHING AND LEARNING

The Faculty Center for Teaching and Learning (FCTL) promotes the professional growth and development of faculty as teachers and as scholars of teaching and learning. It cultivates a public dialogue about teaching and learning across disciplinary lines and strives to build a professional community among teachers at Rhode Island College. The FCTL serves faculty at every stage of their professional lives in order to support a campus-wide culture committed to inclusive excellence in teaching and learning. The FCTL is by faculty, for faculty. We offer opportunities for faculty members to talk about what they are doing, share strategies and stories, and learn about various teaching pedagogies including active/engaged learning, online and hybrid teaching, and culturally responsive teaching. In addition, the FCTL offers support for designing courses, syllabi, class discussions, assignments, and assessments of learning outcomes. For more information about the FCTL and our offerings visit our website at <https://www.ric.edu/academics/our-faculty/faculty-center-teaching-and-learning>.

HELP CENTER

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

INFORMATION TECHNOLOGY SERVICES

The Office of Information Technology Services provides Information Technology resources to assist and educate the Rhode Island College

Community. Information Technology Services supports the use of technology to promote communication, learning and access by providing services in the following areas:

- Classroom Technology
- MyRIC Portal (Student Information System)
- Microsoft 365 (Office 365)
- Blackboard Learning Management System
- Campus Telephones and Networking Systems

Information Technology Services maintains the college's large walk-in computing facility for student use, located in the Adams Library, where Microsoft Windows and Apple Macintosh desktop computers are available, as well as electronic classrooms in over 15 buildings. In addition, hands-on instructional computing facilities are located in:

- Alger Hall
- Alex and Ani Hall
- Clarke Science Hall (under renovation)
- Craig-Lee Hall
- Gaige Hall
- Guardo Hall (School of Social Work)
- Fogarty Life Sciences
- Henry Barnard School
- Nazarian Center
- Whipple Hall

Our goal is to enhance the student experience. We can assist with all technology services through a single inquiry to the Information Technology Services Help Center at (401) 456-8803, RIC Service Center System, or in Gaige Hall 150. This one-stop shop for technology will provide support for desktop computers, laptops, phones, networking, wireless, printing, multimedia, MyRIC, Blackboard, and all other college applications, as well as technology training and classroom support.

LEARNING FOR LIFE (L4L)

Learning for Life (L4L) is an office of the Student Success Division that helps retain RIC students by providing them with case management services to overcome obstacles they encounter in their lives while working towards their academic goals.

L4L's case management support is provided by trained peer mentors and focuses on helping students identify and problem solve barriers to academic and personal success, assess the type of assistance and resources needed, develop or strengthen their support system, navigate and access on- and off-campus resources, stay on track with identified goals, overcome obstacles in accessing help, proactively address problems/stressors to avert more serious difficulties, and explore their personal strengths and self-care strategies. L4L also oversees the college food pantry to help alleviate food insecurity among our students. Contact Learning for Life at <https://www.ric.edu/departments-directory/learning-life> or l4linfo@ric.edu.

ADULT EDUCATION AND WORKFORCE DEVELOPMENT

Professional Studies and Continuing Education offers adult education and workforce development programs that provide academic enrichment, professional training and employment opportunities for adult students.

Programs are developed with campus, government, community and industry partners to address workforce development needs and to train individuals seeking to enter employment or to increase their employment options. Non-credit and credit based courses are combined in many programs to provide students with expanded opportunities for continuing college study.

PSCE programs include a variety of content and experiential learning components that prepare students for successful employment. Subject content for industry-specific training is combined with applied clinical and laboratory experiences and an internship in an industry setting. Allied training is provided in job readiness and job search skills, and students prepare a full portfolio of targeted résumés. Industry-specific remedial adult basic education study and English as a Second Language are provided as needed.

NEW STUDENT PROGRAMS

The Office of New Student Programs assists students and families during their transition to RIC through New Student Orientation and educational programming during their first year. Mandatory for all incoming first-year and transfer students, New Student Orientation is offered during the summer and winter break. In addition to New Student Orientation, the Office of New Student Programs hosts the Anchors First Program, a programming model designed to engage first-year students in the co-curricular life of campus and to support academic success through topics such as community building, health & wellness, goal setting, career readiness, money management, and academic success. New Student Programs also provides leadership and employment opportunities for current students having completed at least one semester at RIC. Through the Orientation Leader and RIC-100 Peer Mentor positions, students gain valuable experience in leadership, communication, and teambuilding.

Contact New Student Programs at orientation@ric.edu or 401-456-8439.

PARTNERSHIPS AND PLACEMENTS, OFFICE OF

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

Campus Life - Undergraduate

CAMPUS POLICE, DEPARTMENT OF SECURITY AND SAFETY

The mission of the Campus Police, a component of the College's Department of Security and Safety, while multifaceted, is simplistic in nature and is centered upon a single goal: to provide for the safety of life, personal and institutional property, and to enhance the educational process. The achievement of this mission relies on community partnerships built upon trust and mutual respect.

The department, located at the Welcome Center, provides 24-hour service and security to the Rhode Island College campus community. The department is responsible for the enforcement of all laws and regulations that apply to campus life, including those of the Rhode Island Council on Postsecondary Education and federal, state and certain municipal statutes. Information regarding security and safety, campus police, parking, traffic regulations, and vehicle registration is available at campus police headquarters or on the college website at <https://www.ric.edu/department-directory/office-campus-police>.

The department provides crime prevention support and assistance including 24-hour escort service for students, faculty and staff. This service is available by calling college extension 8888. For added protection, the campus has fifty-three blue-light emergency phones – located along illuminated walkways and campus buildings – that are directly linked to campus police. Moreover, building entrances and parking lots are thoroughly lit, highly visible, and equipped with state-of-the-art security cameras. (For locations of these phones, see the on-line Campus Map).

COUNSELING CENTER, THE CENTER FOR HEALTH AND WELLNESS

The principal aim of the Counseling Center is to help students grow, develop and succeed during their college years. A professional staff of psychologists, counselors and doctoral students in counseling or clinical psychology provide individual and group counseling to students who seek help with emotional or social challenges, academic difficulties or educational and career planning. The center also offers groups and workshops on personal development matters, such as stress management, LGBTQ+, healthy relationships, and procrastination. Although friends or faculty may encourage individual students to utilize counseling, it is entirely voluntary, and most students make the decision on their own initiative. Counseling Center services are strictly confidential and are provided to any current Rhode Island College students without charge. If you are in need of immediate support for a non-emergent issue and would like to speak with a licensed clinician, please call the RIC HOPE line at (401) 456-4673. The HOPE line is available 24/7/365 for Rhode Island College students.

DINING SERVICES

Dining Services Website: <https://www.ric.edu/department-directory/college-dining-services>

Monday – Friday (DDC) 7:00 am –

Please visit the

8:00pm Saturday (DDC) 10:00am-6:00pm
 Sunday (DDC) 10:00am-8:00pm

*website for Beestro
 hours as they may
 vary.*

Phone: (401) 456-
 8207 EMAIL: diningservices@ric.edu

College Dining Services provides a wide variety of food, beverage, and snack options available seven days per week during the Academic Year for Commuters, Residents, Faculty, and Staff. Food services are available in Donovan Dining Center (DDC), at the Beestro in the Student Union, and through vending machines located across campus. DDC and the Beestro offer clean, comfortable and engaging dining areas, perfect for meeting friends and/or enjoying a great meal.

Dining Services is an environmentally friendly operation, offering a range of amenities including dietary and nutrition support services, cashless payment options, and much more.

Donovan Dining Center: <https://www.ric.edu/department-directory/college-dining-services/donovan-dining-center>

The Beestro: <https://www.ric.edu/department-directory/college-dining-services/beestro>

Nutritional Services: <https://www.ric.edu/department-directory/college-dining-services/nutrition-and-allergy-information>

Meal Plans: <https://www.ric.edu/department-directory/college-dining-services/meal-plans>

HEALTH SERVICES, THE CENTER FOR HEALTH & WELLNESS

Health Services, located on the ground floor of Browne Hall, provides confidential, primary health care to all students. Care includes physical examinations, immunizations, treatment of acute and chronic illnesses and injuries, gynecological exams, health education and, if necessary, specialty referral. On-site laboratory services are available which include blood and urine tests, throat cultures, COVID-19 tests and pregnancy tests. Health Services is open year-round and is staffed by nurse practitioners, registered nurses and a part-time physician. Visits are available by appointment.

Tele-health as well as in-office visits are available by appointment. COVID-19 precautions are in place according to guidelines set by the Rhode Island Department of Health and the CDC. Please call health services (401-456-8055) prior to your arrival. Visits by appointment recommended, walk-ins allowed.

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

INTERCOLLEGIATE ATHLETICS

Rhode Island College sponsors 21 varsity sports through the Department of Intercollegiate Athletics. Seven team sports are offered in the fall, seven team sports during the winter and seven during the spring.

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

The college's intercollegiate athletic facility, The Murray Center, features practice and competition sites for basketball, gymnastics and volleyball. In addition, there are home and visiting team locker rooms, a fully equipped training/rehabilitation room, an equipment area, a weight training facility, offices and classrooms, team meeting rooms and the Athletic Hall of Fame. Additional intercollegiate athletic facilities include Pontarelli Field (baseball); the Bazar softball complex; competitive tennis courts; the 8-acre Varsity Practice and Black Track complex, newly upgraded 3,800 seat Alumni Stadium including turf and other amenities, two indoor conditioning/hitting facilities and the Ann Cullen Student-Athlete Success Center. All RIC intercollegiate home contests are webcasted live through the Anchormen network. Included in the college's recreation center is a wing dedicated to the Olympic sport student-athlete at RIC. For additional and the most up-to-date information on the intercollegiate athletic program, visit <https://www.goanchormen.com/>.

Rhode Island College is a proud member of the National Collegiate Athletic Association, and the National Collegiate Gymnastics Association, and is a charter member of the Little East Conference, which sponsors conference championships in men's baseball, basketball, cross country, golf, soccer, tennis and track; and in women's basketball, cross country, lacrosse, soccer, softball, swimming, tennis, track and volleyball. The nine member Little East Conference includes Plymouth State University, University of Massachusetts (Dartmouth), University of Massachusetts (Boston), Eastern Connecticut State University, University of Southern Maine, Western Connecticut State University, Keene State College and Vermont State University - Castleton. The conference also has several affiliate members.

INTERFAITH SERVICES CENTER

Rhode Island College Interfaith Services is a component of Student Life that endeavors to support the spiritual growth of the Rhode Island College community regardless of religious history/affiliation, cultural background or personal circumstance. Interfaith Services strives to foster appreciation, understanding and respect for religious choice; provide opportunities for prayer, worship and meditation; support faith-based student groups; encourage spiritual exploration and promote volunteerism both on- and off-campus. A meditation room located in the Unity Center can be reserved for members of the RIC community. Contact us at Student Life at 401-456-8034.

PROJECT EXCEL

Project ExCEL is an academic support program and a community for students who are bilingual, multilingual or took ESL classes in the past and are looking for English language support. In Project ExCEL, students can receive one on one attention with academic questions and also join the larger multilingual student community at RIC.

For more information visit the Project ExCEL website: <https://www.ric.edu/departments-directory/project-excel>

RECREATIONAL AND CLUB SPORTS

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

The 80,000-square-foot facility includes a five-lane, 25-yard, L-shaped competitive pool which was completely updated in 2020; a five-lane, 1/10-mile indoor track; three multi-use courts for basketball, volleyball and tennis; a fitness center, including cardio and strength areas; a student lounge complete with WiFi and cable television; new locker room facilities; a multimedia room; a wrestling facility adaptable for other events; a multi-use studio for activities like aerobics and yoga; offices for coaches; and a suite to host fundraising-related initiatives. The Club Sport Program currently includes the following established club sport opportunities: men's ice hockey (anticipated re-launch in 2024) women's equestrian, and ultimate frisbee. Club sports are always being evaluated for additions or deletions based on student interest. For more updated information, or if you are interested in starting a club sport, go to <https://www.goanchormen.com/>.

OFFICE OF RESIDENTIAL LIFE AND HOUSING

On-campus housing is available for undergraduate students and graduate students. Five residence halls—Browne, Thorp, Weber, Sweet and Penfield Hall—provide accommodations for approximately 1,000 students. Browne, Thorp and Weber Halls are designed with suites of eight to twelve single rooms adjacent to a study-lounge area. Sweet Hall features double-occupancy rooms, with a select number of single rooms. Sweet Hall is built along more traditional lines, with rooms on either side of the corridors. Each hall has a common lounge area and laundry, and each room is furnished with a bed, desk and closet. Penfield Hall provides suite-style living for four, with either single or double bedrooms. A portion of Penfield Hall suites have apartment-style features, with breakfast counters and full-size refrigerators.

The fees given below are for the 2023-2024 academic year. Because of rising costs, the Rhode Island Board of Education reserves the right to change fees without notice as conditions necessitate.

Residents are expected to secure alternate housing accommodations during scheduled breaks.

Room Fees

Rooms are contracted on a yearly basis. All students are required to pay a non-refundable housing deposit of \$200, which is a prepayment towards the 2024-2025 room fees. Residence halls open at the beginning of each semester and close at the end of each semester in December and May and during Spring Break. Residents are

expected to secure alternate housing accommodations during scheduled breaks or students may apply to remain in housing during the College vacation breaks for an extra fee

Board Fees

Students choosing to live on campus are required to purchase one of three available Meal Plans. Each Meal Plan includes a set number of meals per week, as well as Flex Meal Points that can be used throughout the semester. All meals are redeemable at Donovan Dining Center. Flex Meal Points may be used at Donovan Dining Center, in The Beestro, or in campus vending machines.

Meal Plan	Meals(per week)	Flex Meal Points(per semester)	Cost (per semester)
A	17	\$400	\$3,281
B	15	\$300	\$3,090
C	13	\$250	\$2,926

Commuting students are welcome to visit and purchase food or beverages in Donovan Dining Center, The Beestro, or at on-campus

vending machines. While commuters are not required to purchase a meal plan, we strongly encourage them to purchase the Commuter Meal Plan.

Meal Plan	Meals(per week)	Flex Meal Points(per semester)	(per semester)
Commuter	3	\$50	\$557

Room Refunds

1. Cancellation Prior to Cancellation Deadline- Enrolled Students: Matriculated students who paid a housing deposit, signed the housing contract, and chose a housing assignment for the following academic year during the College's official Housing Selection Process may cancel their housing through written request at no additional fee, if written request is received by May 15th. Cancellation will result in forfeiture of \$200 housing deposit.
2. Cancellation Prior to Cancellation Deadline- Non-Enrolled Students: Students who have yet to matriculate to the College (i.e. New First Year students and New Transfer Students) who paid a housing deposit, signed the housing contract, and were given a housing assignment for the following academic year from the Residential Life & Housing Office may cancel their housing through written request at no additional fee, as long as written request is received by August 1st for the fall semester or January 1st for the spring semester. Cancellation will result in forfeiture of \$200 housing deposit.
3. Cancellation After Cancellation Deadline: Students who paid a housing deposit, signed the housing contract, and have a housing assignment, must submit a Contract Release Request Form to the Office of Residential Life & Housing for consideration. The College may exercise its discretion to grant or deny the request. If the College denies the request for cancellation, the student shall owe the full fee period of the housing contract (academic year), any charges for damages, cleaning, and any non-refundable housing fees. If the College accepts the cancellation request, the student shall owe the full period of occupancy used, plus a release of contract fee equivalent to a four (4) week rent fee at the student's current housing rate, any charges for damages, cleaning, and any non-refundable housing fees.
4. Contract Release Request Form: Students who wish to cancel their housing after the cancellation deadline, and have circumstances that meet the criteria below, may submit a Contract Release Request Form for review.
 - a. Withdrawal from the College
 - b. Graduation from the College
 - c. Military Deployment
 - d. Attendance to an official College approved program (i.e. study abroad, national student exchange, or the equivalent)
 - e. Financial Hardship (Must include verification appropriate to the circumstance and must demonstrate a loss of income that has occurred since the cancellation deadline. Petitions for release will be reviewed with the Financial Aid and Bursar Offices.)

f. Medical Hardship (Must include medical documentation from a licensed physician on official letterhead, stating medical diagnosis, as well as a statement of how living on campus is related to the illness and the student's treatment. Petitions for release will be reviewed by the Health & Wellness Office (Health Services and Counseling.))

5. Students who are released from their housing contract will be charged a release of contract fee equivalent to a four (4) week rent fee at the student's current housing rate except in the following situations:
 - a. Withdrawal from the College
 - b. Graduation from the College
 - c. Military deployment
 - d. Attendance to an official College approved program (i.e. study abroad, national student exchange, or the equivalent)
6. Any student who fails to occupy their assigned space one week after the contract start date shall be considered a "no-show" cancellation. Students considered "no-show" cancellations shall owe the full fee period of the housing contract (academic year) for enrolled students, or the four (4) week rent fee for non-enrolled students, plus any charges for damages, cleaning, and any non-refundable housing fees.

Board Refunds

The board contract is binding upon the student until the end of the academic year during which the cancellation is effected. However, proration of the food-cost portion of the Meal Plan contract will result in a refund based on the week when dining services is officially notified of withdrawal.

STUDENT COMMUNITY GOVERNMENT

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

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

STUDENT ID CARD

The student ID is more than your official Rhode Island College photo identification card. It is a great way to pay for everything including food, beverages, photocopies, laundry, printing, vending purchases, and textbooks at the Bookstore. You can add value to your campus points account using the GET app with a credit card. You can also add value using cash at either of the two Value Port stations; located in the Student Union behind the reference desk and at the lower entrance of Browne Hall. Your student ID accounts can be managed using GET Funds. Point your browser to <https://get.cbord.com/ric> and register your account. Additionally, your ID card has some important non-debit uses as well. It serves as your meal card when you sign up for a meal plan, your door key for entrance to your residence halls, your Adams Library card, and for entrance into the Recreation Center.

The ID card consists of 3 accounts:

1.

The meal plan account for Donovan Dining Center (DDC) and the Beestro, and Flex Meal Points, which are also accepted in vending machines.

2.

The Campus Points account for use at all locations where points are accepted; DDC, Beestro, Bookstore, copiers in the Adams Library, vending machines, and laundry facilities in the Residence Halls.

3.

The DDC commuter points (DDC points). This account is useful if you would like to designate funds for food only.

Your first ID card is free and can be obtained by coming to the Student ID office located on the second floor of the Dining Center. Call 401.456.8394, email studentid@ric.edu, or visit <https://www.ric.edu/department-directory/office-student-life/student-union-student-ids> for more information.

STUDENT INVOLVEMENT PROGRAMS

Students can participate in a wide variety of cultural activities, leadership programs, and events at Rhode Island College. These opportunities include open mic performances at the Café, Diversity Week presentations, student plays and concerts in the Nazarian Center, art exhibits at the Bannister and Chazan Family Galleries, lectures from world renown public figures, performances by comedians and musicians, and an array of cultural celebrations. There are academic-based exhibition and performance opportunities and a host of student groups in which students participate in ways best suited to their interests, from audience members to directors. Many of these activities and events are free or discounted for students. Whatever your interest or passion, there is a way for you to participate.

STUDENT LIFE, OFFICE OF

The Office of Student Life offers opportunities that honor the whole self and promote the social, professional, and emotional development of our student community. From orientation to graduation, this office aims to create a sense of belonging that fosters advocacy, connection, and leadership across campus and in the community. Working closely with Student Community Government, our student organizations, and student leaders, we prioritize and value student centered learning, student led initiatives, and most importantly, student voice. Offices that fall under the umbrella of Student Life, include: Student Activities, Student Union, Unity Center, and the Military Resource Center.

Military Resource Center

The Military Resource Center serves as the central point of contact for all military-affiliated students, (veterans, reservists / guard / active duty, spouses / dependents, and ROTC cadets) with resources, services, and programs. The Military Resource Center (MRC) provides assistance with the admissions process, applying and understanding your military educational benefits and scholarships, and connecting you to the academic departments around campus. The MRC serves as a resource while you are attending RIC. Additionally, it maintains a large network within the community to refer students to organizations specializing in veteran services. Housed within the MRC is the **VETS**Success

Coordinator, who provides guidance and support with your VA education benefits, career exploration, and understanding / applying for your VA benefits. We also have a **RIC VA VetCorps Navigator**. This individual connects student veterans to the RI community organizations and services that specialize in serving veterans.

Student Activities

Student Activities is home to all of our student organizations, Greek life, and campus wide programming. This office works closely with Student Community Government and the RIC Programming Board to support student initiatives and student interest. We have about 60 student organizations. If there isn't one that interests you, we can help you start one.

Student Union

Right off the quad, the Student Union is dedicated to chance encounters, a lively and vibrant student life, and student voice and governance. The Union houses our Student Community Government, all the student organization offices, Greek Life, and the student run marketing department (SA). You can get a quick bite at the Beesto on the lower level while you check out a program, hangout on one of the cozy couches, or play pool with friends - then head upstairs for our late night lounge, Student Life hub, and our bookstore. There's a sky bridge that connects the Student Union with our Dining Hall, and diagonally from the Student Union is our campus Media Center that houses the student newspaper, The Anchor, our radio station WXIN, and Anchor TV.

Unity Center

The Unity Center houses identity-specific resources and programming for students of color, LGBTQ+ students, students that experience gender discrimination, and students with compromised citizenship status. Additionally, the Unity Center offers resources around conflict resolution and restorative justice practices. It's a warm and welcoming student-centered space that affirms and celebrates students with historically marginalized identities.

Degree Programs - Undergraduate

BACHELOR OF ARTS (B.A.)

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

- Africana Studies
- Anthropology
- Art (Studio) *with concentrations in*
 - Ceramics
 - Digital Media
 - Graphic Design
 - Metalsmithing and Jewelry
 - Painting
 - Photography
 - Printmaking
 - Sculpture
- Art History

- Chemistry
- Communication *with concentrations in*
 - Media Communication & Advertising
 - Speech, Language, and Hearing Science
- Computer Science
- Dance Performance
- Economics
- Elementary Education *with teaching concentration in*
 - Middle Level General Science
 - Middle Level Mathematics
- Elementary Education *with content majors in*
 - English (*Admission currently suspended*)
 - Multidisciplinary Studies (*Admission currently suspended*)
 - Social Studies (*Admission currently suspended*)
- English
- English *with concentration in*
 - Creative Writing
 - Professional Writing
- Environmental Studies
- Film Studies
- Gender and Women's Studies
- Global Studies
- History
- Justice Studies
- Liberal Studies
- Mathematics
- Modern Languages *with concentrations in*
 - Francophone Studies
 - French
 - Latin American Studies
 - Portuguese
 - Spanish
- Music
- Philosophy
- Political Science
- Psychology
- Public Administration
- Public Policy
- Secondary Education *with majors in*
 - English
 - General Science
 - History
 - Mathematics
 - Social Studies *with concentrations in*
- Anthropology/Sociology
- Geography
- Global Studies
- Political Science
- Sociology

- Strategic Communication
- Theatre *with concentrations in*
 - Design/Technical
 - General Theatre
 - Musical Theatre
 - Performance
- World Languages Education *with concentrations in*
 - French
 - Portuguese
 - Spanish
- Youth Development

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

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

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

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

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

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

BACHELOR OF MUSIC (B.M.)

The B.M. degree is offered in

- Music *with concentrations in*
 - Music Education
 - Performance

BACHELOR OF PROFESSIONAL STUDENTS (B.P.S.)

The B.P.S. adult degree completion program degree will be offered with the following concentrations:

- Educational Foundations
- Organizational Leadership
- Social Services
- Strategic Communication

BACHELOR OF SCIENCE (B.S.)

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

- Accounting
- Artificial Intelligence
- Art Education
- Behavioral Health Studies
- Biology
- Biotechnology
- Chemistry *with concentrations in*
 - Biological Chemistry
 - Professional Chemistry
- Community and Public Health Promotion
- Computer Information Systems
- Computer Science
- Cybersecurity
- Data Science
- Early Childhood Education *with concentrations in*
 - Teaching
 - Community Programs
 - Birth to Three
- Finance
- Health Care Administration
- Health and Physical Education
- Health Sciences
- Health Sciences *with concentrations in*
 - Dental Hygiene Completion
 - Human Services
 - Medical Laboratory Sciences
 - Respiratory Therapy Completion
- Management *with concentrations in*
 - General Management
 - Human Resource Management
 - Operations Management
- Marketing
- Medical Imaging *with concentrations in*
 - Nuclear Medicine Technology
 - Radiologic Technology
 - Certified RT Computed Tomography
 - Certified Medical Imager Management
 - Certified RT Vascular Interventional Radiography
 - Diagnostic Medical Sonography

- Physics
- Special Education *with teaching concentrations in*
 - Elementary Special Education
 - Elementary Special Education and Severe Intellectual Disabilities
 - Severe Intellectual Disabilities, Ages Three to Twenty-One
- Sports Management
- Technology Education *with concentrations in*
 - Teaching
 - Applied Technology
- Wellness and Exercise Science

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

Minors are available in accounting, applications in artificial intelligence, artificial intelligence, biology, chemistry, coaching, computer information systems, data science, finance, health care administration, international business, management, and marketing.

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

Refer to the Bachelor of Science in Nursing.

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

The bachelor's degree in social work prepares students to enter generalist social work practice. Students participate in classroom learning and in professionally supervised fieldwork in approved social service agencies. Application for formal admission into the bachelor's degree program is made during the first semester of the student's junior year.

Special Programs - Undergraduate

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

Undergraduate credit may also be earned via exam through testing programs such as the College Level Examination Program (CLEP) or AP credit from high school.

Students with military experience may be awarded additional college level credit for training and educational opportunities. The college accepts ACE credits documented in Joint Services Transcripts (JTS) and other related military documents classified as upper level baccalaureate. Contact the undergraduate admissions office for additional information.

Students applying to the technology education program who have completed a NOCTI Workplace Competency Credential will be awarded 23 elective credits. Contact the undergraduate admissions office.

HOPE SCHOLARSHIP

In June 2023, the State of Rhode Island created the Rhode Island Hope Scholarship Pilot Program Act ("Hope"). Through the Hope Scholarship program, eligible students who attend RIC for their freshman and sophomore years are able to attend RIC for their junior and senior years with free tuition and mandatory student fees. This also applies to adult students who meet the requirements. The current Hope legislation provides this scholarship to current and future RIC students.

The Hope Scholarship program allows Rhode Island residents who meet program eligibility criteria to attend RIC for their junior and senior years free of tuition and mandatory fees. These are costs and fees that every RIC student is required to pay to enroll in classes. Hope Scholarship funding is available to eligible students regardless of family income.

Additional costs not covered by Hope Scholarship funding include:

- Textbooks;
- Late registration fees;
- Fees associated with particular academic programs (for example, nursing fees);
- Fees associated with particular courses (for example, materials fees);
- Housing and food costs; and,
- Travel costs associated with attendance at RIC.

Hope Scholarship funds are applied after all other sources of federal aid (e.g., Pell Grants, Supplementary Educational Opportunity Grants, etc.), scholarships, and any additional financial aid funding are applied to the student's cost of attendance. No grants received by students from the Department of Children, Youth and Families' Higher Education Opportunity Incentive Grant as established by Chapter 72.8 of Title 42 or the College Crusade Scholarship Act as establishes in Chapter 70 of Title 16 shall be considered federal or financial aid for the purposes of this program.

Hope Scholarship will cover intersession courses during both the junior and senior years, as well as summer classes taken between a student's junior and senior years. However, Hope Scholarship funds are not available after the completion of the eighth (8th) spring or fall semester, regardless of whether the student has graduated. In addition, the Hope Scholarship will also cover any credits taken in excess of eighteen (18) credits per semester during the student's time of eligibility for the award. Hope Scholarship students who begin as first-time, full-time students in a spring semester will be eligible for the Hope Scholarship providing they meet all other requirements.

Details and eligibility requirements can be found at <https://www.ric.edu/hope-scholarship/ric-hope-scholarship-policy-manual>

CONTINUING EDUCATION

Rhode Island College offers a wide range of continuing education options in cooperation with campus and community partners. Programs serve adult students; children, families and community members; working professionals in the private and public sectors and candidates for undergraduate and graduate CE degrees and certificates.

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

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

For returning adult students, a schedule of college course offerings, which includes information on registration and fees, is available online at <https://www.ric.edu/>. For formal admission to an undergraduate program and for information on possible transfer credit, applicants should contact the Office of Undergraduate Admissions. Applicants interested in pursuing graduate work should contact the appropriate dean. Individuals with teacher certification questions or those seeking to complete professional teaching requirements should contact the dean of the Feinstein School of Education and Human Development

NATIONAL STUDENT EXCHANGE PROGRAM

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

In order to qualify for participation, a student should (1) be a full-time degree-seeking undergraduate at Rhode Island College, (2) have completed one full-time academic year at Rhode Island College (3) have a minimum cumulative GPA of 2.5, and (4) be in good standing with the college at the time their application is submitted. Interested students should contact the Office of Academic Advising.

RHODE ISLAND TEACHER EDUCATION (RITE) PROGRAM

Students who hold a baccalaureate degree and who have majored in or completed a substantial amount of coursework in an appropriate academic area (see appropriate academic areas below) may pursue the Secondary Education teaching certificate or for languages the PK-12 World Languages teaching certificate in that area through the RITE program. (This will appear on the transcript as a CUS; Certificate of Undergraduate Study, as the courses taken are undergraduate offerings.) This is *not* a degree program and courses taken in this program *cannot* be used in any graduate degree program at Rhode Island College. This

program is designed so that successful applicants can, in most cases, complete the required course work within three consecutive semesters.

Appropriate academic areas are:

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

RITE Admission Requirements

1. A baccalaureate degree with a major equivalent to an undergraduate major at Rhode Island College in an appropriate academic area listed above.
2. A completed application submitted to the dean of the Feinstein School of Education and Human Development, including complete transcripts from a regionally or nationally accredited college or university.
3. A minimum cumulative G.P.A. of 2.75 in all previous undergraduate course work.
4. This requirement was removed last year
5. The minimum G.P.A. required in the academic major. Requirements for G.P.A.s in specific majors are available from the Department of Educational Studies.
6. Two Disposition Reference Forms from an instructor of a college course in the applicant's academic major, or from a professional who can document the applicant's experience with youth, or from a work supervisor.
7. A Statement of Education Philosophy.
8. A résumé outlining educational and work experience.
9. A personal interview with the RITE program major advisor.
10. A complete plan of study approved by the RITE program advisor, the chair of the Department of Educational Studies and the Feinstein School of Education and Human Development associate dean.

RITE Program Requirements

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

CEP 215: Introduction to Educational Psychology or CEP 315: Educational Psychology

FNED 246: Schooling for Social Justice

SED 406: Instructional Methods, Design, and Technology

SED 407: Instructional Methods, Design, and Literacy (Secondary Education) or

SED 411: Content and Pedagogy in Secondary Education

SED 412: Field Practicum in Secondary Education

SED 421: Student Teaching in the Secondary School

SED 422: Student Teaching Seminar in Secondary Education

SPED 433: Adaptation of Instruction for Inclusive Education

WLED 201: Introduction to World Languages Education

ROTC

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

SPECIALIZATION IN ADAPTED PHYSICAL EDUCATION

See Physical Education.

SEAL OF BILITERACY

Beginning with the graduating high school class of 2021, college students in Rhode Island can earn credit toward a major or minor in language at a Rhode Island public university or community college. Students must have demonstrated proficiency in both English Language Arts and a nationally-recognized world language standards and request credit within three years of graduation. Proficiency is measured by RIDE-approved assessments.

Per RIDE policy (available here), the Seal of Biliteracy can be achieved at two levels:

Gold Seal of Biliteracy: The Rhode Island Gold Seal of Biliteracy will be awarded to students who have demonstrated their ability to narrate and describe in past, present, and future in a world language. Their language functions allow them to deal effectively with unanticipated complications. The Gold level is aligned with the ACTFL "Advanced Low" Proficiency Guidelines (2012).

Students will earn a Gold Seal of Biliteracy if they meet the performance standard on an English assessment and the Gold-level performance standard on a World Language assessment from the RIDE-approved assessment list.

Silver Seal of Biliteracy: The Rhode Island Silver Seal of Biliteracy will be awarded to students who have demonstrated ability to create with language, initiate, maintain, and bring to close a simple conversation by asking and responding to simple questions in a world language. The Silver level is aligned with the ACTFL "Intermediate Mid" Proficiency Guidelines (2012).

Students will earn a Silver Seal of Biliteracy if they meet the performance standard on an English assessment and the Silver-level performance standard on a World Language assessment from the RIDE-approved assessment list.

RIC Award of College Credit for the Seal of Biliteracy:

Silver Seal of Biliteracy:

Credit for a 113-level language, which also will satisfy the college's second language requirement (4 credits).

Gold Seal of Biliteracy:

Credit for 113 and 114-level languages, which satisfy the College's second language requirement; 113 serves as the pre-req for 115 in the major (8 credits).

STUDY ABROAD

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

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

The choice of program and specific location depend upon the student's interests. The Study Abroad Office provides information about the study abroad process, guides students in the selection of their program according to their estimated budget and their study roadmap at RIC, oversees their stay abroad in accordance with safety guidelines, and facilitates transfer of credits.

Rhode Island College is affiliated with eleven study abroad program providers and international schools that offer discounted tuition for RIC students: Academic Programs International, the American Institute for Foreign Study, the Center for International Studies, the Education Abroad Network, CAPA International Education, the International Studies Institute (Florence, Italy), Study In Portugal Network, SIT Study Abroad, University of Pavia (Pavia, Italy), University of Perugia (Perugia, Italy), KCP International (Tokyo, Japan). RIC has also engaged in international student exchange programs with the Institute of Technology (Sligo, Ireland) and the University of Neuchatel (Neuchatel, Switzerland). These providers and schools can be found on the Web. However, students are not limited to these affiliates and may study with many other programs and universities around the world. Also, individual faculty members may lead RIC courses abroad from time to time.

Students interested in studying abroad are encouraged to review the information available on the RIC Study Abroad website at <https://www.ric.edu/department-directory/office-study-abroad> and to meet with the director of Study Abroad soon as they matriculate at RIC.

SUMMER SESSIONS

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

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

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

- Biology Education
- Chemistry Education
- Conflict and Crisis Communication (p. 58)
- Cybersecurity

- Early Childhood Birth-Three
- Equity and Literacy (p. 59)
- General Science
- Geographic Information Systems (p. 60)
- Gerontology
- International Nongovernmental Organizations Studies
- Interscholastic Athletic Administration (p. 61)
- Long-Term Care Administration
- Nonprofit Studies
- Physics Education
- Professional Writing (p. 63)
- Public History
- Social and Human Service Assistance
- Vascular Interventional Radiography (p. 63)
- Workplace Diversity (p. 63)
- World Languages Education - French
- World Languages Education - Italian
- World Languages Education - Portuguese
- World Languages Education - Spanish

GENERAL INFORMATION - GRADUATE

Admissions - Graduate

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, personal statements and standardized test scores, are also part of the consideration. A bachelor's degree from a regionally accredited college or university is required for admission to all graduate programs. Final acceptance is based on the combined decision of the appropriate academic department and the dean responsible for that department. Decisions are made without regard to race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, genetic information, gender identity or expression, marital status, citizenship, status as a special disabled veteran, recently separated veteran, Vietnam Era veteran or any other veteran who served in active duty. Applicants should apply online at <https://www.applyweb.com/ricg/index.ftl>

ADMISSIONS REQUIREMENTS

Graduate study is offered through the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Business, the School of Nursing and the School of Social Work. Most programs have deadlines for the submission of all application materials for full acceptance to the fall or spring term, though some programs review applications on a continuing basis.

For all degree programs, the materials listed below are required.

1. **A completed application form accompanied by a \$50 nonrefundable application fee.**
2. **Official transcripts of all undergraduate and graduate records.** The dean's office will obtain any Rhode Island College transcripts.
3. **A minimum cumulative grade point average (GPA) of B (3.00 on a 4.00 scale) in all undergraduate course work.** Applicants with undergraduate GPAs less than 3.00, but not less than 2.00, may be admitted to degree candidacy upon the submission of other evidence of academic potential, for example, satisfactory performance in postbaccalaureate work, professional experience as evidenced by publications or letters of recommendation and/or high scores on the standardized tests.
4. **A copy of candidate's teaching certificate (when applicable).**
5. **An official report of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) for some programs.** See specific programs for requirements.

6. **Three letters of recommendation** attesting to the candidate's potential to do graduate work. Placement references are generally not applicable.
7. **Some programs have additional admission requirements and may include an interview.** Please review requirements for individual programs.

The dean responsible for the program to which the candidate is applying will inform the candidate of the decision regarding admission. Complete information on deadlines and admission requirements can be found at <https://www.ric.edu/admissions-financial-aid/graduate/admission-requirements-all-graduate-degree-programs>

Provisional Admissions:

An applicant for a Master's program who does not meet the program's admission standards but who demonstrates the potential to successfully complete graduate work may be considered for provisional admission, when this option is available in the department of application. The provisionally admitted student will be matriculated into the program and must earn at least a 3.0 GPA in the first 9 credits. The student's coursework for these 9 credits is drawn from the Plan of Study for the graduate degree. Individual programs may have additional retention standards. Details of provisional admission will be specifically outlined at the time a Plan of Study is developed. Failure to meet the provisional admission requirements is sufficient cause for dismissal from the program.

INTERNATIONAL STUDENT ADMISSION

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

1. Certified literal English translations and evaluations of applicant's transcripts and academic record by an approved agency.
2. Scores on the Test of English as a Foreign Language and other tests as required by the program for students whose undergraduate education was not in the English language
3. An affidavit of support detailing the funds available for the educational program.
4. A complete Immunization Record.

International students should contact the Registrar's Office for information concerning U.S. laws and regulations.

HEALTH REQUIREMENTS

All full-time students and international students are required to meet immunization requirements mandated by the Rhode Island Department of Health. Students living on campus, participating in the athletic program or enrolled in the nursing program are also required to have a physical examination on file at Health Services.

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

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

MILITARY PERSONNEL AND VETERANS

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

Fees and Expenses - Graduate

TUITION AND FEES FOR GRADUATE STUDENTS (2024-2025)

The fees described in the following sections are projected for the 2024–2025 academic year. Because of rising costs, the Rhode Island Board of Education reserves the right to change fees without notice as conditions necessitate.

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

Graduate Students - Degree Programs

	In State	Northeast Neighbors	Out of State
Tuition (General Fee)	\$510	\$765	\$993
Library Fee	\$6	\$6	\$6
Recreation Fee	\$8	\$8	\$8
Technology Fee	\$11	\$11	\$11
Fine Arts Fee (Degree Candidates Only)	\$3	\$3	\$3
Transportation Fee	\$5	\$5	\$5
Graduate Programming Fee	\$3	\$3	\$3
Health, Counseling and Wellness Fee	\$6	\$6	\$6
Subtotal (per credit)	\$552	\$807	\$1,035
Dining Center and Student Union Fee (per semester)	\$146	\$146	\$146

Note: Graduate students enrolled in undergraduate courses pay the undergraduate tuition rate for those courses, unless they are in a Graduate program or have other graduate courses.

Doctor of Nursing Practice (DNP) Program

	InState	Northeast Neighbors	Out of State
Tuition (General Fee)	\$535	\$802	\$1,034
Library Fee	\$6	\$6	\$6
Recreation Fee	\$8	\$8	\$8

Technology Fee	\$11	\$11	\$11
Fine Arts Fee	\$3	\$3	\$3
Transportation Fee	\$5	\$5	\$5
Graduate Programming Fee	\$3	\$3	\$3
Health, Counseling and Wellness Fee	\$6	\$6	\$6
Subtotal (per credit)	\$574	\$841	\$1,073

Plus Dining Center and Student Union Fee (per semester)	\$146	\$146	\$146
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Post Baccalaureate Doctorate in Nursing Practice, D.N.P. (Specialization in Nurse Anesthesia)

Program has a one tuition rate regardless of residency:

	Per Credit
Tuition	\$1,1133
Library Fee	\$6
Recreation Fee	\$8
Technology Fee	\$11
Fine Arts Fee	\$3
Transportation Fee	\$5
Health, Counseling & Wellness	\$6
Subtotal	\$1,172

Plus Dining Center and Student Union Fee (Per semester)	\$146.00
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Joint Ph.D. in Education

This is a cooperative program offered by RIC and URI. For more information, visit the [Feinstein School of Education and Human Development website](#).

	In State	Northeast Neighbors	Out of State
Tuition(General Fee)	\$882	\$1,323	\$1,712
Doctoral Fee	\$20/cr	\$20/cr	\$20/cr
Subtotal (per credit)	\$902	\$1,343	\$1,732
Plus Dining Center and Student Union Fee (per semester)	\$146	\$146	\$146

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

SPECIAL FEES

Students are charged the following additional fees, if applicable:

Application Fee

\$50

Applied Music Fee

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

Laboratory/Studio Art Fee

\$35 per course

Late Payment Fee

\$50

Medical Imaging Program Fee

\$23 per credit hour, up to a maximum of \$275 per semester

New Student Program Fee

\$300 one-time fee assessed each time a student is matriculated into a new degree or certificate program at the college

School of Business Program Fee

\$25 per credit hour, up to a maximum of \$300 per semester

School of Nursing Program Fee

\$25 per credit hour, up to a maximum of \$300 per semester

School of Nursing Testing Fee

\$250 per semester

School of Education Fee

\$23 per credit hour, up to a maximum of \$275 per semester

School of Social Work Fee

\$23 per credit hour, up to a maximum of \$275 per semester

EXPLANATION OF FEES

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

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

The **Dining Center/Student Union Fees** are applied toward the repayment of federal government loans that made the construction of the building possible.

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

The **Health, Counseling and Wellness Fee** is used to support Health Services, Counseling Center and other student service programs

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

The **Late Payment Fee** is a penalty for failing to make payment during the designated periods.

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

The **New Student Program Fee** is used to cover the costs of matriculation and new student programs.

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

The **School Program Fees** are used to provide opportunities and career activities for students within their specified program of study.

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

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

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

DETERMINATION OF RESIDENCY FOR TUITION PURPOSES

The determination of residency for tuition purposes is made by the director of records for enrolled students. Time spent in Rhode Island while attending college usually may not be used to establish residence. Contact the Records Office for further information.

NORTHEAST NEIGHBORS

Beginning in the fall of 2019, the Board of Education approved the Northeast Neighbors tuition policy which states that residents of Connecticut, Maine, Massachusetts, New Hampshire, Vermont, Long-Island, New York City Metro Area are eligible for a special tuition discount at Rhode Island College of the in-state tuition rate plus 50%.

SENIOR CITIZEN WAIVER

All Rhode Island residents who are at least 60 years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation and other applicable laboratory/studio fees will be charged. In addition, the student must have fulfilled all academic prerequisites for the course, is limited to registering on the last day of registration on a space-available basis and is subject to a means test.

More information: <https://www.ric.edu/department-directory/office-bursar/waivers>

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 DLT-467 from the Department of Labor and

Training and submit this completed form, certifying eligibility, at the time of registration. Any registration prior to the specified date each term will be ineligible for consideration for an unemployment waiver, and no retroactive use of the waiver is permitted. Mandatory fees that are not waived include lab fees, recreation fees and activity fees.

More information: <https://www.ric.edu/department-directory/office-bursar/waivers>

REFUND OF TUITION AND FEES

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

REFUNDS FOR STUDENTS INVOLUNTARILY CALLED TO MILITARY SERVICE

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

1. Total refund of tuition and course-related fees, including registration fee. Prorated refund for housing and dining fees.

Or

2. No tuition refund but a grade of Incomplete awarded for courses in which the student is enrolled at the time of recall. Prorated refund for housing and dining fees.

INDEBTEDNESS TO THE COLLEGE

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

Financial Aid - Graduate

FEDERAL FINANCIAL AID PROGRAMS

Financial aid for graduate students primarily consists of student loans and employment programs. Students interested in any financial assistance from the college must complete the Free Application for Federal Student Aid (FAFSA). Students are encouraged to apply online at <https://studentaid.gov>. The FAFSA on the Web Worksheet can be used prior to applying online. Priority for funds administered by Rhode Island College is given to applications received by May 15 prior to the

following academic year. In addition to demonstrating financial need, general eligibility requirements for financial aid include acceptance for admission as a degree candidate and status as a U.S. citizen or permanent resident.

Federal Direct PLUS Loans

Graduate students are eligible to borrow under the Federal Direct PLUS Loan Program. Students may borrow up to their full cost of attendance minus other student financial aid. The PLUS interest rate is fixed at 7.60 percent, and applicants must pass a credit review in order to qualify for the loan. Repayment of the loan begins six months after the borrower ceases to be enrolled at least half time, and interest accrues during the period of enrollment and grace period. In addition to interest, these loans have a 4.248 percent origination fee. Graduate applicants must complete the FAFSA, and they must have used their maximum eligibility under the unsubsidized Federal Direct Loan Program.

Federal Direct Loans

Recent federal legislation eliminated subsidized Direct Loans for graduate students effective July 1, 2012. Unsubsidized Direct Loans have an interest charge during the in-school and grace periods. The loans have a fixed interest rate of 6.60 percent and a 1.062 percent origination fee. The repayment period extends up to 10 years, but there is a minimum monthly payment of \$50.

Graduate students may borrow up to \$20,500 per year from the unsubsidized Direct Loan. Although financial need is not required for an unsubsidized loan, the FAFSA must still be filed. In all cases, the total amount of student aid from all programs is limited to a student's total educational costs as determined by the Office of Student Financial Aid.

Federal Work-Study Program

This is a part-time employment program based on financial need. A work-study award is paid biweekly at an hourly rate based on hours worked. Wage rates reflect both the level of responsibilities and the experience of the student worker. Eligibility is determined by the Office of Student Financial Aid, using information from the FAFSA. The Career Development Center helps students with work-study awards identify opportunities both on and off campus; however, Rhode Island College cannot guarantee that a student will secure a work-study position.

FINANCIAL AID FOR SUMMER SESSIONS

In addition to filing the FAFSA as outlined above, students who desire financial assistance for summer sessions must submit a Rhode Island College Summer Financial Aid Application. This form is available from the Office of Student Financial Aid on or about February 1 each year. Summer aid is contingent upon the availability of funds and consists of Federal 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 Summer Financial Aid Application must be received in the Office of Student Financial Aid by April 1.

THE RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FINANCIAL ASSISTANCE

Students should be fully aware of their rights and responsibilities in applying for and accepting any form of financial aid.

Note: Rhode Island College reserves the right to require verification of income data submitted by any or all applicants for financial assistance. Awards to those asked for such verification will be made conditional upon receipt of the requested information/documentation. Any discrepancy in reported figures may result in adjustment or cancellation of the financial aid award and may be reported to the federal government for further review and possible legal action.

GRADUATE SCHOLARSHIPS

Scholarship assistance is available through the Elizabeth S. Carr Trust Fund for students in the elementary/early childhood education programs and through the Rhode Island College Alumni Association. Please contact the RIC Foundation for more information: foundation@ric.edu. The Harrower Family Award is available through the Department of English and the dean of the Faculty of Arts and Sciences. The Naylor Family Scholarship is available through the Department of Psychology and the dean of the Faculty of Arts and Sciences. Specific information on these and other scholarships is available from the Office of Student Financial Aid, and for alumni scholarships, the Office of College Advancement.

SCHOOL OF NURSING

A limited number of scholarships for students in graduate Nursing programs are available. Inquire with the Nursing department.

MASTER OF SOCIAL WORK SCHOLARSHIPS

The School of Social Work offers Master of Social Work Graduate work-study scholarships to full-time M.S.W. students in field placement. These scholarships match federal work-study funds to enable recipients to obtain paid field placements in nonprofit agencies and organizations, up to a total of \$ 3,500 per year. To be eligible for these scholarships, students should file the FAFSA, which can be obtained online at <https://studentaid.gov>. The School of Social Work also offers scholarships to students enrolled full-time in the M.S.W. program. Please click on this link for more information and application.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are limited to accepted degree candidates who are enrolled full time. The minimum course load for a graduate assistant is six hours per semester. The duties of a graduate assistant usually involve such activities as: preparation for and supervision of laboratory sections, assistance with classroom discussion, assistance in student support services, research and data collection. More information here: <https://www.ric.edu/departments-directory/office-graduate-studies/graduate-assistant-opportunities>

The student may be required to devote a maximum of 20 hours a week to such work, not more than 10 hours of which may be in classroom contact hours.

Full-time Graduate assistants work 20 hours per week and receive a stipend of \$3,150 for the academic year and remission of tuition for the academic year and one summer. Half-time graduate assistants work 10 hours per week and receive a stipend of \$1,575 for the academic year and remission of half the cost of tuition for the academic year and one summer. Appointments to assistantships are for one year. Graduate assistantship applications are available at the link above in February. The application deadline for graduate student assistantships is March 1.

EMPLOYMENT PROGRAMS

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

Academic Policies and Requirements - Graduate

PLAN OF STUDY

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

GRADING SYSTEM

Credit/No Credit

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

Satisfactory/Unsatisfactory Grades

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

Incomplete Grades

An Incomplete will be given in place of a grade when the work of the semester has been passing but has not been completed because of illness or some other reason that, in the opinion of the instructor, justifies such a report. Graduate students who do not make up an Incomplete within three academic semesters must make a request in writing to their graduate program for permission to complete the course.

Failure in a Course

A course with a failing grade that has been retaken or replaced will be considered taken for No Credit and must remain on the student's

transcript. The most recent grade will be included in calculating the grade point average.

Withdrawal from a Course

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

Withdrawal from a course after the last withdrawal date until the end of the course requires the approval of the instructor of the course. Approval is based on evidence of extenuating circumstances other than academic difficulty in the course.

Students who do not follow the official procedures, but stop attending classes, receive a grade based on the work completed as compared to the total course requirements.

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

AUDITING A COURSE

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

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

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

RETENTION REQUIREMENTS - GRADUATE

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

RESIDENCY REQUIREMENTS - GRADUATE

The master's degree or graduate certificate may be earned either through full- or part-time study or by a combination of both. However, candidates must take at least four-fifths of the credits required for the degree at Rhode Island College. In the School of Social Work, graduate students must complete the advanced year on a full-time basis (enrolled in at least nine credits).

TRANSFER CREDIT

A candidate may request credit for work taken at other regionally accredited institutions of higher learning not exceeding one-fifth of the total credits in the program for the degree. In considering a request for

transfer credit, the student's advisor will review the program of study, carefully evaluate the relevance of the proposed courses to the plan of study and consider the availability of courses to fulfill credit requirements. Transfer credit is granted only when approved by the student's advisor, the program director and the academic dean.

Normally, transfer credit from another institution must not exceed 6 credit hours of a candidate's graduate program. However, upon the recommendation of the student's program committee and upon the approval of the chair, the amount of credits transferred may be increased but may not exceed 20 percent of the total program. Credit is transferred only for graduate courses having minimum grades of B.

For additional information on transfer credits from another institution or from within RIC, see *the Graduate Studies Policies and Procedures Manual*.

INDEPENDENT STUDY

Independent study, directed study and certain research courses afford students the opportunity to pursue concentrated study in a selected topic under the supervision of a faculty member. Students enrolled in independent study are expected to observe time limits corresponding to semester limits unless specifically arranged by the instructor. A Request for Independent Study form signed by the instructor, department chair, program director and the appropriate academic dean must be filed with the departmental office of the respective graduate program. Requests for an independent study must be made in the semester prior to the semester of the planned independent study. Independent study requests must be approved and fees paid before study is begun. Grades are reported for independent study in the same manner as for other courses.

Students who wish to register for credits that will be counted toward their degree but that will be earned through off-campus activities, such as research or independent study at a national laboratory, must list these activities as part of their plan of study and receive prior approval from their advisor and dean. Credits are calculated on the basis of 1 credit for three hours per week per semester and may not exceed the limits of full-time registration, namely 12 credit hours per semester and 6 per summer session.

LEAVE OF ABSENCE - GRADUATE

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

Permanent withdrawal from a graduate program deserves careful consideration. Students should consult with their advisor to determine whether a leave of absence or a permanent withdrawal is the best course of action. Students must inform both the program director and

academic dean in writing of their intention to terminate matriculation in a program.

TIME LIMITS - GRADUATE

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

Academic Facilities and Services - Graduate

ADAMS LIBRARY

The Library (<https://library.ric.edu>) offers a welcoming environment to support the intellectual and cultural diversity of our campus. Library faculty and staff assist users at the reference and borrowing services desks and by phone, email, text and chat (<https://ric.libanswers.com>). Library faculty collaborate with college faculty to create library instruction for specific courses focused on the discovery, use and evaluation of library resources and information on the web.

The Library is located at the heart of campus, and is open 80 hours per week during the academic year. Students will find a variety of spaces to meet their needs including collaborative study spaces, individual carrels and tables for independent study. A floor dedicated to silent study is located on level 2. The Curriculum Corner is housed on level 4 and provides instructional material and curriculum development resources for teachers and teacher education programs.

Print collections include more than 235,238 books and 503 journals. The library also has a collection of government publications, a DVD collection of films and documentaries, and a variety of music CDs. Electronic collections include over 648,605 e-books, 87,127 e-journals, and a diversified selection of 85 databases. Remote access is available to all electronic resources. In addition to our collections, students can borrow laptops, iPads, external hard drives, graphing and business calculators.

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

The Library is a member of the HELIN (Higher Education Library Information Network) consortium, which consists of 7 academic libraries, where the RIC community has on-site access to collections and reciprocal borrowing privileges with their RIC ID. Library users may request items from other libraries via interlibrary loan using our online catalog.

CAREER DEVELOPMENT CENTER

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

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

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

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

Current students and alumni may post résumés, view jobs/internships, and access the center's online library with RIC's career management tool, Handshake (<https://www.ric.edu/alumni-online-job-portal-handshake>) and <https://ric.joinhandshake.com/login>

DISABILITY SERVICES CENTER

Qualified students with disabilities at Rhode Island College are entitled to receive reasonable and appropriate accommodations, auxiliary aids, and services that provide equal educational opportunities and facilitate meaningful access, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (as amended), the Fair Housing Act, and related federal and state laws. The Disability Services Center (DSC) is the College's designated agent for determining eligibility, facilitating access, and coordinating accommodations for all undergraduate and graduate students.

The DSC provides accommodations and support services to students with disabilities to facilitate full and meaningful participation in all educational opportunities at the College. Students requesting adjustments, modifications, or services related to a disability should register with the DSC to determine eligibility. Relevant and current documentation from a qualified professional is required to establish a non-obvious disability and disability-related need for accommodations. The DSC is also available to advise any student who needs information about how to obtain proper documentation of a disability. Accommodations are determined on an individualized, case-by-case basis and may include auxiliary aids and services or policy modifications appropriate to address the disability-related barrier experience by the student.

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

For more information, visit www.ric.edu/disabilityservices or contact the DSC by phone at 401-456-2776, by email at dsc@ric.edu, or in-person in Fogarty Life Science, Room 137.

Persons using TTY/TDD devices may contact the Disabilities Services Center via Rhode Island Relay Services by dialing 711.

INFORMATION TECHNOLOGY SERVICES

The Office of Information Technology Services provides Information Technology resources to assist and educate the Rhode Island College Community. Information Technology Services supports the use of technology to promote communication, learning and access by providing services in the following areas:

- Classroom Technology
- MyRIC Portal (Student Information System)
- Microsoft 365 (Office 365)
- Blackboard Learning Management System
- Campus Telephones and Networking Systems

Information Technology Services maintains the college's large walk-in computing facility for student use, located in the Adams Library, where Microsoft Windows and Apple Macintosh desktop computers are available, as well as electronic classrooms in over 15 buildings. In addition, hands-on instructional computing facilities are located in:

- Alger Hall
- Alex and Ani Hall
- Clarke Science Hall (under renovation)
- Craig-Lee Hall
- Gaige Hall
- Guardo Hall (School of Social Work)
- Fogarty Life Sciences
- Henry Barnard School
- Nazarian Center
- Whipple Hall

Our goal is to enhance the student experience. We can assist with all technology services through a single inquiry! to the Information Technology Services Help Center at (401) 456-8803, RIC Service Center System, or in Gaige Hall 150. This one-stop shop for technology will provide support for desktop computers, laptops, phones, networking, wireless, printing, multimedia, MyRIC, Blackboard, and all other college applications, as well as technology training and classroom support.

WRITING CENTER

The RIC Writing Center is staffed by highly qualified student writing specialists. Serving all disciplines, the Writing Center team builds lasting relationships with enrolled students who seek to strengthen their personal writing habits and to learn the genre conventions tied to their respective majors. The writing specialists help to build writer confidence at each phase of the drafting process during brainstorming sessions, by making formatting suggestions, by offering structuring and essay unity support, and by making research integrity recommendations. The Center's mission is to celebrate student writers at their level and to help writers acquire more composition and revision skills over time. The Writing Center maintains a reference library of books, journals and articles on writing theory, writing in the disciplines and other topics, including MLA, APA and Chicago style manuals. These services are free to all Rhode Island College enrolled students.

Campus Life - Graduate

CAMPUS POLICE, DEPARTMENT OF SECURITY AND SAFETY

The mission of the Campus Police, a component of the College's Department of Security and Safety, while multifaceted, is simplistic in nature and is centered upon a single goal: to provide for the safety of life, personal and institutional property, and to enhance the educational process. The achievement of this mission relies on community partnerships built upon trust and mutual respect.

The department, located at the Welcome Center, provides 24-hour service and security to the Rhode Island College campus community. The department is responsible for the enforcement of all laws and regulations that apply to campus life, including those of the Rhode Island Council on Postsecondary Education and federal, state and certain municipal statutes. Information regarding security and safety, campus police, parking, traffic regulations, and vehicle registration is available at campus police headquarters or on the college website at www.ric.edu.

The department provides crime prevention support and assistance including 24-hour escort service for students, faculty and staff. This service is available by calling college extension 8888. For added protection, the campus has fifty-three blue-light emergency phones – located along illuminated walkways and campus buildings – that are directly linked to campus police. Moreover, building entrances and parking lots are thoroughly lit, highly visible, and equipped with state-of-the-art security cameras. (For locations of these phones, see the on-line Campus Map).

COUNSELING CENTER, THE CENTER FOR HEALTH AND WELLNESS

The principal aim of the Counseling Center is to help students grow, develop and succeed during their college years. A professional staff of psychologists, counselors and doctoral students in counseling or clinical psychology provide individual and group counseling to students who seek help with emotional or social challenges, academic difficulties or

educational and career planning. The center also offers groups and workshops on personal development matters, such as stress management, LGBTQ+, healthy relationships, and procrastination. Although friends or faculty may encourage individual students to utilize counseling, it is entirely voluntary, and most students make the decision on their own initiative. Counseling Center services are strictly confidential and are provided to any current Rhode Island College students without charge. If you are in need of immediate support for a non-emergent issue and would like to speak with a licensed clinician, please call the RIC HOPE line at (401) 456-4673. The HOPE line is available 24/7/365 for Rhode Island College students.

CULTURAL ACTIVITIES

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

HEALTH SERVICES, THE CENTER FOR HEALTH & WELLNESS

Health Services, located on the ground floor of Browne Hall, provides confidential, primary health care to all students. Care includes physical examinations, immunizations, treatment of acute and chronic illnesses and injuries, gynecological exams, health education and, if necessary, specialty referral. On-site laboratory services are available which include blood and urine tests, throat cultures, COVID-19 tests and pregnancy tests. Health Services is open year-round and is staffed by nurse practitioners, registered nurses and a part-time physician. Visits are available by appointment.

Tele-health as well as in-office visits are available by appointment. COVID-19 precautions are in place according to guidelines set by the Rhode Island Department of Health and the CDC. Please call health services (401-456-8055) prior to your arrival. Visits by appointment recommended, walk-ins allowed.

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

RECREATIONAL AND CLUB SPORTS

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

The 80,000-square-foot facility includes a five-lane, 25-yard, L-shaped competitive pool which was completely updated in 2020; a five-lane, 1/10-mile indoor track; three multi-use courts for basketball, volleyball and tennis; a fitness center, including cardio and strength areas; a student

lounge complete with WiFi and cable television; new locker room facilities; a multimedia room; a wrestling facility adaptable for other events; a multi-use studio for aerobics and yoga with "fitness on demand" available during all operating hours; offices for coaches; and a suite to host fundraising-related initiatives. The Club Sport Program currently includes the following established club sport opportunities: men's ice hockey, women's equestrian, and ultimate frisbee. Club sports are always being evaluated for additions or deletions based on student interest. For more updated information, or if you are interested in starting a club sport, go to <https://www.goanchormen.com/>.

STUDENT LIFE, OFFICE OF

The Office of Student Life offers opportunities that honor the whole self and promote the social, professional, and emotional development of our student community. From orientation to graduation, this office aims to create a sense of belonging that fosters advocacy, connection, and leadership across campus and in the community. Working closely with Student Community Government, our student organizations, and student leaders, we prioritize and value student centered learning, student led initiatives, and most importantly, student voice. Offices that fall under the umbrella of Student Life, include: Student Activities, Student Union, Unity Center, and the Military Resource Center.

Military Resource Center

The Military Resource Center serves as the central point of contact for all military-affiliated students, (veterans, reservists / guard / active duty, spouses / dependents, and ROTC cadets) with resources, services, and programs. The Military Resource Center (MRC) provides assistance with the admissions process, applying and understanding your military educational benefits and scholarships, and connecting you to the academic departments around campus. The MRC serves as a resource while you are attending RIC. Additionally, it maintains a large network within the community to refer students to organizations specializing in veteran services. Housed within the MRC is the **VETSUCCESS Coordinator**, who provides guidance and support with your VA education benefits, career exploration, and understanding / applying for your VA benefits. We also have a **RIC VA VetCorps Navigator**. This individual connects student veterans to the RI community organizations and services that specialize in serving veterans.

Student Activities

Student Activities is home to all of our student organizations, Greek life, and campus wide programming. This office works closely with Student Community Government and the RIC Programming Board to support student initiatives and student interest. We have about 60 student organizations. If there isn't one that interests you, we can help you start one.

Student Union

Right off the quad, the Student Union is dedicated to chance encounters, a lively and vibrant student life, and student voice and governance. The Union houses our Student Community Government, all the student organization offices, Greek Life, and the student run marketing department (SA). You can get a quick bite at the Beesto on the lower level while you check out a program, hangout on one of the cozy couches, or play pool with friends - then head upstairs for our late night lounge, Student Life hub, and our bookstore. There's a sky bridge that

connects the Student Union with our Dining Hall, and diagonally from the Student Union is our campus Media Center that houses the student newspaper, The Anchor, our radio station WXIN, and Anchor TV.

Unity Center

The Unity Center houses identity-specific resources and programming for students of color, LGBTQ+ students, students that experience gender discrimination, and students with compromised citizenship status. Additionally, the Unity Center offers resources around conflict resolution and restorative justice practices. It's a warm and welcoming student-centered space that affirms and celebrates students with historically marginalized identities.

Degree Programs - Graduate

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

The C.A.G.S. is a degree program consisting of a minimum of 24-post master's credit hours that prepare candidates for positions and competencies in education and related fields for which the master's degree is not sufficient. The C.A.G.S. is offered in the following areas:

- Individualized Certificate of Advanced Graduate Study
- School Psychology

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

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

MASTER OF ARTS (M.A.)

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

- Art *with concentrations in*
 - Art Education
- Biology
- Counseling *with concentration in:*
 - School Counseling (*Not currently accepting applications.*)
- English
- English *with concentrations in*
 - Creative Writing
- History
- Justice Studies
- Individualized Master of Arts
- Mathematical Studies
- Psychology
- Youth Development

MASTER OF ARTS IN TEACHING (M.A.T.)

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

- Art Education
- Elementary Education
- Music Education

- Secondary Education *with teaching concentrations in*
 - English Pedagogy
 - Mathematics Pedagogy
- World Languages Education *with teaching concentrations in*
- French
- Portuguese
- Spanish

Biology

Biology

- English

- English

MASTER OF EDUCATION (M.ED.)

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

- Advanced Studies in Teaching and Learning (p. 149)
- Early Childhood Education (p. 154)
- Educational Leadership (p. 155) (*Not currently accepting applications.*)
- Elementary Education (p. 155) (*Not currently accepting applications.*)
- Individualized Master of Education (p. 54)
- Health Education (p. 162)
- Reading (p. 163)
- Special Education (p. 171) *with concentrations in*
 - Early Childhood Special Education
 - Elementary or Secondary Special Education
 - Exceptional Learning Needs
 - Severe Intellectual Disabilities (SID)
 - Urban Multicultural Special Education
- (p. 174)Teaching English to Speaks of Other Languages (p. 174) *with concentration in*
 - Bilingual Education

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

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

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

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

MASTER OF SCIENCE (M.S.)

The M.S. degree is offered in:

- Clinical Mental Health Counseling
- Health Care Administration

The M.S. Health Care Administration degree prepares students for management/leadership positions in health care organizations. These organizations may include healthcare providers, governmental agencies, insurers, or public health organizations. An accelerated program is offered for graduates of the RIC B.S. Health Care Administration program.

- Operations Management - PROGRAM SUSPENDED

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

The M.S.N. degree is designed to prepare expert nurses for advanced practice roles. There are three specialty concentrations: (1) adult/gerontology acute care (CNS or NP role), (2) nurse anesthesia, and (3) population/public health.

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

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

PH.D. IN EDUCATION PROGRAM

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

INDIVIDUALIZED GRADUATE DEGREE PROGRAMS

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

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

Students who are interested in an individualized graduate program should first consult with the Dean of Graduate Studies. More information can be found [here](#)

<https://www.ric.edu/department-directory/office-graduate-studies/individualized-graduate-program>

Special Programs - Graduate

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

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

- Adult/Gerontology Acute Care for Clinical Nurse Specialists (p. 65)
- Adult/Gerontology Acute Care for Nurse Practitioners (p. 65)
- Advanced Counseling (p. 66)
- Advanced Study of Creative Writing (p. 66)
- Advanced Study of Literature (p. 66)
- Autism Education (p. 66)
- Child and Adolescent Trauma (p. 67)
- Co-occurring Mental Health and Substance Use Disorders (p. 67)
- Early Childhood Special Education (p. 67)
- Elementary or Secondary Special Education (p. 68)
- Financial Planning (p. 68)
- Healthcare Administration (p. 69)
- Healthcare Quality and Patient Safety (p. 69)
- Historical Studies (p. 69)
- Integrated Behavioral Health (p. 70)
- Middle Level Education (p. 70)
- Modern Biological Sciences (p. 71)
- Nonprofit Leadership (p. 71)
- Nursing Care Management (p. 71)
- Public History (p. 72)
- School Nurse Teacher (p. 72)
- Severe Intellectual Disabilities (p. 72)
- Teaching English to Speakers of Other Languages (p. 73)
- Teaching English to Speakers of Other Languages: Bilingual Education Concentration (p. 73)
- Transition for Youth with Exceptionalities (p. 73)

CREDENTIAL REVIEW PATHWAY (CRP)

The Credential Review Pathway is for individuals seeking a re-issue of their Expert Residency Preliminary Certificate, the addition of another certification or renewal of a certificate that has been expired for more than five years. After a credential review by faculty, the student is either granted certification or required to successfully complete specific graduate courses to obtain certification. The coursework required for certification will vary for each student. For details on how to apply, see: <https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/fsehd-credential-review-pathway>

CRP Eligibility Requirements

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

UNDERGRADUATE AND GRADUATE CERTIFICATE PROGRAMS

Certificate of Undergraduate Study Programs

Area of Study	Certificate
Biology Education	C.U.S.
Chemistry Education	C.U.S.
Conflict and Crisis Communication (p. 58)	C.U.S.
Cybersecurity (p. 58)	C.U.S.
Early Childhood Birth-Three	C.U.S.
Equity and Literacy (p. 59)	C.U.S.
General Science Education	C.U.S.
Geographic Information Systems (p. 60)	C.U.S.
Gerontology	C.U.S.
International Nongovernmental Organizations Studies	C.U.S.
Interscholastic Athletic Administration (p. 61)	C.U.S.
Long Term Care Administration	C.U.S.
Nonprofit Studies	C.U.S.
Physics Education	C.U.S.
Professional Writing (p. 63)	C.U.S.
Public History	C.U.S.
Social and Human Service Assistance	C.U.S.
Vascular Interventional Radiography (p. 63)	C.U.S.
Workplace Diversity (p. 63)	C.U.S.

World Languages Education - French	C.U.S.
World Languages Education - Italian	C.U.S.
World Languages Education - Portuguese	C.U.S.
World Languages Education - Spanish	C.U.S.

Certificate of Graduate Study Programs

Area of Study	Certificate
Adult/Gerontology Acute Care for Clinical Nurse Specialists	C.G.S.
Adult/Gerontology Acute Care for Nurse Practitioners	C.G.S.
Advanced Counseling	C.G.S.
Advanced Study of Creative Writing	C.G.S.
Advanced Study of Literature	C.G.S.
Autism Education	C.G.S.
Child and Adolescent Trauma	C.G.S.
Co-occurring Mental Health and Substance Use Disorders	C.G.S.
Early Childhood Special Education (p. 67)	C.G.S.
Elementary or Secondary Special Education	C.G.S.
Financial Planning	C.G.S.
Healthcare Administration (p. 69)	C.G.S.
Healthcare Quality and Patient Safety	C.G.S.
Historical Studies	C.G.S.
Integrated Behavioral Health	C.G.S.

Mathematics Content Specialist: Elementary	C.G.S.
Middle Level Education	C.G.S.
Modern Biological Sciences	C.G.S.
Nonprofit Leadership	C.G.S.
Nursing Care Management	C.G.S.
Physical Education	C.G.S.
Public History	C.G.S.
School Nurse Teacher (p. 72)	C.G.S.
Severe Intellectual Disabilities	C.G.S.
Teaching English to Speakers of Other Languages	C.G.S.
Teaching English to Speakers of Other Languages: Bilingual Education Concentration	C.G.S.
Transition for Youth with Exceptionalities	C.G.S.

Retention Requirements

MAINTAIN A 2.5 G.P.A. IN ALL SCIENCE CLASSES.

COURSE REQUIREMENTS

Courses

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
BIOL 213W	Plant and Animal Form and Function	4	F, Sp
BIOL 314	Genetics	4	F
BIOL 318	Ecology	4	F

ONE COURSE from:

BIOL 320	Cell and Molecular Biology	4	Sp
BIOL 321	Invertebrate Zoology	4	As needed
BIOL 324	Vertebrate Zoology	4	As needed
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
BIOL 353	The Plant Kingdom	4	As needed

Note: Successful completion of the Praxis II Biology test to get the certification along with the certificate.

Certificate of Undergraduate Study

BIOLOGY EDUCATION C.U.S.

Admission Requirements

The certificate in Biology Education is designed for education majors and certified teachers who are looking to add biology to the areas in which they are certified. Certification also requires passing the Praxis II test in Biology as according to the Rhode Island Department of Education.

Admissions requirements are either of the following:

1. Admission to the Feinstein School of Education and Human Development

-OR-

1. A completed application form accompanied by a \$50 non-refundable application fee
2. College transcripts
3. A current valid secondary teaching certificate (grades 7-12)

Total Credit Hours: 24

CHEMISTRY EDUCATION C.U.S.**Admission Requirements**

THE CERTIFICATE IN CHEMISTRY EDUCATION IS DESIGNED FOR EDUCATION MAJORS AND CERTIFIED TEACHERS WHO ARE LOOKING TO ADD CHEMISTRY TO THE AREAS IN WHICH THEY ARE CERTIFIED. CERTIFICATION ALSO REQUIRES PASSING THE PRAXIS II TEST IN CHEMISTRY AS ACCORDING TO THE RHODE ISLAND DEPARTMENT OF EDUCATION. ADMISSIONS REQUIREMENTS ARE EITHER OF THE FOLLOWING:

I. ADMISSION TO THE FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

-OR-

I. A COMPLETED APPLICATION FORM ACCOMPANIED BY A \$50 NON-REFUNDABLE APPLICATION FEE

2. COLLEGE TRANSCRIPTS

3. A CURRENT VALID SECONDARY TEACHING CERTIFICATE (GRADES 7-12)

Retention Requirements

MAINTAIN A 2.5 G.P.A. IN ALL SCIENCE CLASSES.

COURSE REQUIREMENTS**Courses**

CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
CHEM 205W	Organic Chemistry I	4	F
CHEM 206W	Organic Chemistry II	4	Sp

TWO COURSES from:

CHEM 310	Biochemistry	4	F
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404W	Analytical Chemistry	4	Sp (even years)

CHEM 405	Physical Chemistry I	3	F
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CHEM 407W	Physical Chemistry Laboratory I	1	F
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CHEM 412	Inorganic Chemistry II	2	Sp
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CHEM 413	Inorganic Chemistry Laboratory	1	Sp
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CHEM 416W	Environmental Analytical Chemistry	4	Sp (odd years)
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CHEM 418	Marine Environmental	4	As Needed
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CHEM 425	Chemistry Advanced Organic Chemistry	4	F (odd years)
CHEM 435	Pharmacology and Toxicology	3	As needed

NOTE: THE COMBINATION OF CHEM 405 AND CEM 407 OR CHEM 412 AND CHEM 413 COUNT AS ONE COURSE AMONG THESE ELECTIVES. ALSO CHEM 405 MAY HAVE ADDITIONAL MAT PREREQUISITES.

NOTE: SUCCESSFUL COMPLETION OF THE PRAXIS II CHEMISTRY TEST TO GET THE CERTIFICATION ALONG WITH THE CERTIFICATE.

Total Credit Hours: 22-24

CONFLICT AND CRISIS COMMUNICATION C.U.S.**Admission Requirements**

The certificate in Conflict and Crisis Communication is embedded into the requirements for the Bachelor of Professional Studies degree with a concentration in strategic communication. However, it is also open to any undergraduate student at Rhode Island College.

Retention Requirements

Maintain a 2.0 GPA in the program is required.

COURSE REQUIREMENTS**Courses**

COMM 208	Public Presentations	4	F, Sp
COMM 351	Persuasion	4	F, Sp
	-Or-		
COMM 357	Public Opinion and Propaganda	4	F, Su
COMM 352	Conflict Resolution	4	As needed
COMM 439	Crisis Communication	4	F

CYBERSECURITY CUS**Admission Requirements**

The Certificate in Cybersecurity is designed for non-matriculating students looking to earn a credential in Cybersecurity. This includes students who currently have or do not have a bachelor's degree. Course requirements are the same as the requirements for the Minor in

Cybersecurity. Non-matriculating students can receive only a certificate, not a minor, in Cybersecurity.

Admissions requirements are the following:

1. A completed application form accompanied by a \$50 non-refundable application fee.
2. College transcripts or High School Diploma/Equivalent.
3. The admissions process will include an evaluation of math skills required by the College Math Milestone, which is a prerequisite of CSCI 102. The math placement exam and/or additional math courses may be needed.

Retention Requirements

Maintaining a 2.0 GPA in the program is required.

COURSE REQUIREMENTS

Courses			
CSCI 102	Computer Fundamentals for Cyber Security	4	F, Sp
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CSCI 402	Cyber Security Principles	4	F, Sp
CSCI 410	Digital Forensics	4	F
CSCI 432	Network and Systems Security	4	Sp

Subtotal: 20

EARLY CHILDHOOD BIRTH-THREE C.U.S.

Admission Requirements

The Certificate in B-3 is designed for early care and education professionals. Candidates must apply to the ECED B3 C.U.S. program. Admission requirements:

1. A completed application form accompanied by a \$50 non-refundable application fee.
2. College transcripts.

Retention Requirements

Maintain a 2.0 G.P.A. overall

COURSE REQUIREMENTS

Courses			
ECED 202W	Early Childhood Development, Birth to Eight	3	F, Sp
ECED 310	Contextualizing Infant	3	Sp

ECED 312	Toddler Education Infant Toddler Cognitive Development and Learning	3	Sp
ECED 314	Infant Toddler Social/Emotional Development and Learning	3	F
ECED 410	Infant Toddler Field Experience I	4	F

Subtotal: 16

EQUITY AND LITERACY C.U.S.

Admission Requirements

The certificate in Equity and Literacy is embedded into the requirements for the Bachelor of Professional Studies degree with a concentration in educational foundations. However, it is also open to any undergraduate student who has a minimum of 45 earned credits.

Retention Requirements

Maintain a 2.0 GPA in the program is required.

COURSE REQUIREMENTS

Courses			
FNED 246	Schooling for Social Justice	4	F, Sp, Su
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
ECED 232W	Building Family, School and Community Partnerships	3	F
ELED 480	Topics in Literacy Foundations	3	Sp
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp

Total Credit Hours: 17

GENERAL SCIENCE C.U.S.

Admission Requirements

THE CERTIFICATE IN GENERAL SCIENCE EDUCATION IS DESIGNED FOR EDUCATION MAJORS AND CERTIFIED TEACHERS WHO ARE LOOKING TO ADD GENERAL SCIENCE TO THE AREAS IN WHICH THEY ARE CERTIFIED. CERTIFICATION ALSO REQUIRES PASSING THE PRAXIS II TEST IN GENERAL SCIENCE AS ACCORDING TO THE RHODE ISLAND DEPARTMENT OF EDUCATION. ADMISSIONS REQUIREMENTS ARE EITHER OF THE FOLLOWING:

1. ADMISSION TO THE FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

-OR-

1. A COMPLETED APPLICATION FORM ACCOMPANIED BY A \$50 NON-REFUNDABLE APPLICATION FEE

2. COLLEGE TRANSCRIPTS

3. A CURRENT VALID SECONDARY TEACHING CERTIFICATE (GRADES 7-12)

Retention Requirements

Maintain a 2.5 G.P.A. in all science classes.

COURSE REQUIREMENTS

If have Biology Certification, must take:

CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

CHOOSE TWO from:

PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 214	Introduction to Meteorology	4	F
PSCI 217	Introduction to Oceanography	4	Sp

If have Chemistry Certification, must take:

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

CHOOSE TWO from:

PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 214	Introduction to Meteorology	4	F
PSCI 217	Introduction to Oceanography	4	Sp

Oceanography

Students with Earth/Space Certification, must take:

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

If have Physics Certification, must take:

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su

CHOOSE TWO from:

PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 214	Introduction to Meteorology	4	F
PSCI 217	Introduction to Oceanography	4	Sp

Note: PHYS 101 has a prerequisite of MATH 120.

NOTE: SUCCESSFUL COMPLETION OF THE PRAXIS II GENERAL SCIENCE TEST (GRADES 7-12) TO GET THE CERTIFICATION ALONG WITH THE CERTIFICATE.

Total Credit Hours: 24

GEOGRAPHIC INFORMATION SYSTEMS C.U.S.

A geographic information system (GIS) links hardware, software, and people to collect, manage, analyze, map, store, update, and present a wide variety of data about human or animal populations, environmental events, and the places where they interact. The GIS certificate will prepare students to connect all manner of quantitative data to a base map by integrating location data (i.e., where things are) with all types of descriptive, analytic or predictive information (i.e., the conditions that exist—or will exist—at the place(s) under study).

Retention Requirements

Maintain a 2.0 G.P.A. in program.

COURSE REQUIREMENTS

Courses

GEOG 201	Mapping Our Changing World	4	F, Sp
GEOG 202/PBAD 202	Geographic Information Systems I	4	F, Sp
GEOG 308/PBAD 308	Geographic Information Systems II	4	As needed
GEOG 463	Internship in Geography	4-6	F, Sp, Su

Total Credit Hours: 16-18

AGING STUDIES C.U.S.

Course requirements are the same as the requirements for the minor in gerontology. Please see "course requirements for minor in aging studies

(p. 88)." Non-matriculating students can receive only a certificate, not a minor, in aging studies.

INTERNATIONAL NGOS AND NONPROFIT STUDIES C.U.S.

International nongovernmental organizations studies (or INGOS) are nonprofit groups or associations that are independent of any government and work in more than one country. The Certificate of Undergraduate Study (C.U.S.) in INGOS at Rhode Island College introduces students to organizations that include Amnesty International, the World Wildlife Fund and Doctors without Borders and explores the many ways that these important nongovernmental organizations are shaping our world.

Completion Requirement

A 2.0 G.P.A. in the program is required.

COURSE REQUIREMENTS

Courses

INGO 200	Community Engagement	4	Sp
INGO 300/POL 345	International NGOs and Nonprofits	4	F
INGO 301	Global Development	4	Sp
INGO 303	Pre-Internship in International NGOs and Nonprofits	1	As needed
INGO 305	Professional Development: International NGOs and Nonprofits	1	As needed
INGO 304	Internship in International NGOs and Nonprofits	1-4	As needed
POL 103	Global Politics	4	F, Sp

Note: INGO 304 can be taken in single or larger credit units, but must acquire a minimum of 3 credits. Students who, according to the Director, would not benefit from INGO 303 or 305 may take INGO 304 for 4 credits. Students may also take both INGO 303 and INGO 305 but only one is needed for the certificate.

ONE COURSE from:

ANTH 327	Peoples and Cultures: Selected Regions	4	As needed
ANTH 329	Queer And Trans	4	Alternate years
ANTH 343	Environmental Anthropology	4	Alternate years
FREN 313	Modern France and the Francophone World	4	Alternate years
GEOG 337/POL 337	Urban Political Geography	4	As needed
HIST 236	Post-Independence Africa	3	Annually
HIST 241	Colonial and Neocolonial Latin America	3	Annually
HIST 242	Modern Latin America	3	Annually
HIST 348	Africa under Colonial Rule	3	Annually
NPST 300	Institute in Nonprofit Studies	4	F
POL 240	Model United Nations	4	Alternate years
POL 300	Methodology in Political Science	4	F, Sp

POL 301W	Foundations of Public Administration	4	F
POL 303	International Law and Organization	4	Sp
POL 340	Global Politics and Film	4	Alternate years
POL 341	Politics of Development	4	Sp
POL 344	Human Rights	4	Sp (alternate years)
POL 347	Political Activism and Social Justice	4	Sp (Alternate years)
POL 348	Middle Eastern and North African Politics	4	F
POL 349	Environmental Policy and Law	4	Early Sp
POL 354	Interest Group Politics	4	F (alternate years)
PORT 304	Brazilian Literature and Culture	4	Alternate years
PORT 305	Lusophone African Literatures and Cultures	4	Alternate years
SOC 302W	Social Research Methods	4	F, Sp, Su
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp

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

Total Credit Hours: 23-24

INTERSCHOLASTIC ATHLETIC ADMINISTRATION

COURSE REQUIREMENTS

Requirements List

SMGT 201	Introduction to Sports Management	3	F, Sp
SMGT 301	Organization and Administration of Interscholastic Athletics	3	F, Sp
SMGT 310	Sports Management Finance and Fundraising	3	Sp
SMGT 315	Sports Facility and Management	3	F
SMGT 325W	Sports Communication	3	Sp

Total Credit Hours: 15

LONG TERM CARE ADMINISTRATION C.U.S.

Admission Requirements

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

Completion Requirement

A 2.0 GPA in the program is required.

COURSE REQUIREMENTS

Courses

NURS 314/AGNG 314	Health and Aging	4	F, Sp, Su
AGNG 314/NURS 314	-Or- Health and Aging	4	F, Sp, Su
HCA 330	Health Care Finance	3	Annually
HCA 403	Long-Term Care Administration	3	Annually
HCA 404	Long-Term Care Laws and	2	Annually

MGT 201W	Regulations Foundations of Management	4	F, Sp, Su
MGT 320	Human Resource Management	4	F, Sp, Su

Total Credit Hours: 20

NONPROFIT STUDIES C.U.S.

ADMISSION REQUIREMENTS

Students must submit an application to the program director detailing their interest in the certificate and including a résumé showing employment and volunteer experiences. Students must have earned at least 42 credits prior to participating in the certificate program.

COURSE REQUIREMENTS

Courses

NPST 300	Institute in Nonprofit Studies	4	F
NPST 301	Financial Management for Nonprofits	3	Sp
NPST 402	Staff and Volunteer Management for Nonprofits	3	F
NPST 404	Communications and Resource Development for Nonprofits	3	Sp

Elective

ONE COURSE in an aspect of nonprofit organizations or philanthropy	3-4		
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Total Credit Hours: 16-17

PHYSICS EDUCATION C.U.S.

Admission Requirements

THE CERTIFICATE IN GENERAL SCIENCE EDUCATION IS DESIGNED FOR EDUCATION MAJORS AND CERTIFIED TEACHERS WHO ARE LOOKING TO ADD GENERAL SCIENCE TO THE AREAS IN WHICH THEY ARE CERTIFIED. CERTIFICATION ALSO REQUIRES PASSING THE PRAXIS II TEST IN GENERAL SCIENCE AS ACCORDING TO THE RHODE ISLAND DEPARTMENT OF EDUCATION. ADMISSIONS REQUIREMENTS ARE EITHER OF THE FOLLOWING:

1. ADMISSION TO THE FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

-OR-

1. A COMPLETED APPLICATION FORM ACCOMPANIED BY A \$50 NON-REFUNDABLE APPLICATION FEE

2. COLLEGE TRANSCRIPTS

3. A CURRENT VALID SECONDARY TEACHING CERTIFICATE (GRADES 7-12)

Retention Requirements

Maintain a 2.5 G.P.A. in all science classes.

COURSE REQUIREMENTS

Courses

MATH 213	Calculus II	4	F, Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su
PHYS 307	Quantum Mechanics I	3	Sp (odd years)
PHYS 311	Thermodynamics	3	Sp (even years)

CHOOSE TWO from:

PHYS 309	Nanoscience and Nanotechnology	4	F (even years)
PHYS 312	Mathematical Methods in Physics	3	F
PHYS 315	Optics	4	Sp (odd years)
PHYS 320	Analog Electronics	4	F (odd years)
PHYS 321	Digital Electronics	4	Sp (even years)
PHYS 401	Advanced Electricity and Magnetism I	4	Sp (even years)
PHYS 402	Advanced Electricity and	3	As needed

PHYS 403	Magnetism II Classical Mechanics	4	Sp (odd years)
PHYS 407	Quantum Mechanics II	3	As needed
PHYS 409	Solid State Physics	3	As needed
PHYS 413W	Advances Physics Laboratory	3	F

Note: Successful completion of the Praxis II Physics test to get the certification along with the certificate.

Total Credit Hours: 26-28

PROFESSIONAL WRITING C.U.S.

RETENTION REQUIREMENTS

Maintain a 2.0 G.P.A. overall

The CUS in professional writing consists of a minimum of 20 credit hours (five courses), as follows:

COURSE REQUIREMENTS

Courses

FYW 100	Introduction to Academic Writing	4	F, Sp, Su
ENGL 222W	Introduction to Professional Writing	4	Annually

THREE COURSES from the following with at least ONE at the 300-level

ENGL 230W	Workplace Writing	4	Alternate years
ENGL 231W	Multimodal Writing	4	Alternate years
ENGL 232W	Public and Community Writing	4	Alternate years
ENGL 233W	Writing for the Health Professions	4	Annually
ENGL 350	Topics Course in English	4	As needed
ENGL 378	Advanced Workshop in Professional Writing	4	Alternate years
ENGL 379	Rhetoric for Professional Writing	4	Alternate years
ENGL 477	Internship in Professional Writing	4	As needed

Total Credit Hours: 20

ENGL 350: When on appropriate topic. Contact English department for permission to take any 200-level course concurrent with FYW 100.

PUBLIC HISTORY C.U.S.

COURSE REQUIREMENTS

Courses

HIST 281W	History Matters I: Methods and Skills	3	F, Sp
HIST 331	Rhode Island History	3	Sp
HIST 381	Workshop: History and the Elementary Education Teacher	1	F
HIST 389W	History Matters III: Senior Research Project	2	F, Sp

ONE ADDITIONAL COURSE in U.S. History

One additional course in U.S. History	3	
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TWO SEMESTERS of

HIST 357	Public History Experiences	3	Annually
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Total Credit Hours: 18

SOCIAL AND HUMAN SERVICE ASSISTANCE C.U.S.

COURSE REQUIREMENTS

First Semester

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

Second Semester

SWRK 230	Advanced Skills for Human Services	3	Sp
SWRK 200	Introducing Social Work and Social Justice	4	F, Sp
SWRK 260	Integrative Seminar and Field Experience	4	Sp

Total Credit Hours: 19

VASCULAR INTERVENTIONAL RADIOGRAPHY CUS

Admission Requirements

Must hold a current registration in Radiography by the American Registry of Radiologic Technologists (ARRT).

Completion Requirement

Must pass all courses with a grade of "C" or better.

COURSE REQUIREMENTS

First Semester

VIR 300	Principles of Vascular Interventional Radiography	3	F
VIR 301	Procedures I	3	
VIR 303	Clinical Education I	4	F

Second Semester

VIR 302	Procedures II	4	Sp
VIR 304	Clinical Education II	4	Sp

WORKPLACE DIVERSITY C.U.S.

Admission Requirements

The certificate in Workplace Diversity is embedded into the requirements for the Bachelor of Professional Studies degree with a concentration in organizational leadership. However, it is also open to any undergraduate student who has a minimum of 45 earned credits.

Completion Requirement

A 2.0 GPA in the program is required.

COURSE REQUIREMENTS

Courses

COMM 333	Intercultural Communication	4	As needed
MGT 201W	Foundations of Management	4	F, Sp, Su
MGT 306	Managing a Diverse Workforce	4	F, Sp

SOC 208 The Sociology of Race and 4 F, Sp, Su
 Ethnicity

WORLD LANGUAGES EDUCATION - FRENCH C.U.S.

Admission Requirements

1. Current undergraduates in World Languages Education with another language concentration may add this C.U.S. to add a second language certification.
2. Certified World Language Teachers (already holding a B.A. from a regionally accredited institution) seeking a second language certification must submit an application to the program director detailing their interest in the certificate and including a résumé showing employment and volunteer experiences.

Completion Requirements

1. A 2.75 overall GPA and 3.0 GPA in the program.
2. 24 credits in French, not including FREN 101 or FREN 102.
3. Minimum score of Advanced Low on the ACTFL OPI and WPT; RIDE required minimum score on the Praxis French.

COURSE REQUIREMENTS

Courses

24 credits in French (not including FREN 101 or FREN 102)

Total Credit Hours: 24

WORLD LANGUAGES EDUCATION - ITALIAN C.U.S.

Admission Requirements

1. Current undergraduates in World Languages Education with another language concentration may add this C.U.S. to add a second language certification.
2. Certified World Language Teachers (already holding a B.A. from a regionally accredited institution) seeking a second language certification must submit an application to the program director detailing their interest in the certificate and including a résumé showing employment and volunteer experiences.

Completion Requirements

1. A 2.75 overall GPA and 3.0 GPA in the program.
2. 24 credits in Italian, not including ITAL 101 or ITAL 102.
3. Minimum score of Advanced Low on the ACTFL OPI and WPT.

COURSE REQUIREMENTS

Courses

24 credits in Italian (not including ITAL 101 or ITAL 102)

Total Credit Hours: 24

WORLD LANGUAGES EDUCATION - PORTUGUESE C.U.S.

Admission Requirements

1. Current undergraduates in World Languages Education with another language concentration may add this C.U.S. to add a second language certification.
2. Certified World Language Teachers (already holding a B.A. from a regionally accredited institution) seeking a second language certification must submit an application to the program director detailing their interest in the certificate and including a résumé showing employment and volunteer experiences.

Completion Requirements

1. A 2.75 overall GPA and 3.0 GPA in the program.
2. 24 credits in Portuguese, not including PORT 101 or PORT 102.
3. Minimum score of Advanced Low on the ACTFL OPI and WPT.

COURSE REQUIREMENTS

Courses

24 credits in Portuguese (not including PORT 101 or PORT 102)

Total Credit Hours: 24

WORLD LANGUAGES EDUCATION - SPANISH C.U.S.

Admission Requirements

1. Current undergraduates in World Languages Education with another language concentration may add this C.U.S. to add a second language certification.
2. Certified World Language Teachers (already holding a B.A. from a regionally accredited institution) seeking a second language certification must submit an application to the program director detailing their interest in the certificate and including a résumé showing employment and volunteer experiences.

Completion Requirements

1. A 2.75 overall GPA and 3.0 GPA in the program.
2. 24 credits in Spanish, not including SPAN 101 or SPAN 102.
3. Minimum score of Advanced Low on the ACTFL OPI and WPT; RIDE required minimum score on the Praxis Spanish.

COURSE REQUIREMENTS

Courses

24 credits in Spanish (not including SPAN 101 or SPAN 102)

Total Credit Hours: 24

Certificate of Graduate Study

ADULT/GERONTOLOGY ACUTE CARE FOR CLINICAL NURSE SPECIALISTS C.G.S.

Admission Requirements

1. A completed application accompanied by a fifty-dollar nonrefundable application fee.
2. Applicants must possess a minimum grade point average of 3.0 on a 4.0 scale from previous master's in nursing program.
3. Applicants must have completed the prerequisites of Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment. If the candidate is currently a certified APRN, the three prerequisites may be waived.
4. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
5. Official transcripts of all undergraduate and graduate records.
6. Current unrestricted licensure for the practice of nursing in Rhode Island.
7. A professional résumé.
8. Three professional references (at least one from the clinical area).
9. A brief letter of intent, which includes a statement of goals.
10. Proof of residency is required for in-state tuition.
11. Relevant acute care experience required.
12. An interview may be required.

Retention Requirements

All students are expected to maintain a cumulative average of B (3.00) or better in their graduate program.

Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the master's program director. Students who achieve less than a B, including a grade of 'U', in any course will be placed on probationary status. Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students' status will be made by the master's program director in consult with the dean. Students may be required to repeat a course at the discretion of the master's program director.

COURSE REQUIREMENTS

First Semester

NURS 530	Adult Health Illness I for CNS	6	Sp
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Second Semester

NURS 610	Adult Health/Illness II for CNS	6	F
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Third Semester

NURS 620	Adult Health/Illness III for CNS	6	Sp
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Subtotal: 18

Total Credit Hours: 18

ADULT/GERONTOLOGY ACUTE CARE FOR NURSE PRACTITIONERS C.G.S.

Admission Requirements

1. A completed application accompanied by a fifty-dollar nonrefundable application fee.
2. Applicants must possess a minimum grade point average of 3.0 on a 4.0 scale from previous master's in nursing program.
3. Applicants must have completed the prerequisites of Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment. If the candidate is currently a certified APRN, the three prerequisites may be waived.
4. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
5. Official transcripts of all undergraduate and graduate records.
6. Current unrestricted licensure for the practice of nursing in Rhode Island.
7. A professional résumé.
8. Three professional references (at least one from the clinical area).
9. A brief letter of intent, which includes a statement of goals.
10. Proof of residency is required for in-state tuition.
11. Relevant acute care experience required.
12. An interview may be required.

Retention Requirements

All students are expected to maintain a cumulative average of B (3.00) or better in their graduate program.

Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the master's program director. Students who achieve less than a B, including a grade of 'U', in any course will be placed on probationary status. Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students' status will be made by the master's program director in consult with the dean. Students may be required to repeat a course at the discretion of the master's program director.

COURSE REQUIREMENTS

First Semester

NURS 540	Adult Health Illness I for	6	Sp
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NPs

Second Semester

NURS 615	Adult Health/Illness II for NPs	6	F
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Third Semester

NURS 625	Adult Health/Illness III for NPs	6	Sp
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Total Credit Hours: 18**ADVANCED COUNSELING C.G.S.****Admission Requirements**

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

Retention Requirement

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

COURSE REQUIREMENTS**Courses**

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

Total Credit Hours: 15-27**ADVANCED STUDY OF CREATIVE WRITING C.G.S.****Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A bachelor's degree in any field.
4. A 1-2 page Statement of Intent, outlining your area of interest, background, writing history and influences.

5. A writing sample in your primary genre: 10-15 pages of poetry, or 15-20 pages of prose (literary fiction or literary nonfiction).

COURSE REQUIREMENTS**Courses**

ENGL 525	Topics in Genre	3	As needed
	-Or-		
ENGL 591	Directed Reading	3	As needed
ENGL 581	Workshop in Creative Writing	12	

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

Total Credit Hours: 15**ADVANCED STUDY OF LITERATURE C.G.S.****Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in 24 credit hours of upper-level courses in English language and literature.
4. Three letters of recommendation, with at least two from English professors.

Retention Requirement

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

COURSE REQUIREMENTS**Courses**

ENGL 501	Literary and Cultural Theory	3	F
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TWELVE ADDITIONAL CREDIT HOURS from:

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

Total Credit Hours: 15**AUTISM EDUCATION C.G.S.****Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at <https://www.applyweb.com/ricg/index.ftl>.

2. Completion of all Feinstein School of Education and Human Development graduate admission requirements.
3. A Rhode Island professional license in teaching or related service, such as occupational therapy, speech therapy, physical therapy, or school psychology.
4. Three letters of recommendation (one from the district administrator) that evaluate candidate's education and experience in special education or a related field.
5. An interview may be required.

Retention Requirement

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

COURSE REQUIREMENTS

Courses			
SPED 561/SPED 461	Understanding Autism Spectrum Disorders	3	F (as needed)
SPED 562	Practicum I in Autism	1	Su (as needed)
SPED 563	Curriculum and Methodology: Students with Autism	3	Sp (as needed)
SPED 564	Building Social and Communication Skills	3	Sp (as needed)
SPED 565	Practicum II in Autism	1	Su (as needed)
SPED 566	Autism and Positive Behavior Supports	3	F (as needed)

Total Credit Hours: 14

CHILD AND ADOLESCENT TRAUMA C.G.S.

Admission Requirements

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

Retention Requirements

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

COURSE REQUIREMENTS

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

SWRK 690	Independent Study in Social Work	3	As needed
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Total Credit Hours: 18

CO-OCCURRING MENTAL HEALTH AND SUBSTANCE USE DISORDERS

Admission Requirements

1. Application accompanied by \$50 non-refundable fee.
2. A current resume.
3. One letter of reference.
4. Advanced year enrollment and in good standing in the MSW program.
5. Awarding of the certificate for current students is to be accompanied by graduation from the MSW program.

Retention Requirements

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

COURSE REQUIREMENTS

Courses			
SWRK 600	Field Education and Seminar III	4	F
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp
SWRK 655	Mental Health and Substance Use Disorders	3	Su
SWRK 690	Independent Study in Social Work	3	As needed

Subtotal: 15

EARLY CHILDHOOD SPECIAL EDUCATION CGS

This program offers an accelerated path to early childhood and early childhood special education (PK-2) licensure.

Admission Requirements

1. Completed application form accompanied by a \$50 nonrefundable fee.
2. Official transcripts of all undergraduate and graduate course work.
3. Resumé documenting all experience in early childhood and/or early childhood special education
4. Bachelor's degree with a minimum cumulative grade point average of 3.0 on a 4.0 scale in professional coursework.

5. Three candidate reference forms accompanied by letters of recommendation. If relevant, recommendations should include experience related to early childhood education, special education, and/or related field.
6. A performance-based evaluation that documents the candidate's education and experience within early childhood education and/or individuals with exceptionalities, if possible.
7. Professional goals essay that describes candidate's commitment to the field of Early Childhood Education and Early Childhood Special Education, cultural awareness, collaboration, and life-long learning.
8. Additional materials may be requested.
9. An interview may be required.

5. Three candidate reference forms accompanied by letters of recommendation related to education and experience in special education or related field.
6. A performance-based evaluation that documents the candidate's education and experience with individuals with exceptionalities if possible.
7. Completion of foundational coursework in special education (SPED 531 or equivalent), and other pre-requisite requirements as determined by the Program Director.
8. Professional goals essay that describes candidate's commitment to the field of Elementary or Secondary Special Education, cultural awareness, collaboration, and life-long learning.
9. An interview may be required.

Retention Requirements

Grade of B or better in all courses.

COURSE REQUIREMENTS

Required Courses

ECSE 510	Neurotypical and Neurodiverse Learning/Development	3	F, Sp., Su as needed
ECSE 520	Supporting Diverse Family and Community Relationships (3	F, Sp., Su as needed
ECSE 530	Comprehensive Assessment in Inclusive ECE Settings	3	F, Sp., Su as needed
ECSE 540	Comprehensive Literacy in Inclusive ECE Settings	3	F, Sp., Su as needed
ECSE 550	SEL/Social Studies in Inclusive ECE Settings	3	F, Sp., Su as needed
ECSE 560	STEAM in Inclusive ECE Settings	3	F, Sp., Su as needed
ECSE 639	ECSE Student Teaching/Inclusive ECE Settings	6	F, Sp., Su as needed
ECSE 669	Best Practices in Inclusive ECE Settings	1	F, Sp., Su as needed

Total Credit Hours: 25

ELEMENTARY OR SECONDARY SPECIAL EDUCATION

This program offers an accelerated path to elementary (gr1-6) or secondary (gr7-12) special education licensure.

Admission Requirements

1. Completed application form accompanied by a fifty-dollar nonrefundable fee.
2. Official transcripts of all undergraduate and graduate course work.
3. Professional license (elementary or secondary general education certificate) or passing test scores on the Elementary or Secondary Praxis Principles of Learning & Teaching (PLT).
4. Bachelor's degree with a minimum cumulative grade point average of 3.0 on a 4.0 scale in professional coursework.

Retention Requirements

Grade of B or better in all courses.

COURSE REQUIREMENTS

Core Courses

SPED 458	STEM for Diverse Learners: Intensive Intervention	4	F, Sp
SPED 501	Assessment in Special Education	3	F (as needed)
SPED 503	Positive Behavior Intervention and Supports	3	F (as needed)

Choose A or B below:

A. Elementary Courses

SPED 518	Literacy for Diverse Learners: Intensive Intervention	4	Sp
SPED 662	Internship in Elementary Special Education	6	F, Sp

Subtotal: 20

B. Secondary Courses

SPED 427	Career/Transition Planning for Adolescents	3	Sp
SPED 524	Literacy Instruction for Adolescents: Intensive Intervention	4	Sp
SPED 664	Internship in Secondary Special Education	6	F, Sp

Subtotal: 23

FINANCIAL PLANNING C.G.S.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. A bachelor's degree from an accredited college or university, with a minimum grade point average of 3.00 on a 4.00 scale.
3. Official transcripts of all undergraduate and graduate records.
4. Two courses in financial accounting, macroeconomics, and statistics/quantitative methods.
5. Completion of the Graduate Management Admissions Test (GMAT), with a minimum score of 450.

Retention Requirements

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

COURSE REQUIREMENTS

Courses

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

Total Credit Hours: 19

HEALTHCARE ADMINISTRATION C.G.S.

Admission Requirements

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. A Bachelor's degree in Health Care Administration (HCA) or closely related (or permission from Program Director)
3. A 3.0 GPA in the B.S.
4. A letter of intent including a statement of goals.
5. Three academic references from faculty members

COURSE REQUIREMENTS

Courses

HCA 502/NURS 502	Health Care Systems	3	F, Sp
HCA 503/NURS 705	Health Care Policy	3	F, Sp
HCA 530	Health Care Finance	3	F

Must pick TWO from below:

HCA 520	Health Care Human Resource Management	3	F
HCA 537	Performance Improvement in Health Care	3	F, Sp
HCA 547	Transformational Leadership in Health Care Organizations	3	Sp

Total Credit Hours: 15

HEALTHCARE QUALITY AND PATIENT SAFETY C.G.S.

Admission Requirements

- A completed application accompanied by a fifty-dollar nonrefundable application fee.
- A baccalaureate degree in an upper division nursing major from an NLNAC or CCNE accredited program.

- Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
- Official transcripts of all undergraduate and graduate records.
- Completion of a course in statistics (MATH 240 or its equivalent), with a minimum grade of C.
- A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work. Provisional acceptance occasionally granted.
- An official report of scores on the Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.
- Current unrestricted licensure for the practice of nursing in Rhode Island.
- A professional résumé.
- Three professional references (at least one from the clinical area).
- A brief letter of intent, which includes a statement of goals.
- Proof of residency is required for in-state tuition.
- An interview may be required.

Retention requirements

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

COURSE REQUIREMENTS

Courses

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

Subtotal: 15

HISTORICAL STUDIES C.G.S.

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

Admission Requirements

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

COURSE REQUIREMENTS

Courses

HIST 501	Historiography	3	F
HIST 521	Topics in Comparative History	3	Sp
HIST 561	ONE COURSE from: Graduate Seminar in History	3	F
HIST 562	Graduate Reading Seminar	3	Sp
HIST 550	TWO COURSES from Topics in American History	3	As needed
HIST 551	Topics in Western History	3	As needed
HIST 552	Topics in Non-Western History	3	As needed

Total Credit Hours: 15

INTEGRATED BEHAVIORAL HEALTH C.G.S.

COURSE REQUIREMENTS

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Second year enrollment in good standing in the MSW program or a Master's in Social Work or Counseling degree. Awarding of the certificate for current students is to be accompanied by graduation from the MSW program.
3. A current résumé.
4. One reference.

Retention Requirements

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

Courses

SWRK 600	Field Education and Seminar III	4	F
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 644	Clinical Evaluation and	1.5	F

SWRK 646	Case Consultation I Clinical Evaluation and Case Consultation II	1.5	Sp
SWRK 654	Clinical Practice in Integrated Healthcare	3	Su
SWRK 690	Independent Study in Social Work	3	As needed

Subtotal: 15

Note: SWRK 690 is taken for 1 credit.

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

Admission Requirements

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

Retention Requirement

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

COURSE REQUIREMENTS

Courses

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

Total Credit Hours: 15

MIDDLE LEVEL EDUCATION C.G.S.

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

Admission Requirements

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

Retention Requirement

Students must earn a B or better in all C.G.S. course work. Students who receive a grade below a B in any of the four courses must meet

with the program coordinator. If it is recommended that the student continue, the student must retake the course.

COURSE REQUIREMENTS

Courses

MLED 532	Contextualizing Young Adolescent Development	4	Su
MLED 534	Disciplinary Literacies with Young Adolescents II	2	Sp
MLED 535	Curriculum and Assessment for Young Adolescents	4	Sp

Total Credit Hours: 12

MODERN BIOLOGICAL SCIENCES C.G.S.

Admission Requirements

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

COURSE REQUIREMENTS

First Semester

BIOL 533	Research Methods in Molecular Biology	4	As needed
BIOL 560	Graduate Seminar	1	F
BIOL 691-696	Directed Research	1-6	F, Sp, Su

BIOL 691-696: A minimum of 4 credit hours required.

Second Semester

One 400-level biology course, with consent of department chair 3-4

ONE COURSE from

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

Total Credit Hours: 15-17

NONPROFIT LEADERSHIP C.G.S.

Admission Requirements

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

Retention Requirements

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

COURSE REQUIREMENTS

Courses

NPST 500	Advanced Leadership Institute in Nonprofit	3	Su
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NPST 635	Studies Advanced Grant Development and Fundraising	3	Sp
SWRK 623	Budgeting and Financial Management in Social Service Organizations	3	Su
SWRK 628	Macro Practice I: Leadership and Change	3	F
SWRK 629	Macro Practice II: Managing People and Programs	3	Sp

Subtotal: 15

NURSING CARE MANAGEMENT C.G.S.

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

Admission Requirements

1. A completed application accompanied by a \$50 nonrefundable application fee.
2. A baccalaureate degree major from an NLNAC or CCNE accredited program.
3. Official transcripts of all undergraduate and graduate records. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
4. Completion of a course in statistics (MATH 240 or its equivalent), with a minimum grade of C.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
6. An official report of scores on the Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.
7. Current unrestricted licensure for the practice of nursing in Rhode Island.
8. A professional résumé.
9. Three professional references (at least one from the clinical area).
10. A brief letter of intent, which includes a statement of goals.
 11. Proof of residency is required for in-state tuition.
 12. An interview may be required.
 13. Upon acceptance, a passport photo will be required.

COURSE REQUIREMENTS

Courses

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

Total Credit Hours: 15**PHYSICAL EDUCATION C.G.S.****Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at <https://www.applyweb.com/ricg/index.ftl>.
2. Completion of all Feinstein School of Education and Human Development admission requirements.
3. Completion of an undergraduate degree in physical education from an accredited college or university.

Retention Requirements

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

COURSE REQUIREMENTS**Courses**

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

Total Credit Hours: 15**PUBLIC HISTORY C.G.S.**

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

Admission Requirements

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

COURSE REQUIREMENTS**Courses**

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

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

Total Credit Hours: 15**SCHOOL NURSE TEACHER C.G.S.****Admission Requirements**

1. A Bachelor's degree from an accredited institution.
2. A record of past and ongoing academic excellence (EX: a minimum GPA of 3.0).
3. A current Rhode Island R.N. license.
4. Three years of documented experience as a full-time R.N. (or an individually accepted equivalent).

Retention Requirement

A minimum cumulative grade point average of 3.00 on a 4.00 scale per semester. Grades below a B are not considered of graduate quality and are of limited application to degree work.

COURSE REQUIREMENTS**Courses**

HPE 500	Introduction to Health Education and Health Promotion	3	F
HPE 503	Health Education Pedagogy	3	Sp
HPE 504	Application of Health Content	3	F
HPE 531	Methods and Procedures for School Nurse Teachers	3	Sp
CEP 532	Theories and Methods of Counseling	3	F, Su
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
	-Or-		
FNED 546	Contexts of Schooling	4	F, Sp

NOTE: Students are recommended to take FNED 502.

Subtotal: 24

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

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

Admission Requirements

1. Completed application form accompanied by a fifty-dollar nonrefundable fee.
2. Official transcripts of all undergraduate and graduate course work.
3. Professional license (elementary or secondary mild/moderate certificate)
4. Bachelor's degree with a minimum cumulative grade point average of 3.0 on a 4.0 scale in professional coursework.
5. Three candidate reference forms accompanied by letters of recommendation related to education and experience in special education or related field.

6. A performance-based evaluation that documents the candidate's education and experience with individuals with exceptionalities if possible.
7. Professional goals essay that describes candidate's commitment to the field of Special Education, cultural awareness, collaboration, and life-long learning.
9. An interview may be required.

COURSE REQUIREMENTS

Courses

SPED 435	Assessment/Instruction: Young Students with SID	4	Sp
SPED 436	Assessment/Instruction: Older Students with SID	4	F
SPED 520	Young Adults in Nonschool Settings	3	Su
SPED 526	Assessment, Curriculum: Students with Complex Needs	3	Sp (even years)
SPED 665	Graduate Internship: Students with SID	6	F, Sp

Total Credit Hours: 20

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES C.G.S.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at <https://www.applyweb.com/ricg/index.ftl>.
2. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized tests not required.
3. Three reference forms with letters of recommendation.
4. A professional essay describing the candidate's philosophy of teaching and commitment to the education and advocacy of multilingual students and communities.
5. Candidates in Bilingual Education Concentration must demonstrate proficiency in the appropriate world language.

Retention Requirements

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

COURSES REQUIREMENTS

Courses

TESL 507	Literacy Instruction for Emergent Bilingual Learners	3	F, Sp
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su
TESL 541	Applied Linguistics in TESOL	3	F, Sp
TESL 548	TESOL Pedagogies for Grades PK-Adult	3	F, Sp
TESL 549	Sociocultural Contexts:	3	F, Sp, Su

TESL 551	Education in Bilingual Communities Assessment of Emergent Bilinguals	3	F, Sp
TESL 553	Internship in TESOL and Bilingual Education	3	F, Sp

Subtotal: 21

Note: ESOL Certification in Rhode Island is an all-grades stand-alone certification.

COURSES REQUIREMENTS FOR BILINGUAL EDUCATION CONCENTRATION

Courses

BLBC 515	Foundations of Education in Bilingual Communities	3	F
BLBC 516	Pedagogy and Practice in Bilingual Education	3	F
BLBC 518	Biliteracy Instruction for Emergent Bilingual Learners	3	Sp
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su
TESL 541	Applied Linguistics in TESOL	3	F, Sp
TESL 551	Assessment of Emergent Bilinguals	3	F, Sp
TESL 553	Internship in TESOL and Bilingual Education	3	F, Sp

Subtotal: 21

Note: Bilingual and Dual Language Certification in Rhode Island requires a base certificate.

TRANSITION FOR YOUTH WITH EXCEPTIONALITIES

The Certificate of Graduate Studies in Transition for Youth with Exceptionalities is a 15-credit program designed to provide focused graduate study to prepare professionals to implement effective, research-based transition practices to improve transition outcomes for youth with exceptionalities.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Bachelor's degree from an accredited college with a 3.0 G.P.A.
4. Professional references from persons acquainted with the academic aptitude of the applicant.
5. Performance-based evaluation.
6. Professional Goals Essay.
7. Resume.

COURSE REQUIREMENTS

Courses

DIS 451	Introduction to Transition to Adult Life	3	F
DIS 551	Starting the Transition Journey	4	Sp
DIS 552	Transition in the Middle Years	4	F
DIS 553	Completing the Transition	4	Sp

Journey

Subtotal: 15

GENERAL EDUCATION

Chair of the Committee on General Education

Suchandra Basu

General Information

The General Education Program provides a foundation for deeper study in a wide range of academic disciplines. Through the General Education Program, students develop the skills and habits of mind necessary for full participation in an increasingly complex world. The structure comprises both foundational courses and upper-division courses that afford students the opportunity to further develop in their majors skills acquired in foundational courses and also to make connections across disciplinary boundaries. Students will develop the capacity to learn in their undergraduate courses and for the rest of their lives; we believe that goal requires introducing them to many different kinds of knowledge and offering many occasions for relating the knowledge they acquire. One key goal is to engage students fully in their own educations; we therefore offer as much choice and flexibility as possible in course selection and, crucially, a first-year seminar meant to excite student interest in college-level learning and to introduce the habits of inquiry essential to the academic enterprise. The program also includes an integrated course that emphasizes comparative perspectives on particular topics or ideas.

Program Requirements

All degree programs require both the completion of one 3-4 credit course in each of nine categories (three Core courses and six Distribution courses) AND the completion of at least 40 total credits of General Education courses.

OUTCOMES FOR GENERAL EDUCATION

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

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

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

CORE REQUIREMENT

COURSES

First Year Writing (FYW)

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

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

First Year Seminar (FYS)

FYS 100, with sections on a wide variety of topics taught by professors from departments across the college, is required in the first year. Students are encouraged to choose a topic that interests them. Each section is discussion-based, and focused on developing skills in critical thinking, oral communication, research fluency, and written communication. FYS 100 is offered only in the fall and spring semesters. Students who enter the College with 24 or more transfer credits are not considered first-year students and are exempt from this requirement. Courses are limited to twenty students.

FYS 100	First Year Seminar	4	F, Sp
HONR 100	First Year Seminar	4	F, Sp

* HONR 100 is open only to students in the College Honors Program.

Representative First-Year Seminars

Music and the Social World	Mountains of Power and Culture
Raid the Collections: Making Discoveries in RIC Collections	You, Inc.: The Business of You
Shock Therapy: Drama as Action	Global Imagination of Korean Media: Meanings and Significance
Global Perspectives on Health	Languages in U.S. Education: Whose Matter?
Cultures Collide: Indians and Europeans in Early North America	Self, Mind, Heart in Eastern Philosophies
Language and Gender	'Tattoos aren't just for sailors anymore': Men, women, & bodies
Performance in the First Person: This is ME!	Talkies and more: The sociology of cinema through Hollywood
Food and Medicine of East Asia	From Europe to the States: humor, friendship, and love through film remakes
Sex Rights, Sex Wrongs	Leadership Study Through the Biography
Native American Arts	

Connections (C)

Courses in the Connections category are on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS 100/HONR 100 and FYW 100/FYW 100P/FYW 100H courses before taking a Connections course. Connections courses may be included in any major or minor program.

AFRI 262	Cultural Issues in Africana Studies	4	F, Sp, Su
ANTH 261	The Complexities of Global Health	4	F, Sp
ANTH 262	Indigenous Rights and the Global Environment	4	F, Sp
ANTH 265	Anthropological Perspectives on Childhood	4	F, Sp
ANTH 266	Anthropological and Indigenous Perspectives on Place	4	F, Sp
ART 261	Art and Money	4	Sp

ART 262	Encounters with Global Arts	4	F
BIOL 261	The World's Forests	4	F (even years)
COMM 261	Issues in Free Speech	4	Annually
COMM 262	Dialect: What We Speak	4	As needed
COMM 263	East Asian Media and Popular Culture	4	Sp, Su
ENGL 261	Arctic Encounters	4	As needed
ENGL 263	Zen East and West	4	Sp (alternate years)
ENGL 264	American Persuaders	4	As needed
ENGL 265	Women's Stories across Cultures	4	As needed
ENGL 267	Books that Changed American Culture	4	As needed
ENST 261	Climate change and YOU	4	F, Su
FILM 262	Cross-Cultural Projections: Exploring Cinematic Representation	4	As needed
GEND 261	Resisting Authority: Girls of Fictional Futures	4	Sp (alternate years)
GEND 262	Lights, Camera, Gender!: Gender in Film	4	F
GED 262	Native American Narratives	4	F, Sp
HIST 267	Personal Memories of the World Wars	4	Annually
HIST 268	Civil Rights and National Liberation Movements	4	Annually
HIST 269	Jazz and Civil Rights: Freedom Sounds	4	F, Sp, Su
HIST 272	Globalization, 15th Century to the Present	4	F, Sp, Su
HIST 273	Latin America and Globalization, 1492-Present	4	Annually
HIST 274	The History of the Dominican Republic	4	Annually
HIST 275	Russia from Beginning to End	4	F, Sp
MUS 261	Music and Multimedia	4	As needed
NURS 262	Substance Abuse as a Global Issue	4	F
NURS 264	Status of the World's Children	4	F, Sp, Su
NURS 266	Health and Cultural Diversity	4	F, Sp
PHIL 261	Philosophy of Health and Well-Being	4	Annually
PHIL 262	Freedom and Responsibility	4	F, Sp
PHIL 263	The Idea of God	4	F, Sp, Su
PHIL 265	Philosophical Issues of Gender and Sex	4	F, Sp
PHIL 266	Asian Philosophies: Theory and Practice	4	Annually
PSCI 262	Space: The Final Frontier	4	F, Sp, Su
POL 262	Power and Community	4	F, Sp, Su
POL 267	Immigration, Citizenship, and National Identity	4	Annually
POL 269	International LGBTQ+ Rights	4	F (odd years)
SOC 262	Sociology of Money	4	F, Sp, Su
SOC 264	Sex and Power: Global Gender Inequality	4	F, Sp
SOC 267	Comparative Perspectives on Higher Education	4	Even years

SOC 268	Genocide, Atrocity and Prevention	4	Annually
SUST 261	Exploring Nature Through Art, Science, Technology	4	F, Sp
THTR 261	Contemporary Black Theatre: Cultural Perspectives	4	Annually

Mathematics (M)

Math is suggested in the freshman year. Students are encouraged to choose one course from the following options early to help them develop quantitative skills required for success in college-level courses and beyond.

MATH 139	Math, Data, and the Contemporary Citizen	4	F, Sp, Su
MATH 117	Calculus: A Short Course	3	As needed
MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su

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

DISTRIBUTION REQUIREMENT

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

- Arts—Visual and Performing
- Elective
- History/Philosophy
- Literature/Language
- Natural Science
- Social and Behavioral Sciences

COURSES

Arts—Visual and Performing (A)

ONE COURSE from

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 201	Visual Arts in Society	4	As needed
ART 210	Nurturing Artistic and Musical Development	4	F, Sp

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su	HSCI 232	Human Genetics	4	F
ART 232	Renaissance to Contemporary Art	4	F, Sp, Su	HIST 207	History Through Numbers	4	F, Sp
COMM 220/MUS 220	Digital Audio Production I	4	F, Sp, Su	ITAL 101	Elementary Italian I	4	F, Sp
COMM 241	Introduction to Cinema and Video	4	F, Sp, Su	MGT 249	Business Statistics II	4	F, Sp, Su
COMM 244	Digital Media Lab	4	F, Sp, Su	MATH 213	Calculus II	4	F, Sp, Su
DANC 215W	Contemporary Dance and Culture	4	F, Sp	MATH 239	Contemporary Topics in Mathematics II	4	F, Sp, Su
ENGL 113	Approaches to Drama: Page to Stage	4	F, Sp	MATH 241	Statistical Methods II	4	As needed
FILM 116	Introduction to Film	4	F, Sp, Su	MATH 248	Business Statistics I	4	F, Sp, Su
MUS 167	Music Cultures of Non-Western Worlds	4	F, Sp	MATH 324	College Geometry	4	Sp
MUS 201	Survey of Music	4	F, Sp, Su	PHIL 220	Logic and Probability in Scientific Reasoning	4	Annually
MUS 203	Elementary Music Theory	4	F, Sp, Su	PSCI 204	Understanding the Physical Universe	4	F, Sp, Su
MUS 220/COMM 220	Digital Audio Production I	4	F, Sp, Su	PSCI 208	Forensic Science	4	F, Sp
MUS 223	American Popular Music	4	F, Sp	PSCI 214	Introduction to Meteorology	4	F
MUS 225	History of Jazz	4	F, Sp	PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su
PHIL 230	Aesthetics	4	F, Sp	PHYS 120	The Extraordinary Physics of Ordinary Things	4	Sp
THTR 240	Appreciation and Enjoyment of the Theatre	4	F, Sp, Su	PHYS 309	Nanoscience and Nanotechnology	4	F (even years)
THTR 242	Acting for Nonmajors	4	Su	POL 300	Methodology in Political Science	4	F, Sp
Elective				PORT 101	Elementary Portuguese I	4	F, Sp
Courses in the Elective category can be offered by any department. Students may also take one additional course from any of the other distribution categories to fulfill this category, but cannot count more than TWO courses from the same course code for the General Education program. To check any possible prerequisites, see the course description section of this catalog.				SVWRK 303	Social Work Research Methods II	4	F, Sp, Su
ONE COURSE from				SOC 302W	Social Research Methods	4	F, Sp, Su
ASL 101	Elementary American Sign Language I	4	F, Sp	SOC 404	Social Data Analysis	4	F, Sp, Su
ANTH 235	Bones and Stones: How Archaeologists Know	4	Annually	SPAN 101	Elementary Spanish I	4	F, Sp, Su
ANTH 237	Measuring Inequality, Analyzing Injustice	4	Annually	TECH 306	Automation and Control Systems	4	Annually
ANTH 306	Primate Ecology and Social Behavior	4	F, Sp	History/Philosophy (HP)			
ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	F, Sp	ONE COURSE from			
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su	HIST 101	Multiple Voices: Africa in the World	4	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su	HIST 102	Multiple Voices: Asia in the World	4	F, Sp, Su
BIOL 314	Genetics	4	F	HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su	HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su	HIST 105	Multiple Voices: Latin America in the World	4	F, Sp, Su
CSCI 423	Analysis of Algorithms	4	F (odd years), Sp	HIST 106	Multiple Voices: Muslim People in the World	4	F, Sp, Su
DATA 245	Principles of Data Science	4	F, Sp	HIST 107	Multiple Voices: The United States in the World	4	F, Sp, Su
ENGL 220W	Introduction to Creative Writing	4	F, Sp	HIST 108	History of Science and Medicine	4	Annually
FREN 101	Elementary French I	4	F, Sp	HIST 110	Global History to 1000	4	Annually
GEOG 201	Mapping Our Changing World	4	F, Sp	HIST 111	Global History Since 1000	4	Annually
GEOG 205	Earth's Physical Environments	4	F, Sp	HIST 117	Special Topics in History	4	As needed
				HIST 118	Topics in U.S. History to 1877	3	As needed
				HIST 119	Topics in U.S. History from 1877 to Present	3	As needed
				PHIL 100	Introduction to Philosophy	3	F, Sp
				PHIL 206	Ethics	3	F, Sp

Literature/Language (LL)**ONE COURSE from**

ASL 102	Elementary American Sign Language II	4	F, Sp
ENGL 118	Introduction to the Literary Experience	4	As needed
ENGL 120	Studies in Literature and Identity	4	F, Sp, Su
ENGL 121	Studies in Literature and Nation	4	F, Sp, Su
ENGL 122	Studies in Literature and the Canon	4	F, Sp, Su
ENGL 123	Studies in Literature and Genre	4	F, Sp, Su
FREN 102	Elementary French II	4	F, Sp
FREN 113	Intermediate French I	4	F, Sp
FREN 115	Literature of the French-Speaking World	4	F, Sp
ITAL 102	Elementary Italian II	4	F, Sp
ITAL 113	Intermediate Italian	4	F
ITAL 115	Literature of Italy	4	F, Sp
PORT 102	Elementary Portuguese II	4	F, Sp
PORT 113	Intermediate Portuguese	4	Sp
PORT 114	Readings in Intermediate Portuguese	4	F
PORT 115	Literature of the Portuguese-Speaking World	4	F, Sp
SPAN 102	Elementary Spanish II	4	Sp Su
SPAN 113	Intermediate Spanish	4	F, Sp, Su
SPAN 115	Literature of the Spanish-Speaking World	4	F, Sp

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

BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
	-And-		
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su

CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su
PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su

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

AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 104	Introduction to Linguistic Anthropology	4	F
COMM 240	Mass Media and Society	4	F, Sp, Su
COMM 245	Social Media Communication	4	F
COMM 256	Social Media and Society	4	Sp, Su
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
ECON 200	Introduction to Economics	4	F, Sp, Su
ECON 235	Economics of Race and Gender	4	Sp
GEND 100W	Gender and Society	4	F, Sp, Su
GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
GEOG 206	Disaster Management	4	F, Sp
POL 102	American Government	4	F, Sp, Su
POL 103	Global Politics	4	F, Sp
POL 104	Introduction to Political Thought	4	F, Sp
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
SVWRK 200	Introducing Social Work and Social Justice	4	F, Sp
SOC 200	Introduction to Sociology	4	F, Sp
SOC 202	The Family	4	F, Sp, Su

SOC 204	Urban Sociology	4	As needed
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 217	Sociology of Aging	4	F, Sp, Su

TRANSFER STUDENTS

Transfer Students may determine their status with respect to General Education requirements by inquiring at the Office of Undergraduate Admissions or at the Office of the Dean of the Faculty of Arts and Sciences. For more information, see the college's admissions website: <https://www.ric.edu/admissions-financial-aid/undergraduate-admissions/transfer-students>

GENERAL EDUCATION HONORS

To complete General Education Honors, students must take a minimum of five General Education courses in specially designed honors sections. Courses chosen normally include the Honors Core, which consists of Honors First Year Seminar, Honors First Year Writing, and Honors Connections (taken after FYS 100H and FYW 100H). Other honors courses are offered in various disciplines as Distribution requirements. Although honors courses are reserved for students in the General Education Honors Program, if space permits and with the permission of the director of honors, other students may take honors sections. For more information, write or call the director of honors.

GENERAL EDUCATION CATEGORIES

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

- Gen. Ed. Category **A** (Arts—Visual and Performing)
- Gen. Ed. Category **C** (Connections)
- Gen. Ed. Category **E** (Elective)
- Gen. Ed. Category **FYS** (First Year Seminar)
- Gen. Ed. Category **FYW** (First Year Writing)
- Gen. Ed. Category **HP** (History/Philosophy)
- Gen. Ed. Category **LL** (Literature/Language)
- Gen. Ed. Category **M** (Mathematics)
- Gen. Ed. Category **NS** (Natural Science)
- Gen. Ed. Category **SB** (Social and Behavioral Sciences)

BACHELOR OF PROFESSIONAL STUDIES B.P.S.

Jenifer Giroux, Vice President of Corporate Relations & Professional Studies

Director: Miguel Nino, Assistant Vice President for Adult & Online Learning

BPS Degree Liaisons:

Marianne Raimondo, Dean, School of Business

Jayashree Nimmagadda, Professor, School of Social Work

Students are registered for courses designated specifically as BPS sections (listed with a B at the end of the prefix); other courses with approval of their advisor.

General Information

The Bachelor of Professional Studies (BPS) degree is an online adult degree completion program delivered primarily as a cohort-based model using a split semester plan (two eight-week sessions per semester). The program is limited to adults 25 years and older with a minimum of 24 earned college credits and a minimum of five years of full-time documented comprehensive work experience and/or military training.

The BPS is offered in four concentrations: organizational leadership, social services, strategic communication and educational foundations. Each concentration is designed to provide knowledge and skills required for career advancement, delivered in an efficient way to support working adults with considerable workplace experience. There is also an emphasis on diversity and ethics. Students in the cohort model will be registered for their courses each semester.

Students in the BPS program will earn a Certificate of Undergraduate Study (C.U.S.) as part of their concentration requirements.
 C.U.S. in Workplace Diversity (Organizational Leadership)
 C.U.S. in Nonprofit Studies (Social Services)
 C.U.S. in Conflict & Crisis Communication (Strategic Communication)
 C.U.S. in Equity & Literacy (Educational Foundations)

The Bachelor of Professional Studies also includes a prior learning assessment (PLA) component, with the development of a PLA portfolio in BPS 100 Prior Learning Assessment (PLA) Portfolio Development (<https://www.ric.edu/academics/prior-learning-assessment/portfolio>), a first course in the program, which also includes an orientation and onboarding to Rhode Island College.

Under the guidance of their BPS 100 instructor, students will document and validate knowledge, skills and competencies earned outside the traditional classroom via workplace learning, employer or armed service-sponsored training, experiential learning, organization and industry certifications, on-the-job-training, professional development, microcredentials, digital badging, continuing education units, self-education, etc. Students will submit a completed portfolio at the end of

the course. The portfolio will be initially evaluated by the instructor for the number of prior learning credits (PLA) to be awarded. The instructor will forward their recommendation to the appropriate BPS Liaison for a final decision on the credit award. Students may earn up to 32 credits for prior learning documented in their portfolio.

Any student who decides to pursue a major other than the B.P.S. must then complete all requirements of that degree including the college's standard General Education program. The Bachelor of Professional Studies is intended to be a first bachelor's degree and may not be taken as a second degree program.

Admission Requirements for the Bachelor of Professional Studies B.P.S. Program

1. Program admission is restricted to adults 25 years and older at the time of application.
2. Minimum of five years of documented comprehensive work experience and/or military training.
3. 24 minimum earned college credits at the time of application (from a regionally accredited college or university). Applicants who have fewer than 24 credits but have an earned certificate from Rhode Island College (15 or more credits) may be considered for conditional admission to the BPS.
4. A minimum grade point average (GPA) of 2.00 on a 4.00 scale in undergraduate course work.

Retention Requirements

A minimum cumulative grade point average (GPA) of 2.00 on a 4.00 scale is required for the degree and graduation.

BACHELOR OF PROFESSIONAL STUDIES

CHOOSE Concentration A or B below:

COURSE REQUIREMENTS

C. Strategic Communication

BPS 462	Seminar in Strategic Communication	4	Sp
COMM 208	Public Presentations	4	F, Sp
COMM 256	Social Media and Society	4	Sp, Su
COMM 312W	Advanced Writing for Strategic Communication	4	Sp
COMM 328	Case Studies in Public Relations	4	F
COMM 351	Persuasion	4	F, Sp
	-Or-		
COMM 357	Public Opinion and Propaganda	4	F, Su
COMM 352	Conflict Resolution	4	As needed
COMM 439	Crisis Communication	4	F
COMM 454	Organizational Communication	4	Annually

Subtotal: 36

D. Educational Foundations

BPS 463	Seminar in Educational Foundations	4	F, Sp
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
ECED 232W	Building Family, School and Community Partnerships	3	F
ELED 400	Curriculum and Assessment with Instructional Technology	3	F, Sp
ELED 480	Topics in Literacy Foundations	3	Sp
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SPED 211	Supporting Students with Communication Needs	3	F, Sp
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp
TESL 402	Applications of Second Language Acquisition	3	F, Sp
Subtotal: 39			

A. Organizational Leadership

BPS 460	Seminar in Organizational Leadership	4	F, Sp
COMM 208	Public Presentations	4	F, Sp
COMM 333	-Or- Intercultural Communication	4	As needed
COMM 454	Organizational Communication	4	Annually
ECON 200	Introduction to Economics	4	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
MGT 306	Managing a Diverse Workforce	4	F, Sp
MGT 320	Human Resource Management	4	F, Sp, Su
MGT 322	Organizational Behavior	4	F, Sp, Su
MGT 341W	Business, Government, and Society	4	F, Sp, Su
Subtotal: 36			

B. Social Services

BPS 461	Seminar in Social Services	4	F, Sp
COMM 208	Public Presentations	4	F, Sp
COMM 333	-Or- Intercultural Communication	4	As needed
HPE 410	Managing Stress and Mental/Emotional Health	3	F, Sp
NPST 300	Institute in Nonprofit Studies	4	F
NPST 301	Financial Management for Nonprofits	3	Sp
NPST 402	Staff and Volunteer Management for Nonprofits	3	F
NPST 404	Communications and Resource Development for Nonprofits	3	Sp
SWRK 325	Diversity and Oppression II	4	F, Sp

SWRK 326W	Generalist Social Work Practice	4	F, Sp
SPED 461/SPED 561	Understanding Autism Spectrum Disorders	3	F
Subtotal: 35			

GENERAL EDUCATION REQUIREMENTS

The college has a 40-credit General Education program which is required for all undergraduate programs. The Bachelor of Professional Studies is the only degree program with an approved alternate general education program. It includes several courses BPS students may have completed in prior college work and will not need to repeat. Other courses have been selected that will satisfy General Education outcomes as well as program requirements in both concentrations.

Introduction to BPS

BPS 100	Prior Learning Assessment (PLA) Portfolio Development	2	F, Sp, Su
Subtotal: 2			

Professional Writing

FYW 100	Introduction to Academic Writing	4	F, Sp, Su
	-And-		
ENGL 230W	Workplace Writing	4	F, Sp, Su
	-Or-		
ENGL 231W	Multimodal Writing	4	Alternate years
	-Or-		
ENGL 232W	Public and Community Writing	4	Alternate years
	-Or-		
	Any 200-level or higher writing course (WID) related to the specific BPS concentration.		
Subtotal: 8			

Quantitative Skills

MATH 139	Math, Data, and the Contemporary Citizen	4	F, Sp, Su
Subtotal: 4			

Or any mathematics course numbered 139 or higher.

Arts and Humanities

PHIL 206	plus one 100-level or higher course in art, dance, film, English (literature), history, modern languages, music or theatre.	3	F, Sp
Subtotal: 6-7			

Science/AQSR

PSCI 250	Topic: Science as a Way of Knowing	4	As needed
Subtotal: 4			

Or any science course from BIOL, CHEM, PSCI, or PHYS.

Social & Behavioral Sciences

SOC 208	The Sociology of Race and	4	F, Sp, Su
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SOC 306	Ethnicity Work and Organizations	4	As needed
			Subtotal: 8

NOTE: Each concentration includes a course which students may count towards four of the remaining general education credits. Organizational Leadership students may count ECON 200. Social Sciences students may count SWRK 325. and students in Strategic Communication may count COMM 256. Strategic Communication students may count COMM

256. Educational Foundations students may count CEP 215.

A total of 40 credits is required to complete the BPS General Education requirement, the same total as for traditional RIC students. Students will need additional general education credits (usually 1-2 courses) which meet the college's general education learning outcomes and may come from prior earned college credit or from additional credits taken prior to graduation at RIC.

FACULTY OF ARTS AND SCIENCES

Undergraduate Degree Programs

Quenby Hughes, Dean
Joan Dagle, Associate Dean

Major	Degree	Concentration
Africana Studies (p. 88)	B.A.	
Anthropology (p. 89)	B.A.	
Art (Studio) (p. 91) (p. 91)	B.A. or B.F.A.	Ceramics
	B.A. or B.F.A.	Digital Media
	B.A. or B.F.A.	Graphic Design
	B.A. or B.F.A.	Metalsmithing and Jewelry
	B.A. or B.F.A.	Painting
	B.A. or B.F.A.	Photography
	B.A. or B.F.A.	Printmaking
	B.A. or B.F.A.	Sculpture
Art Education* (p. 94)	B.S.	
Art Education* (p. 94)	B.F.A.	Ceramics (<i>Admission currently suspended.</i>)
	B.F.A.	Digital Media (<i>Admission currently suspended.</i>)
	B.F.A.	Graphic Design (<i>Admission currently suspended.</i>)
	B.F.A.	Metalsmithing and Jewelry (<i>Admission currently suspended.</i>)
	B.F.A.	Painting (<i>Admission currently suspended.</i>)
	B.F.A.	Photography (<i>Admission currently suspended.</i>)
	B.F.A.	Printmaking (<i>Admission currently suspended.</i>)
	B.F.A.	Sculpture (<i>Admission currently suspended.</i>)
Art History (p. 93)	B.A.	
Behavioral Health Studies (p. 98)	B.S.	
Biology** (p. 99)	B.S.	

Chemistry** (p. 101)	B.A.	
	B.S.	Biochemistry
	B.S.	Professional Chemistry
Communication (p. 103)	B.A.	Media Communication and Advertising
	B.A.	Speech, Language, and Hearing Science
Strategic Communication (p. 103)	B.A.	
Dance Performance (p. 104)	B.A.	
Data Science (p. 122)	B.S.	
English** (p. 105)	B.A.	
	B.A.	Creative Writing
	B.A.	Professional Writing
Environmental Studies (p. 107)	B.A.	
Film Studies (p. 110)	B.A.	
Gender and Women's Studies (p. 110)	B.A.	
Global Studies (p. 112)	B.A.	
Health Sciences (p. 115)	B.S.	
	B.S.	Dental Hygiene Completion
	B.S.	Human Services
	B.S.	Medical Laboratory Sciences
	B.S.	Respiratory Therapy Completion
History** (p. 117)	B.A.	
Justice Studies (p. 119)	B.A.	
Liberal Studies (p. 121)	B.A.	
Mathematics** (p. 122)	B.A.	
Medical Imaging (p. 123)	B.S.	Certified RT Computed Tomography
	B.S.	Certified Medical Imager Management
	B.S.	Certified RT Vascular Interventional Radiography
	B.S.	Diagnostic Medical Sonography
	B.S.	Magnetic Resonance Imaging

	B.S.	Nuclear Medicine Technology
	B.S.	Radiography
Modern Languages (p. 126)	B.A.	Francophone Studies
	B.A.	French
	B.A.	Latin American Studies
	B.A.	Portuguese
	B.A.	Spanish
Music (p. 129)	B.A.	
Music* (p. 129)	B.M.	Music Education
	B.M.	Performance
Philosophy (p. 133)	B.A.	
Physics** (p. 134)	B.S.	
Political Science (p. 135)	B.A.	
Psychology (p. 137)	B.A.	
Public Administration (p. 138)	B.A.	
Public Policy	B.A.	
Sociology (p. 141)	B.A.	
Theatre (p. 141)	B.A.	Design/Technical
	B.A.	General Theatre
	B.A.	Musical Theatre
	B.A.	Performance

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

***Students seeking grades 7–12 teaching certification in these majors should see Secondary Education (p. 164).*

Minors

Africana Studies (p. 88)

Aging Studies (p. 88)

Anthropology (p. 89)—Archaeology, Biological, Cultural, Linguistic, Medical

Archaeology (p. 89)

Art (p. 93)—Ceramics, Digital Media, Graphic Design, Metalsmithing and Jewelry, Painting, Photography, Printmaking, Sculpture

Art History (p. 93)

Behavioral Neuroscience (p. 138)

Biological Anthropology (p. 90)

Biology (p. 100)

Chemistry (p. 102)

Communication (p. 104)

Creative Writing (p. 106)

Cultural Anthropology (p. 90)

Dance Performance (p. 104)

Data Science (p. 122)

- (p. 122) Digital Media Production (p. 104)
- English (p. 106)
- Environmental Studies (p. 109)
- Film Studies (p. 110)
- Francophone Studies (p. 128)
- French (p. 128)
- Gender and Women’s Studies (p. 111)
- Geography (p. 112)
- Global Studies (p. 114)
- Health Sciences (p. 116)
- History (p. 118)
- International Nongovernmental Organizations Studies (p. 119)
- Italian (p. 128)
- Jazz Studies (p. 132)
- Justice Studies (p. 120)
- Latin American Studies (p. 128)
- Linguistic Anthropology (p. 90)
- Mathematics (p. 123)
- Medical Anthropology (p. 91)
- Music (p. 132)
- Philosophy (p. 134)
- Physics (p. 134)
- Political Science (p. 136)
- Portuguese (p. 128)
- Professional Writing (p. 106)
- (p. 106)Psychology (p. 137)
- Public History (p. 118)
- Queer Studies (p. 112)
- Sociology (p. 141)
- Spanish (p. 129)
- Theatre (p. 143)
- Web Development

Professional preparation programs are offered in pre dental, (p. 136) prelaw, (p. 136) premedical, and preoptometry (p. 136).

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

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

For more details on graduation requirements, see Academic Policies and Requirements (p. 19).

Graduate Degree Programs

Major	Degree	Concentration
Art (p. 97)	M.A.	Art Education
Art Education* (p. 98)	M.A.T.	
Biology (p. 100)	M.A.	
English (p. 107)	M.A.	Creative Writing
History (p. 118)	M.A.	
Justice Studies (p. 120)	M.A.	

Mathematical Studies (p. 123)	M.A.	Mathematics
Music Education* (p. 132)	M.A.T.	
Music Education* (p. 133)	M.M.Ed.	
Psychology (p. 138)	M.A.	

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

Africana Studies

Program Director: Sadhana Bery

Department Faculty: Assistant Professors Bery, Cummings

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

AFRICANA STUDIES B.A.

COURSE REQUIREMENTS

Courses

AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
AFRI 461W	Seminar in Africana Studies	4	As needed
HIST 236	Post-Independence Africa -Or-	3	Annually
HIST 348	Africa under Colonial Rule	3	Annually
A MINIMUM OF 24 CREDIT HOURS OF COURSES from			
AFRI 320	Hip-Hop: A Global Perspective	3	As needed
AFRI 335	Race and Cyberspace	3	As needed
AFRI 350	Special Topics in Africana Studies	3	
AFRI 410	Seminar in Comparative Race Relations	3	Sp
AFRI 420	Comparative Slave Systems	3	As needed
AFRI 450	Special Topics in Africana Studies	3	
ART 461	Seminar in Art History	3	F, Sp
ECON 235	Economics of Race and Gender	4	Sp
ENGL 326	Studies in African American Literature	4	As needed
ENGL 327	Studies in Multicultural American Literatures	4	As needed
ENGL 336	Reading Globally	4	As needed
HIST 236	Post-Independence Africa	3	Annually
HIST 334	African American History	3	Annually
HIST 348	Africa under Colonial Rule	3	Annually
POL 341	Politics of Development	4	Sp
PSYC 351	Psychology of Intersectionality	4	F, Sp
PSYC 425	Community Psychology	4	F, Sp
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 344	Race and Justice	4	F, Sp

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

Total Credit Hours: 35

AFRICANA STUDIES MINOR

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

COURSE REQUIREMENTS

Courses

AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
AFRI 461W	Seminar in Africana Studies	4	As needed

HIST 236	Post-Independence Africa -Or-	3	Annually
HIST 348	Africa under Colonial Rule	3	Annually

CHOOSE THREE from

AFRI 320	Hip-Hop: A Global Perspective	3	As needed
AFRI 335	Race and Cyberspace	3	As needed
AFRI 350	Special Topics in Africana Studies	3	
AFRI 410	Seminar in Comparative Race Relations	3	Sp
AFRI 420	Comparative Slave Systems	3	As needed
ART 461	Seminar in Art History	3	F, Sp
ECON 235	Economics of Race and Gender	4	Sp
ENGL 326	Studies in African American Literature	4	As needed
ENGL 327	Studies in Multicultural American Literatures	4	As needed
ENGL 336	Reading Globally	4	As needed
HIST 236	Post-Independence Africa	3	Annually
HIST 334	African American History	3	Annually
HIST 348	Africa under Colonial Rule	3	Annually
POL 341	Politics of Development	4	Sp
PSYC 351	Psychology of Intersectionality	4	F, Sp
PSYC 425	Community Psychology	4	F, Sp
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 344	Race and Justice	4	F, Sp

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

Total Credit Hours: 20-23

Aging Studies

Department of Sociology

Aging Studies Program Director: Desirée Ciambrone

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

AGING STUDIES MINOR

COURSE REQUIREMENTS

Courses

AGNG 314/NURS 314	Health and Aging -Or-	4	F, Sp, Su
NURS 314/AGNG 314	Health and Aging	4	F, Sp, Su
SOC 217	Sociology of Aging	4	F, Sp, Su
SOC 320	Aging and the Law	4	Annually

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

NURS 223	Fundamentals of Nursing Practice	4	F, Sp
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the	4	F, Sp, Su

SOC 315	Public Sector Service Learning in the Community	4	As needed
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POL 327, POL 328, SOC 315: These courses should be selected by those who are not nursing nor social work majors.

TWO COURSES from

GRTL 303	Fountain of Age -Or-	4	As needed
SOC 303	Fountain of Age	4	As needed
PSYC 339	Psychology of Aging	4	Annually
SOC 313	Sociology of Death and Dying	4	Annually
SOC 314	The Sociology of Health and Illness	4	Annually

Total Credit Hours: 23-27

Anthropology

Department of Anthropology

Department Chair: Peter Little

Department Faculty: Professors Baker, Little; **Associate**

Professors Allard, Edelman, Gullapalli, Pfeiffer

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

ANTHROPOLOGY B.A.

COURSE REQUIREMENTS

Courses			
ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 103	Introduction to Biological Anthropology	4	Sp
ANTH 104	Introduction to Linguistic Anthropology	4	F
ANTH 233W	Methods in Anthropology	4	Sp
ANTH 460W	Capstone Seminar in Anthropology	4	F

FIVE ADDITIONAL COURSES in anthropology (20 credits)

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

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

Total Credit Hours: 44

ANTHROPOLOGY MINOR

COURSE REQUIREMENTS

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

Courses

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

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

Total Credit Hours: 19-20

ARCHAEOLOGY MINOR

The minor in archaeology consists of a minimum of 19–24 credit hours (five courses), as follows:

COURSE REQUIREMENTS

Courses

ANTH 102	Introduction to Archaeology	4	F, Sp
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ONE COURSE from:

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 103	Introduction to Biological Anthropology	4	Sp
ANTH 104	Introduction to Linguistic Anthropology	4	F

THREE ADDITIONAL COURSES from the following list (TWO must be from ANTH):

ANTH 235	Bones and Stones: How Archaeologists Know	4	Annually
ANTH 301/ENST 301	Ethnobotany	4	Alternate years
ANTH 304	Human Paleontology	4	Alternate years
ANTH 311	Archaeology of the North American Experience	4	Alternate years
ANTH 312	Archaeology of Mesopotamia and South Asia	4	Alternate years
ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
ANTH 345	Museums, Cultures, and Others	4	Alternate years
ANTH 402	Evolution of the Capacity for Culture	4	Alternate years
ANTH 482	Anthropology Field School: Archaeology	4-8	As needed
HIST 220	Ancient Greece	3	Alternate years
HIST 357	Public History Experiences	3	Annually
PSCI 208	Forensic Science	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su

Note: PSCI 340: May require additional prerequisite course.

Total Credit Hours: 19-24**BIOLOGICAL ANTHROPOLOGY MINOR**

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

COURSE REQUIREMENTS**Courses**

ANTH 103	Introduction to Biological Anthropology	4	Sp
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ONE COURSE from:

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 104	Introduction to Linguistic Anthropology	4	F

THREE ADDITIONAL COURSES from the following list (TWO must be from ANTH):

ANTH 237	Measuring Inequality, Analyzing Injustice	4	Annually
ANTH 301/ENST 301	Ethnobotany	4	Alternate years
ANTH 304	Human Paleontology	4	Alternate years
ANTH 306	Primate Ecology and Social Behavior	4	F, Sp
ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	F, Sp
ANTH 309	Medical Anthropology	4	Alternate years
ANTH 402	Evolution of the Capacity for Culture	4	Alternate years
ANTH 483	Anthropology Field School: Biological Anthropology	4-8	As needed
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 314	Genetics	4	F
BIOL 329	Comparative Vertebrate Anatomy	4	As needed
ENST 200W	Environmental Studies	4	Sp
GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
PHIL 333	Philosophy of Mind	3	F (odd years)

Note: BIOL 314, BIOL 231, BIOL 329, PHIL 333: May require additional prerequisite course.

Subtotal: 19-24

Total Credit Hours: 20-28**CULTURAL ANTHROPOLOGY MINOR**

The minor in anthropology consists of a minimum of 20-24 credit hours (five courses), as follows:

COURSE REQUIREMENTS**Courses**

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
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ONE COURSE from:

ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 103	Introduction to Biological Anthropology	4	Sp
ANTH 104	Introduction to Linguistic Anthropology	4	F

THREE ADDITIONAL COURSES from the following list (TWO must be from ANTH):

AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
ANTH 237	Measuring Inequality, Analyzing Injustice	4	Annually
ANTH 301/ENST 301	Ethnobotany	4	Alternate years
ANTH 309	Medical Anthropology	4	Alternate years
ANTH 329	Queer And Trans Anthropology	4	Alternate years
ANTH 332	Applied Anthropology	4	Alternate years
ANTH 333	Comparative Law and Justice	4	F, Sp
ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
ANTH 338	Urban Anthropology	4	Alternate years
ANTH 343	Environmental Anthropology	4	Alternate years
ANTH 345	Museums, Cultures, and Others	4	Alternate years
ANTH 347	Environmental Justice	4	Alternate years
ANTH 349	Visual Anthropology	4	Alternate years
ANTH 402	Evolution of the Capacity for Culture	4	Alternate years
ANTH 461/FNED 461	LatinX in the United States	4	Annually
ANTH 481	Anthropology Field School: Cultural Anthropology	4-8	As needed
ENST 200W	Environmental Studies	4	Sp
GEND 100W	Gender and Society	4	F, Sp, Su
SOC 314	The Sociology of Health and Illness	4	Annually

Note: SOC 314: May require additional prerequisite course.

Subtotal: 20-24

Total Credit Hours: 20-24**LINGUISTIC ANTHROPOLOGY MINOR**

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

COURSE REQUIREMENTS**Courses**

ANTH 104	Introduction to Linguistic Anthropology	4	F
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ONE COURSE from:

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

THREE ADDITIONAL COURSES from the following list (TWO must be from ANTH):

ANTH 349	Visual Anthropology	4	Alternate years
ANTH 402	Evolution of the Capacity for Culture	4	Alternate years
ANTH 484	Anthropology Field School:	4-8	As needed

COMM 242	Anthropological Linguistics Message, Media, and Meaning	4	As needed
PHIL 205W	Introduction to Logic	4	Annually
Subtotal: 20-24			

Total Credit Hours: 20-24

MEDICAL ANTHROPOLOGY MINOR

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

COURSE REQUIREMENTS

Courses

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 103	Introduction to Biological Anthropology	4	Sp
ANTH 309	Medical Anthropology	4	Alternate years

TWO ADDITIONAL COURSES from the following list (ONE must be from ANTH):

ANTH 237	Measuring Inequality, Analyzing Injustice	4	Annually
ANTH 301/ENST 301	Ethnobotany	4	Alternate years
ANTH 304	Human Paleontology	4	Alternate years
ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	F, Sp
ANTH 329	Queer And Trans Anthropology	4	Alternate years
ANTH 343	Environmental Anthropology	4	Alternate years
ANTH 347	Environmental Justice	4	Alternate years
ANTH 402	Evolution of the Capacity for Culture	4	Alternate years
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 314	Genetics	4	F
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
HCA 201W	Introduction to Health Care Systems	3	F, Sp, Su
HPE 101	Human Sexuality	3	F, Sp, Su
HPE 202W	Community/Public Health and Health Promotion	3	F, Sp
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HSCI 232	Human Genetics	4	F
SOC 217	Sociology of Aging	4	F, Sp, Su
SOC 314	The Sociology of Health and Illness	4	Annually
SOC 321	Sociology of the Body	4	Annually

Note: BIOL 314, BIOL 231: May require additional prerequisite course.

Subtotal: 19-20

Total Credit Hours: 19-27

Art

Department of Art

Department Chair: Natasha Seaman

Department Faculty: Professors Bachman, Bockbrader, Bosch, Fisher, Kim, Martin, Montali, Reilly, Russell, Seaman, Whitten; **Associate Professors** Picard, Shipe

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

STUDIO ART B.A.

Admission Requirements

1. Completion of a plan of study approved by assigned advisor.
2. Completion of a Declaration of Major Form, indicating studio concentration.
3. Successful portfolio review in ART 101 and 104 resulting in a minimum grade of C.
4. A portfolio review demonstrating learning outcomes equivalent to studio courses at RIC is required for program credit for studio art courses taken at another institution or advanced placement courses.

See Transfer Portfolio Guidelines at <https://www.ric.edu/departments-directory/departments-art/art-transfer-students> or obtain guidelines in the main office of ALEX AND ANI Hall.

Retention Requirement

1. A minimum grade of C+ in all courses in the concentration.
2. Retention in the program requires completion of all studio foundations courses, with a positive portfolio review resulting in a minimum grade of C in each course

COURSE REQUIREMENTS

Studio Foundations

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 107	Foundations in Digital Media	3	F, Sp, Su
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp

Art History and Criticism

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Contemporary Art	4	F, Sp, Su

ONE COURSE from

ART 331W	Greek and Roman Art	3	Sp
ART 332W	Studies in Renaissance Art	3	F

ART 333W	Studies in Baroque Art	3	Sp
ONE COURSE from			
ART 334W	Studies in American Art and Architecture	3	F
ART 336W	Studies in Nineteenth-Century European Art	3	F
ART 337W	Studies in Modern and Contemporary Art	3	Sp, Su

Courses in Concentration

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

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

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

Electives

Note: Students in the graphic design concentration must complete ART 470 (Web Design: Principles and Practice) and ART 471 (Advanced Typography) as two of the following Electives.

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

Total Credit Hours: 61-63

STUDIO ART B.F.A.**Admission Requirements**

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

Note: For information on transferring credit for courses taken at another institution or credit for advanced placement art courses, see Transfer Portfolio Guidelines at <https://www.ric.edu/department-directory/department-art/art-transfer-students> or obtain guidelines in the main office of Alex and Ani Hall.

Retention Requirement

A minimum grade of B in all concentration courses.

COURSE REQUIREMENTS**Studio Foundations**

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 107	Foundations in Digital Media	3	F, Sp, Su
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp

Art History and Criticism

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Contemporary Art	4	F, Sp, Su

ONE COURSE from

ART 331W	Greek and Roman Art	3	Sp
ART 332W	Studies in Renaissance Art	3	F
ART 333W	Studies in Baroque Art	3	Sp

ONE COURSE from

ART 334W	Studies in American Art and Architecture	3	F
ART 336W	Studies in Nineteenth-Century European Art	3	F
ART 337W	Studies in Modern and Contemporary Art	3	Sp, Su

Courses in Concentration

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

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

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

Studio Electives

Note: Students in the graphic design concentration must complete ART 470 (Web Design: Principles and Practice) and ART 471 (Advanced Typography) as two of the following Electives.

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

Electives 15

Total Credit Hours: 80

ART HISTORY B.A.

Admission Requirements

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

COURSE REQUIREMENTS

Courses

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Contemporary Art	4	F, Sp, Su
ART 337W	Studies in Modern and Contemporary Art	3	Sp, Su
ART 461	Seminar in Art History	3	F, Sp
ART 493	Reading and Research in Art History	3	As needed

CHOOSE TWO from

ART 331W	Greek and Roman Art	3	Sp
ART 332W	Studies in Renaissance Art	3	F
ART 333W	Studies in Baroque Art	3	Sp

CHOOSE ONE from

ART 262	Encounters with Global Arts	4	F
ART 334W	Studies in American Art and Architecture	3	F
ART 336W	Studies in Nineteenth-Century European Art	3	F

SIX ADDITIONAL CREDIT HOURS OF COURSES from

ART 461	Seminar in Art History	3	F, Sp
	-Or-		
ART 493	Reading and Research in Art History	3	As needed

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

Studio Foundations

ART 101	CHOOSE ONE from Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 107	CHOOSE ONE from Foundations in Digital Media	3	F, Sp, Su
COMM 220/MUS 220	Digital Audio Production I	4	F, Sp, Su
COMM 244	Digital Media Lab	4	F, Sp, Su

Note: Studio Foundation substitutions may be made with the consent of advisor.

Second Language

CHOOSE TWO classes in the same language from:

ARBC 101	Elementary Arabic I	4	F, Sp
ARBC 102	Elementary Arabic II	4	F, Sp
FREN 101	Elementary French I	4	F, Sp
FREN 102	Elementary French II	4	F, Sp
GRMN 101	Elementary German I	4	F
GRMN 102	Elementary German II	4	Sp
ITAL 101	Elementary Italian I	4	F, Sp
ITAL 102	Elementary Italian II	4	F, Sp
JPAN 101	Elementary Japanese I	4	F

JPAN 102	Elementary Japanese II	4	Sp
PORT 101	Elementary Portuguese I	4	F, Sp
PORT 102	Elementary Portuguese II	4	F, Sp
SPAN 101	Elementary Spanish I	4	F, Sp, Su
SPAN 102	Elementary Spanish II	4	Sp Su

Note: Language substitutions, including testing out, may be made with the consent of advisor.

Total Credit Hours: 47-49

Note: Three classes will also fulfill General Education requirements: LANG 101 (E), 102 (LL) and ART 101, 104, 231, 232, COMM 220 & 244 (A).

ART MINOR

COURSE REQUIREMENTS

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

Courses

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

ONE COURSE from

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

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

Total Credit Hours: 23-25

ART HISTORY MINOR

COURSE REQUIREMENTS

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

Courses

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

ONE COURSE from:

ART 331W	Greek and Roman Art	3	Sp
ART 332W	Studies in Renaissance Art	3	F
ART 333W	Studies in Baroque Art	3	Sp

ONE COURSE from:

ART 334W	Studies in American Art and Architecture	3	F
ART 336W	Studies in Nineteenth- Century European Art	3	F
ART 337W	Studies in Modern and Contemporary Art	3	Sp, Su

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

Total Credit Hours: 20

ART M.A.—WITH CONCENTRATION IN MEDIA STUDIES

Registration Currently Suspended.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. An official report of scores on the Graduate Record Examination.
4. Three letters of recommendation.
5. A statement of purpose.
6. A representative portfolio of creative work in one of the following formats: Web Address/URL, USB Flash Drive/Storage Device, CD, DVD, Traditional Portfolio (with physical examples of work), Writing Samples or a Significant Paper.
7. The Media Studies Admissions Committee may require an interview.

COURSE REQUIREMENTS

Courses

ARTM 521	Electronic Media Production I	4	F
ARTM 541	Media Aesthetics	4	F
ARTM 542	Media Culture and Theory I	4	Sp
ARTM 543	Media Culture and Theory II	4	F

CHOOSE SPECIALIZATION A or B below

A. Design and Production

ARTM 522	Electronic Media Production II	4	Sp
ARTM 523	Digital Portfolio I	4	F
ARTM 524	Digital Portfolio II	4	Sp
ARTM 579	Media Studies Internship	1-4	As needed
ELECTIVE	ELECTIVE	3-4	

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

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

B. Critical Studies

ARTM 579	Media Studies Internship	1-4	As needed
ARTM 590	Directed Study in Media Studies	4	As needed
ARTM 691	Thesis in Media Studies	4	As needed
ELECTIVE	Electives	6-8	

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

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

Total Credit Hours: 34-36

Art Education

Department of Art

Department Chair: Natasha Seaman

Art Education Coordinator: Rebecca Shipe

Art Education Program Faculty: Associate Professors: Shipe

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

ART EDUCATION B.S.

Admission Requirements

Students apply to the art education program while enrolled in or after completing ARTE 301: Art Education Concepts and Contexts by completing the Feinstein School of Education and Human Development (FSEHD) online application (see link below) and following the FSEHD admission application instructions. The Department of Art forwards recommendations to FSEHD through this online application. Applicants are then formally accepted into both the FSEHD and to the teacher preparation program in art education.

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

1. **All FSEHD admission requirements.** Please refer to the FSEHD section of this catalog and see <https://www.ric.edu/departments-directory/feinstein-school-education-and-human-development/fsehd-undergraduate-programs-and-admission>
2. **Art education program-specific admission requirements:**
 - A. Completion of a plan of study approved by assigned advisor.
 - B. Completion of a Declaration of Major Form.
 - C. Completion of six studio foundations courses (ART 101, ART 104, ART 105, ART 107, ART 114, and either ART 204 or ART 205 with a minimum grade of B- in each course). A portfolio review demonstrating minimum grade equivalency is required for program credit for studio art courses taken at another institution or credit for advanced placement courses.
 - D. Completion of ARTE 301: Art Education Concepts and Contexts, with a minimum grade of B-.
 - E. Three letters of recommendation from art faculty: one from the student's 2-D or 3-D synthesis instructor, one from the student's ARTE 301 instructor, and one from another art studio or art history faculty member.
 - F. Submission of Art Content Portfolio.

Note: For information on transferring credit for art studio courses taken at another institution or credit for advanced placement courses, see Transfer Portfolio Guidelines at <https://www.ric.edu/departments-directory/departments-art/art-transfer-students> or obtain guidelines in the main office of Alex and Ani Hall.

Retention Requirements

- 1.

A minimum cumulative grade point average (GPA) of 2.75 each semester.

2. Completion of all required studio art and art history courses and all teacher education courses with a minimum grade of B-. (A portfolio review demonstrating minimum grade equivalency is required for program credit for studio art courses taken at another institution or credit for advanced placement courses.)
3. Completion of ARTE 407 and ARTE 409, with a minimum grade of B in each course.
4. In order to student teach, students must successfully complete the FSEHD and the art education program requirements for a Preparing to Teach Portfolio; students must then complete all Student Teaching requirements. See <https://www.ric.edu/departments-directory/office-partnerships-and-placements/information-teacher-candidates>

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

COURSE REQUIREMENTS

Studio Foundations

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 107	Foundations in Digital Media	3	F, Sp, Su
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp

Art History

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Contemporary Art	4	F, Sp, Su
ART 337W	Studies in Modern and Contemporary Art	3	Sp, Su

Note: ART 262: Encounters with Global Art *recommended* for Gen Ed Connections course.

Studio Art

THREE COURSES at Studio Level I, in three different studio areas (ceramics, digital media, graphic design, metalsmithing and jewelry, painting, photography, printmaking and sculpture) from:

ART 202	Painting I	3	F, Sp
ART 206	Ceramics I	3	F, Sp
ART 207	Digital Media I	3	F, Sp
ART 208	Printmaking: Intaglio and Monotype	3	Sp
ART 218	Printmaking: Lithography and Relief	3	F
ART 217	Introduction to Photography	3	F, Sp
ART 221	Metalsmithing and Jewelry:	3	F, Sp

ART 223	Basic Fabrication/Forming -Or- Metalsmithing and Jewelry: Casting/Duplication Processes	3	F
ART 224	Graphic Design I	3	F, Sp
ART 234	Sculpture: Wood and Alternate Materials	3	Sp
ART 235	-Or- Sculpture: Metal Fabrication	3	F
ONE COURSE at Studio Level II:			
ART 302	Painting II	3	F
ART 306	Ceramics II	3	F, Sp
ART 307	Digital Media II	3	F, Sp
ART 324	Graphic Design II	3	F, Sp
ART 347	Photography II	3	F, Sp
	-Or- Level II metalsmithing and jewelry or printmaking or sculpture by special arrangement and with consent of department chair	3	

ONE COURSE at Studio Level III:

ART 40X Studio III 3 F, Sp
 Painting: X=1; Ceramics: X=2; Sculpture: X=3; Graphic Design: X=4; Metalsmithing and Jewelry: X=5; Photography: X=6; Printmaking: X=7; Digital Media: X=8.

Professional Courses

ARTE 301	Art Education Concepts and Contexts	3	F, Sp
ARTE 302	Art Curriculum Design and Assessment	3	F, Sp
ARTE 407	Elementary Practicum in Art Education	4	F, Sp
ARTE 409	Secondary Practicum in Art Education	4	F, Sp
ARTE 420	Introduction to Art Education Student Teaching	2	Early Sp
ARTE 426	Student Teaching in Art Education	7	Sp
ARTE 464	Student Teaching Seminar in Art Education	3	Sp
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SPED 333	Introduction to Special Education:	3	F, Sp
	Policies/Practices		
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp
SPED 433	Special Education: Best Practices and Applications	3	F, Sp
TESL 402	-Or- Applications of Second Language Acquisition	3	F, Sp

Note: ART 101, ART 104, ART 231, or ART 232 fulfills the Arts—Visual and Performing (A) category of General Education, and CEP 215 fulfills the Social and Behavioral Science (SB) category.

Total Credit Hours: 95

ART EDUCATION B.F.A.

Admission currently suspended

Admission to Art Education B.F.A. is currently suspended. Only students accepted to Rhode Island College prior to Fall 2019 can continue in this program.

Admission Requirements

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

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

1. **All FSEHD admission requirements.** Please refer to the FSEHD section of this catalog and see <https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/fsehd-undergraduate-programs-and-admission>.
2. **Art education program-specific admission requirements, as follows:**
 - a. Completion of a plan of study approved by assigned advisor.
 - b. Completion of a Declaration of Major Form, indicating studio concentration.
 - c. Completion of all studio foundations courses, with a portfolio review resulting in a minimum grade of B- in each course.
 - d. Completion of ARTE 303: Introduction to Art Education, with a minimum grade of B-.
 - e. Three letters of recommendation from art faculty: one from the student's 2-D or 3-D synthesis instructor, one from the student's ARTE 303 instructor, and one from another art studio or art history faculty member.
 - f. Completion of the Studio I course in the concentration, with a minimum grade of B.
 - g. Submission of a B.F.A. application.
 - h. A positive portfolio review. The portfolio must include work from studio foundations courses and the introductory studio art course in the concentration. Portfolios are reviewed once per semester. Review dates are posted in Alex and Ani Hall.
 - i. Submission of Art Content Portfolio.

Note: For information on transferring credit for art studio courses taken at another institution or credit for advanced placement courses, see *Transfer*

Portfolio Guidelines at <https://www.ric.edu/department-directory/department-art/art-transfer-students> or obtain guidelines in the main office of Alex and Ani Hall.

Retention Requirements

1. A minimum cumulative grade point average (GPA) of 2.75 each semester.
2. A minimum grade of B in all studio concentration courses, and a minimum grade of B- in all other required studio and art history courses and in all teacher education courses. (A portfolio review demonstrating minimum grade equivalency is required for program credit for studio art courses taken at another institution or credit for advanced placement courses.)
3. Completion of ARTE 404 and ARTE 405, with a minimum grade of B in each course.
4. In order to student teach, students must successfully complete the FSEHD and the art education program requirements for a Preparing to Teach Portfolio; students must then complete all Student Teaching requirements. See <https://www.ric.edu/department-directory/office-partnerships-and-placements/information-teacher-candidates>.

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

COURSE REQUIREMENTS

Studio Foundations

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 107	Foundations in Digital Media	3	F, Sp, Su
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp

Art History

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Contemporary Art	4	F, Sp, Su
ART 337W	Studies in Modern and Contemporary Art	3	Sp, Su

ONE COURSE from

ART 331W	Greek and Roman Art	3	Sp
ART 332W	Studies in Renaissance Art	3	F
ART 333W	Studies in Baroque Art	3	Sp
ART 334W	Studies in American Art and Architecture	3	F
ART 336W	Studies in Nineteenth-Century European Art	3	F
ART 338	History of Photography	3	Sp

Courses in Concentration

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

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

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

Additional Studio Courses

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

ONE COURSE from

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

ONE COURSE from

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

Electives

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

Professional Courses

ARTE 404	Secondary Practicum in Art Education	3	As Needed
ARTE 405	Elementary Practicum in Art Education	3	As Needed
ARTE 426	Student Teaching in Art Education	7	Sp
ARTE 464	Student Teaching Seminar in Art Education	3	Sp
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp

CHOOSE ONE of the following:

SPED 433	Special Education: Best Practices and Applications	3	F, Sp
TESL 402	Applications of Second Language Acquisition	3	F, Sp

Total Credit Hours: 121

ART M.A.—WITH CONCENTRATION IN ART EDUCATION

The M.A. in art with concentration in art education does not lead to teacher certification. Students interested in pre-K–12 art teacher certification should see the M.A.T. program in art education (p. 98).

Admission Requirements

1. A completed online application, accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at <https://www.ric.edu/departments-directory/office-graduate-studies>.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A current résumé outlining educational, art and work experiences.
5. Three letters of recommendation attesting to the candidate's potential to do graduate work and potential to be successful in an art education career.
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 following the Art Education program's guidelines for portfolio submission, available from the art education graduate program director.
8. A statement of purpose.
9. An interview with the art education graduate program director.
10. A plan of study approved by the advisor and appropriate dean.

COURSE REQUIREMENTS

Art and Art Education

	TWO COURSES in art studio, history, or theory at the 400- or 500-level	6	
	ONE COURSE in art history, art theory, aesthetics or other advisor-approved course related to art or visual communications at the 400- or 500-level	3	
ARTE 515	Curriculum in Art Education	3	F

Professional Education Component

FNED 502	Social Issues in Education	3	F, Sp, Su
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su

Professional Concentration

TWELVE CREDIT HOURS OF COURSES chosen from approved areas 12

Research and Thesis

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

Total Credit Hours: 36**ART EDUCATION M.A.T.**

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

Admission Requirements

1. A completed online application, accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at <https://www.ric.edu/departments-directory/office-graduate-studies>.
2. A current résumé outlining educational and work experiences and highlighting experiences with both art and children/youth.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity and one from a work supervisor.
6. A written Statement of Educational Philosophy, with scored rubric, following the specific directions provided by the Feinstein School of Education and Human Development (FSEHD).
7. An interview with the art education graduate program director.
8. A minimum of 45 credit hours of studio art and art history courses.
9. A representative portfolio of art work following the Art Education program's guidelines for portfolio submission, available from the art education program coordinator.
10. Three letters of recommendation attesting to the candidate's potential to do graduate work and potential to be successful in an elementary and/or secondary level art teaching career.
11. A plan of study approved by the advisor and appropriate dean.

Retention Requirements

1. A minimum cumulative grade point average (GPA) of 3.0 each semester and for graduation.
2. Completion of all required studio art and art history courses and all teacher education courses with a minimum grade of B. (A portfolio review demonstrating minimum grade equivalency is required for program credit for studio art courses taken at another institution.)
3. Completion of ARTE 507 and 509, with a minimum grade of B in each course.
4. In order to student teach, students must successfully complete the FSEHD and the art education program requirements for a Preparing to Teach Portfolio; students must then complete all Student Teaching requirements. See <https://www.ric.edu/departments-directory/office-partnerships-and-placements/information-teacher-candidates>
5. Also, see the Academic Policies and Requirements – Graduate section of this catalog, the Rhode Island College Graduate Studies webpage (www.ric.edu/graduatestudies/Pages/Graduate-Degrees.aspx), and the Graduate Studies Policies and Procedures Manual for additional requirements and information.

The Art Education Advisory Committee will review records of students who do not maintain these criteria. Such review may result in the student being placed on probation or dismissed from the program.

COURSE REQUIREMENTS**Foundations Education Component**

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
FNED 546	Contexts of Schooling	4	F, Sp
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp

Professional Art Education Component

ARTE 501	Graduate Art Education Concepts and Contexts	3	F, Sp
ARTE 502	Graduate Art Curriculum Design and Assessment	3	F
ARTE 507	Graduate Elementary Practicum in Art Education	4	F, Sp
ARTE 509	Graduate Secondary Practicum in Art Education	4	F, Sp
ARTE 520	Graduate Art Education Student Teaching Introduction	2	Early Sp
ARTE 527	Graduate Student Teaching in Art Education	5	Sp
ARTE 565	Graduate Art Education Student Teaching Seminar	2	Sp
ARTE 595	Research to Inform Art Education Practice	2	F, Sp

Academic Disciplines Component

ONE COURSE in art history, art theory, aesthetics or other advisor-approved course related to art or visual communications at the 400- or 500-level	3
-And- A MINIMUM OF TWO COURSES in studio art at the 400- or 500-level (minimally one course at the 500-level)	6

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

Total Credit Hours: 48**Behavioral Health Studies****Department of Psychology**

Department Chair: Tom Malloy

Behavioral Health Studies Program Director & Clinical Supervisor: George Ladd

Behavioral Health Studies Program Faculty: Professors Dottolo, Spas; **Associate Professors** Ladd, Lewis

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

BEHAVIORAL HEALTH STUDIES B.S.

Admission Requirements

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

Retention Requirements

Students must have a minimum grade point average of 2.50 in the major, and a minimum grade of B- in PSYC 425, PSYC 471, and PSYC 472. Enrollment in PSYC 471 and PSYC 472 requires prior admission into the Behavioral Health studies program. In their junior year, students should file an application with the program director.

COURSE REQUIREMENTS

Courses

PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 217	Drugs and Chemical Dependency	4	F, Sp
PSYC 221W	Research Methods I: Foundations	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 254	Introduction to Psychological Disorders	4	F, Sp
PSYC 320	Research Methods II: Behavioral Statistics	4	F, Sp
PSYC 345	Physiological Psychology	4	F, Sp
PSYC 351	Psychology of Intersectionality	4	F, Sp
PSYC 425	Community Psychology	4	F, Sp
PSYC 452	Theories of Psychological Intervention	4	Sp
PSYC 453	Child and Adolescent Psychopathology	4	Annually
PSYC 454	Adult Psychopathology	4	Annually
PSYC 471	Practicum in Behavioral Health Studies	4	F
PSYC 472	Internship in Behavioral Health Studies	4	Sp
PSYC 476W	Research Methods III: Applied Lab	4	Annually
ONE COURSE from			
PSYC 332	Adolescent Psychology	4	Annually
PSYC 335	Family Psychology	4	Annually
PSYC 339	Psychology of Aging	4	Annually
ONE COURSE from			
PSYC 421	Changing Behavior: Applied Behavior Analysis	4	Annually
PSYC 422	Psychological Testing	4	Annually

PSYC 423	Psychology and the Law	4	Annually
PSYC 424	Health Psychology	4	Annually

Total Credit Hours: 68

Biology

Department of Biology

Mission Statement:

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

Department Chair: Dana Kolibachuk

Department Faculty: Professor Kolibachuk, Rand-Cyr; **Associate Professors** Hewins, Hall, Patterson, Resende da Maia, Roberts, Stilwell, Toorie; **Assistant Professors** Britt, Carrier, Conklin, Ford, Narvaez Diaz, Ramsay

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

BIOLOGY B.S.

COURSE REQUIREMENTS

Courses

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
BIOL 213W	Plant and Animal Form and Function	4	F, Sp
BIOL 241	Biology Research Colloquium	0.5	F, Sp
BIOL 314	Genetics	4	F
BIOL 318	Ecology	4	F
BIOL 320	Cell and Molecular Biology	4	Sp
BIOL 460W	Biology Senior Seminar	3	F, Sp

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

THREE ADDITIONAL COURSES in biology at the 300-level or above

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

Cognates

CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
CHEM 205W	Organic Chemistry I	4	F
CHEM 206W	Organic Chemistry II	4	Sp
MATH 240	Statistical Methods I	4	F, Sp, Su
BIOL 240	Biostatistics and Experimental Design	4	As needed

MATH 209	Precalculus Mathematics -Or-	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
PHYS 101	Physics for Science and Mathematics I -And-	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

Total Credit Hours: 69-72

BIOTECHNOLOGY B.S.

COURSE REQUIREMENTS

Courses

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
BIOL 314	Genetics	4	F
BIOL 320	Cell and Molecular Biology	4	Sp
BIOT 270W	Introduction to Biotechnology	4	F
BIOT 370	Techniques in Biotechnology	4	Sp
BIOT 406-410	Biotechnology Internship Experience	6- 10	F, Sp

Note: A minimum of 6 credits is required for the internship experience (BIOT 406-410). Additional internships taken during different semesters do not count toward the major but count as general electives towards the 120 credits needed for graduation.

Cognates

CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
CHEM 205W	Organic Chemistry I	4	F
CHEM 206W	Organic Chemistry II	4	Sp

MATH 240	Statistical Methods I -Or-	4	F, Sp, Su
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BIOL 240	Biostatistics and Experimental Design	4	As needed
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MATH 209	Precalculus Mathematics -Or-	4	F, Sp, Su
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MATH 212	Calculus I	4	F, Sp, Su
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CSCI 157	Introduction to Algorithmic Thinking in Python -Or-	4	F, Sp
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PHYS 110	Introductory Physics	4	Sp, F, Su
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Science Electives

TWO COURSES from

BIOL 330	Developmental Biology of Animals	4	As needed
BIOL 348	Microbiology	4	F, Sp, Su
BIOL 429	Medical Microbiology	4	As needed
BIOL 431	Immunology	3	As needed
CHEM 404W	Analytical Chemistry -Or-	4	Sp (even years)
CHEM 416W	Environmental Analytical Chemistry	4	Sp (odd years)
CHEM 422	Biochemistry Laboratory	3	Sp

CHEM 425	Advanced Organic Chemistry	4	F (odd years)
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CSCI 209	Programming Implementations Using Discrete Structures	4	F, Sp
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DATA 245	Principles of Data Science	4	F, Sp
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PHYS 309	Nanoscience and Nanotechnology	4	F (even years)
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Technology Liberal Arts Elective

ONE COURSE from

ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
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HIST 108	History of Science and Medicine	4	Annually
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PHIL 207	Technology and the Future of Humanity	3	Sp
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PHIL 320	Philosophy of Science	3	Sp (even years)
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Total Credit Hours: 69-76

BIOLOGY MINOR

COURSE REQUIREMENTS

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

Courses

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
BIOL 213W	Plant and Animal Form and Function	4	F, Sp

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

Total Credit Hours: 21-24

BIOLOGY M.A.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A minimum of 24 credit hours of courses in biology, including those courses required of RIC undergraduate biology majors.
5. A minimum of 6 credit hours of courses in physics.
6. A minimum of 16 credit hours of courses in chemistry, including organic chemistry.
7. Three letters of recommendation.
8. A faculty research advisor must be identified.
9. A plan of study approved by the advisor and appropriate dean.
10. An interview. (This may be waived for RIC graduates in biology.)

Retention Requirements

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

COURSE REQUIREMENTS**Courses**

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

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

Note: BIOL 691-696: 6 credit hours minimum

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

Total Credit Hours: 30

Chemistry

Department of Physical Sciences

Department Chair: Andrea Del Vecchio

Chemistry Program Faculty: Professors Almeida, Cooley, Lamontagne; **Associate Professors** Leung, Kieseewetter, Towle-Weicksel

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

CHEMISTRY B.A.**COURSE REQUIREMENTS****Courses**

CHEM 103	General Chemistry I	4	F, Sp, Su
	-Or-		
CHEM 103H	Honors General Chemistry I	4	As Needed
CHEM 104	General Chemistry II	4	Sp, Su
	-Or-		
CHEM 104H	Honors General Chemistry II	4	As Needed
CHEM 205W	Organic Chemistry I	4	F
CHEM 206W	Organic Chemistry II	4	Sp
CHEM 310	Biochemistry	4	F
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404W	Analytical Chemistry	4	Sp (even years)
	-Or-		
CHEM 416W	Environmental Analytical Chemistry	4	Sp (odd years)
CHEM 405	Physical Chemistry I	3	F
CHEM 407W	Physical Chemistry Laboratory I	1	F

CHOOSE ONE OF THE OPTIONS below

CHEM 406	Physical Chemistry II	3	As Needed
	-Or-		
CHEM 412	Inorganic Chemistry II	2	Sp
	-And-		
CHEM 413	Inorganic Chemistry Laboratory	1	Sp
	-Or-		
CHEM 414	Instrumental Methods of Analysis	4	Sp (odd years)
	-Or-		
CHEM 418	Marine Environmental Chemistry	4	As Needed
	-Or-		
CHEM 419	Biochemistry Mechanisms	3	Sp
	-Or-		
CHEM 422	Biochemistry Laboratory	3	Sp
	-Or-		
CHEM 425	Advanced Organic Chemistry	4	F (odd years)
	-Or-		
CHEM 435	Pharmacology and Toxicology	3	As needed

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

Cognates

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

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

Subtotal: 50-51

CHEMISTRY B.S.**COURSE REQUIREMENTS — CONCENTRATION IN BIOCHEMISTRY**

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

Courses

CHEM 103	General Chemistry I	4	F, Sp, Su
	-Or-		
CHEM 103H	Honors General Chemistry I	4	As Needed
CHEM 104	General Chemistry II	4	Sp, Su
	-Or-		
CHEM 104H	Honors General Chemistry II	4	As Needed
CHEM 205W	Organic Chemistry I	4	F
CHEM 206W	Organic Chemistry II	4	Sp
CHEM 310	Biochemistry	4	F
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404W	Analytical Chemistry	4	Sp (even years)
	-Or-		
CHEM 416W	Environmental Analytical Chemistry	4	Sp (odd years)
CHEM 405	Physical Chemistry I	3	F

CHEM 407W	Physical Chemistry Laboratory I	1	F
CHEM 419	Biochemistry Mechanisms	3	Sp
CHEM 422	Biochemistry Laboratory	3	Sp
CHEM 491-493	Research in Chemistry	1	As needed

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

CHOOSE ONE OF THE OPTIONS below:

CHEM 406	Physical Chemistry II	3	As Needed
	-And-		
CHEM 408	Physical Chemistry Laboratory II	1	As Needed
	-Or-		
CHEM 412	Inorganic Chemistry II	2	Sp
	-And-		
CHEM 413	Inorganic Chemistry Laboratory	1	Sp
	-Or-		
CHEM 414	Instrumental Methods of Analysis	4	Sp (odd years)
	-Or-		
CHEM 418	Marine Environmental Chemistry	4	As Needed
	-Or-		
CHEM 425	Advanced Organic Chemistry	4	F (odd years)

Cognates

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

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

Subtotal: 67-68

COURSE REQUIREMENTS — CONCENTRATION IN PROFESSIONAL CHEMISTRY

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

Courses

CHEM 103	General Chemistry I	4	F, Sp, Su
	-Or-		
CHEM 103H	Honors General Chemistry I	4	As Needed
	-Or-		
CHEM 104	General Chemistry II	4	Sp, Su
	-Or-		
CHEM 104H	Honors General Chemistry II	4	As Needed
	-Or-		
CHEM 205W	Organic Chemistry I	4	F
CHEM 206W	Organic Chemistry II	4	Sp
CHEM 310	Biochemistry	4	F
CHEM 403	Inorganic Chemistry I	3	F

CHEM 404W	Analytical Chemistry	4	Sp (even years)
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	-Or-		
CHEM 416W	Environmental Analytical Chemistry	4	Sp (odd years)

CHEM 405	Physical Chemistry I	3	F
CHEM 406	Physical Chemistry II	3	As Needed
CHEM 407W	Physical Chemistry Laboratory I	1	F
CHEM 408	Physical Chemistry Laboratory II	1	As Needed
CHEM 414	Instrumental Methods of Analysis	4	Sp (odd years)
CHEM 491-493	Research in Chemistry	1	As needed

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

CHOOSE one of the options below:

CHEM 412	Inorganic Chemistry II	2	Sp
	-And-		
CHEM 413	Inorganic Chemistry Laboratory	1	Sp
	-Or-		
CHEM 418	Marine Environmental Chemistry	4	As Needed
	-Or-		
CHEM 425	Advanced Organic Chemistry	4	F (odd years)

Cognates

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 314	Calculus III	4	F, Sp
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

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

Subtotal: 65-66

CHEMISTRY MINOR

COURSE REQUIREMENTS

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

Courses

CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
CHEM 205W	Organic Chemistry I	4	F
CHEM 206W	Organic Chemistry II	4	Sp

and one Chemistry course at the 400-level (3-4 credits).

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

Total Credit Hours: 19-20

Communication

Department of Communication

Department Chair: Brian Knoth

Department Faculty: Professor Auger, Min; **Associate**

Professors Endress, Galvez, Kim, Knoth; **Assistant Professors** Jenkins, Martin

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

COMMUNICATION B.A.

COURSE REQUIREMENTS

CHOOSE concentration A OR B below:

A. Media Communication and Advertising

COMM 234	Introduction to Advertising	4	F
COMM 240	Mass Media and Society	4	F, Sp, Su
COMM 243W	Writing for Media	4	F
COMM 244	Digital Media Lab	4	F, Sp, Su
COMM 340W	Media Ethics	4	Sp
COMM 345	Digital Video Production	4	F
COMM 347	Media Law	4	Sp
COMM 349	Media and Advertising Research	4	Sp
COMM 462	Media and Advertising Portfolio	4	Sp

FOUR COURSES from

COMM 241	Introduction to Cinema and Video	4	F, Sp, Su
COMM 242	Message, Media, and Meaning	4	As needed
COMM 245	Social Media Communication	4	F
COMM 246	Television Production	4	Sp
COMM 252	Multimedia Journalism I	4	Annually
COMM 337	Advertising Strategy and Media Planning	4	Annually
COMM 339W	Creativity for Communication and Media	4	F
COMM 343	Audio Production for Multimedia	4	Annually
COMM 346	Sports Reporting	4	As needed
COMM 348	Global Communication	4	As needed
COMM 443	Sports, Culture, and Media	4	As needed
COMM 479	Communication Internship	4	F, Sp, Su

Subtotal: 52

B. Speech, Language, and Hearing Science

COMM 255W	Introduction to Language	4	Sp
COMM 305	Introduction to Communication Disorders	3	F
COMM 319	Phonetics and Phonology	4	F
COMM 320W	Speech and Language Development	4	F
COMM 323	Introduction to Audiology	3	F
COMM 325	Anatomy and Physiology: Speech and Hearing	4	Sp
COMM 421	Speech and Hearing Science	4	Sp

TWO COURSES FROM

COMM 422	Language Processes	4	As needed
COMM 429	Introduction to the Clinical Process	3	As needed
COMM 450	Topics	4	As needed
COMM 479	Communication Internship	4	F, Sp, Su

Cognates

BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su
	-Or-		
CHEM 103	General Chemistry I	4	F, Sp, Su

Subtotal: 46-47

STRATEGIC COMMUNICATION B.A.

COURSE REQUIREMENTS

Courses

COMM 201W	Writing for Strategic Communication	4	F, Sp
COMM 208	Public Presentations	4	F, Sp
COMM 300W	Research Methods for Strategic Communication	4	Sp
COMM 351	Persuasion	4	F, Sp
	-Or-		
COMM 357	Public Opinion and Propaganda	4	F, Su
COMM 339W	Creativity for Communication and Media	4	F

FIVE COURSES from

COMM 230	Interpersonal Communication	4	F
COMM 232	Introduction to Public Relations	4	F, Sp
COMM 256	Social Media and Society	4	Sp, Su
COMM 311W	Advanced Public Relations	4	F
COMM 312W	Advanced Writing for Strategic Communication	4	Sp
COMM 328	Case Studies in Public Relations	4	F
COMM 332	Gender and Communication	4	F
COMM 333	Intercultural Communication	4	As needed
COMM 336	Health Communication	4	Sp
COMM 352	Conflict Resolution	4	As needed
COMM 353	Political Communication	4	Annually
COMM 354	Civic Engagement	4	Sp (odd years)
COMM 412	Strategies in Fundraising and Development	4	As needed
COMM 439	Crisis Communication	4	F
COMM 450	Special Topics: New Hampshire Primary	4	Every 4 years
COMM 451	Family Communication	4	Alternate years
COMM 454	Organizational Communication	4	Annually
COMM 461	Strategic Communication Capstone	4	Sp

COMM 479 Communication Internship 4 F, Sp, Su

Total Credit Hours: 40

COMMUNICATION MINOR

COURSE REQUIREMENTS

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

Courses

COMM 208 Public Presentations 4 F, Sp
COMM 240 Mass Media and Society 4 F, Sp, Su

AND FOUR ADDITIONAL COMMUNICATION COURSES, with at least two at the 300-level.

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

Total Credit Hours: 20-24

DIGITAL MEDIA PRODUCTION MINOR

COURSE REQUIREMENTS

The minor in digital media production consists of 24 credit hours (six courses), as follows:

Courses

MUS 220/COMM 220 Digital Audio Production I 4 F, Sp, Su
COMM 243W Writing for Media 4 F
COMM 244 Digital Media Lab 4 F, Sp, Su

THREE COURSES from

MUS 207 Electronic Music 4 As needed
MUS 222/COMM 222 Digital Audio Production II 4 As needed
COMM 246 Television Production 4 Sp
COMM 343 Audio Production for Multimedia 4 Annually
COMM 345 Digital Video Production 4 F

Total Credit Hours: 24

Dance Performance

Department of Music, Theatre, and Dance

Department Chair: Todd Borgerding

Dance Performance Program Director: Angelica Cardente-Vessella

Dance Program Faculty: Associate Professors Cardente-Vessella, Pearson

In order to major in dance performance, students must audition for and be accepted into the Rhode Island College Dance Company.

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

DANCE PERFORMANCE B.A.

COURSE REQUIREMENTS

Courses

DANC 110	Introductory Ballet	2	F
DANC 112	Introductory Jazz	2	F
DANC 116	Beginner Modern Dance Technique	2	F
DANC 181	Dance Company I	1	Sp
DANC 210	Intermediate Ballet	2	Sp
DANC 212	Intermediate Jazz	2	Sp
DANC 215W	Contemporary Dance and Culture	4	F, Sp
DANC 216	Intermediate Modern Dance	2	F
DANC 281	Dance Company II	1	Sp
DANC 303	Dance Production	3	As needed
DANC 304	Choreography I	3	F (even years)
DANC 309W	Dance History	3	Sp (odd years)
DANC 316	Advanced Modern Dance	2	Sp (even years)
DANC 343	Anatomy and Kinesiology for the Dancer	3	As needed
DANC 360	Seminar in Dance	3	As needed
DANC 381	Dance Company III	1	Sp
DANC 405	Choreography II	3	As needed

Note: DANC 116 must be repeated; DANC 181 and DANC 281 must be taken for TWO consecutive semesters, and DANC 381 must be taken for THREE consecutive semesters. This will add 6 credits to the program.

Note: DANC 215: Fulfills the Arts—Visual and Performing category of General Education.

NINE TO ELEVEN CREDITS from the following courses

DANC 114	Introductory Tap Dance	2	F (odd years)
DANC 212	Intermediate Jazz	2	Sp
DANC 214	Intermediate Tap Dance	2	F (even years)
DANC 316	Advanced Modern Dance	2	Sp (even years)
DANC 321	Dance for Musical Theatre	3	Sp
DANC 333	Dance Studio Teaching and Styles	3	As needed
DANC 491	Independent Study in Dance	1-3	As needed
DANC 492	Independent Performance in Dance	3	As needed

Note: DANC 212, DANC 316, and DANC 321 may be repeated for credit.

Cognates

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
HPE 221	Nutrition	3	F, Sp

Note: BIOL 108: Fulfills the Natural Science category of General Education.

Total Credit Hours: 61-63

DANCE PERFORMANCE MINOR

COURSE REQUIREMENTS

Courses

DANC 110	Introductory Ballet	2	F
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DANC 112	Introductory Jazz	2	F
DANC 215W	Contemporary Dance and Culture	4	F, Sp
DANC 216	Intermediate Modern Dance	2	F
DANC 304	Choreography I	3	F (even years)
DANC 309W	Dance History	3	Sp (odd years)

CHOOSE EITHER:

DANC 116	Beginner Modern Dance Technique	2	F
DANC 181	Dance Company I	1	Sp
DANC 281	Dance Company II	1	Sp

Note: DANC 116 must be repeated; DANC 181 and DANC 281 must be taken for TWO consecutive semesters. This will total 8 credits.

OR SEVEN TO EIGHT CREDITS from:

DANC 114	Introductory Tap Dance	2	F (odd years)
DANC 210	Intermediate Ballet	2	Sp
DANC 212	Intermediate Jazz	2	Sp
DANC 214	Intermediate Tap Dance	2	F (even years)
DANC 216	Intermediate Modern Dance	2	F
DANC 316	Advanced Modern Dance	2	Sp (even years)
DANC 321	Dance for Musical Theatre	3	Sp
DANC 333	Dance Studio Teaching and Styles	3	As needed
DANC 360	Seminar in Dance	3	As needed

Note: DANC 215: Fulfills the Arts—Visual and Performing category of General Education.

Note: DANC 212, DANC 316, DANC 316, and DANC 321 may be repeated for credit.

Total Credit Hours: 23-24

English

Department of English

Department Chair: Alison Shonkwiler

Department Faculty: Professors Abbotson, Bohlinger, Boren, Duneer, Caouette, Hawk, Holl, Jalalzai, Kalinak, Michaud, Potter, Shippers, Shonkwiler, Zornado; **Associate Professors** Benson; **Assistant Professors** Okoomian, Quintana Vallejo, Sibielski

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

ENGLISH B.A.

COURSE REQUIREMENTS

Courses

ENGL 200W	Reading Literature and Culture	4	F, Sp
ENGL 300W	Introduction to Theory and Criticism	4	F, Sp

ENGL 460W	Seminar in English	4	F, Sp
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ONE COURSE from:

ENGL 220W	Introduction to Creative Writing	4	F, Sp
ENGL 222W	Introduction to Professional Writing	4	Annually
ENGL 230W	Workplace Writing	4	F, Sp, Su
ENGL 231W	Multimodal Writing	4	Alternate years
ENGL 232W	Public and Community Writing	4	Alternate years
ENGL 233W	Writing for the Health Professions	4	Annually
ENGL 250	Topics Course in Writing	4	As needed

ONE COURSE from:

ENGL 208	British Literature	4	Annually
ENGL 209	American Literature	4	Annually
ENGL 210	Children's Literature: Interpretation and Evaluation	4	As needed
ENGL 212	Adolescent Literature: Images of Youth	4	Annually

TWENTY ADDITIONAL CREDIT HOURS

Twenty additional credit hours of ENGL courses. A minimum of sixteen credits must be at the 300- or 400-level (and at least TWO of these must be in Literature). ONE may be an additional 200-level course.*

*ENGL 477 Internship in Professional Writing (p. 268) is recommended.

NOTE: All ENGL majors should consider taking the one credit ENGL 203 (p. 264) (offered Fall) as an elective within their first two years.

Subtotal: 40

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

Courses

ENGL 200W	Reading Literature and Culture	4	F, Sp
ENGL 220W	Introduction to Creative Writing	4	F, Sp
ENGL 460W	Seminar in English	4	F, Sp

TWO COURSES from

ENGL 371W	Intermediate Creative Writing, Fiction	4	Annually
ENGL 372W	Intermediate Creative Writing, Poetry	4	Annually
ENGL 373W	Intermediate Creative Writing, Nonfiction Prose	4	As needed

TWENTY ADDITIONAL CREDIT HOURS

Twenty additional credit hours of ENGL courses. A minimum of sixteen credits must be at the 300- or 400-level, which may include more 37X workshop courses which can be repeated for credit. ONE may be an additional 200-level course.*

*We recommend the ENGL 477 Internship in Professional Writings (p. 268) part of the additional 20 credits, and/or both ENGL 375 (p. 267) and ENGL 376 (p. 267) Shoreline Production.

NOTE: All ENGL majors should consider taking the one credit ENGL 203 (p. 264) (offered Fall) as an elective within their first two years.

Subtotal: 40

COURSE REQUIREMENTS FOR ENGLISH B.A. WITH CONCENTRATION IN PROFESSIONAL WRITING

Courses

ENGL 200W	Reading Literature and Culture	4	F, Sp
ENGL 222W	Introduction to Professional Writing	4	Annually
ENGL 378W	Advanced Workshop in Professional Writing	4	Alternate years
ENGL 379W	Rhetoric for Professional Writing	4	Alternate years
ENGL 460W	Seminar in English	4	F, Sp
ENGL 477W	Internship in Professional Writing	4	As needed

SIXTEEN ADDITIONAL CREDIT HOURS

Sixteen additional credit hours of ENGL courses. A minimum of eight credits must be at the 300- or 400-level, which may include more 37X workshop courses which can be repeated for credit. Up to eight credits may be addition 200-level courses.

NOTE: All ENGL majors should consider taking the one credit ENGL 203 (p. 264) (offered Fall) as an elective within their first two years.

Subtotal: 40

ENGLISH MINOR

COURSE REQUIREMENTS

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

Courses

ENGL 200W	Reading Literature and Culture	4	F, Sp
ENGL 300W	Introduction to Theory and Criticism	4	F, Sp

THREE 300- or 400-level English courses, or may include ONE other 200 level course.

Note: At least two of the 300- and 400-level English courses must be in literature and one of the two in literature before 1800.

Total Credit Hours: 20

CREATIVE WRITING MINOR

COURSE REQUIREMENTS

The minor in creative writing consists of 20 credit hours (five courses), as follows:

Courses

ENGL 200W	Reading Literature and Culture	4	F, Sp
ENGL 220W	Introduction to Creative Writing	4	F, Sp

TWO COURSES from

ENGL 371W	Intermediate Creative Writing, Fiction	4	Annually
ENGL 372W	Intermediate Creative Writing, Poetry	4	Annually
ENGL 373W	Intermediate Creative Writing, Nonfiction Prose	4	As needed

ENGL 375	Shoreline Production: Selection and Editing	2	F
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ENGL 376	Shoreline Production: Design and Distribution	2	Sp
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ENGL 461W	Advanced Workshop in Creative Writing	4	As needed
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ONE more ENGL course at the 300- or 400-level.

*We recommend the ENGL 477 Internship in Professional Writing (p. 268) or both ENGL 375 (p. 267) and ENGL 376 (p. 267) Shoreline Production.

ENGL 371 (p. 267), ENGL 372 (p. 267), ENGL 373 (p. 267): May be repeated for credit.

Total Credit Hours: 20

PROFESSIONAL WRITING MINOR

The minor in professional writing consists of a minimum of 20 credit hours (five courses), as follows:

COURSE REQUIREMENTS

Courses

ENGL 222W	Introduction to Professional Writing	4	Annually
ENGL 378W	Advanced Workshop in Professional Writing	4	Alternate years
ENGL 379W	Rhetoric for Professional Writing	4	Alternate years

TWO COURSES from

ENGL 230W	Workplace Writing	4	F, Sp, Su
ENGL 231W	Multimodal Writing	4	Alternate years
ENGL 232W	Public and Community Writing	4	Alternate years
ENGL 233W	Writing for the Health Professions	4	Annually
ENGL 350	Topics Course in English	4	As needed
ENGL 477	Internship in Professional Writing	4	As needed

ENGL 350: When on appropriate topic.

Total Credit Hours: 20

ENGLISH M.A.

COURSE REQUIREMENTS FOR M.A. IN ENGLISH

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in 24 credit hours of upper-level courses in English language and literature.
4. Three letters of recommendation, with at least two from English professors.
5. A 1-2 page statement of intent outlining the candidate's goals for the program and relevant background.
6. A 7-10 page writing sample that demonstrates the candidate's abilities in reading, research, and critical thinking about literary texts.
7. A plan of study approved by the advisor and appropriate dean.

Courses

ENGL 501	Literary and Cultural Theory	3	F
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TWENTY-SEVEN CREDIT HOURS OF COURSES in literature or theory at the graduate level.

Note: For students electing the Thesis Plan, ENGL 591 and ENGL 592 are included in the 30-credit-hour total.

Subtotal: 30

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

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in 24 credit hours of upper-level courses in English language and literature.
4. Three letters of recommendation, with at least two from English professors.
5. A 1-2 page statement of intent outlining your area of writing interest, your goals for the program, and your relevant background.
6. A writing sample in your primary genre: 10-15 pages of poetry, or 15-30 pages of prose (literary fiction or literary nonfiction).
7. A plan of study approved by the advisor and appropriate dean.

Courses

ENGL 501	Literary and Cultural Theory	3	F
ENGL 581	Workshop in Creative Writing	3	As needed
ENGL 591	Directed Reading	3	As needed
ENGL 592	Master's Thesis	3	As needed

TWELVE CREDIT HOURS of graduate-level literature or theory courses.

Note: ENGL 581 is taken for three semesters for a total of 9 hours.
Subtotal: 30

Examination Plan

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

Thesis Plan

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

Accelerated B.A. / M.A. in English Admission Option

Undergraduate students matriculated at Rhode Island College can apply for conditional admission to the Master of Arts in English program after completing 72 credits, at least 12 of which must be in English courses taken at RIC. If conditionally admitted to the M.A. program, students begin taking graduate courses after completing 90 credits. They will take 9 credits of graduate coursework that can count toward both the B.A. and M.A. degrees: ENGL 501 and two elective 500-level seminars. In addition, conditionally admitted students can take one 500-level course that will count only toward the M.A. degree. If students are in good standing upon completion of the B.A., they are fully admitted to the M.A. degree program, which could be completed in two semesters.

Admission requirements remain the same as for the M.A. degree with the following exception: a minimum G.P.A. of 3.2 in English courses.

Environmental Studies

Director: April Kiser

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

Retention Requirements

A minimum cumulative grade point average of 2.0 in the Environmental Studies major.

ENVIRONMENTAL STUDIES B.A.

COURSE REQUIREMENTS

Foundation Courses

Introduction to Environmental Studies

ENST 200W Environmental Studies 4 Sp

Statistics

BIOL 240 Biostatistics and Experimental Design 4 As needed

-Or-

MATH 240 Statistical Methods I 4 F, Sp, Su

Professional Writing

COMM 201W Writing for Strategic Communication 4 F, Sp

-Or-

COMM 242 Message, Media, and Meaning 4 As needed

-Or-

ENGL 231W Multimodal Writing 4 Alternate years

-Or-

ENGL 232W Public and Community Writing 4 Alternate years

The Natural Environment

BIOL 100 Fundamental Concepts of Biology 4 F, Sp, Su

CHEM 121 Chemistry Fundamentals for Healthcare 4 F, Sp, Su

PSCI 212 Introduction to Geology 4 F, Su

-Or-

PSCI 214 Introduction to Meteorology 4 F

-Or-

PSCI 217 Introduction to Oceanography 4 Sp

The Cultural Environment

HIST 258 Environmental History 3 Annually

ONE COURSE from:

ANTH 101 Introduction to Cultural Anthropology 4 F, Sp

ANTH 102 Introduction to Archaeology 4 F, Sp

SOC 200 Introduction to Sociology 4 F, Sp

PHIL 325 Environmental Ethics 3 Sp

POL 102 American Government 4 F, Sp, Su

-Or-

POL 103 Global Politics 4 F, Sp

ECON 200 Introduction to Economics 4 F, Sp, Su

-Or-

ECON 214 Principles of Microeconomics 3 F, Sp, Su

-Or-

ONE COURSE from:

COMM 240 Mass Media and Society 4 F, Sp, Su

GEOG 100 Introduction to Environmental Geography 4 F, Sp, Su

GEOG 201 Mapping Our Changing World 4 F, Sp

SOC 204 Urban Sociology 4 As needed

SUST 200 Introduction to Sustainability 4 Annually

Depth Courses

FOUR COURSES, BUT NO MORE THAN TWO FROM ANY

SINGLE DEPARTMENT/PROGRAM FROM:

ANTH Ethnobotany 4 Alternate years

301/ENST 301

ANTH 307 Human Nature: Evolution, Ecology, and Behavior 4 F, Sp

ANTH 334 Steamships and Cyberspace: Technology, Culture, Society 4 Alternate years

ANTH 338 Urban Anthropology 4 Alternate years

ANTH 343 Environmental Anthropology 4 Alternate years

ANTH 347 Environmental Justice 4 Alternate years

ECON 331 Topics in Global Economics 4 Annually (even years)

ECON 337 Economics of Climate Change and Sustainability 4 Annually (odd years)

ENGL 315 Literature, Environment and Ecocriticism 4 As needed

ENST 301/ANTH 301 Ethnobotany 4 Alternate years

GEOG 202/PBAD 202 Geographic Information Systems I 4 F, Sp

GEOG 206 Disaster Management 4 F, Sp

GEOG 338/POL 338 Neighborhoods, and Cities 4 As needed

HIST 357 Public History Experiences 3 Annually

INGO 300/INGO 300 International NGOs and Nonprofits 4 F

INGO 301 Global Development 4 Sp

PHIL 320 Philosophy of Science 3 Sp (even years)

POL 300 Methodology in Political Science 4 F, Sp

POL 301W Foundations of Public Administration 4 F

POL 341 Politics of Development 4 Sp

POL 345/INGO 300 International NGOs and Nonprofits 4 F

POL 349 Environmental Policy and Law 4 Early Sp

POL 355 Policy Formation Process 4 Sp

SOC 302W Social Research Methods 4 F, Sp, Su

SOC 404 Social Data Analysis 4 F, Sp, Su

XXX 350 Appropriate topics from different departments 4 As needed

Note: Cannot receive credit for ANTH 301 and ENST 301.

Cannot receive credit for INGO 300 and POL 345. GEOG 301

may not be taken for both Foundational and Depth credit.

Capstone

Select one of the following: Seminar, Internship or Fieldcourse

Seminar

ENST 461 Environmental Studies 4 As needed

Capstone Seminar

-Or-

Internship			
INGO 303	Pre-Internship in International NGOs and Nonprofits	1	As needed

-Or-

Fieldcourse

CHOOSE ONE from the following:

ANTH 482	Anthropology Field School: Archaeology	4-8	As needed
ANTH 483	Anthropology Field School: Biological Anthropology	4-8	As needed
ENST 462	Internship in Environmental Studies	4	F, Sp, Su
GEOG 463	Internship in Geography	4-6	F, Sp, Su
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su

Note: ANTH 482, ANTH 483 and GEOG 463 only require 4 credits to fulfill the requirement. INGO 304 requires all 3 credits to fulfill the requirement.

Note: If selecting the INGO options, both INGO 303 and INGO 304 MUST be completed.

Note: Students enrolled in the Environmental Studies program can only receive credit for ONE of the following courses: ENST 462, GEOG 463, INGO 304, POL 328.

Total Credit Hours: 63-67

Note: Program adds to 48-56 without general education courses.

ENVIRONMENTAL STUDIES MINOR

The minor on Environmental Studies consists of a minimum of 20 credit hours, as follows:

COURSE REQUIREMENTS

Foundation Courses

Introduction to Environmental Studies

ENST 200W	Environmental Studies	4	Sp
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The Natural Environment

ONE COURSE from:

BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
PSCI 212	Introduction to Geology	4	F, Su
PSCI 214	Introduction to Meteorology	4	F
PSCI 217	Introduction to Oceanography	4	Sp

The Human Environment

CHOOSE ONE COURSE that cannot be counted in your major from:

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
COMM 240	Mass Media and Society	4	F, Sp, Su
ECON 200	Introduction to Economics	4	F, Sp, Su
ECON 214	Principles of	3	F, Sp, Su

HIST 258	Microeconomics	3	Annually
GEOG 100	Environmental History Introduction to Environmental Geography	4	F, Sp, Su
GEOG 201	Mapping Our Changing World	4	F, Sp
PHIL 325	Environmental Ethics	3	Sp
POL 102	American Government	4	F, Sp, Su
POL 103	Global Politics	4	F, Sp
SOC 200	Introduction to Sociology	4	F, Sp
SOC 204	Urban Sociology	4	As needed
SUST 200	Introduction to Sustainability	4	Annually

Depth Courses

CHOOSE TWO COURSES from:

ANTH 301/ENST 301	Ethnobotany	4	Alternate years
ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	F, Sp
ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
ANTH 338	Urban Anthropology	4	Alternate years
ANTH 343	Environmental Anthropology	4	Alternate years
ANTH 347	Environmental Justice	4	Alternate years
ECON 331	Topics in Global Economics	4	Annually (even years)
ECON 337	Economics of Climate Change and Sustainability	4	Annually (odd years)
ENGL 315	Literature, Environment and Ecocriticism	4	As needed
ENST 301/ANTH 301	Ethnobotany	4	Alternate years
GEOG 202/PBAD 202	Geographic Information Systems I	4	F, Sp
GEOG 206	Disaster Management	4	F, Sp
GEOG 338/POL 338	People, Houses, Neighborhoods, and Cities	4	As needed
HIST 357	Public History Experiences	3	Annually
INGO 300/POL 345	International NGOs and Nonprofits	4	F
INGO 301	Global Development	4	Sp
PHIL 320	Philosophy of Science	3	Sp (even years)
POL 300	Methodology in Political Science	4	F, Sp
POL 301W	Foundations of Public Administration	4	F
POL 341	Politics of Development	4	Sp
POL 345/INGO 300	International NGOs and Nonprofits	4	F
POL 349	Environmental Policy and Law	4	Early Sp
POL 355	Policy Formation Process	4	Sp
SOC 302W	Social Research Methods	4	F, Sp, Su
SOC 404	Social Data Analysis	4	F, Sp, Su
XXX 350*	Topics Course	3-4	

Note: Cannot receive credit for INGO 300 and POL 345. GEOG 301 may not be taken for both Foundational and Depth credit.

Total Credit Hours: 20

Film Studies

Director: Vincent Bohlinger**Film Studies Program Faculty:** Professors Bohlinger, Kalinak;**Assistant Professor** Sibielski

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

FILM STUDIES B.A.

COURSE REQUIREMENTS

Courses

FILM 116	Introduction to Film	4	F, Sp, Su
FILM 218	Foundations in Film Production	4	Sp
FILM 219W	Foundations in Film Theory and Analysis	4	Sp
FILM 220	History of Film I	4	Alternate years
FILM 221	History of Film II	4	Alternate years
FILM 454W	Contemporary Film and Theory	4	Sp

TWO COURSES from

FILM 351	Major Directors	4	Alternate years
FILM 352	Film Genres	4	Alternate years
FILM 353	National Cinemas	4	Alternate years
FILM 354	Television Genres	4	Alternate years
FILM 355	New Media	4	Alternate years
FILM 450	Topics in the Study of Film	4	As needed

FOUR COURSES from

FILM 270	Screenwriting	4	Alternate years
FILM 271	Screenwriting II	4	Alternate years
FILM 349	Visual Anthropology	4	Alternate years
FILM 351	Major Directors	4	Alternate years
FILM 352	Film Genres	4	Alternate years
FILM 353	National Cinemas	4	Alternate years
FILM 354	Television Genres	4	Alternate years
FILM 355	New Media	4	Alternate years
FILM 372	Preproduction	4	As needed
FILM 373	Topics in Film Production	4	As needed
FILM 374	Advanced Narrative Film Production	4	Alternate years
FILM 375	Advanced Documentary	4	Alternate

FILM 377	Film Production: Animation	4	years As needed
FILM 450	Topics in the Study of Film	4	As needed

Total Credit Hours: 48

Note: Students may repeat FILM 372, FILM 373, and FILM 374 for credit.

FILM STUDIES MINOR

COURSE REQUIREMENTS

The minor in film studies consists of a minimum of 28 credit hours, as follows:

Courses

FILM 116	Introduction to Film	4	F, Sp, Su
FILM 220	History of Film I	4	Alternate years
FILM 221	History of Film II	4	Alternate years

ONE COURSE from

FILM 218	Foundations in Film Production	4	Sp
FILM 219W	Foundations in Film Theory and Analysis	4	Sp

and a minimum of 12 credit hours from the following:

FILM 218	Foundations in Film Production	4	Sp
FILM 219W	Foundations in Film Theory and Analysis	4	Sp
FILM 270	Screenwriting	4	Alternate years
FILM 271	Screenwriting II	4	Alternate years
FILM 351	Major Directors	4	Alternate years
FILM 352	Film Genres	4	Alternate years
FILM 353	National Cinemas	4	Alternate years
FILM 354	Television Genres	4	Alternate years
FILM 355	New Media	4	Alternate years
FILM 372	Preproduction	4	As needed
FILM 373	Topics in Film Production	4	As needed
FILM 374	Advanced Narrative Film Production	4	Alternate years
FILM 375	Advanced Documentary	4	Alternate years
FILM 377	Film Production: Animation	4	As needed
FILM 450	Topics in the Study of Film	4	As needed
FILM 454W	Contemporary Film and Theory	4	Sp

Total Credit Hours: 28

Note: Students may repeat FILM 372, FILM 373, and FILM 374 for credit.

Gender and Women's Studies

Director: Leslie Schuster

Department Faculty: Professor Schuster; **Assistant Professor** Okoomian

Retention Requirement for majors and minors: A minimum grade of C in GEND 200 and GEND 201.

GENDER AND WOMEN'S STUDIES B.A.

COURSE REQUIREMENTS

Courses

GEND 100W	Gender and Society	4	F, Sp, Su
GEND 201W	Introduction to Feminist Inquiry	4	F
GEND 352W	Feminist Theory	4	F
GEND 400	Internship in Gender and Women's Studies	4	As needed
GEND 461W	Seminar in Race, Gender, and Class	4	Sp

FIVE COURSES: Two courses must be on the topics of labor and class, race/ethnicity or sexuality studies, and a minimum of three at the 300 or 400 level.

GEND 205	Introduction to Queer Theory	4	F
POL 245/POL 245	Gender and Global Politics	4	Sp (odd years)
GEND 350	Topics	4	As needed
GEND 351	Men and Masculinities	4	As needed
GEND 353	The Holocaust: Women and Resistance	4	As needed
GEND 355	Women and Madness	4	Alternate years
GEND 357	Gender and Sexuality	4	F
GEND 358	Gender-Based Violence	4	Alternate years
AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
ANTH 329	Queer And Trans Anthropology	4	Alternate years
ART 461	Seminar in Art History	3	F, Sp
COMM 332	Gender and Communication	4	F
ECON 235	Economics of Race and Gender	4	Sp
ENGL 324	Literature by Women	4	As needed
ENGL 326	Studies in African American Literature	4	As needed
FNED 246	Schooling for Social Justice	4	F, Sp, Su
HIST 217	American Gender and Women's History	3	Annually
HIST 234	Challenges and Confrontations: Women in Europe	3	As needed
POL 245/POL 245	Gender & Global Politics	4	Sp (odd years)
POL 309	Gender and Politics in the U.S.	4	As needed
PSYC 351	Psychology of Intersectionality	4	F, Sp
PSYC 355	Psychology of Social Class	4	Annually
PSYC 356	Psychology of Genders and Sexualities	4	F, Sp

SOC 342	Women, Crime, and Justice	4	F, Sp
SWRK 324	Diversity and Oppression I	4	F, Sp
SWRK 325	Diversity and Oppression II	4	F, Sp
XXX 350*	Topics Course	3-4	

Note: *Topics Course: (when on gender and women's studies topics)

Total Credit Hours: 37-40

GENDER AND WOMEN'S STUDIES MINOR

COURSE REQUIREMENTS

The minor in gender and women's studies consists of a minimum of 18 credit hours (five courses) as follows:

Courses

GEND 100W	Gender and Society	4	F, Sp, Su
GEND 201W	Introduction to Feminist Inquiry	4	F

THREE COURSES from the following, at least two of which must be at the 300 or 400 level:

POL 245/POL 245	Gender and Global Politics	4	Sp (odd years)
GEND 353	The Holocaust: Women and Resistance	4	As needed
GEND 355	Women and Madness	4	Alternate years
GEND 357	Gender and Sexuality	4	F
GEND 358	Gender-Based Violence	4	Alternate years
AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
ANTH 329	Queer And Trans Anthropology	4	Alternate years
ART 461	Seminar in Art History	3	F, Sp
COMM 332	Gender and Communication	4	F
ECON 235	Economics of Race and Gender	4	Sp
ENGL 324	Literature by Women	4	As needed
ENGL 326	Studies in African American Literature	4	As needed
FNED 246	Schooling for Social Justice	4	F, Sp, Su
HIST 217	American Gender and Women's History	3	Annually
HIST 234	Challenges and Confrontations: Women in Europe	3	As needed
POL 245/POL 245	Gender & Global Politics	4	Sp (odd years)
POL 309	Gender and Politics in the U.S.	4	As needed
PSYC 351	Psychology of Intersectionality	4	F, Sp
PSYC 355	Psychology of Social Class	4	Annually
PSYC 356	Psychology of Genders and Sexualities	4	F, Sp
SOC 342	Women, Crime, and Justice	4	F, Sp
SWRK 324	Diversity and Oppression I	4	F, Sp
SWRK 325	Diversity and Oppression II	4	F, Sp
XXX 350*	Topics Course	3-4	

Note: *Topics Course: (when on gender and women's studies topics)

Total Credit Hours: 18-20**QUEER STUDIES MINOR****COURSE REQUIREMENTS**

The minor in Queer Studies consists of a minimum of 19 credit hours (five courses) as follows:

Courses

GEND 100W	Gender and Society	4	F, Sp, Su
GEND 205	Introduction to Queer Theory	4	F

THREE COURSES from the following, at least two of which must be at the 300 or 400 level:

ANTH 329	Queer And Trans Anthropology	4	Alternate years
FILM 352	Film Genres	4	Alternate years
GEND 201W	Introduction to Feminist Inquiry	4	F
POL 245/POL 245	Gender and Global Politics	4	Sp (odd years)
GEND 352W	Feminist Theory	4	F
GEND 357	Gender and Sexuality	4	F
GEND 461W	Seminar in Race, Gender, and Class	4	Sp
POL 245/POL 245	Gender & Global Politics	4	Sp (odd years)
PSYC 351	Psychology of Intersectionality	4	F, Sp
PSYC 355	Psychology of Social Class	4	Annually
PSYC 356	Psychology of Genders and Sexualities	4	F, Sp
SWRK 324	Diversity and Oppression I	4	F, Sp
SWRK 325	Diversity and Oppression II	4	F, Sp
SWRK 472	Sexual Orientation and Gender Identity	3	Sp Su

Note: FILM 352: When on appropriate topic.

Total Credit Hours: 19-20

Note: The interdisciplinary courses have prerequisites, which may need to be met, or in some cases, it is possible to enroll by consent if requested. See program director.

Geography**Department of Political Science**

Department Chair: Seth Dixon

Geography Faculty: Professor Motte; **Associate Professor** Dixon

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

GEOGRAPHY MINOR**COURSE REQUIREMENTS**

The minor in geography consists of a minimum of 19 credit hours, as follows:

Courses

GEOG 101	Introduction to Geography	4	F, Sp, Su
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and 15 credit hours of courses chosen in consultation with a geography advisor.

One interdisciplinary social science course at the 300- or 400-level may be included (see social science courses under Course Descriptions).

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

Total Credit Hours: 19**Global Studies**

Global Studies Program Director: MoonSil Kim

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

Students are advised to consult with the faculty contact for the Global Studies major and minor for creating a personalized plan at the time they declare this major or minor.

Retention Requirements

A minimum cumulative grade point average of 2.75 in the Global Studies major or minor.

GLOBAL STUDIES B.A.**COURSE REQUIREMENTS****Core Courses**

GLOB 200W	Global Studies and the World	4	F, Sp
GLOB 461W	Seminar in Global Studies	4	F, Sp

Distribution Courses**World Geography**

GEOG 200	World Regional Geography	4	F, Sp
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Global Historical Perspectives

HIST 204	Global History since 1500 -And- ONE COURSE from:	3	F, Sp
HIST 218	American Foreign Policy: 1945 to the Present	3	F
HIST 220	Ancient Greece	3	Alternate years
HIST 221	The Roman Republic	3	Alternate Years
HIST 222	The Roman Empire	3	Alternate Years
HIST 223	Medieval History	3	Alternate years
HIST 224	The Glorious Renaissance	3	F
HIST 234	Challenges and Confrontations: Women in Europe	3	As needed
HIST 235	Voices of the Great War	3	Alternate years
HIST 236	Post-Independence Africa	3	Annually
HIST 238	Early Imperial China	3	As needed
HIST 239	Japanese History through Art and Literature	3	Alternate years
HIST 241	Colonial and Neocolonial Latin America	3	Annually
HIST 242	Modern Latin America	3	Annually

HIST 243	Latino Peoples and US History	3	Annually
HIST 258	Environmental History	3	Annually
HIST 306	Protestant Reformations and Catholic Renewal	3	As needed
HIST 307	Europe in the Age of Enlightenment	3	As needed
HIST 308	Europe in the Age of Revolution, 1789 to 1850	3	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	3	As needed
HIST 310	Twentieth-Century Europe	3	As needed
HIST 311	The Origins of Russia to 1700	3	Alternate years
HIST 312	Russia from Peter to Lenin	3	Alternate years
HIST 313	The Soviet Union and After	3	Alternate years
HIST 318	Tudor-Stuart England	3	As needed
HIST 325	Superpower America 1945-1990	3	Annually
HIST 330	History of American Immigration	3	As needed
HIST 336	The United States and the Emerging World	3	Sp
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 345	Conflict, Globalization, and Modern East Asia	3	As needed
HIST 348	Africa under Colonial Rule	3	Annually

Additional 200-300-level history classes on a global perspective might be used in consultation with advisor.

Note: Students cannot take History Connections course to satisfy this requirement.

Global Political Systems

POL 103	Global Politics	4	F, Sp
	-And- ONE COURSE from:		
POL 245/POL 245	Gender and Global Politics	4	Sp (odd years)
INGO 300/POL 345	International NGOs and Nonprofits	4	F
INGO 301	Global Development	4	Sp
INGO 304	Internship in International NGOs and Nonprofits	1-4	As needed
POL 245/POL 245	Gender & Global Politics	4	Sp (odd years)
POL 303	International Law and Organization	4	Sp
POL 315	Western Legal Systems	4	As needed
POL 337/GEOG 337	Urban Political Geography	4	Sp
POL 341	Politics of Development	4	Sp
POL 343	The Politics of Western Democracies	4	As needed
POL 344	Human Rights	4	Sp (alternate years)

POL 345/INGO 300	International NGOs and Nonprofits	4	F
POL 346	Foreign Policy	4	As needed
POL 347	Political Activism and Social Justice	4	Sp (Alternate years)
POL 348	Middle Eastern and North African Politics	4	F

Additional 300-level classes on a global perspective from INGO or POL might be used in consultation with advisor.

Additional prerequisites and notes:

- *POL 344 has completion of at least 30 college credits.
- *POL 347 has minimum of 30 completed college credits..
- *Students cannot receive credit for both INGO 300 and POL 345.
- *Students cannot receive credit for both POL 337 and GEOG 337.
- *Student can take INGO 304 for 3 credits if they have taken INGO 303 for one credit, otherwise they must take it for four credits, though these need not all be taken at the same time.

Global Economic Systems

	ONE COURSE from:		
ECON 200	Introduction to Economics	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
	-And- ONE COURSE from:		
ECON 235	Economics of Race and Gender	4	Sp
ECON 331	Topics in Global Economics	4	Annually (even years)
ECON 337	Economics of Climate Change and Sustainability	4	Annually (odd years)
ECON 421	International Economics	4	As needed
ECON 422	Economics of Developing Countries	4	As needed
ECON 437	Environmental Economics	4	As needed

Additional 300-400-levelclass on a global perspective from ECON might be used in consultation with their advisor.

Additional prerequisites:

- *ECON 214 and ECON 215 have completion of College Mathematics Milestone
- *ECON 421, ECON 422, and ECON 437 have ECON 214; ECON 215; and MATH177

Culture, Geography, Society

Additional 300-400 level course on a global perspective from ANTH, SOC, or GEOG might be used in consultation with their advisor.

Additional prerequisites:

- *ANTH 310 has completion of at least 60 college credits and ANTH 104 or COMM 255, or consent of instructor.
- *ANTH 312 has ANTH 102 or consent of department chair
- *ANTH 334, ANTH 345, and ANTH 461 have completion of at least 60 college credits.

*SOC 435 should be taken for 4 credits and it has completion of at least 30 college credits with a minimum 2.5 GPA or graduate status, and consent of Instructor or Department Chair. Some fieldwork sites may have additional requirements.

ANTH 101	Introduction to Cultural Anthropology -And- ONE COURSE from:	4	F, Sp
ANTH 301/ENST 301	Ethnobotany	4	Alternate years
ANTH 309	Medical Anthropology	4	Alternate years
ANTH 312	Archaeology of Mesopotamia and South Asia	4	Alternate years
ANTH 333	Comparative Law and Justice	4	F, Sp
ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
ANTH 338	Urban Anthropology	4	Alternate years
ANTH 345	Museums, Cultures, and Others	4	Alternate years
ANTH 461/FNED 461	LatinX in the United States	4	Annually
GEOG 337/POL 337	Urban Political Geography	4	As needed
GEOG 338/POL 338	People, Houses, Neighborhoods, and Cities	4	As needed
SOC 314	The Sociology of Health and Illness	4	Annually
SOC 324	Immigration and Justice	4	Annually
SOC 333	Comparative Law and Justice	4	F, Sp
SOC 345	Victimology	4	F, Sp, Su
SOC 435	Fieldwork in Sociology	1-4	As needed

Art, Literature, Communication

	ONE COURSE from:		
COMM 348	Global Communication	4	As needed
ENGL 335	Literatures of the World to 1500	4	As needed
ENGL 336	Reading Globally	4	As needed
FILM 353	National Cinemas	4	Alternate years
FREN 313	Modern France and the Francophone World	4	Alternate years
FREN 323	Survey of French Literature from the Middle Ages to 1789	4	Alternate years
FREN 324	Survey of French Literature from 1789 to the Present	4	Alternate years
ITAL 322	Italian Literature and Civilization Post-Renaissance	4	Alternate years
MLAN 360	Seminar in Modern Languages	3	Annually
PORT 302	Portuguese Literature and Culture	4	Alternate years
PORT 303	Insular Literatures and Cultures	4	Alternate years
PORT 304	Brazilian Literature and Culture	4	Alternate years
PORT 305	Lusophone African Literatures and Cultures	4	Alternate years

SPAN 310	Spanish Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 311	Spanish Literature and Culture: From Eighteenth Century	4	Sp
SPAN 312	Latin American Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp

Additional 300-400 level classes on a global perspective in ART, COMM, DANC, ENGL, FILM, FREN, ITAL, MLAN, MUS, PORT, SPAN, or THTR might be used in consultation with their advisor

Note: Students cannot take Connections course to satisfy this requirement.

Additional prerequisites:

*COMM 348 has COMM 240

*ENGL 335 and 336 have ENGL 200, ENGL 200W, or ENGL 201

*FILM 353 has FILM 116, or consent of program director.

*FREN 313, FREN 323, and FREN 324 have FREN 202 or FREN 202W, or consent of department chair.

*ITAL 321 and ITAL 322 have ITAL 202, or consent of department chair.

*MLAN 360 has completion of two 300-level courses and one cognate course in a modern languages concentration and an overall GPA of 2.67.

*PORT 302, PORT 303, PORT 304, and PORT 305 have PORT 202 or PORT 202W, or consent of department chair.

***SPAN 310, SPAN 311, SPAN 312, and SPAN 313 have SPAN 202 or SPAN 202W, or consent of department chair**

Total Credit Hours: 43-46

GLOBAL STUDIES MINOR

The minor consists of 22-24 credit hours or six courses, as follows:

COURSE REQUIREMENTS

Core Courses

GEOG 200	World Regional Geography	4	F, Sp
GLOB 200W	Global Studies and the World	4	F, Sp
HIST 204	Global History since 1500	3	F, Sp
POL 103	Global Politics	4	F, Sp
	ONE COURSE from 200-300 level classes from the Global Studies Distribution courses of the chosen concentration		
	ONE COURSE from 300-400 level classes from the Global Studies Distribution courses of the chosen concentration		

Note: Some courses may have additional prerequisites

Concentrations

- Global History
- Global Politics
- Global Culture and Society
- Global Art and Communication
- Regional Studies
- Others (may be determined in discussion with the program director)

Total Credit Hours: 21-23

Health Sciences

Director: Eric Hall

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

HEALTH SCIENCES B.S.

COURSE REQUIREMENTS

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

A.

ANTH 103	Introduction to Biological Anthropology	4	Sp
BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
ENGL 233W	Writing for the Health Professions	4	Annually
HPE 102	Human Health and Disease	3	F, Sp, Su
HSCI 105	Medical Terminology	2	F, Sp
HSCI 232	Human Genetics	4	F
MATH 240	Statistical Methods I	4	F, Sp, Su

Choose ONE from:

AGNG 314/NURS 314	Health and Aging	4	F, Sp, Su
ANTH 309	Medical Anthropology	4	Alternate years
COMM 336	Health Communication	4	Sp
HCA 201W	Introduction to Health Care Systems	3	F, Sp, Su
HPE 221	Nutrition	3	F, Sp
HPE 303W	Research in Community and Public Health	3	F, Sp
HPE 307	Introduction to Epidemiology	3	Annually, Su if needed as hybrid/online
PHYS 110	Introductory Physics	4	Sp, F, Su
SOC 313	Sociology of Death and	4	Annually

SOC 314	Dying The Sociology of Health and Illness	4	Annually
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Subtotal: 43-45

Note: SOC 314 has a prerequisite of any 200-level sociology course or consent of the department chair.

B. Dental Hygiene Completion

Note: Prior dental hygienist licensure required for admission.

BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
CSCI 102	Computer Fundamentals for Cyber Security	4	F, Sp
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 307	Introduction to Epidemiology	3	Annually, Su if needed as hybrid/online
HSCI 402	Current Topics in Dental Hygiene	4	As needed
HSCI 466	Evidence-Based Decision Making for Dental Hygiene	4	As needed
HSCI 494W	Independent Study in Health Sciences	4	As needed
MATH 240	Statistical Methods I	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
SOC 200	Introduction to Sociology	4	F, Sp
	Dental Hygiene Licensure Transfer Credits	48	

Subtotal: 94

C. Human Services

BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
Either			
CHEM 103	General Chemistry I -And-	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
-Or-			
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
COMM 338	Communication for Health Professionals	4	F
CSCI 101	Introduction to Computers	3	F, Sp, Su
CSCI 102	Computer Fundamentals for Cyber Security	4	F, Sp
HCA 201W	Introduction to Health Care Systems	3	F, Sp, Su
HCA 303W	Health Policy and Contemporary Issues	3	F, Sp
HPE 102	Human Health and Disease	3	F, Sp, Su
HPE 233	Social and Global	3	F, Sp, Su

HPE 307	Perspectives on Health Introduction to Epidemiology	3	Annually, Su if needed as hybrid/online
HSCI 105	Medical Terminology	2	F, Sp
HSCI 232	Human Genetics	4	F
HSCI 494W	Independent Study in Health Sciences	4	As needed
MGT 201W	Foundations of Management	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHIL 206	Ethics	3	F, Sp
PSYC 110	Introduction to Psychology	4	F, Sp, Su
THREE COURSES from:			
AGNG 314/NURS 314	Health and Aging	4	F, Sp, Su
BIOL 213W	Plant and Animal Form and Function	4	F, Sp
BIOL 348	Microbiology	4	F, Sp, Su
ENGL 233W	Writing for the Health Professions	4	Annually
HCA 302	Health Care Organizations	3	F, Sp
HCA 401W/HCA 501	Ethical and Legal Issues in Health Care Management	3	F, Sp, Su
HPE 303W	Research in Community and Public Health	3	F, Sp
HPE 420	Physiological Aspects of Exercise	3	F, Sp
MGT 320	Human Resource Management	4	F, Sp, Su
MGT 322	Organizational Behavior	4	F, Sp, Su
MATH 209	Precalculus Mathematics	4	F, Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su
PSYC 221W	Research Methods I: Foundations	4	F, Sp, Su
PSYC 335	Family Psychology	4	Annually
PSYC 339	Psychology of Aging	4	Annually
PSYC 345	Physiological Psychology	4	F, Sp
PSYC 424	Health Psychology	4	Annually
PSYC 445	Behavioral Neuroscience	4	Annually
SOC 217	Sociology of Aging	4	F, Sp, Su
SOC 313	Sociology of Death and Dying	4	Annually
SOC 314	The Sociology of Health and Illness	4	Annually
			Subtotal: 77-84

D. Medical Laboratory Sciences

BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
BIOL 429	Medical Microbiology -Or-	4	As needed
BIOL 431	Immunology	3	As needed
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su

CHEM 205W	Organic Chemistry I	4	F
CHEM 206W	Organic Chemistry II	4	Sp
CSCI 102	Computer Fundamentals for Cyber Security	4	F, Sp
ENGL 233W	Writing for the Health Professions	4	Annually
MATH 240	Statistical Methods I	4	F, Sp, Su
MEDT 301	Clinical Microbiology	8	F
MEDT 302	Clinical Chemistry	8	Sp
MEDT 303	Immunohematology	4	F
MEDT 304	Hematology	6	Sp
MEDT 305	Pathophysiology	2	F
MEDT 306	Clinical Immunology	2	Sp
MEDT 307	Clinical Microscopy	2	F
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su

Subtotal: 80**E. Respiratory Therapy Completion**

Note: Prior respiratory therapist licensure required for admission.

BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
CSCI 101	Introduction to Computers	3	F, Sp, Su
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 307	Introduction to Epidemiology	3	Annually, Su if needed as hybrid/online
HSCI 232	Human Genetics	4	F
HSCI 401	Topics in Respiratory Therapy	4	Sp
HSCI 465	Seminar in Respiratory Therapy	4	F
HSCI 494W	Independent Study in Health Sciences	4	As needed
MATH 240	Statistical Methods I	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
SOC 200	Introduction to Sociology	4	F, Sp
	Respiratory Therapist Licensure Transfer Credits	42	

Subtotal: 92**HEALTH SCIENCES MINOR**

The minor in health sciences consists of a minimum of 18 credits, as follow:

COURSE REQUIREMENTS**Courses**

BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
HPE 102	Human Health and Disease	3	F, Sp, Su
HSCI 105	Medical Terminology	2	F, Sp
HSCI 232	Human Genetics	4	F

Total Credit Hours: 18

History

Department of History

Department Chair: Elisa Miller

Department Faculty: Professors Benziger, Christiansen, Dufour, Espinosa, Miller, Schuster; **Associate Professors** Ender, Golden, Kim, Kiser; **Assistant Professors** Cummings

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

HISTORY B.A.

COURSE REQUIREMENTS FOR B.A. IN HISTORY

Courses

HIST 281W	History Matters I: Methods and Skills	3	F, Sp
HIST 282W	History Matters II: Historical Research	3	F, Sp
HIST 389W	History Matters III: Senior Research Project	2	F, Sp

ONE COURSE from

HIST 101	Multiple Voices: Africa in the World	4	F, Sp, Su
HIST 102	Multiple Voices: Asia in the World	4	F, Sp, Su
HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su
HIST 105	Multiple Voices: Latin America in the World	4	F, Sp, Su
HIST 106	Multiple Voices: Muslim People in the World	4	F, Sp, Su
HIST 107	Multiple Voices: The United States in the World	4	F, Sp, Su
HIST 108	History of Science and Medicine	4	Annually

ONE COURSE EACH from Categories A, B, and C

Category A: U.S. History

HIST 201	U.S. History: 1400-1800	3	F, Sp
HIST 202	U.S. History: 1800-1920	3	F, Sp
HIST 203	U.S. History: 1920 to the Present	3	F, Sp
HIST 209	The American Revolution	3	Annually
HIST 217	American Gender and Women's History	3	Annually
HIST 218	American Foreign Policy: 1945 to the Present	3	F
HIST 219	Popular Culture in Twentieth Century America	3	Alternate years
HIST 243	Latino Peoples and US History	3	Annually
HIST 320	American Colonial History	3	Annually
HIST 322	The Early American Republic	3	Annually
HIST 323	The Gilded Age and Progressive Era	3	Alternate years

HIST 324	Crises of American Modernity, 1914-1945	3	Annually
HIST 325	Superpower America 1945-1990	3	Annually
HIST 328	History of the American West	3	As needed
HIST 329	Civil War and Reconstruction	3	As needed
HIST 330	History of American Immigration	3	As needed
HIST 331	Rhode Island History	3	Sp
HIST 332	The American Presidency	4	Annually
HIST 334	African American History	3	Annually
HIST 336	The United States and the Emerging World	3	Sp

Category B: European History

HIST 220	Ancient Greece	3	Alternate years
HIST 221	The Roman Republic	3	Alternate Years
HIST 222	The Roman Empire	3	Alternate Years
HIST 223	Medieval History	3	Alternate years
HIST 224	The Glorious Renaissance	3	F
HIST 234	Challenges and Confrontations: Women in Europe	3	As needed
HIST 235	Voices of the Great War	3	Alternate years
HIST 258	Environmental History	3	Annually
HIST 306	Protestant Reformations and Catholic Renewal	3	As needed
HIST 307	Europe in the Age of Enlightenment	3	As needed
HIST 308	Europe in the Age of Revolution, 1789 to 1850	3	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	3	As needed
HIST 310	Twentieth-Century Europe	3	As needed
HIST 311	The Origins of Russia to 1700	3	Alternate years
HIST 312	Russia from Peter to Lenin	3	Alternate years
HIST 313	The Soviet Union and After	3	Alternate years
HIST 316	Modern Western Political Thought	4	F
HIST 318	Tudor-Stuart England	3	As needed

Category C: Africa, Asia, Latin America, Middle East History

HIST 236	Post-Independence Africa	3	Annually
HIST 238	Early Imperial China	3	As needed
HIST 239	Japanese History through Art and Literature	3	Alternate years
HIST 241	Colonial and Neocolonial Latin America	3	Annually
HIST 242	Modern Latin America	3	Annually
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 345	Conflict, Globalization, and Modern East Asia	3	As needed

HIST 348 Africa under Colonial Rule 3 Annually

FOUR ADDITIONAL COURSES from any of the three above categories.

Note: Of these SEVEN courses in the above categories, THREE must be at the 200-level and FOUR must be at the 300-level. At least ONE of these courses must primarily focus on history pre-1800.

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

Subtotal: 33-37

HISTORY MINOR

COURSE REQUIREMENTS

The minor in history consists of a minimum of 22 credit hours (seven courses), as follows:

Courses

ONE COURSE from:

HIST 101	Multiple Voices: Africa in the World	4	F, Sp, Su
HIST 102	Multiple Voices: Asia in the World	4	F, Sp, Su
HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su
HIST 105	Multiple Voices: Latin America in the World	4	F, Sp, Su
HIST 106	Multiple Voices: Muslim People in the World	4	F, Sp, Su
HIST 107	Multiple Voices: The United States in the World	4	F, Sp, Su
HIST 108	History of Science and Medicine	4	Annually

and SIX additional 200- or 300-level history courses, chosen in consultation with advisor.

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

Total Credit Hours: 22

PUBLIC HISTORY MINOR

COURSE REQUIREMENTS

The minor in public history consists of a minimum of 19 credit hours (eight courses), as follows:

Courses

ONE COURSE from

HIST 101	Multiple Voices: Africa in the World	4	F, Sp, Su
HIST 102	Multiple Voices: Asia in the World	4	F, Sp, Su
HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su
HIST 105	Multiple Voices: Latin America in the World	4	F, Sp, Su
HIST 106	Multiple Voices: Muslim People in the World	4	F, Sp, Su
HIST 107	Multiple Voices: The United States in the World	4	F, Sp, Su
HIST 108	History of Science and	4	Annually

Medicine

AND

HIST 331	Rhode Island History	3	Sp
HIST 381	Workshop: History and the Elementary Education Teacher	1	F
HIST 389W	History Matters III: Senior Research Project	2	F, Sp

ONE ADDITIONAL COURSE in U.S. History

One additional course in U.S. History 3

TWO SEMESTERS of

HIST 357	Public History Experiences	3	Annually
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Total Credit Hours: 19

HISTORY M.A.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A minimum of 24 credit hours of undergraduate courses in history (these courses should not include a Western civilization series or its equivalent).
5. Three letters of recommendation, with two from history professors.
6. A plan of study approved by the advisor and appropriate dean.
7. An interview.

COURSE REQUIREMENTS

CHOOSE A or B below

A. Thesis Plan

HIST 501	Historiography	3	F
HIST 521	Topics in Comparative History	3	Sp
HIST 561	Graduate Seminar in History	3	F
HIST 562	Graduate Reading Seminar	3	Sp
HIST 571	Graduate Reading Course in History	3	As needed
HIST 599	Directed Graduate Research	3-6	As needed

NINE ADDITIONAL CREDIT HOURS OF COURSES, with advisement, from

HIST 521	Topics in Comparative History	3	Sp
HIST 550	Topics in American History	3	As needed
HIST 551	Topics in Western History	3	As needed
HIST 552	Topics in Non-Western History	3	As needed
HIST 561	Graduate Seminar in History	3	F
HIST 562	Graduate Reading Seminar	3	Sp
HIST 571	Graduate Reading Course in History	3	As needed

Subtotal: 30

Note: Three credit hours of courses in a related discipline may be substituted for one of these courses, with advisor's consent.

ORAL EXAMINATION on the thesis and the major field

Subtotal: 30

B. Seminar Plan

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

Note: HIST 561, HIST 562: (taken twice)

NINE ADDITIONAL CREDIT HOURS OF COURSES, with advisement, from

HIST 521	Topics in Comparative History	3	Sp
HIST 550	Topics in American History	3	As needed
HIST 551	Topics in Western History	3	As needed
HIST 552	Topics in Non-Western History	3	As needed
HIST 571	Graduate Reading Course in History	3	As needed

Subtotal: 30

Note: Three credit hours of courses in a related discipline may be substituted for one of these courses, with advisor's consent.

International NGOs and Nonprofit Studies

Director: Robyn Linde

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

INTERNATIONAL NGOS AND NONPROFIT STUDIES MINOR

COURSE REQUIREMENTS

Courses

INGO 200	Community Engagement	4	Sp
INGO 300/POL 345	International NGOs and Nonprofits	4	F
INGO 301	Global Development	4	Sp
POL 103	Global Politics	4	F, Sp

ONE COURSE from

ANTH 327	Peoples and Cultures: Selected Regions	4	As needed
ANTH 329	Queer And Trans Anthropology	4	Alternate years
ANTH 343	Environmental Anthropology	4	Alternate years
FREN 313	Modern France and the Francophone World	4	Alternate years
GEOG 337/POL 337	Urban Political Geography	4	As needed
HIST 236	Post-Independence Africa	3	Annually

HIST 241	Colonial and Neocolonial Latin America	3	Annually
HIST 242	Modern Latin America	3	Annually
HIST 348	Africa under Colonial Rule	3	Annually
NPST 300	Institute in Nonprofit Studies	4	F
POL 240	Model United Nations	4	Alternate years
POL 300	Methodology in Political Science	4	F, Sp
POL 301W	Foundations of Public Administration	4	F
POL 303	International Law and Organization	4	Sp
POL 340	Global Politics and Film	4	Alternate years
POL 341	Politics of Development	4	Sp
POL 344	Human Rights	4	Sp (alternate years)
POL 347	Political Activism and Social Justice	4	Sp (Alternate years)
POL 348	Middle Eastern and North African Politics	4	F
POL 349	Environmental Policy and Law	4	Early Sp
POL 354	Interest Group Politics	4	F (alternate years)
PORT 304	Brazilian Literature and Culture	4	Alternate years
PORT 305	Lusophone African Literatures and Cultures	4	Alternate years
SOC 302W	Social Research Methods	4	F, Sp, Su
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp

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

Total Credit Hours: 19-20

Justice Studies

Department of Sociology

Director of Undergraduate Program in Justice Studies: Jill Harrison

Director of Graduate Program in Justice Studies: Mikaila Arthur

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

JUSTICE STUDIES B.A.

COURSE REQUIREMENTS

Courses

PHIL 208	Introduction to Theories of Justice	4	F, Sp
POL 102	American Government	4	F, Sp, Su
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
ONE COURSE from:			
POL 208	Introduction to the Law	4	F, Sp
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
SOC 200	Introduction to Sociology	4	F, Sp

Research Methods

CHOOSE Option I, II, or III below

Option I

(For all justice studies majors, including those double majoring in justice studies and sociology)

SOC 302W	Social Research Methods	4	F, Sp, Su
SOC 404	Social Data Analysis	4	F, Sp, Su

Option II

(For students double majoring in justice studies and political science)

POL 300	Methodology in Political Science	4	F, Sp
SOC 302W	Social Research Methods	4	F, Sp, Su

Option III

(For students double majoring in justice studies and psychology)

PSYC 320	Research Methods II: Behavioral Statistics	4	F, Sp
SOC 302W	Social Research Methods	4	F, Sp, Su

Core Theory and Capstone

JSTD 466W	Seminar in Justice Studies	4	F, Sp
POL 332	Civil Liberties in the United States	4	F, Sp
SOC 362W	Theories of Crime Seminar	4	F, Sp

Cognates**FIVE COURSES from**

ANTH 333	Comparative Law and Justice	4	F, Sp
	-Or-		
SOC 333	Comparative Law and Justice	4	F, Sp
ANTH 347	Environmental Justice	4	Alternate years
CSCI 410	Digital Forensics	4	F
JSTD 350	Topics in Justice Studies	4	As needed
PHIL 321	Social and Political Philosophy	3	F
PHIL 322	Philosophy of Law	3	Sp
POL 327	Internship in State Government	4	Sp
	-Or-		
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
	-Or-		
SOC 435	Fieldwork in Sociology	1-4	As needed
POL 330	Jurisprudence and the American Judicial Process	4	As needed
POL 331	Courts and Public Policy	4	F
POL 344	Human Rights	4	Sp (alternate years)
SOC 318	Law and Society	4	F, Sp
SOC 320	Aging and the Law	4	Annually
SOC 324	Immigration and Justice	4	Annually
SOC 340	Police and Policing	4	F, Sp, Su
SOC 341	Sociology of Punishment	4	F, Sp, Su
SOC 342	Women, Crime, and Justice	4	F, Sp
SOC 343	Juveniles and Justice	4	As needed
SOC 344	Race and Justice	4	F, Sp
SOC 345	Victimology	4	F, Sp, Su

NOTE: POL 327: Double majors in justice studies and social work may choose SWRK 436.

Note: CSCI 410 requires the following prerequisites: CSCI 102, CSCI 157 or CSCI 211 (the last for which the prerequisite is CSCI 157), and CSCI 402. This course is recommended for students who also major or minor in CSCI who are likely to have these prerequisite courses.

Note: Students taking SOC 435 may earn between 1 and 4 credits depending on when the course is offered.

Note: Program includes courses that will also apply to the General Education program in the Social and Behavioral Sciences and Advanced Quantitative/Scientific Reasoning distributions.

Total Credit Hours: 51-56**JUSTICE STUDIES MINOR****COURSE REQUIREMENTS**

The minor in justice studies consists of 26–28 credit hours (seven courses), as follows:

Courses

POL 102	American Government	4	F, Sp, Su
POL 332	Civil Liberties in the United States	4	F, Sp
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 362W	Theories of Crime Seminar	4	F, Sp
THREE COURSES from the following:			
ANTH 333	Comparative Law and Justice	4	F, Sp
	-Or-		
SOC 333	Comparative Law and Justice	4	F, Sp
ANTH 347	Environmental Justice	4	Alternate years
JSTD 350	Topics in Justice Studies	4	As needed
PHIL 321	Social and Political Philosophy	3	F
POL 330	Jurisprudence and the American Judicial Process	4	As needed
POL 331	Courts and Public Policy	4	F
SOC 318	Law and Society	4	F, Sp
SOC 320	Aging and the Law	4	Annually
SOC 324	Immigration and Justice	4	Annually
SOC 340	Police and Policing	4	F, Sp, Su
SOC 341	Sociology of Punishment	4	F, Sp, Su
SOC 342	Women, Crime, and Justice	4	F, Sp
SOC 343	Juveniles and Justice	4	As needed
SOC 344	Race and Justice	4	F, Sp

Total Credit Hours: 26-28**JUSTICE STUDIES M.A.****Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. A bachelors degree, if not applying for the combined B.A./M.A. program.
3. Official transcripts of all undergraduate and graduate records.
4. Prior course work in research methods and quantitative analysis, PLUS at least four undergraduate courses in sociology, a major in a related field, or substantial work experience in a justice-related field.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.

6. Statement of professional goals including how the program will prepare the candidate for these goals.
7. Three letters of recommendation that address potential to succeed in a graduate program. Must include at least one letter from a professor in a social science course.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview may be required.

Provisional Admissions

Please see Graduate Admissions Requirements (p. 44) for details.

B.A./M.A. Admissions Option

Students matriculated in the Rhode Island College undergraduate Justice Studies or Sociology majors may apply for a combined B.A./M.A. option. Such students will apply after completing 75 credits, including at least 20 credits in courses counted towards the Justice Studies or Sociology major, and must have a minimum G.P.A. of 3.0. Application requirements include all of those listed above. B.A./M.A. students are permitted to count 9 graduate credits towards their undergraduate requirements.

COURSE REQUIREMENTS

Courses

SOC 501	Professional Writing for Justice Services	4	F
SOC 504	Advanced Quantitative Analysis	4	Sp
SOC 509	Advanced Criminological Theory	4	F

ONE COURSE from

SOC 532	Advanced Qualitative Methods	4	Sp
SOC 533	Evaluation Research	4	As needed

Or another research methods course in a related discipline selected with department chair's consent.

EIGHT ELECTIVE CREDITS from

SOC 450	Topics in Sociology	4	As needed
SOC 536	Current Legal Issues	4	As needed
SOC 551	Topics in Criminology	4	As needed
SOC 552	Topics in Stratification	4	As needed
SOC 553	Topics in the Sociology of Law	4	As needed
SOC 554	Topics in Social Problems	4	As needed

Relevant 400-500 level courses from other departments will be considered with approval from advisor.

Choose A or B:

A. Thesis Plan

SOC 592	Masters Thesis	3	As needed
Subtotal: 30			

SOC 592 is to be taken twice for a total of 6 credits.

B. Project Plan

SOC 593	Final Project	3	As needed
	FOUR ELECTIVE CREDITS selected from the list above.	4	
Subtotal: 31			

Liberal Studies

Program Director: Brandon Hawk

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

LIBERAL STUDIES B.A.

Retention Requirement: A 2.0 GPA across all courses counted toward the major is required for graduation.

COURSE REQUIREMENTS

Courses

LIBS 261	Introduction to Liberal Studies	4	Annually
LIBS 461W	Liberal Studies Seminar	4	Annually

EIGHT ADDITIONAL COURSES chosen in consultation with a Liberal Studies Advisor.

At least one course must come from four of the five areas listed below, and no more than four courses may come from any one area or department. At least four of the courses must be at the 300-level or above. Connections courses, and courses that have been used to fulfill the student's General Education requirements may not be counted toward the major.

Arts

Choose from courses in Art, Art History, Dance, Film Studies, Music and Theatre or any of the following courses:

COMM 241	Introduction to Cinema and Video	4	F, Sp, Su
ENGL 113	Approaches to Drama: Page to Stage	4	F, Sp

Humanities

Choose from courses in English (except ENGL 113), History, Modern Languages, Philosophy or any of the following courses:

COMM 208	Public Presentations	4	F, Sp
COMM 242	Message, Media, and Meaning	4	As needed
COMM 255W	Introduction to Language	4	Sp

Mathematics

Choose from courses in Mathematics or Computer Science.

Natural and Physical Sciences

Choose from courses in Biology, Chemistry, Physical Science or Physics.

Social Sciences

Choose from courses in Africana Studies, Anthropology, Economics, Geography, International Non-Governmental Organizations, Non Profit Studies, Political Science, Psychology, Sociology, Gender and Women's Studies or any of the following courses:

COMM 230	Interpersonal Communication	4	F
COMM 240	Mass Media and Society	4	F, Sp, Su
COMM 332	Gender and Communication	4	F
COMM 333	Intercultural Communication	4	As needed
COMM 340W	Media Ethics	4	Sp
COMM 347	Media Law	4	Sp
COMM 351	Persuasion	4	F, Sp
COMM 353	Political Communication	4	Annually
COMM 354	Civic Engagement	4	Sp (odd

COMM 357	Public Opinion and Propaganda	4	years) F, Su
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Total Credit Hours: 41-52

Mathematical Sciences

Department of Mathematical Sciences

Department Chair: Rebecca Sparks

Data Science Program Faculty: Professors Burke, Costa, Humphreys, Sparks, Teixeira, Zhou; **Associate Professors** Harrop, Kovac, Pinheiro, Medwid; **Assistant Professors** Wang

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

Note: Students cannot count toward the major more than two courses with grades below C-.

DATA SCIENCE B.S.

COURSE REQUIREMENTS

Courses

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su
DATA 245	Principles of Data Science	4	F, Sp
DATA 345	Applied Linear Algebra for Statistical Learning	4	F
MATH 436	Discrete Mathematics	3	F, Sp
DATA 445	Advanced Statistical Methods	4	Sp
DATA 460	Seminar in Data Science	3	Sp
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CIS 455W	Database Programming	4	F, Sp
PHIL 207	Technology and the Future of Humanity	3	Sp

Total Credit Hours: 41

MATHEMATICS B.A.

COURSE REQUIREMENTS

Courses

Prior to enrolling in any mathematics course above 120, all students must have completed the College Mathematics Milestone.

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 300W	Bridge to Advanced	4	Sp

MATH 314	Mathematics Calculus III	4	F, Sp
MATH 315	Linear Algebra	4	F
MATH 411	Advanced Calculus	4	F (odd years)
MATH 432	Introduction to Abstract Algebra	4	Sp
MATH 441	Introduction to Probability	4	F
MATH 461W	Seminar in Mathematics	4	F

THREE COURSES from

DATA 345	Applied Linear Algebra for Statistical Learning	4	F
MATH 416	Ordinary Differential Equations	4	Sp (as needed)
MATH 417	Introduction to Numerical Analysis	4	Sp (as needed)
MATH 431	Number Theory	3	F, Sp
MATH 436	Discrete Mathematics	3	F, Sp
DATA 445	Advanced Statistical Methods	4	Sp

Cognates

ONE COURSE from

CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CHEM 103	General Chemistry I	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su
PHIL 205W	Introduction to Logic	4	Annually
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su

Total Credit Hours: 49-52

DATA SCIENCE MINOR

COURSE REQUIREMENTS

The minor in Data Science consists of a minimum of 20 credit hours (five courses), as follows:

Courses

CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su
DATA 245	Principles of Data Science	4	F, Sp
DATA 345	Applied Linear Algebra for Statistical Learning	4	F
DATA 445	Advanced Statistical Methods	4	Sp

Total Credit Hours: 20

MATHEMATICS MINOR

COURSE REQUIREMENTS

The minor in mathematics consists of a minimum of 21 credit hours (six courses), as follows:

Courses

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su

ONE COURSE from

MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

and at least 8 additional MATH or DATA credits at the 300-level or above, except MATH 409.

Prior to enrolling in any mathematics course above 120, all students must have completed the College Mathematics Milestone.

Total Credit Hours: 20-22

MATHEMATICAL STUDIES M.A.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A minimum of 30 credit hours of courses beyond precalculus mathematics.
5. Three letters of recommendation.
6. A plan of study approved by the advisor and appropriate dean.

BA/MA in Mathematical Studies Admission Option:

Undergraduate students matriculated at Rhode Island College can apply for conditional admission to the Master of Arts in Mathematical Studies program after completing 60 undergraduate credits. Students conditionally admitted to the M.A. program begin taking graduate courses after completing 90 undergraduate credits. Students who remain in good standing and continue to meet admission requirements upon completion of the bachelors degree will be granted full admission to the M.A. program. Application requirements remain the same as above. Applicants must complete M300 and at least 6 of the required 12 math courses for the B.A. program prior to taking graduate level courses.

DEGREE REQUIREMENTS

Core Courses

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 522	Combinatorics	3	As needed
MATH 528	Topology	3	As needed
MATH 530	Advanced Linear Algebra	3	As needed
MATH 532	Algebraic Structures	3	As needed
MATH 551	Topics in Proof	3	As needed

Course Requirements

THREE core courses chosen with the program director's consent.

9-12 additional credits in Mathematics at an appropriate level, chosen with program director's consent.

9-12 credits in Mathematics OR related disciplines chosen with Program Director's consent. Choices may include but are not limited to course in Mathematics Education, Computer Science, Physics, Finance or Economics.

Subtotal: 30-33

Medical Imaging

Director: Eric Hall

The medical imaging program at Rhode Island College is a joint program in conjunction with the Lifespan School of Medical Imaging. It is a comprehensive four-year program consisting of General Education and cognate courses at Rhode Island College followed by clinical education courses at the School of Medical Imaging.

Clinical education courses are held at Rhode Island Hospital, Hasbro Children's Hospital, University Orthopedics, The Miriam Hospital, and Rhode Island Medical Imaging. Students who successfully complete the program are eligible to take the appropriate national certification examination.

Students accepted into a medical imaging clinical program are responsible for obtaining certification in cardiopulmonary resuscitation (basic life support for the health care provider) prior to enrolling in clinical courses.

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

All students are accepted to the college as Medical Imaging – Intended majors. Admission into the DMS, MRI, NMT or RAD concentrations is highly competitive. The applicant's academic performance and the results of a personal interview are both carefully considered in the admission process. The criteria listed below are minimum admission requirements and do not guarantee admission into a medical imaging clinical program.

MEDICAL IMAGING B.S.

Admission Requirements for Concentrations in Diagnostic Medical Sonography, Magnetic Resonance Imaging, Nuclear Medicine Technology, and Radiography

Concentrators

1. Completion of all required preclinical courses, with a minimum grade of C in each course.
2. A completed application form submitted by the appropriate deadline to the Director of the Medical Imaging Program.
3. A minimum cumulative grade point average of 2.70.

4. An interview with the admissions committee of the Rhode Island Hospital School of Diagnostic Imaging.

Admission Requirements for Concentrations in Certified Medical Imager Management

Prior licensure in Diagnostic Medical Sonography, Magnetic Resonance Imaging, Nuclear Medicine Technology or Radiography

Admission Requirements for Concentrations in Certified RT Vascular Interventional Radiography

Prior licensure in Radiography

Retention Requirement for All Concentrations

A minimum grade of C in all required courses.

General Education Requirements for Concentration in Certified RT Computed Tomography

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

- Students will take a required MATH course in the cognates for each program that will satisfy their General Education Mathematics category.
- Students will receive transfer credit for NS 175, which will fulfill the Natural Science category.
- Students will receive transfer credit for AQSR 175, which will fulfill the Advanced Quantitative/Scientific Reasoning category.

COURSE REQUIREMENTS

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

A. Certified RT Computed Tomography

CTSC 300	Principles of Computed Tomography	2	As needed
CTSC 301	Computed Tomography Physics and Radiation Protection	2	As needed
CTSC 407	Sectional Anatomy and Pathology	2	As needed
CTSC 432	Computed Tomography Clinical Practice	8	As needed

Cognates

COMM 338	Communication for Health Professionals	4	F
MATH 209	Precalculus Mathematics -Or-	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su

Note: MATH 209 or MATH 240: Fulfills the mathematics category of General Education.

Radiologic Technology Certification Transfer Credits

TRANSFER CREDITS 60

Subtotal: 82

B. Certified RT Vascular Interventional Radiography

VIR 300	Principles of Vascular Interventional Radiography	3	F
VIR 301	Procedures I	3	
VIR 302	Procedures II	4	Sp

VIR 303	Clinical Education I	4	F
VIR 304	Clinical Education II	4	Sp

Cognates

BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su

Radiologic Technology Certification Transfer Credits

TRANSFER CREDITS 60

Subtotal: 78

C. Certified Medical Imager Management

Cognates

BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
COMM 338	Communication for Health Professionals	4	F
MATH 209	Precalculus Mathematics -Or-	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
MGT 201W	Foundations of Management TWO COURSES in management at the 300-level or above	4	F, Sp, Su
		6-8	

Note: MATH 209 or MATH 240 Fulfills the mathematics category of General Education.

Medical Imager Certification Transfer Credits

TRANSFER CREDITS 30-60

Subtotal: 56-88

D. Diagnostic Medical Sonography

DMS 305	Foundations of Diagnostic Medical Sonography	3	F
DMS 306	Abdominal and Small Parts Sonography	5	Sp
DMS 308	Sonographic Principles and Instrumentation	4	Sp
DMS 309	Clinical Education I	3	Sp
DMS 312	Sonographic Women's Imaging	4	Su
DMS 313	Clinical Education II	5	Su
DMS 431	Vascular Technology	4	F
DMS 432	Obstetrical Sonography	4	F
DMS 433	Clinical Education III	4	F
DMS 434	Registry Review	3	Sp
DMS 435	Advanced Procedures in DMS	3	Sp
DMS 436	Clinical Education IV	4	Sp
MEDI 201	Orientation to Medical	1	F, Sp

MEDI 203	Imaging Introduction to Medical	3	F
MEDI 205	Imaging Medical Terminology in	1	F
MEDI 255	Medical Imaging Patient Care in Medical	3	F
MEDI 308	Imaging Professional Behavior in	3	F
MEDI 463W	Medical Imaging Senior Seminar in Medical	3	Sp
Cognates			
BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
MATH 209	Precalculus Mathematics -Or-	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su
Subtotal: 80			

Note: MATH 209 or MATH 240: Fulfills the mathematics category of General Education.

E. Magnetic Resonance Imaging

MEDI 201	Orientation to Medical Imaging	1	F, Sp
MEDI 203	Introduction to Medical Imaging	3	F
MEDI 205	Medical Terminology in Medical Imaging	1	F
MEDI 255	Patient Care in Medical Imaging	3	F
MEDI 308	Professional Behavior in Medical Imaging	3	F
MEDI 309	Sectional Anatomy in Medical Imaging	3	F
MEDI 410	Pathology in Medical Imaging	3	F
MEDI 463W	Senior Seminar in Medical Imaging	3	Sp
MRI 302	Foundations of Medical Resonance Imaging	3	Sp
MRI 303	Procedures I	3	Sp
MRI 304	Physical Principles I	4	Sp
MRI 305	Clinical Education I	3	Sp
MRI 306	Procedures II	3	Su
MRI 307	Clinical Education II	5	Su
MRI 431	Physical Principles II	4	F
MRI 432	Clinical Education III	5	F
MRI 433	Advanced Procedures in Magnetic Resonance Imaging	3	Sp
MRI 434	MRI Registry Review	3	Sp
MRI 435	Clinical Education IV	4	Sp

Cognates

BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I	1	F, Sp, Su

BIOL 203	Laboratory Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
MATH 209	Precalculus Mathematics -Or-	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su

Subtotal: 80

Note: MATH 209 or MATH 240: Fulfills the mathematics category of General Education.

F. Nuclear Medicine Technology

CTSC 300	Principles of Computed Tomography	2	As needed
CTSC 301	Computed Tomography Physics and Radiation Protection	2	As needed
MEDI 201	Orientation to Medical Imaging	1	F, Sp
MEDI 203	Introduction to Medical Imaging	3	F
MEDI 205	Medical Terminology in Medical Imaging	1	F
MEDI 255	Patient Care in Medical Imaging	3	F
MEDI 308	Professional Behavior in Medical Imaging	3	F
MEDI 309	Sectional Anatomy in Medical Imaging	3	F
MEDI 410	Pathology in Medical Imaging	3	F
MEDI 463W	Senior Seminar in Medical Imaging	3	Sp
NMT 302	Foundations of Nuclear Medicine Technology	3	Sp
NMT 303	Nuclear Medicine Procedures I	3	Sp
NMT 304	Radiation Safety and Radiobiology	3	Sp
NMT 306	Nuclear Medicine Procedures II and Therapeutics	3	Su
NMT 336	Clinical Education I	3	Sp
NMT 337	Clinical Education II	5	Su
NMT 433	Radiopharmaceuticals in Nuclear Medicine	3	F
NMT 434	Radiation Physics and Advanced Instrumentation	3	F
NMT 435	Registry Review	3	Sp
NMT 436	Clinical Education III	5	F
NMT 437	Clinical Education IV	4	Sp

Cognates

BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su

MATH 209	Precalculus Mathematics -Or-	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su
		Subtotal: 82	

Note: MATH 209 or MATH 240: Fulfills the mathematics category of General Education.

G. Radiography

MEDI 201	Orientation to Medical Imaging	1	F, Sp
MEDI 203	Introduction to Medical Imaging	3	F
MEDI 205	Medical Terminology in Medical Imaging	1	F
MEDI 255	Patient Care in Medical Imaging	3	F
MEDI 308	Professional Behavior in Medical Imaging	3	F
MEDI 309	Sectional Anatomy in Medical Imaging	3	F
MEDI 410	Pathology in Medical Imaging	3	F
MEDI 463W	Senior Seminar in Medical Imaging	3	Sp
RAD 331	Foundations of Radiography	3	Sp
RAD 332	Radiographic Procedures I	3	Sp
RAD 333	Radiographic Procedures II	3	Su
RAD 334	Principles of Radiography	4	Sp
RAD 335	Radiation Physics	3	Su
RAD 336	Clinical Education I	3	Sp
RAD 338	Clinical Education II	5	Su
RAD 432	Advanced Principles and Radiobiology	4	F
RAD 433	Clinical Education III	5	F
RAD 434	Advanced Procedures in Radiography	3	Sp
RAD 435	Registry Review	3	Sp
RAD 436	Clinical Education IV	4	Sp
Cognates			
BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
MATH 209	Precalculus Mathematics -Or-	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su
		Subtotal: 83	

Note: MATH 209 or MATH 240: Fulfills the mathematics category of General Education.

Modern Languages

Department of Modern Languages

Department Chair: David Ramirez

Department Faculty: Associate Professors Basile, Ramirez, Oliveira

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

Language Courses

The Department of Modern Languages offers elementary and intermediate courses in Arabic, French, German, Greek, Italian, Japanese, Latin, Portuguese, and Spanish. Placement for language study is determined by the student's performance in course work or, for French, German, Portuguese and Spanish, by their score on the modern languages online test at: <https://www.ric.edu/department-directory/department-modern-languages/ric-second-language-requirement>. Students who demonstrate proficiency on the CEEB, NEWL, or the College Level Examination Program tests are granted credit toward graduation in accordance with Rhode Island College policy.

Elementary courses (101 and 102) and intermediate courses (113 and 114) may be offered in languages not listed in this catalog. Refer to the schedule of classes published each semester and contact the department chair for details. Advanced courses are available in French, Italian, Latin American studies, Portuguese, and Spanish.

Elementary courses may be taken for elective credit, except in the language presented to meet college admission requirements. Students who wish to continue their study of the language presented for admission should elect language courses numbered 102, 113, or 114. For fulfillment of the Second Language Requirement see the section on General Education.

Internship

The Department of Modern Languages strongly encourages students to undertake internship experiences as part of their undergraduate education. Every semester, the department offers twelve-week internships for students in all modern languages concentrations. Students are placed in area agencies, organizations, and companies where they have the opportunity to use the language of their concentration. In order to participate in an internship, students must register for MLAN 320.

MODERN LANGUAGE B.A.

COURSE REQUIREMENTS

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

A. Francophone Studies

FREN 201W	Advanced French: Conversation and Composition	4	F
FREN 202W	Advanced French: Composition and Conversation	4	Sp
FREN 313	Modern France and the Francophone World	4	Alternate years
FREN 324	Survey of French	4	Alternate

	Literature from 1789 to the Present	3	years	
FREN 420W	Applied Grammar	3	Alternate years	
FREN 460W	Seminar in French	3	Annually	
HIST 236	Post-Independence Africa	3	Annually	
HIST 348	Africa under Colonial Rule	3	Annually	
MLAN 360	Seminar in Modern Languages	3	Annually	
Cognates				
ARBC 101	Elementary Arabic I	4	F, Sp	
ARBC 102	Elementary Arabic II	4	F, Sp	

Subtotal: 39

Note: ARBC 101, ARBC 102: May be substituted for another language spoken in Francophone Africa

B. French

FREN 115	Literature of the French-Speaking World	4	F, Sp	
FREN 201W	Advanced French: Conversation and Composition	4	F	
FREN 202W	Advanced French: Composition and Conversation	4	Sp	
FREN 313	Modern France and the Francophone World	4	Alternate years	
FREN 323	Survey of French Literature from the Middle Ages to 1789	4	Alternate years	
FREN 324	Survey of French Literature from 1789 to the Present	4	Alternate years	
FREN 420W	Applied Grammar	3	Alternate years	
FREN 460W	Seminar in French	3	Annually	
MLAN 360	Seminar in Modern Languages	3	Annually	
MLAN 400	Applied Linguistics	3	Annually	

Subtotal: 40

ONE ADDITIONAL COURSE in French at the 300-level (4 credits)

C. Latin American Studies

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp	
HIST 241	Colonial and Neocolonial Latin America	3	Annually	
HIST 242	Modern Latin America	3	Annually	
LAS 363	Seminar: Topics in Latin American Studies	3	Alternate years	
MLAN 360	Seminar in Modern Languages	3	Annually	

ONE COURSE from

ANTH 461/FNED 461	LatinX in the United States	4	Annually	
HIST 243	Latino Peoples and US History	3	Annually	
MLAN 320	Internship in Modern Languages	1-4	As needed	
POL 103	Global Politics	4	F, Sp	
POL 317	Politics and Society	4	Sp	
POL 341	Politics of Development	4	Sp	
	-Or-			
	a 400-level Spanish or Portuguese course in Latin American literature, film,	3		

culture, etc.

CHOOSE Track 1 or Track 2

Track 1: Brazil

PORT 201W	Conversation and Composition	4	F	
PORT 202W	Composition and Conversation	4	Sp	
PORT 304	Brazilian Literature and Culture	4	Alternate years	
	ONE ADDITIONAL COURSE in Portuguese at the 300-level or above	3-4		
	Cognates: TWO COURSES in Spanish	6-8		

Track 2: Spanish-Speaking Latin America

SPAN 201W	Conversation and Composition	4	F, Sp	
SPAN 202W	Composition and Conversation	4	F, Sp	
SPAN 312	Latin American Literature and Culture: Pre-Eighteenth Century	4	F	
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp	
	Cognates: TWO COURSES in Portuguese	6-8		

Subtotal: 40-44

D. Portuguese

PORT 115	Literature of the Portuguese-Speaking World	4	F, Sp	
PORT 201W	Conversation and Composition	4	F	
PORT 202W	Composition and Conversation	4	Sp	
PORT 420W	Applied Grammar	3	Alternate years	
PORT 460W	Seminar in Portuguese	3	As needed	

And a minimum of 12 credit hours of courses from:

PORT 302	Portuguese Literature and Culture	4	Alternate years	
PORT 303	Insular Literatures and Cultures	4	Alternate years	
PORT 304	Brazilian Literature and Culture	4	Alternate years	
PORT 305	Lusophone African Literatures and Cultures	4	Alternate years	

Subtotal: 30

E. Spanish

MLAN 360	Seminar in Modern Languages	3	Annually	
MLAN 400	Applied Linguistics	3	Annually	
SPAN 115	Literature of the Spanish-Speaking World	4	F, Sp	
SPAN 201W	Conversation and Composition	4	F, Sp	
SPAN 202W	Composition and Conversation	4	F, Sp	
SPAN 310	Spanish Literature and Culture: Pre-Eighteenth Century	4	F	
SPAN 311	Spanish Literature and Culture: From Eighteenth Century	4	Sp	

SPAN 312	Latin American Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp
SPAN 420W	Applied Grammar	3	Sp
SPAN 460W	Seminar in Spanish	3	Annually
			Subtotal: 40

FRANCOPHONE STUDIES MINOR

REQUIREMENTS

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

FRENCH MINOR

REQUIREMENTS

The minor in French consists of 18-20 credit hours (5 courses), as follows:

Courses

At least three courses from:

FREN 113	Intermediate French I	4	F, Sp
FREN 115	Literature of the French-Speaking World	4	F, Sp
FREN 201W	Advanced French: Conversation and Composition	4	F
FREN 202W	Advanced French: Composition and Conversation	4	Sp

and 3-8 credit hours of additional courses in French at the 300-level or above.

Subtotal: 18-20

Total Credit Hours: 18-20

ITALIAN MINOR

REQUIREMENTS

The minor in Italian consists of 18-20 credit hours (5 courses), as follows:

Courses

AT LEAST THREE COURSES from:

ITAL 113	Intermediate Italian	4	F
ITAL 115	Literature of Italy	4	F, Sp
ITAL 201	Conversation and Composition	4	F
ITAL 202	Composition and Conversation	4	Sp

and 3-8 credit hours of additional courses in Italian at the 300-level or above.

Subtotal: 18-20

Total Credit Hours: 18-20

LATIN AMERICAN STUDIES MINOR

REQUIREMENTS

The minor in Latin American Studies consists of 18-20 credit hours, as follows:

Courses

HIST 105	Multiple Voices: Latin America in the World	4	F, Sp, Su
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TWO COURSES from either SPAN or PORT sequences (both in the same language):

SPAN 113	Intermediate Spanish	4	F, Sp, Su
SPAN 115	Literature of the Spanish-Speaking World	4	F, Sp
SPAN 201W	Conversation and Composition	4	F, Sp
SPAN 202W	Composition and Conversation	4	F, Sp
PORT 113	Intermediate Portuguese	4	Sp
PORT 114	Readings in Intermediate Portuguese	4	F
PORT 115	Literature of the Portuguese-Speaking World	4	F, Sp
PORT 201W	Conversation and Composition	4	F
PORT 202W	Composition and Conversation	4	Sp

TWO COURSES from:

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
HIST 241	Colonial and Neocolonial Latin America	3	Annually
HIST 242	Modern Latin America	3	Annually
HIST 243	Latino Peoples and US History	3	Annually
LAS 363	Seminar: Topics in Latin American Studies	3	Alternate years
POL 103	Global Politics	4	F, Sp
POL 341	Politics of Development	4	Sp
PORT 304	Brazilian Literature and Culture	4	Alternate years
PORT 460W	Seminar in Portuguese	3	As needed
SPAN 312	Latin American Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp
SPAN 460W	Seminar in Spanish	3	Annually
ANTH 461/FNED 461	LatinX in the United States	4	Annually

Note: PORT 460W must be in Brazilian culture/literature and SPAN 460W must be on Latin American culture/literature.

Note: PORT 304 and PORT 460W each has PORT 202W as a prerequisite and SPAN 312, SPAN 313, or SPAN 460W has SPAN 202W as a prerequisite.

Total Credit Hours: 18-20

PORTUGUESE MINOR

REQUIREMENTS

The minor in Portuguese consists of 18-20 credit hours above PORT 102 in consultation with the Portuguese advisor.

Courses			
PORT 115	Literature of the Portuguese-Speaking World	4	F, Sp
PORT 201W	Conversation and Composition	4	F
PORT 202W	Composition and Conversation	4	Sp

and 6-8 credit hours of additional courses in Portuguese at the 300-level or above.

Total Credit Hours: 18-20

SPANISH MINOR

REQUIREMENTS

The minor in Spanish consists of 18-20 credit hours (5 courses), as follows:

Courses

AT LEAST THREE COURSES from:

SPAN 113	Intermediate Spanish	4	F, Sp, Su
SPAN 115	Literature of the Spanish-Speaking World	4	F, Sp
SPAN 201W	Conversation and Composition	4	F, Sp
SPAN 202W	Composition and Conversation	4	F, Sp

and 3-8 credit hours of additional courses in Spanish at the 300-level or above, or MLAN 360 (p. 308) and/or MLAN 400 (p. 308).
Subtotal: 18-20

Total Credit Hours: 18-20

Music

Department of Music, Theatre, and Dance

Department Chair: Todd Borgerding

Music Program Faculty: Professors Breene, Foley, Kregler, Stillman, Sumerlin; **Associate Professors** Borgerding, Greitzer; **Assistant Professor** St. Jean, Stambaugh

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

An audition is required for acceptance into all music majors. Students must achieve a minimum grade of C in all required MUS courses. Additional admission and retention requirements are noted below.

MUSIC B.A.

COURSE REQUIREMENTS

Music Theory

MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp

ONE COURSE from

MUS 305	Form and Analysis	3	F (odd years)
MUS 321	Orchestration	3	Sp (odd

MUS 323	Counterpoint	3	years) Sp (even years)
MUS 458	Twentieth-Century Theory	3	As needed

Sight Singing and Ear Training

MUS 231	Sight Singing and Ear Training I	1	F
MUS 233	Sight Singing and Ear Training II	1	Sp
MUS 235	Sight Singing and Ear Training III	1	F

Music History and Literature

MUS 205W	Music History and Literature I	3	F
MUS 206W	Music History and Literature II	3	Sp

TWO COURSES from

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

Performance

FIVE SEMESTERS of

MUS 161-163	Large Ensembles	0.5	F, Sp
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Note: Choose one major ensemble. Chamber ensembles may be substituted with advisor and chair consent.

FIVE SEMESTERS of

MUS 270-286	Applied Music -Or- Harp -Or- Harpichord	2	F, Sp, Su
MUS 289	Harpichord	2	F, Sp, Su

Note: Choose one instrument.

FIVE SEMESTERS of

MUS 091	Student Recital Series		F, Sp
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Note: may be waived by chair.

TWO SEMESTERS of

MUS 164-166	Chamber Ensembles -Or- Opera Workshop	1	F, Sp
MUS 268	Opera Workshop	1	F, Sp

Capstone Course

MUS 461W	Senior Seminar	3	Sp
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CHOOSE CONCENTRATION A, B, C, OR D BELOW

A. Music

THREE CREDIT HOURS of music courses at the 200-, 300- or 400-level, excepting MUS 201 and MUS 203, chosen with advisor's consent

	Music courses at the 200-, 300- or 400-level	9	
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Subtotal: 49.5-50.5

B. Music Composition and Theory

NINE CREDITS in consultation with advisor from

MUS 305	Form and Analysis	3	F (odd years)
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MUS 307	Composition Seminar	1-2	F, Sp
MUS 314	Twentieth-Century Music	3	Sp (even years)
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 360	Seminar in Music Literature	2	Sp
MUS 390	Directed Study	3	As needed
MUS 458	Twentieth-Century Theory	3	As needed
MUS 490	Independent Study in Music	3	As needed
MUS 491	Independent Study I	3	As needed
MUS 494	Independent Study II	3	As needed
Subtotal: 55.5-56.5			

C. Music History

THREE COURSES from

MUS 305	Form and Analysis	3	F (odd years)
MUS 310	Medieval and Renaissance Music	3	Sp (even years)
MUS 311	Music of the Baroque	3	F (even years)
MUS 312	Music of the Classical Era	3	Sp (odd years)
MUS 313	Music of the Romantic Period	3	F (odd years)
MUS 314	Twentieth-Century Music	3	Sp (even years)
MUS 360	Seminar in Music Literature	2	Sp
MUS 390	Directed Study	3	As needed
MUS 458	Twentieth-Century Theory	3	As needed
MUS 490	Independent Study in Music	3	As needed
MUS 491	Independent Study I	3	As needed
MUS 494	Independent Study II	3	As needed
Subtotal: 54.5-56.5			

MUSIC IN MUSIC EDUCATION B.M.

Admission Requirements

Entrance to the music education program is a multi-stage process, beginning with application to Rhode Island College through the Office of Undergraduate Admissions and simultaneous application for the required entrance audition through the Department of Music, Theatre, and Dance. Once the applicant is admitted to the college and passes the music audition, they matriculate as a "Music Education-Intended Major." Students then apply to the Feinstein School of Education (FSEHD) while enrolled in MUSE 212 Introduction to Music Education (usually in the second year at RIC). Once admitted to FSEHD, their academic plan is changed to "Music Education."

1. Admission to Rhode Island College (<https://www.ric.edu/admissions-financial-aid>).
2. Successful audition for entrance as a BM-MusicEd-Intended Major. (The audition should be completed as soon as possible and may precede admission to RIC) (<https://www.ric.edu/department-directory/department-music-theatre-and-dance/music-programs/undergraduate-music-programs/music-auditions>).
3. Admission to FSEHD during the sophomore year, including:

a. FSEHD admission requirements listed at <https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/fsehd-undergraduate-admission>.

b. Program-specific requirements for Music Education.

i. Applied Music MUS 270-289, 3 semesters (B- or better).

ii. Successful Freshman Applied Proficiency at the end of second semester of applied lessons.

iii. MUS 104 and MUS 105 (B- or better).

iv. Large Ensemble MUS 161-163, 3 semesters (B- or better).

v. MUS 230, MUS 231, MUS 232, MUS 233, MUS 234, MUS 235 (B- or better).

Note: MUS 113 Basic Rhythm is required for students whose rhythm skills are evaluated as needing significant improvement through an online and live assessment before entrance.

Retention Requirements

1. Students must achieve a minimum grade of B- in all MUSE courses.
2. Students must achieve a minimum grade of B- in MUS 104, MUS 105, MUS 106, MUS 107, MUS 110, MUS 111, MUS 112.
3. Students must achieve a minimum grade of C in all other required MUS courses.
4. Students must pass Freshman Applied Music Proficiency upon completion of the second semester of Applied Music.

COURSE REQUIREMENTS

Music Theory

MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp

Sight Singing and Ear Training

MUS 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 167	Music Cultures of Non-Western Worlds	4	F, Sp
MUS 205W	Music History and Literature I	3	F
MUS 206W	Music History and Literature II	3	Sp

Note: MUS 167 will count as Arts GenEd course.

ONE COURSE from

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

Class Instruments/Conducting

MUS 104	Class Piano I	1	F, Sp
MUS 105	Class Piano II	1	F, Sp
MUS 107	Class Voice	1	Sp
MUS 308	Fundamentals of Conducting	2	F

FOUR COURSES from

MUS 106	Class Strings	1	F
MUS 110	Brass Class	1	F
MUS 111	Woodwinds Class	1	Sp
MUS 112	Percussion Class	1	F
MUS 210	Language Orientation I	1	F
MUS 211	Language Orientation II	1	Sp

Note: MUS 210 and MUS 211: Vocalists only; required for vocalists.

Applied Music

MUS 492W	Senior Recital-Music Education		F, Sp, Su
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SEVEN SEMESTERS of each of the following groups:

MUS 091	Student Recital Series		F, Sp
MUS 161-163	Large Ensembles	0.5	F, Sp
MUS 270-286 or 288-289	Applied Music (in one instrument)	2	F, Sp

ONE SEMESTER in a second major ensemble for .5 credits.

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

Related Requirements**TWO SEMESTERS of either**

MUS 164-166	Chamber Ensembles -Or- Opera Workshop	1	F, Sp
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MUS 164-166: Keyboard majors may substitute 1 credit hour of MUS 366 for 1 credit hour of MUS 164.

Professional Courses

CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
MUSE 212	Introduction to Music Education	2	Sp
MUSE 412	General Music Practicum in Music Education	3	Sp
MUSE 413	Secondary Ensemble Practicum in Music Education	3	F
MUSE 424	Student Teaching in Music Education	10	F, Sp
MUSE 460	Student Teaching Seminar in Music Education	2	F, Sp
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp

Note: CEP 215 will count as Social/Behavioral Sciences GenEd course.

Total Credit Hours: 97-98

Note: Students can complete TESL 402, Applications of Second Language Acquisition to earn a TESL endorsement and/or SPED 433 (Special Education: Best Practices and Applications) to earn a SPED endorsement. This is optional.

MUSIC IN PERFORMANCE B.M.**Retention Requirements**

1. Students must achieve a minimum grade of C in all required MUS courses.
2. Students must pass Freshman Applied Proficiency upon completion of the first semester of Applied Music.

COURSE REQUIREMENTS**Music Theory**

MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
MUS 305	Form and Analysis	3	F (odd years)

ONE COURSE from

MUS 307	Composition Seminar	1-2	F, Sp
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 458	Twentieth-Century Theory	3	As needed

Sight Singing and Ear Training

MUS 113	Basic Rhythm	1	F, Sp
MUS 231	Sight Singing and Ear Training I	1	F
MUS 233	Sight Singing and Ear Training II	1	Sp
MUS 235	Sight Singing and Ear Training III	1	F
MUS 237	Sight Singing and Ear Training IV	1	Sp

Music History and Literature

MUS 167	Music Cultures of Non-Western Worlds	4	F, Sp
MUS 205W	Music History and Literature I	3	F
MUS 206W	Music History and Literature II	3	Sp
MUS 360	Seminar in Music Literature -Or- Senior Seminar	2	Sp
MUS 461W	Senior Seminar	3	Sp

Note: MUS 167 will count as Arts GenEd course.

TWO COURSES from

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

Class Instruments

MUS 104	Class Piano I	1	F, Sp
MUS 105	Class Piano II	1	F, Sp
MUS 308	Fundamentals of Conducting	2	F

Note: Voice majors are required to take MUS 210 and MUS 211.

Applied Music

MUS 391W	Junior Recital		F, Sp, Su
MUS 493W	Senior Recital-Music Performance Majors		F, Sp, Su

EIGHT SEMESTERS of each of the following groups

MUS 091	Student Recital Series		F, Sp
MUS 161-163	Large Ensembles	0.5	F, Sp
MUS 370-389	Applied Music	3	F, Sp

Cognates

FOUR SEMESTERS from

MUS 164-166	Chamber Ensembles	1	
MUS 210	Language Orientation I	1	F
MUS 211	Language Orientation II	1	Sp
MUS 268	Opera Workshop	1	F, Sp
MUS 366	Accompanying	1	F, Sp

Total Credit Hours: 73-78

MUSIC MINOR

COURSE REQUIREMENTS

The minor in music consists of a minimum of 18 credit hours, as follows:

Courses

MUS 205W	Music History and Literature I	3	F
MUS 206W	Music History and Literature II	3	Sp
MUS 230	Music Theory I	3	F
MUS 231	Sight Singing and Ear Training I	1	F
MUS 232	Music Theory II	3	Sp
MUS 233	Sight Singing and Ear Training II	1	Sp

and 4 credit hours from applied music and/or ensembles.

Note: MUS 201, MUS 203, and music education courses may not be elected in the minor.

Total Credit Hours: 18

JAZZ STUDIES MINOR

COURSE REQUIREMENTS

The minor in jazz studies consists of a minimum of 22 credit hours (five courses), as follows:

Courses

MUS 225	History of Jazz	4	F, Sp
MUS 238	Jazz Theory I	3	F
MUS 239	Jazz Theory II	3	As needed

4 credit hours of MUS 168.

8 credit hours of MUS 287 (p. 311).

Total Credit Hours: 22

Music Education

Department of Music, Theatre, and Dance

Department Chair: Todd Borgerding

Music Program Faculty: Professors Breene, Foley, Kregler, Stillman, Sumerlin; **Associate Professors** Borgerding, Greitzer; **Assistant Professor** St. Jean, Stambaugh

MUSIC EDUCATION M.A.T.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at: <https://www.ric.edu/department-directory/office-graduate-studies>.
2. A current résumé.
3. Official transcripts of all undergraduate and graduate records.
4. A baccalaureate degree in music or at least 50 credit hours of music.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
6. An official report of scores on the ETS Major Field Test: MUSIC (4AMF).
7. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
8. Two letters of recommendation.
9. A written statement of educational philosophy, with scored rubric.
10. An interview with the music education graduate program director.
11. A performance audition in the candidate's principle applied music area
12. A plan of study approved by the advisor and appropriate department chair.

Retention Requirements

- To qualify for continuation in degree, for candidate status, and for graduation, a GPA of 3.0 or higher is required.
- Students must achieve a minimum grade of B in all MUSE courses.

COURSE REQUIREMENTS

Academic Disciplines Component

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

Professional Education Component

MUSE 412	General Music Practicum in Music Education	3	Sp
MUSE 413	Secondary Ensemble Practicum in Music Education	3	F
MUSE 501	Research Techniques in Music Education	3	Sp (even years)
MUSE 502	Perception, Assessment, and Evaluation in Music Education	3	Su (odd years)
MUSE 512	Introduction to Music Education	2	Sp
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 526	Student Teaching in Music Education	7	F, Sp
MUSE 560	Student Teaching Seminar in Music Education	2	F, Sp

Foundations Component

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
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FNED 546	Contexts of Schooling	4	F, Sp
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su

Total Credit Hours: 45

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

MUSIC EDUCATION M.M.ED.

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

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at: <https://www.ric.edu/department-directory/office-graduate-studies>.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. An official report of scores on the Praxis II Music: Content Knowledge Test (5113).
5. Three letters of recommendation.
6. A baccalaureate degree in music or at least 50 credit hours of music.
7. Teacher certification in music.
8. Evidence of musicianship.
9. An interview.
10. A plan of study approved by the advisor and appropriate dean.

COURSE REQUIREMENTS

Foundations Component

FNED 502	Social Issues in Education	3	F, Sp, Su
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su

Music Education

MUSE 501	Research Techniques in Music Education	3	Sp (even years)
MUSE 502	Perception, Assessment, and Evaluation in Music	3	Su (odd years)
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 566	Seminar in Music Education	3	F (odd years)

THREE CREDIT HOURS OF COURSES from

MUSE 480	Workshop in Music Education	1-3	
MUSE 503	School Music Administration and Supervision	3	Su (even years)
MUSE 592	Graduate Thesis	3	As needed

Applied Music

MUS 505	Systems of Musical Analysis	3	F (even years)
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MUS 560	Seminar in Music Literature	3	Sp (even years)
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FIVE CREDIT HOURS OF COURSES from

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

Note: MUS 591: Students electing this course must also enroll in at least two semesters of applied music, MUS 570–589.

Electives

FOUR CREDIT HOURS OF COURSES from

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

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

Thesis/graduate projects vary. Topics must be approved by the departmental graduate committee. The recital is available only to students who clearly exhibit advanced musicianship. Recitals must also be approved by the departmental graduate committee.

Total Credit Hours: 36

Philosophy

Department of Philosophy

Department Chair: Glenn Rawson

Department Faculty: Professors Duncan, Rawson, Shogenji

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

PHILOSOPHY B.A.

COURSE REQUIREMENTS

PHIL 100	Introduction to Philosophy	3	F, Sp
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Logic

ONE COURSE from

PHIL 205W	Introduction to Logic	4	Annually
PHIL 220	Logic and Probability in Scientific Reasoning	4	Annually
PHIL 305W	Intermediate Logic	4	As needed

History

ONE COURSE from

PHIL 351W	Plato, Aristotle, and Greek Philosophy	4	Annually
PHIL 356W	Descartes, Hume, Kant and Modern Philosophy	4	Annually

Ethics

ONE COURSE from

PHIL 306	Contemporary Ethical Theory	3	F
PHIL 325	Environmental Ethics	3	Sp

Social/Political**ONE COURSE from**

PHIL 321	Social and Political Philosophy	3	F
PHIL 322	Philosophy of Law	3	Sp

Epistemology**ONE COURSE from**

PHIL 311	Knowledge and Truth	3	Sp (odd years)
PHIL 320	Philosophy of Science	3	Sp (even years)

Metaphysics**ONE COURSE from**

PHIL 330	Metaphysics	3	F (even years)
PHIL 333	Philosophy of Mind	3	F (odd years)

7 ADDITIONAL credits of Philosophy courses.**Total Credit Hours: 30****PHILOSOPHY MINOR****COURSE REQUIREMENTS FOR MINOR IN PHILOSOPHY**

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

COURSE REQUIREMENTS FOR MINOR IN LOGICAL AND ETHICAL REASONING

The minor in logical and ethical reasoning consists of a minimum of 18 credit hours, with at least two courses at the 300 level, as follows:

Courses

PHIL 205W	Introduction to Logic	4	Annually
	-Or-		
PHIL 220	Logic and Probability in Scientific Reasoning	4	Annually
	-Or-		
PHIL 305W	Intermediate Logic	4	As needed
PHIL 206	Ethics	3	F, Sp
	-Or-		
PHIL 306	Contemporary Ethical Theory	3	F

REMAINING CREDIT HOURS are made up of additional choices from the five courses above and/or from:

PHIL 100	Introduction to Philosophy	3	F, Sp
PHIL 207	Technology and the Future of Humanity	3	Sp
PHIL 208	Introduction to Theories of Justice	4	F, Sp
PHIL 321	Social and Political Philosophy	3	F
PHIL 322	Philosophy of Law	3	Sp
PHIL 325	Environmental Ethics	3	Sp
POL 104	Introduction to Political Thought	4	F, Sp
POL 208	Introduction to the Law	4	F, Sp

COURSE REQUIREMENTS FOR MINOR IN PRINCIPLES OF KNOWLEDGE AND REALITY

The minor in principles of knowledge and reality consists of a minimum of 18 credit hours, as follows:

Courses

PHIL 205W	Introduction to Logic	4	Annually
	-Or-		
PHIL 220	Logic and Probability in Scientific Reasoning	4	Annually
	-Or-		
PHIL 305W	Intermediate Logic	4	As needed
PHIL 311	Knowledge and Truth	3	Sp (odd years)
	-Or-		
PHIL 320	Philosophy of Science	3	Sp (even years)
PHIL 330	Metaphysics	3	F (even years)
	-Or-		
PHIL 333	Philosophy of Mind	3	F (odd years)

REMAINING CREDIT HOURS are made up of additional choices from the seven courses above and/or from:

BIOL 111	Introductory Biology I	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
MATH 139	Math, Data, and the Contemporary Citizen	4	F, Sp, Su
PHIL 100	Introduction to Philosophy	3	F, Sp
PHIL 207	Technology and the Future of Humanity	3	Sp
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 249	Cognitive Psychology	4	F, Sp
PSYC 341	Perception	4	Annually

Notes: Connections courses cannot be used to satisfy these requirements. No minor in the Philosophy Department may be declared in combination with a Philosophy major or with any of the other minors in the Philosophy Department.

Physics**Department of Physical Sciences****Department Chair:** Andrea Del Vecchio**Physics Program Faculty: Professors** Del Vecchio, Rivers, Snowman; **Assistant Professors** Padmanabhan, Young

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

PHYSICS B.S.**COURSE REQUIREMENTS****Courses**

PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su
PHYS 103	Calculus Applications in Mechanics	1	F
PHYS 104	Calculus Applications in Electricity and Magnetism	1	F
PHYS 306W	Quantum Mechanics Laboratory	1	Sp (odd years)
PHYS 307	Quantum Mechanics I	3	Sp (odd years)
PHYS 310W	Thermodynamics Laboratory	1	Sp (even years)
PHYS 311	Thermodynamics	3	Sp (even years)
PHYS 401	Advanced Electricity and Magnetism I	4	Sp (even years)
PHYS 403	Classical Mechanics	4	Sp (odd years)
PHYS 413W	Advances Physics Laboratory	3	F

THREE COURSES from

PHYS 309	Nanoscience and Nanotechnology	4	F (even years)
PHYS 312	Mathematical Methods in Physics	3	F
PHYS 315	Optics	4	Sp (odd years)
PHYS 320	Analog Electronics	4	F (odd years)
PHYS 321	Digital Electronics	4	Sp (even years)
PHYS 402	Advanced Electricity and Magnetism II	3	As needed
PHYS 407	Quantum Mechanics II	3	As needed
PHYS 409	Solid State Physics	3	As needed

Cognates

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 314	Calculus III	4	F, Sp

TWO COURSES from

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
CSCI 102	Computer Fundamentals for Cyber Security	4	F, Sp
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CSCI 211	Computer Programming and Design	4	F, Sp
PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp
	Any additional MATH course at the 300-level or above	3-4	

*NOTE: A second MATH course at the 300-level or above is allowed, but MATH 491 does not count for this category.

Total Credit Hours: 56-61

PHYSICS MINOR**COURSE REQUIREMENTS**

The minor in physics consists of a minimum of 17 credit hours, at least nine of which must be at the 300-level or above.

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

Political Science**Department of Political Science**

Department Chair: Seth Dixon

Department Faculty: Professors Linde; Associate Professors Brophy-Baermann, Rogol, Schmeling; Assistant Professors Leviss

A 2.0 GPA in the major at graduation is required for the B.A. in political science. Students **must** consult with their assigned advisor before they will be able to register for courses.

POLITICAL SCIENCE B.A.**COURSE REQUIREMENTS****Required Courses**

POL 102	American Government	4	F, Sp, Su
POL 103	Global Politics	4	F, Sp
POL 104	Introduction to Political Thought	4	F, Sp
POL 300	Methodology in Political Science	4	F, Sp
POL 308W	Research and Writing in Political Science	4	F, Sp

and SIX additional 3 or 4-credit political science courses, at least FOUR of which must be at the 300-level or above.

Total Credit Hours: 41-44

Internship

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

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

Washington Week/Congressional Internship

Washington Week is a one-week internship program for Rhode Island College (RIC) students which provides the opportunity to intern in a Rhode Island Congressional office in Washington D.C. The goal of the program is to provide RIC students with an overview of Congress through being a part of a RI Senator or Representative's office and to see first-hand how the federal government works. Additionally, the intern will serve as an ambassador for Rhode Island College. While there will be some variability in the work that interns will do during the internship week, possible work responsibilities may include shadowing staff, attending meetings/hearings, answering constituent phone calls, and general office administration. The RIC Washington Week/Congressional Internship will also provide general orientation to the sites and people who work in Congress in the hope that the internship may also provide new career and educational pathways for the RIC students. RIC students apply to the program during the spring semester are finalists are chosen based on an application process.

Preference is given to RIC students who have not participated in other Federal government internships. RIC students receive a stipend to pay for living expenses and travel to and from D.C.

POLITICAL SCIENCE MINOR

COURSE REQUIREMENTS

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

Courses

TWO COURSES from:

POL 102	American Government	4	F, Sp, Su
POL 103	Global Politics	4	F, Sp
POL 104	Introduction to Political Thought	4	F, Sp

and THREE additional 3 or 4-credit Political Science courses, at least TWO of which must be at the 300-level or above.

Total Credit Hours: 21-24

Predental, Premedical, Preoptometry, Preveterinary Preparation

Premedical, Predental, and Preoptometry Advisor

TBD

Preveterinary Advisor

Rebeka Merson

To qualify for admission to dental, medical, optometry, or veterinary school, students must present a strong liberal arts background, show competency in writing, competency in their chosen academic majors, and demonstrate some knowledge of work in the laboratory sciences. Although neither a specific major nor a specific program of study is required for application, a biology or chemistry major will provide

excellent preparation. In addition, most schools require the results of the student's performance on standardized tests of verbal and quantitative analytical abilities, knowledge in certain content areas, and analytical and critical thinking.

Beginning in the freshman year, students interested in dental, medical, optometry, or veterinary school should consult with the appropriate preprofessional advisor concerning a plan of study and application procedures to a professional school. Since individual schools have specific course requirements, it is essential to consult with the advisor early in the program of study. Students should also supplement their majors with the following courses: BIOL 111, BIOL 112; CHEM 103, CHEM 104, CHEM 205, CHEM 206, CHEM 310; PHYS 101, PHYS 102; and two or three courses in advanced biology, chosen in consultation with the appropriate advisor. Premedical students should also take PSYC 110 and SOC 200 in preparation for the MCAT. It is strongly recommended that students take mathematics sequences through calculus as well as intermediate or advanced courses in modern foreign languages.

Each year the faculty is able to nominate several students who are Rhode Island residents as candidates for the Early Identification Program of the Alpert Medical School at Brown University. Students who are accepted into this competitive program and successfully complete their undergraduate coursework at Rhode Island College can be accepted into Brown's medical school upon graduation. Complete details are available from the premedical advisor.

Prelaw Preparation

Prelaw Advisor

Thomas Schmeling

Choosing a major

Students considering law school should choose a major based on their interest in the subject and their ability to perform well in the major courses. No specific major is officially required or recommended as preparation for law school. Special "pre-law majors" are not recommended by law schools, and students in such majors may actually be less likely to be admitted to law school than are others.

Pre-law students should focus on developing the skills that law students and lawyers need: logical and critical reasoning, written and oral communication, and the ability to read and understand complex documents. Quantitative reasoning skills are also important for some areas of law. Although any major is acceptable, liberal arts majors in particular are designed to develop these skills. Liberal arts students also tend to score high on the Law School Admissions Test.

Whatever major you choose, it is useful to take a selection of elective courses that sharpen your skills and deepen your understanding of people and society. Include some of the following in your studies: Political Science (particularly American Government and the legal system), Philosophy (Introduction to Logic is strongly advised), History

(especially American History), Economics, English (especially courses that focus on writing), and other social sciences such as Psychology, Sociology, and Anthropology.

Grades

Your grade point average will be an important factor in determining your admission to law school. Work hard and do as well as you can. Having a major you really enjoy will help here. Law schools do recognize that it's harder to get high grades in some majors than in others.

The LSAT

Another important factor in law school admission is performance on the Law School Admissions Test (LSAT). All law schools require applicants to submit their LSAT scores. The LSAT is given four times a year at test sites in Rhode Island. Students who wish to enter law school in the fall should typically take the LSAT in October or December of the preceding year. More information on the LSAT can be found on the website of the Law School Admissions Council: <http://www.lsac.org>.

Recommendations

A final consideration in law school admissions will be your letters of recommendation. Visit your professors during office hours and let them get to know you. Letters from professors who know you well and with whom you have had several courses will help the most. Letters from employers who know you well are also useful.

The Pre-Law Advisor and Club

The College Pre-Law Advisor provides individual advising and organizes pre-law events on and off-campus. A student-run pre-law club has also been organized through Student Community Government. For contact information, see the top of this page.

Psychology

Department of Psychology

Department Chair: Thomas Malloy

Department Faculty: Professors Agatstein, Anderson, Cook, Dottolo, Kim, Lacasse, Malloy, Marco, Spas, Sumeracki; **Associate Professors** Ladd, Lewis, Marcotte, Weinstein; **Assistant Professor** Houck

Students **must** consult with their assigned advisor before they will be able to register for courses. A minimum GPA of 2.0 in the psychology major is required to graduate.

PSYCHOLOGY B.A.

COURSE REQUIREMENTS

Courses

PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 221W	Research Methods I: Foundations	4	F, Sp, Su

PSYC 320	Research Methods II: Behavioral Statistics	4	F, Sp
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THREE COURSES from

PSYC 215	Social Psychology	4	F, Sp, Su
	-Or-		
PSYC 251	Personality	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 249	Cognitive Psychology	4	F, Sp
PSYC 254	Introduction to Psychological Disorders	4	F, Sp

ONE COURSE from

PSYC 351	Psychology of Intersectionality	4	F, Sp
PSYC 355	Psychology of Social Class	4	Annually
PSYC 356	Psychology of Genders and Sexualities	4	F, Sp
PSYC 424	Health Psychology	4	Annually
PSYC 429	Psychology of Social Change	4	Annually

THREE COURSES from

PSYC 331	Child Psychology	4	Annually
PSYC 332	Adolescent Psychology	4	Annually
PSYC 335	Family Psychology	4	Annually
PSYC 339	Psychology of Aging	4	Annually
PSYC 341	Perception	4	Annually
PSYC 344	Learning	4	Annually
PSYC 345	Physiological Psychology	4	F, Sp
PSYC 347	Social Cognition	4	As needed
PSYC 350	Topics	4	As needed
PSYC 360	Seminar in Current Topics	4	As needed
PSYC 421	Changing Behavior: Applied Behavior Analysis	4	Annually
PSYC 422	Psychological Testing	4	Annually
PSYC 423	Psychology and the Law	4	Annually
PSYC 425	Community Psychology	4	F, Sp
PSYC 426	Internship in Psychology	4	Annually
PSYC 427	Psychology in the Workplace	4	Annually
PSYC 428	The Science of Happiness	4	Annually
PSYC 450	Topics	4	As needed
PSYC 451	Stress and Trauma	4	Annually
PSYC 453	Child and Adolescent Psychopathology	4	Annually
PSYC 454	Adult Psychopathology	4	Annually

ONE COURSE from

PSYC 474W	Research Methods III: General Psychology Lab	4	F, Sp
PSYC 476W	Research Methods III: Applied Lab	4	Annually

Total Credit Hours: 44

PSYCHOLOGY MINOR

COURSE REQUIREMENTS

The minor in psychology consists of 24 credit hours, as follows:

Courses

PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 221W	Research Methods I: Foundations	4	F, Sp, Su

THREE COURSES from

PSYC 215	Social Psychology	4	F, Sp, Su
	-Or-		
PSYC 251	Personality	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 249	Cognitive Psychology	4	F, Sp
PSYC 254	Introduction to Psychological Disorders	4	F, Sp

ONE COURSE from

Any 300- or 400-level PSYC course.

Total Credit Hours: 24

BEHAVIORAL NEUROSCIENCE MINOR

The minor in behavioral neuroscience consists of 24 credit hours, as follows:

COURSE REQUIREMENTS**Courses**

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
	-Or-		
BIOL 112	Introductory Biology II	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
	-Or-		
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 221W	Research Methods I: Foundations	4	F, Sp, Su
PSYC 345	Physiological Psychology	4	F, Sp
PSYC 445	Behavioral Neuroscience	4	Annually

Total Credit Hours: 24

PSYCHOLOGY M.A.**Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Prior course work in research methods and statistics, PLUS in at least three of the following areas: cognitive/physiological psychology (includes cognition, neuroscience, related courses), developmental psychology, learning, personality theory, and social psychology. Minimum 75th percentile score on the GRE Psychology subject test may be substituted for the three additional courses. An official report of the GRE Psychology subject test scores must be submitted if choosing this option.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. Statement of professional goals including how the program will prepare the candidate for these goals.
6. Three letters of recommendation that address potential to succeed in a graduate program. Must include at least one letter from a psychology professor or from a professional within psychology or related field.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview may be required.

B.A./M.A. in Psychology Admission Option:

Undergraduate students matriculated at Rhode Island College can apply for conditional admission to the Master of Arts in Psychology program after completing 60 undergraduate credits. Students conditionally admitted to the M.A. program begin taking graduate courses after completing 90 undergraduate credits. If the student remains in good standing and continues to meet admission requirements upon completion of the undergraduate degree, they are changed to full admission to the M.A. program. Application requirements remain the same as above. Students under the BA/MA admissions plan must complete the coursework required for admission and the 47x lab requirement prior to starting graduate level coursework. B.A./M.A. students may count up to 9 graduate credits toward their undergraduate degree.

COURSE REQUIREMENTS**Course**

PSYC 500	Research Design and Analysis I	3	F
PSYC 501	Research Design and Analysis II	3	Sp
PSYC 505	Pro Seminar	3	F
PSYC 538	Seminar in Child and Adolescent Development	3	Sp (even years)
PSYC 549	Cognition	3	F (even years)
PSYC 556	Seminar in Personality Theory	3	F (odd years)
PSYC 558	Seminar in Social Psychology	3	Sp (odd years)
PSYC 599	Master's Thesis	3-6	As needed

Note: PSYC 599: Must be taken for a total of 6 credits.

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

THREE ADDITIONAL CREDITS at the 400- and 500-level, with consent of advisor.

Courses from other departments may be considered.

Total Credit Hours: 30

Public Administration**Department of Political Science**

Department Chair: Seth Dixon

Director of Public Administration: Perri Levis

The major in public administration is designed for students who seek opportunities in federal, state, local, or nonprofit agencies and organizations, and for those applying for admission to graduate programs in public administration, public affairs, or public policy. A GPA of 2.0 in the major is required to graduate with a B.A. in public administration. Students **must** consult with their assigned advisor before they will be able to register for courses.

PUBLIC ADMINISTRATION B.A.

COURSE REQUIREMENTS

Courses

GEOG 202/PBAD 202	Geographic Information Systems I	4	F, Sp
PBAD 325	Politics of Public Management	4	Sp
POL 102	American Government	4	F, Sp, Su
POL 300	Methodology in Political Science	4	F, Sp
POL 301W	Foundations of Public Administration	4	F
POL 331	Courts and Public Policy	4	F
POL 355	Policy Formation Process	4	Sp

ONE COURSE from

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

Cognates

THREE ADDITIONAL COURSES (9-12 credits) at the 300 level and above other than political science department courses and chosen in consultation with the public administration director. The cognate requirement can be satisfied by completing a dual major other than in political science, or a minor other than in political science, or a college-approved, credit-bearing certificate program. (e.g., Geographic Information Systems)

Total Credit Hours: 41-44

PUBLIC ADMINISTRATION B.A.-M.P.A.

Rhode Island College cooperates with the University of Rhode Island in providing Rhode Island College students with an opportunity to begin their graduate training in public administration as they complete their studies leading to a degree at Rhode Island College. Early advisement is essential for students seeking admission to this program. Students should consult with the director of the undergraduate public administration program no later than the second semester of their junior year.

PUBLIC ADMINISTRATION M.P.A.

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

Public Policy

Department of Political Science

Department Chair: Seth Dixon

Director of Public Administration: TBD

The major in public policy is designed for students who seek careers developing, implementing, and evaluating public policy as well as for those applying for admission to graduate programs public policy or public affairs. A GPA of 2.0 in the major is required to graduate with a B.A. in

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

PUBLIC POLICY B.A.

COURSE REQUIREMENTS

Courses

POL 102	American Government	4	F, Sp, Su
PHIL 206	Ethics	3	F, Sp
ECON 200	Introduction to Economics	4	F, Sp, Su
POL 355	Policy Formation Process	4	Sp
POL 456W	Policy Analysis	4	F

ONE COURSE from

POL 111	Careers in Politics and Public Policy	1	Annually
SOC 215	Careers and the Social Sciences	1	Annually

ONE COURSE from

POL 206	State and Local Government	4	Every third semester
POL 331	Courts and Public Policy	4	F
POL 354	Interest Group Politics	4	F (alternate years)
POL 357	The American Presidency	4	As needed
POL 358	The American Congress	4	Every third semester

ONE COURSE from

MATH 240	Statistical Methods I	4	F, Sp, Su
POL 300	Methodology in Political Science	4	F, Sp
SOC 404	Social Data Analysis	4	F, Sp, Su

ONE COURSE from

COMM 201W	Writing for Strategic Communication	4	F, Sp
COMM 208	Public Presentations	4	F, Sp
ENGL 230W	Workplace Writing	4	Alternate years
ENGL 231W	Multimodal Writing	4	Alternate years
ENGL 232W	Public and Community Writing	4	Alternate years

POLICY CONCENTRATION AREAS (CHOOSE ONE FROM A, B, C, D, E OR F)

B. Criminal Justice Policy

THREE COURSES FROM

POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 340	Police and Policing	4	F, Sp, Su
SOC 341	Sociology of Punishment	4	F, Sp, Su
SOC 342	Women, Crime, and Justice	4	F, Sp
SOC 343	Juveniles and Justice	4	As needed
SOC 344	Race and Justice	4	F, Sp
SOC 345	Victimology	4	F, Sp, Su
SOC 362W	Theories of Crime Seminar	4	F, Sp

Or substitute a minor in Justice Studies (26-28 credits).

C. Environmental Policy**THREE COURSES from**

ANTH 343	Environmental Anthropology	4	Alternate years
ANTH 347	Environmental Justice	4	Alternate years
ECON 337	Economics of Climate Change and Sustainability	4	Annually (odd years)
ECON 437	Environmental Economics	4	As needed
ENST 200W	Environmental Studies	4	Sp
GEOG 100W	Introduction to Environmental Geography	4	F, Sp, Su
GEOG 206	Disaster Management	4	F, Sp
HPE 403	Environmental Health	3	Annually
HIST 258	Environmental History	3	Annually
PHIL 325	Environmental Ethics	3	Sp
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
POL 349	Environmental Policy and Law	4	Early Sp
SUST 200	Introduction to Sustainability	4	Annually

Or substitute a minor in Environmental Studies (20 credits).

A. Social Policy**THREE COURSES from**

AGNG 314/NURS 314	Health and Aging	4	F, Sp, Su
GEND 100W	Gender and Society	4	F, Sp, Su
GEND 358	Gender-Based Violence	4	Alternate years
POL 309	Gender and Politics in the U.S.	4	As needed
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
POL 347	Political Activism and Social Justice	4	Sp (Alternate years)
SWRK 200	Introducing Social Work and Social Justice	4	F, Sp
SWRK 301	Policy Analysis and Practice	4	F, Sp, Su
SOC 314	The Sociology of Health and Illness	4	Annually
SOC 320	Aging and the Law	4	Annually
SOC 324	Immigration and Justice	4	Annually

Or substitute a minor or CUS in Aging Studies (23-27 credits).

D. Economic Policy**THREE COURSES from**

ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
ECON 235	Economics of Race and Gender	4	Sp
ECON 331	Topics in Global Economics	4	Annually (even years)
MGT 341W	Business, Government, and	4	F, Sp, Su

Society

POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su

Or substitute a minor in Economics (22 credits), or a minor in International Business (25-38 credits).

E. Health Policy**THREE REQUIREMENTS from**

ANTH 261	The Complexities of Global Health	4	F, Sp
HCA 201W	Introduction to Health Care Systems	3	F, Sp, Su
HCA 302	Health Care Organizations	3	F, Sp
HCA 303W	Health Policy and Contemporary Issues	3	F, Sp
HPE 202W	Community/Public Health and Health Promotion	3	F, Sp
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 403	Environmental Health	3	Annually
HPE 416/GEND 416	Women's Health	4	Annually
NURS 314/AGNG 314	Health and Aging	4	F, Sp, Su

POL 327	Internship in State Government	4	Sp
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POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
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SOC 314	The Sociology of Health and Illness	4	Annually
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Or substitute a minor in Community and Public Health (18-20 credits), or a minor in Health Care Administration (24 credits).

F. Global/International Policy**THREE COURSES from**

ECON 331	Topics in Global Economics	4	Annually (even years)
POL 245/POL 245	Gender and Global Politics	4	Sp (odd years)
GEOG 200	World Regional Geography	4	F, Sp
GLOB 200W	Global Studies and the World	4	F, Sp
HIST 218	American Foreign Policy: 1945 to the Present	3	F
POL 103	Global Politics	4	F, Sp
POL 267	Immigration, Citizenship, and National Identity	4	Annually
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
POL 341	Politics of Development	4	Sp
POL 344	Human Rights	4	Sp (alternate)

POL 345/INGO 300	International NGOs and Nonprofits	4	years) F
POL 346	Foreign Policy	4	As needed

Or substitute a minor in Geography (19 credits), a minor in Global Studies (22-24 credits), a minor in INGOs (19 credits) or a C.U.S. in INGOs (23-24- credits).

Total Credit Hours: 40-69

Sociology

Department of Sociology

Department Chair: Carse Ramos

Department Faculty: Professors Arthur, Ciambrone, Harrison, Jackson, Niklas; **Associate Professors** Chaudhuri, Harkness, Nopper, Ramos; **Assistant Professors** Bazo Vienrich, Campbell

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

SOCIOLOGY B.A.

COURSE REQUIREMENTS

Courses

SOC 300	Classical Sociological Theories	4	F, Sp
SOC 302W	Social Research Methods	4	F, Sp, Su
SOC 400	Contemporary Sociological Theories	4	F, Sp
SOC 404	Social Data Analysis	4	F, Sp, Su
SOC 460W	Senior Seminar in Sociology	4	F, Sp

FIVE ADDITIONAL COURSES in sociology with no more than one at the 200-level for a total of 19-20 credits.

Note: MATH 240 may also be taken to fulfill part of this additional course requirement.

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

Total Credit Hours: 39-40

SOCIOLOGY MINOR

COURSE REQUIREMENTS

The minor in sociology consists of six courses for a minimum of 22 credit hours:

Courses

SOC 300	Classical Sociological Theories	4	F, Sp
SOC 302W	Social Research Methods	4	F, Sp, Su

ONE COURSE from

SOC 200	Introduction to Sociology	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 217	Sociology of Aging	4	F, Sp, Su

At least 10 additional credit hours in sociology courses, at least 6 of which must be at the 300- and 400-levels (Connections courses do not count towards the minor).

Total Credit Hours: 22

Theatre

Department of Music, Theatre, and Dance

Department Chair: Todd Borgerding

Theatre Program Faculty: Professors Pickart, Wilson; **Associate Professor** Kim

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

THEATRE B.A.

COURSE REQUIREMENTS

Courses

THTR 091	Portfolio Review		F, Sp
THTR 105	Introduction to Theatre	3	F, Sp
THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 178	Theatre Production I	1	F, Sp
THTR 278	Theatre Production II	1	F, Sp
THTR 460W	Seminar in Theatre	3	Sp

Note: THTR 091: must be taken every semester.

Note: THTR 178: must be taken for 2 semesters.

Note: THTR 278: Students who select the musical theatre concentration are not require to take THTR 278.

CHOOSE CONCENTRATION A, B, C, OR D BELOW

A. Design/Technical

THTR 217	Fundamentals of Stage Management	3	Sp
THTR 228	Basic Design Principles for Theatre	3	F
THTR 230	Stagecraft	3	Sp
THTR 231	Scenography	3	Sp
THTR 232	Technical Theatre Principles	3	Sp
THTR 233	Architecture and Décor Concepts	3	Sp
THTR 330	Theatrical Design	3	F
THTR 378	Theatre Production III	1	F, Sp
THTR 440W	History of Theatre: Origins to 1800	4	Annually
THTR 441W	History of Theatre: 1800 to the Present	4	Annually
THTR 478	Theatre Production IV	1	F, Sp

Note: THTR 378, THTR 478: (must be taken 2 semesters)

FOUR COURSES from

THTR 411	Technical Direction	3	As needed
THTR 412	Scene Design for the Theatre	3	As needed
THTR 413	Sound Design for the Theatre	3	As needed

THTR 414	Costume for the Theatre	3	F
THTR 415	Lighting for Theatre and Dance	3	As needed
THTR 416	Makeup for the Stage, Film, and Television	3	Annually
THTR 417	Stage Management for Theatre and Dance	3	As needed
THTR 418	Scenic Painting	3	As needed
THTR 425	Fundamentals of Directing	3	Annually
THTR 480	Workshop in Theatre	3	As needed
THTR 490	Independent Study in Theatre	3	As needed
THTR 491	Independent Study I	3	As needed
THTR 492	Independent Study II	3	As needed
THTR 493	Special Problems in Design	3	As needed

Subtotal: 57**B. General Theatre**

THTR 120	Acting I: Improvisation	3	F, Sp
THTR 440W	History of Theatre: Origins to 1800	4	Annually
THTR 441W	History of Theatre: 1800 to the Present	4	Annually

ONE COURSE from

THTR 229	Playwriting	3	F, Sp
THTR 241	American Musical Theatre	3	F
THTR 425	Fundamentals of Directing	3	Annually
THTR 477	Touring Theatre Production	3	F

TWO COURSES from

THTR 411	Technical Direction	3	As needed
THTR 412	Scene Design for the Theatre	3	As needed
THTR 414	Costume for the Theatre	3	F
THTR 415	Lighting for Theatre and Dance	3	As needed
THTR 416	Makeup for the Stage, Film, and Television	3	Annually
THTR 417	Stage Management for Theatre and Dance	3	As needed
THTR 480	Workshop in Theatre	3	As needed

TWO ADDITIONAL COURSES in theatre with the exception of THTR Connection Courses.**Cognates**

TWELVE CREDIT HOURS OF COURSES from	Art, communication, dance, English, film studies, health and physical education, music and/or psychology.	12	
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Subtotal: 50

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

C. Musical Theatre

An audition is required for acceptance into the musical theatre concentration.

MUS 241	Musical Theatre Singing	1	F, Sp
THTR 120	Acting I: Improvisation	3	F, Sp
THTR 121	Acting II: Movement	3	F, Sp
THTR 200	Musical Theatre Company	.5	F, Sp
THTR 223	Acting III: Technique and Scene Study	3	F
THTR 227	Advanced Movement	3	F
THTR 241	American Musical Theatre	3	F
THTR 246	Musical Theatre Scene	3	Sp

THTR 322	Study Acting V: Advanced Scene	3	F
THTR 346	Musical Theatre Performance	3	F
THTR 421	Acting VIII: Collaborative Devising	3	Sp
THTR 450	Topics in Musical Theatre	3	F, Sp

THTR 200 must be taken for a minimum of six semesters; transfer students will only need to take for a minimum of four semesters.

Cognates: Dance

DANC 110	Introductory Ballet	2	F
DANC 112	Introductory Jazz	2	F
DANC 114	Introductory Tap Dance	2	F (odd years)
DANC 210	Intermediate Ballet	2	Sp
DANC 212	Intermediate Jazz	2	Sp
DANC 321	Dance for Musical Theatre	3	Sp

Students must take DANC 112 or DANC 212 for 2 semesters at the discretion of the director of dance.

Cognates: Music

MUS 091	Student Recital Series		F, Sp
MUS 174	Voice	1	F, Sp, Su
MUS 202	Basic Music Theory for Vocalists	1	F, Sp
MUS 204	Sight Singing and Ear Training	1	Sp
MUS 274	Voice	2	F, Sp, Su

Subtotal: 70

Note: MUS 091: (must be taken for six semesters)

Note: MUS 174: (must be taken for four semesters)

Note: MUS 274: (must be taken for two semesters)

D. Performance

An audition is required for acceptance into the theatre performance concentration.

THTR 120	Acting I: Improvisation	3	F, Sp
THTR 121	Acting II: Movement	3	F, Sp
THTR 223	Acting III: Technique and Scene Study	3	F
THTR 224	Script Analysis	3	Sp
THTR 226	Acting IV: Voice and Articulation	3	Sp
THTR 227	Advanced Movement	3	F
THTR 322	Acting V: Advanced Scene Study	3	F
THTR 323	Acting VI: Shakespeare	3	Sp
THTR 420	Acting VII: Period Styles of Acting	3	F
THTR 421	Acting VIII: Collaborative Devising	3	Sp
THTR 424	Auditioning Techniques	3	Annually
THTR 440W	History of Theatre: Origins to 1800	4	Annually
THTR 441W	History of Theatre: 1800 to the Present	4	Annually

FOUR COURSES from

THTR 229	Playwriting	3	F, Sp
THTR 346	Musical Theatre Performance	3	F
THTR 416	Makeup for the Stage, Film, and Television	3	Annually
THTR 425	Fundamentals of Directing	3	Annually
THTR 477	Touring Theatre Production	3	F

THTR 480	Workshop in Theatre	3	As needed
			Subtotal: 65

THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 378	Theatre Production III	1	F, Sp

and four additional theatre courses (at least two of which must be at the 300- or 400-level).

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

Total Credit Hours: 19-23

THEATRE MINOR

COURSE REQUIREMENTS

The minor in theatre consists of a minimum of 19 credit hours (seven courses), as follows:

Courses

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

THTR 105	Introduction to Theatre	3	F, Sp
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Undergraduate Degree Programs

(see also Undergraduate Certificate Programs (p. 43))

Carol Cummings, Interim Dean

Major	Degree	Concentration
Community and Public Health Promotion (p. 150)	B.S.	
Early Childhood Education (p. 152)	B.S.	Concentration in Teaching(Certification for PreK–Grade 2)
	B.S.	Concentration in Community Programs
Elementary Education (p. 155)	B.A.	Teaching Concentration in Middle Level General Science (Certification for Elementary Education Grades 1–6 and Science Middle Level Grades 5–8)
	B.A.	Teaching Concentration in Middle Level Mathematics (Certification for Elementary Education Grades 1–6 and Middle Level Mathematics Grades 5–8)
	B.S.	Concentration in Special Education (see options under Special Education (p. 170))
	B.A.	English (Certification for Grades 1–6) (<i>Admission currently suspended</i>)
	B.A.	Multidisciplinary Studies (Certification for Grades 1–6) (<i>Admission currently suspended</i>)
	B.A.	Social Studies (Certification for Grades 1–6) (<i>Admission currently suspended</i>)
Health and Physical Education (p. 161)	B.S.	
Secondary Education (p. 164)	B.A.	English

	B.A.	General Science (with additional certification in one of the following: biology, chemistry, physics, or middle level education)
	B.A.	History
	B.A.	Mathematics
	B.A.	Social Studies
Special Education (p. 170)	B.S.	Elementary Special Education
	B.S.	Elementary Special Education and Severe Intellectual Disabilities
	B.S.	Severe Intellectual Disabilities, Ages Three to Twenty-One
Technology Education (p. 175)	B.S.	Concentration in Teaching
	B.S.	Concentration in Applied Teaching
Wellness and Exercise Science (p. 176)	B.S.	
World Languages Education (p. 177)	B.A.	Concentration in French
	B.A.	Concentration in Portuguese
	B.A.	Concentration in Spanish
Youth Development (p. 179)	B.A.	

Note: For undergraduate art and music teacher certification programs, see Art Education B.S. (p. 94), Art Education B.F.A. (p. 96) or Music B.M.-with concentration in Music Education (p. 130) under Faculty of Arts and Sciences.

Also Note: Honors programs are offered in early childhood, elementary, secondary, and special education. Minors are offered in coaching, community and public health, and educational studies. A specialized program is available in adapted physical education, and an endorsement program is available in middle-school education.

– PLEASE NOTE –

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

For more details on graduation requirements, see Academic Policies and Requirements. (p. 19)

Minors

(p. 169)Community and Public Health, Coaching, and Educational Studies.

Graduate Degree Programs

(see also Graduate Certificate Programs (p. 65))

Major	Degree	Concentration
Advanced Studies in Teaching and Learning (p. 149)	M.Ed.	
Counseling	M.A.	School Counseling (<i>This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.</i>)
Counseling (p. 151)	M.S.	Clinical Mental Health Counseling

Early Childhood Education (p. 154)	M.Ed.	
Education Doctoral Program (p. 154)	Ph.D.	
Educational Leadership (p. 155)	M.Ed.	<i>(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)</i>
Elementary Education (p. 160) (p. 160)	M.A.T.	
Elementary Education (p. 161)	M.Ed.	(This program has suspended admissions.)
Health Education (p. 162)	M.Ed.	Health Education
Reading (p. 163)	M.Ed.	
School Psychology (p. 163)	M.A./C.A.G.S.	
Secondary Education (p. 169)	M.A.T.	
	M.A.T.	Biology (This program is not accepting applications at this time.)
	M.A.T.	English Pedagogy
	M.A.T.	History (This program is not accepting applications at this time.)
	M.A.T.	Mathematics Pedagogy
	M.A.T.	Pedagogy (This program is not currently accepting applications.)
Special Education (p. 171)	M.Ed.	Early Childhood Special Education
	M.Ed.	Elementary or Secondary Special Education
	M.Ed.	Exceptional Learning Needs
	M.Ed.	Severe Intellectual Disabilities (SID)
	M.Ed.	Urban Multicultural Special Education
Teaching English to Speakers of Other Languages (p. 174)	M.Ed.	
	M.Ed.	Bilingual Education
World Languages Education (p. 179)	M.A.T.	
Youth Development (p. 180)	M.A.	

Note: For graduate art and music teacher certification programs see M.A.T. in art education (p. 98) or M.A.T. in music education (p. 132) under the School of the Faculty of Arts and Sciences.

GENERAL INFORMATION

General Information for Undergraduate Programs

The Feinstein School of Education and Human Development provides undergraduate students with a wide-range of choices and opportunities for working with Rhode Island children, youth, and adults. The choices include a range of teacher certification programs from pre-school through high school to choices in community programs, and working with individuals of all age levels.

Teacher Certification Programs. Upon admission to one of the Feinstein teacher preparation programs, students become teacher candidates and take courses many of which include extensive field experiences including observations, tutoring, and teaching in Rhode Island Schools. Programs for teacher preparation separated by grade levels include: Early Childhood Education, Elementary Education, Elementary Special Education, Middle Level and Secondary Education. Programs for teacher preparation for teaching students in grades Kindergarten through Twelve are: Art Education, Health and Physical Education, Music Education, World Languages, and Technology Education.

Community Programs. The Feinstein School of Education and Human Development offers a variety of community programs for students who want to work with children, youth and adults in varied community settings. These include community and public health promotion, early childhood, wellness and exercise science, and youth development. These programs provide our graduates with a broad range of employment opportunities and they do not lead to teacher certification. Additional information on community programs can be found on each program's website.

Background Checks (BCI). Every FSEHD student who works with children/youth/adults must maintain a current BCI from the Attorney General's Office. The BCI is required before entering a classroom or community space, virtually and/or face to face, whether observing, tutoring, teaching, and/or participating in any community activity. BCIs will be submitted and maintained in Chalk and Wire. Directions for obtaining and submitting background checks are provided by course instructors and are on the FSEHD Undergraduate Programs and Admission page.

Application to Undergraduate Programs (Teacher Preparation and Community Programs) in the Feinstein School of Education and Human Development (FSEHD)

Students who are in good standing at Rhode Island College may apply for admission to FSEHD undergraduate programs. For more information see the FSEHD Undergraduate Admission page.

The instructions and admissions requirements for all undergraduate programs in teacher preparation, the early childhood community programs and B-3 program, community and public health promotion, wellness and exercise science, and youth development programs are updated frequently. Further information may be obtained from the office of the FSEHD Associate Dean (Horace Mann) or from the appropriate department.

Students interested in the art education or music education program should contact the department chair as soon as they are admitted to the

college for information about the required courses in the program and the requirements for admission to the program.

Admission Requirements to Undergraduate Teacher Preparation Programs

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

1. **Credits:** Completion of at least **24 credit hours** at a nationally or regionally accredited college or university by the end of the semester in which the candidate applies for admission to a teacher preparation program.
2. **GPA: A minimum G.P.A. of 2.75** in all college courses taken at RIC prior to admission to the FSEHD teacher preparation program. Applicants whose GPA falls between 2.560 and 2.749 can apply for Admission with Support: GPA contingency. Students must meet with their advisor regularly, create a plan to raise GPA, and/or access RIC and FSEHD academic supports. The 2.75 GPA must be met before student teaching.
3. **Mathematics Milestone Requirement:** See RIC Math Learning Center for completion of this requirement.
4. **Writing Requirement:** The writing requirement can be met in the following ways:
 - Earn a grade of B- or better in FYW 100 or 100P, or an equivalent/transfer (as determined by RIC Admissions). If students earn a grade of C or C+ in FYW, they can apply for Admission with Support: FYW. Students must complete CURR 242 Foundational English Language Arts for Teachers content module course and earn a grade of B.
 - Earn a score of 59 or better on the College Composition College Level Examination Program (CLEP) Test.
 - Earn a score of 4 or 5 on the Advanced Placement (AP) Test for English Language and Composition.
5. **Basic Skills Tests.** All students in undergraduate initial teacher certification programs must submit basic skills tests (SAT, ACT, or Praxis Core) scores in math, reading and writing. Basic skills test information is also shared in FSEHD admission information sessions, in FNED 101 and 246 courses, by program advisors, and can be found on the FSEHD Undergraduate Programs and Admission page (See Testing Requirement at the bottom of the page.). Individuals with disabilities and nonnative speakers of English who plan to request alternative test administration should check in with the Disability Services Center in Fogarty Life Science room 137.
 - Second Degree (Post-bachelors) students are **not required to submit** basic skills test scores.
 - Students who meet the required scores for Math, Reading and Writing are accepted in to the FSEHD. See FSEHD Undergraduate Programs and Admission page (Testing Requirement at the bottom of the page.)
 - **Conditional Admission with Support:** If any scores fall below the required benchmark scores, students apply for conditional admission with support and must be eligible for enrollment in a Math (CURR 232 Foundational School Mathematics for Teachers and/or Literacy (CURR 242

Foundational English Language Arts for Teachers) content module course and earn a grade of B.

6. **FNED 101.** Successful completion of FNED 101: Introduction to Teaching and Learning.
7. **FNED 246.** Completion of FNED 246: Schooling for Social Justice, with a minimum grade of B-. The minimum grade requirement applies even if an equivalent course from another institution is transferred to Rhode Island College.
8. **Submission of three FNED 246 Disposition Assessment Forms.** FNED 246 faculty submit an evaluation for each student enrolled. Each student will be given two links, one evaluation to be completed by the clinical supervisor practice and one to be completed as a student self- evaluation.
9. **Program Specific Requirements.** Completion of program specific requirements. Each teacher preparation program has additional admissions requirements. Information about these requirements is available in the department to which the candidate is applying.

The admissions requirements above, can also be found at FSEHD Undergraduate Programs and Admission page (Scroll to the middle of the page).

FSEHD Community Service Requirement

FSEHD initial teacher candidates (undergraduate and second bachelors' programs) must complete 25 hours of community service before student teaching. This requirement may be completed on an individual basis or through one or more of the courses in the program and generally begins with an experience during the FNED 246 course. See FSEHD Community Service Requirement.

Student Teaching Requirement

The FSEHD requires all teacher candidates (undergraduate, second degree, RITE, and M.A.T.) to complete all specific program requirements, pass the required Praxis exams, and complete the student teaching application prior to student teaching. See the FSEHD Office of Partnership and Placements (OPP) webpage for additional student teaching information.

Admission Requirements to Undergraduate Community Programs

Early Childhood (ECED) Birth to 5 Community Program, Community and Public Health Promotion, and Wellness and Exercise Science.

Please note: Youth Development has its own requirements and application for admission. Visit the YDEV website for details.

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

1. **Credits:** Completion of at least **24 credit hours** at a nationally or regionally accredited college or university by the end of the semester in which the candidate applies for admission to a teacher preparation program.
2. **GPA:** A **minimum G.P.A. of 2.75** in all college courses taken at RIC prior to admission to the FSEHD. Applicants whose GPA falls between 2.50 and 2.749 can apply for Admission with Support GPA.

Students must meet with their advisor regularly, create a plan to raise GPA, and/or access RIC and FSEHD academic supports. The 2.75 GPA must be met before internship.

3. **Mathematics Milestone Requirement:** See RIC Math Milestone Requirement Information for completion of this requirement.
4. **Writing Requirement:** The writing requirement can be met in the following ways:
 - Earn a grade of B or better in FYW 100 or 100P, or an equivalent/transfer (as determined by RIC Admissions)
 - Earn a score of 59 or better on the College Composition College Level Examination Program (CLEP) Test
 - Earn a score of 4 or 5 on the Advanced Placement (AP) Test for English Language and Composition.
 - Earn a grade of C. Students apply for Admission with Support if they earned a C in FYW. Students must complete CURR 242 Foundational English Language Arts for Teachers content module course and earn a grade of B.
5. **FNED 101.** This requirement is ONLY for ECED B-3 and ECED Community programs. Successful completion of FNED 101: Introduction to Teaching and Learning.
 - Submission of a student self-evaluation Disposition Assessment Form.
6. **FNED 246.** This requirement is ONLY for ECED Community programs. Completion of FNED 246: Schooling for Social Justice, with a minimum grade of B-. The minimum grade requirement applies even if an equivalent course from another institution is transferred to Rhode Island College.
 - **Submission of three FNED 246 Disposition Assessment Forms.** FNED 246 faculty submit an evaluation for each student enrolled. Each student will be given two links, one evaluation to be completed by the clinical supervisor practice and one to be completed as a student self- evaluation.
7. **Program Specific Requirements.** Completion of program specific requirements. Each community program has additional admission requirements. Information about these requirements is available in the department to which the candidate is applying.

The admissions requirements above, can also be found at FSEHD Undergraduate Programs and Admission page (Scroll to the middle of the page).

Admission Procedures to Undergraduate Programs

Information about admission to the FSEHD undergraduate programs is provided by program advisors and can be found on the FSEHD Undergraduate Programs and Admission page (Scroll to the middle of the page.). An admission orientation is provided each semester for students applying for admission the following semester.

- Students submit their FSEHD application for admission on Anthology (Chalk and Wire), which is an online portfolio system.
- Once a student submits an application, the department chair in the respective department evaluates the information provided and makes a recommendation to the associate dean about the applicant's admission to the FSEHD program. If an application is recommended for admission, the department chair also assigns an advisor to the applicant.

- The associate dean reviews the recommendation and each applicant who is accepted into a program is sent a letter of acceptance (via RIC email). Students who do not meet admissions requirements will be informed via email.
- Students accepted to the teacher preparation program become teacher candidates.
- Students who wish to transfer to or add another program within the FSHD school must inform the advisor or department chair of the decision and apply for admission to the new program. Information used in the original application may be used in the new application when appropriate.

Appeal Process

The applicant may appeal a decision for admission or re-admission to a program within 60 days of receiving the denial letter/email. The appeal may be based on policy or procedure and should be sent to the associate dean of the Feinstein School of Education and Human Development. Any applicant initiating an appeal must provide additional and substantiating evidence to support the appeal. Subsequent appeals should follow Rhode Island College policy for student appeals (see RIC [academic policies and procedures manual](#).)

Retention Requirement

All Feinstein School of Education and Human Development candidates are required to maintain an overall G.P.A. of 2.75 throughout their chosen program. Programs monitor the content G.P.A. as the required G.P.A. varies by program. Check with an advisor to learn about specific program requirements.

General Information for Undergraduate Feinstein School of Education and Human Development Community Programs

The Department of Health and Physical Education offers two community programs: <https://www.ric.edu/department-directory/department-health-and-physical-education/department-health-and-physical-education-undergraduate-programs>

Community-Based Programs: The Department of Health and Physical Education offers two community-based programs leading to a BS in Community and Public Health Promotion and a BS in Wellness and Exercise Science. These programs provide a rigorous plan of study grounded in theoretical foundations, research methods, along with evidence-informed, and reflective practice. Students receive practical application through required field-based experiences including a one-semester internship. Graduates from these programs are prepared for entry-level positions in their field and graduate study.

B.S. in Community and Public Health Promotion: Building on a public health foundation, students are prepared to positively influence the health of individuals and communities through interventions including education initiatives, policy changes, and health promotion programs. Students pursue coursework in community and public health topics such as human health and disease, nutrition, health policy, social and global perspectives on health, program planning and evaluation, pedagogy, epidemiology, and research and grant proposal writing in community and

public health. Students select groups of content courses that align with populations or issues or skillsets of their interest, such as, epidemiology and environmental health, health of the elderly, maternal and child health, mental health and substance use, sexual and reproductive health, health inequities, and contemporary topics. Students acquire the knowledge, skills, and dispositions to promote health literacy and equity, and eliminate health disparities.

B.S. in Wellness and Exercise Science: Through a comprehensive curriculum, students acquire essential knowledge, skills, and competencies to provide a holistic perspective to wellness and exercise in a variety of fitness settings. Students pursue coursework in anatomy and physiology, motor development, kinesiology, exercise physiology, exercise prescription, health and wellness, fitness and wellness programming, and research in wellness and exercise science. Students are prepared to work in the exercise and wellness professions where they promote lifelong learning, personal fitness and wellness, and quality of life for various populations.

The Department of Elementary Education offers two Early Childhood community programs:

<https://www.ric.edu/department-directory/department-elementary-education/department-elementary-education-undergraduate-programs/early-childhood-education-bs>

Concentration in Community Programs: The Elementary Education Department offers a Concentration in Community Programs leading to a B.S. in Early Childhood Education. This program provides a plan of study that encompasses coursework aligned to the Rhode Island Early Learning and Development Standards and focuses on early childhood development, effective teaching practices, principles of family engagement, and the integrated systems of early care and education. Students gain experience in classrooms through practicum courses and in early childhood community settings, such as community literacy programs, children's museums, or professional development organizations through a one-semester internship. Graduates from this program are prepared for early care and education positions including home-based service provider, family support specialist, child-care teacher, or education coordinator.

Concentration in Birth to Three: The Elementary Education Department offers a Concentration in Birth to Three leading to a B.S. in Early Childhood Education. This program provides a plan of study that was developed through collaboration with local and national leaders, and is aligned to the Zero to Three Competencies and the Rhode Island Early Learning and Development Standards. The coursework encompasses principles of development in the early years, best practices for working with Infants, Toddlers, and their Families. Students engage in two semester long field placements and a one-semester internship in infant/toddler care and education settings, home-visiting programs, or Early Intervention. Graduates from this program are prepared to work with very young children and their families as a child care provider, home-based service provider, or Early Intervention provider.

Educational Studies Youth Development Program: <https://www.ric.edu/department-directory/department-educational-studies/department-educational-studies-undergraduate-programs/youth-development-ba>

Youth Development B.A. Program at Rhode Island College: The Youth Development B.A. Program prepares professional youth workers for careers with young people (ages 3-21) within afterschool programs,

recreation centers, community arts centers, youth residential housing, justice and probation sites, youth ministry, and governmental agencies. In addition to coursework in social work and education, our graduates also earn a non-profit studies certificate where they develop leadership and management skills.

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

Admission to the Feinstein School of Education and Human Development master's level programs is determined by the quality of the total application. Applicants must submit the materials listed below to the associate dean of graduate studies as a measure of their potential for success in graduate-level studies.

1. **A completed online application form accompanied by a \$50 nonrefundable application fee.** Graduate school information and the application are available online at www.ric.edu/graduatestudies/Pages/default.aspx.
 2. **Official transcripts of all undergraduate and graduate records.**
 3. **A bachelor's degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.** Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.
 4. **A teaching certificate** (for all school-related programs, except school psychology and health education).
 5. **An official report of scores on the Graduate Record Examination or the Miller Analogies Test**, except M.A./C.A.G.S. in School Psychology, M.S. CMHC, M.Ed. ECE, M.Ed. TESOL, and C.G.S. candidates. The M.A.T. applicant has a different admissions test that varies by program. The applicant should check with the appropriate department or the associate dean's office. – approved by Grad Committee spring 2019
 6. **Three Candidate Reference Forms** accompanied by **three letters of recommendation.**
 7. **A Professional Goals Essay.**
 8. **A Performance-Based Evaluation.**
- See individual programs for additional program-specific requirements.

Advanced Studies in Teaching and Learning

Department of Educational Studies

Department Chair: Charles McLaughlin

Advanced Studies in Teaching and Learning Graduate Program

Director: Julie Horwitz

ADVANCED STUDIES IN TEACHING AND LEARNING M.ED.

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements.
2. Official Transcripts of all undergraduate and graduate records.
3. Three letters of recommendation.
4. Professional Goals Essay
5. Performance Based Evaluation
6. Resume

For MLED Strand:

- A copy of the candidate's teaching certificate.

COURSE REQUIREMENTS

Core Component

FNED 547	Introduction to Practitioner Action Research	3	F, Sp, Su
INST 516	Integrating Technology into Instruction	3	F, Sp
SED 563	Educational Measurement and Assessment	3	Su
SPED 531	Overview of Special Education: Policies/Practices AND ONE of the following:	3	F, Sp, Su
EDC 540	Teaching of Writing: Practice and Inquiry	3	Su
FNED 502	Social Issues in Education	3	F, Sp, Su

ACADEMIC DISCIPLINES COMPONENT

MLED Concentration (12 Credits)

MLED 532	Contextualizing Young Adolescent Development	4	Su
MLED 534	Disciplinary Literacies with Young Adolescents II	2	Sp
MLED 535	Curriculum and Assessment for Young Adolescents	4	Sp
ELECTIVE	ELECTIVE	3-4	

Teach for America: Elementary

ELED 540	Curriculum and Assessment	3	As needed
ELED 541	Teaching Literacy across the Curriculum	3	As needed
ELED 542	Educating All Students	3	As needed
ELED 543	Integrating Theory and Methods	3	As needed
ELECTIVE	ELECTIVE	3-4	

Teach for America: Secondary (15 credits)

SED 511	Content and Pedagogy in Secondary Education	4	F
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su
SPED 501	Assessment in Special Education	3	F (as needed)
SED 512	Field Practicum in	2	F

SED 523	Secondary Education Teaching Seminar in Secondary Education	3	Sp
Teach for America: Secondary Special Education (22 credits)			
SED 511	Content and Pedagogy in Secondary Education	4	F
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su
SPED 501	Assessment in Special Education	3	F (as needed)
SED 512	Field Practicum in Secondary Education	2	F
SED 523	Teaching Seminar in Secondary Education	3	Sp
SPED 524	Literacy Instruction for Adolescents: Intensive Intervention	4	Sp
SPED 427	Career/Transition Planning for Adolescents	3	Sp

Teacher Leadership Concentration (15)

This concentration consists of 15 credits of leadership electives.

Total Credit Hours: 30-37

Community and Public Health Promotion

Department of Health and Physical Education

Department Chair: Susan Clark

Community and Public Health Promotion Coordinator:

Soumyadeep Mukherjee

Community and Public Health Promotion Program Faculty:

Professor Cummings; **Associate Professor** Mukherjee; **Assistant Professor** Clark

Students must consult with their assigned advisor before they will be able to register for courses. Students must present current certification in basic first aid, adult-child-infant CPR and AED in order to enroll in an internship.

COMMUNITY AND PUBLIC HEALTH PROMOTION B.S.

Retention Requirements

1. A minimum cumulative G.P.A. of 2.75 each semester.
2. A minimum grade of B- in all other required program courses, except for BIOL 108, BIOL 231, BIOL 240, BIOL 335, and PSYC 110 or PSYC 215, which, when needed, require a minimum grade of C.

Note: BIOL 108 fulfills the Natural Science category of General Education.

Note: BIOL 335 fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

COURSE REQUIREMENTS**Core Foundation Courses**

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 240	Biostatistics and Experimental Design	4	As needed
BIOL 335	Human Physiology	4	F, Sp, Su
HPE 101	Human Sexuality	3	F, Sp, Su
HPE 102	Human Health and Disease	3	F, Sp, Su
HPE 202W	Community/Public Health and Health Promotion	3	F, Sp
HPE 221	Nutrition	3	F, Sp
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 303W	Research in Community and Public Health	3	F, Sp
HPE 307	Introduction to Epidemiology	3	Annually, Su if needed as hybrid/online
HPE 410	Managing Stress and Mental/Emotional Health	3	F, Sp
HPE 431	Drug Education -Or-	3	F
PSYC 217	Drugs and Chemical Dependency	4	F, Sp
PSYC 110	Introduction to Psychology -Or-	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
Professional Courses			
HPE 300	Health Education and Health Promotion Pedagogy	3	Sp, as needed
HPE 406	Program Planning in Health Promotion	3	Sp or as needed
HPE 419	Practicum in Community and Public Health	3	F
HPE 426W	Internship in Community and Public Health	10	F, Sp, Su
HPE 429	Seminar in Community and Public Health	2	F, Sp, Su
3-4 Courses from the following (for a minimum of 11 credits)			
ANTH 237	Measuring Inequality, Analyzing Injustice	4	Annually
ANTH 309	Medical Anthropology	4	Alternate years
ANTH 347	Environmental Justice	4	Alternate years
COMM 230	Interpersonal Communication	4	F
COMM 332	Gender and Communication	4	F
COMM 336	Health Communication	4	Sp
ENGL 233W	Writing for the Health Professions	4	Annually
GEND 100W	Gender and Society	4	F, Sp, Su
GEND 201W	Introduction to Feminist Inquiry	4	F
GEND 355	Women and Madness	4	Alternate years
GEND 357	Gender and Sexuality	4	F
GEND 358	Gender-Based Violence	4	Alternate years

AGNG 314/NURS 314	Health and Aging	4	F, Sp, Su
NURS 314/AGNG 314	Health and Aging	4	F, Sp, Su
HCA 303W	Health Policy and Contemporary Issues	3	F, Sp
HPE 403	Environmental Health	3	Annually
HPE 416/GEND 416	Women's Health	4	Annually
HPE 431	Drug Education	3	F
HSCI 105	Medical Terminology	2	F, Sp
NPST 300	Institute in Nonprofit Studies	4	F
PSYC 217	Drugs and Chemical Dependency	4	F, Sp
PSYC 230	Human Development	4	F, Sp, Su
PSYC 339	Psychology of Aging	4	Annually
PSYC 356	Psychology of Genders and Sexualities	4	F, Sp
PSYC 424	Health Psychology	4	Annually
SWRK 200	Introducing Social Work and Social Justice	4	F, Sp
SOC 217	Sociology of Aging	4	F, Sp, Su
SOC 313	Sociology of Death and Dying	4	Annually
SOC 314	The Sociology of Health and Illness	4	Annually
SOC 320	Aging and the Law	4	Annually
SOC 342	Women, Crime, and Justice	4	F, Sp
YDEV 300W	Introduction to Youth Development	4	F, Sp

Credits for internship will be waived partially or fully for students with prior documented field experiences aligned with community and public health (considering their hours of experience)

COMMUNITY AND PUBLIC HEALTH MINOR

The minor in Community and Public Health Studies consists of 18-20 credit hours (6 courses), as follows:

COURSE REQUIREMENTS

Foundation

HPE 102	Human Health and Disease	3	F, Sp, Su
HPE 202W	Community/Public Health and Health Promotion	3	F, Sp
HPE 307	Introduction to Epidemiology	3	Annually, Su if needed as hybrid/online

Professional Courses

ONE COURSE from

HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 300	Health Education and Health Promotion Pedagogy	3	Sp, as needed
HPE 303W	Research in Community and Public Health	3	F, Sp

TWO COURSES from

ANTH 237	Measuring Inequality, Analyzing Injustice	4	Annually
ANTH 309	Medical Anthropology	4	Alternate years
COMM 336	Health Communication	4	Sp

GEND 357	Gender and Sexuality	4	F
HPE 101	Human Sexuality	3	F, Sp, Su
HPE 221	Nutrition	3	F, Sp
HPE 403	Environmental Health	3	Annually
HPE 410	Managing Stress and Mental/Emotional Health	3	F, Sp
HPE 416/GEND 416	Women's Health	4	Annually
HPE 431	Drug Education	3	F
PSYC 424	Health Psychology	4	Annually
SOC 313	Sociology of Death and Dying	4	Annually
SOC 314	The Sociology of Health and Illness	4	Annually

Total Credit Hours: 18-20

Note: ANTH 309 uses HPE 233 (among others) as a prerequisite.

Counseling

Department of Counseling, Educational Leadership, and School Psychology

Department Chairs: Kalina Brabeck and Shannon Dowd-Eagle

Counseling Graduate Program Director: Prachi Kene

Counseling Program Faculty: Professors Boisvert, Brabeck, Kene;
Associate Professors Crossley, Kene; **Assistant Professor** Geckler, Griffith

CLINICAL MENTAL HEALTH COUNSELING M.S.

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized test scores are not required.
2. A Performance-Based Evaluation of professional work or volunteer experience.
3. A current résumé.
4. A group and/or individual interview with CEP counseling faculty.
5. A 1-2 page writing sample to demonstrate the candidate's abilities in forming effective counseling relationships and respect for cultural differences.

Retention Requirements

1. A minimum cumulative grade point average of 3.25 each semester. Grades below a B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in CEP 531 or CEP 532 or their equivalent. Students who receive a grade below a B- in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study.
3. A minimum grade of B in CEP 538, CEP 539, CEP 610, CEP 611, CEP 683 and CEP 684 is required. Students who receive a grade below a B in any of these courses must meet with the program

director. If it is recommended that the student continue in the program, the student must retake the course.

4. A satisfactory rating on the assessment portfolio.
5. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

COURSE REQUIREMENTS

Foundations Component

CEP 509	Professional Orientation and Ethical Practice	3	F, Su
CEP 531	Human Development across Cultures	3	Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	F
CEP 535	Vocational Counseling and Placement	3	Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp
CEP 544	Family Counseling Theory and Practice -Or-	3	Sp
CEP 553	Counseling Children and Adolescents	3	F
CEP 554	Research Methods in Applied Settings	3	Sp
CEP 612	Culturally Responsive Practice in Counseling	3	Sp
CEP 648	Assessment and Treatment of Co-Occurring Disorders	3	F, Su
CEP 656	Crisis Assessment and Intervention	3	Su, Sp
CEP	Elective	3	
Practicum Component			
CEP 538	Practicum I: Introduction to Counseling Skills	3	F (Counseling), Su (School Psychology)
CEP 539	Practicum II: Clinical Interviewing and Treatment Planning	3	Sp
CEP 683	Practicum III: Advanced Counseling Skills	3	F
CEP 684	Practicum IV: Advanced Clinical Interventions	3	Sp

Internship Component

CEP 610	Advanced Clinical Internship I	3	F
CEP 611	Advanced Clinical Internship II	3	Sp

Comprehensive Assessment

Total Credit Hours: 60

C.G.S. IN ADVANCED COUNSELING

The C.G.S. in Advanced Counseling is a certificate program which enables students who already have a master's degree, which is fewer than 60 credits, to obtain 60 credits needed for licensure as a mental

health counselor in the State of Rhode Island. Students will be able to take from 15-27 credits depending on the number of credits they need for licensure. Core courses in counseling practica and internship (a total of 12 credits) will be required of all C.G.S. candidates. Other credits are determined based on the needs of the candidate. (See "C.G.S. in Advanced Counseling" for a full description.)

Early Childhood Education

Department Chair: Leslie Sevey

Early Childhood Education Graduate Program Director: TBD

Early Childhood Undergraduate Program Co-Coordinators:
Leslie Sevey

Early Childhood Program Faculty: Professor Sevey; Assistant Professor Pinheiro

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

EARLY CHILDHOOD EDUCATION B.S.

Program Admission Requirements

Admission to program is dependent upon prior admission into the Feinstein School of Education and Human Development.

Students will select a concentration and follow the outlined program requirements. Concentration options include:

- Concentration in Teaching (certification Pre-K through Grade 2)
- Concentration in Birth to Five Community Programs

Fifth-Year Master's Program Option

Applicants to this program will have the option of applying to the fifth-year master's program in early childhood special education, which will fulfill the requirements for Early Childhood Special Education Certification.

CONCENTRATION IN TEACHING

Admission Requirements

Admission requires meeting FSEHD Educator Preparation Program requirements including: Submitting Basic Skills Exam scores (meet the benchmark, below benchmark with support CURR 232 and/or 242) the successful completion of FYW 100 or FYW 100P (with a minimum grade of B-; may use C or C+ with support of CURR 242), CEP 215 (with a B- or higher), and ECED 201 (B- or higher), FNED 101 (S) and FNED 246 (with a B- or higher), completion of community service learning requirement and an overall G.P.A. of 2.75 (or with support if between 2.50-2.749). Candidates are also required to submit current valid BCIs.

Retention Requirements

1. A minimum overall G.P.A. of 2.75 each semester.
2. A minimum grade of B- in all professional and major courses, including ART 210.
3. Successful recommendations regarding candidate's professional disposition from instructors and clinical instructors.
4. Meet program requirements, including successful performance evaluations.

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

Course Requirements

			Subtotal: 86
Cognates			
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
ECED 201	Introduction to Early Childhood Education	3	F, Sp
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
<i>Note: CEP 215 counts toward General Education requirements.</i>			
Major			
ECED 202W	Early Childhood Development, Birth to Eight	3	F, Sp
ECED 232W	Building Family, School and Community Partnerships	3	F
ECED 305	Intentional Teaching in the Early Years	4	F
ECED 321	Mathematics: Methods and Assessment	4	F
ECED 322	English Language Arts: Methods and Assessment I	4	Sp
ECED 324	English Language Arts: Methods and Assessment II	4	F
ECED 326	Social Studies and Social/Emotional Methods	4	F
ECED 328	Science and Technology Methods	4	Sp
HPE 345	Wellness for the Young Child, (B-8)	3	F
SPED 301	Inclusive Early Childhood Special Education	3	F, Sp
SPED 415	Assessment/Instruction with Young Exceptional Children	3	F
TESL 300	Promoting Early Childhood Dual Language Development	3	Sp
Professional Courses			
ECED 439	Student Teaching: Early Childhood Settings I	9	Sp
ECED 449	Early Childhood Community Program Internship	6	Sp
ECED 469W	Best Practices: Early Childhood Settings I	3	Sp
<i>Subtotal: 69</i>			

CONCENTRATION: BIRTH TO FIVE COMMUNITY PROGRAMS

Note: This program does not lead to RIDE teaching certification.

Admission Requirements

Admission requires the successful completion of FYW 100 or FYW 100P (with a minimum grade of B-; may use C or C+ 'with support' of CURR 242), CEP 215 (with a B- or higher), and ECED 201 (with a B- or higher), FNED 101 (S) and FNED 246 (with a B- or higher), completion of community service learning requirement and an overall G.P.A. of 2.75. Candidates are also required to submit current, valid BCI's.

Retention Requirements

1. A minimum overall G.P.A. of 2.75 each semester.
2. A minimum grade of B- in all professional and major courses.
3. Successful recommendations regarding candidate's professional disposition from instructors and clinical instructors.
4. Meet program requirements, including successful performance evaluations.

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

Course Requirements

Cognates			
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
ECED 201	Introduction to Early Childhood Education	3	F, Sp
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
<i>Note: CEP 215 counts toward General Education requirements.</i>			
Professional Courses			
ECED 440	Building Collaborative Relationships Through Coaching	3	Sp
ECED 449	Early Childhood Community Program Internship	6	Sp, F
ECED 479W	Best Practices in Community Settings	3	Sp
Major			
ECED 202W	Early Childhood Development, Birth to Eight	3	F, Sp
ECED 232W	Building Family, School and Community Partnerships	3	F
ECED 305	Intentional Teaching in the Early Years	4	F
ECED 310	Contextualizing Infant Toddler Education	3	Sp
ECED 312	Infant Toddler Cognitive Development and Learning	3	Sp
ECED 314	Infant Toddler Social/Emotional	3	F

ECED 325	Development and Learning Early Numeracy: Mathematical Concepts and Skills	3	F
ECED 326	Social Studies and Social/Emotional Methods	4	F
ECED 410	Infant Toddler Field Experience I	4	F
ECED 416	Infant Toddler Language Development and Learning	3	Sp
HPE 345	Wellness for the Young Child, (B-8)	3	F
SPED 305	Supporting Young Children B-5 with Exceptionalities	3	F
SPED 415	Assessment/Instruction with Young Exceptional Children	3	F
TESL 300	Promoting Early Childhood Dual Language Development	3	Sp

Subtotal: 70

EARLY CHILDHOOD EDUCATION M.ED.

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 (GPA) of 3.00 on a 4.00 scale in all undergraduate course work. Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.
4. A teaching certificate or early childhood teaching experience and education.
5. Three Candidate Reference Forms accompanied by three Letters of Recommendation.
6. A Professional Goals Essay.
7. A Performance-Based Evaluation.
8. Teacher certification in elementary education, early childhood education, or an appropriate field. (The teaching certification requirement may be waived under special circumstances and with special considerations.)
9. An interview may be required.

Note: The teaching certification requirement may be waived under special circumstances and with special considerations.

COURSE REQUIREMENTS

Foundations Component

ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su

Professional Education Component

ECED 502	Curriculum, Developmental Play, and Programs	3	F
ECED 503	Infants and Toddlers in Early Care and Education Programs	3	F
ECED 505	Early Childhood Education	3	Sp

ECED 512	and Development Issues Working with Families: Building Home-School Partnerships	3	Sp
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ECED 580	Workshop: -Or-	3	
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ECED 661	Directing Early Care and Education Programs	3	Sp
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ECED 662	Seminar in Early Childhood Education Research	3	F
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Note: ECED 580: Only with consent of advisor.

Electives

TWO COURSES from

ECED 509	Emergent Literacy—Infants through Grade Two	3	As needed
ELED 504	Mathematics in the Elementary School	3	F, Sp
ELED 508	Language Arts in the Elementary School	3	Su
ELED 518	Science in the Elementary School	3	F, Sp
ELED 528	M.A.T. Teaching Social Studies Practicum	3	Su
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su
TESL 549	Sociocultural Contexts: Education in Bilingual Communities	3	F, Sp, Su

Note: ECED 509: Students who have never completed a course in beginning reading **must** take this course.

TWO COURSES from

SPED 513	Characteristics/Needs of Young Exceptional Children	3	Sp
SPED 516	Individualized Interventions for Young Exceptional Children	3	F
SPED 534	Involvement of Families in Special Education	3	F, Sp

Note: SPED 513: Students who have never completed a special education course **must** take this course.

Comprehensive Assessment

Total Credit Hours: 36

Education Doctoral Program

RIC Co-Director: Gerri August

URI Co-Director: Pete Adamy

RIC Faculty: Battle, Benson, Bogad, Castagno, Dufour, Eagle, Goodrow, Horwitz, Hui-Michael, Johnson, LaCava, Lynch, Schuster

URI Faculty: Adamy, Branch, Brand, Boulmetis, Brady, Byrd, Cicomascolo, Clapham, Coiro, Deeney, de Groot, de Mesquita, Dennis, Eichinger, Fastovsky, Fogleman, He, Heifetz, Hicks, Hobbs, Hos, Kellogg, Kern, Kim, Kovarsky, McCurdy, McKinney, Murray-Johnson, Peno,

Purnell, Rolle, Roush, Seitsinger, Shim, Spivak, Sweetman, Tutwiler, Vaccaro, Willis, Xiao, Xu, Young

EDUCATION PH.D.

Admission Requirements

1. A completed electronic application form received by the University of Rhode Island Graduate School.
2. A master's degree or 30 credits beyond the bachelor's degree, including course work in research, foundations, and curriculum from a regionally accredited college or university.
3. A curriculum vitae.
4. Official transcripts of all undergraduate and graduate course work.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
6. An official report of scores on the Graduate Record Examination.
7. A personal statement.
8. A research statement.
9. Three letters of recommendation.
10. An interview.

COURSE REQUIREMENTS *PENDING NOTICE OF CHANGE TO RIOPC*

Core Seminars

EDP 600	Reading and Writing for Doctoral Studies	3	F
EDP 601	First Year ProSeminar for Ph.D. in Education	3	F
EDP 610	Contemporary Issues in Educational Inquiry	3	F
EDP 630	Issues in Educational Leadership Policy and Analysis I	3	F
EDP 631	Issues in Educational Leadership Policy and Analysis II	3	Sp

Field-based Research Experiences

EDP 612	Qualitative Research Methods in Education	3	F
EDP 613	Introduction to Quantitative Research	4	Sp
EDP 622	Societal Perspectives of Education	3	F
EDP 623	Research Design	3	F
EDP 641	Doctoral Dissertation Research Seminar	1	F, Sp

Note: EDP 641 must be taken four semesters for a total of 4 credit hours.

Specialization Courses

EDP 620	Contemporary Issues in Human Development, Learning, & Teaching	3	F
EDC 661	Language and Thinking in Schools	3	As needed
EDC 662	Writing for Presentations and Publications	3	As needed
EDC 664	Social Justice in Higher Education	3	As needed

EDC 670	Theory Construction in the Social Sciences	3	As needed
EDC 681	Culture and Discourse in Education	3	As needed
EDC 682	Discourse Analysis in Education Research	3	As needed
EDC 684	Data Analysis: A Hands-On Approach	3	As needed
EDC 685	Survey Design	3	As needed
EDP 692-693	Directed Readings and Research Problems	1-3	As needed

Students must take up to 12 credit hours of specialization courses. They can choose from this list or other graduate offerings from RIC or URI with the permission of their major professor.

Dissertation and Defense

EDP 699	Doctoral Dissertation Research	12	As needed
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Note: EDP 699: A minimum of 12 credit hours is required for this course.

Comprehensive Examination

Total Credit Hours: 58

Educational Leadership (This program has suspended admissions.)

Department of Counseling, Educational Leadership, and School Psychology

Admissions currently suspended. Please contact Interim Dean Carol Cummings (ccummings@ric.edu) with any questions.

EDUCATIONAL LEADERSHIP M.ED. (THIS PROGRAM HAS SUSPENDED ADMISSIONS.)

This program is undergoing re-design and not accepting applications. For information, contact Dean Dingus-Eason (jdinguseason@ric.edu)

Elementary Education

Department of Elementary Education

Department Chair: Leslie Sevey

B.A. in Elementary Education General Science Program

Coordinator: Maria Lawrence

B.A. in Elementary Education Mathematics Program

Coordinator: Maria Lawrence

B.S. in Elementary Education with a Concentration in Special Education Program **Coordinator:** Carolyn Obel-Omia

Elementary Education Program Faculty: Professors Goodrow, Horn, Lawrence, Sevey; **Associate Professors** Feinberg, Obel-Omia; **Assistant Professors** Gurjar, Pinheiro

Students in elementary education are awarded either a B.A. or a B.S. degree.

- The B.A. is awarded to students choosing the Elementary Education with a Teaching Concentration in Middle Level Mathematics or a Teaching Concentration in Middle Level General Science
- The B.S. is awarded to students electing a teaching concentration in special education.

ELEMENTARY EDUCATION B.A.

The two Elementary Education Middle Level programs, Elementary Education BA with a Teaching Concentration in Middle Level General Science and Elementary Education B.A. with a Teaching Concentration in Middle Level Mathematics will take four and a half years to complete. Upon completion of either program, the graduate will meet all Rhode Island Department of Education for two teacher certifications.

Admissions Requirements can be found in each of the two concentrations.

NOTE: Admission to the content majors in English, Multidisciplinary Studies, and Social Studies are currently suspended. Only students accepted to Rhode Island College prior to Fall 2019 can continue in these programs.

Retention Requirements for Both Programs

1. A minimum overall G.P.A. of 2.75 each semester.
2. A minimum grade of B- in ELED 202, and recommendation to continue from the instructor.
3. A minimum grade of B- in all other professional coursework, including an "acceptable" rating on the primary course artifact. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.
4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.

Students must maintain acceptable standing in academic work, fieldwork and demonstrate consistent professionalism or risk suspension from either Elementary Education program, the Concentration in Middle Level Mathematics or Concentration in Middle Level General Science.

Other Requirements

In addition to completing courses in elementary education, teacher candidates must complete the following requirements. See FSEHD website for additional information.

- Apply for a Background Check (BCI) each year. This information will be provided to each student, beginning in the FNED 101 course.
- Complete 25 hours of community service before student teaching.

Preparing to Student Teach

- Pass all appropriate teacher certification exams.
- Maintain the required G.P.A. in program courses and the concentration.
- Submit a complete Preparing to Teach Portfolio to the Elementary Education Office.
- Submit all Community service information. The semester before student teaching, teacher candidates will receive a link from the Office of Partnerships and Placements, providing directions to submit information regarding the Community Service experiences.

COURSE REQUIREMENTS COMMON TO ELEMENTARY EDUCATION B.A. WITH A TEACHING CONCENTRATION IN MIDDLE LEVEL GENERAL SCIENCE AND ELEMENTARY EDUCATION B.A. WITH A TEACHING CONCENTRATION IN MIDDLE LEVEL MATHEMATICS

Professional Courses

CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
ELED 202W	Teaching All Learners: Foundations and Strategies	4	F
SPED 202W	-Or- Teaching All Learners: Foundations and Strategies	4	Sp
ELED 222	Foundations of Literacy I: Grades 1-3	3	F, Sp
ELED 324	Foundations of Literacy II: Grades 3-6	3	F, Sp
ELED 326	Assessment and Intervention in Literacy-Tier 2	4	F, Sp
ELED 330	Physical Sciences for Elementary School Teachers	2	F, Sp, Su
ELED 436	Teaching Social Studies to Diverse Learners	3	F, Sp
ELED 437	Elementary School Science and Health Education	3	F, Sp
ELED 438	Teaching Elementary School Mathematics	3	F, Sp
ELED 439	Student Teaching in the Elementary School	9	F, Sp
ELED 440	Capstone: STEAM/Project-Based Learning	2	F, Sp, Su
SPED 460	-Or- Capstone: Specialized Language Instruction	2	F, Sp, Su
ELED 469W	Best Practices: Instruction, Assessment, Classroom Management	3	F, Sp
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
MLED 230	Young Adolescent Development in Social Contexts	4	F, Sp, Su
MLED 331	Disciplinary Literacies with	4	F, Sp

MLED 332	Young Adolescents Curriculum and Assessment for Young Adolescents	4	F, Sp
SPED 433	Special Education: Best Practices and Applications	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp

Subtotal: 68

Note: Students cannot receive credit for both ELED 202 and SPED 202.

TEACHING CONCENTRATION IN MIDDLE LEVEL GENERAL SCIENCE

Admissions Requirements

Admission to this program includes all Feinstein School of Education and Human Development admissions requirements and the following courses for the Concentration in Middle Level General Science: BIOL 111, GEOG 200 or POL 102, and MATH 143 (C or higher in all courses).

Additional Coursework

Students electing to complete the Teaching Concentration in Middle Level General Science must complete the following courses, with a minimum grade point average of 2.50 in the science content courses.

Cognates

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 111	Introductory Biology I	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
POL 102	-Or- American Government	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su

Subtotal: 20

Note: ART 210, BIOL 111, MATH 144 and GEOG 200 or POL 102 courses can also apply to General Education requirements.

Note: All cognates require a minimum grade of C.

Note: If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 102 any HIST General Education is accepted.

General Science Content Courses

BIOL 112	Introductory Biology II	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

TWO COURSES from

PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 214	Introduction to Meteorology	4	F
PSCI 217	Introduction to Oceanography	4	Sp

Subtotal: 28

Total Credit Hours for program: 116

Note: 20 credits of this can double-count toward General Education requirements.

TEACHING CONCENTRATION IN MIDDLE LEVEL MATHEMATICS

Admissions Requirements

Admission to this program includes all Feinstein School of Education and Human Development admissions requirements and the following courses for the Concentration in Middle Level Mathematics: BIOL 100, GEOG 200 or POL 102, and MATH 143 (C or higher in all courses).

Additional Coursework

Students electing to complete the Teaching Concentration in Middle Level Mathematics must complete the following courses, with a minimum grade point average of 2.50 in the mathematics content courses.

Additional Elementary Education Professional Coursework

ELED 238	Teaching Functions and Algebra	2	F, Sp
ELED 248	Teaching Data and Statistics	2	F, Sp

Subtotal: 4

Cognates

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
POL 102	-Or- American Government	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
PSCI 204	Understanding the Physical Universe	4	F, Sp, Su

Subtotal: 24

Note: ART 210, BIOL 100, GEOG 200 or POL 102, MATH 144, and PSCI 204 courses can also apply to General Education requirements

Note: All cognates require a minimum grade of C.

Note: If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 102 any HIST General Education is accepted.

Mathematics Content Courses

MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 220	Formalizing Mathematical Thought	4	F (alternate years - even-numbered years)
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 324	College Geometry	4	Sp
MATH 409	Mathematical Problem Analysis	4	F (alternate years - odd-numbered)

			years)
MATH 431	Number Theory	3	F, Sp
	-Or-		
MATH 436	Discrete Mathematics	3	F, Sp
			Subtotal: 27

Total Credit Hours for program: 123

Note: 20 credits of this can double-count toward General Education requirements.

CONTENT MAJORS (ADMISSIONS INDEFINITELY SUSPENDED; NO LONGER ACCEPTING NEW STUDENTS)

A. CONTENT MAJOR IN ENGLISH (ADMISSION INDEFINITELY SUSPENDED)

In addition to completing required courses in elementary education, students electing a content major in English must complete the following courses, with a minimum grade point average of 2.75 in the major.

Students may not proceed to student teaching without the required GPA.

Cognates

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
POL 201	Development of American Democracy	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su
			Subtotal: 24

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

Content major courses in English

ENGL 200W	Reading Literature and Culture	4	F, Sp
ENGL 208	British Literature	4	Annually
ENGL 209	American Literature	4	Annually
ENGL 210	Children's Literature: Interpretation and Evaluation	4	As needed
ENGL 212	Adolescent Literature: Images of Youth	4	Annually
ENGL 300W	Introduction to Theory and Criticism	4	F, Sp
	ONE other ENGL 200-level course	4	
			Subtotal: 28

Students pursuing middle grades certification must also take:

SED 445	The Teaching of Writing in Secondary Schools	4	F, Sp
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B. CONTENT MAJOR IN MULTIDISCIPLINARY STUDIES (ADMISSION INDEFINITELY SUSPENDED; NO LONGER ACCEPTING NEW STUDENTS)

In addition to completing required courses in elementary education, students electing a content major in multi-disciplinary studies must

complete the following courses, with a minimum grade point average of 2.50 in the major. Students may not proceed to student teaching without the required GPA.

Note: This content major does not fulfill requirements for middle grades certification.

Cognates

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
POL 201	Development of American Democracy	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

ONE COURSE from

ENGL 120	Studies in Literature and Identity	4	F, Sp, Su
ENGL 121	Studies in Literature and Nation	4	F, Sp, Su
ENGL 122	Studies in Literature and the Canon	4	F, Sp, Su
ENGL 123	Studies in Literature and Genre	4	F, Sp, Su

Note: ENGL 120, ENGL 121, ENGL 122, ENGL 123: These courses may also apply to General Education requirement.

ONE COURSE from

HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su

Note: HIST 103, HIST 104: These courses may also apply to General Education requirement.

ONE COURSE from

HSCI 232	Human Genetics	4	F
PSCI 208	Forensic Science	4	F, Sp
			Subtotal: 36

Note: HSCI 232, PSCI 208: These courses may also apply to General Education requirement.

Content major courses in Multidisciplinary Studies

ENGL 210	Children's Literature: Interpretation and Evaluation	4	As needed
ENGL 212	Adolescent Literature: Images of Youth	4	Annually

ONE GEOGRAPHY COURSE from

GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp

ONE SOCIAL STUDIES COURSE from

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ECON 200	Introduction to Economics	4	F, Sp, Su
ECON 214	Principles of	3	F, Sp, Su

	Microeconomics		
SOC 200	Introduction to Sociology	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
POL 103	Global Politics	4	F, Sp
POL 104	Introduction to Political Thought	4	F, Sp

ONE SCIENCE COURSE from

HSCI 232	Human Genetics	4	F
PSCI 208	Forensic Science	4	F, Sp
PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp

Note: HSCI 232, PSCI 208: These courses may also apply to General Education requirement.

TWO MATH COURSES from

MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 210	College Trigonometry	3	Sp
MATH 212	Calculus I	4	F, Sp, Su
MATH 220	Formalizing Mathematical Thought	4	F (alternate years - even-numbered years)
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 324	College Geometry	4	Sp
MATH 409	Mathematical Problem Analysis	4	F (alternate years - odd-numbered years)
MATH 431	Number Theory	3	F, Sp

Subtotal: 25-28

Note: MATH 324: This course may also apply to General Education requirement.

C. CONTENT MAJOR IN SOCIAL STUDIES (ADMISSION INDEFINITELY SUSPENDED, NO LONGER ACCEPTING NEW STUDENTS)

In addition to completing the required courses in elementary education, students electing a content major in social studies must complete the following courses with a minimum grade point average of 2.75 in the major.

Cognates

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
POL 201	Development of American Democracy	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

ONE COURSE from

HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
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HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su
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Subtotal: 28

Note: HIST 103, HIST 104: These courses may also apply to General Education requirement.

Content major courses in Social Studies

HIST 331	Rhode Island History	3	Sp
HIST 381	Workshop: History and the Elementary Education Teacher	1	F

ONE COURSE from

HIST 236	Post-Independence Africa	3	Annually
HIST 238	Early Imperial China	3	As needed
HIST 239	Japanese History through Art and Literature	3	Alternate years
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 345	Conflict, Globalization, and Modern East Asia	3	As needed
HIST 348	Africa under Colonial Rule	3	Annually

ONE COURSE from

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp

ONE COURSE from

ECON 200	Introduction to Economics	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su

ONE COURSE from

GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp

ONE COURSE from

POL 103	Global Politics	4	F, Sp
POL 104	Introduction to Political Thought	4	F, Sp

ONE COURSE from

SOC 200	Introduction to Sociology	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su

Subtotal: 26-27

ELEMENTARY EDUCATION B.S.

Admissions Requirements

Admission requires the successful completion of equires the successful completion of FYW 100 or FYW 100P with a minimum grade of B- (may use C or C+ 'with support' of CURR 242FYW 100 or FYW 100P (with a minimum of B), BIOL 100 (with a minimum of C), MATH 143 (with a minimum of C), FNED 101 and FNED 346 (both with a minimum of B), completion of basic skills test (CORE: Math, Reading, Writing) or SAT or ACT, and an overall GPA of 2.75.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.
2. A minimum grade of B- in ELED 202 (or SPED 202), and recommendation to continue from the instructor.
3. A minimum grade of B- in all coursework, including an “acceptable” rating on primary course artifact. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.
4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.
5. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork, and demonstrate consistent professionalism (as described above), or risk suspension from the B.S. in Elementary Education program with teaching concentration in Special Education.

COURSE REQUIREMENTS**Cognates**

BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
PSCI 204	Understanding the Physical Universe	4	F, Sp, Su
POL 102	American Government	4	F, Sp, Su

Note: BIOL 100 (NS), MATH 144 (M), PSCI 204 (AQSR), GEOG 200 or POL 202 (SS) all also apply to General Education requirements.

Note: If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 202 any HIST General Education is accepted.

Note: All cognates require a minimum grade of C.

Professional Courses

ELED 202W	Teaching All Learners: Foundations and Strategies -Or-	4	F
SPED 202W	Teaching All Learners: Foundations and Strategies	4	Sp
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
ELED 222	Foundations of Literacy I: Grades 1-3	3	F, Sp
ELED 324	Foundations of Literacy II: Grades 3-6	3	F, Sp
ELED 326	Assessment and Intervention in Literacy-Tier 2	4	F, Sp
ELED 330	Physical Sciences for Elementary School Teachers	2	F, Sp, Su
ELED 436	Teaching Social Studies to Diverse Learners	3	F, Sp
ELED 437	Elementary School Science and Health Education	3	F, Sp

ELED 438	Teaching Elementary School Mathematics	3	F, Sp
ELED 439	Student Teaching in the Elementary School	9	F, Sp
ELED 440	Capstone: STEAM/Project-Based Learning	2	F, Sp, Su
ELED 469W	Best Practices: Instruction, Assessment, Classroom Management	3	F, Sp
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SPED 460	Capstone: Specialized Language Instruction	2	F, Sp, Su

Note: Students cannot receive credit for both ELED 202 and SPED 202.

Note: Students must choose one of the three Special Education Concentrations options to complete the Elementary Education B.S. See Special Education (p. 170).

Subtotal: 69

ELEMENTARY EDUCATION M.A.T.**Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
5. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
6. A Statement of Education Philosophy.
7. A current résumé.
8. An interview with an advisor in the M.A.T. program in elementary education, after initial application approval.
9. A plan of study approved by the advisor and appropriate dean, after initial application approval.

COURSE REQUIREMENTS**Foundations Component**

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
ELED 500	Learning and Teaching: Seminar I	3	Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp

Professional Courses

ELED 522	M.A.T. Teaching Reading Practicum	3	F
ELED 527	M.A.T. Teaching Writing Practicum	3	F
ELED 528	M.A.T. Teaching Social Studies Practicum	3	Su
ELED 537	M.A.T. Teaching Science Practicum	3	F
ELED 538	M.A.T. Teaching Mathematics Practicum	3	F
ELED 554	Learning and Teaching Seminar II	1	Early Sp
ELED 559	Student Teaching in the Elementary School	7	Sp

ELED 569	Learning and Teaching Seminar III	2	Sp
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su

ONE COURSE from the following (OPTIONAL):

SPED 533	Special Education: Practical Applications	3	As needed
TESL 501	Introduction to Teaching Emergent Bilinguals	4	F, Sp, Su
TESL 502	Applications of Second Language Acquisition	3	F, Sp, Su

Total Credit Hours: 45

ELEMENTARY EDUCATION M.ED. (THIS PROGRAM HAS SUSPENDED ADMISSIONS.)

This program has suspended admissions.

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements.
2. One year teaching experience.
3. An interview may be required.

COURSE REQUIREMENTS

Foundations Component

ELED 512	Theoretical Perspectives on How Students Learn	3	Annually
ELED 513	Designing and Assessing Teaching and Learning	3	Annually
ELED 514	Educational Change	3	Annually
ELED 664	Seminar in Education	3	As needed
INST 516	Integrating Technology into Instruction	3	F, Sp

CHOOSE A, B, C, or D below

A. Literacy

ELED 508	Language Arts in the Elementary School	3	Su
ELED 558	This course has been deleted. See program director for substitute course. (Teaching and Learning Writing)	3	
FNED 547	Introduction to Practitioner Action Research	3	F, Sp, Su
READ 534	Foundations in Literacy	3	Su

B. Mathematics Education

ELED 504	Mathematics in the Elementary School	3	F, Sp
ELED 506	Elementary Mathematics: Geometry, Measurement, Data, Statistics	3	As needed
ELED 619	Elementary Mathematics Assessment and Remediation Clinic	6	As needed
FNED 547	Introduction to Practitioner Action Research	3	F, Sp, Su

C. Learning Diversity

FNED 547	Introduction to Practitioner Action	3	F, Sp, Su
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SPED 551	Research Introduction to Multicultural Special Education	3	Su (annually)
SPED 558	Mathematics/Science Instruction for Students with Disabilities	3	
TESL 507	Literacy Instruction for Emergent Bilingual Learners	3	F, Sp
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su

D. Individualized

To be determined by candidate, advisor, and M.Ed. committee

Total Credit Hours: 30

Health and Physical Education

Department of Health and Physical Education

Department Chair: Susan Clark

B.S. in Health and Physical Education Program Coordinators:

Susan Clark and Kristen Pepin

M.Ed. in Health Education Graduate Program

Coordinator: Soumyadeep Mukherjee

Health and Physical Education Program Faculty:

Professor Cummings; **Associate Professor** Mukherjee; **Assistant Professor** Clark, Pepin

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

HEALTH AND PHYSICAL EDUCATION B.S.

Retention Requirements

1. A minimum cumulative G.P.A. of 2.75 each semester.
2. A minimum grade of B- in all program courses.
3. A secondary admission to the School of Education is required. An acceptable Student Teaching Portfolio is required.

COURSE REQUIREMENTS

Program Courses

HPE 140	Foundations: Physical Education and Exercise Science	3	F, Sp
HPE 200W	Promoting Health and Well-Being in Schools	3	F, Sp
HPE 210	Nutrition Education and Promotion	3	Sp
HPE 213	Movement Appreciation for Children	3	F
HPE 243	Motor Development and Motor Learning	3	F, Sp
HPE 300	Health Education and Health Promotion	3	Sp, as needed
HPE 301W	Pedagogy Principles of Teaching Activity	3	F, Sp

HPE 314	Middle School Activities	3	F
HPE 315	High School Activities	3	Sp
HPE 325	Assessment in Health and Physical Education	3	F
HPE 340	Sexual Health Education and Promotion	3	Sp
HPE 410	Managing Stress and Mental/Emotional Health	3	F, Sp
HPE 413	Practicum in Elementary Physical Education	3	Sp
HPE 414W	Practicum In Secondary Physical Education	3	F
HPE 415	Teaching/Assessment in Adapted Physical Education	3	F
HPE 417	Practicum in Elementary Health Education	3	Sp
HPE 418W	Practicum in Secondary Health Education	3	F
HPE 423W	Student Teaching Seminar in Health and Physical Education	2	Sp, as needed
HPE 425W	Student Teaching: Health and Physical Education	7	Sp
HPE 428	Educational Kinesiology and Exercise Physiology	3	F
HPE 431	Drug Education	3	F
HPE 444	Practicum in Adapted Physical Education	3	Early Sp
Cognates			
BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp

Note: BIOL 201 and BIOL 202: Fulfills the Natural Science category of General Education.

Note: BIOL 203 and BIOL 204: Fulfills the Elective category of General Education.

Note: CEP 215: Fulfills the Social and Behavioral Sciences category of General Education.

Total Credit Hours: 97

COACHING MINOR

COURSE REQUIREMENTS

The minor in coaching consists of 18 credit hours (six courses), as follows:

HPE 201	Prevention and Care of Athletic Injuries	3	Sp
HPE 205	Conditioning for Personal Fitness	3	F, Sp
HPE 243	Motor Development and	3	F, Sp

HPE 278	Motor Learning	3	F, Sp
HPE 308	Coaching Skills and Tactics	3	F, Sp
HPE 408	The Science of Coaching	3	Sp
	Coaching Applications	3	F

Also required is current certification in first aid and CPR (infant, child, and adult with AED).

Total Credit Hours: 18

HEALTH EDUCATION M.ED.

Admission Requirements

- Completion of all Feinstein School of Education and Human Development admission requirements.
- Applicants to the School Nurse Teacher certification track are required to have a current Rhode Island Nursing license (Registered Nurse).

CORE COURSE REQUIREMENTS

Core Courses

Foundations Component

ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
	-Or-		
FNED 546	Contexts of Schooling	4	F, Sp

Related Disciplines Component

SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su
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Subtotal: 36-37

CHOOSE CONCENTRATION A OR B

A. Health Educator

Subtotal: 36-37

Professional Education Component

HPE 500	Introduction to Health Education and Health Promotion	3	F
HPE 501	Curriculum Design in Health Education	3	F
HPE 505	Principles of Program Development in Health Education	3	Sp
HPE 507	Epidemiology and Biostatistics	3	Sp
HPE 562	Seminar in Health Education	3	Sp

THREE COURSES from

HPE 406	Program Planning in Health Promotion	3	Sp or as needed
HPE 410	Managing Stress and Mental/Emotional Health	3	F, Sp
HPE 431	Drug Education	3	F
HPE 503	Health Education Pedagogy	3	Sp
HPE 504	Application of Health Content	3	F
HPE 508	Psycho-Social Aspects of Human Movement	3	As needed
HPE 509	Teaching Sports through a Tactical Perspective	3	As needed
HPE 522	Current Issues in Physical Education	3	As needed

HPE 523	Adventure Education	3	As needed
HPE 530	Family Life and Sexuality Education	3	F
HPE 531	Methods and Procedures for School Nurse Teachers	3	Sp
HPE 550	Topics in Health/Health Education	3	As needed
HPE 563	Professional Ethics and Social Health Issues	3	Sp
HPE 580	Workshops in Health/Health Education	3	As needed
HPE 590	Directed Study in Health Education	3	As needed
HPE 591	Directed Reading in Health Education	3	As needed

Note: HPE 508, HPE 509, HPE 531, HPE 522, HPE 523 and HPE 531: With consent of advisor.

Electives			
ELECTIVE	This course should be health-related or in health education. Some students may have to take an additional foundations of education course as this elective.	3	
		Subtotal: 36-37	

B. School Nurse Teacher Certification

This concentration is awaiting RIDE program approval. Please contact the department chair, Dr. Robin Kirkwood Auld, rauld@ric.edu for the latest update.

		Subtotal: 30-31	
Professional Education Component			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
HPE 500	Introduction to Health Education and Health Promotion	3	F
HPE 503	Health Education Pedagogy	3	Sp
HPE 504	Application of Health Content	3	F
HPE 530	Family Life and Sexuality Education	3	F
HPE 531	Methods and Procedures for School Nurse Teachers	3	Sp
HPE 562	Seminar in Health Education	3	Sp
		Subtotal: 30-31	

Reading

Department of Elementary Education

Department Chair: Leslie Sevey

Reading Graduate Program Director: Natasha Feinberg

Reading Program Faculty: Associate Professor Feinberg

READING M.ED.

Admission Requirements

1. Official transcripts of all undergraduate and graduate records.
2. A bachelor's degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate coursework. Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.
3. A teaching certificate.
4. Two Candidate Reference Forms accompanied by two letters of recommendation.
5. A Professional Goals Essay.

COURSE REQUIREMENTS

Foundations Component

FNE502	Social Issues in Education	3	F, Sp, Su
FNE547	Introduction to Practitioner Action Research	3	F, Sp, Su

Professional Education Component

READ 501	Reading in the Content Areas	3	F
TESL 507	Literacy Instruction for Emergent Bilingual Learners	3	F, Sp
READ 534	Foundations in Literacy	3	Su
READ 629	Literacy Internship for Assessment and Intervention	6	Su
READ 630	Literacy and the Community	2	Su
READ 667	Reading Specialist Coaching and the Administration of Reading Programs	4	Sp
READ 687	Teaching Literacy in Diverse Contexts	3	Su
READ 688	Educational Technology for Reading Instruction in the Digital Age	3	F
SPED 546	Dyslexia in Schools: Assessment and Identification	3	Su

Comprehensive Assessment

Pass Praxis 5301: Reading Specialist Test

Total Credit Hours: 36

School Psychology

Department of Counseling, Educational Leadership, and School Psychology

Department Chairs: Kalina Brabeck and Shannon Dowd-Eagle

School Psychology Graduate Program Director: Jenlyn Furey

School Psychology Program Faculty: Professors Dowd-Eagle, Eagle, Holtzman; **Associate Professor** Furey

C.A.G.S. IN SCHOOL PSYCHOLOGY/COUNSELING M.A. — WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY

This program is recognized by the National Association of School Psychologists.

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized test scores not required.
2. A minimum of three courses in psychology, including child or adolescent development, personality, and abnormal psychology.
3. A current résumé.
4. An interview.

Retention Requirements

1. A minimum cumulative grade point average of 3.25 on a 4.00 scale each semester. Grades below a B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in CEP 531, CEP 533 and CEP 603. Students who receive a grade below a B- in any of these courses must consult with their advisor before registering for any subsequent course in the plan of study.
3. A passing score on the M.A. Comprehensive Examination.
4. A satisfactory rating on the training portfolio, and a recommendation to continue from the graduate program director.
5. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

COURSE REQUIREMENTS

Courses

CEP 531	Human Development across Cultures	3	Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Su
CEP 533	Psychology of Students with Exceptionalities	3	Sp
CEP 534	Quantitative Measurement and Test Interpretation	3	F
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Su
CEP 538	Practicum I: Introduction to Counseling Skills	3	F (Counseling), Su (School Psychology)
CEP 551	Behavioral Assessment and Intervention	3	Sp
CEP 554	Research Methods in Applied Settings	3	Sp
CEP 602	Social-Emotional Assessment and Intervention	3	Sp

Comprehensive Examination (Master of Arts)

0 credit hours. Offered Fall, Spring.

Courses

CEP 601	Cognitive Assessment	3	F
CEP 603	Professional School Psychology	3	F
CEP 604	Psychoeducational Assessment and Response-to-Intervention	3	Sp
CEP 605	School Psychology Practicum	6	F, Sp
CEP 629	Internship in School Psychology	12	F, Sp
CEP 651	Academic Instruction, Interventions and Supports	3	F
CEP 675	Consultation and Collaboration in School and Community Settings	3	F
SPED 534	Involvement of Families in Special Education	3	F, Sp
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su

National School Psychology Examination (C.A.G.S.)

0 credit hours. Offered Fall, Spring.

Total Credit Hours: 69

The C.A.G.S. in school psychology is awarded when the student has completed:

1. An additional 27 credit hours of graduate course work beyond the master's level as specified in the student's integrated and sequential plan of study.
2. A one-year, 1,200-hour, 12-credit internship in a cooperating school system.
3. A passing score (as determined by the Department of Counseling, Educational Leadership, and School Psychology) on the National School Psychology Examination administered by the Educational Testing Service (ETS/PRAXIS II #10400).
4. A performance portfolio at the conclusion of the internship.

The C.A.G.S. in school psychology meets state certification requirements in school psychology from the Rhode Island Department of Education.

For candidates admitted to the C.A.G.S. in school psychology, the M.A. in counseling (educational psychology concentration) is awarded when the student has completed CEP 531, CEP 532, CEP 533, CEP 534, CEP 536, CEP 537, CEP 538, CEP 551, CEP 554 and CEP 602; and satisfactorily passed a written examination prepared and administered by the Department of Counseling, Educational Leadership, and School Psychology. The examination is based on the student's knowledge of human development, counseling approaches and intervention strategies. *The M.A. in counseling with concentration in educational psychology is not granted as a terminal degree and does not meet requirements for certification as a school psychologist.*

Secondary Education

Department of Educational Studies

Department Chair: Charles McLaughlin

Secondary Education Program Faculty: Professors Bogad, Horwitz, Johnson, McLaughlin Jr.; **Associate Professors** Benson, Burke,

Ender, Hesson, Kraus, Restler, Shipe; **Assistant Professors** Guzman Antelo, Hadid, Papa

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

SECONDARY EDUCATION B.A. (ENGLISH, GENERAL SCIENCE, HISTORY, MATHEMATICS, SOCIAL STUDIES)

Retention Requirements

1. A minimum cumulative G.P.A. of 2.75 each semester.
2. A minimum grade of B- in all teacher education courses.
3. A satisfactory G.P.A. in the major area.
4. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

If a student’s G.P.A. falls below the minimum 2.75, or if the required G.P.A. 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 G.P.A. or the required G.P.A. in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the secondary education program.

COURSE REQUIREMENTS

Courses

CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SED 206	Educational Assessment and Pedagog	4	F, Sp, Su
SED 306W	Inquiry into Discourses, Literacies, and Policies	4	F, Sp
SED 420/TECH 420/WLED 420	Introduction to Student Teaching	2	Early Sp
SED 421/TECH 421/WLED 421	Student Teaching in the Secondary School	7	Sp
SED 422/TECH 422/WLED 422	Student Teaching Seminar in Secondary Education	3	Sp
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp

Note: To be admitted into SED 306 students must be admitted into FSEHD, and to take their Practicum I course (SED 31X) they must submit passing scores for both the Praxis II content tests and the Praxis II: Principles of Learning and Teaching Tests.

Note: SED 420 is taken in the Early Spring session.

Subtotal: 37

SECONDARY EDUCATION ENGLISH MAJOR

Students electing a major in English apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (G.P.A.). Students must maintain the content G.P.A. of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain English Certification:

REQUIREMENTS

Secondary Education

SED 313	Critical Writing and Teaching in Schools	4	Sp
SED 413	Social Justice Teaching in English Education	4	F
SPED 433	Special Education: Best Practices and Applications	3	F, Sp
TESL 402	-Or- Applications of Second Language Acquisition	3	F, Sp
English			
ENGL 200W	Reading Literature and Culture	4	F, Sp
ENGL 208	British Literature	4	Annually
ENGL 209	American Literature	4	Annually
ENGL 212	Adolescent Literature: Images of Youth	4	Annually
ENGL 300W	Introduction to Theory and Criticism	4	F, Sp
ENGL 345	Shakespeare: Histories and Comedies	4	As needed
ENGL 346	-Or- Shakespeare: The Tragedies and Romances	4	As needed
ENGL 432	Studies in the English Language	4	As needed

ONE COURSE (Advanced Literature) from:

ENGL 301	Reading America to the Civil War	4	As needed
ENGL 302	Studies in American Literature 1860-1945	4	As needed
ENGL 304	Studies in British Literature to 1500	4	As needed
ENGL 305	Studies in British Literature 1500-1700	4	As needed
ENGL 306	Studies in British Literature 1700-1914	4	As needed
ENGL 307	Studies in Modernist and Contemporary Literature	4	As needed
ENGL 315	Literature, Environment and Ecocriticism	4	As needed
ENGL 324	Literature by Women	4	As needed
ENGL 326	Studies in African American Literature	4	As needed
ENGL 327	Studies in Multicultural American Literatures	4	As needed
ENGL 335	Literatures of the World to 1500	4	As needed
ENGL 336	Reading Globally	4	As needed
ENGL 340	Studies in Poetry, Drama or Prose	4	As needed
ENGL 341	Studies in Literature and	4	As needed

	Film		
ENGL 350	Topics Course in English	4	As needed

ONE COURSE (Diverse Literatures) from:

ENGL 324	Literature by Women	4	As needed
ENGL 326	Studies in African American Literature	4	As needed
ENGL 327	Studies in Multicultural American Literatures	4	As needed
ENGL 336	Reading Globally	4	As needed
ENGL 350	Topics Course in English	4	As needed

NOTE: ENGL 350 - when on appropriate topic.

ONE COURSE (Writing) from:

ENGL 220W	Introduction to Creative Writing	4	F, Sp
ENGL 222W	Introduction to Professional Writing	4	Annually
ENGL 231W	Multimodal Writing	4	Alternate years
ENGL 232W	Public and Community Writing	4	Alternate years
ENGL 378W	Advanced Workshop in Professional Writing	4	Alternate years
ENGL 379W	Rhetoric for Professional Writing	4	Alternate years
ENGL 460W	Seminar in English	4	F, Sp

Subtotal: 51

Note: There are 88 total required credits for a Secondary Education English Major: 37 credits as required of all SED students and 51 credits of English Content courses.

Note: To enroll in SED 420, students must have completed all but two of the required 300-level English courses and all other requirements in the English major.

Note: SED 420 is taken in the Early Spring session.

SECONDARY EDUCATION GENERAL SCIENCE MAJOR

Students electing a major in General Science apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA) and a minimum grade of C. Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain General Science certification. In addition to the requirements below, students must choose an additional area of certification (CUS in biology, CUS in chemistry, CUS in physics, or middle level certification) to pair with the General Science certification requirements.

REQUIREMENTS**Secondary Education**

SED 316	Teaching Science, Society, and Technology	4	Sp
SED 416	Practicum in Secondary Science Education	4	F
SPED 433	Special Education: Best Practices and Applications	3	F, Sp
	-Or-		
TESL 402	Applications of Second Language Acquisition	3	F, Sp

Biology

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

Chemistry

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

History

HIST 108	History of Science and Medicine	4	Annually
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Mathematics

MATH 209	Precalculus Mathematics	4	F, Sp, Su
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TWO COURSES from

PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 214	Introduction to Meteorology	4	F
PSCI 217	Introduction to Oceanography	4	Sp

Physics

PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

ONE RESEARCH COURSE from:

BIOL 491-494	Research in Biology	1	F, Sp, Su
CHEM 491-493	Research in Chemistry	1	As needed
PHYS 491-493	Research in Physics	1	As needed
PSCI 491-493	Research in Physical Science	1	As needed

Subtotal: 52

Note: There are 89 total required credits for a Secondary Education General Science Major: 37 credits as required of all SED students and 52 credits of General Science Content courses.

SECONDARY EDUCATION HISTORY MAJOR

Students electing a major in History apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain History certification:

REQUIREMENTS**Secondary Education**

SED 314	Responsive Social Studies Teaching/Learning I	4	Sp
SED 414	Responsive Social Studies Teaching/Learning II	4	F

History

HIST 281W	History Matters I: Methods and Skills	3	F, Sp
HIST 282W	History Matters II: Historical Research	3	F, Sp
HIST 389W	History Matters III: Senior Research Project	2	F, Sp

TWO COURSES from:

HIST 201	U.S. History: 1400-1800	3	F, Sp
HIST 202	U.S. History: 1800-1920	3	F, Sp
HIST 203	U.S. History: 1920 to the Present	3	F, Sp

ONE COURSE from U.S. History:

HIST 209	The American Revolution	3	Annually
HIST 217	American Gender and Women's History	3	Annually
HIST 218	American Foreign Policy: 1945 to the Present	3	F
HIST 219	Popular Culture in Twentieth Century America	3	Alternate years
HIST 243	Latino Peoples and US History	3	Annually
HIST 320	American Colonial History	3	Annually
HIST 323	The Gilded Age and Progressive Era	3	Alternate years
HIST 324	Crises of American Modernity, 1914-1945	3	Annually
HIST 325	Superpower America 1945-1990	3	Annually
HIST 328	History of the American West	3	As needed
HIST 329	Civil War and Reconstruction	3	As needed
HIST 330	History of American Immigration	3	As needed
HIST 331	Rhode Island History	3	Sp
HIST 334	African American History	3	Annually
HIST 336	The United States and the Emerging World	3	Sp

ONE COURSE from European History:

HIST 220	Ancient Greece	3	Alternate years
HIST 221	The Roman Republic	3	Alternate Years
HIST 222	The Roman Empire	3	Alternate Years
HIST 223	Medieval History	3	Alternate years
HIST 224	The Glorious Renaissance	3	F
HIST 234	Challenges and Confrontations: Women in Europe	3	As needed
HIST 235	Voices of the Great War	3	Alternate years
HIST 258	Environmental History	3	Annually
HIST 307	Europe in the Age of Enlightenment	3	As needed
HIST 308	Europe in the Age of Revolution, 1789 to 1850	3	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	3	As needed
HIST 310	Twentieth-Century Europe	3	As needed
HIST 311	The Origins of Russia to 1700	3	Alternate years
HIST 312	Russia from Peter to Lenin	3	Alternate years
HIST 313	The Soviet Union and After	3	Alternate years
HIST 318	Tudor-Stuart England	3	As needed

ONE COURSE from Africa, Asia, Latin America, Middle East:

HIST 236	Post-Independence Africa	3	Annually
HIST 238	Early Imperial China	3	As needed
HIST 239	Japanese History through Art and Literature	3	Alternate years
HIST 241	Colonial and Neocolonial Latin America	3	Annually
HIST 242	Modern Latin America	3	Annually
HIST 340	The Muslim World from	3	As needed

	the Age of Muhammad to 1800		
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 345	Conflict, Globalization, and Modern East Asia	3	As needed
HIST 348	Africa under Colonial Rule	3	Annually

ONE COURSE from Global History or Non-Western History (Africa, Asia, Latin America, Middle East):

HIST 218	American Foreign Policy: 1945 to the Present	3	F
HIST 222	The Roman Empire	3	Alternate Years
HIST 236	Post-Independence Africa	3	Annually
HIST 238	Early Imperial China	3	As needed
HIST 239	Japanese History through Art and Literature	3	Alternate years
HIST 241	Colonial and Neocolonial Latin America	3	Annually
HIST 242	Modern Latin America	3	Annually
HIST 258	Environmental History	3	Annually
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	3	As needed
HIST 310	Twentieth-Century Europe	3	As needed
HIST 313	The Soviet Union and After	3	Alternate years
HIST 330	History of American Immigration	3	As needed
HIST 336	The United States and the Emerging World	3	Sp
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 345	Conflict, Globalization, and Modern East Asia	3	As needed
HIST 348	Africa under Colonial Rule	3	Annually

CERTIFICATION COURSES

To be certified to teach history in Rhode Island secondary schools, students must also complete the certification courses listed below. Upon completion, students may be eligible for Rhode Island endorsement to teach economics, geography, political science and social studies.

Courses

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ECON 200	Introduction to Economics	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
GEOG 401	Geography for Social Studies Educators	4	Sp
POL 102	American Government	4	F, Sp, Su

Note: ECON 200 will double-count as the General Education Social and Behavioral Sciences distribution (SB).

Subtotal: 46

Note: There are 83 total required credits for a Secondary Education History Major: 37 credits as required of all SED students and 46 credits of History Content courses.

SECONDARY EDUCATION MATHEMATICS MAJOR

Students electing a major in Mathematics apply to the Feinstein School of Education and Human Development and meet admission requirements that include an average grade of 2.50 or higher in all (completed) mathematics courses in the program as well as completion of 8 credits of mathematics courses in the program. Students must maintain an average grade of 2.50 or higher in all (completed) mathematics courses in the program for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Mathematics certification:

REQUIREMENTS**Secondary Education**

SED 315	Teaching Mathematics in a Diverse Classroom	4	Sp
SED 415	Rethinking Mathematics Teaching and Learning	4	F

Mathematics

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 300W	Bridge to Advanced Mathematics	4	Sp
MATH 314	Calculus III	4	F, Sp
MATH 315	Linear Algebra	4	F
MATH 324	College Geometry	4	Sp
MATH 431	Number Theory	3	F, Sp
MATH 432	Introduction to Abstract Algebra	4	Sp
MATH 441	Introduction to Probability	4	F
MATH 458W	History of Mathematics	4	F

Subtotal: 53

Note: There are 90 total required credits for a Secondary Education Mathematics Major: 37 credits as required of all SED students and 53 credits of Mathematics Content courses.

Note: To enroll in SED 415, students must have completed the calculus sequence: MATH 212, MATH 213, MATH 314; in addition to MATH 240, MATH 300, MATH 315, MATH 324; and at least concurrent enrollment in MATH 432. Prior to enrollment in SED 420, SED 421 and SED 422, students must have completed all requirements in the mathematics major.

SECONDARY EDUCATION SOCIAL STUDIES MAJOR

Students electing a major in Social Studies apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Social Studies certification:

REQUIREMENTS**Secondary Education**

SED 314	Responsive Social Studies Teaching/Learning I	4	Sp
SED 414	Responsive Social Studies Teaching/Learning II	4	F

Core Courses**Anthropology**

ANTH 101	Introduction to Cultural	4	F, Sp
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ANTH 461/FNED 461	Anthropology LatinX in the United States	4	Annually
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Economics

ECON 200	Introduction to Economics	4	F, Sp, Su
ECON 214	-Or- Principles of Microeconomics	3	F, Sp, Su
ECON 215	-And- Principles of Macroeconomics	3	F, Sp, Su

Geography

GEOG 200	World Regional Geography	4	F, Sp
GEOG 401	Geography for Social Studies Educators	4	Sp

History Component

HIST 202	U.S. History: 1800-1920	3	F, Sp
HIST 203	U.S. History: 1920 to the Present	3	F, Sp
HIST 281W	History Matters I: Methods and Skills	3	F, Sp

Political Science

POL 102	American Government	4	F, Sp, Su
POL 332	Civil Liberties in the United States	4	F, Sp

ONE COURSE from European History:

HIST 234	Challenges and Confrontations: Women in Europe	3	As needed
HIST 308	Europe in the Age of Revolution, 1789 to 1850	3	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	3	As needed
HIST 310	Twentieth-Century Europe	3	As needed
HIST 312	Russia from Peter to Lenin	3	Alternate years
HIST 313	The Soviet Union and After	3	Alternate years

ONE COURSE from Africa, Asia, Middle East:

HIST 236	Post-Independence Africa	3	Annually
HIST 238	Early Imperial China	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
HIST 342	Islam and Politics in Modern History	3	As needed
HIST 345	Conflict, Globalization, and Modern East Asia	3	As needed
HIST 348	Africa under Colonial Rule	3	Annually

Subtotal: 54-57

CONCENTRATIONS

Select one concentration area (A, B, C or D) and then one course from the courses listed for your concentration.

A. Anthropology/Sociology (select one course)

ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 103	Introduction to Biological Anthropology	4	Sp
ANTH 104	Introduction to Linguistic Anthropology	4	F

SOC 200	Introduction to Sociology	4	F, Sp
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su

B. Geography (select one course)

GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
GEOG 337/POL 337	Urban Political Geography	4	As needed
GEOG 338/POL 338	People, Houses, Neighborhoods, and Cities	4	As needed

C. Global Studies (select one course)

INGO 301	Global Development	4	Sp
POL 103	Global Politics	4	F, Sp

D. Political Science (select one course)

POL 103	Global Politics	4	F, Sp
POL 104	Introduction to Political Thought	4	F, Sp

Total Credit Hours: 56-59

Note: There are 93-96 total required credits for a Secondary Education Social Studies Major: 37 credits as required of all SED students and 56-59 credits of Social Studies Content courses.

MIDDLE SCHOOL CERTIFICATION

The certification program in middle school education is for students who wish to teach in a middle school. Students must be enrolled in the secondary education program and must fulfill the following requirements:

1. Complete MLED 230, MLED 331 and MLED 332.
2. Complete 45 practicum hours in middle school settings.
3. Complete the course requirements for a secondary education major in one of the following areas: English (language arts), general science, mathematics or social studies.

EDUCATIONAL STUDIES MINOR

The minor in educational studies consists of 19 credit hours (five to six courses), as follows:

COURSE REQUIREMENTS**Courses**

CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SED 206	Educational Assessment and Pedagogy	4	F, Sp, Su
WLED 201	Introduction to World Languages Education	4	Sp
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp

Total Credit Hours: 19**SECONDARY EDUCATION M.A.T.****Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A baccalaureate degree with a major equivalent to an undergraduate major at Rhode Island College in a certification area.
5. Meet the minimum GPA requirement in the major available from the Department of Educational Studies.
6. An official report of scores on the appropriate Praxis II Content Knowledge Test, with a minimum score as established by the Department of Educational Studies.
7. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
8. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
9. A Statement of Educational Philosophy.
10. A current résumé.
11. An interview with an advisor in the M.A.T. program.
12. A plan of study approved by the advisor and appropriate dean.

COURSE REQUIREMENTS**Core Courses**

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
FNED 546	Contexts of Schooling	4	F, Sp
SED 501	Introduction to Lesson Planning	2	F, Su
SED 502	Introduction to Assessment	2	F, Su
SED 503	Discourses, Literacies and Technologies of Learning	2	Sp, Su
SED 521	Student Teaching in Secondary Schools	7	F, Sp
SED 522	Student Teaching Seminar in Secondary Education	2	Sp
SPED 531	Overview of Special Education: Policies/Practices	3	F, Sp, Su
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su

Elective

One 400-500 Level Elective in the Fall

Subtotal: 3-4

Concentration in English Pedagogy

SED 516	Teaching and Learning: Humanities in Communities	2	Sp
SED 517	Critical Writing and Teaching in School	4	Sp
SED 518	Social Justice Teaching in English Education	4	F

Concentration in Mathematics Pedagogy

SED 505	Inquiry into STEM	2	Sp
SED 510	Mathematics Teaching in a Diverse Classroom	4	Sp
SED 515	Rethinking Mathematics Teaching and Learning	4	F

Capstone Course

The capstone experience is incorporated into SED 522 (student teaching seminar). 0 credit hours.

Subtotal: 44-45

Total Credit Hours: 37-46

Special Education

Department of Special Education

Department Chair: Paul LaCava

Professors Hui-Michael, LaCava, Lynch McDermott-Fasy; **Assistant Professor** Acosta

Students in the Department of Special Education must meet the admission and retention requirements of their major as well as the admission and retention requirements of the special education programs.

Admission Portfolio Requirements (Undergraduate only. See "Special Education Programs M.Ed." for graduate requirements.)

B.S. Elementary and Special Education programs (i.e., Elementary Special Education, Elementary Special Education and Severe Intellectual Disabilities, and Severe Intellectual Disabilities, Ages Three to Twenty-One) allow joint admission. See "FSEHD admission requirements."

Retention Requirements (Undergraduate only. See "Special Education Programs M.Ed." for graduate requirements.)

1. A minimum cumulative G.P.A. of 2.75 at Rhode Island College.
2. Completion of admission and retention requirements in B.S. Elementary Special Education programs.
3. A minimum grade of B- in all coursework in Special Education courses, including at least an "acceptable" rating on primary course artifact.
4. Positive recommendations from all education instructors based on academic work, fieldwork and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork and demonstrate consistent professionalism (as described above), or risk suspension and/or dismissal from the Special Education program.

SPECIAL EDUCATION B.S.—WITH CONCENTRATION IN ELEMENTARY SPECIAL EDUCATION

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

COURSE REQUIREMENTS

Courses

ELED 202W	Teaching All Learners: Foundations and Strategies -Or- Teaching All Learners: Foundations and Strategies	4	F
SPED 202W	Teaching All Learners: Foundations and Strategies	4	Sp
SPED 210W	Supporting Social,	4	F, Sp

SPED 211	Emotional and Behavioral Learning Supporting Students with Communication Needs	3	F, Sp
SPED 312	Assessment Procedures for Students with Special Needs	4	F, Sp
SPED 412W	Intensive Intervention in Literacy	4	F, Sp
SPED 451	Teaching Culturally/Linguistically Diverse Students with Exceptionality	3	F, Sp
SPED 453	Content-Based ESL Instruction for Exceptional Students	4	F, Sp
SPED 458	STEM for Diverse Learners: Intensive Intervention	4	F, Sp
ELED 440	Capstone: STEAM/Project-Based Learning -Or-	2	F, Sp, Su
SPED 460	Capstone: Specialized Language Instruction	2	F, Sp, Su
SPED 470	Collaboration: Home, School, and Community	3	F, Sp
SPED 471	Student Teaching in Elementary Special Education	8-9	F, Sp

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 471: For students seeking dual certification in Elementary Special Education and Severe Intellectual Disabilities (SID), this will be an 8 credit course, otherwise this is a 9 credit course.

Total Credit Hours: 43-44

SPECIAL EDUCATION B.S.—WITH CONCENTRATION IN ELEMENTARY SPECIAL EDUCATION AND SEVERE INTELLECTUAL DISABILITIES

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

COURSE REQUIREMENTS

Courses

ELED 202W	Teaching All Learners: Foundations and Strategies -Or- Teaching All Learners: Foundations and Strategies	4	F
SPED 202W	Teaching All Learners: Foundations and Strategies	4	Sp
SPED 210W	Supporting Social, Emotional and Behavioral Learning	4	F, Sp
SPED 211	Supporting Students with Communication Needs	3	F, Sp
SPED 312W	Assessment Procedures for Students with Special Needs	4	F, Sp
SPED 412W	Intensive Intervention in Literacy	4	F, Sp
SPED 435	Assessment/Instruction: Young Students with SID	4	Sp
SPED 436	Assessment/Instruction:	4	F

SPED 451	Older Students with SID Teaching Culturally/Linguistically Diverse Students with Exceptionality	3	F, Sp
SPED 453	Content-Based ESL Instruction for Exceptional Students	4	F, Sp
SPED 458	STEM for Diverse Learners: Intensive Intervention	4	F, Sp
SPED 470	Collaboration: Home, School, and Community	3	F, Sp
SPED 471	Student Teaching in Elementary Special Education	8-9	F, Sp
SPED 472	Student Teaching Seminar: SID	2	F, Sp
SPED 473	Student Teaching in SID	8-10	F, Sp

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 471 and SPED 473: For students seeking dual certification in Elementary Special Education and SID, this will be an 8 credit course, otherwise these are 9 or 10 credit courses.

Total Credit Hours: 59-62

SPECIAL EDUCATION B.S.—WITH CONCENTRATION IN SEVERE INTELLECTUAL DISABILITIES (SID), AGES THREE TO TWENTY-ONE

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, MIDDLE GRADES EDUCATION (any content area), or SECONDARY EDUCATION (any content area).

COURSE REQUIREMENTS

Courses

ELED 202W	Teaching All Learners: Foundations and Strategies -Or- Teaching All Learners: Foundations and Strategies	4	F
SPED 202W	Teaching All Learners: Foundations and Strategies	4	Sp
SPED 210W	Supporting Social, Emotional and Behavioral Learning	4	F, Sp
SPED 211	Supporting Students with Communication Needs	3	F, Sp
SPED 312W	Assessment Procedures for Students with Special Needs	4	F, Sp
SPED 435	Assessment/Instruction: Young Students with SID	4	Sp
SPED 436	Assessment/Instruction: Older Students with SID	4	F
SPED 451	Teaching Culturally/Linguistically Diverse Students with Exceptionality	3	F, Sp
SPED 453	Content-Based ESL Instruction for Exceptional Students	4	F, Sp
SPED 472	Student Teaching Seminar: SID	2	F, Sp
SPED 473	Student Teaching in SID	8-10	F, Sp

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 473 (p. 356): For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Total Credit Hours: 40-42

SPECIAL EDUCATION PROGRAMS M.ED.

There are five M.Ed. programs in special education: early childhood special education, exceptional learning needs, elementary or secondary special education, severe intellectual disabilities and urban multicultural special education.

- The early childhood special education program prepares special education teachers for children with exceptionalities from birth through Grade 2 and for their families.
- The exceptional learning needs program provides advanced study for special educators with specialization in one of three strands: autism education, transition for youth with exceptionalities or specialized study in an area of professional interest (i.e., behavioral support).
- The elementary or secondary special education program results in licensure as a special education teacher of students with special needs at either the elementary or secondary levels.
- The severe intellectual disabilities program provides preparation and special education licensure for teachers of students with complex needs.
- The urban multicultural program provides advanced preparation for special educators who teach culturally and linguistically diverse students and results in RI ESOL certification. .

EARLY CHILDHOOD SPECIAL EDUCATION M.ED.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.
4. Three Candidate Reference Forms accompanied by three letters of recommendation.
5. A Performance-Based Evaluation.
6. Completion of SPED 300 and SPED 415 or their equivalent as determined by the Early Childhood Special Education (ECSE) advisor are required for Rhode Island Department of Education early childhood special education certification
7. An application essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.
8. An interview may be required.
9. An M.Ed. in special education with concentration in early childhood—birth to grade 2 requires that the student is eligible for Rhode Island certification in early childhood education (possesses certification in early childhood education). Students currently matriculated in Rhode Island College’s B.S. in Early Childhood Education program may take up to 6 credits prior to submitting

documentation of Rhode Island certification as an Early Childhood Education Teacher.

COURSE REQUIREMENTS

Program Prerequisites

SPED 300, SPED 210 (or SPED 310), SPED 415 or their equivalent *and* an undergraduate degree in Early Childhood Education are required for Rhode Island Department of Education early childhood special education certification.

Program Electives

ONE COURSE in research methods, chosen with advisor's consent	3
ONE COURSE in multicultural perspectives, chosen with advisor's consent	3

Professional Education Component

SPED 503	Positive Behavior Intervention and Supports	3	F (as needed)
SPED 513	Characteristics/Needs of Young Exceptional Children	3	Sp
SPED 515	Early Childhood Developmental Screening and Assessment	3	Sp
SPED 516	Individualized Interventions for Young Exceptional Children	3	F
SPED 525	Development of Communication and Movement	3	F
SPED 544	Families in Early Intervention Programs: Essential Roles	3	Su
SPED 615	Assessment Practicum: Early Childhood Special Education	1	Sp
SPED 616	Intervention Practicum: Early Childhood Special Education	1	F
SPED 668	Internship in Inclusive Early Childhood	3	F, Sp, Su
SPED 669	Internship in Early Intervention	3	F, Sp, Su

Comprehensive Assessment

CA	Comprehensive Assessment
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Total Credit Hours: 32

ELEMENTARY OR SECONDARY SPECIAL EDUCATION M.ED.

The M.Ed. in Elementary or Secondary Special Education Program is an initial certification leading to licensure in elementary (gr1-6) or secondary (gr7-12) special education.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.

3. Professional license (elementary or secondary general education certificate) or passing test scores on the Elementary or Secondary Praxis Principles of Learning & Teaching (PLT).
4. A bachelor's degree with a minimum cumulative grade point average (G.P.A.) of 3.00 on a 4.00 scale in all undergraduate course work.
5. Three candidate reference forms accompanied by letters of recommendation related to education and experience in special education or related field.
6. A performance-based evaluation that documents the candidate's education and experience with individuals with exceptionalities if possible.
7. Completion of foundational coursework in special education (SPED 531 or equivalent), and other pre-requisite requirements as determined by the Program Director.
8. Professional goals essay that describes candidate's commitment to the field of Elementary or Secondary Special Education, cultural awareness, collaboration, and life-long learning.
9. An interview may be required.

COURSE REQUIREMENTS

Program Pre-Requisites

SPED 300 (or its equivalent) and certification in Elementary or Secondary Education are required for Rhode Island Department of Education special education certification.

Program Elective

ONE COURSE in multicultural perspectives, chosen with advisor's consent	3
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Professional Education Component

SPED 458	STEM for Diverse Learners: Intensive Intervention	4	F, Sp
SPED 501	Assessment in Special Education	3	F (as needed)
SPED 503	Positive Behavior Intervention and Supports	3	F (as needed)
SPED 534	Involvement of Families in Special Education	3	F, Sp
SPED 551	Introduction to Multicultural Special Education	3	Su (annually)
SPED 648	Interpreting and Developing Research in Special Education	3	F

CHOOSE A or B below

A. Elementary Level Mild/Moderate

SPED 518	Literacy for Diverse Learners: Intensive Intervention	4	Sp
SPED 662	Internship in Elementary Special Education	6	F, Sp

B. Middle/Secondary Level Mild/Moderate

SPED 427	Career/Transition Planning for Adolescents	3	Sp
SPED 524	Literacy Instruction for Adolescents: Intensive Intervention	4	Sp
SPED 664	Internship in Secondary Special Education	6	F, Sp

Comprehensive Assessment
CA Comprehensive Assessment

Total Credit Hours: 32-35

SPECIAL EDUCATION M.ED.—WITH CONCENTRATION IN EXCEPTIONAL LEARNING NEEDS

Admission Requirements

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor's degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all professional course work.
4. An M.Ed. in Exceptional Learning Needs requires that applicants have a Rhode Island certification in Special Education.
5. Three Candidate Reference Forms accompanied by three letters of recommendation that documents the candidate's education and/or experience with individuals with exceptionalities.
6. A Performance-Based Evaluation that documents the candidate's education and/or experience with individuals with exceptionalities.
7. An essay describing the candidate's commitment to the field of Elementary or Secondary special education, cultural awareness, collaboration, and lifelong learning.
8. An interview may be required.

COURSE REQUIREMENTS

Program Elective

ONE COURSE in multicultural perspectives, chosen with advisor's consent 3

Professional Education Component

SPED 458	STEM for Diverse Learners: Intensive Intervention	4	F, Sp
DIS 451	Introduction to Transition to Adult Life	3	F
SPED 503	Positive Behavior Intervention and Supports	3	F (as needed)
SPED 518	Literacy for Diverse Learners: Intensive Intervention	4	Sp
SPED 534	Involvement of Families in Special Education	3	F, Sp
SPED 648	Interpreting and Developing Research in Special Education	3	F

CHOOSE A or B or C below

A. Autism Education

SPED 561/SPED 461	Understanding Autism Spectrum Disorders	3	F (as needed)
SPED 563	Curriculum and Methodology: Students with Autism	3	Sp (as needed)
SPED 564	Building Social and Communication Skills	3	Sp (as needed)

B. Transition for Youth with Exceptionalities

DIS 551	Starting the Transition Journey	4	Sp
DIS 552	Transition in the Middle Years	4	F
DIS 553	Completing the Transition Journey	4	Sp

C. Specialized Study in Special Education

THREE COURSES chosen with advisor's consent 9

Comprehensive Assessment

The Professional Impact Project completed in SPED 648 serves as the Comprehensive Assessment for this program.

Total Credit Hours: 32-35

SPECIAL EDUCATION M.ED.—WITH CONCENTRATION IN SEVERE INTELLECTUAL DISABILITIES (SID)

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor's degree with a minimum cumulative grade point average (G.P.A.) of 3.00 on a 4.00 scale in all undergraduate course work.
4. Three Candidate Reference Forms accompanied by three letters of recommendation.
5. A Performance-Based Evaluation.
6. Completion of courses that address (determined by the Special Education advisor):
 - Curriculum and Methods in Teaching Reading
 - Curriculum and Methods in Teaching Science/Math.
 - Overview of Special Education: Policies/Practice
 - Supporting students with behavioral needs
7. An essay describing the candidate's commitment to special education, cultural awareness, collaboration, and lifelong learning.
8. An interview may be required.

COURSE REQUIREMENTS

Program Electives

COURSEWORK in research methods chosen with advisor's consent 3
ONE COURSE in multicultural perspectives, chosen with advisor's consent 3

Professional Education Component

SPED 415	Assessment/Instruction with Young Exceptional Children	3	F
SPED 435	Assessment/Instruction: Young Students with SID	4	Sp
SPED 436	Assessment/Instruction: Older Students with SID	4	F
SPED 513	Characteristics/Needs of Young Exceptional Children	3	Sp

SPED 520	-Or- Young Adults in Nonschool Settings	3	Su
SPED 525	Development of Communication and Movement	3	F
SPED 526	Assessment, Curriculum: Students with Complex Needs	3	Sp (even years)
SPED 534	Involvement of Families in Special Education	3	F, Sp
SPED 665	Graduate Internship: Students with SID	6	F, Sp

Comprehensive Assessment
CA Comprehensive
Assessment

Total Credit Hours: 35

SPECIAL EDUCATION M.ED.—WITH CONCENTRATION IN URBAN MULTICULTURAL SPECIAL EDUCATION

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor's degree with a minimum cumulative grade point average (G.P.A.) of 3.00 on a 4.00 scale in all undergraduate course work.
4. Three Candidate Reference Forms accompanied by three letters of recommendation.
5. A Performance-Based Evaluation.
6. An essay describing the candidate's commitment to culturally and linguistically diverse students, collaboration, advocacy, and lifelong learning.
7. An M.Ed in Urban Multicultural Special Education requires Rhode Island certification in Early Childhood, Elementary or Secondary and Special Education.
8. An interview may be required.
9. Undergraduate students who matriculate in the Special Education B.S. program at Rhode Island College can apply for conditional admission to the Urban Multicultural Special Education M.Ed. program after completing 60 undergraduate credits. Students remaining in good standing and continuing to meet admission requirements upon completion of the undergraduate degree are changed to full admission to the M.Ed. program. Application requirements remain the same as the Urban Multicultural Special Education M.Ed. admission requirements. Students under the B.S./M.Ed. admission must complete the SPED B.S. program ESL endorsement courses prior to starting graduate level coursework.

COURSE REQUIREMENTS

Foundations Component

SPED 534	Involvement of Families in Special Education	3	F, Sp
SPED 648	Interpreting and Developing Research in Special Education	3	F

OR A RESEARCH COURSE (with advisor consent)

Professional Education Component

SPED 451	Teaching Culturally/Linguistically Diverse Students with Exceptionality	3	F, Sp
SPED 551	-Or- Introduction to Multicultural Special Education	3	Su (annually)
SPED 552	Dual Language Acquisitions and Intervention	3	Annually
SPED 453	Content-Based ESL Instruction for Exceptional Students	4	F, Sp
SPED 553	-Or- Content-Based ESL Instruction for Exceptional ELs/MLLs	3	Annually
SPED 554	Applied Linguistics for Exceptional ELs/MLLs	3	Annually
SPED 555	Literacy for ELs/MLLs with Special Needs	4	Annually
SPED 557	Assessing ELs/MLLs with Special Needs	3	F, Sp, Su
SPED 654	Internship in Urban Multicultural Special Education	3	F, Sp, Su
SPED 655	Capstone Study in Urban/Multicultural Special Education	2	F, Sp, Su

Candidates seeking ESOL certification in Rhode Island must complete the professional education courses and the TESOL Praxis Exam (5362).

Comprehensive Assessment
CA Comprehensive
Assessment

Total Credit Hours: 30-31

Teaching English to Speakers of Other Languages

Department of Educational Studies

Department Chair: Charles McLaughlin

Teaching English to Speakers of Other Languages Program Co-Directors: Alia Hadid and Sarah Hesson

Teaching English to Speakers of Other Languages Program

Faculty: Associate Professor Hesson **Assistant**

Professors Guzman Antelo, Hadid

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES M.ED.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at

www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/FS-EHD-Graduate-Programs-Admission.aspx.

2. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized tests not required.
3. Three reference forms with letters of recommendation.
4. A professional essay describing the candidate's philosophy of teaching and commitment to the education and advocacy of multilingual students and communities
5. *Candidates in Bilingual Education Concentration must demonstrate proficiency in the appropriate world language.*

COURSE REQUIREMENTS

Foundations Component (Free Electives)

ONE COURSE from

ANTH 561/FNED 561	LatinX in the United States	4	Annually
BLBC 515	Foundations of Education in Bilingual Communities	3	F
FNED 502	Social Issues in Education	3	F, Sp, Su

ONE COURSE from

ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 547	Introduction to Practitioner Action Research	3	F, Sp, Su

ONE COURSE from

INST 516	Integrating Technology into Instruction	3	F, Sp
CURR 501	Digital Media Literacy	4	Su

Professional Education Component (Required)

TESL 507	Literacy Instruction for Emergent Bilingual Learners	3	F, Sp
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su
TESL 541	Applied Linguistics in TESOL	3	F, Sp
TESL 548	TESOL Pedagogies for Grades PK-Adult	3	F, Sp
TESL 549	Sociocultural Contexts: Education in Bilingual Communities	3	F, Sp, Su
TESL 551	Assessment of Emergent Bilinguals	3	F, Sp
TESL 553	Internship in TESOL and Bilingual Education	3	F, Sp

Candidates seeking ESOL certification in the State of Rhode Island must complete TESL 539, TESL 549, TESL 541, TESL 546 or TESL 548, TESL 551, TESL 507, and TESL 553, as well as the ESOL Praxis Exam (5362).

Comprehensive Assessment

TESL 599	Graduate Essay in TESOL	1	F, Sp
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Subtotal: 31-33

COURSE REQUIREMENTS FOR CONCENTRATION IN BILINGUAL EDUCATION

Foundations Component (Free Electives)

ONE COURSE from

FNED 502	Social Issues in Education	3	F, Sp, Su
FNED 561/ANTH 561	LatinX in the United States	4	Annually
TESL 549	Sociocultural Contexts: Education in Bilingual Communities	3	F, Sp, Su

ONE COURSE from

ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 547	Introduction to Practitioner Action Research	3	F, Sp, Su

ONE COURSE from

CURR 501	Digital Media Literacy	4	Su
INST 516	Integrating Technology into Instruction	3	F, Sp

Comprehensive Assessment

TESL 599	Graduate Essay in TESOL	1	F, Sp
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Professional Education Component (Required)

BLBC 515	Foundations of Education in Bilingual Communities	3	F
BLBC 516	Pedagogy and Practice in Bilingual Education	3	F
BLBC 518	Biliteracy Instruction for Emergent Bilingual Learners	3	Sp
TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su
TESL 541	Applied Linguistics in TESOL	3	F, Sp
TESL 551	Assessment of Emergent Bilinguals	3	F, Sp
TESL 553	Internship in TESOL and Bilingual Education	3	F, Sp

The Professional Education courses listed above comprise an approved program for Bilingual Education certification in RI. In addition to coursework, candidates must pass the ESOL Praxis (5362) and demonstrate proficiency in the second language of instruction as described in RIDE's Assessment Requirements.

Subtotal: 31-32

Technology Education

Department of Educational Studies

Department Chair: Charles McLaughlin, Jr.

Technology Education Program Coordinator: Charles McLaughlin, Jr.

Technology Education Program Faculty: Professor McLaughlin Jr.

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

TECHNOLOGY EDUCATION B.S.**COURSE REQUIREMENTS FOR CONCENTRATION IN TEACHING**

Courses			
TECH 200	Introduction to Technological Systems and Processes	3	F, Sp
TECH 202W	Design Processes	3	F
TECH 204	Energy and Control Systems	3	Annually
TECH 216	Computer-Aided Design	3	As needed
TECH 305W	Teaching and Learning in Technology Education	4	Annually
TECH 306	Automation and Control Systems	4	Annually
TECH 326	Communication Systems	3	Annually
TECH 327	Construction Systems	3	Annually
TECH 328	Manufacturing Systems	3	Annually
TECH 329	Transportation Systems	3	Annually

Note: TECH 306 satisfies the Advanced Quantitative/Scientific Reasoning (AQSR) General Education requirement.

Professional Courses

CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp
TECH 318	Practicum I: Teaching K-6 Technology Education	4	Annually
TECH 406W/CTE 300	Methods for Teaching Technical Subjects	4	Annually
TECH 418	Practicum II: Teaching Secondary Technology Education	4	Annually
TECH 420/SED 420/WLED 420	Introduction to Student Teaching	2	Early Sp
TECH 421/SED 421/WLED 421	Student Teaching in the Secondary School	7	Sp
TECH 422	Student Teaching Seminar in Secondary Education	3	Sp

CHOOSE ONE of the following:

SPED 433	Special Education: Best Practices and Applications	3	F, Sp
TESL 402	Applications of Second Language Acquisition	3	F, Sp

Cognates

CHEM 103	General Chemistry I	4	F, Sp, Su
MATH 120	Intermediate Algebra	4	F, Sp, Su
MATH 139	Math, Data, and the Contemporary Citizen	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

Subtotal: 92

COURSE REQUIREMENTS FOR CONCENTRATION IN APPLIED TECHNOLOGY

Note: This program does not lead to RIDE teaching certification.

Courses

TECH 200	Introduction to Technological Systems and Processes	3	F, Sp
TECH 202W	Design Processes	3	F
TECH 204	Energy and Control Systems	3	Annually
TECH 216	Computer-Aided Design	3	As needed
TECH 306	Automation and Control Systems	4	Annually
TECH 326	Communication Systems	3	Annually
TECH 327	Construction Systems	3	Annually
TECH 328	Manufacturing Systems	3	Annually
TECH 329	Transportation Systems	3	Annually
TECH 430	Internship in Applied Technology	6	As needed
TECH 431W	Capstone Design Project	4	F, Sp

Note: TECH 306 satisfies the Advanced Quantitative/Scientific Reasoning (AQSR) General Education requirement.

Cognates

CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CSCI 211	Computer Programming and Design	4	F, Sp
MGT 201W	Foundations of Management	4	F, Sp, Su
MGT 331	Occupational and Environmental Safety Management	4	F
MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

Subtotal: 70

Wellness and Exercise Science**Department of Health and Physical Education**

Department Chair: Susan Clark

Wellness and Exercise Science Coordinator: Kristen Pepin

Wellness and Exercise Science Program Faculty:

Professor Cummings; **Associate Professors** Auld, Mukherjee;

Assistant Professors Clark, Pepin

Students must consult with their assigned advisor before they will be able to register for courses. Students must present current certification in basic first aid, adult-child-infant CPR, and AED in order to enroll in an internship.

WELLNESS AND EXERCISE SCIENCE B.S.**Retention Requirements**

I. A minimum cumulative G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all other required program courses, except for BIOL 108, BIOL 231, BIOL 335, and PSYC 110 or PSYC 215, which, when needed, require a minimum grade of C.

Note: BIOL 108 fulfills the Natural Science category of General Education.

Note: BIOL 335 fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

COURSE REQUIREMENTS

Courses

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
ENGL 230W	Workplace Writing -Or-	4	F, Sp, Su
MKT 201W	Introduction to Marketing	4	F, Sp, Su
HPE 102	Human Health and Disease	3	F, Sp, Su
HPE 140	Foundations: Physical Education and Exercise Science	3	F, Sp
HPE 201	Prevention and Care of Athletic Injuries	3	Sp
HPE 205	Conditioning for Personal Fitness	3	F, Sp
HPE 221	Nutrition	3	F, Sp
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 243	Motor Development and Motor Learning	3	F, Sp
HPE 278	Coaching Skills and Tactics	3	F, Sp
HPE 301W	Principles of Teaching Activity	3	F, Sp
HPE 303W	Research in Community and Public Health	3	F, Sp
HPE 309W	Exercise Prescription	3	F
HPE 406	Program Planning in Health Promotion	3	Sp or as needed
HPE 410	Managing Stress and Mental/Emotional Health	3	F, Sp
HPE 411	Kinesiology	3	F
HPE 420	Physiological Aspects of Exercise	3	F, Sp
HPE 421	Senior Lecture: Wellness and Exercise Science	3	F
HPE 427	Internship in Wellness and Exercise	10	F, Sp, Su
HPE 430	Seminar in Wellness and Exercise	2	F, Sp, Su
PSYC 110	Introduction to Psychology -Or-	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
TWO COURSES from			
HPE 244	Group Exercise Instruction	3	As needed
HPE 307	Introduction to Epidemiology	3	Annually, Su if needed as hybrid/online
HPE 308	The Science of Coaching	3	Sp
HPE 310	Strength and Conditioning for the Athlete	3	F
HPE 408	Coaching Applications	3	F
SOC 217	Sociology of Aging	4	F, Sp, Su

Total Credit Hours: 85-87

World Languages Education

Department of Educational Studies

Department Chair: Charles McLaughlin

Program Director: Erin Papa

WORLD LANGUAGES EDUCATION B.A.

Admission Requirements

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

- All FSEHD admission requirements. Please refer to the FSEHD section of this catalog or go to www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx.
- Completion of 24 credit hours, including 8 in the content major

Retention Requirements

- A minimum cumulative G.P.A. of 2.75 each semester.
- A minimum grade of B- in all teacher education courses.
- A G.P.A. of 3.0 or higher in the major area.
- Positive recommendations from all education instructors based on academic work, fieldwork and professional behavior.

If a student's G.P.A. falls below the minimum of 2.50, or if the required G.P.A. in the major falls below the minimum of 3.0, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall G.P.A. or the required G.P.A. in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the world languages education program.

COURSE REQUIREMENTS

Courses

CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
FNED 101	Introduction to Teaching and Learning	2	F, Sp, Su
FNED 246	Schooling for Social Justice	4	F, Sp, Su
SPED 333	Introduction to Special Education: Policies/Practices	3	F, Sp
TESL 401	Introduction to Teaching Emergent Bilinguals	4	F, Sp
MLAN 400	Applied Linguistics -Or-	3	Annually
TESL 402	Applications of Second Language Acquisition	3	F, Sp

WLED 201	Introduction to World Languages Education	4	Sp
WLED 317	Practicum I: Community-Based Language Learning	4	Sp
WLED 417	Practicum II: PK-12 World Languages Education	4	F
WLED 420/SED 420/TECH 420	Introduction to Student Teaching	2	Early Sp
WLED 421/SED 421/TECH 421	Student Teaching in the Secondary School	7	Sp
WLED 422/SED 422/TECH 422	Student Teaching Seminar in Secondary Education	3	Sp

Subtotal: 48

Note: CEP 215 satisfies the General Education Social and Behavioral Science (SB) requirement

French Concentration

Along with completing required courses in world languages education, students electing a major in world languages with a concentration in French must complete the following courses with a minimum grade point average of 3.00:

FREN 201W	Advanced French: Conversation and Composition	4	F
FREN 202W	Advanced French: Composition and Conversation	4	Sp
	FOUR ADDITIONAL COURSES in French at the 300-level	16	
FREN 420W	Applied Grammar	3	Alternate years
FREN 460W	Seminar in French	3	Annually
	TWO COURSES in another world language	8	

Subtotal: 38-40

To enroll in WLED 417, students must have completed FREN 201W, FREN 202W, three 300-level or higher courses in FREN, and FREN 420W. Exam prerequisites to enrollment are Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 7-12 (5624) score of 157; a score of 162 on the French World Language (5174) exam; and a score of Advanced Low or higher on the French-language Oral Proficiency Interview (OPI or OPIc) and Writing Proficiency Test (WPT).

Portuguese Concentration

Along with completing required courses in world languages education, students electing a major in world languages with a concentration in Portuguese must complete the following courses with a minimum grade point average of 3.00:

PORT 201W	Conversation and Composition	4	F
PORT 202W	Composition and Conversation	4	Sp
	FOUR COURSES in Portuguese at the 300-level or above	16	
PORT 420W	Applied Grammar	3	Alternate years
PORT 460W	Seminar in Portuguese	3	As needed
	TWO COURSES in another world language	8	

Subtotal: 38

To enroll in WLED 417, students must have completed PORT 201W, PORT 202W, three 300-level or higher courses in Portuguese, and PORT 420W Exam prerequisites to enrollment are Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 7-12 (5624) score of 157; and a score of Advanced Low or higher on the Portuguese-language Oral Proficiency Interview (OPI or OPIc) and Writing Proficiency Test (WPT).

Spanish Concentration

Along with completing required courses in world languages education, students electing a major in world languages with a concentration in Spanish must complete the following courses with a minimum grade point average of 3.00:

SPAN 201W	Conversation and Composition	4	F, Sp
SPAN 202W	Composition and Conversation	4	F, Sp
SPAN 310	Spanish Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 311	Spanish Literature and Culture: From Eighteenth Century	4	Sp
SPAN 312	Latin American Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp
SPAN 420W	Applied Grammar	3	Sp
SPAN 460W	Seminar in Spanish	3	Annually
	TWO COURSES in another world language	8	

Subtotal: 38

To enroll in WLED 417, students must have completed SPAN 201W, SPAN 202W, three 300-level courses in Spanish, and SPAN 420W. Exam prerequisites to enrollment are Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 7-12 (5624) score of 157; a score of 168 on the Spanish World Language (5195) exam; and a score of Advanced Low on the Spanish-language Oral Proficiency Interview (OPI or OPIc) and Writing Proficiency Test (WPT).

Subtotal: 45

WORLD LANGUAGES EDUCATION M.A.T.

Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade-point average of 3.00 on a 4.00 scale in undergraduate coursework.
4. An official report of scores on the appropriate Praxis II Content Knowledge Test, if available, and on the ACTFL OPI and WPT, with a minimum score of Advanced Low.
5. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
6. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
7. A Statement of Educational Philosophy.
8. A current résumé.
9. An interview with an advisor in the M.A.T. program.
10. A plan of study approved by the advisor and appropriate dean.

DEVELOPING THE PLAN OF STUDY:

When applicants for the MAT in World Languages Education meet with an advisor to develop the Plan of Study, they will review the applicant's previous transcripts to determine if the applicant needs any courses beyond the degree in order to meet Rhode Island Department of Education certification requirements. These courses might include but are not limited to courses in the content area, FNED 546, CEP 552, SPED 531, or WLED 501. Some of this content may be previously satisfied by the undergraduate minor in Educational Studies, or equivalent coursework from another institution. Additional courses are not required for the degree but can be added to the plan of study in order to meet RIDE mandates.

COURSE REQUIREMENTS

Foundations Component

TESL 539	Second Language Acquisition Theory and Practice	3	F, Sp, Su
	-Or-		
TESL 402	Applications of Second Language Acquisition	3	F, Sp
BLBC 515	Foundations of Education in Bilingual Communities	3	F
SED 503	Discourses, Literacies and Technologies of Learning	2	Sp, Su
SED 516	Teaching and Learning: Humanities in Communities	2	Sp

NOTE: TESL 402 may be substituted for TESL 539 if the candidate has already taken the prerequisite TESL 401.

Professional Education Component

WLED 517	Graduate Practicum in World Languages Education	4	F
WLED 520	Graduate Introduction to World Languages Student Teaching	2	Early Sp
WLED 521	Graduate Student Teaching in World Languages Education	5	Sp
WLED 522	Graduate Seminar in World Languages Education	3	Sp
	Electives: Two 400-500 Level Electives	6-8	

NOTE: To be admitted to WLED 517 students must submit passing scores on the Praxis II: Principles of Learning and Teaching K-6, Text #5622 OR 7-12, Test #5624.

NOTE: To be admitted into WLED 521 and WLED 522 students must have completed all other required courses.

Capstone Course

The capstone experience is incorporated into WLED 522 (Student Teaching Seminar). 0 credit hours.

Total Credit Hours: 30-32

Youth Development

Department of Educational Studies

Department Chair: Charles McLaughlin

Youth Development B.A. Program Director: Lesley Bogad

Youth Development M.A. Program Director: Victoria Restler

Youth Development Program Faculty: Professors Bogad;

Associate Professor Restler

Note on YDEV B.A.: Students must consult with their assigned advisor before they will be able to register for courses. Successful completion of the youth development program leads to a B.A. degree and a Rhode Island College Certificate in Nonprofit Studies.

YOUTH DEVELOPMENT B.A.

Retention Requirements:

1. A grade of C or better in all program courses.
2. Positive recommendations from all field supervisors.
3. A current criminal background check prior to field experiences.

COURSE REQUIREMENTS

Education Cognates

YDEV 300W	Introduction to Youth Development	4	F, Sp
FNED 246	Schooling for Social Justice	4	F, Sp, Su
YDEV 352W	Seminar in Youth Development	3	F
YDEV 353	Field Experience in Youth Development	1	F
YDEV 412	Advanced Issues in Youth Development	3	Sp

YDEV 413 Internship in Youth Development 4 Sp

Note: YDEV 413: This course satisfies the elective requirement in the Nonprofit Management Cognates below.

CHOOSE ONE

CEP 215 Introduction to Educational Psychology 4 F, Sp, Su
 MLED 230 Young Adolescent Development in Social Contexts 4 F, Sp, Su
 PSYC 215 Social Psychology 4 F, Sp, Su
 PSYC 230 Human Development 4 F, Sp, Su

Note: It is recommended that students also take PSYC 110 as their Social and Behavior Science General Education course requirement.

CHOOSE ONE

SPED 300 Introduction to the Characteristics and Education of Children and Youth with Disabilities -Or- 4 As needed
 YDEV 301 Community, Pedagogy and Inclusion 4 F, Sp

Social Work Cognates

SWRK 200 Introducing Social Work and Social Justice 4 F, Sp
 SWRK 324 Diversity and Oppression I 4 F, Sp
 SWRK 325 Diversity and Oppression II 4 F, Sp
 SWRK 326W Generalist Social Work Practice 4 F, Sp

Nonprofit Management Cognates

NPST 300 Institute in Nonprofit Studies 4 F
 NPST 301 Financial Management for Nonprofits 3 Sp
 NPST 402 Staff and Volunteer Management for Nonprofits 3 F
 NPST 404 Communications and Resource Development for Nonprofits 3 Sp
 ELECTIVE ONE COURSE in an aspect of nonprofit organizations or philanthropy 3-4

Subtotal: 56-60

YDEV 413: This course satisfies the elective requirement above.

The Nonprofit Management Cognates satisfy the requirements for the Certificate in Nonprofit Studies.

ADDITIONAL REQUIREMENT

Choose one:

1. Minor (18-24 credits)

Select one minor from the college offerings. Must be approved by program advisor.

2. Concentration of courses related to field of interest (15-20 credits)

Select a minimum of 15 credit hours related to field of interest. Must be approved by program advisor.

Total Credit Hours: 71-84

YOUTH DEVELOPMENT M.A.

Admissions Requirements:

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Three letters of recommendation, from individuals (e.g. administrators, colleagues, or instructors) familiar with your academic and professional work.
4. Current resume or CV.
5. Personal Statement
6. Minimum of two-years professional experience in Youth Development OR one year plus a Bachelor's degree in Youth Development.
7. Extenuating circumstances statement (if needed). If your undergraduate GPA is below a 3.0 overall, or you have circumstances about which you wish to provide more information.
8. An in-person interview may be required.

Retention Requirements:

Students must maintain a G.P.A. of B or better in all program courses.

COURSE REQUIREMENTS

Courses

YDEV 501 Youth Development Theory And Practice 4 F
 YDEV 502 Youth Development Community Retreat 1 F
 YDEV 520 Youth Social Policy and Action 4 Sp
 YDEV 521 Youth Social Policy In The Field 1 Sp
 YDEV 540 Leadership in Youth Development 4 Su
 YDEV 560 Youth Development Research and Evaluation 4 F
 YDEV 561 Field Work in Research/Evaluation 1 F
 YDEV 590 Directed Study In Youth Development 4 Sp

Electives

ELECTIVE Students will take two graduate-level elective courses in a related field. These two courses, together with the directed study (YDEV 590) will form the student's customized concentration. 7-8

Subtotal: 30-32

SCHOOL OF BUSINESS

Marianne Raimondo, Dean

Undergraduate Degree Programs

Major	Degree	Concentration
Accounting (p. 183)	B.S.	
Artificial Intelligence (p. 185)	B.S.	
Computer Information Systems (p. 186)	B.S.	
Computer Science (p. 187)	B.A.	
Computer Science (p. 187)	B.S.	
Cybersecurity (p. 188)	B.S.	
Economics (p. 189)	B.A.	
Finance (p. 190)	B.S.	
Health Care Administration (p. 190)	B.S.	
Management (p. 194)	B.S.	General Management
	B.S.	Human Resource Management
	B.S.	Operations Management
Marketing (p. 196)	B.S.	
Sports Management (p. 196)	B.S.	

Note: Minors are offered in all the degree programs listed above (except Sports Management), as well as an Applications of Artificial Intelligence minor, a Data Analytics (p. 186) minor and an International Business (p. 193) minor. Honors programs are also offered in these degree programs, except for health care administration.

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education requirements, (2) the College Writing Requirement, (3) the College Mathematics Milestone, (4) BUSI 100, and (5) the course requirements listed under each program. If a student has completed COLL 101, COLL 150, HONR 150, NURS 100 or RIC 100, BUSI 100 may be waived. For more details on graduation requirements, see Academic Policies and Requirements. (p. 19)

Graduate Degree Programs

Major	Degree	Concentration
Health Care Administration (p. 192)	M.S.	
Operations Management (p. 195)	M.S.	PROGRAM SUSPENDED
Professional Accountancy (p. 184)	M.P.Ac.	Accounting

M.P.Ac.

Personal Financial Planning

GENERAL INFORMATION

The School of Business houses four departments: (1) the Department of Accounting (2) the Department of Computer Science & Information Systems (3) the Department of Economics and Finance and (4) the Department of Management and Marketing. The school also houses and coordinates the Health Care Administration major.

Writing Requirement

A graded writing assignment is required in **every** course.

BUSI 100: Introduction to Business at RIC

This 2-credit course will provide a foundation for academic success, personal growth, and introduce students in the business school to contemporary business concepts, terminology, and issues. The course will facilitate the transition to college building skills to develop academic rigor while at the same time begin to provide career development in the field of business. The course will develop student efficacy and confidence by helping them become aware of and build on their personal strengths. The course will introduce students to resources at RIC which support learning and academic success. In addition, the course will help students explore various fields of study in the business school and help begin to shape a career path after graduation. Students who have already taken COLL 101 or COLL 150 or HONR 150 or NURS 100 will be exempted.

Suggested Sequence of Courses

Majors in the School of Business are designed primarily for upper-division students. Entering students should plan to complete their General Education Core and Distribution Requirements during their first two years. These courses provide excellent and necessary preparation for the major and its requirements.

In the first year, students may not take courses in the departments (except ECON 200, ECON 214, and ECON 215) but are strongly encouraged to complete MATH 177 (if required by their program).

Students entering their second year may enroll in a variety of required courses at the 200-level, including introductory courses in their major.

In the third year, students with junior standing and with 60 credit hours or more may enroll in 300-level courses in the School of Business. Students with 45 credit hours or more may enroll in 300-level CIS electives, FIN 301, MGT 201, and MKT 201. At this time, students begin to take courses to fulfill the requirements of their major.

Retention Requirements

1. Satisfactory completion (passing grade) of the college writing requirement.
2. A minimum cumulative grade point average of 2.00.
3. Students majoring in accounting, management, and marketing must achieve satisfactory completion of ACCT 201, ACCT 202; CIS 252; ECON 214, ECON 215; MATH 177 (for those programs that require) and MATH 240 or MATH 248 (for those programs that require either).

The appropriate department within the School of Business, in cooperation with the Records Office, will monitor the standards for all declared majors and notify those students who fail to meet the requirements. The appropriate department within the School of Business

will also establish and maintain an Appeals Committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances. Preregistration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

Accounting

ACCOUNTING B.S.

Department of Accounting

Department Chair: Susan Weiss

Accounting Program Faculty: Associate Professors Church, Haser, Weiss; Assistant Professor Cote

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

COURSE REQUIREMENTS

Courses

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
ACCT 310	Accounting Systems and Concepts	3	F, Sp
ACCT 311W	External Reporting I	3	F, Sp
ACCT 312W	External Reporting II	3	F, Sp
ACCT 321	Cost Management I	3	F, Sp, Su (as needed)
ACCT 331	Federal Income Taxation	3	F, Sp
ACCT 441	Auditing	3	F, Sp
ACCT 443	Business Law	3	F, Sp
ACCT 461W	Seminar in Accounting Theory and Practice	3	F, Sp
BUSI 100	Introduction to Business at RIC	2	F, Sp
CIS 252	Introduction to Information Systems	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 301	Financial Management	4	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
MKT 201W	Introduction to Marketing	4	F, Sp, Su
TWO COURSES from			
ACCT 351	Fraud Examination	3	F
ACCT 353	Accounting for Governmental and Not-for-Profit Organizations	3	Sp
ACCT 422	Cost Management II	3	Sp
ACCT 432	Advanced Studies in Taxation	3	F
ACCT 451	Advanced Financial Accounting	3	F, Sp
CIS 351	Advanced Office Applications for Business	4	As needed
FIN 432	Investments	4	F, Sp

MGT 348 Operations Management 4 F, Sp, Su

Cognates

ENGL 230W Workplace Writing 4 F, Sp, Su

MATH 177 Quantitative Business Analysis 4 F, Sp, Su

MATH 248 Business Statistics I 4 F, Sp, Su

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

Total Credit Hours: 72-74

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

ACCOUNTING MINOR**COURSE REQUIREMENTS**

The minor in accounting consists of a minimum of 22 credit hours (seven courses), as follows:

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
ACCT 310	Accounting Systems and Concepts	3	F, Sp
ACCT 311W	External Reporting I	3	F, Sp
ACCT 321	Cost Management I	3	F, Sp, Su (as needed)
ACCT 331	Federal Income Taxation	3	F, Sp
CIS 252	Introduction to Information Systems	4	F, Sp, Su

Total Credit Hours: 22

PROFESSIONAL ACCOUNTANCY M.P.AC.**Department of Accounting**

Department Chair: Susan Weiss

Director: Sean Cote

Professional Accountancy Program Faculty: Associate Professors Church, Haser, Weiss; **Assistant Professors** Cote

Admission Requirements

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. A bachelor's degree from an accredited college or university.
3. Two courses in principles of accounting or equivalent.
4. An applicant's letter describing the applicant's professional goals including how the program will help the applicant achieve these professional goals.
5. Official transcripts of all undergraduate and graduate records.
6. Three academic or professional letters of recommendation addressing the student's potential to succeed in a graduate program.

7. 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 their major. *Note: International students should contact program director Sean Cote at (401) 456-9028 or scote@ric.edu for additional admission requirements.*

COURSE REQUIREMENTS — CONCENTRATION IN ACCOUNTING**Courses****Foundations Component**

ACCT 510	Advanced AIS: Systems Modeling	3	Annually
ACCT 548	Controllership	3	Annually
ACCT 549	Advanced Topics in Cost Management	3	Annually
ACCT 556	Advanced Governmental and Non-profit Accounting	3	Annually
ACCT 561	Advanced Topics in Auditing and Fraud	3	Annually
ACCT 572	Advanced Topics in Financial Reporting	3	Annually
ACCT 665	Accounting Capstone	3	Annually

Electives

NINE CREDIT HOURS OF COURSES at the graduate level in accounting

Subtotal: 30

COURSE REQUIREMENTS — CONCENTRATION IN PERSONAL FINANCIAL PLANNING**Courses****Foundations Component**

ACCT 661	Financial Planning Capstone Course	3	Sp
ACCT 533	Fundamentals of Financial Planning -And-	3	F
ACCT 535	Tax Issues for Corporations and Shareholders -Or-	3	As needed
ACCT 543	Personal Income Tax Planning	3	Sp

Electives

TWENTY-ONE CREDIT HOURS OF COURSES at the graduate level appropriate to career plans.

Subtotal: 30

Artificial Intelligence

Department of Computer Science and Information Systems
Department Chair: Suzanne Mello-Stark

Artificial Intelligence Program Faculty: Associate Professors Liu, Mello-Stark, Henry

Students **must** consult with their assigned advisor before they will be able to register for courses. *Note:* Students may not count toward the major more than two courses with grades below C-.

ARTIFICIAL INTELLIGENCE BS

COURSE REQUIREMENTS

Cognates

MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su

ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

BIOL 111	Introductory Biology I	4	F, Sp, Su
	-And-		
BIOL 112	Introductory Biology II	4	F, Sp, Su
	-Or-		
CHEM 103	General Chemistry I	4	F, Sp, Su
	-And-		
CHEM 104	General Chemistry II	4	Sp, Su
	-Or-		
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
	-And-		
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

Courses

BUSI 100	Introduction to Business at RIC	2	F, Sp
CSCI 141	Application and Impact of Artificial Intelligence	4	F
CSCI 209	Programming Implementations Using Discrete Structures	4	F, Sp
CSCI 211	Computer Programming and Design	4	F, Sp
CSCI 212W	Data Structures	4	F, Sp
CSCI 342W	Social and Ethical Issues in Technology	4	Sp
CSCI 427	Artificial Intelligence Foundations	4	F
CSCI 428	Machine Learning	4	Sp

THREE COURSES from

CSCI 348	Artificial Intelligence in Gaming	4	F
CSCI 443	Natural Language Processing	4	Sp
CSCI 444	Computer Vision	4	Sp
CSCI 445	Reinforcement Learning and Autonomous Systems	4	F
CSCI 446	Cognitive Robots	4	Sp

ONE COURSE from

CIS 470	Introduction to Data Analytics	4	F
CIS 472	Data Visualization	4	As needed
DATA 245	Principles of Data Science	4	F, Sp
DATA 345	Applied Linear Algebra for Statistical Learning	4	F

DATA 445	Advanced Statistical Methods	4	Sp
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Note: Connections courses cannot be used to satisfy these requirements.

Note: Eight credit hours from BIOL 111; CHEM 103; MATH 212, MATH 240; or PHYS 101 may be counted toward the Natural Science and Mathematics categories of General Education.

Total Credit Hours: 54

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

APPLICATIONS OF ARTIFICIAL INTELLIGENCE MINOR

COURSE REQUIREMENTS

Courses

CSCI 141	Application and Impact of Artificial Intelligence	4	F
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CSCI 209	Programming Implementations Using Discrete Structures	4	F, Sp
CSCI 342W	Social and Ethical Issues in Technology	4	Sp
CSCI 348	Artificial Intelligence in Gaming	4	F

Total Credit Hours: 20

ARTIFICIAL INTELLIGENCE MINOR

COURSE REQUIREMENTS

Courses

CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CSCI 209	Programming Implementations Using Discrete Structures	4	F, Sp
	-Or-		
MATH 436	Discrete Mathematics	3	F, Sp
CSCI 211	Computer Programming and Design	4	F, Sp
CSCI 212W	Data Structures	4	F, Sp
CSCI 427	Artificial Intelligence Foundations	4	F
CSCI 428	Machine Learning	4	Sp
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su

Total Credit Hours: 27-28

Computer Information Systems

Department of Computer Science and Information Systems

Department Chair: Suzanne Mello-Stark

Computer Information Systems Program Faculty:

Professor Bain; **Assistant Professors** Jeong

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

COMPUTER INFORMATION SYSTEMS B.S.

COURSE REQUIREMENTS

Courses

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
BUSI 100	Introduction to Business at RIC	2	F, Sp
CIS 252	Introduction to Information Systems	4	F, Sp, Su
CIS 301	Introduction to Computer Programming in Business	4	F, Sp
	-Or-		
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CIS 320	Information Technology: Hardware and Software Systems	4	As needed
CIS 421	Networks and Infrastructure	4	F, Sp
CIS 440	Issues in Computer Security	4	F, Sp
CIS 455W	Database Programming	4	F, Sp
CIS 462W	Applied Software Development: Project	4	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
FIN 301	Financial Management	4	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
MKT 201W	Introduction to Marketing	4	F, Sp, Su

and **TWO ADDITIONAL COURSES** in computer information systems or computer science at the 300-level or above (for a total of 8 credits.)

COGNATES

ENGL 230W	Workplace Writing	4	F, Sp, Su
MATH 177	Quantitative Business Analysis	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

Note: ECON 215 may be substituted for ECON 214 in consultation with advisor.

Total Credit Hours: 68

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

COMPUTER INFORMATION SYSTEMS MINOR

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

COURSE REQUIREMENTS

A minor in computer information systems consists of a minimum of 20 credit hours (five courses), as follows:

CIS 252	Introduction to Information Systems	4	F, Sp, Su
CIS 440	Issues in Computer Security	4	F, Sp
CIS 455W	Database Programming	4	F, Sp

AND TWO ADDITIONAL courses from Computer Information Systems at the 300-level or above.

Total Credit Hours: 20

DATA ANALYTICS MINOR

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

COURSE REQUIREMENTS

A minor in data analytics consists of a minimum of 24 credit hours (six courses), as follows:

Courses

MATH 177	Quantitative Business Analysis	4	F, Sp, Su
	-Or-		
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
	-Or-		
MATH 248	Business Statistics I	4	F, Sp, Su
CIS 252	Introduction to Information Systems	4	F, Sp, Su
CIS 301	Introduction to Computer Programming in Business	4	F, Sp
	-Or-		
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CIS 470	Introduction to Data Analytics	4	F
CIS 472	Data Visualization	4	As needed

Total Credit Hours: 24

Computer Science

Department of Computer Science and Information Systems

Department Chair: Suzanne Mello-Stark

Computer Science Program Faculty: Associate Professors

Henry, Lambert, Liu, Mello-Stark

Students **must** consult with their assigned advisor before they will be able to register for courses. *Note:* Students may not count toward the major more than two courses with grades below C-.

COMPUTER SCIENCE B.A.

COURSE REQUIREMENTS

Courses

BUSI 100	Introduction to Business at RIC	2	F, Sp
CSCI 209	Programming Implementations Using Discrete Structures	4	F, Sp
CSCI 211	Computer Programming and Design	4	F, Sp
CSCI 212W	Data Structures	4	F, Sp
CSCI 313	Computer Organization and Architecture	4	F, Sp
CSCI 325	Organization of Programming Language	3	F (even years), Sp
CSCI 401W	Software Engineering	3	F (even years), Sp
CSCI 402	Cyber Security Principles	4	F, Sp
CSCI 423	Analysis of Algorithms	4	F (odd years), Sp
CSCI 435	Operating Systems	4	F, Sp (even years)

THREE COURSES from

CIS 416	Web Design	4	Sp
CIS 421	Networks and Infrastructure	4	F, Sp
CIS 455W	Database Programming	4	F, Sp
CSCI 309	Object-Oriented Design	4	F, Sp
CSCI 415	Software Testing	4	Sp
CSCI 427	Artificial Intelligence Foundations	4	F
CSCI 428	Machine Learning	4	Sp
CSCI 432	Network and Systems Security	4	Sp
CSCI 467	Computer Science Internship	4	As needed
CSCI 476	Advanced Topics in Computer Science	4	Sp

Cognates

MATH 212	Calculus I	4	F, Sp, Su
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IT IS RECOMMENDED that students also take:

COMM 208	Public Presentations	4	F, Sp
ENGL 230W	Workplace Writing	4	F, Sp, Su
MATH 209	Precalculus Mathematics	4	F, Sp, Su

Total Credit Hours: 52

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

COMPUTER SCIENCE B.S.

COURSE REQUIREMENTS

Courses

BUSI 100	Introduction to Business at RIC	2	F, Sp
CSCI 209	Programming Implementations Using	4	F, Sp

CSCI 211	Discrete Structures Computer Programming and Design	4	F, Sp
CSCI 212W	Data Structures	4	F, Sp
CSCI 313	Computer Organization and Architecture	4	F, Sp
CSCI 325	Organization of Programming Language	3	F (even years), Sp
CSCI 401W	Software Engineering	3	F (even years), Sp
CSCI 402	Cyber Security Principles	4	F, Sp
CSCI 423	Analysis of Algorithms	4	F (odd years), Sp
CSCI 435	Operating Systems	4	F, Sp (even years)

THREE COURSES from

CIS 416	Web Design	4	Sp
CIS 421	Networks and Infrastructure	4	F, Sp
CIS 455W	Database Programming	4	F, Sp
CSCI 309	Object-Oriented Design	4	F, Sp
CSCI 415	Software Testing	4	Sp
CSCI 427	Artificial Intelligence Foundations	4	F
CSCI 428	Machine Learning	4	Sp
CSCI 432	Network and Systems Security	4	Sp
CSCI 467	Computer Science Internship	4	As needed
CSCI 476	Advanced Topics in Computer Science	4	Sp

Cognates

ENGL 230W	Workplace Writing	4	F, Sp, Su
	-Or-		
ENGL 231W	Multimodal Writing	4	Alternate years
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
PHIL 206	Ethics	3	F, Sp
	-Or-		
PHIL 207	Technology and the Future of Humanity	3	Sp

TWO COURSES from

MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 300W	Bridge to Advanced Mathematics	4	Sp
MATH 314	Calculus III	4	F, Sp
MATH 324	College Geometry	4	Sp
MATH 417	Introduction to Numerical Analysis	4	Sp (as needed)
MATH 431	Number Theory	3	F, Sp
MATH 436	Discrete Mathematics	3	F, Sp
DATA 445	Advanced Statistical Methods	4	Sp

ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

BIOL 111	Introductory Biology I	4	F, Sp, Su
	-And-		
BIOL 112	Introductory Biology II	4	F, Sp, Su
	-Or-		
CHEM 103	General Chemistry I	4	F, Sp, Su
	-And-		

CHEM 104	General Chemistry II	4	Sp, Su
	-Or-		
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
	-And-		
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su

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

Note: Eight credit hours from BIOL 111; CHEM 103; MATH 212, MATH 240; or PHYS 101 may be counted toward the Natural Science and Mathematics categories of General Education.

Total Credit Hours: 77-79

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

COMPUTER SCIENCE MINOR

COURSE REQUIREMENTS

The minor in computer science consists of a minimum of 21 credit hours (six courses), as follows:

Courses

CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CSCI 211	Computer Programming and Design	4	F, Sp
CSCI 212W	Data Structures	4	F, Sp

and three additional computer science courses (9-12 credits) at 200 level or above.

Total Credit Hours: 21-24

Cybersecurity

Department of Computer Science and Information Systems

Department Chair: Suzanne Mello-Stark

Cybersecurity Program Faculty: Professor Bain; Associate Professors Liu, Mello-Stark; Assistant Professors Henry, Wood

Students **must** consult with their assigned advisor before they will be able to register for courses. Note: Students may not count toward the major more than two courses with grades below C-.

CYBERSECURITY B.S.

COURSE REQUIREMENTS

Courses

BUSI 100	Introduction to Business at RIC	2	F, Sp
CIS 252	Introduction to Information Systems	4	F, Sp, Su
CIS 320	Information Technology: Hardware and Software Systems	4	As needed

CIS 347	Basic Cryptography Techniques	4	F, Sp
CIS 421	Networks and Infrastructure	4	F, Sp
CIS 440	Issues in Computer Security	4	F, Sp
CIS 462W	Applied Software Development Project	4	F, Sp
CSCI 102	Computer Fundamentals for Cyber Security	4	F, Sp
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
	-Or-		
CIS 301	Introduction to Computer Programming in Business	4	F, Sp
CSCI 402	Cyber Security Principles	4	F, Sp
CSCI 410	Digital Forensics	4	F
CSCI 432	Network and Systems Security	4	Sp

and **TWO ADDITIONAL COURSES** in computer information systems or computer science at the 300-level or above (for a total of 8 credits).

Cognates

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

MGT 201W	Foundations of Management	4	F, Sp, Su
MATH 177	Quantitative Business Analysis	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su
PHIL 206	Ethics	3	F, Sp
	-Or-		
PHIL 207	Technology and the Future of Humanity	3	Sp

Total Credit Hours: 69

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

CYBERSECURITY MINOR

COURSE REQUIREMENTS

The minor in cyber security consists of 20 credit hours (five courses), as follows:

Courses

CSCI 102	Computer Fundamentals for Cyber Security	4	F, Sp
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CSCI 402	Cyber Security Principles	4	F, Sp
CSCI 410	Digital Forensics	4	F
CSCI 432	Network and Systems Security	4	Sp

Total Credit Hours: 20

Economics

Department of Economics and Finance

Department Chair: Kemal Saatcioglu

Economics Program Faculty: Professors Tashiro; **Associate Professor** Basu; **Assistant Professor** Ramirez Cisneros

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required for every course.

ECONOMICS B.A.

COURSE REQUIREMENTS

Courses

BUSI 100	Introduction to Business at RIC	2	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
ECON 314	Intermediate Microeconomic Theory and Applications	4	F
ECON 315	Intermediate Macroeconomic Theory and Analysis	4	Sp
ECON 449W	Introduction to Econometrics	4	F, Sp
ECON 462W	Seminar in Economic Research	4	Sp
ECON 492	-Or- Independent Study II	4	As needed
ONE COURSE from			
ECON 235	Economics of Race and Gender	4	Sp
ECON 331	Topics in Global Economics	4	Annually (even years)
ECON 337	Economics of Climate Change and Sustainability	4	Annually (odd years)
THREE COURSES from			
ECON 390	Directed Study	4	As needed
ECON 421	International Economics	4	As needed
ECON 422	Economics of Developing Countries	4	As needed
ECON 423	Money and Banking	4	As needed
ECON 431	Labor Economics	4	As needed
ECON 433	Economics of Government	4	As needed
ECON 435	Urban Economics	4	As needed
ECON 436	Industrial Organization and Market Structure	4	As needed
ECON 437	Environmental Economics	4	As needed
ECON 490	Independent Study in Economics	4	As needed

ECON 491	Independent Study I	4	As needed
Cognates			
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ENGL 230W	Workplace Writing	4	F, Sp, Su
FIN 301	Financial Management	4	F, Sp, Su
MATH 177	Quantitative Business Analysis	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

Total Credit Hours: 59

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

ECONOMICS MINOR

COURSE REQUIREMENTS

The minor in economics consists of a minimum of 22 credit hours (six courses), as follows:

ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
MATH 177	Quantitative Business Analysis	4	F, Sp, Su
ECON 314	Intermediate Microeconomic Theory and Applications	4	F
ECON 315	-Or- Intermediate Macroeconomic Theory and Analysis	4	Sp
ECON 235	Economics of Race and Gender	4	Sp
ECON 331	-Or- Topics in Global Economics	4	Annually (even years)
ECON 337	-Or- Economics of Climate Change and Sustainability	4	Annually (odd years)

AND ONE ADDITIONAL course in economics at the 400-level.

Total Credit Hours: 22

Finance

Department of Economics and Finance

Department Chair: Kemal Saatcioglu

Finance Program Faculty: Professor Kazemi; **Associate Professor** Saatcioglu; **Assistant Professor** Sarwar, Starkey

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

FINANCE B.S.

COURSE REQUIREMENTS

Courses

FIN 301	Financial Management	4	F, Sp, Su
FIN 432	Investments	4	F, Sp

FIN 461W	Seminar in Finance -Or-	4	F, Sp
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FIN 492	Independent Study II	4	As needed
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FIVE ADDITIONAL COURSES in Finance (FIN) at the 300-level or above.

ONE ADDITIONAL COURSE in Economics (ECON) at the 300-level or above.

NINE BUSINESS CORE COURSES, as follows:

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
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BUSI 100	Introduction to Business at RIC	2	F, Sp
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CIS 252	Introduction to Information Systems -Or-	4	F, Sp, Su
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CSCI 102	Computer Fundamentals for Cyber Security -Or-	4	F, Sp
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CSCI 141	Application and Impact of Artificial Intelligence -Or-	4	F
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CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
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ECON 214	Principles of Microeconomics	3	F, Sp, Su
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ECON 215	Principles of Macroeconomics	3	F, Sp, Su
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ENGL 230W	Workplace Writing	4	F, Sp, Su
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MGT 201W	Foundations of Management	4	F, Sp, Su
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MKT 201W	Introduction to Marketing	4	F, Sp, Su
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MATH 240	Statistical Methods I -Or-	4	F, Sp, Su
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MATH 248	Business Statistics I	4	F, Sp, Su
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Note: MATH course will satisfy a General Education requirement.

Total Credit Hours: 67

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

FINANCE MINOR

COURSE REQUIREMENTS

The minor in finance consists of six courses, as follows:

ACCT 201	Principles of Accounting I:	3	F, Sp, Su
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FIN 301	Financial Management	4	F, Sp, Su
FIN 432	Investments	4	F, Sp

MATH 240	Statistical Methods I -Or-	4	F, Sp, Su
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MATH 248	Business Statistics I	4	F, Sp, Su
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AND TWO ADDITIONAL courses in finance at the 400-level (except for FIN 467).

Total Credit Hours: 23

Health Care Administration

HEALTH CARE ADMINISTRATION B.S.

Health Care Administration Program Faculty: Associate Professors Connolly, Rampa

B.S. in Health Care Administration

The B.S. in Health Care Administration (HCA) provides baccalaureate-level education and training for students considering careers in the health care industry. The program is specifically targeted for those pursuing supervisory and entry-level management positions and/or preparation for graduate education. The Health Care Administration program focuses on the organization, financing and management of health care organizations and the delivery of health care services in the United States.

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

Note: HCA 491: Independent Study I and HCA 492: Independent Study II are available for those seeking departmental honors, with consent of program director and dean.

COURSE REQUIREMENTS

Courses

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
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BUSI 100	Introduction to Business at RIC	2	F, Sp
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CIS 252	Introduction to Information Systems	4	F, Sp, Su
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ECON 214	Principles of Microeconomics	3	F, Sp, Su
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FIN 301	Financial Management -Or-	4	F, Sp, Su
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HCA 330	Health Care Finance	3	Annually
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HCA 201W	Introduction to Health Care Systems	3	F, Sp, Su
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HCA 302	Health Care Organizations	3	F, Sp
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HCA 303W	Health Policy and Contemporary Issues	3	F, Sp
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HCA 355	Quality	3	F, Sp
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HCA 401W/HCA 501	Management/Improvement in Health Care Ethical and Legal Issues in Health Care Management	3	F, Sp, Su
HCA 461W	Seminar in Strategic Health Care Management	3	As needed
HCA 467	Internship in Health Care Administration	4	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
MGT 320	Human Resource Management	4	F, Sp, Su
MKT 201W	Introduction to Marketing	4	F, Sp, Su

Note: With permission of program director, HCA 490: Directed Study may be substituted for any 300/400 level HCA course.

Note: Please note that HCA 201, HCA 302, HCA 303 and HCA 401 were previously offered as NURS 201, NURS 302, NURS 303 and NURS 401, and these courses are equivalent to the HCA courses.

Note: If CIS 251 has been taken, this satisfies the CIS 252 requirement.

THREE COURSES from

(It is recommended that the three courses be taken from the same category, but courses may be selected from multiple categories)

Aging Studies

AGNG 314/NURS 314	Health and Aging	4	F, Sp, Su
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-Or-

NURS 314/AGNG 314	Health and Aging	4	F, Sp, Su
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HCA 403	Long-Term Care Administration	3	Annually
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HCA 404	Long-Term Care Laws and Regulations	2	Annually
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SOC 217	Sociology of Aging	4	F, Sp, Su
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SOC 313	Sociology of Death and Dying	4	Annually
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SOC 320	Aging and the Law	4	Annually
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Note: SOC 217: Fulfills the Social and Behavioral Sciences category of General Education.

Human Resource Management

MGT 322	Organizational Behavior	4	F, Sp, Su
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MGT 423	Compensation and Benefits Administration	4	F
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MGT 425	Recruitment and Selection	4	F
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MGT 428	Human Resource Development	4	Sp
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MGT 430W	Strategic Human Resource Management	4	Sp
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Informatics

CIS 440	Issues in Computer Security	4	F, Sp
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CIS 455W	Database Programming	4	F, Sp
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HCA 402	Health Care Informatics	3	As needed
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Management Foundations

ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
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COMM 230	Interpersonal Communication	4	F
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COMM 336	Health Communication	4	Sp
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MGT 349	Service Operations	4	F
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MKT 334	Management Consumer Behavior	4	F, Sp
POL 301W	Foundations of Public Administration	4	F

Wellness

ANTH 309	Medical Anthropology	4	Alternate years
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HPE 406	Program Planning in Health Promotion	3	Sp or as needed
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PSYC 424	Health Psychology	4	Annually
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SOC 314	The Sociology of Health and Illness	4	Annually
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Cognates

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
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ENGL 230W	Workplace Writing	4	F, Sp, Su
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MATH 240	Statistical Methods I	4	F, Sp, Su
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MATH 248	-Or- Business Statistics I	4	F, Sp, Su
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PSYC 221W	Research Methods I: Foundations	4	F, Sp, Su
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Note: BIOL 108: Fulfills the Natural Science category of General Education.

Note: MATH 177, MATH 240: Fulfills the Mathematics category of General Education.

Note: Up to 8 credit hours may simultaneously fulfill General Education requirements.

Total Credit Hours: 72-78

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

HEALTH CARE ADMINISTRATION MINOR

Director: Marianne Raimondo

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

Note: HCA 491: Independent Study I and HCA 492: Independent Study II are available for those seeking departmental honors, with consent of program director and dean.

COURSE REQUIREMENTS

The minor in health care administration consists of a minimum of 21 credit hours (seven courses), as follows:

HCA 201W	Introduction to Health Care Systems	3	F, Sp, Su
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HCA 302	Health Care Organizations	3	F, Sp
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HCA 401W/HCA 501	Ethical and Legal Issues in Health Care Management	3	F, Sp, Su
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MGT 201W	Foundations of Management	4	F, Sp, Su
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MGT 320	Human Resource Management	4	F, Sp, Su
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MGT 322	Organizational Behavior	4	F, Sp, Su
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AND ONE ADDITIONAL course from the electives in the health care administration major.

Total Credit Hours: 24

Courses taken to meet the requirements of other majors or minors cannot be used to simultaneously fulfill the requirements of the health care administration minor (termed double counting). In these instances, please consult the health care administration director to arrange for appropriate substitute course(s).

HEALTH CARE ADMINISTRATION M.S.

Faculty: Associate Professors Connolly, Rampa

The M.S. in Health Care Administration (HCA) focuses on the organization, financing and management of health care organizations and the delivery of health care services in the United States. The program will prepare students for management careers in health care in the private and public sectors, including careers in public health, hospitals, long-term care, home/community-based care and health insurance. The program is also appropriate for those seeking positions in health policy. The curriculum focuses on leadership, performance improvement, organizational theory/behavior, health care finance and law.

Admission Requirements

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. A Bachelor's degree in Health Care Administration (HCA) or related field from an accredited college or university. Students with a bachelor's degree in an unrelated field with relevant work experience may be considered for admission. For more information, contact program director.
3. Official transcripts of all undergraduate and graduate records.
4. Completion of the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE). A B.S. degree in HCA, health or human sciences, nursing or business from Rhode Island College or the University of Rhode Island, with a 3.00 G.P.A. in the major, will exempt the applicant from the GMAT/GRE.
5. A letter of intent including a statement of goals.
6. Three professional or academic references.
7. Completion of courses in Elementary Statistics, Principles of Economics and Introductory Accounting.

Retention Requirements

All students must have a minimum GPA of 3.0 at the end of the first year and an evaluation of Satisfactory or better in the Internship class. Students who do not have a minimum 3.0 GPA may not continue in the program. No course in which the student earns a grade below a C will get credit in the M.S. HCA program.

COURSE REQUIREMENTS

Courses

HCA 501/HCA 401W	Health Law and Ethics	3	F, Sp, Su
HCA 502/NURS 502	Health Care Systems	3	F, Sp
HCA 503/NURS 705	Health Care Policy	3	F, Sp
HCA 514	Economics of Health Care	3	F
HCA 520	Health Care Human	3	F

HCA 530	Resource Management	3	F
HCA 537	Health Care Finance	3	F, Sp
HCA 539	Performance Improvement in Health Care	3	F, Sp
HCA 540	Biostatistics	3	F
HCA 545	Research Methods and Statistical Analysis	3	Sp
HCA 547	Managing Health Care Organizations	3	Sp
HCA 560	Transformational Leadership in Health Care Organizations	2	F, Sp
HCA 567	Contemporary Topics in Health Care	3	F, Su
HCA 591	Health Care Internship	3	F, Sp, Su
HCA 592	Master's Thesis in Health Care Administration -Or- Master's Capstone in Health Care Administration	3	F, Sp, Su
HPE 507	Epidemiology and Biostatistics	3	Sp

TWO ADDITIONAL COURSES

Two additional 400-500 level courses approved by the program director

Subtotal: 50-52

HEALTH CARE ADMINISTRATION: DATA ANALYTICS M.S.

The M.S. in Health Care Administration (HCA) Data Analytics track focuses on developing analytical skills in healthcare professionals, enabling them to work with large and complex data sets, understand data governance, apply analytical methods, and communicate insights effectively. Through the health care data analytics track, students will be encouraged to develop highly sought-after career skills enabling them to apply knowledge of health care and database management to analyze clinical, claims, and utilization data and report on health relate trends.

Admission Requirements

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. A Bachelor's degree in Health Care Administration (HCA) from Rhode Island College.
3. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
4. Official transcripts of all undergraduate and graduate records.
5. Completion of a course in statistics (MATH 240 or its equivalent), with a minimum grade of C.
6. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work. Provisional acceptance occasionally granted.
7. An official report of scores on the Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.
8. A professional résumé.

9. Proof of residency is required for in-state tuition.
10. An interview may be required.

Retention Requirements

All students must have a minimum grade point average (GPA) of 3.0 at the end of the first year and an evaluation of Satisfactory or better in the Internship class. Students who do not have a minimum 3.00 GPA may not continue in the program. No course in which the student earns a grade below a C will get credit in the M.S. HCA Data Analytics Track program.

COURSE REQUIREMENTS

Courses

HCA 502/NURS 502	Health Care Systems	3	F, Sp
HCA 514	Economics of Health Care	3	F
HCA 530	Health Care Finance	3	F
HCA 537	Performance Improvement in Health Care	3	F, Sp
HCA 539	Biostatistics	3	F, Sp
HPE 507	Epidemiology and Biostatistics	3	Sp
HCA 567	Health Care Internship	3	F, Su
HCA 592	Master's Capstone in Health Care Administration	3	F, Sp, Su

Data Analytics Track

HCA 552	Introduction to Health Care Information Systems	3	F
HCA 572	Health Care Data Visualization	3	Sp
HCA 580	Health Care Data Analytics	3	F
HCA 585	Data Mining & Predictive Analytics	3	Sp

TWO ADDITIONAL COURSES

Two Additional 400-500 level courses approved by the program director.

Subtotal: 42-44

ACCELERATED HEALTH CARE MANAGEMENT M.S.

Admission Requirements

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. A Bachelor's degree in Health Care Administration (HCA) from Rhode Island College.
3. A 3.0 GPA in the B.S. HCA program and a grade of B or better in each of the foundation courses.
4. A letter of intent including a statement of goals.
5. Three academic references from faculty members at RIC.

Retention Requirements

All students must have a minimum grade point average (GPA) of 3.0 at the end of the first year and an evaluation of Satisfactory or better in the

Internship class. Students who do not have a minimum 3.00 GPA may not continue in the program. No course in which the student earns a grade below a C will get credit in the M.S. HCA program.

COURSE REQUIREMENTS

Courses

HCA 514	Economics of Health Care	3	F
HCA 530	Health Care Finance	3	F
HCA 537	Performance Improvement in Health Care	3	F, Sp
HCA 539	Biostatistics	3	F, Sp
HCA 540	Research Methods and Statistical Analysis	3	F
HCA 545	Managing Health Care Organizations	3	Sp
HCA 547	Transformational Leadership in Health Care Organizations	3	Sp
HCA 560	Contemporary Topics in Health Care	2	F, Sp
HCA 567	Health Care Internship	3	F, Su
HCA 591	Master's Thesis in Health Care Administration	3	F, Sp, Su
HCA 592	Master's Capstone in Health Care Administration	3	F, Sp, Su
HPE 507	Epidemiology and Biostatistics	3	Sp

TWO ADDITIONAL COURSES

Two additional 400-500 level courses approved by the program director

Subtotal: 38-40

Subtotal: 50

INTERNATIONAL BUSINESS MINOR

Faculty Contact: Kemal Saatcioglu

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

Students are also advised to consult with the faculty contact for the International Business minor for creating a personalized plan at the time they declare this minor.

Retention Requirements

A minimum cumulative grade point average of 2.50 in the International Business minor.

COURSE REQUIREMENTS

Choose FOUR courses from A and B combined:

A. TWO OR THREE COURSES from the following:

ECON 421	International Economics	4	As needed
	-Or-		
ECON 422	Economics of Developing Countries	4	As needed

FIN 434	International Financial Management	4	Sp
MGT 345	Managing in the World's Regions	4	Annually
MKT 329	Global Marketing	4	F, Sp

B. ONE OR TWO COURSES from the following:

COMM 348	Global Communication	4	As needed
POL 103	Global Politics	4	F, Sp
POL 303	International Law and Organization	4	Sp
POL 341	Politics of Development	4	Sp
POL 345/INGO 300	International NGOs and Nonprofits	4	F

Subtotal: 25-38

- ACCT 201 is a prerequisite for FIN 301.
- COMM 240 is a prerequisite for COMM 248 and fulfills the Social and Behavioral Sciences category of General Education.
- ECON 214 is a prerequisite for ECON 421 and ECON 422.
- ECON 215 is a prerequisite for ECON 421, ECON 422, and FIN 434.
- FIN 301 is a prerequisite for ECON 421, ECON 422, and FIN 434.
- MATH 177 is a prerequisite for ECON 421, ECON 422, and FIN 301, and fulfills the Mathematics category of General Education.
- MATH 248 is a prerequisite for FIN 434 and fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.
- MGT 201 is a prerequisite for MGT 345.
- MKT 201 is a prerequisite for MKT 329.
- POL 103 fulfills the Social and Behavioral Sciences category of General Education.

Note: Courses taken to meet the requirements of other business majors or minors (in Accounting, Computer Information Systems, Economics, Finance, Health Care Administration, Management, and Marketing) cannot be used to simultaneously fulfill the requirements of the international business minor (termed double counting).

Note: Can be completed within 21-26 credits with cognates that double count as AQSR, Mathematics, and Social and Behavioral Science categories of General Education.

Management

Department of Management and Marketing

Department Chair: Stephen Ramocki

Management Program Faculty: Associate Professors Casey, Urda, Wu

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in every course.

Note: MGT 491 Independent Study I and MGT 492 Independent Study II

are available for those seeking departmental honors, with consent of instructor, department chair and dean.

MANAGEMENT B.S.

COURSE REQUIREMENTS

Courses			
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
BUSI 100	Introduction to Business at RIC	2	F, Sp
CIS 252	Introduction to Information Systems	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 301	Financial Management	4	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
MGT 249	Business Statistics II	4	F, Sp, Su
MGT 322	Organizational Behavior	4	F, Sp, Su
MGT 341W	Business, Government, and Society	4	F, Sp, Su
MGT 348	Operations Management	4	F, Sp, Su
MGT 461W	Seminar in Strategic Management	4	F, Sp, Su
MKT 201W	Introduction to Marketing	4	F, Sp, Su

Cognates

MATH 240	Statistical Methods I -And-	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 240 fulfills the Mathematics category of General Education or MATH 248 fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

Note: If CIS 251 has been taken, this satisfies the CIS 252 requirement.

CONCENTRATIONS

CHOOSE concentration A, B, or C below

A. General Management

MGT 306	Managing a Diverse Workforce	4	F, Sp
MGT 320	Human Resource Management	4	F, Sp, Su
	THREE ADDITIONAL FOUR CREDIT COURSES in management at the 300-level or above	12	

Subtotal: 74

B. Human Resource Management

MGT 320	Human Resource Management	4	F, Sp, Su
MGT 423	Compensation and Benefits Administration	4	F
MGT 425	Recruitment and Selection	4	F
MGT 428	Human Resource Development	4	Sp
MGT 430W	Strategic Human Resource Management	4	Sp

Subtotal: 74

C. Operations Management			
MGT 347/MKT 347	Supply Chain Management	4	Annually
MGT 355	Quality Assurance	4	Sp
MGT 455	Global Logistics and Enterprise Management	4	As needed

Subtotal: 74

MGT 347: (Or MKT 347: Supply Chain Management)

TWO COURSES from

ECON 449W	Introduction to Econometrics	4	F, Sp
MGT 331	Occupational and Environmental Safety Management	4	F
MGT 335	Process Management	4	Sp
MGT 349	Service Operations Management	4	F
MGT 359	Current Topics in Service Operations Management	4	As needed
MGT 427	Principled Leadership	4	F
MGT 465	Organizational Theory	4	As Needed
MGT 467	Directed Internship	4	F, Sp, Su
MGT 490	Directed Study	4	As needed
MGT 491	Independent Study I	4	As needed
MGT 492	Independent Study II	4	As needed
MKT 322	Services Marketing	4	As needed

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

MANAGEMENT MINOR

COURSE REQUIREMENTS

Courses

Choose A, B, or C:			
A.			
MGT 100	Introduction to Business	4	F, Sp
-Or-			
B. Take ALL THREE:			
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ECON 200	Introduction to Economics	4	F, Sp, Su
MKT 201W	Introduction to Marketing	4	F, Sp, Su
-Or-			
C. Take ALL FOUR			
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
MKT 201W	Introduction to Marketing	4	F, Sp, Su
-And-			
MGT 201W	Foundations of Management	4	F, Sp, Su
AND THREE ADDITIONAL FOUR-CREDIT management courses at the 300-level or above.			

Total Credit Hours: 20-29

OPERATIONS MANAGEMENT M.S.

Program currently suspended.

COURSE REQUIREMENTS

Electives

Twelve (12) credits from either content area listed below, in any combination.

Health Care Administration Operations

HCA 501/HCA 401W	Health Law and Ethics	3	F, Sp, Su
HCA 537	Performance Improvement in Health Care	3	F, Sp
HCA 547	Transformational Leadership in Health Care Organizations	3	Sp

Project Management

MGT 542	Project Risk and Cost Management	4	Annually
MGT 543	Project Communications Management	4	Annually
MGT 544	Program Management	4	Annually

Supply Chain Management

PROGRAM SUSPENDED

MGT 545	Production and Inventory Management	4	Annually
MGT 546	Logistics	4	Annually
MGT 547	Supply Chain Management	4	Annually

Courses

MGT 455	Global Logistics and Enterprise Management	4	As needed
-Or-			
MGT 501	The Strategic Nature of Operations Management	2	F, Sp, Su
MGT 530	Analytics, Data Analysis and Decision Making	4	Annually
MGT 536	Creating and Leading High-Performance Teams	4	Annually
MGT 537	High Performance Project Management	4	Annually
MGT 591	Directed Research Capstone	4	F, Sp, Su

Total Credit Hours: 32

Accelerated B.S./M.S. Admission Option:

Undergraduate students matriculated at Rhode Island College can apply for conditional admission to the Master of Science in Operations Management program after completing 72 credits, at least 12 of which must be in Business courses taken at RIC. If conditionally admitted to the M.S. program, students will begin taking graduate courses after completing 90 undergraduate credits. Students will take MGT 455 and one 500-level Business course (i.e. MGT 530, MGT 536, MGT 537, MGT 542, MGT 543, MGT 544, MGT 545, MGT 546, MGT 547) which will count for both the B.S. and M.S. degrees. Additionally, students may take up to two additional 500 that will count towards only the M.S. degree. These courses will be taken in the student's senior year which can include the early spring or summer sessions. If students are still in good standing upon completion of the B.S., they are fully admitted to the M.S. degree program, which could be completed in two semesters.

Marketing

Department of Management and Marketing

Department Chair: Stephen Ramocki

Marketing Program Faculty: Professor Ramocki; Associate Professor Blanchette

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

Note: MKT 491 Independent Study I and MKT 492 Independent Study II are available for those seeking departmental honors, with consent of instructor, department chair and dean.

MARKETING B.S.

COURSE REQUIREMENTS

Courses

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
BUSI 100	Introduction to Business at RIC	2	F, Sp
CIS 252	Introduction to Information Systems	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 301	Financial Management	4	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
MGT 249	Business Statistics II	4	F, Sp, Su
MGT 322	Organizational Behavior	4	F, Sp, Su
MGT 341W	Business, Government, and Society	4	F, Sp, Su
MGT 348	Operations Management	4	F, Sp, Su
MKT 201W	Introduction to Marketing	4	F, Sp, Su
MKT 215	Marketing Creativity	4	F, Sp
MKT 333	Market Research	4	F, Sp
MKT 334	Consumer Behavior	4	F, Sp
MKT 462W	Strategic Marketing Management	4	As needed
	TWO ADDITIONAL COURSES in marketing at the 300-level or above.	8	

Cognates

MATH 240	Statistical Methods I	4	F, Sp, Su
	-Or-		
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 240 fulfills the Mathematics category of General Education or MATH 248 fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

Note: If CIS 251 has been taken, this satisfies the CIS 252 requirement..

Total Credit Hours: 78

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

MARKETING MINOR

COURSE REQUIREMENTS

Courses

	Choose A, B, or C:		
	A.		
MGT 100	Introduction to Business	4	F, Sp
	-Or-		
	B. Take BOTH:		
ECON 200	Introduction to Economics	4	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
	-Or-		
	C. Take ALL THREE:		
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
	-And-		
MKT 201W	Introduction to Marketing AND THREE ADDITIONAL 200-level or above marketing courses.	4	F, Sp, Su
		12	

Total Credit Hours: 20-26

Sports Management

Department of Management and Marketing

Department Chair: Stephen Ramocki

Program Director: David Roach

SPORTS MANAGEMENT B.S.

COURSE REQUIREMENTS

Cognates

CIS 252	Introduction to Information Systems	4	F, Sp, Su
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Electives

Any TWO courses from:

MGT 320	Human Resource Management	4	F, Sp, Su
MGT 348	Operations Management	4	F, Sp, Su
MKT 215	Marketing Creativity	4	F, Sp
SMGT 300	Foundations of Sport Analytics	3	Sp
SMGT 301	Organization and Administration of Interscholastic Athletics	3	F, Sp

SMGT 310	Sports Management Finance and Fundraising	3	Sp
Courses			
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
BUSI 100	Introduction to Business at RIC	2	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
MGT 201W	Foundations of Management	4	F, Sp, Su
MGT 322	Organizational Behavior	4	F, Sp, Su
SMGT 201	Introduction to Sports Management	3	F, Sp
SMGT 221	Practicum in Sports Management	3	F, Sp, Su

SMGT 315	Sports Facility and Management	3	F
SMGT 320	Sports Marketing and Fan Engagement	3	Sp
SMGT 325W	Sports Communication	3	Sp
SMGT 330	Introduction to Sports Law	3	Sp
SMGT 405	Management and Leadership in Sports Organizations	3	F
SMGT 467	Internship in Sports Management	9	F, Sp

Total Credit Hours: 59-61

NOTE: BUSI 100 will be satisfied for students who have completed COLL 101 or COLL 150 or HONR 150 or NURS 100.

NOTE: SMGT 300 has the prerequisite of MATH 240, and MGT 348 has a prerequisite of MATH 240 and MATH 248.

NOTE: SMGT 201, SMGT 301, SMGT 310, SMGT 315 and SMGT 325W complete the CUS in Interscholastic Athletic Administration.

ZVART ONANIAN SCHOOL OF NURSING

NURSING B.S.N.

Justin DiLibero, Interim Dean, Onanian School of Nursing

Bethany Petronio-Defanti, Associate Dean, Onanian School of Nursing

Undergraduate Department Chair: Sharon Galloway

B.S.N. Undergraduate Program Director: Lisa Connolly

R.N. to B.S.N. Program Director: Linda Mendonça

B.S.N. Program Faculty: Professor Blanchette, Byrd, Galloway; **Associate Professors** Boucher, Fearon-Lynch, Kutenplon, Mendonça, Petronio-Defanti, Sadlon, N. Smith; **Assistant Professors** Bargteil, Cunha, de Gouvenain, DiBlasi, Gutierrez, Griffin, Hersperger, Lanzieri, Lerch, Nickerson, Patenaude, Scollins, Wholey; **Instructor** Sarasin

Endowed Professor of Simulation and Innovation: Penni Sadlon

Admission Requirements

- Students apply to the college using the Common Application. Students accepted to the college will begin as an Intended Nursing major.
 - Upon completion of require pre-requisite courses, students submit a second application to the Nursing major.
 - During review of the application to the school of nursing, the applicant's academic performance, indicating potential for success as a nurse, is reviewed and considered carefully in the admission process. The criteria listed below are minimum admission requirements and do not guarantee admission to the nursing program. Students admitted to the college as freshmen are given preference. Transfer and second-degree candidates are welcome to apply for a limited number of spaces.
1. Students must be admitted to Rhode Island College and be an Intended Nursing Major.
 2. Students must complete the College Mathematics and Writing Requirements.**
 3. Students must have a minimum cumulative grade point average (GPA) of 3.0 in courses taken at all colleges/universities.
 4. Students must have completed or be enrolled in BIOL 203 and BIOL 204, CHEM 105, and PSYC 230, and must obtain a minimum grade of C and a minimum overall grade point average of 2.67 (B-) in the three courses.
 5. Students must also have a RIC cumulative GPA of 3.0 and cumulative cognate GPA of 2.67 (PSYC 230, BIOL 201 and BIOL 202, BIOL 203 and BIOL 204, and CHEM 105) at the time of application, and upon completion of the semester.

* Students may apply to the Nursing program no more than three times.

** Refer to the Rhode Island College Catalog for descriptions of the Mathematics Milestone and Writing Requirements.

Students who are applying to begin nursing courses need to submit a Nursing Program Application Form during the previous semester by the deadline that is on the application.

Application Requirements for All General Declared Nursing Majors

1. Completion of Enrollment Form signed by the faculty advisor and submitted to the School of Nursing by **October 15** or **April 15**

of the preceding semester. Students may apply to the nursing program no more than three times if they were not accommodated. Students who receive a denial may apply twice.

2. Completion of the college mathematics milestone and writing requirements.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale.
4. Completion of BIOL 231, CHEM 106, and PSYC 230, with a minimum grade of C; and a minimum overall grade point average of 2.67 (B-) in these courses.

Application Requirements for R.N. Students (with an associate's degree in nursing or hospital diploma)

1. Admission to Rhode Island College through the Office of Undergraduate Admissions at <https://www.commonapp.org/> and declaration of nursing (RN to BSN) as the major.
2. Graduation from an accredited degree/diploma program.
3. A minimum cumulative grade point average of 2.5.
4. A current unrestricted Rhode Island Nursing license.
5. Upon admission to the School of Nursing, criminal background investigation verification through CastleBranch.com is required.

Admission Requirements for R.N. students applying to the R.N. to B.S.N. Program as second degree candidates are noted below under "Admission Requirements for Second Degree Candidates."

Application Requirements for Lateral Transfer Students

Students within the Rhode Island College community who desire a change of major to nursing must go to the B.S.N. Program director to request the change. The Undergraduate Department Chair will process the change of major through campus solutions.

Application Requirements for Transfer Students

Transfer students accepted into the college will need to file an Enrollment Form and will need to meet the same requirements as all general declared nursing majors. Nursing students transferring from other nursing programs are required to forward a letter of recommendation from the head of the previous program.

Application Requirements for Second Degree Candidates

Second degree candidates must first apply to the college through the Office of Undergraduate Admissions at <https://www.commonapp.org/>. Once all application materials are received and processed, a plan of study will be formulated with the B.S.N. program director. Acceptance as a second-degree student does not guarantee admission to the School of Nursing. The student should contact their nursing advisor regarding eligibility to make formal application to the school.

Admission Requirements for Registered Nurse Second Degree students applying to the R.N. to B.S.N. Program include submission of the admission application to the Office of Undergraduate Admissions by June 1 for fall semester enrollment or by November 1 for spring semester enrollment. Once the application and all credentials have been received, the admissions office notifies the R.N. to B.S.N. candidate to schedule an appointment with the B.S.N. program director to determine the courses needed to meet the requirements for the second bachelor's degree. Upon admission to the college, the R.N. to B.S.N. second-degree

candidate will meet with an advisor to submit the second Enrollment Form to apply to the R.N. to B.S.N. Program.

Retention Requirements for BSN Students

1. Completion of required prerequisite courses (cognate and nursing courses).
2. Completion of cognates before the junior year (intermediate level).
3. A minimum grade of C in each nursing course. Only one nursing course may be repeated. Students who sustain another failure (a grade below a C) in any nursing course will be dismissed from the program.
4. A minimum grade of C in each cognate course. Students with a grade of C- or below in a cognate course will have the option to progress in nursing (probationary status) for one semester while repeating the course in question.
5. Due to the rigors of the program and retention policies, enrollment in required nursing courses is limited to 12 credits per semester.
6. The School of Nursing will notify students who have not met the retention criteria. The faculty of the School of Nursing reserves the right to require withdrawal or dismissal of a student who shows evidence, academically or personally, of an inability to carry out professional responsibilities in nursing. Students are expected to adhere to the School of Nursing code of academic honesty. Students have the right to appeal through the Student Outcomes Committee and the dean of the School of Nursing.

Retention Requirements for RN to BSN Students

1. A minimum grade of C in each nursing course. Only one nursing course may be repeated. Students who sustain another failure (a grade below a C) in any nursing course will be dismissed from the program.
2. The School of Nursing will notify students who have not met the retention criteria. The faculty of the School of Nursing reserves the right to require withdrawal or dismissal of a student who shows evidence, academically or personally, of an inability to carry out professional responsibilities in nursing. Students are expected to adhere to the School of Nursing code of academic honesty. Students have the right to appeal through the Student Outcomes Committee and the dean of the School of Nursing.

Health Requirements

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

1. A physical examination.
2. Two measles immunizations.
3. One rubella (German measles) immunization.
4. One mumps immunization.
5. One dose of tetanus/diphtheria/pertussis (Tdap) if it has been two or more years since last dose of tetanus/diphtheria (Td).
6. Hepatitis B vaccine (a series of three immunizations over a six-month period).

7. Annual QuantiFERON Gold negative blood test or an initial 2-step PP tuberculin skin test and yearly PPD updates.
8. Proof of chicken pox disease or immunization.
9. Influenza vaccine or declination form
10. COVID-19 Vaccination

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 Health and Wellness at (401) 456-8055 for further information. Once all required information has been entered into a student's Patient Portal (instructions are on the Health Services website), and verified by Health and Wellness, the student is able to print a document of their immunization status.

Clinical Placements

Clinical learning provides students with the opportunity to carry out nursing care for persons of all ages and in all stages of the health-illness spectrum. The School of Nursing retains the right to place and schedule students in appropriate clinical settings. Although every effort will be made to place all students, it is possible that in any given semester sufficient placements may not be available. Students in clinical courses are responsible for their own transportation to the clinical area. Affiliating agencies require students to consent to criminal background checks; therefore, students must have periodic Background Criminal Investigation (BCI) checks.

Licensure

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

Nursing Fee

The School of Nursing contracts with educational resource companies to provide students with comprehensive testing and review materials, which enhance the program. Nursing students are billed by the college each semester for these services.

Handbook

The School of Nursing *Handbook for Undergraduate Students in Nursing* provides detailed and essential information about the undergraduate nursing program. It is available online at www.ric.edu/nursing.

Students **must** consult with their advisor each semester before registering for courses. **ALL students must be certified for CPR BLS Provider Level every two years through the American Heart Association.**

COURSE REQUIREMENTS - ALL GENERAL DECLARED NURSING MAJORS

Courses			
NURS 100	Healthcare Careers: Foundation for Success	2	F, Sp, Su
NURS 230	Health Promotion and Disease Prevention	3	F, Sp

NURS 231	Pathopharmacology	4	F, Sp
NURS 232	Health Assessment of Diverse Populations	3	F, Sp
NURS 233	Essentials of Nursing Knowledge and Practice	6	F, Sp
NURS 234W	Scholarly Inquiry and Informatics	3	F, Sp
NURS 351	Adult Nursing Care of Common Conditions	6	F, Sp
NURS 352	Person-Centered Psychiatric-Mental Health Nursing	6	F, Sp
NURS 353	Adult Nursing Care of Complex Conditions	6	F, Sp
NURS 354	Innovative Leadership	3	F, Sp
NURS 381	Family-Centered Care in Pediatric Nursing	6	F, Sp
NURS 382	Maternal- Newborn Nursing	6	F, Sp
NURS 383	Global, Community, and Public Policy	6	F, Sp
NURS 384	Nursing Practice Synthesis	6	F, Sp
Cognates			
BIOL 201	Anatomy and Physiology I Lecture	3	F, Sp, Su
BIOL 202	Anatomy and Physiology I Laboratory	1	F, Sp, Su
BIOL 203	Anatomy and Physiology II Lecture	3	F, Sp, Su
BIOL 204	Anatomy and Physiology II Laboratory	1	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
CHEM 121	Chemistry Fundamentals for Healthcare	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su

Note: 12 credits from the cognates will double count as General education courses:

AQSR, NS and SB.

Subtotal: 90

COURSE REQUIREMENTS - REGISTERED NURSE STUDENTS

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

Course			
NURS 208W	Scholarly Inquiry and Practice in Nursing	4	F, Sp
NURS 317	Quality, Economics, Equity, and Health Financing	4	F, Sp
NURS 318	Person-Centered Physical and Health Assessment	4	F, Sp
NURS 371	Global, Community, and Health Policy	4	F, Sp
NURS 377	Contemporary Nursing: Issues, Innovation and Transformation	4	F, Sp, Su
NURS 378	Capstone	2	F, Sp, Su
	Nursing Transfer Electives	37	

Up to 90 transfer credits will be accepted.

Note: R.N. to B.S.N. students must meet the minimum residency requirement of 30 credits and 120 credits for graduation, as well as the

General Education requirements with the exception of the Second Language and Connections Requirement.

Subtotal: 59

NURSING M.S.N.

Justin DiLibero, Interim Dean, Onanian School of Nursing

Bethany Petronio-DeFanti, Associate Dean, Onanian School of Nursing

Graduate Department Chair: Debra Servello

M.S.N. Graduate Program Director: Debra Servello

M.S.N. Program Faculty: Professors Costello, Dame, Servello; **Associate Professors** DiLibero, Misto; **Assistant Professors** Dacey, Moran, Walsh

Admission Requirements for All M.S.N. Students

Admission to graduate study at the Rhode Island College School of Nursing is selective and determined by the quality of the total application. Applications are submitted on-line and are available for the MSN program at <https://www.applyweb.com/ricg/index.ftl>

Applications for the Adult Gerontology Acute Care NP option open on October 15th and the deadline for submission is February 15th. If space(s) remains in the NP option after the February 15th deadline, applications may be accepted for consideration at the discretion of the program director. Contact the MSN program director for further information.

Applications for the Adult Gerontology Acute Care CNS, Population/Public Health Nursing options, and the four graduate certificate programs [Adult/Gerontology Acute Care CNS - (Post-Masters), Adult/Gerontology Acute Care NP (Post-Masters), Healthcare Quality and Patient Safety, and Nursing Care Management] are accepted on an on-going basis, but applications must be received one month prior to the start of each semester.

Admission requirements include:

1. A completed application accompanied by a \$50 nonrefundable application fee. Active duty military and veterans are eligible to receive a fee waiver - contact Ellen Morais (emorais@ric.edu) for additional information.
2. A Baccalaureate degree from an NLNAC or CCNE accredited program.
3. Official transcripts of ALL undergraduate and graduate coursework.
4. Completion of a course in statistics (MATH 240 or its equivalent), with a minimum grade of C within the last ten years.
5. A minimum cumulative Grade Point Average (GPA) of 3.00 on a 4.00 scale in undergraduate course work. (Consideration will be given to students demonstrating successful completion of graduate level nursing classes earning 3.0 or greater).
6. Eligibility for RN licensure in Rhode Island.
7. A professional résumé.
8. Three professional references (at least one from a clinical supervisor).
9. A brief letter of intent that demonstrates the candidate's practice experience and reasons for pursuing graduate study. The statement should be representative of the applicant's writing ability, be no more than 500 words, double-spaced, and written in 12-point font.

- 10. Proof of residency for in-state tuition.
- 11. An interview may be required.

Additional Requirements for International Students

Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States. An official report of scores on the Test of English as a Foreign Language (TOEFL) for applicants who are from countries where English is not the first language. (For application assistance, see: <https://www.ric.edu/department-directory/unity-center/international-immigrant-undocumented-documented-refugee-student-services> and <https://www.ric.edu/documents/international-graduate-students-guide>).

Additional Admission Requirement for the Adult/Gerontology Acute Care Option

A minimum of one year RN experience in an adult acute care setting within the last 3 years is recommended.

Retention Requirement for M.S.N. Students

All students are expected to maintain a cumulative average of B (3.00) or better in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the MSN program director. Students who achieve less than a B, including a grade of 'U', in any course will be placed on probationary status. Students who do not achieve a B or better in Advanced Health Assessment, Advanced Pathophysiology or Advanced Pharmacology must repeat the course and may not progress in clinical courses. Students in the Nurse Anesthesia option who earn a grade of less than B- in the required science courses, including CHEM 519 and BIOL 535 and BIOL 536, will be placed on probationary status. Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students' status will be made by the MSN program director in consult with the dean. Students may be required to repeat a course at the discretion of the MSN program director.

Handbook

The School of Nursing *Handbook for Graduate Students in Nursing* provides detailed and essential information about the graduate nursing program. It is available online at Nursing Graduate Programs | Rhode Island College (ric.edu)

COURSE REQUIREMENTS - FULL-TIME STUDENTS

Select option A or B below:

A. Adult/Gerontology Acute Care

			Subtotal: 45
First Semester			
NURS 501	Research Methods for Advanced Nursing Practice	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp

NURS 505	Advanced Pharmacology	3	F, Sp
NURS 506	Advanced Health Assessment	3	F, Su

Second Semester

NURS 504	Advanced Pathophysiology	3	F, Sp
NURS 509	Evidence Based Practice for Advanced Nursing Seminar I	3	Sp
NURS 530	Adult Health Illness I for CNS	6	Sp
NURS 540	-Or- Adult Health Illness I for NPs	6	Sp

Summer Session I

NURS 503	Professional Role Development	3	Sp, Su
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Third Semester

NURS 610	Adult Health/Illness II for CNS	6	F
NURS 615	-Or- Adult Health/Illness II for NPs	6	F
NURS 622	Evidence Based Practice for Advanced Nursing Seminar II	3	F

Fourth Semester

NURS 620	Adult Health/Illness III for CNS	6	Sp
NURS 625	-Or- Adult Health/Illness III for NPs	6	Sp

ONE COURSE from

NURS 513	Teaching Nursing	3	Su Session I
NURS 515	Simulation in Interprofessional Healthcare Education	3	Sp
NURS 518	Nursing Care/Case Management	3	F
NURS 519	Quality/Safety in Advanced Practice Nursing	3	Su
NURS 521	Global Health and Advanced Practice Nursing	3	Sp, Su
NURS 522	Concepts and Practice of Palliative Care	3	Annually
NURS 523	Surgical First Assist Theory	3	F
	-Or- Other elective approved by advisor		

Subtotal: 45

B. Population/Public Health Nursing

First Semester

NURS 501	Research Methods for Advanced Nursing Practice	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp
NURS 508	Public Health Science	3	F

Second Semester

HPE 507	Epidemiology and Biostatistics	3	Sp
NURS 509	Evidence Based Practice for Advanced Nursing Seminar I	3	Sp
NURS 511	Population/Public Health	6	Sp

	Nursing			
Summer Session I				
NURS 503	Professional Role Development	3	Sp, Su	
Third Semester				
NURS 611	Population/Public Health Nursing II	6	F	
NURS 622	Evidence Based Practice for Advanced Nursing Seminar II	3	F	
Fourth Semester				
NURS 621	Population/Public Health Nursing III	6	Sp	
ONE COURSE from				
NURS 513	Teaching Nursing	3	Su Session I	
NURS 515	Simulation in Interprofessional Healthcare Education	3	Sp	
NURS 518	Nursing Care/Case Management	3	F	
NURS 519	Quality/Safety in Advanced Practice Nursing	3	Su	
NURS 521	Global Health and Advanced Practice Nursing	3	Sp, Su	
NURS 522	Concepts and Practice of Palliative Care	3	Annually	
NURS 523	Surgical First Assist Theory -Or- Other elective approved by advisor	3	F	
			Subtotal: 42	

COURSE REQUIREMENTS - PART-TIME STUDENTS

Select option A or B below

A. Adult/Gerontology Acute Care**First Semester**

NURS 501	Research Methods for Advanced Nursing Practice	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp

Second Semester

NURS 503	Professional Role Development	3	Sp, Su
NURS 504	Advanced Pathophysiology	3	F, Sp

Third Semester

NURS 505	Advanced Pharmacology	3	F, Sp
NURS 506	Advanced Health Assessment	3	F, Su

Fourth Semester

NURS 509	Evidence Based Practice for Advanced Nursing Seminar I	3	Sp
NURS 530	Adult Health Illness I for CNS -Or- Adult Health Illness I for NPs	6	Sp
NURS 540	Adult Health Illness I for NPs	6	Sp
ONE COURSE from			
NURS 513	Teaching Nursing	3	Su Session I
NURS 515	Simulation in Interprofessional Healthcare Education	3	Sp
NURS 518	Nursing Care/Case Management	3	F

NURS 519	Quality/Safety in Advanced Practice Nursing	3	Su
NURS 521	Global Health and Advanced Practice Nursing	3	Sp, Su
NURS 522	Concepts and Practice of Palliative Care	3	Annually
NURS 523	Surgical First Assist Theory -Or- Other elective approved by advisor	3	F

Fifth Semester

NURS 610	Adult Health/Illness II for CNS -Or- Adult Health/Illness II for NPs	6	F
NURS 615	Adult Health/Illness II for NPs	6	F
NURS 622	Evidence Based Practice for Advanced Nursing Seminar II	3	F

Sixth Semester

NURS 620	Adult Health/Illness III for CNS -Or- Adult Health/Illness III for NPs	6	Sp
NURS 625	Adult Health/Illness III for NPs	6	Sp

Subtotal: 45**B. Population/Public Health Nursing****First Semester**

NURS 501	Research Methods for Advanced Nursing Practice	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp

Second Semester

HPE 507	Epidemiology and Biostatistics	3	Sp
NURS 503	Professional Role Development	3	Sp, Su

Third Semester

NURS 508	Public Health Science	3	F
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ONE COURSE from

NURS 513	Teaching Nursing	3	Su Session I
NURS 515	Simulation in Interprofessional Healthcare Education	3	Sp
NURS 518	Nursing Care/Case Management	3	F
NURS 519	Quality/Safety in Advanced Practice Nursing	3	Su
NURS 521	Global Health and Advanced Practice Nursing	3	Sp, Su
NURS 522	Concepts and Practice of Palliative Care	3	Annually
NURS 523	Surgical First Assist Theory -Or- Other elective approved by advisor	3	F

Fourth Semester

NURS 509	Evidence Based Practice for Advanced Nursing Seminar I	3	Sp
NURS 511	Population/Public Health Nursing	6	Sp

Fifth Semester			
NURS 611	Population/Public Health Nursing II	6	F
NURS 622	Evidence Based Practice for Advanced Nursing Seminar II	3	F
Sixth Semester			
NURS 621	Population/Public Health Nursing III	6	Sp
		Subtotal: 42	

C.G.S. IN ADULT/GERONTOLOGY ACUTE CARE FOR NURSE PRACTITIONERS

The C.G.S. in Adult/Gerontology Acute Care for Nurse Practitioners is a certificate program which enables students who already hold a master's degree in nursing and wish to expand upon their current role as a nurse practitioner. Students who successfully complete this 18 credit certificate program will be eligible to apply to take the following certification examinations: the American Nurses Credentialing Center Adult Acute (NPs) exam or the American Association of Critical Care Nurses; Adult-Gerontology Acute Care NP exam (NPs).

(See "C.G.S. in Adult/Gerontology Acute Care For Nurse Practitioners (p. 65)" for a full description.)

C.G.S. IN ADULT/GERONTOLOGY ACUTE CARE FOR CLINICAL NURSE SPECIALISTS

The C.G.S. in Adult/Gerontology Acute Care for Clinical Nurse Specialists is a certificate program which enables students who already hold a master's degree in nursing and wish to expand upon their current role as a clinical nurse specialist. Students who successfully complete this 18 credit certificate program will be eligible to apply to take the following certification examinations: the American Nurses Credentialing Center Adult / Gerontology CNS exam (CNSs) or the American Association of Critical Care Nurses Adult / Gerontology Acute CNS exam (CNSs).

(See "C.G.S. in Adult/Gerontology Acute Care For Clinical Nurse Specialists (p. 65)" for a full description.)

POST MASTERS DOCTORATE IN NURSING PRACTICE, D.N.P.

Justin DiLibero, Interim Dean, Onanian School of Nursing

Bethany Petronio-Defanti, Associate Dean, Onanian School of Nursing

Graduate Department Chair: Debra Servello

D.N.P. Program Director: Kara Misto

D.N.P. Program Faculty: Professors Costello, Dame, Servello; **Associate Professors** DiLibero, Misto; **Assistant Professors** Dacey, Moran, Walsh

Admission Requirements for All Post-Masters D.N.P. Students

Admission to the Doctor of Nursing Practice Program is competitive. Ideal candidates demonstrate a history of academic success, strong leadership, and potential for future success in leadership and practice scholarship. Specific requirement for admission include:

1. A completed application accompanied by a fifty-dollar nonrefundable application fee.
2. Current unrestricted Registered Nurse licensure in the state of intended practice.
3. Master's of Science in Nursing (MSN) **OR**
 - a. Bachelor of Science in Nursing (BSN) **and** a masters degree in nursing or a related field
4. Attainment of a cumulative masters GPA of 3.0 or higher
5. Transcripts from all post-secondary schools attended
6. Completion of a graduate-level inferential statistics course within the past 5 years with a minimum grade of C. Students who have not completed a graduate statistics course may be admitted to the program and may complete this requirement within one year of matriculation. Students may not progress beyond 12 months until this requirement is met.
7. Verification of the number of clinical/experience hours completed at the masters/graduate level
8. A statement of intent which should demonstrate the candidate's leadership and practice experience, reasons for pursuing doctoral study, and the student's potential area of focus for the DNP Scholarly Project. This statement should be representative of the applicant's writing ability. The statement should be 2-4 pages, double-spaced, and written in 12-point font.
9. Current resume or curriculum vitae Three letters of recommendation.

Additional Requirements for International Students:

10. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
11. An official report of scores on the Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.

Applicants may be asked to participate in an interview prior to admission

Retention Requirements for All General Declared Nursing Majors

Students who earn less than a B in a required nursing course will be placed on probationary status and must earn a minimum grade of B in all required nursing courses over the next 9 credits.

Handbook

The School of Nursing *Handbook for Doctor of Nursing Practice Students* provides detailed and essential information about the graduate nursing program. It is available online at DNP Programs | Rhode Island College (ric.edu)

COURSE REQUIREMENTS - FULL-TIME STUDENTS

First Semester

NURS 701	Scientific Underpinnings for Clinical Scholarship	3	F
NURS 702	Systems Leadership/Quality Improvement	3	F, SSI
NURS 703	Advanced Epidemiology and Biostatistics	3	F
NURS 791	Directed Readings I	1	Sp

Second Semester

NURS 704	Clinical Research/Analytic Methods	3	Sp
NURS 708	Interprofessional Collaborative Practice	3	F, SSI
NURS 720	D.N.P. Project Planning	1	Sp
NURS 792	Directed Readings II	1	F

Third Semester

NURS 730	D.N.P. Proposal Development	3	Su
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Fourth Semester

NURS 707	Information Technology/Decision Support	3	F
NURS 709	Population Health	3	F
NURS 740	D.N.P. Project Implementation	2	F

Fifth Semester

NURS 705	Health Care Policy and Advocacy	3	Sp
NURS 706	Economics, Finance, Business Management	3	Sp
NURS 750	D.N.P. Project Evaluation and Dissemination	1	Sp

Subtotal: 36

Subtotal: 36

COURSE REQUIREMENTS - PART-TIME STUDENTS

First Semester

NURS 701	Scientific Underpinnings for Clinical Scholarship	3	F
NURS 702	Systems Leadership/Quality Improvement	3	F, SSI

Second Semester

NURS 704	Clinical Research/Analytic Methods	3	Sp
NURS 708	Interprofessional Collaborative Practice	3	F, SSI
NURS 791	Directed Readings I	1	Sp

Third Semester

NURS 703	Advanced Epidemiology and Biostatistics	3	F
NURS 709	Population Health	3	F
NURS 792	Directed Readings II	1	F

Fourth Semester

NURS 706	Economics, Finance, Business Management	3	Sp
NURS 720	D.N.P. Project Planning	1	Sp

Fifth Semester

NURS 730	D.N.P. Proposal Development	3	Su
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Sixth Semester

NURS 707	Information Technology/Decision Support	3	F
NURS 740	D.N.P. Project Implementation	2	F

Seventh Semester

NURS 705	Health Care Policy and Advocacy	3	Sp
NURS 750	D.N.P. Project Evaluation and Dissemination	1	Sp

Subtotal: 36

Subtotal: 36

POST BACCALAUREATE DOCTORATE IN NURSING PRACTICE, D.N.P.

Justin DiLiberio, Interim Dean, Onanian School of Nursing

Bethany Petronio-Defanti, Associate Dean, Onanian School of Nursing

Graduate Department Chair: Debra Servello

D.N.P. Program Director: Kara Misto

D.N.P. Program Faculty: Professors Costello, Dame, Servello; **Associate Professors** DiLiberio, Misto; **Assistant Professors** Dacey, Moran, Walsh

Admission Requirements for all Post-Baccalaureate D.N.P. Students

1. A completed application accompanied by a fifty-dollar nonrefundable application fee
2. A baccalaureate degree in nursing from an NLNAC or CCNE accredited program
3. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States
4. Official transcripts of *all* undergraduate and graduate records
5. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in undergraduate course work
6. A preferred undergraduate minimum GPA of 3.0 for science courses
7. An official report on the Test of English as a Foreign Language (TOEFL) from international applicants for whom English is not their first language
8. A professional resume or curriculum vitae (CV)
9. Three professional references. One must be from a clinical supervisor.
10. A statement of intent which demonstrates the candidate's leadership and practice experience, reasons for pursuing doctoral study, and the potential area of focus for the DNP Scholarly Project. The statement should be representative of the applicants writing ability. The statement should be 2-4 typed pages, double-spaced, and written in 12-point font.
11. Proof of residency is required for in-state tuition

12. An interview may be required.

Additional Requirements for Specialization in Nurse Anesthesia

1. Completion of CHEM 106 or an undergraduate course in organic chemistry within the past 7 years, and with a minimum grade of C.
2. Current unrestricted licensure for practice in both the State of Rhode Island and the State of Massachusetts (due to clinical rotations in both states)
3. Current AHA BLS and ACLS certification
4. A minimum of one year of critical care experience. A complete definition of accepted critical care experience is found on the SJHSNA website: www.sjhsna.com
5. CCRN Certification is preferred
6. Skills and abilities that applicants and students must demonstrate are also on the SJHSNA website: www.sjhsna.com
7. An interview is required

Retention requirements for post-baccalaureate DNP students

All students are expected to maintain a cumulative average of B (3.00) or greater in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the DNP program director. Students who do not achieve a B or greater in *Advanced Health Assessment, Advanced Pathophysiology, or Advanced Pharmacology* must repeat the course and may not progress in clinical courses. Students who earn a grade of less than B- in the required science courses including NURS 535 and NURS 536 will be placed on probationary status. Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students' status will be made by the Doctor of Nursing Practice program director in consult with the Dean. Students may be required to repeat a course at the discretion of the Doctor of Nursing Practice program Director.

Handbook

The School of Nursing *Handbook for Doctor of Nursing Practice Students* provides detailed and essential information about the graduate nursing program. It is available online at [HANDBOOK FOR DOCTOR OF NURSING PRACTICE STUDENTS \(acquia-sites.com\)](http://HANDBOOK FOR DOCTOR OF NURSING PRACTICE STUDENTS (acquia-sites.com))

SPECIALIZATION IN NURSE ANESTHESIA

Full Time (3 years; 10 semesters)

COURSE REQUIREMENTS - FULL-TIME STUDENTS

First Semester (Summer I)

NURS 524	Healthcare Statistics	3	Su	Session I
NURS 702	Systems Leadership/Quality Improvement	3	F, SSI	

Second Semester (Summer II)

NURS 503	Professional Role Development	3	Sp, Su	
NURS 708	Interprofessional Collaborative Practice	3	F, SSI	

Third Semester (Fall)

NURS 505	Advanced Pharmacology	3	F, Sp	
NURS 535	Advanced Physiology I	4	F	
NURS 703	Advanced Epidemiology and Biostatistics	3	F	
NURS 701	Scientific Underpinnings for Clinical Scholarship	3	F	

Fourth Semester (Spring)

NURS 704	Clinical Research/Analytic Methods	3	Sp	
NURS 791	Directed Readings I	1	Sp	
NURS 706	Economics, Finance, Business Management	3	Sp	
NURS 536	Advanced Physiology II	4	Sp	
NURS 504	Advanced Pathophysiology	3	F, Sp	

Fifth Semester (Summer - FULL)

NURS 506	Advanced Health Assessment	3	F, Su	
NURS 517	Foundational Principles of Nurse Anesthesia	3	Su	
NURS 514	Advanced Pharmacology for Nurse Anesthesia	4	Su	

Sixth Semester (Fall)

NURS 709	Population Health	3	F	
NURS 792	Directed Readings II	1	F	
NURS 516	Advanced Principles of Nurse Anesthesia Practice I	3	F	
NURS 570	Nurse Anesthesia Clinical Practicum I	1	F	

Seventh Semester (Spring)

NURS 705	Health Care Policy and Advocacy	3	Sp	
NURS 616	Advanced Principles of Nurse Anesthesia Practice II	3	Sp	
NURS 630	Nurse Anesthesia Clinical Practicum II	1	Sp	
NURS 720	D.N.P. Project Planning	1	Sp	

Eighth Semester (Summer - FULL)

NURS 626	Advanced Principles in Nurse Anesthesia III	3	Su	
NURS 640	Nurse Anesthesia Clinical Practicum III	1	Su	
NURS 730	D.N.P. Proposal Development	3	Su	

Ninth Semester (Fall)

NURS 707	Information Technology/Decision Support	3	F	
NURS 670	Nurse Anesthesia Clinical Practicum IV	1	F	
NURS 740	D.N.P. Project Implementation	2	F	

Tenth Semester (Spring)

NURS 636	Transition into Nurse Anesthesia Practice	2	Sp	
NURS 691	Nurse Anesthesia Clinical Practicum V	1	Sp	
NURS 750	D.N.P. Project Evaluation and Dissemination	1	Sp	

Total Credit Hours: 91

SCHOOL OF SOCIAL WORK

SOCIAL WORK B.S.W.

School of Social Work Dean: Samuel Terrazas

B.S.W. Program Chair: Joshua Diem

B.S.W. Program Faculty: Associate Professors Becker, Capece, Diem; **Assistant Professors** Archibald, Donaldson.

The B.S.W. program is accredited by the Council on Social Work Education.

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

The social work major prepares students for bachelors-level social work practice. Students will graduate having completed two semesters of internship in an agency recruited and approved by the faculty and staff and having learned the knowledge, values, and skills necessary for employment or graduate school. Students will focus on direct services and advocacy with a variety of populations including the elderly, children and families, people with developmental disabilities, people with mental illness and/or substance use challenges, survivors of trauma, people who are experiencing poverty or homelessness, and people in marginalized groups in our society based on their race, class, gender identity, nationality, religion, and sexual orientation.

This is the largest social work program in the state, large enough to ensure that the resources are there to support your success and small enough to ensure that you will know each of the faculty and each of the students in your graduating class.

College is not without its stress and pressure, and so we make an effort to create supports that encourage our students to describe the program as feeling "like a family." We have high expectations and we are prepared to provide the support necessary to help you meet them.

Admission Requirements for the B.S.W. Program

1. Enrollment in SWRK 326.
2. Evidence of a combination of personal qualities considered essential to professional social work practice. Students must be capable of working with clients and communities with populations different from themselves, with people of different faiths, sexual orientations, and cultural norms. We seek students who can demonstrate responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.
3. A completed application during junior year, while enrolled in SWRK 327.
4. A minimum grade point average (GPA) of 2.00 on a 4.00 scale in undergraduate course work, and a minimum GPA of 2.67 in 300-level social work courses.

Students will apply with support from their instructor while enrolled in SWRK 327. Applications and support materials will be distributed during the meetings for this course. All students planning to proceed in the social work major and planning to enter the internship during the fall semester of their senior year must complete an application. The

application is a noncompetitive process. Students are not competing against other students for a limited number of seats. Rather, students are asked to demonstrate that they meet the selection criteria listed above. Additional information and materials are available from the chair of the department.

Admission Requirements for the Accelerated B.S.W./M.S.W. Admission

Undergraduate students matriculated at Rhode Island College can apply for conditional admission to the Master's in Social Work program after completing at least 65 credits, and admitted to the B.S.W. program. If conditionally admitted to the M.S.W. program, students will be required to take two 400 level practice courses in their senior year. In addition, conditionally admitted students are required to earn at least a C in each social work course and maintain an overall G.P.A. of 3.0. Students applying for the Accelerated program must also submit an additional reference from a B.S.W. faculty member.

Retention Requirements

1. A minimum grade point average (GPA) of 2.00 on a 4.00 scale in undergraduate course work, and a minimum GPA of 2.67 in all 300-level social work courses. No student will be allowed to enter a subsequent semester if their GPA falls below these standards.
2. Students who receive a grade of C- or below in any required social work course must retake that course and receive at least a grade of C in order to proceed in the major. Students who receive a C- or below twice in the same course will be dismissed from the major. For additional information, see the School of Social Work B.S.W. *Academic Manual* available at the B.S.W. Office or on the School of Social Work Web site: <https://www.ric.edu/documents/bsw-academic-manualpdf>.
3. Students who receive an F in any required social work course or an initial grade of C- or below in any two required social work courses will be dismissed from the major.
4. Student performance and behavior must be in conformity with the school's policy on professional behavior and the National Association of Social Workers Code of Ethics. The policy is available in the B.S.W. *Academic Manual* and the B.S.W. *Field Manual* (<https://www.ric.edu/documents/bsw-field-education-manualpdf>). The Code of Ethics is also discussed in courses. A copy of the B.S.W. Academic Standing Policy, including appeal procedures, is made available to students in the B.S.W. *Academic Manual* and the B.S.W. *Field Manual*.

Fieldwork

Social work majors complete 480-hours of internship in their senior year.

Honors

A Departmental Honors program is offered in social work. See Honors and Awards (p. 27).

COURSE REQUIREMENTS

First through Third Semesters

POL 102	American Government	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su

SWRK 200	Introducing Social Work and Social Justice	4	F, Sp
SWRK 306	Biopsychosocial Perspectives for Social Workers	2	F, Sp, Su
	ONE COURSE in sociology at the 200-level	4	

Third through Fifth Semesters

SWRK 324	Diversity and Oppression I	4	F, Sp
SWRK 325	Diversity and Oppression II	4	F, Sp

Fourth through Sixth Semester

SWRK 301	Policy Analysis and Practice	4	F, Sp, Su
SWRK 302W	Social Work Research Methods I	4	F, Sp, Su

Fifth Semester

SWRK 326W	Generalist Social Work Practice	4	F, Sp
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Sixth Semester

SWRK 303	Social Work Research Methods II	4	F, Sp, Su
SWRK 327	Group and Community Practice	4	Sp

Note: SWRK 327 can also be taken during the summer.

Seventh Semester

SWRK 426	Clinical Social Work: Theories/Models	4	F
SWRK 463	Seminar and Practicum I	5	F

Eighth Semester

SWRK 464	Seminar and Practicum II	5	Sp
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Note: SWRK 303: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education and other required courses will satisfy the Social and Behavioral Sciences distribution.

Subtotal: 64

ACCELERATED BSW TO MSW PROGRAM STUDENTS

Students in the Accelerated B.S.W./M.S.W. program follow the course sequence below during their seventh and eighth semesters.

Seventh Semester

SWRK 432/SWRK 532	Generalist Foundation and Skills: Direct Practice I	3	F
SWRK 463	Seminar and Practicum I	5	F

Eighth Semester

SWRK 433/SWRK 533	Generalist Foundation and Skills: Direct Practice II	3	Sp
SWRK 464	Seminar and Practicum II	5	Sp

Subtotal: 66

SOCIAL WORK M.S.W.

School of Social Work Dean: Samuel Terrazas

M.S.W. Program Chair: Aswood Bousseau

M.S.W. Program Faculty: Professors Battle, Meade, Mumm,

Nimmagadda; **Associate Professor** Bousseau; **Assistant**

Professors Garzon, Mandayam, Moronta, Okai, Petrin-Lambert, Smith,

Tejeda

The M.S.W. program is accredited by the Council on Social Work Education.

Admission Requirements

Admission to the School of Social Work is on a selective basis and is determined by the quality of the total application. The program expects applicants to meet the following requirements for admission. (Certain requirements may be waived under special circumstances; applicants must demonstrate sufficient cause in writing.):

- Evidence of a combination of personal qualities considered essential to professional social work practice. Students must be capable of working with clients and communities with populations different from themselves, with people of different faiths, sexual orientations, and cultural norms. We seek students who can demonstrate responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.
- Baccalaureate degree from a regionally accredited institution of higher learning. Students who have completed all but their last semester of baccalaureate work may also apply; however their degree must be granted by August 15. Students who received their baccalaureate degree outside the United States may need to take and score above an 80 on the computerized TOEFL. See RIC Graduate Manual.
- Evidence of the intellectual capacity to participate successfully in academic work at the graduate level. A diverse academic background with a liberal arts perspective that includes course work in the human biological sciences, humanities, mathematics, and social sciences. Specifically, an applicant is required to have:
 - A minimum grade point average of 3.00 on a 4.00 scale in undergraduate work;
 - At least 15 credit hours drawn from course work in anthropology, economics, political science, psychology, and sociology;
 - Course work in human anatomy, human biology, or human physiology (course work is necessary; the CLEP Examination is not sufficient); and
 - Course content in the humanities (English, language, philosophy, visual and performing arts, and Western and non-Western history).
- A commitment to social work as a profession, which may be demonstrated by experience in the field. This experience may have been attained in a variety of ways, such as through volunteer work, fieldwork experience in conjunction with course work, life experiences, etc.

Admission Procedures

Applications to the social work program are completed using an online process. Follow this link to the CollegeNet application system www.applyweb.com/ric/. Begin by creating an account, then follow directions to complete the application process. All parts of the application must be completed online. Applicants should have access to a document scanner, with the ability to save and upload material as PDF documents. The deadline for submission of admissions materials is **February 1**.

1. A nonrefundable \$50 application fee must be submitted or the applicant must present evidence of a fee waiver.
2. Transcripts. Applicants should scan and upload copies of transcripts from all undergraduate and graduate programs previously attended, including community colleges. Official transcripts can be submitted after notification of acceptance is made. The School of Social Work will obtain official transcripts for all work completed at Rhode Island College. Please note that the applicant must submit transcripts from every institution he or she attended.
3. Recommendation letters and forms. Applicants should provide names and email addresses within the online application for three letters of recommendation. Applicants seeking advanced standing should provide names and contact information for the director/chair, or advisor of their BSW program.
4. A personal statement. Typically six to eight double-spaced typewritten pages, the personal statement aids the Admission Committee in assessing the applicant's qualifications for professional social work practice. Among these qualifications are: the ability to think analytically and conceptually; clarity in self-expression; responsiveness and sensitivity in minority and culturally diverse relationships; the ability to develop professional self-awareness and self-evaluation; commitment to improving social conditions; and the ability to function creatively, responsibly, and independently. Specifically, candidates should address the following questions in their personal statement:
 - A. Tell us how your life experience have influenced your decision to pursue social work as a career.
 - B. Social justice is a key component of social work's mission. What social justice issues are important to you? Why?
 - C. What experience have you had with oppressed populations (persons with racial, ethnic, sexual orientation, disabilities and other differences or similarities to you)? How has that experience influenced you and your decision to pursue social work?
 - D. What do you see as your personal strengths and challenges as a professional social worker?
 - E. Graduate social work education requires sophisticated writing and critical thinking skills. Discuss the reasons why you believe you will be able to meet the academic requirements of a rigorous graduate program? Include evidence that indicates you are able to do graduate level academic work successfully.
 - F. If your grade point average is below 3.0 please discuss.
 - G. If there are any gaps in your work history or short-term positions, please explain.

After preparing the personal statement, the applicant should scan and upload the document.

Admission Decision

Notice of acceptance will occur by **April 15** for study beginning the following September. There are no midyear admissions. Within two weeks of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be addressed to the M.S.W. Department, School of

Social Work. Upon accepting a place in the full-time, part-time, or advanced standing program (full or part time), the student is required to provide a nonrefundable one hundred dollar deposit, which will be applied against tuition charges for the first semester. Admitted applicants should also inform the program of any change of name or address.

Health Requirements

After being accepted, candidates are provided with an Admission Physical Examination Form, which must be completed and signed by a physician and returned directly to College Health Services before the candidate enrolls. As required by Rhode Island state law, all new entering students must present to College Health Services a certificate signed by a physician, attesting to their immunity to measles and rubella (German measles).

Advanced Standing Program

Preference in admission to advanced standing is given to students who have completed a B.S.W. during the last five years from a program accredited by the Council on Social Work Education. All students accepted into this program are expected to enroll in and successfully complete an online summer preparatory course. Advanced standing students should expect to pay \$375 to participate in this class. Applicants who obtained a B.S.W. degree more than five years prior to their application year can *still apply* to the Advanced Standing Program. Students who are granted admission to advanced standing are exempt from the foundation year, pending completion of comparable course work. Students in the program must complete 33 credit hours and may do so in one or two years.

Student Advisement

Shortly after initial registration, a member of the faculty is appointed as the student's advisor. Thereafter, students plan their program in consultation with the advisor. Advisors assist students in developing their learning goals and objectives and in assessing their progress toward those objectives. Students are encouraged to confer with their advisors. Early in the first semester, prior to going into the concentration year(s), students in the full-time program will meet with their advisor and develop a plan of study, listing the required courses in the concentration and electives. The chair of the M.S.W. program provides advisement to students in the part-time program. Students must have an approved plan of study in order to proceed into the concentration year. Additional academic aids are available through college resources and/or special programs.

Grade Requirements

All students must have a minimum grade point average (GPA) of 3.00 at the end of the first year and an evaluation of Satisfactory or better in field education. Students who do not have the minimum 3.00 GPA may not continue in the program. No course in which the student earns a grade below a B- may be accepted for M.S.W. credit.

Full-Time Program

To achieve full-time status in either year, a student must register for field instruction and at least three courses each semester. Students who are admitted full time are expected to complete the program in two years. This would require that students register for 15 credits in their first semester, 14 credits in their second, 17.5 credits in their third, and 15.5

credits in their fourth. Students are encouraged to take at least one summer or early spring course to ease the third semester workload.

Part-Time Program

Applicants who intend to retain full-time employment while attending the M.S.W. program or who have significant responsibilities in other areas should apply to the part-time program. Admission requirements and procedures are the same as those for full-time study. Part-time students are normally expected to take a minimum of two courses during the academic year. A field placement will occur in a public or private nonprofit agency after the completion of 11 credit hours of course work. Degree requirements must be met within six years. At the discretion of the M.S.W. chair, students may switch from part-time to full-time study after completing the foundation year on a part-time basis.

Fieldwork

All students, except those in the advanced standing program, are required to complete SWRK 500 (240 hours), SWRK 501 (240 hours), SWRK 600 (300 hours), and SWRK 601 (300 hours) for a total of 1,080 hours. For full-time and part-time students, this is accomplished over two academic years. Students in the advanced standing program complete SWRK 600 (300 hours) and SWRK 601 (300 hours) for a total of 600 hours. All students are expected to be available during daytime hours (8 A.M.-5 P.M.) for at least one day during the week (Monday-Friday) for field experience.

All students must take the first-year placement concurrently with SWRK 532 and SWRK 533. All students in the Clinical concentration must take SWRK 602 and SWRK 603 concurrently with second-year field placement. Macro concentration students must take SWRK 628 and SWRK 629 concurrently with their second-year field placement. It is possible to do one year of fieldwork in the student's place of employment, provided that the placement meets all the criteria for supervision and placement settings. Plans to do a placement in a student's place of employment need to be discussed with and approved by the director of field education. For all continuing students, this approval must be obtained no later than April 1 for field placements to begin in September. For all incoming full-time students, this approval must be obtained no later than July 1 for placements to begin in September.

COURSE REQUIREMENTS - FULL-TIME PROGRAM

First Semester (All Full-Time Students)

SWRK 500	Field Education and Seminar I	3	F
SWRK 523	Social Work and Human Behavior	3	F
SWRK 530	Generalist Foundation and Skills: Policy and Organizing I	3	F, Su
SWRK 532/SWRK 432	Generalist Foundation and Skills: Direct Practice I	3	F
SWRK 541	Social Work Research and Evaluation I	3	F, Su

Second Semester (All Full-Time Students)

SWRK 501	Field Education and Seminar II	3	Sp
SWRK 524	Intersection of Oppression and Social Justice	3	Sp
SWRK 531	Generalist Foundation and	3	Sp Su

SWRK 533/SWRK 433	Skills: Policy and Organizing II Generalist Foundation and Skills: Direct Practice II	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp Su

Third Semester (Clinical Concentration Full-Time Students)

SWRK 600	Field Education and Seminar III	4	F
SWRK 602	Clinical Social Work Practice I	3	F
SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 636	Differential Diagnosis in Clinical Social Work	3	F, Su
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F
SWRK 559	American Racism and Social Work	3	F, Sp

Third Semester (Macro Concentration Full-Time Students)

SWRK 600	Field Education and Seminar III	4	F
SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 621	Social Work and the Political Economy	3	Annually
SWRK 628	Macro Practice I: Leadership and Change	3	F
SWRK 645	Needs Assessment and Program Evaluation I	1.5	F
SWRK 559	American Racism and Social Work	3	F, Sp

Fourth Semester (Clinical Concentration Full-Time Students)

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 603	Clinical Social Work Practice II	3	Sp
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp
ELECTIVE	Elective	3	

Fourth Semester (Macro Concentration Full-Time Students)

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 629	Macro Practice II: Managing People and Programs	3	Sp
SWRK 647	Needs Assessment and Program Evaluation II	1.5	Sp
ELECTIVE	Elective	3	

Subtotal: 62

COURSE REQUIREMENTS - ADVANCED STANDING PROGRAM

First Semester (Clinical Concentration Full-Time Students)

SWRK 600	Field Education and Seminar III	4	F
SWRK 602	Clinical Social Work Practice I	3	F
SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 636	Differential Diagnosis in Clinical Social Work	3	F, Su
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F
SWRK 559	American Racism and Social Work	3	F, Sp

First Semester (Macro Concentration Full-Time Students)

SWRK 600	Field Education and Seminar III	4	F
SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 621	Social Work and the Political Economy	3	Annually
SWRK 628	Macro Practice I: Leadership and Change	3	F
SWRK 645	Needs Assessment and Program Evaluation I	1.5	F
SWRK 559	American Racism and Social Work	3	F, Sp

Second Semester (Clinical Concentration Full-Time Students)

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 603	Clinical Social Work Practice II	3	Sp
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp
ELECTIVE	Elective	6	

Second Semester (Macro Concentration Full-Time Students)

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 629	Macro Practice II: Managing People and Programs	3	Sp
SWRK 647	Needs Assessment and Program Evaluation II	1.5	Sp
ELECTIVE	Elective	6	

Subtotal: 33

COURSE REQUIREMENTS - PART-TIME PROGRAM**First Semester (All Part-Time Students)**

SWRK 523	Social Work and Human Behavior	3	F
SWRK 541	Social Work Research and Evaluation I	3	F, Su

Second Semester (All Part-Time Students)

SWRK 524	Intersection of Oppression and Social Justice	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp Su

Third Semester (All Part-Time Students)

SWRK 500	Field Education and Seminar I	3	F
SWRK 530	Generalist Foundation and Skills: Policy and Organizing I	3	F, Su
SWRK 532/SWRK 432	Generalist Foundation and Skills: Direct Practice I	3	F

Fourth Semester (All Part-Time Students)

SWRK 501	Field Education and Seminar II	3	Sp
SWRK 531	Generalist Foundation and Skills: Policy and Organizing II	3	Sp Su
SWRK 533/SWRK 433	Generalist Foundation and Skills: Direct Practice II	3	Sp

Fifth Semester (Clinical Concentration Part-Time Students)

SWRK 600	Field Education and Seminar III	4	F
SWRK 602	Clinical Social Work Practice I	3	F

SWRK 636	Differential Diagnosis in Clinical Social Work	3	F, Su
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F

Fifth Semester (Macro Concentration Part-Time Students)

SWRK 600	Field Education and Seminar III	4	F
SWRK 621	Social Work and the Political Economy	3	Annually
SWRK 628	Macro Practice I: Leadership and Change	3	F
SWRK 645	Needs Assessment and Program Evaluation I	1.5	F

Sixth Semester (Clinical Concentration Part-Time Students)

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 603	Clinical Social Work Practice II	3	Sp
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp

Sixth Semester (Macro Concentration Part-Time Students)

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 629	Macro Practice II: Managing People and Programs	3	Sp
SWRK 647	Needs Assessment and Program Evaluation II	1.5	Sp

Seventh Semester (Clinical Concentration Part-Time Students)

SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 559	American Racism and Social Work	3	F, Sp

Seventh Semester (Macro Concentration Part-Time Students)

SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 559	American Racism and Social Work	3	F, Sp

Eighth Semester (Clinical Concentration Part-Time Students)

ELECTIVE	Elective	6	
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Eighth Semester (Macro Concentration Part-Time Students)

ELECTIVE	Elective	6	
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Subtotal: 62

COURSE DESCRIPTIONS - GENERAL INFORMATION

Course Numbering System

Courses Numbered 000–099 = Noncredit courses.

Courses Numbered 100–299 = Introductory and foundational knowledge courses normally taken in the undergraduate student's initial years at the college.

Courses Numbered 300–399 = More advanced courses taken by undergraduate students.

These courses are not accepted for credit toward graduate degrees.

Courses Numbered 400–499 = Most advanced courses, typically taken by seniors, and

open to graduate students for credit toward graduate degrees. The number of credits

acceptable in a graduate program is limited by graduate program policies.

Courses Numbered 500–599 = Courses open to graduate students. Normally these

courses require a bachelor's degree as a prerequisite. In certain circumstances, qualified

undergraduate students who have earned at least 90 credit hours may be admitted, with

documented consent of the instructor and the appropriate dean.

Courses Numbered 600–699 = Courses open to graduate and doctoral students only.

Courses Numbered 700–799 = Courses open to graduate and doctoral students only.

** Courses numbered 300 and above must have a prerequisite.*

** In general, when the middle digit of a course number is 6, the course is a seminar or a*

General Education Core course; 8, a workshop; 9, directed study.

** Courses ending with an E are only open to Early Enrollment Program high school students.*

Courses with Variable Content

Most departments offer a variety of topic courses (X50), seminar courses (X60), and workshop courses (X80), for which the content and credit hours are announced each semester. Departments may offer independent study courses (X9Y). The level of study, for example, 19Y, 29Y, 39Y, etc., will depend on what is appropriate in terms of the project

and the student. These courses may be repeated for credit with a change in content.

Contact Hours

A number in parentheses appearing before the credit hours for a course indicates that the number of "contact hours" per week—time required in class, studio, or laboratory—differs from the number of credit hours.

Credit Hours

The number of "credit hours" specified for each course indicates both the number of credits it carries and the approximate total number of clock hours it meets each week.

Frequency of Course Offerings

Listed with each course description is the normal frequency with which the course is offered. For example, a course that is typically offered every fall semester carries the notation "Offered fall." For complete and current information on course offerings, including dates, times, locations, and instructors, students are advised to consult both the Summer/Fall and Spring Course Bulletins.

COURSES

ACCT - Accounting

ACCT 201 - Principles of Accounting I: Financial (3)

The identification, measurement, and reporting of the financial effects of economic events on enterprises are examined. Lecture and laboratory. 4 contact hours.

Prerequisite: Completion of at least 30 college credits.

Offered: Fall, Spring, Summer.

ACCT 202 - Principles of Accounting II: Managerial (3)

A continuation of ACCT 201, topics include accounting for corporations, liabilities, cash flow statements, cost accounting in a manufacturing environment, budgeting, and profit analysis for decision making. Lecture and laboratory. 4 contact hours.

Prerequisite: ACCT 201.

Offered: Fall, Spring, Summer.

ACCT 310 - Accounting Systems and Concepts (3)

Accounting systems are introduced, with emphasis on the accounting cycle through the preparation of statements. Students work with general ledger software and spreadsheet applications. Lecture and laboratory. 4 contact hours.

Prerequisite: Completion of at least 60 college credits, ACCT 201 and CIS 251 or CIS 252.

Offered: Fall, Spring.

ACCT 311W - External Reporting I (3)

Accounting concepts, standards, principles, and practices in financial reporting for business entities are studied. Topics include assets, liabilities, and stockholder equity. . This is a Writing in the Discipline (WID) course. Lecture and laboratory. 4 contact hours.

Prerequisite: Completion of at least 60 college credits and ACCT 310, with a minimum grade of C.

Offered: Fall, Spring.

ACCT 312W - External Reporting II (3)

A continuation of ACCT 311W, topics include revenue recognition, pensions, accounting for income taxes, leases, cash flow statements, and financial analysis. This is a Writing in the Discipline (WID) course. Lecture and laboratory. 4 contact hours.

Prerequisite: Completion of at least 60 college credits, ACCT 310 (with a minimum grade of C) and ACCT 311W.

Offered: Fall, Spring.

ACCT 321 - Cost Management I (3)

Focus is on internal accounting information and decision support systems that provide data and reports for product costing and management decision making. Lecture and laboratory. 4 contact hours.

Prerequisite: Junior standing, ACCT 202 and ACCT 310, with a minimum grade of C.

Offered: Fall, Spring, Summer (as needed).

ACCT 331 - Federal Income Taxation (3)

Federal income tax law is introduced, with emphasis on individuals. 4 contact hours.

Prerequisite: Completion of at least 60 college credits and ACCT 201 or consent of department chair.

Offered: Fall, Spring.

ACCT 351 - Fraud Examination (3)

Prospective managers and auditors study the extent and significance of fraudulent activity, gaining understanding of the methods and techniques for prevention and detection.

Prerequisite: Completion of at least 60 college credits and ACCT 201.

Offered: Fall.

ACCT 353 - Accounting for Governmental and Not-for-Profit Organizations (3)

A conceptual foundation is provided for understanding the accounting and financial reporting of governmental and not-for-profit organizations.

Prerequisite: Completion of at least 60 college credits and ACCT 202.

Offered: Spring.

ACCT 422 - Cost Management II (3)

The use of internal accounting data and reporting in the management decision-making process is examined. Lecture and laboratory. 4 contact hours.

Prerequisite: ACCT 321.

Offered: Spring.

ACCT 432 - Advanced Studies in Taxation (3)

The coverage of choice of an entity and the uses of the life-cycle approach to study these entities are expanded upon. Lecture and laboratory. 4 contact hours.

Prerequisite: ACCT 331.

Offered: Fall.

ACCT 441 - Auditing (3)

Current audit theory and practice are surveyed. A cycle approach is used to demonstrate audit procedures. Topics may include legal liability, ethical standards, audit planning and reporting, and audit risk.

Prerequisite: ACCT 310 (with a minimum grade of C), ACCT 311 or ACCT 311W; CIS 252.

Offered: Fall, Spring.

ACCT 443 - Business Law (3)

Fundamental principles of the law of contracts, sales, property, commercial paper, and bankruptcy are examined. Forms of business organizations, regulations, and accountants' liability are also covered.

Prerequisite: ACCT 201 and completion of at least 60 college credits.

Offered: Fall, Spring.

ACCT 451 - Advanced Financial Accounting (3)

Emphasis is on business consolidations and the external reporting of consolidated financial information in the published financial statements of large publicly owned corporations. 4 contact hours.

Prerequisite: ACCT 311 or ACCT 311W and ACCT 312 or ACCT 312W.

Offered: Fall, Spring.

ACCT 461W - Seminar in Accounting Theory and Practice (3)

The development of accounting theory, major influences on accounting theory, and the application of accounting theory in the resolution of reporting issues are explored.

Prerequisite: ACCT 312 or ACCT 312W, ACCT 321, ACCT 331; FIN 301.

Offered: Fall, Spring.

ACCT 467 - Directed Internship (4)

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive one credit hour for every four hours of work. A two-hour biweekly seminar is included. Graded S, U.

Prerequisite: Junior standing, a major or minor in a School of Business program, and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

ACCT 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

ACCT 491 - Independent Study I (3)

This course emphasizes the development of research for students admitted to the accounting honors program. The research topic is selected and conducted under the mentorship of a faculty advisor.

Prerequisite: Admission to the accounting honors program and consent of instructor, department chair and dean.

Offered: As needed.

ACCT 492 - Independent Study II (3)

This course continues the development of research begun in ACCT 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: ACCT 491 and consent of instructor, department chair and dean.

Offered: As needed.

ACCT 510 - Advanced AIS: Systems Modeling (3)

Students model, analyze, and evaluate accounting information systems intended to support management control and decision making. Focus is on determining user requirements, communicating results, and effective decision support.

Prerequisite: Graduate status and consent of instructor.

Offered: Annually.

ACCT 533 - Fundamentals of Financial Planning (3)

Emphasis is on goal setting, cash budgeting, insurance needs, retirement planning, tax planning, and estate planning within the context of the client's goals.

Prerequisite: Graduate status and consent of instructor.

Offered: Fall.

ACCT 535 - Tax Issues for Corporations and Shareholders (3)

Tax implications related to stock ownership are reviewed in a variety of corporate environments. Focus is on dividend distribution policy, the rights and risks of stock ownership, and the use of stock ownership for financial planning purposes.

Prerequisite: Graduate status and ACCT 533 or consent of instructor.

Offered: As needed.

ACCT 537 - Legal and Tax Issues of Marriage, Separation, and Divorce (3)

Issues related to prenuptial planning, marriage breakdown, separation, and divorce are considered. Focus is on the state and federal tax aspects of separation, divorce, and child care.

Prerequisite: Graduate status and consent of instructor.

Offered: As needed.

ACCT 543 - Personal Income Tax Planning (3)

Students examine the role of state and federal tax regulations in creating a successful financial plan for the client. Emphasis is on developing strategies that minimize the tax burden on the client through proper planning.

Prerequisite: Graduate status and consent of instructor.

Offered: Spring.

ACCT 548 - Controllership (3)

Students examine the role of the chief accounting officer of an organization within the contemporary business environment. Also explored are the responsibilities and duties of the controller as strategic information officer.

Prerequisite: Graduate status and consent of instructor.

Offered: Annually.

ACCT 549 - Advanced Topics in Cost Management (3)

Emerging topics and techniques in cost management are discussed, along with the issues involved with implementation. Topics include activity-based costing, total quality management, the survival triplet, and just-in-time.

Prerequisite: Graduate status and consent of instructor.

Offered: Annually.

ACCT 554 - Estate Planning (3)

Students examine the role of state and federal tax codes when advising clients about the ultimate preservation of their estate. The client's legal, marital, and medical situation is incorporated into an action plan to achieve the goals of the client.

Prerequisite: Graduate status and consent of instructor.

Offered: Alternate years.

ACCT 555 - Retirement Planning and Employee Benefits (3)

This course explores the role of the financial planner in advising clients as to employee retirement plan selection, individual retirement planning

concerns, and other retirement issues. Emphasis is on achieving an optimal retirement plan.

Prerequisite: Graduate status and ACCT 443 or consent of instructor.

Offered: As needed.

ACCT 556 - Advanced Governmental and Non-profit Accounting (3)

This course will provide students with a solid understanding of non-profit and government accounting. Students will learn how to understand general purpose financial statements of non-profit and government entities.

Offered: Annually.

ACCT 561 - Advanced Topics in Auditing and Fraud (3)

This course will provide students with an advanced understanding of auditing topics. Students will learn through case analysis, text book readings and related current world topics.

Prerequisite: ACCT 441 or consent of instructor.

Offered: Annually.

ACCT 572 - Advanced Topics in Financial Reporting (3)

This course will provide students will an advanced understanding of financial reporting topics. Students will learn about FASB standards and how they apply to upper management financial reporting decisions.

Prerequisite: Intermediate Accounting course work.

Offered: Annually.

ACCT 661 - Financial Planning Capstone Course (3)

This course integrates all previous personal financial planning courses on client advising and strategy. Students should take this course just prior to completion of the PFP program.

Prerequisite: Graduate status, consent of instructor and advanced standing in the program.

Offered: Spring.

ACCT 665 - Accounting Capstone (3)

In this course students will learn about current issues in auditing, financial accounting, regulations in accounting and the business environment in accounting. Case analysis, text book readings and related current world topics will be used in this course.

Prerequisite: ACCT 510, ACCT 556, ACCT 561, ACCT 572.

Offered: Annually.

AFRI - Africana Studies

AFRI 200 - Introduction to Africana Studies (4)

This is a transdisciplinary survey of key issues in the life and history of peoples of African descent and their interaction with other peoples and world cultures.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer (as needed).

AFRI 262 - Cultural Issues in Africana Studies (4)

A variable topics course in which students will take a critical and empowering look at various cultural topics (e.g. music, sport, and film) regarding people of African descent.

General Education Category: Connections

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring, Summer.

AFRI 320 - Hip-Hop: A Global Perspective (3)

Hip-hop's international reach and social significance are explored. Through case studies, students examine how hip-hop animates local cultural politics in an age of globalized media, migration, and transnationalism.

Prerequisite: AFRI 200 or consent of program director.

Offered: As needed.

AFRI 335 - Race and Cyberspace (3)

This course explores how race and ethnicity structures online behavior. Emphasis is on prejudice, racism, power, inequality, and social transformation.

Prerequisite: AFRI 200 and SOC 200 or SOC 208.

Offered: As needed.

AFRI 410 - Seminar in Comparative Race Relations (3)

The changing dynamics of race relations within a national and international framework are examined, including ideas about the causes and persistence of racism.

Prerequisite: AFRI 200 or consent of program director.

Offered: Spring.

AFRI 420 - Comparative Slave Systems (3)

This is an integrative experience in the comparative study of slave systems. Emphasis is on the study of slavery in Africa and the New World.

Prerequisite: AFRI 200 or consent of program director.

Offered: As needed.

AFRI 461W - Seminar in Africana Studies (4)

Africana concepts and theory are examined within a holistic framework. Students conduct research and complete a senior paper. This is a Writing in the Discipline (WID) course.

Prerequisite: AFRI 200, HIST 348 or HIST 349; 12 additional credit hours of Africana studies courses; and senior standing.

Offered: As needed.

AFRI 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, program director and dean.

Offered: As needed.

AFRI 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. Students who wish to pursue a creative writing project should submit a portfolio of work with their application.

Prerequisite: Consent of instructor, program director and dean, and admission to the Africana studies honors program.

Offered: As needed.

AFRI 492 - Independent Study II (3)

This course continues the development of research or activity begun in AFRI 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: AFRI 491 and consent of instructor, program director and dean.

Offered: As needed.

AGNG - Aging Studies

AGNG 314 - Health and Aging (4)

An interdisciplinary approach is taken to the health/mental health of older adults. Normal aging is compared to disease/disorders.

Prerequisite: Completion of at least 45 credit hours.

Cross-Listed as: Students cannot receive credit for both AGNG 314 and NURS 314.

Offered: Fall, Spring, Summer.

ASL - American Sign Language

ASL 101 - Elementary American Sign Language I (4)

Elementary expressive/receptive American Sign Language skills are introduced. Focus is on questions, sentence structure and basic conversational ASL. Information about deaf culture/community is also shared. Language/cultural lab is required.

General Education Category: Elective (E).

Offered: Fall, Spring.

ASL 102 - Elementary American Sign Language II (4)

Further development of elementary expressive/receptive American Sign Language skills is addressed. Additional focus on conversational ASL and exploration of deaf culture/community are offered. Language/cultural lab is required.

General Education Category: Literature/Language (LL).

Prerequisite: ASL 101 or equivalent.

Offered: Fall, Spring.

ANTH - Anthropology

ANTH 101 - Introduction to Cultural Anthropology (4)

The concept of culture and its significance to an understanding of human societies are studied. Examples from a variety of societies are used to illustrate the basic approaches and concepts of cultural anthropology.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

ANTH 102 - Introduction to Archaeology (4)

The methods by which archaeologists study culture and reconstruct past societies are examined through lecture-discussion, films, and laboratory exercises.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

ANTH 103 - Introduction to Biological Anthropology (4)

The biocultural nature of human physical variation is examined through lecture-discussion, films, and laboratory exercises. Topics include modern variation, primatology, and paleo- anthropology.

Offered: Spring.

ANTH 104 - Introduction to Linguistic Anthropology (4)

Students examine language use as a set of social and cultural practices, emphasizing relationships to identity, beliefs, and power dynamics. Additionally, they explore language structures and aspects of linguistic analysis.

General Education Category: Social and Behavioral Sciences.

Offered: Fall.

ANTH 118 - Anthropology (3)

Students will explore the evolution and biological variation of humans as well as the development and diversity of human culture.

Offered: As needed.

ANTH 233W - Methods in Anthropology (4)

Students are introduced to multiple qualitative and quantitative methods for data collection and analysis, and instruction on spoken and written communication, with emphasis on ethnographic and observed data. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of at least three of the following courses:

ANTH 101, ANTH 102, ANTH 103, ANTH 104.

Offered: Spring.

ANTH 235 - Bones and Stones: How Archaeologists Know (4)

Students learn about scientific and mathematical tools used to investigate archeological questions like, how old are these bones, how were those tools used, and what did ancient people eat?.

General Education Category: Elective (E).

Prerequisite: Completion of any mathematics or natural science general education distribution.

Offered: Annually.

ANTH 237 - Measuring Inequality, Analyzing Injustice (4)

Students use a variety of anthropological methods to characterize the lived experiences of people. Students learn about these methods and how they can be analyzed to understand inequality and injustice.

General Education Category: Elective (E).

Prerequisite: Completion of any general education MATH distribution course.

Offered: Annually.

ANTH 261 - The Complexities of Global Health (4)

Students examine contemporary global health policies and interventions, the methods used across disciplines in the field of global health and their distinct histories and impacts in communities around the world.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

ANTH 262 - Indigenous Rights and the Global Environment (4)

Using a cross-cultural and interdisciplinary approach, students will examine and comment critically on human rights and global environmental issues as they intersect and impact indigenous peoples across the world.

General Education Category: Connections

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

ANTH 265 - Anthropological Perspectives on Childhood (4)

Using comparative evolutionary, historical, and cross-cultural approaches, students examine patterns of pregnancy, childbirth and child-rearing, child development, the role of children, and how children become members of their society.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

ANTH 266 - Anthropological and Indigenous Perspectives on Place (4)

Using a comparative historical and cross-cultural approach, students examine various indigenous peoples' ideas about place, and through critical inquiry learn to develop and express their own "sense of place."

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

ANTH 301 - Ethnobotany (4)

Ethnobotany focuses on intrinsic cultural knowledge of plants and their uses as foods, medicines, for tool-making and in ritual practice. Basic plant biology and ethnobotanical field methods are also discussed. Cannot get credit for ANTH 301 and ENST 301.

Prerequisite: ANTH 101, ANTH 102, ANTH 103, ANTH 104 or ENST 200.

Cross-Listed as: ENST 301.

Offered: Alternate years.

ANTH 304 - Human Paleontology (4)

Patterns in hominoid evolution, from primate beginnings to modern humans, are explored. Fossil records and artifacts are examined, with emphasis on anatomical and behavioral adaptations to changing environments.

Prerequisite: ANTH 103 or consent of department chair.

Offered: Alternate years.

ANTH 306 - Primate Ecology and Social Behavior (4)

Captive and field studies are examined to illustrate common features of nonhuman primates. Topics include biological and social adaptations, such as diet, communication, dominance hierarchies, social learning, and cognition.

General Education Category: Elective (E).

Prerequisite: Completion of any mathematics or natural science general education distribution.

Offered: Fall, Spring.

ANTH 307 - Human Nature: Evolution, Ecology, and Behavior (4)

The behavior and ecology of humans are explored within the framework of evolutionary theory, focusing on the selective pressures of cooperation, conflict, food, predators, disease, sociality, and reproduction.

General Education Category: Elective (E).

Prerequisite: Completion of any mathematics or natural science general education distribution.

Offered: Fall, Spring.

ANTH 309 - Medical Anthropology (4)

Anthropological approaches and results in the study of health and illness are surveyed as social, cultural, and biological phenomena.

Prerequisite: One of the following: ANTH 101, BIOL 112, HPE 233, HCA 201 or NURS 201, PSYC 230, or SOC 217; or consent of department chair.

Offered: Alternate years.

ANTH 311 - Archaeology of the North American Experience (4)

Students explore North American ancient and recent pasts through an examination of archaeological data and an analysis of the politics and ethics of archaeological practice.

Prerequisite: ANTH 102 or consent of department chair.

Offered: Alternate years.

ANTH 312 - Archaeology of Mesopotamia and South Asia (4)

The archaeology of ancient Mesopotamia and South Asia is investigated. Topics include understanding the nature of civilizations; their emergence in these regions; and their culture, politics, economy and interaction with neighbors.

Prerequisite: ANTH 102 or consent of department chair.

Offered: Alternate years.

ANTH 329 - Queer And Trans Anthropology (4)

Exploring marginalized forms of gender or sexuality, such as trans or queer identity, along with race and class, reveal how difference is managed and regulated at global and local levels.

Prerequisite: Completion of at least 45 college credits and any General Education course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

ANTH 330 - Language Endangerment and Linguistic Revitalization (4)

Students examine the value of linguistic diversity on a global scale, its importance for humanity, the causes and extent of language endangerment and possible solutions through language maintenance and revitalization.

Prerequisite: ANTH 104 or consent of department chair.

Offered: Alternate years.

ANTH 332 - Applied Anthropology (4)

Students explore the history, evolution, methods, objectives, and applications of the practical involvement of anthropology in understanding and solving human problems.

Prerequisite: ANTH 101 or consent of department chair.

Offered: Alternate years.

ANTH 333 - Comparative Law and Justice (4)

Systems of law and justice are examined in prestate and state societies to understand the operation of law and justice in cross-cultural contexts and in the United States. Students cannot receive credit for both SOC 333 and ANTH 333.

Prerequisite: Any 100- or 200-level course in a social science.

Offered: Fall, Spring.

ANTH 334 - Steamships and Cyberspace: Technology, Culture, Society (4)

The invention and evolution of a range of technologies, such as railroads and cell phones, are explored using current anthropological concepts and case studies from various cultures and time periods.

Prerequisite: Completion of at least 60 college credits and any Gen. Ed. course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

ANTH 338 - Urban Anthropology (4)

Students learn about the origins and characteristics of urban life. Ancient, historic, and contemporary urban phenomena in local and global contexts are explored, using archaeological, historical, and ethnographic methods.

Prerequisite: ANTH 101 or ANTH 102 or consent of department chair.

Offered: Alternate years.

ANTH 343 - Environmental Anthropology (4)

Students are introduced to the field of environmental anthropology, focusing broadly on the interrelationships between environmental change and human conflict, culture and nature, and science and environmental policy.

Prerequisite: Completion of at least 45 college credits and any General Education course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

ANTH 345 - Museums, Cultures, and Others (4)

Students learn about the history of museums and explore how they shape and reflect identities. Museum exhibits are analyzed from a variety of perspectives in order to understand their effectiveness.

Prerequisite: Completion of at least 60 college credits and any Gen. Ed. course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

ANTH 347 - Environmental Justice (4)

The development of social movements and politics at the intersections of society, environment and justice, is explored, focusing primarily on historic and contemporary cases of environmental justice struggle.

Prerequisite: Completion of at least 45 college credits and any General Education course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

ANTH 349 - Visual Anthropology (4)

Visual techniques for data collection, production and interpretation are explored within an anthropological framework. Students will learn how

photography, film and other media can represent the self and other. Students cannot receive credit for both FILM 349 and ANTH 349.

Prerequisite: One of the following courses: ANTH 101, ANTH 102, ANTH 103, ANTH 104, FILM 219 or consent of instructor.

Offered: Alternate years.

ANTH 390 - Directed Study (1-4)

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Completion of at least 60 college credits; completion of at least two of the following courses: ANTH 101, ANTH 102, ANTH 103, ANTH 104; and consent of instructor and department chair.

Offered: As needed.

ANTH 402 - Evolution of the Capacity for Culture (4)

The evolution of the biological and social capacities that made culture the central attribute of humans is examined. Topics include evolution of the human diet, tool making, social interaction, and language.

Prerequisite: Completion of at least one of the following: ANTH 304, ANTH 306, or BIOL 314; or consent of instructor.

Offered: Alternate years.

ANTH 460W - Capstone Seminar in Anthropology (4)

In this culminating experience for majors, students use anthropological methods to address original research questions by collecting, analyzing, and presenting anthropological data in a formal paper. This is a Writing in the Discipline (WID) course.

Prerequisite: Senior standing and ANTH 101, ANTH 102, ANTH 103, ANTH 104, and ANTH 233 or ANTH 233W.

Offered: Fall.

ANTH 461 - LatinX in the United States (4)

Students examine recent scholarship on LatinX in the United States and undertake research projects that focus on LatinX issues. Students cannot receive credit for both ANTH 461 or FNED 461.

Prerequisite: Completion of at least 60 college credits and any course in a social or behavioral science, or consent of department chair.

Cross-Listed as: FNED 461.

Offered: Annually.

ANTH 470 - Reading Course in Anthropology (1-4)

Directed reading is given in an anthropological area of interest to the student and the instructor.

Prerequisite: Completion of at least 75 college credits and consent of advisor, department chair, and instructor with whom student plans to study.

Offered: As needed.

ANTH 481 - Anthropology Field School: Cultural Anthropology (4-8)

This is an introduction to the techniques and theory of anthropological fieldwork. Students engage in hands-on research. Students may conduct independent/collaborative research under the direction of an instructor.

Prerequisite: Completion of at least 75 college credits and consent of Instructor or department chair.

Offered: As needed.

ANTH 482 - Anthropology Field School: Archaeology (4-8)

This is an introduction to the techniques and theory of anthropological fieldwork. Students engage in hands-on research. Students may conduct independent/collaborative research under the direction of an instructor.

Prerequisite: Completion of at least 75 college credits and consent of Instructor or department chair.

Offered: As needed.

ANTH 483 - Anthropology Field School: Biological Anthropology (4-8)

This is an introduction to the techniques and theory of anthropological fieldwork. Students engage in hands-on research. Students may conduct independent/collaborative research under the direction of an instructor.

Prerequisite: Completion of at least 75 college credits and consent of Instructor or department chair.

Offered: As needed.

ANTH 484 - Anthropology Field School: Anthropological Linguistics (4-8)

This is an introduction to the techniques and theory of anthropological fieldwork. Students engage in hands-on research. Students may conduct independent/collaborative research under the direction of an instructor.

Prerequisite: Completion of at least 75 college credits and consent of Instructor or department chair.

Offered: As needed.

ANTH 490 - Independent Study in Anthropology (1-4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. May be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Completion of at least 90 college credits and consent of dean, department chair and instructor with whom student plans to study.

Offered: As needed.

ANTH 491 - Independent Study I (4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Completion of at least 90 college credits; consent of instructor, department chair and dean, and admission to the anthropology honors program.

Offered: As needed.

ANTH 492 - Independent Study II (4)

This course continues the development of research or activity begun in ANTH 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: ANTH 491, and consent of instructor, department chair and dean.

Offered: As needed.

ANTH 495 - Internships in Anthropology (1-8)

Students are placed in positions appropriate to their studies in anthropology, such as in museums and historical preservation agencies. A program of study is designed by the student and supervised by a faculty member.

Prerequisite: Completion of at least 60 college credits and consent of instructor and department chair.

Offered: As needed.

ANTH 561 - LatinX in the United States (4)

Students examine recent scholarship on LatinX in the United States and undertake research projects that focus on LatinX educational issues. Students cannot receive credit for both ANTH 561 or FNED 561.

Prerequisite: Graduate status and any 300-level social or behavioral science course, or consent of department chair.

Cross-Listed as: FNED 561.

Offered: Annually.

ARBC - Arabic

ARBC 101 - Elementary Arabic I (4)

Students learn to understand, speak, read, and write in basic Modern Standard Arabic and gain an understanding of the diversity of Arabic life.

Offered: Fall, Spring.

ARBC 102 - Elementary Arabic II (4)

Four skills in Modern Standard Arabic—speaking, reading, writing, and listening comprehension—are further developed within the context of Arabic-speaking cultures.

Prerequisite: ARBC 101 or equivalent.

Offered: Fall, Spring.

ART - Art

ART 101 - Drawing I: General Drawing (4)

The fundamentals and history of freehand drawing are explored. Observational analysis of forms and space, media characteristics, and pictorial organization approaches are stressed. Studio. 6 contact hours.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

ART 104 - Design I: Two-Dimensional Design (4)

Two-dimensional compositional strategies are applied through intuitive and logical organization of visual elements. Students also develop basic problem-solving skills while learning to think visually. Studio. 6 contact hours.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

ART 105 - Drawing II (3)

Drawing from the human figure is introduced, including basic anatomy, general nomenclature, and consideration of various artistic problems. Students work from live models, the skeleton, and anatomy texts. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 101.

Offered: Fall, Spring.

ART 107 - Foundations in Digital Media (3)

Combines and extends elements from ART 101 and ART 104 with more advanced exploration and research of digital still and moving images for art making. Includes digital photography shooting lab. Studio fee charged. 6 contact hours.

Prerequisite: ART 101 and ART 104.

Offered: Fall, Spring, Summer.

ART 114 - Design II: Three-Dimensional Design (3)

The sequential development of planar and volumetric forms in real space provide the basis for study of visual structure. The role that media, process, and problem solving have in the development of form are also covered. Studio. 6 contact hours.

Prerequisite: ART 104.

Offered: Fall, Spring.

ART 201 - Visual Arts in Society (4)

Introduction to art-making, art vocabulary, and art history. Students work in a studio environment, producing and critiquing works while studying fine arts within the context of history and society. For non-art majors only. Studio and lecture.

General Education Category: Arts - Visual and Performing.

Offered: As needed.

ART 202 - Painting I (3)

The techniques of oil painting are introduced. Color, value, line, form, texture, and compositional problems are explored by observing objects and nature. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Fall, Spring.

ART 204 - Synthesis/Three-Dimensional Emphasis (3)

Using three-dimensional techniques, a synthesis of the skills and concepts developed in the previous four foundation courses is realized. The interaction of two- and three-dimensional approaches is stressed. Includes wood shop lab. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 105 and ART 114.

Offered: Fall, Spring.

ART 205 - Synthesis/Two-Dimensional Emphasis (3)

Emphasis is on the synthesis of basic drawing language and fundamental design skills. Extended possibilities for the manipulation of materials and the conceptual aspects of image construction are stressed. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 105 and ART 114.

Offered: Fall, Spring.

ART 206 - Ceramics I (3)

Students explore clay, glaze materials, and firing procedures at stoneware temperatures. Basic hand-building/throwing methods and simple direct decoration techniques are introduced. Studio fee charged. 6 contact hours.

Offered: Fall, Spring.

ART 207 - Digital Media I (3)

Students learn a wide range of digital techniques for 2D time-based works. Class demos and critiques focus on the use of such techniques in contemporary video art world. Studio fee charged. 6 contact hours.

Prerequisite: ART 107 and concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Fall, Spring.

ART 208 - Printmaking: Intaglio and Monotype (3)

The materials and techniques of monotype and intaglio printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Spring.

ART 210 - Nurturing Artistic and Musical Development (4)

This hands-on art and music course provides students with experiences, knowledge, skills, and ideas for cultivating artistic development in their own lives and the lives of others. No prior artistic experience required. Studio fee charged.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

ART 217 - Introduction to Photography (3)

Students learn manual SLR camera controls, film processing, and photographic printing. Emphasis is on using light, composition, and tonal values to solve visual problems and explore personal ideas. Studio fee charged. 6 contact hours.

Offered: Fall, Spring.

ART 218 - Printmaking: Lithography and Relief (3)

The materials and techniques of relief and lithographic printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Fall.

ART 221 - Metalsmithing and Jewelry: Basic Fabrication/Forming (3)

Fabrication and forming processes are studied, with emphasis on the development of design concepts and skills in their application to the studio practice of metalsmithing and jewelry. Studio fee charged. 6 contact hours.

Offered: Fall, Spring.

ART 223 - Metalsmithing and Jewelry: Casting/Duplication Processes (3)

Casting and its application in the design and production of jewelry and small art metal forms are studied using a variety of waxes and techniques to develop models. Studio fee charged. 6 contact hours.

Offered: Fall.

ART 224 - Graphic Design I (3)

Students research concept, preliminary forms, analysis, and basic studio and computer skills. Included are conceptual and visual problem-solving

and graphic design theory related to creative organization of space using typography and image. Studio fee charged. 6 contact hours.

Prerequisite: ART 107 and concurrent enrollment in or completion of ART 204 or ART 205 are prerequisites for art department majors. Nonart department majors must have consent of department chair.

Offered: Fall, Spring.

ART 225 - Figurative Modeling (3)

Elements that emphasize three-dimensional aspects of the figure and the development of figurative concepts are realized through modeling and drawing. Studio. 6 contact hours.

Prerequisite: ART 105.

Offered: Fall.

ART 231 - Prehistoric to Renaissance Art (4)

The fundamental concepts and functions of the history of art, visual analysis, and interpretation are introduced. Focus is on the painting, sculpture, and architecture of early Europe and the Near East.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

ART 232 - Renaissance to Contemporary Art (4)

Focusing on European painting, sculpture, architecture, and the minor arts of the past 500 years, the basic aims of ART 231 are developed further.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

ART 234 - Sculpture: Wood and Alternate Materials (3)

Students explore a variety of subject matter and develop a personalized vision using wood fabrication skills introduced in class. Plastics, assemblage, and student-selected alternate materials are also explored. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Spring.

ART 235 - Sculpture: Metal Fabrication (3)

Traditional and contemporary approaches to sculptural form are explored using metalworking techniques, including welding, cold fabrication and forging. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Fall.

ART 261 - Art and Money (4)

This course explores the many intersections of the spheres of art and money in the Western tradition through looking at art, readings in art history, art economics, history, and literature.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Spring.

ART 262 - Encounters with Global Arts (4)

Students explore thematic connections of art made in Africa, Asia, the Americas, the Pacific and Europe through analysis of art objects and texts in art history.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall.

ART 302 - Painting II (3)

Focusing on the figure, this course continues the development of concepts begun in ART 202. Students are encouraged to explore individual concepts, with emphasis on style, technique, and materials. Studio fee charged. 6 contact hours.

Prerequisite: ART 202.

Offered: Fall.

ART 306 - Ceramics II (3)

Emphasis is on the use of the potter's wheel and on firing at stoneware temperatures. Stress is on developing greater sensitivity to clay and glazes, experimentation, and skill. Studio fee charged. 6 contact hours.

Prerequisite: ART 206 is prerequisite for art department majors. Nonart department majors must have consent of department chair.

Offered: Fall, Spring.

ART 307 - Digital Media II (3)

Students learn advanced digital 3D strategies for the visual industry and contemporary art making. Students adapt 3D modeling techniques through solving a series of formal and conceptual problems. Studio fee charged. 6 contact hours.

Prerequisite: ART 207

Offered: Fall, Spring.

ART 324 - Graphic Design II (3)

Students investigate conceptual and visual problem solving through expanded graphic design projects. Emphasis is on the development of ideas, the manipulation of typography, image, and graphic design principles. Studio fee charged. 6 contact hours.

Prerequisite: ART 107 and ART 224.

Offered: Fall, Spring.

ART 331W - Greek and Roman Art (3)

Students will learn about Ancient Greek and Roman art and architecture in the context of the cultures of wider Mediterranean cultures. The use of and misuse of the Classical inheritance will be addressed. This is a Writing in the Discipline (WID) course. Lecture. This course may be offered Hybrid or In-Person.

Prerequisite: ART 231 or ART 231W and ART 232 or ART 232W.

Offered: Spring.

ART 332W - Studies in Renaissance Art (3)

Students will examine painting, sculpture, architecture, and visual culture in Europe and the regions with which it had contact from 1300-1600. The course may be repeated for credit with a change in topic. This is a Writing in the Discipline (WID) course. Lecture. This course may be offered Hybrid or In-Person.

Prerequisite: Prerequisite ART 231 or ART 231W and ART 232 or ART 232W

Offered: Fall.

ART 333W - Studies in Baroque Art (3)

Students will examine painting, sculpture, architecture, and visual culture in Europe and the regions with which it had contact from 1580-1700.

The course may be repeated for credit with a change in topic. This is a Writing in the Discipline (WID) course. Lecture. This course may be offered Hybrid or In-Person.

Prerequisite: ART 231 or ART 231W and ART 232 or ART 232W.

Offered: Spring.

ART 334W - Studies in American Art and Architecture (3)

Students examine painting, sculpture, architecture, and visual culture from ancient times to 1920. The course may be repeated for credit with a change in topic. This is a Writing in the Discipline (WID) course. This course may be offered Hybrid or In-Person.

Prerequisite: ART 231 or ART 231W and ART 232 or ART 232W

Offered: Fall.

ART 336W - Studies in Nineteenth-Century European Art (3)

Beginning with neoclassicism in late eighteenth-century Europe, students will follow trajectories of academic and avant-garde nineteenth-century art. The course may be repeated for credit with a change in topic. This is a Writing in the Discipline (WID) course. This course may be offered Hybrid or In-Person.

Prerequisite: ART 231 or ART 231W and ART 232 or ART 232W

Offered: Fall.

ART 337W - Studies in Modern and Contemporary Art (3)

Beginning in the twentieth century, students are introduced to modernist, post-modernist, and contemporary art. The course may be repeated for credit with a change in topic. This is a Writing in the Discipline (WID) course. Lecture. This course may be offered Hybrid or In-Person.

Prerequisite: ART 231 or ART 231W and ART 232 or ART 232W.

Offered: Spring, Summer.

ART 338 - History of Photography (3)

Focus is on the origin and aesthetic evolution of fine art photography. Movements in theory and criticism relevant to photography are explored in relation to parallel developments in other visual arts. Lecture.

Prerequisite: ART 231 or ART 231W and ART 232 or ART 232W

Offered: Spring.

ART 339 - Evolution of the Functional Object (3)

This course explores the important questions and dialogues in the current craft field and seeks to understand how they came about with perspectives from early industrial revolution to present-day.

Prerequisite: A minimum of 30 credits.

Offered: As needed.

ART 347 - Photography II (3)

Focus is on advanced photographic theory, philosophy, and technique. Students are expected to develop a portfolio theme through mature sensitivity in handling the medium. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 107 and ART 217.

Offered: Fall, Spring.

ART 400 - Issues for the Studio Artist (4)

Studio art majors engage in issues pertinent to their roles as professional visual artists, including the articulation of personal vision, the influences

of social and formal issues, and the role of galleries, museums, and educational institutions.

Prerequisite: ART 231, ART 232, and all foundations courses required of B.F.A. majors.

Offered: Fall.

ART 401 - Painting III (3)

Students explore advanced painting with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 302 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 402 - Ceramics III (3)

Students explore advanced ceramics with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 306 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 403 - Sculpture III (3)

Students explore advanced sculpture with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 234 and ART 235, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 404 - Graphic Design III (3)

Students explore identity design and brand awareness. Emphasis is on conceptual development, and strategic thinking/writing within the context of systems-based design, and continued development of visual communication, and presentation skills. Studio fee charged. 6 contact hours.

Prerequisite: ART 324 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 405 - Metalsmithing & Jewelry III (3)

Students explore advanced metalsmithing and jewelry design with emphasis on conceptual development and strategic thinking. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 221 and ART 223, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 406 - Photography III (3)

Students explore advanced photography with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 347 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 407 - Printmaking III (3)

Students explore advanced printmaking with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 208 and ART 218, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 408 - Digital Media III (3)

Students explore experimental 3D animation and advanced digital media topics. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 307 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 411 - B.F.A. Painting III (3)

B.F.A. students expand advanced study in Painting III by enrolling in ART 401 and ART 411 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 302 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 412 - B.F.A. Ceramics III (3)

B.F.A. students expand advanced study in Ceramics III by enrolling in ART 402 and 412 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 306 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 413 - B.F.A. Sculpture III (3)

B.F.A. students expand advanced study in Sculpture III by enrolling in ART 403 and ART 413 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 234 and ART 235 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 414 - B.F.A. Graphic Design III (3)

B.F.A. students expand advanced study in Graphic Design III by enrolling in ART 404 and ART 414 concurrently—broadening the scope of personal direction, professionalism, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 324 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 415 - B.F.A. Metalsmithing & Jewelry III (3)

B.F.A. students expand advanced study in Metalsmithing/Jewelry III by enrolling in ART 405 and ART 415 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 221 and ART 223 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 416 - B.F.A. Photography III (3)

B.F.A. students expand advanced study in Photography III by enrolling in ART 406 and ART 416 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 347 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 417 - B.F.A. Printmaking III (3)

B.F.A. students expand advanced study in Printmaking III by enrolling in ART 407 and ART 417 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 208 and ART 218 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 418 - B.F.A. Digital Media III (3)

B.F.A. students expand advanced studies related to experimental 3D animation in Digital Media by enrolling in ART 408 and ART 418 concurrently, with focus on conceptual development and completion of projects. Studio. 6 contact hours.

Prerequisite: ART 307 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 421 - Painting IV (3)

Students continue study in advanced painting with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 401 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 422 - Ceramics IV (3)

Students continue study in advanced ceramics with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 402 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 423 - Sculpture IV (3)

Students continue study in advanced sculpture with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 403 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 424 - Graphic Design IV (3)

Students continue study in advanced graphic design with emphasis on theory, practice, conceptual development, design effectiveness and

contemporary issues. A professional attitude in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 404 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 425 - Metalsmithing & Jewelry IV (3)

Students continue study in advanced metalsmithing/jewelry design, with emphasis on conceptual development, critical thinking and personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 405 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 426 - Photography IV (3)

Students continue study in advanced photography with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 406 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 427 - Printmaking IV (3)

Students continue study in advanced printmaking with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 407 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 428 - Digital Media IV (3)

Students continue study in advanced digital media with emphasis on 3D characters in virtual environments. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 408 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 431 - B.F.A. Painting IV (3)

B.F.A. students expand advanced study in Painting IV by enrolling in ART 421 and ART 431 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 401, ART 411 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 432 - B.F.A. Ceramics IV (3)

B.F.A. students expand advanced study in Ceramics IV by enrolling in ART 422 and ART 432 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 402, ART 412 and retention in the BFA Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 433 - B.F.A. Sculpture IV (3)

B.F.A. students expand advanced study in Sculpture IV by enrolling in ART 423 and ART 433 concurrently—broadening the scope of personal

direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 403, ART 413 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 434 - B.F.A. Graphic Design IV (3)

B.F.A. students expand advanced study in Graphic Design IV by enrolling in ART 424 and ART 434 concurrently—broadening the scope of personal direction, professionalism, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 404, ART 414 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 435 - B.F.A. Metalsmithing & Jewelry IV (3)

B.F.A. students expand advanced study in Metalsmithing/Jewelry IV by enrolling in ART 425 and ART 435 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 405, ART 415 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 436 - B.F.A. Photography IV (3)

B.F.A. students expand advanced study in Photography IV by enrolling in ART 426 and ART 436 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 406, ART 416 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 437 - B.F.A. Printmaking IV (3)

B.F.A. students expand advanced study in Printmaking IV by enrolling in ART 427 and ART 437 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 407, ART 417 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 438 - B.F.A. Digital Media IV (3)

B.F.A. students expand advanced study of 3D characters in virtual environments in Digital Media IV by enrolling in ART 428 and ART 438 concurrently, with focus on conceptual development and completion of projects. Studio. 6 contact hours.

Prerequisite: ART 408, ART 418 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 441 - Painting V: Senior Studio (3)

This final course in advanced painting culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 421 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 442 - Ceramics V: Senior Studio (3)

This final course in advanced ceramics culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 422 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 443 - Sculpture V: Senior Studio (3)

This final course in advanced sculpture culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 423 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 444 - Graphic Design V: Senior Studio (3)

This final course in advanced graphic design culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 424 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 445 - Metalsmithing & Jewelry V: Senior Studio (3)

This final course in advanced metalsmithing and jewelry design culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 425 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 446 - Photography V: Senior Studio (3)

This final course in advanced photography culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 426 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 447 - Printmaking V: Senior Studio (3)

This final course in advanced printmaking culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 427 or consent of instructor or department chair.

Offered: Fall, Spring.

ART 448 - Digital Media V: Senior Studio (3)

This final course in advanced digital media culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 428, or consent of instructor or department chair

Offered: Fall, Spring.

ART 451 - B.F.A. Painting V: Senior Studio (3)

Final B.F.A. advanced painting course; culminates in exhibition. B.F.A. students enroll in ART 441 and ART 451 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 421, ART 431 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 452 - B.F.A. Ceramics V: Senior Studio (3)

Final B.F.A. advanced ceramics course; culminates in exhibition. B.F.A. students enroll in ART 442 and ART 452 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 422, ART 432 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 453 - B.F.A. Sculpture V: Senior Studio (3)

Final B.F.A. advanced sculpture course; culminates in exhibition. B.F.A. students enroll in ART 443 and ART 453 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 423, ART 433 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 454 - B.F.A. Graphic Design V: Senior Studio (3)

Final B.F.A. advanced graphic design course; culminates in exhibition. B.F.A. students enroll in ART 444 and ART 454 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and direction. Studio. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 424, ART 434 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 455 - B.F.A. Metalsmithing & Jewelry V: Senior Studio (3)

Final B.F.A. advanced metalsmithing/jewelry course; culminates in exhibition. B.F.A. students enroll in ART 445 and ART 455 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 425, ART 435 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 456 - B.F.A. Photography V: Senior Studio (3)

Final B.F.A. advanced photography course; culminates in exhibition. B.F.A. students enroll in ART 446 and ART 456 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 426, ART 436 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 457 - B.F.A. Printmaking V: Senior Studio (3)

Final B.F.A. advanced printmaking course; culminates in exhibition. B.F.A. students enroll in ART 447 and ART 457 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 427, ART 437 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 458 - B.F.A. Digital Media V: Senior Studio (3)

Final B.F.A. advanced digital media course; culminates in exhibition. B.F.A. students enroll in ART 448 and ART 458 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours. Students may repeat for credit.

Prerequisite: ART 428, ART 438 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

ART 460 - Seminar in the Visual Arts (3)

Various historical and theoretical topics in the visual arts are explored. Lecture.

Prerequisite: Consent of instructor.

Offered: As needed.

ART 461 - Seminar in Art History (3)

Through readings, discussions, and papers on selected topics, students explore specific problems in art history, including interpretation and methodology. This course may be repeated for credit with a change in content. Lecture.

Prerequisite: Advanced class standing and consent of instructor.

Offered: Fall, Spring.

ART 470 - Web Design: Principles and Practice (3)

Focus is on methods of web design, development and production including HTML, CSS, Javascript and other tools. Students will learn contemporary techniques for planning, building, promoting and testing a website. Studio. 6 contact hours.

Prerequisite: ART 324 or consent of instructor or department chair.

Offered: Fall and Spring.

ART 471 - Advanced Typography (3)

Students explore hand lettering (from pencil on paper to digital drawing), alternative type creation and advanced techniques/strategies for professional-quality typography and apply these to a multiple-page publication.

Prerequisite: ART 324 or consent of department chair.

Offered: Fall and Spring.

Art 490 - Directed Study (3-4)

Designed to be substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair, and dean.

Offered: As needed.

Art 491 - Independent Study (3-4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Completion of at least 90 college credits, consent of instructor, department chair, and dean, and admission to the art honors program.

Offered: As needed.

Art 492 - Independent Study II (3-4)

This course continues the development of research or activity begun in ART 491. For departmental honors the project requires final assessment from the department.

Prerequisite: ART 491 and consent of instructor, department chair, and dean.

Offered: As needed.

ART 493 - Reading and Research in Art History (3)

Working individually with the instructor, the student expands upon written work from a 300- or 400-level art history course to produce a 20-page research paper.

Prerequisite: 300- or 400-level course in art history and consent of instructor.

Offered: As needed.

ART 590 - Directed Graduate Study (4)

Students conduct independent research and/or studio exploration in the visual arts under the supervision of a faculty member.

Prerequisite: Graduate status and consent of department chair. Open to candidates in the master's programs in art.

Offered: As needed.

ART 594 - Graduate Studio: Topic (1-6)

A professional level of work is required in both technique and attitude in this advanced study in the topic area. This course concludes with an Art Department Graduate Committee review. Studio. 2-12 contact hours.

Prerequisite: Graduate status and 400-level course in the topic.

Offered: Fall, Spring.

ART 595 - Graduate Studio: Topic (1-6)

A continuation of ART 594, this course concludes with an Art Department Graduate Committee review. Studio. 2-12 contact hours.

Prerequisite: Graduate status, ART 594 and consent of instructor.

Offered: Fall, Spring.

ART 596 - Graduate Studio: Topic (1-6)

Independent professional research is required, demonstrating continuity, integrity, and innovation in a particular area. This course concludes with an Art Department Graduate Committee review. Studio. 2-12 contact hours.

Prerequisite: Graduate status, ART 595 and consent of instructor.

Offered: Fall, Spring.

ART 691 - Thesis (3)

Students research and complete their thesis project under the direction of their thesis advisor. Credit for this course is contingent on final approval of the thesis.

Prerequisite: Graduate status, acceptance of thesis proposal and consent of department chair.

Offered: As needed.

ARTE - Art Education

ARTE 301 - Art Education Concepts and Contexts (3)

Students are introduced to the field of art education. Concepts of art teaching and learning, artistic development and a diversity of contexts for art education are investigated. Includes clinical experiences.

Prerequisite: ART 105 and ART 114, and either ART 231 or ART 231W or ART 232 or ART 232W

Offered: Fall, Spring.

ARTE 302 - Art Curriculum Design and Assessment (3)

Prospective art educators develop theoretical and practical knowledge related to art curriculum design, art lesson planning and art teaching and assessment methods. Contemporary education environments and current social/education issues considered.

Prerequisite: ART 231, ART 232, and ARTE 301 or concurrent enrollment in ARTE 301.

Offered: Fall, Spring.

ARTE 404 - Secondary Practicum in Art Education (3)

Teaching concepts, lesson plan development, and evaluation for secondary school art instruction are studied through readings, discussions, observations in secondary art classrooms, and introductory teaching experiences.

Prerequisite: Admission to the art education teacher preparation program, ARTE 303, and 24 credit hours of art courses.

Offered: As Needed.

ARTE 405 - Elementary Practicum in Art Education (3)

Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary art classrooms, and introductory teaching experiences.

Prerequisite: ARTE 404 and 33 credit hours of art courses.

Offered: As Needed.

ARTE 407 - Elementary Practicum in Art Education (4)

Multiple perspectives, practices and resources for elementary art education are investigated. Students practice creating, teaching and assessing art lessons for children. Includes observations and supervised teaching experiences in PK-5 settings.

Prerequisite: Admission to the art education teacher preparation program, ARTE 301, ARTE 302, and six studio foundation courses: ART 101, ART 104, ART 105, ART 107, ART 114, and either ART 204 or ART 205.

Offered: Fall, Spring.

ARTE 409 - Secondary Practicum in Art Education (4)

Multiple perspectives, practices and resources for secondary art education are investigated. Students practice creating, teaching and

assessing art lessons for adolescents. Includes observations and supervised teaching experiences in grades 6-12 settings.

Prerequisite: ARTE 407 and 33 credits hours of art courses.

Offered: Fall, Spring.

ARTE 420 - Introduction to Art Education Student Teaching (2)

Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient art education teacher candidates to their student teaching. Includes observational and teaching experiences. Graded S, U.

Prerequisite: Concurrent enrollment in ARTE 426 and ARTE 464.

Offered: Early spring.

ARTE 426 - Student Teaching in Art Education (7)

In this culminating clinical experience, teacher candidates complete teaching experiences in elementary and secondary schools under the supervision of cooperating teachers and a college supervisor. This is a full-time experience. Graded S, U.

Prerequisite: Concurrent enrollment in ARTE 420 and ARTE 464; satisfactory completion of all major and professional courses required prior to student teaching; special departmental requirements; a cumulative G.P.A. of 2.75 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test.

Offered: Spring.

ARTE 464 - Student Teaching Seminar in Art Education (3)

Teacher candidates document, analyze, discuss and reflect upon art teaching and learning within PK-12 school contexts, including through video analysis, and establish professional goals for agency as beginning art teachers.

Prerequisite: Concurrent enrollment in ARTE 420 and ARTE 426.

Offered: Spring.

ARTE 501 - Graduate Art Education Concepts and Contexts (3)

Students are introduced to the field of art education. Concepts of art teaching and learning, artistic development, and a diversity of contexts for art education are investigated. Includes clinical experiences.

Offered: Fall, Spring.

ARTE 502 - Graduate Art Curriculum Design and Assessment (3)

Prospective art educators develop theoretical and practical knowledge related to art curriculum design, art lesson planning, and art teaching and assessment methods. Contemporary education environments and current social/education issues considered.

Prerequisite: ARTE 501 or concurrent enrollment in ARTE 501.

Offered: Fall.

ARTE 503 - Graduate Introduction to Art Education (3)

Prospective art educators are oriented to the field of art as a discipline and to concepts of teaching and learning in art. Included are graduate-level research projects as well as observational and studio experiences.

Prerequisite: Application or acceptance into the M.A.T. in art education program.

Offered: As Needed.

ARTE 504 - Graduate Secondary Practicum in Art Education (3)

Teaching concepts, lesson plan development, and evaluation for secondary art instruction are studied through readings, discussions, observations in secondary school art classrooms and introductory teaching experiences. 4 contact hours.

Prerequisite: CEP 552, prior or concurrent enrollment in ARTE 503, and acceptance into the M.A.T. in art education program.

Offered: As Needed.

ARTE 505 - Graduate Elementary Practicum in Art Education (3)

Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary school art classrooms, and introductory teaching experiences. 4 contact hours.

Prerequisite: Graduate status and ARTE 504.

Offered: As Needed.

ARTE 507 - Graduate Elementary Practicum in Art Education (4)

Multiple perspectives, practices, and resources for elementary art education are investigated. Students practice creating, teaching, and assessing art lessons for children. Includes observations and supervised teaching experiences in PK-Gr.5 settings.

Prerequisite: ARTE 501 and ARTE 502, and concurrent enrollment in SPED 531.

Offered: Fall, Spring.

ARTE 509 - Graduate Secondary Practicum in Art Education (4)

Multiple perspectives, practices, and resources for secondary art education are investigated. Students practice creating, teaching, and assessing art lessons for adolescents. Includes observations and supervised teaching experiences in Gr.6-12 settings.

Prerequisite: ARTE 507.

Offered: Fall, Spring.

ARTE 515 - Curriculum in Art Education (3)

Curriculum theory and development of art programs at elementary and secondary schools are identified, analyzed, and critiqued. Initiatives for site-specific curriculum development or revision are begun. Seminar.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall.

ARTE 520 - Graduate Art Education Student Teaching Introduction (2)

Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient art education teacher candidates to their student teaching. Includes observational and teaching experiences. Graded S, U.

Prerequisite: Concurrent enrollment in ARTE 527 and ARTE 565.

Offered: Early Spring.

ARTE 525 - Graduate Student Teaching in Art Education (10)

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Graduate status, ARTE 505, CEP 552, FNED 546; concurrent enrollment in ARTE 562; a cumulative GPA of 3.00 a full

semester prior to student teaching; satisfactory completion of all required courses in the M.A.T. program in art education prior to student teaching; a minimum grade of C+ in all professional education courses; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test.

Offered: As Needed.

ARTE 527 - Graduate Student Teaching in Art Education (5)

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Graduate status, ARTE 509, CEP 552, FNED 546; concurrent enrollment in ARTE 520 and ARTE 565; a cumulative G.P.A. of 3.00 a full semester prior to student teaching; satisfactory completion of all required courses in the M.A.T. program in art education prior to student teaching; a minimum grade of B in all professional education courses; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test.

Offered: Spring.

ARTE 562 - Graduate Seminar in Student Teaching in Art Education (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Graduate status and concurrent enrollment in ARTE 525.

Offered: As Needed.

ARTE 565 - Graduate Art Education Student Teaching Seminar (2)

Teacher candidates document, analyze, discuss, and reflect upon art teaching and learning within PK-Gr.12 school contexts, including through video analysis, and establish professional goals for agency as beginning art teachers.

Prerequisite: Graduate status and concurrent enrollment in ARTE 520 and ARTE 527.

Offered: Spring.

ARTE 591 - Readings and Research in Art Education (3)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Graduate status consent of department chair.

Offered: As needed.

ARTE 595 - Research to Inform Art Education Practice (2)

Under the supervision of a faculty advisor, students prepare to complete the Art Education MAT Capstone Project by conducting a focused investigation on a selected topic related to the TCWS.

Prerequisite: ARTE 507 or concurrent enrollment in ARTE 507.

Offered: Fall, Spring.

ARTE 613 - Research and Evaluation in Art (3)

Art research and evaluation are analyzed for design, methodology, and conceptual foundations. Emphasis is on interpreting, understanding, and critiquing original research or evaluation projects in art or art education.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ARTM - Art Media

ARTM 521 - Electronic Media Production I (4)

Studies visual aspects of web design, development and production, including typography, images, color, structure, HTML, CSS and Javascript. Students learn contemporary design techniques for planning, building, promoting and testing websites. Studio. 6 contact hours.

Prerequisite: Graduate status.

Offered: Fall.

ARTM 522 - Electronic Media Production II (4)

Study is made of the hypermedia environment as an interactive synthesis of diverse elements, including text, sound, moving and still photography, video, and animation. Studio. 6 contact hours.

Prerequisite: Graduate status and ARTM 521.

Offered: Spring.

ARTM 523 - Digital Portfolio I (4)

Students develop a personal vision and learn to conceive, design, and produce hypermedia projects. Various media models are tested against topics. Students also prepare their proposals for ARTM 524. Studio. 6 contact hours.

Prerequisite: Graduate status and ARTM 522.

Offered: Fall.

ARTM 524 - Digital Portfolio II (4)

In this capstone course, students consolidate their skills, while focusing on a specific topic and format. Studio. 6 contact hours.

Prerequisite: Graduate status, ARTM 523 and a written proposal submitted to and accepted by the instructor.

Offered: Spring.

ARTM 532 - Media Ethics (4)

The ethical context of contemporary media is examined.

Prerequisite: Acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates who have completed at least 90 college credits may enroll with documented consent of the instructor, department chair, and appropriate dean.

Offered: As needed.

ARTM 541 - Media Aesthetics (4)

The theoretical study of aesthetic principles and creative uses of media as art forms and not simply as transmission devices are presented. Students also examine theories governing the aesthetics of visual communication media.

Prerequisite: Acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates who have completed at least 90 college credits may enroll with documented consent of the instructor, department chair, and appropriate dean.

Offered: Fall.

ARTM 542 - Media Culture and Theory I (4)

From a historico-theoretical foundation, students analyze new media and the transformations of traditional media into its recent electronic incarnations.

Prerequisite: Acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates who have completed at least 90 college credits may enroll with documented consent of the instructor, department chair, and appropriate dean.

Offered: Spring.

ARTM 543 - Media Culture and Theory II (4)

From a theoretical foundation, students examine new media, evolving technologies, and the changes in culture, society, and media that have accompanied the rise of the computer and postmodernism.

Prerequisite: Acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates who have completed at least 90 college credits may enroll with documented consent of the instructor, department chair, and appropriate dean.

Offered: Fall.

ARTM 579 - Media Studies Internship (1-4)

Students gain a more comprehensive understanding of electronic media through on-the-job training. Instruction, supervision, and practice in professional careers and specialties are provided.

Prerequisite: Acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair.

Offered: As needed.

ARTM 590 - Directed Study in Media Studies (4)

Students conduct independent research in new media and/or engage in independent electronic media production under the supervision of a faculty member.

Prerequisite: Acceptance into the M.A. in art with concentration in media studies program and consent of instructor and department chair.

Offered: As needed.

ARTM 691 - Thesis in Media Studies (4)

Students research and complete their thesis project under the direction of their thesis advisor. Credit for this course is contingent on final approval of the thesis.

Prerequisite: Acceptance into the M.A. in art with concentration in media studies program and consent of instructor and department chair.

Offered: As needed.

BPS - Bachelor of Professional Studies

BPS 100 - Prior Learning Assessment (PLA) Portfolio Development (2)

Students experience a RIC orientation and learn how to document learning and proficiencies mastered outside the classroom in order to develop a portfolio which will be evaluated for PLA credit. Online.

Prerequisite: Acceptance into the Bachelor of Professional Studies program.

Offered: Fall, Spring, Summer.

BPS 460 - Seminar in Organizational Leadership (4)

Students prepare and present a final project on organizational leadership using a cross-disciplinary approach for the theoretical or practical application of a topic or issue of interest. Online.

Prerequisite: Acceptance into the Bachelor of Professional Studies program in the Organizational Leadership concentration. Taken in the final semester of program.

Offered: Fall, Spring

BPS 461 - Seminar in Social Services (4)

Students prepare and present a final project on social services using a cross-disciplinary approach for the theoretical or practical application of a topic or issue of interest. Online.

Prerequisite: Acceptance into the Bachelor of Professional Studies program in the Social Services concentration. Taken in the final semester of program.

Offered: Fall, Spring

BPS 462 - Seminar in Strategic Communication (4)

Students will integrate knowledge from prior courses and apply them to planning, analysis, and evaluation. Key topics will be organizational communication, organizational culture, crisis communication and organizational leadership. Online.

Prerequisite: Acceptance into the Bachelor of Professional Studies program in the Strategic Communication concentration; COMM 352 or COMM 452, COMM 439, and COMM 454. Taken in the final semester of program.

Offered: Spring.

BPS 463 - Seminar in Educational Foundations (4)

Students prepare and present a final project on educational foundations using a cross-disciplinary approach for the theoretical or practical application of a topic or issue of interest.

Prerequisite: Acceptance into the Bachelor of Professional Studies program in the Educational Foundations concentration. Taken in the final semester of program.

Offered: Fall, Spring.

BLBC - Bilingual Bicultural Education

UNDERGRADUATE STUDENTS NEED SPECIAL PERMISSION TO ENROLL IN GRADUATE COURSES. SEE COLLEGE HANDBOOK FOR DETAILS.

BLBC 515 - Foundations of Education in Bilingual Communities (3)

This course examines critical theoretical frameworks and relevant research and policy for working with bilingual communities and emergent bilingual learners. Emphasis is placed on action and advocacy.

Prerequisite: Graduate status.

Offered: Fall.

BLBC 516 - Pedagogy and Practice in Bilingual Education (3)

This course reviews current pedagogy and practice in bilingual education settings through a critical lens.

Prerequisite: Graduate status and BLBC 515; TESL 539; TESL 541 or consent of department chair.

Offered: Fall.

BLBC 517 - Curriculum Issues in Bilingual-Bicultural Education (3)

Curriculum issues relating to second-language acquisition at both the elementary and secondary levels are identified and analyzed. Curriculum models are researched and evaluated.

Prerequisite: Graduate status and BLBC 547 or TESL 546.

Offered: As needed.

BLBC 518 - Biliteracy Instruction for Emergent Bilingual Learners (3)

Current theories of bilingualism and biliteracy are examined and situated in sociocultural and historical contexts. Pedagogies for developing bilingual readers and writers are also addressed, with attention to oral proficiency.

Prerequisite: Graduate status and BLBC 515; TESL 539; TESL 541 or consent of department chair.

Offered: Spring.

BLBC 539 - Language Acquisition and Learning (3)

Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Students cannot receive credit for both BLBC 539 and TESL 539.

Prerequisite: Graduate status and 6 credit hours of teacher education courses or consent of department chair.

Offered: As needed.

BLBC 547 - Concepts in Bilingual-Bicultural Education (3)

Methods and materials relating to bilingual and bicultural learning situations at all levels are examined and compared. Essential components of a bilingual-bicultural program are identified and implemented.

Offered: As needed.

BLBC 553 - Field Supervision: Bilingual Education and TESOL (1)

Prerequisite: TESL 553 and consent of department chair.

Offered: As needed.

BLBC 562 - Seminar in Bilingual Education (3)

Focus is on developing appropriate investigative skills and methodologies in conducting bilingual classroom-centered research. Students attend weekly seminar discussions.

Prerequisite: Graduate status and 24 credit hours of graduate courses, including BLBC 517 and BLBC 547.

Offered: As needed.

BIOL - Biology

BIOL 100 - Fundamental Concepts of Biology (4)

Unifying concepts from various levels of biological organization are considered. This course is for students pursuing studies other than the natural sciences. Lecture and laboratory. 6 contact hours. Not open to biology and clinical laboratory science majors. Students cannot receive credit for both BIOL 100 and BIOL 109.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics milestone.

Offered: Fall, Spring, Summer.

BIOL 108 - Basic Principles of Biology (4)

Basic biological principles are introduced. This course prepares students for courses in anatomy, physiology, and microbiology. Lecture and laboratory (dissection included). 6 contact hours. Not open to biology majors.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics milestone.

Offered: Fall, Spring, Summer.

BIOL 111 - Introductory Biology I (4)

Emphasis is on the molecular and cellular nature of living systems. This course is intended for science majors and any student with an interest in science. Lecture and laboratory. 6 contact hours.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics milestone.

Offered: Fall, Spring, Summer.

BIOL 112 - Introductory Biology II (4)

Emphasis is on organismal and ecological levels of organization. This course is intended for science majors and any student with an interest in science. Lecture and laboratory (dissection included). 6 contact hours.

General Education Category: Natural Science.

Prerequisite: BIOL 111 with a minimum grade of C-.

Offered: Fall, Spring, Summer.

BIOL 201 - Anatomy and Physiology I Lecture (3)

Students experience an integrated, systems approach to learning structures and functions of the human organism with topics including the biochemical properties of the cell, integumentary, muscular, skeletal, and nervous systems.

General Education Category: Natural Science (NS).

Prerequisite: Concurrent enrollment or prior completion of BIOL 202.

Offered: Fall, Spring, Summer.

BIOL 202 - Anatomy and Physiology I Laboratory (1)

Students will experience a hands-on approach to learning cellular to tissue and organ level human anatomical structures and features. 3 contact hours.

General Education Category: Natural Science (NS).

Prerequisite: Concurrent enrollment or prior completion of BIOL 201 and completion of college mathematics milestone.

Offered: Fall, Spring, Summer.

BIOL 203 - Anatomy and Physiology II Lecture (3)

Students experience an integrated, systems approach to the structures and functions of the human organism that includes sensory systems, and endocrine, cardiovascular, immune, respiratory, digestive, urinary and reproductive systems.

General Education Category: Elective (E).

Prerequisite: BIOL 201 and BIOL 202, and concurrent enrollment or prior completion of BIOL 204.

Offered: Fall, Spring, Summer.

BIOL 204 - Anatomy and Physiology II Laboratory (1)

Students will experience a hands-on exploration of the anatomy and physiology of human organ systems including sensory, endocrine, cardiovascular, respiratory, digestive and renal systems. 3 contact hours.

General Education Category: Elective (E).

Prerequisite: BIOL 201 and BIOL 202, and concurrent enrollment or prior completion of BIOL 203.

Offered: Fall, Spring, Summer.

BIOL 213W - Plant and Animal Form and Function (4)

Students explore multicellularity by examining the anatomical and physiological adaptations of plants and animals to the common challenges of life. Mathematical problem-solving and scientific writing skills are practiced throughout. This is a Writing in the Discipline (WID) course.

Prerequisite: BIOL 111 and BIOL 112, with a minimum grade of C.

Offered: Fall, Spring.

BIOL 231 - Human Anatomy (4)

By using a systematic approach, study is made of the human organism with respect to the histological and gross anatomy. Lecture and laboratory (dissection included). 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or BIOL 108, with a grade of C or better.

Offered: Fall, Spring, Summer.

BIOL 240 - Biostatistics and Experimental Design (4)

Students will learn about experimental design, hypothesis testing, and statistical inferences. Students use R to analyze problems typical of biological research and to visualize results. Lecture and laboratory. 6 contact hours.

Prerequisite: Completion of college mathematics milestone and a grade of C or better in BIOL 100, BIOL 108 or BIOL 112.

Offered: As needed.

BIOL 241 - Biology Research Colloquium (0.5)

Students attend formal scientific research seminars given by invited outside speakers from diverse fields of biology. Students discuss the

research with the speaker and their peers. This course must be taken for two semesters. Graded S, U.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or BIOL 108, with a grade of C or better.

Offered: Fall, Spring.

BIOL 261 - The World's Forests (4)

Interactions between people and the three major types of forests of the world (boreal, temperate, and tropical) are explored from historical, ecological, cultural, socioeconomic, environmental, and ethical perspectives.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall (even years).

BIOL 314 - Genetics (4)

A balanced treatment of classical Mendelian concepts, population topics, and the recent advances in molecular genetics are presented. Lecture and laboratory. 6 contact hours.

General Education Category: Elective (E).

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: Fall.

BIOL 318 - Ecology (4)

The ecosystem is introduced. Emphasis is on how the interaction of environmental factors has shaped, influenced, and controlled the distribution of biomes, communities, and populations. Lecture, laboratory, and field trips. 6 contact hours.

Prerequisite: : BIOL 111 and BIOL 112, with a grade of C or better, and BIOL 213 or BIOL 213W.

Offered: Fall.

BIOL 320 - Cell and Molecular Biology (4)

The structure and function of cells as living units are presented. Cell metabolism, reproduction, and steady-state controls are discussed. The biochemical and ultrastructural nature of cells is examined. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111, BIOL 112, with a grade of C or better, BIOL 314; CHEM 205.

Offered: Spring.

BIOL 321 - Invertebrate Zoology (4)

Study is made of common invertebrate types, their life histories, adaptive morphology, and physiology, with respect to their environment and to their phylogenetic position. Lecture and laboratory.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: As needed.

BIOL 324 - Vertebrate Zoology (4)

The origin, evolution, life history, and adaptation of the subphylum vertebrata are studied. Local fauna is stressed in the laboratory. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: As needed.

BIOL 329 - Comparative Vertebrate Anatomy (4)

Comparison of the anatomy and functions of the vertebrates from the evolutionary point of view is presented. Included is detailed dissection of selected representatives from five classes of vertebrates. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: As needed.

BIOL 330 - Developmental Biology of Animals (4)

A descriptive and experimental approach is applied to animal ontogeny, with consideration of cell fate determination, differentiation, morphogenesis, and pattern formation. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111, BIOL 112, with a grade of C or better and BIOL 314.

Offered: As needed.

BIOL 335 - Human Physiology (4)

Basic principles of physiology are introduced, with emphasis on homeostatic mechanisms. Attention is given to the functions of organ systems and coordination in the whole human organism. 6 contact hours.

General Education Category: Elective (E).

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or BIOL 108, with a grade of C or better and BIOL 231.

Offered: Fall, Spring, Summer.

BIOL 345 - Advances in Human Physiology (4)

Students learn selected topics in human physiology through reading primary literature in a historical and contemporary context. Topics may include neurophysiology, cardiovascular physiology, respiratory physiology, reproductive physiology, and renal physiology. 6 contact hours.

Prerequisite: BIOL 111 and 112, or BIOL 201 and 203.

Offered: As needed.

BIOL 348 - Microbiology (4)

Microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics, and virology are presented. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or BIOL 201 and BIOL 202 with a grade of C or better, or BIOL 108, with a grade of C or better.

Offered: Fall, Spring, Summer.

BIOL 353 - The Plant Kingdom (4)

The major groups of plants are surveyed, with emphasis on evolutionary aspects, reproductive strategies, and ecological interrelationships. Structural features of plant cells, tissues, and organs are emphasized. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or consent of instructor.

Offered: As needed.

BIOL 354 - Plant Growth and Development (4)

Topics include photophysiology, nitrogen metabolism, phytohormones, translocation, mineral nutrition, and the anatomical structures associated with these processes. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or consent of instructor.

Offered: As needed.

BIOL 421 - Biochemistry of Energy Metabolism (3)

The physical and chemical properties of carbohydrates and lipids are presented. Students cannot receive credit for both BIOL 421 and CHEM 421. Lecture.

Prerequisite: Completed college mathematics milestone, CHEM 206 and either BIOL 320 or CHEM 310.

Offered: As needed.

BIOL 429 - Medical Microbiology (4)

This is a study of medically important microorganisms, with emphasis on the molecular mechanisms of pathogenicity. 6 contact hours.

Prerequisite: BIOL 348; CHEM 205, CHEM 206.

Offered: As needed.

BIOL 431 - Immunology (3)

This is a study of animal immune responses, with emphasis on the properties of antigens and immunoglobulins, cellular communication, pathology, and the development and regulation of humoral and cellular immunity. Lecture.

Prerequisite: BIOL 111, BIOL 112, with a grade of C or better; CHEM 205; or consent of department chair.

Offered: As needed.

BIOL 435 - Comparative Animal Physiology (3)

This is an exploration of diverse physiological adaptations to environmental conditions. Particular emphasis is placed on the wide variety of mechanisms that animals use to cope with diverse environmental conditions.

Prerequisite: BIOL 111, BIOL 112 with a grade of C or better, and BIOL 314.

Offered: As needed.

BIOL 440 - Evolution (3)

An interdisciplinary approach is used to examine evolutionary trends of plants and animals, the origin of life, molecular evolution, and speciation. Lecture.

Prerequisite: BIOL 314.

Offered: As needed.

BIOL 443 - Fundamentals of Neurobiology (4)

A comprehensive survey of central nervous system (CNS) biology is presented. Emphasis is placed on molecular, cellular and physiological processes of the nervous system. 6 contact hours.

Prerequisite: BIOL 111, BIOL 112 and BIOL 314.

Offered: As needed.

BIOL 460W - Biology Senior Seminar (3)

Topics covering the breadth of biology content are synthesized in this capstone experience. Skills emphasized are writing and oral presentation in science. A content examination and literature review are required. Graded H, S, U. This is a Writing in the Discipline (WID) course.

Prerequisite: Senior status (90 credit hours successfully completed), BIOL 111, BIOL 112, with a grade of C or better, BIOL 314, BIOL 318, BIOL 320; or consent of department chair.

Offered: Fall, Spring.

BIOL 491-494 - Research in Biology (1)

The experimental aspects and recent advances in different fields of biology are examined. Research projects and papers on the work accomplished are required. Not open to students enrolled in the M.A. program in biology.

Prerequisite: Two 300-level biology courses and consent of instructor, department chair and dean.

Offered: Fall, Spring, Summer

BIOL 526 - Molecular Cell Physiology (3)

Topics may include solution chemistry, membrane structure, gene regulation, homeostasis, and cell organelle structure and function. Lecture.

Prerequisite: Graduate status, BIOL 320, CHEM 205, CHEM 206.

Offered: As needed.

BIOL 531 - Mammalian Endocrinology (3)

Topics include neuroendocrinology, hypothalamic-pituitary relationships, mechanisms of hormone action, endocrine aspects of reproduction, carbohydrate metabolism, calcium homeostasis, and water/electrolyte balance. Lecture.

Prerequisite: Graduate status, two 300-level or above biology courses and consent of department chair.

Offered: As needed.

BIOL 532 - Advanced Developmental Biology (4)

The molecular regulation of development, differentiation, control of the cell cycle, and regeneration are examined, with emphasis on recent research. Lecture and laboratory. 6 contact hours.

Prerequisite: Graduate status, BIOL 314, BIOL 320, BIOL 330, or equivalents.

Offered: As needed.

BIOL 533 - Research Methods in Molecular Biology (4)

Students undertake a single semester-long research project, which requires the integration of diverse biological facts, principles, and techniques in order to answer a novel biological question.

Prerequisite: Graduate status or senior undergraduate status, with consent of department instructor, chair and dean.

Offered: As needed.

BIOL 535 - Advanced Physiology I (4)

Examination of human physiology and pathophysiology in relationship to anesthesia practice. This course will utilize a systems approach to the topics of cellular physiology, neurophysiology, cardiovascular and respiratory physiology.

Prerequisite: Enrollment in the M.S.N. nurse anesthesia program or permission of the instructor.

Offered: Fall.

BIOL 536 - Advanced Physiology II (4)

Continuation of the examination of human physiologic concepts. This course will utilize a systems approach to the topics of renal and acid-base, gastrointestinal, and endocrine concepts.

Prerequisite: Graduate status and BIOL 535.

Offered: Spring.

BIOL 560 - Graduate Seminar (1)

Students investigate a current biological topic using primary literature and develop skills that contribute to effective oral and written presentations in science.

Prerequisite: Graduate status. Open to undergraduates with consent of instructor, department chair and dean.

Offered: Fall.

BIOL 651-654 - Advanced Topics in Biology (1-4)

Individual study is provided under the direction of a faculty member of the biology department. Topics vary.

Prerequisite: Normally open only to students enrolled in the M.A. program in biology.

Offered: Fall, Spring, Summer.

BIOL 691-696 - Directed Research (1-6)

Students investigate an experimental question in biology under the direction of an advisor.

Prerequisite: Enrollment in the C.G.S. in Modern Biological Sciences or M.A. in Biology program and consent of advisor and department chair.

Offered: Fall, Spring, Summer.

BIOT - Biotechnology

BIOT 270W - Introduction to Biotechnology (4)

Students will learn concepts and laboratory techniques relevant to biotechnology with an emphasis on drug discovery and development. Students will write lab notebook entries, standard operating protocols, and scientific reports. This is a Writing in the Discipline (WID) course. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 314 with a grade of C or better and CHEM 205W.

Offered: Fall.

BIOT 370 - Techniques in Biotechnology (4)

Emphasis is on protein expression techniques and principles important for the manufacturing of biological drug products. The course will also cover the regulatory framework for drug manufacturing. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 314 with a grade of C or better and CHEM 205W.

Offered: Spring.

BIOT 406-410 - Biotechnology Internship Experience (6-10)

This internship experience will provide students critical training and experience in an intensive work environment within the biotechnology sector. 24-40 contact hours.

Prerequisite: Minimum grade of B- in BIOT 270W and BIOT 370.

Favorable lab competency evaluations from three lab science instructors from RIC, with at least one from a BIOT course. Concurrent enrollment in BIOT 465W.

Offered: Fall, Spring.

BIOT 465W - Biotechnology Internship Seminar (2)

Students will practice communication skills relevant to the biotechnology industry by writing summary documents and giving research presentations. Material will be drawn from the internship experience

and the scientific literature. This is a Writing in the Discipline (WID) course.

Prerequisite: Concurrent enrollment in BIOT 406-410.

Offered: Fall, Spring.

BUSI - School of Business

BUSI 100 - Introduction to Business at RIC (2)

Students will learn contemporary business concepts/issues and develop professional skills including computer technology and learn about fields of study and career opportunities in business. Students will explore campus resources.

Offered: Fall, Spring.

CTE - Career and Technical Education

CTE 300 - Methods of Teaching Career and Technical Education (4)

Students are introduced to teaching career and technical education at the secondary and post-secondary levels. Topics include basic planning and teaching skills, writing skills, and strategies for identifying, organizing, and presenting lessons. (Only open to students enrolled for career and technical education certification.)

Prerequisite: CEP 215 or equivalent, with minimum grade of C; minimum GPA of 2.50 in all previous courses; or consent of department chair.

Cross-Listed as: TECH 406.

Offered: Spring.

CTE 302 - Curriculum Construction in Career and Technical Education (3)

Students develop the competencies needed to identify, write, and implement a curriculum in their occupational area. (Only open to students enrolled for career and technical education certification.)

Prerequisite: CEP 215 and FNED 246.

Offered: Spring.

CHEM - Chemistry

CHEM 103 - General Chemistry I (4)

Topics include atomic theory, periodicity, bonding, reactions, stoichiometry, gas laws, and thermochemistry. Laboratory experiments illustrate these concepts and develop laboratory techniques. Lecture and laboratory. 7 contact hours.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics milestone or appropriate score on the math placement exam.

Offered: Fall, Spring, Summer.

CHEM 103H - Honors General Chemistry I (4)

For students with a good background in science and mathematics. Topics are listed in and experiments are similar to CHEM 103, with increased emphasis on instrumentation and independent work. Lecture and laboratory. 7 contact hours.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics milestone or appropriate score on the math placement exam.

Offered: As Needed.

CHEM 104 - General Chemistry II (4)

Topics include states of matter, solutions, kinetics, acids and bases, equilibrium theory, thermodynamics, and electrochemistry. Lecture and laboratory. 7 contact hours.

General Education Category: Elective (E).

Prerequisite: CHEM 103 or equivalent with a minimum grade of C-.

Offered: Spring, Summer.

CHEM 104H - Honors General Chemistry II (4)

For students with a good background in science and mathematics. Topics are listed in and experiments are similar to CHEM 104, with increased emphasis on instrumentation and independent work. Lecture and laboratory. 7 contact hours.

General Education Category: Elective (E).

Prerequisite: CHEM 103H or equivalent with a minimum grade of C-.

Offered: As Needed.

CHEM 106 - General, Organic, and Biological Chemistry II (4)

Topics include alcohols, carbonyl compounds, amines, amides, carbohydrates, lipids, proteins, enzymes, bioenergetics, catabolism, biosynthesis, nucleic acids, hormones, and neurotransmitters. Lecture and laboratory. 6 contact hours.

General Education Category: Elective (E).

Prerequisite: CHEM 104 or CHEM 105 with a minimum grade of C-.

Offered: Fall, Spring, Summer.

CHEM 121 - Chemistry Fundamentals for Healthcare (4)

Students investigate fundamentals of general, organic, and biochemistry with topics to include atoms, bonding, states of matter, mixtures, reactions, acids and bases, carbohydrates, lipids, proteins, and nucleic acids. 6 contact hours.

Prerequisite: Completed college mathematics milestone or appropriate score on the mathematics placement exam.

Offered: Fall, Spring, Summer.

CHEM 205W - Organic Chemistry I (4)

Topics include structure, stereochemistry, nomenclature, and chemistry of hydrocarbons and alkyl halides, spectroscopy, reaction mechanisms, and computational chemistry. Lecture and laboratory. 7 contact hours.

Prerequisite: CHEM 104 with a minimum grade of C-.

Offered: Fall.

CHEM 206W - Organic Chemistry II (4)

Topics include reactions of functional groups, synthesis and mechanism, spectroscopic identification, and topics in biochemistry and computational chemistry. Lecture and laboratory. 7 contact hours.

Prerequisite: CHEM 205W.

Offered: Spring.

CHEM 310 - Biochemistry (4)

Topics include biological macromolecule structure, function and interactions, catalysis and kinetics of biochemistry, acid-base equilibrium in biological systems, and thermodynamics of binding and recognition. Lecture.

Prerequisite: CHEM 206W.

Offered: Fall.

CHEM 403 - Inorganic Chemistry I (3)

Topics include electronic structure of atoms, molecular symmetry, bond theories, acid-base chemistry, solids, redox and coordination chemistry.

Prerequisite: CHEM 206W.

Offered: Fall.

CHEM 404W - Analytical Chemistry (4)

Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, including potentiometric and spectroscopic methods. Lecture and laboratory. 6 contact hours.

Prerequisite: CHEM 104

Offered: Spring (even years).

CHEM 405 - Physical Chemistry I (3)

Through rigorous quantitative approaches, properties of gases, kinetic molecular theory, thermodynamics, statistical mechanics, and chemical and phase equilibrium are presented. Differential and integral calculus are used extensively. Lecture.

Prerequisite: CHEM 104, MATH 213, and PHYS 102.

Offered: Fall.

CHEM 406 - Physical Chemistry II (3)

Through rigorous quantitative approaches, quantum mechanics, atomic structure, atomic spectra, chemical bonding, molecular spectra, and chemical kinetics are presented. Differential and integral calculus are used extensively. Lecture.

Prerequisite: CHEM 104, MATH 314, and PHYS 102.

Offered: As Needed.

CHEM 407W - Physical Chemistry Laboratory I (1)

Experiments involving topics covered in CHEM 405 are performed. The experimental methods of physical chemistry are developed. Error analysis, statistical methods, and computer applications are emphasized. 3 contact hours.

Prerequisite: Prerequisite or corequisite: CHEM 405.

Offered: Fall.

CHEM 408 - Physical Chemistry Laboratory II (1)

This is a continuation of CHEM 407W. Experiments involving chemical kinetics, molecular spectroscopy, photochemistry, computational chemistry, and other topics covered in CHEM 406 are performed. 3 contact hours.

Prerequisite: Prerequisite or corequisite: CHEM 406.

Offered: As Needed.

CHEM 412 - Inorganic Chemistry II (2)

Topics include molecular orbital theory, symmetry, spectral and magnetic properties of coordination compounds, and selected main group and organometallic chemistry.

Prerequisite: CHEM 403.

Offered: Spring.

CHEM 413 - Inorganic Chemistry Laboratory (1)

Experiments illustrate main group periodicity, coordination and organometallic compounds' properties, and techniques, including the use of inert atmospheres and microwave acceleration of rates. 3 contact hours.

Prerequisite: Prior or concurrent enrollment in CHEM 406 and CHEM 412.

Offered: Spring.

CHEM 414 - Instrumental Methods of Analysis (4)

Emphasis is on the areas of spectroscopy, electrochemistry, chromatography, and other identification and separation techniques using instrumental methods. Lecture and laboratory. 6 contact hours.

Prerequisite: CHEM 404W or CHEM 416W.

Offered: Spring (odd years).

CHEM 416W - Environmental Analytical Chemistry (4)

Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, including potentiometric and spectroscopic methods, with emphasis on environmental applications. Lecture and laboratory. 6 contact hours.

Prerequisite: CHEM 104.

Offered: Spring (odd years).

CHEM 418 - Marine Environmental Chemistry (4)

Examines biogeochemical cycling of material in the environment, including major and trace element distributions in seawater, environmental chemical equilibria, nutrient distributions and role of ocean in global climate. Students cannot receive credit for both CHEM 417 and CHEM 418.

Prerequisite: CHEM 206.

Offered: As Needed.

CHEM 419 - Biochemistry Mechanisms (3)

Mechanistic approaches to metabolic processes are discussed, including but not limited to glycolysis, citric acid cycle, oxidative phosphorylation and photosynthesis. Lecture.

Prerequisite: CHEM 310 or consent of department chair.

Offered: Spring.

CHEM 421 - Biochemistry of Energy Metabolism (3)

The physical and chemical properties of carbohydrates and lipids are presented. Students cannot receive credit for both CHEM 421 and BIOL 421. Lecture.

Prerequisite: CHEM 206W and either BIOL 320 or CHEM 310.

Offered: As needed.

CHEM 422 - Biochemistry Laboratory (3)

Topics include basic laboratory concepts, including notebook documentation, ethics, and data interpretation, as well as experiments

involving DNA cloning, protein purification, spectroscopic analysis, and functional assays. Laboratory.

Prerequisite: CHEM 310 or BIOL 320 or consent of department chair.

Offered: Spring.

CHEM 425 - Advanced Organic Chemistry (4)

Synthesis, structure determination, and mechanism are discussed in the context of natural product and bio-organic chemistry. Spectroscopic and computational methods are emphasized. Lecture and laboratory. 6 contact hours.

Prerequisite: CHEM 206W.

Offered: Fall (odd years).

CHEM 435 - Pharmacology and Toxicology (3)

The relationship between the chemical structure and biological activity of organic compounds is studied. Historical and current drug development and use are emphasized in relation to the biochemistry of disease.

Prerequisite: CHEM 205W and CHEM 206W, or consent of department chair.

Offered: As needed.

CHEM 467 - Honors Colloquium in Chemistry (05)

Advanced level topics in science are examined through participation in department colloquia with outside speakers and through a series of seminars. This course may be repeated for credit with a change in content. Graded S, U.

Prerequisite: CHEM 206W or consent of department chair.

Offered: Annually.

CHEM 490 - Independent Study in Chemistry (3)

Students study under the guidance of a member of the chemistry faculty. The particular area of chemistry is selected on the basis of the interest of the student and instructor.

Prerequisite: Consent of department chair.

Offered: As needed.

CHEM 491-493 - Research in Chemistry (1)

The student conducts original research in an area selected after consultation with the instructor and prepares a report on the work. A maximum of 6 credit hours may be earned in these courses.

Prerequisite: Consent of department chair.

Offered: As needed.

CHEM 519 - Biochemistry for Health Professionals (3)

This course is designed to provide nurse anesthetist students with a strong foundation of biochemistry.

Prerequisite: CHEM 105 and CHEM 106 or equivalent, enrollment in the M.S.N. nurse anesthesia program or consent of the instructor.

Offered: Fall.

COLL - College Course

COLL 101 - The College Experience (1)

Through classroom instruction and academic advisement, students explore the meaning of higher education, the transition to college, academic organization and terminology, and time management.

Offered: Fall.

COLL 125 - College Learning Strategies (3)

Skills necessary for success in college are developed, with emphasis on organizational methods, study skills, and the interpretation of reading materials. Normally open to freshman and sophomore students only, with consent of instructor. 4 contact hours.

Offered: Fall, Spring.

COLL 202 - Open Books-Open Minds Peer Discussion Program (1)

Students facilitate analysis and discussion of the common book in a First Year Writing class. Discussion leaders participate and also encourage participation in Open Books-Open Minds events.

Prerequisite: Completion of 24 credit hours of courses and consent of instructor.

Offered: Fall, Spring.

COLL 251 - Introduction to RIC-100 Peer Mentor (2)

Students support the facilitation of RIC-100, while applying skills learned from student development theory, including leadership practices, class engagement, and peer interactions. (May be repeated for a maximum of 8 credits) Graded S/U.

Prerequisite: Completion of at least 24 college credits, application to the Peer Mentor Program, and interview with Director.

Offered: Fall, Spring.

COLL 598 - Independent Research for Individualized Graduate Program (1-6)

Students complete a scholarly research or creative project under the supervision of a faculty member, while adhering to professional standards of the relevant discipline(s) in which the IGP is completed. (May be repeated for a maximum of 6 credits.)

Prerequisite: Admission to an individualized graduate program and consent of instructor and dean of graduate studies.

Offered: As needed.

COLL 599 - Masters Thesis for Individualized Graduate Program (1-6)

Students complete a thesis under the supervision of a faculty member while adhering to professional standards of the relevant discipline(s) in which the IGP is completed. (May be repeated for a maximum of 6 credits.)

Prerequisite: Admission to an individualized graduate program and consent of instructor and dean of graduate studies.

Offered: As needed.

COMM - Communication

COMM 162 - East Asian Popular Cinema (4)

East Asian culture, identity, gender, and communication patterns are explored through the examination of different genres in popular films and documentaries from Japan, Korea, Taiwan, Hong Kong, and China.

Offered: As needed.

COMM 201W - Writing for Strategic Communication (4)

Students are introduced to the fundamentals of composition using the AP style guide are introduced. Topics include news values, basic reporting and techniques for achieving high-quality news and public relations writing. This is a Writing in the Discipline (WID) course.

Prerequisite: FYW 100 or FYW 100P or completion of the College Writing Requirement.

Offered: Fall, Spring.

COMM 208 - Public Presentations (4)

Students develop public presentational skills through directed practice. Emphasis is on the selection and organization of material, the use of reasoning and evidence, speech construction, and methods of delivery.

Offered: Fall, Spring.

COMM 220 - Digital Audio Production I (4)

Students learn to create and analyze digital audio production projects in multiple forms and within different contexts. Studio based voice, music, sound design, and audio storytelling techniques are highlighted. Students cannot receive credit for both COMM 220 and MUS 220.

General Education Category: Arts - Visual and Performing

Cross-Listed as: MUS 220.

Offered: Fall, Spring, Summer.

COMM 222 - Digital Audio Production II (4)

This course serves as a project-based extension of Digital Audio Production I, including continued exploration of sound recording and transmission, composition and arranging, editing, mixing and mastering. Students cannot receive credit for both COMM 222 and MUS 222.

Prerequisite: COMM 220 or MUS 220.

Cross-Listed as: MUS 222.

Offered: As needed.

COMM 230 - Interpersonal Communication (4)

By participating in a series of communication experiences, students explore principles, skills, theory, and techniques essential for effective face-to-face communication across a variety of contexts. (Formerly COMM 330.)

Prerequisite: Completion of at least 30 college credits or sophomore standing or permission of department chair.

Offered: Fall.

COMM 232 - Introduction to Public Relations (4)

Students are introduced to the field of public relations, with emphasis on the communication specialist as a practitioner. Topics include public relations history, ethics, law, cross-cultural communication, and media relations. (Formerly COMM 301.)

Offered: Fall, Spring.

COMM 234 - Introduction to Advertising (4)

The key processes of modern advertising practice are introduced. Topics include production of effective advertising and media. Students cannot receive credit for both COMM 234 and MKT 338.

Offered: Fall.

COMM 240 - Mass Media and Society (4)

The institutions, history, and technology of the mass media are examined. Newspapers, film, and broadcasting media are studied in terms of social and personal impact.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

COMM 241 - Introduction to Cinema and Video (4)

Hollywood industry, new digital technology, audiences, and other important cinematic elements (visual, technical, social, ideological, aesthetical, economic, and cultural aspects) are examined.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

COMM 242 - Message, Media, and Meaning (4)

Students are introduced to visual communication and how meaning is made. Topics include the theories about and critical interpretation of visual media. Media production projects and presentations are required.

Offered: As needed.

COMM 243W - Writing for Media (4)

Students are introduced to the concepts and techniques used during the digital media reproduction process. Students also learn how to write for a variety of digital media distribution channels. This is a Writing in the Discipline (WID) course.

Prerequisite: FYW 100, FYW 100P or FYW 100H.

Offered: Fall.

COMM 244 - Digital Media Lab (4)

Students learn to create and analyze digital media in multiple forms, including still image work, motion graphics composition, audio and video production, and web design.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

COMM 245 - Social Media Communication (4)

Students will explore the development of social media by situating them in broader social, political, historical, cultural, and industrial contexts.

General Education Category: Social and Behavioral Sciences.

Offered: Fall.

COMM 246 - Television Production (4)

The theoretical and practical aspects of television production, script preparation, and studio and control room operations and practice are presented. Included is a two-hour-per-week lab.

Offered: Spring.

COMM 252 - Multimedia Journalism I (4)

Skills-based course which introduces visual journalism and digital storytelling. Emphasizes telling the story through audio, video and social media channels and prepares students for reporting the news digitally.

Prerequisite: COMM 244.

Offered: Annually.

COMM 255W - Introduction to Language (4)

The diversity and basic similarities of languages are explored, including their phonetic, phonological, morphological, syntactic, semantic, and social properties. This is a Writing in the Discipline (WID) course.

Offered: Spring.

COMM 256 - Social Media and Society (4)

Students will explore how human communication occurs through social media and related forms of computer-mediated communication. Students will study both theory and praxis in intrapersonal and professional contexts.

General Education Category: Social and Behavioral Sciences.

Offered: Spring, Summer.

COMM 261 - Issues in Free Speech (4)

Free speech issues are critically examined in historical and cultural context. Emphasis is on American law and circumstances compared to those of selected non-Western countries.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

COMM 262 - Dialect: What We Speak (4)

This course explores the variability within a human language as influenced by geography, history, social class, gender, age, ethnicity, and cultural identity.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: As needed.

COMM 263 - East Asian Media and Popular Culture (4)

Examination of cultural forms in China, Japan, and Korea by studying socio-political and cultural implications of transnational flows between East Asia and the West through various forms of media.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Spring, Summer.

COMM 300W - Research Methods for Strategic Communication (4)

Students will critique research from scholarly journals and apply a selected method in an original research proposal. Topics include communication research, quantitative and qualitative methods. This is a Writing in the Discipline (WID) course. (Formerly COMM 251W.)

Prerequisite: COMM 201W.

Offered: Spring.

COMM 301 - Introduction to Public Relations (4)

The field of public relations is surveyed, with emphasis on the role of the communication specialist as a practitioner. Topics include public relations history, ethics, campaign design, and media use.

Prerequisite: Completion of at least 45 college credits.

Offered: Fall, Spring.

COMM 305 - Introduction to Communication Disorders (3)

A variety of speech, language, and hearing problems that may exist in children and adults are examined. Normal processes, abnormalities, and treatment are also discussed.

Prerequisite: COMM 255 OR COMM 255W.

Offered: Fall.

COMM 311W - Advanced Public Relations (4)

Advanced public relations skills are learned, with emphasis on strategy and evaluation techniques applied to case studies. Students develop individual case studies using a multi-stage writing process. This is a Writing in the Discipline (WID) course.

Prerequisite: COMM 232 or COMM 301.

Offered: Fall.

COMM 312W - Advanced Writing for Strategic Communication (4)

Students engage in portfolio-building writing exercises beginning with resume and cover letters. Later assignments include press release, fact sheet infographic, radio and print advertisements, and annual appeal letters. This is a Writing in the Discipline (WID) course.

Prerequisite: COMM 232 or COMM 301 or COMM 334.

Offered: Spring.

COMM 319 - Phonetics and Phonology (4)

Students develop listening and transcription skills as well as knowledge about the production of speech. The sound structure of language is explored and students are introduced to phonological theory.

Prerequisite: COMM 255.

Offered: Fall.

COMM 320W - Speech and Language Development (4)

The theories and stages involved in the acquisition of speech and language skills from birth to adolescence are examined. Included are the subsystems of language and normal and abnormal speech and language development. This is a Writing in the Discipline (WID) course.

Prerequisite: COMM 255 OR COMM-255W.

Offered: Fall.

COMM 323 - Introduction to Audiology (3)

Acoustics, anatomy, and physiology of the ear are introduced. Included are basic hearing tests, hearing disorders, and rehabilitation.

Prerequisite: COMM 255 or COMM 255W, OR COMM 305.

Offered: Fall.

COMM 325 - Anatomy and Physiology: Speech and Hearing (4)

Topics include the anatomy and physiology of the speech and hearing mechanism, and neurological, skeletal, and muscular functions involved in speech and hearing.

Prerequisite: COMM 255 or COMM 255W, OR COMM 305.

Offered: Spring.

COMM 328 - Case Studies in Public Relations (4)

Students will explore real-world cases in public relations in a variety of areas including employee, community, and government relations as well as activism and advocacy.

Prerequisite: COMM 201W or COMM 208 or COMM 256.

Offered: Fall.

COMM 332 - Gender and Communication (4)

Theoretical foundations of gender and communication are introduced. Topics include verbal and nonverbal communication, communication style, socialization, and processing information. Contexts include interpersonal, organizational, political, and family.

Prerequisite: Completion of at least 45 college credits.

Offered: Fall.

COMM 333 - Intercultural Communication (4)

The communication contexts, issues and consequences that accompany interaction between people from diverse cultures are explored. Research dealing with intercultural communication is explored.

Prerequisite: Junior standing, completion of at least 60 college credits or permission of program chair.

Offered: As needed.

COMM 336 - Health Communication (4)

Explores the dynamics and impact of health communication between individuals and the health care system, such as doctor-patient communication, dissemination of health-related information, and the role of mediated communication.

Prerequisite: Completion of at least 60 hours credit or junior standing, or permission of department chair.

Offered: Spring.

COMM 337 - Advertising Strategy and Media Planning (4)

Theoretical foundations and the process of developing advertising strategy are introduced. Methods of using research data for developing advertising strategy are presented and case studies are discussed.

Prerequisite: COMM 234 or COMM 334.

Offered: Annually.

COMM 338 - Communication for Health Professionals (4)

Designed for health professionals, this course examines the dynamics of patient-provider communication inside the context of the contemporary health system. Other topics covered include risk communication, diversity, influence of technology and social support and health.

Prerequisite: Completion of at least 60 college credits, enrollment in the Medical Imaging program and MEDI 201 or RADT 201.

Offered: Fall.

COMM 339W - Creativity for Communication and Media (4)

Students are introduced to the process of conceptualizing and preparing PR and advertising content for mass media. Emphasis is placed on creative thinking, strategic writing skills and visualization. This is a Writing in the Discipline (WID) course.

Prerequisite: COMM 201W, or COMM 232 or COMM 301, or COMM 234 or COMM 334, or permission of instructor and department chair.

Offered: Fall.

COMM 340W - Media Ethics (4)

Focus is on contemporary ethical issues that arise in both traditional mass media and new media contexts. This is a Writing in the Discipline (WID) course.

Prerequisite: COMM 240.

Offered: Spring.

COMM 343 - Audio Production for Multimedia (4)

This course covers the foundations of audio production for multimedia contexts including radio/podcasting, video/cinema/film, TV, and interactive multimedia.

Prerequisite: COMM 244, or permission of instructor and department chair.

Offered: Annually.

COMM 345 - Digital Video Production (4)

Students advance their knowledge of digital media production, including video, digital graphics and audio, with an emphasis on nonfiction video projects. Course prepares them for their senior year capstone work.

Prerequisite: COMM 244, or permission of instructor and department chair.

Offered: Fall.

COMM 346 - Sports Reporting (4)

Students will learn the skills necessary to succeed as sports reporters and will be required to read, watch and listen to sports reporting from a variety of sources.

Prerequisite: COMM 252, or permission of department chair.

Offered: As needed.

COMM 347 - Media Law (4)

Laws and regulations that affect both mass media and new media formats are examined. Topics include the First Amendment, libel, commercial speech, obscenity and other current legal issues.

Prerequisite: COMM 240.

Offered: Spring.

COMM 348 - Global Communication (4)

Students examine how the globalization of communication systems and content affects people's lives around the world. Media and interaction patterns within and across nations are compared.

Prerequisite: COMM 240.

Offered: As needed.

COMM 349 - Media and Advertising Research (4)

Students explore the processes of acquisition, evaluation and analysis of information needed for media and advertising research. Secondary and primary research methods for media and advertising are introduced.

Prerequisite: COMM 234 or COMM 334.

Offered: Spring.

COMM 351 - Persuasion (4)

Students will examine principles and techniques of effective influence. The course offers practical experience in persuasive message making in a variety of contexts.

Prerequisite: COMM 208 or permission of department chair.

Offered: Fall, Spring.

COMM 352 - Conflict Resolution (4)

Students will examine conflict as a personal and societal challenge that can be managed by applying communication skills and knowledge. (Formerly COMM 452.)

Prerequisite: COMM 208.

Offered: As needed.

COMM 353 - Political Communication (4)

The role of communication in electoral campaigns, speechmaking, debates, media coverage, political advertising, and social media is examined. Special emphasis is placed on the use of strategic communication.

Prerequisite: Completion of at least 30 college credits or sophomore standing, or permission of department chair.

Offered: Annually.

COMM 354 - Civic Engagement (4)

Students will explore the ways in which public dialogue and deliberation is used to encourage citizen engagement. Experiential projects and student-designed learning experiences are integral to the course.

Prerequisite: COMM 208.

Offered: Spring (odd years).

COMM 357 - Public Opinion and Propaganda (4)

The nature and influence of public opinion are explored. Topics include propaganda as a technique for persuasion.

Prerequisite: COMM 208 or consent of department chair.

Offered: Fall, Summer.

COMM 412 - Strategies in Fundraising and Development (4)

This course is designed to equip students with the practical skills of strategic fundraising and development, and to provide them with practice in applying these newly acquired skills.

Prerequisite: COMM 251 or COMM 251W and COMM 351, or permission of department chair.

Offered: As needed.

COMM 421 - Speech and Hearing Science (4)

Basic acoustics, the acoustics of speech, speech production theory, psycho-acoustics, and speech perception are covered. Lecture and laboratory.

Prerequisite: COMM 319.

Offered: Spring.

COMM 422 - Language Processes (4)

Human language processes are examined, with explorations into its social, biological, and cognitive components. This course may be repeated for credit with a change in content.

Prerequisite: COMM 255 or COMM 255W.

Offered: As needed.

COMM 429 - Introduction to the Clinical Process (3)

The clinical process and ethics in speech-language pathology and audiology are introduced. Students earn 25 observation hours and learn professional report writing.

Prerequisite: Completion of at least six courses in communication, including COMM 305, with a minimum GPA of 3.00 in all courses.

Offered: As needed.

COMM 439 - Crisis Communication (4)

Students will explore the area of crisis communication, appropriate response and communication strategy through reading and case study analysis.

Prerequisite: COMM 208.

Offered: Fall.

COMM 443 - Sports, Culture, and Media (4)

This course explores the dynamics of the relationship between sports and the media, and examines how media interprets sports through critical and cultural media theories.

Prerequisite: COMM 240 and 60 Credits.

Offered: As needed.

COMM 451 - Family Communication (4)

Students will be exposed to research and theory in the scientific study of the family. Specifically, the course will focus on issues related to family interaction, functioning, relationships, and communication.

Prerequisite: COMM 208.

Offered: Alternate years.

COMM 454 - Organizational Communication (4)

A review of theory and practice of communication in organizations. Topics include corporate culture, leadership, teamwork, globalization, ethics, diversity, and critiques of communication systems and structures.

Prerequisite: Completion of at least 60 college credits or junior standing, or permission of department chair.

Offered: Annually.

COMM 460 - Seminar in Communication (3)

A topic not previously studied in communication is researched.

Prerequisite: Completion of at least 75 college credits, including COMM 208, COMM 251 or COMM 251W, and 12 additional credit hours of communication courses.

Offered: As needed.

COMM 461 - Strategic Communication Capstone (4)

Students work in teams with nonprofit/internal/public sector clients to identify problems, opportunities or knowledge-gaps in the organization. Using research, students develop and present a comprehensive plan to the client.

Prerequisite: COMM 251W or COMM 300W and COMM 339W.

Offered: Spring.

COMM 462 - Media and Advertising Portfolio (4)

Students produce media content types and/or advertising campaigns across multiple platforms, formats, and delivery systems based on their individualized focus. Projects are evaluated via the student's capstone portfolio.

Prerequisite: COMM 345 and COMM 349, or permission of instructor and department chair.

Offered: Spring.

COMM 479 - Communication Internship (4)

Students gain a more comprehensive understanding of communication fields through on-the-job training. This course may be repeated once for credit.

Prerequisite: Open to communication majors who have completed at least 75 credit hours of undergraduate courses, 18 of which are communication courses, and to graduate students, with consent of instructor. Application must be made during the semester prior to field experience. Additional requirements are set forth in the application form.

Offered: Fall, Spring, Summer.

COMM 485 - Public Relations and Advertising Campaigns (4)

Working in teams, students research, plan and implement a communication campaign for a client organization. Field experience may be required.

Prerequisite: COMM 251W or COMM 300W, COMM 231 or COMM301, COMM 334 and COMM 311W or COMM 337.

Offered: Fall, Spring.

COMM 490 - Directed Study (1-4)

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

COMM 491 - Special Problems in Communication (1-4)

Students select a practicum-oriented problem and undertake concentrated research under the supervision of a faculty advisor. This course may be repeated once for credit with a change in content.

Prerequisite: Completion of at least 18 credit hours of communication courses, including COMM 251W or COMM 300, and consent of instructor, department chair and dean.

Offered: As needed.

COMM 494 - Independent Study I (4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the communication honors program.

Offered: As needed.

COMM 495 - Independent Study II (4)

This course continues the development of research or creative activity begun in COMM 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: COMM 491 and consent of instructor, department chair and dean.

Offered: As needed.

CTSC - Computed Tomography

CTSC 300 - Principles of Computed Tomography (2)

The principles of computed tomography imaging are taught, including basic patient care, pharmacology and drug administration, and routine pediatric and emergency medical care procedures.

Prerequisite: Acceptance into a medical imaging clinical program.

Offered: As needed.

CTSC 301 - Computed Tomography Physics and Radiation Protection (2)

Topics include the physical principles and instrumentation involved in computed tomography. An overview is also given of radiation protection and responsibilities.

Prerequisite: Acceptance into a medical imaging clinical program.

Offered: As needed.

CTSC 407 - Sectional Anatomy and Pathology (2)

Course content includes the detailed study of gross anatomical structures by location, relationship to other structures, and function. Thorough coverage is given of human diseases diagnosable via computed tomography.

Prerequisite: Acceptance into a medical imaging clinical program.

Offered: As needed.

CTSC 432 - Computed Tomography Clinical Practice (8)

Content and clinical practice experiences are designed to develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in performing computed tomography procedures. 24 contact hours.

Prerequisite: Acceptance into a medical imaging clinical program.

Offered: As needed.

CTSC 438 - Registry Review (2)

This course prepares students for successful completion of the American Registry of Radiologic Technologists Advanced Certification Examination in Computed Tomography.

Prerequisite: Concurrent enrollment in CTSC 300.

Offered: As needed.

CIS - Computer Information Systems

CIS 252 - Introduction to Information Systems (4)

Information systems are an integral part of all business activities and careers. This course introduces students to contemporary information systems and demonstrates how these systems are used throughout global organizations. (Formerly CIS 352 Management Information Systems.)

Prerequisite: Completion of 15 college credits.

Offered: Fall, Spring, Summer

CIS 301 - Introduction to Computer Programming in Business (4)

Introductory course using an object-oriented programming language to solve business problems. Topics include: algorithm concepts and development; object-oriented programming methodologies; graphical interface design and event based programming.

Prerequisite: CIS 252 or CSCI 102 or consent of department chair.

Offered: Fall, Spring.

CIS 302 - Intermediate Computer Programming in Business (4)

Prerequisite: CIS 255, CIS 256, CIS 257, or CIS 301.

Offered: As needed.

CIS 320 - Information Technology: Hardware and Software Systems (4)

The evolution of the major subsystems of computer hardware, technical knowledge of the integration of hardware, and selected operating systems software are examined.

Prerequisite: CIS 252 or CSCI 102 or consent of department chair.

Offered: As needed.

CIS 347 - Basic Cryptography Techniques (4)

Students study cryptography techniques and how it protects data. Topics include public-key encryption, hash functions and symmetric/asymmetric encryption. Students perform attacks and study the latest protocols and standards.

Prerequisite: Math 177, CIS 301 or CSCI 157.

Offered: Fall, Spring.

CIS 350 - Special Topics (4)

New courses are offered by faculty to present latest computer information materials.

Prerequisite: CIS 251 or CIS 252 or consent of department chair.

Offered: As needed.

CIS 351 - Advanced Office Applications for Business (4)

Advanced applications of Office Suite software are examined. Applications include database, spreadsheet, word processing, and presentation graphics.

Prerequisite: CIS 251 or CIS 252 or consent of department chair.

Offered: As needed.

CIS 358 - Mobile Application Development (4)

Students are introduced to mobile application design concepts and programming components. These concepts and components include simple mobile programs (e.g. canvas, animation and games); global variables and conditionals; procedures; and procedures with parameters, lists and tiny database.

Prerequisite: CIS 251 or CIS 252 and completion of 60 college credits.

Offered: As needed.

CIS 416 - Web Design (4)

Students are introduced to concepts, issues and techniques related to designing website interfaces using a variety of tools. Study includes HTML, CSS, and JavaScript. Students cannot receive credit for both CIS 416 and CSCI 416.

Prerequisite: CSCI 157 or CSCI 211 or CIS 301.

Offered: Spring.

CIS 421 - Networks and Infrastructure (4)

Both computer and systems architecture and communications networks are presented with a focus on the services and capabilities that information technology infrastructure solutions enable in an organizational context.

Prerequisite: CIS 252 or CSCI 102 or CSCI 212W and completion of 45 credits or consent of department chair.

Offered: Fall, Spring.

CIS 440 - Issues in Computer Security (4)

Students evaluate organizational and technological methods employed to provide security for computer software, hardware, and data. Topics include controlling for error, natural disaster, and intentional attacks.

Prerequisite: CIS 252 or CSCI 102 and completion of 45 credits, or consent of department chair.

Offered: Fall, Spring.

CIS 453 - This course has been deleted. See program director for substitute course. (Systems Analysis and Design) (3)

CIS 455W - Database Programming (4)

The basic components of file and communication systems as they support information systems are surveyed. This is a Writing in the Discipline (WID) course.

Prerequisite: CIS 252 or CSCI 102 or MATH 245, AND CIS 301 or CSCI 157 or CSCI 212W, or consent of department chair.

Offered: Fall, Spring.

CIS 462W - Applied Software Development Project (4)

This is a practicum in the application of programming and systems-development concepts, resulting in a comprehensive systems-development project. This is a Writing in the Discipline (WID) course.

Prerequisite: CIS 301 or CSCI 157, AND CIS 455 or CIS 455W or CSCI 432, or consent of department chair.

Offered: Fall, Spring.

CIS 467 - Directed Internship (4)

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included. Graded S, U.

Prerequisite: Major in computer information systems and completion of at least 60 college credits.

Offered: Fall, Spring, Summer.

CIS 470 - Introduction to Data Analytics (4)

Domain knowledge in mathematics, statistics, machine learning and databases that pertains to specific data and information extraction are introduced. Students use these tools to solve unstructured problems.

Prerequisite: CIS 252 or CIS 352, CIS 301 or CSCI 157 and MATH 248 or MATH 240, or consent of department chair

Offered: Fall.

CIS 472 - Data Visualization (4)

This course introduces algorithms and techniques for effective data visualizations based on data science principles, graphic and communication design, visual art, perceptual and cognitive science. Data visualization tools are introduced.

Prerequisite: CIS 252 or CIS 352, CIS 301 or CSCI 157 and MATH 248 or MATH 240, or consent of department chair.

Offered: As needed.

CIS 490 - Directed Study (4)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

CIS 491 - Independent Study I (4)

This course emphasizes the development of research for students admitted to the computer information systems honors program. The research topic is selected and conducted under the mentorship of a faculty advisor.

Prerequisite: Admission to the CIS honors program and consent of instructor, department chair and dean.

Offered: As needed.

CIS 492 - Independent Study II (4)

This course continues the development of research begun in CIS 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: CIS 491 and consent of instructor, department chair and dean.

Offered: As needed.

CIS 535 - Data Management (3)

Various techniques are explored for the management of the design and development of database systems. Issues in the creation and use of logical data models, database administration, and concurrent processing are explored.

Prerequisite: Graduate status and senior standing or consent of department chair.

Offered: As needed.

CIS 541 - Legal Aspects of Information Technology (3)

The legal environment within which an organization must conduct its electronic commerce is reviewed. Legal liability for data transmission and exchange is also explored.

Prerequisite: Graduate status and senior standing or consent of department chair.

Offered: As needed.

CIS 542 - Electronic Commerce (3)

The systems and management challenges and the opportunities and successful strategies required to develop and maintain electronic commerce are examined. Marketing, strategy, infrastructure design, and server management are also covered.

Prerequisite: Graduate status and senior standing or consent of department chair.

Offered: As needed.

CIS 543 - Decision Support Systems (3)

The decision-making process is examined, with emphasis on dealing with incomplete and inexact data, including unstructured environments. The use of data management, modeling, and simulation are explored.

Prerequisite: Graduate status and senior standing or consent of department chair.

Offered: As needed.

CSCI - Computer Science

CSCI 102 - Computer Fundamentals for Cyber Security (4)

Students will learn the technical details necessary to study cyber security. Topics include binary and hexadecimal, operating systems, hardware and software, networking, memory, storage management and databases.

Prerequisite: Completed college mathematics milestone.

Offered: Fall, Spring.

CSCI 141 - Application and Impact of Artificial Intelligence (4)

Students prepare for success in the AI-driven economy by exploring the transformative power of AI and ethical challenges in business, from personalized customer experiences, healthcare, and manufacturing to autonomous vehicles.

Offered: Fall.

CSCI 157 - Introduction to Algorithmic Thinking in Python (4)

This course introduces algorithmic thinking and computer programming in the Python programming language. Topics include algorithms, flowcharts, top-down design, selection, repetition, modularization, input-output, and recursion.

Prerequisite: Completed college mathematics milestone.

Offered: Fall, Spring.

CSCI 209 - Programming Implementations Using Discrete Structures (4)

Students will explore computer science topics in programming, algorithms, compilers, networks and cryptography. Fundamental mathematical concepts like finite-state machines, recurrence relations, graphs and probability will be applied using Python programs.

Prerequisite: CSCI 157 or CSCI 211, and MATH 120 or appropriate score on placement exam.

Offered: Fall, Spring.

CSCI 211 - Computer Programming and Design (4)

Fundamentals of problem specification, program design, and algorithm development are taught in the Java programming language. Topics include functions, selection, iteration, recursion, arrays, classes, and inheritance.

Prerequisite: Completed college mathematics milestone.

Offered: Fall, Spring.

CSCI 212W - Data Structures (4)

Abstract datatypes and data structures are presented. Topics include time complexity, linked lists, stacks, queues, lists, hashing, trees, heaps, searching, sorting, and development of object-oriented programming techniques. This is a Writing in the Discipline (WID) course.

Prerequisite: CSCI 211 or CSCI 221.

Offered: Fall, Spring.

CSCI 302 - C++ Programming (3)

The fundamental concepts and constructs of the C++ programming language are examined. Topics include expressions, input/output, control structures, classes, inheritance, arrays, strings, and templates.

Prerequisite: CSCI 211 or CSCI 221.

Offered: As needed.

CSCI 309 - Object-Oriented Design (4)

Students will learn fundamental concepts, techniques and principles in object-oriented analysis and design. Topics include the object-oriented design process, interfaces, inheritance, polymorphism, graphical user interfaces and design patterns.

Prerequisite: CSCI 201 or CSCI 211.

Offered: Fall, Spring.

CSCI 313 - Computer Organization and Architecture (4)

Students investigate combinational and sequential circuits. System architecture including the central processing unit, memory, input/output,

MIPS assembly language programming. Input/output and interrupt programming. System performance enhancements including caching and parallelism.

Prerequisite: CSCI 209 or CSCI 312; and CSCI 212 or CSCI 212W.

Offered: Fall, Spring.

CSCI 325 - Organization of Programming Language (3)

Programming language constructs are presented, with emphasis on the run-time behavior of programs. Topics include language definition, data types and structures, and run-time considerations.

Prerequisite: CSCI 212 or CSCI 212W or CSCI 315.

Offered: Fall (even years), Spring.

CSCI 342W - Social and Ethical Issues in Technology (4)

Students address the social and ethical issues created by the use of computers and other digital technologies and the problems solved by technology. Students discuss their professional ethical responsibilities. This is a Writing in the Discipline (WID) course.

Prerequisite: 45 credit hours or consent of department.

Offered: Spring.

CSCI 348 - Artificial Intelligence in Gaming (4)

Students explore artificial intelligence techniques and their applications in the gaming industry. Students gain hands-on experience with AI algorithms used for character behavior, procedural content generation, and game design. Hybrid course.

Prerequisite: CSCI 209 or consent of department chair.

Offered: Fall.

CSCI 401W - Software Engineering (3)

The software development process is examined from initial requirements analysis to operation and maintenance. Student teams develop a software system from requirements to delivery, using disciplined techniques. This is a Writing in the Discipline (WID) course.

Prerequisite: CSCI 212 or CSCI 212W or CSCI 315, and at least three additional computer science courses at the 300-level or above, or consent of department chair.

Offered: Fall (even years), Spring.

CSCI 402 - Cyber Security Principles (4)

Students will explore topics such as software security, secure programming, network security, cryptography and virtual machines. Students will study cyber security history and the legal discourse surrounding the field.

Prerequisite: CSCI 102 and CSCI 157 or CIS 301; or CSCI 211; and 45 credits; or consent of department chair

Offered: Fall, Spring.

CSCI 410 - Digital Forensics (4)

Students will investigate digital forensic science methods and processes and apply them to the discovery, collection and analysis of evidence. Topics include documenting procedures, securing data and providing expert testimony.

Prerequisite: CSCI 402.

Offered: Fall.

CSCI 415 - Software Testing (4)

Software testing principles, concepts, and techniques are presented within the context of the software development life cycle. Topics include software test design, test process, test management, and software testing tools.

Prerequisite: CSCI 212 or CSCI 212W, or CSCI 315, or consent of department chair.

Offered: Spring.

CSCI 423 - Analysis of Algorithms (4)

Techniques for designing algorithms and analyzing their efficiency are covered. Topics include "big-oh" analysis, divide-and-conquer, greedy method, efficient sorting and searching, graph algorithms, dynamic programming, and NP-completeness.

General Education Category: Elective (E).

Prerequisite: CSCI 209 or MATH 436; either CSCI 212 or CSCI 212W, or CSCI 315; and MATH 212.

Offered: Fall (odd years), Spring.

CSCI 427 - Artificial Intelligence Foundations (4)

Students are introduced to foundational artificial intelligence methods, including search, inference, and knowledge representation. Students gain experience with important AI applications, such as natural language processing, computer vision and forecasting. Hybrid course.

Prerequisite: CSCI 212 or CSCI 212W and MATH 240.

Offered: Fall.

CSCI 428 - Machine Learning (4)

Students build, train, tune, test, and evaluate common machine learning models. Students apply best practices for responsible ML including identifying, measuring and mitigating issues with bias and fairness. Hybrid course.

Prerequisite: CSCI 209, CSCI 427, and MATH 212, or consent of department chair.

Offered: Spring

CSCI 432 - Network and Systems Security (4)

Students will study a survey of network and systems security topics such as packet analysis, penetration testing and intrusion detection. Students will practice with tools/techniques used by security professionals.

Prerequisite: CSCI 402.

Offered: Spring.

CSCI 435 - Operating Systems (4)

Students explore topics of modern operating systems such as process management and synchronization, CPU scheduling and memory management. Emphasis is placed on increasing OS performance, while enhancing privacy and security.

Prerequisite: CSCI 313 and either CSCI 212, or CSCI 212W, or CSCI 315.

Offered: Fall, Spring (even years).

CSCI 443 - Natural Language Processing (4)

Students explore human language and translate into a form for machine learning models. Students gain expertise in text analysis, sentiment analysis, chatbots, and more. Hybrid course.

Prerequisite: CSCI 428.

Offered: Spring.

CSCI 444 - Computer Vision (4)

Students are introduced image processing concepts and learn to manipulate and analyze digital images, extract features from images, and use machine learning to classify and detect objects in images. Hybrid course.

Prerequisite: CSCI 428.

Offered: Spring.

CSCI 445 - Reinforcement Learning and Autonomous Systems (4)

Students are introduced to reinforcement learning in autonomous systems. Students learn to apply reinforcement learning to solve of real-world problems, such as robotics, game playing, and self-driving cars. Hybrid course.

Prerequisite: CSCI 428.

Offered: Fall.

CSCI 446 - Cognitive Robots (4)

Students explore fundamentals of cognitive robotics, from perception and motion planning to learning and human-robot interaction. Robot prototypes are designed and implemented for real-world business, manufacturing, and assistive applications. Hybrid course.

Prerequisite: CSCI 428.

Offered: Spring.

CSCI 455 - Introduction to Databases (4)

Students explore the fundamental concepts of database systems. Topics include relational databases, database modeling and design, SQL, query processing and optimization, distributed and noSQL, databases and database security.

Prerequisite: CSCI 212 or CSCI 212W, or CSCI 315.

Offered: Fall.

CSCI 467 - Computer Science Internship (4)

Students work at a business or nonprofit organization integrating classroom study with work-based learning, supervised by a faculty member.

Prerequisite: Major in computer science, minimum GPA of 2.67 in computer science courses, completion of or concurrent enrollment in CSCI 401 or CSCI 401W, and consent of department chair.

Offered: As needed.

CSCI 476 - Advanced Topics in Computer Science (4)

Recent developments and topics of current interest in computer science are studied. This course may be repeated for credit with a change in content.

Prerequisite: CSCI 212 or CSCI 212W, or CSCI 315.

Offered: Spring.

CSCI 490 - Directed Study in Computer Science (1-4)

This course is open to students who have demonstrated superior ability in computer science. Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

CSCI 491 - Independent Study in Computer Science (1-4)

This course is open to students who have demonstrated superior ability in computer science. Students select a topic and undertake concentrated research or creative activity mentored by a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

CEP - Counseling and Educational Psychology

CEP 215 - Introduction to Educational Psychology (4)

Students examine introductory topics in Educational Psychology including human development, diversity, motivation, behavior, learning, teaching and assessment both in and out of school environments.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

CEP 509 - Professional Orientation and Ethical Practice (3)

Overview of the counseling profession including history, contemporary issues, professional identity and preparation of clinical mental health counselors is provided. Standards of ethical practice in counseling are reviewed.

Prerequisite: Matriculation into a graduate counseling program or consent of department chair.

Offered: Fall, Summer.

CEP 519 - Supervision of Field-Based Work (1)

Students review the practice and administration of supervision for CEP candidates. Focus is on the characteristics of effective supervisors and the current trends in professional disciplines. Hybrid course.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

CEP 531 - Human Development across Cultures (3)

Focus is on human development theories across cultures as they relate to the field of human services and on life cycle stages, the exploration of child, adolescence, and adult issues.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring, Summer.

CEP 532 - Theories and Methods of Counseling (3)

The nature of the counseling process and theories of counseling are considered. Included are techniques of interviewing and an examination of common and special counseling problems in various school and agency settings.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall and Summer.

CEP 533 - Psychology of Students with Exceptionalities (3)

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring.

CEP 534 - Quantitative Measurement and Test Interpretation (3)

Students develop techniques for the effective use of test results in counseling, including statistical and data analysis techniques.

Prerequisite: Matriculation into the master's program in counseling or school psychology and CEP 532, or consent of department chair.

Offered: Fall.

CEP 535 - Vocational Counseling and Placement (3)

Counseling theories are explored, including the assessment of individual aptitudes, interests, and abilities. Also examined are occupational information sources and opportunities.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

CEP 536 - Biological Perspectives in Mental Health (3)

Students are introduced to the neuroscience perspective of studying human behavior, including the biology of mental illness and the role of psychopharmacology.

Prerequisite: CEP 532 and matriculation into the master's program in counseling or school psychology program, or consent of department chair.

Offered: Fall and Summer.

CEP 537 - Introduction to Group Counseling (3)

The dynamics of group process, an analysis of current modalities, and the principles and techniques of group counseling are covered. Students participate in a time-limited group.

Prerequisite: CEP 538 and matriculation into the master's program in counseling or school psychology program, or consent of department chair.

Offered: Fall, Summer.

CEP 538 - Practicum I: Introduction to Counseling Skills (3)

Counseling experience is offered under supervised laboratory conditions, with emphasis on observation and evaluation in a laboratory-seminar sequence. Video, audio, and process recordings are used.

Prerequisite: CEP 531, CEP 532, and matriculation into the master's program in counseling or school psychology program.

Offered: Fall (Counseling), Summer (School Psychology).

CEP 539 - Practicum II: Clinical Interviewing and Treatment Planning (3)

Students learn to conduct clinical interviews and develop collaborative, evidenced-based clinical treatment plans. Students apply their skills in a supervised clinical setting for 50 hours over the semester.

Prerequisite: Graduate status and CEP 538, with minimum grade of B, and prior or concurrent enrollment in CEP 509 and CEP 543.

Offered: Spring.

CEP 540 - Clinical Practicum with Children in Schools (3)

Attention is given to developing skill in counseling children and youth, while working with clients under controlled supervisory conditions. Supervised school-based experiences are required.

Prerequisite: Graduate status and CEP 538, with minimum grade of B.

Offered: Spring.

CEP 541 - Clinical Internship in School Counseling I (3)

Students complete 150 hours of supervised school counseling in a school setting.

Prerequisite: Graduate status and CEP 540, with minimum grade of B.

Offered: Fall.

CEP 542 - Clinical Internship in School Counseling II (3)

This is a continuation of CEP 541.

Prerequisite: Graduate status and CEP 541, with minimum grade of B.

Offered: Spring.

CEP 543 - Clinical Assessment and Case Problems (3)

This is an introduction to clinical decision making, diagnostic assessment, and treatment planning. Students also learn how to conduct intakes and mental status examinations and how to diagnose various psychiatric conditions.

Prerequisite: Graduate status and prior or concurrent enrollment in CEP 536, or consent of department chair.

Offered: Spring.

CEP 544 - Family Counseling Theory and Practice (3)

Current family counseling theories and methods are introduced. Class instruction includes lectures, demonstrations, and family simulations.

Prerequisite: Graduate status and CEP 537 and CEP 538.

Offered: Spring.

CEP 549 - Foundations in School Counseling (3)

This is an introduction to the historical foundations, roles and functions, and professional standards and ethics in the practice of school counseling.

Prerequisite: CEP 531, CEP 532, and matriculation into the school counseling program.

Offered: Fall.

CEP 551 - Behavioral Assessment and Intervention (3)

Current theory, research, and applications of behavioral assessment and intervention are reviewed. Emphasis is on behavioral approaches to school-related problems.

Prerequisite: Matriculation into the school psychology program or consent of department chair.

Offered: Spring.

CEP 552 - Psychological Perspectives on Learning and Teaching (3)

This is a systematic study of students and teachers and their interactions in classroom settings. Emphasis is on understanding typical and exceptional learners. A field component is required.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Summer.

CEP 553 - Counseling Children and Adolescents (3)

This course explores the application of developmental theory, evidence-based literature, and the clinical knowledge of children and adolescents to guide effective counseling with diverse populations.

Prerequisite: Graduate status and CEP 531 and CEP 532.

Offered: Fall.

CEP 554 - Research Methods in Applied Settings (3)

Nonexperimental, experimental, and single-subject designs are explored, along with the use of inferential statistics. A research proposal relevant to human service settings is also developed.

Prerequisite: Graduate status and a measurement and/or research course (CEP 534 or equivalent).

Offered: Spring.

CEP 556 - Introduction to Evidence-based Interventions: CBT, ACT, DBT (3)

Students will learn the fundamental components and theoretical bases of CBT, ACT and DBT and how to conceptualize and treat various clinical problems through these frameworks.

Prerequisite: Graduate status and CEP 538 or consent of department chair.

Offered: Fall.

CEP 558 - Multimodal Clinical Interventions (3)

Students will learn how to apply various multimodal counseling techniques such as writing exercises, goal-setting charts, diagrams and movement exercises to a variety of clinical populations.

Prerequisite: CEP 532 or consent of department chair.

Offered: Summer.

CEP 533 - Psychology of Students with Exceptionalities (3)

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring.

CEP 601 - Cognitive Assessment (3)

Lab experiences are provided in the administration, scoring, and interpretation of individual cognitive tests, with emphasis on the application of tests. Psychological report writing is also introduced.

Prerequisite: Matriculation into the school psychology program.

Offered: Fall.

CEP 602 - Social-Emotional Assessment and Intervention (3)

Objective and projective techniques in the assessment of child and adolescent personalities are studied. Lab experiences are provided in test administration, scoring, and interpretation.

Prerequisite: Graduate status, CEP 534 and CEP 551.

Offered: Spring.

CEP 603 - Professional School Psychology (3)

This course covers the foundations of school psychology, roles and functions of psychologists in schools, professional standards and ethics, realities of practice, and vital issues for the profession.

Prerequisite: Matriculation into the school psychology program.

Offered: Fall.

CEP 604 - Psychoeducational Assessment and Response-to-Intervention (3)

The neuropsychological process in learning is reviewed, with lab work in the use of psychoeducational tests to identify learning problems.

Remedial instructional strategies are also examined.

Prerequisite: Graduate status and prior or concurrent enrollment in CEP 601.

Offered: Spring.

CEP 605 - School Psychology Practicum (6)

This is a yearlong, 400-hour practicum experience. Emphasis is on supervised practice in the problem-solving approach to school psychological service.

Prerequisite: Graduate status and CEP 601, CEP 603, and CEP 604, each with minimum grade of B.

Offered: Fall, Spring.

CEP 610 - Advanced Clinical Internship I (3)

Students attend a weekly seminar and log 300 hours at a work setting placement under the supervision of a field supervisor and department faculty member.

Prerequisite: Graduate status and CEP 509 and CEP 684 (with minimum grade of B) or consent of department chair.

Offered: Fall.

CEP 611 - Advanced Clinical Internship II (3)

Students attend a weekly seminar and log 300 hours at a work setting placement under the supervision of a field supervisor and department faculty member.

Prerequisite: Graduate status and CEP 610 (with a minimum grade of B) or consent of department chair.

Offered: Spring.

CEP 612 - Culturally Responsive Practice in Counseling (3)

Issues in counseling diverse groups are presented. Current counseling models are adapted to meet these groups' specific needs.

Prerequisite: Graduate status and CEP 539 or consent of department chair.

Offered: Spring.

CEP 613 - Foundations of Counseling Survivors of Trauma (3)

Students will be introduced to foundations in understanding of and treatment of trauma, including neurobiological, social and cultural, and developmental perspectives.

Prerequisite: Matriculation in graduate program or consent of department chair.

Offered: Spring.

CEP 629 - Internship in School Psychology (12)

This internship consists of a 1,200-hour, one-year placement in a cooperating school system under the supervision of a certified school psychologist and a college faculty member. A weekly seminar is required.

Prerequisite: Graduate status, CEP 604 and CEP 605.

Offered: Fall, Spring.

CEP 648 - Assessment and Treatment of Co-Occurring Disorders (3)

Students develop clinical skills to assess, diagnose, and engage chemically dependent individuals in counseling and recovery processes. The interactive nature of substance use and co-occurring mental health issues is explored.

Prerequisite: Graduate status and CEP 539 or consent of department chair.

Offered: Fall, Summer.

CEP 649 - Clinical Practice with Military Connected Clients (3)

Students utilize clinical methods to assess, diagnose and treat military stressors and trauma. Military culture is explored and the need for competent clinical practice is emphasized.

Prerequisite: Graduate status in counseling program or second year status in M.S.W. program; CEP 543 or equivalent assessment course recommended; or consent of department chair.

Cross-Listed as: SWRK 649

Offered: Spring.

CEP 651 - Academic Instruction, Interventions and Supports (3)

Course covers evidence-based interventions to promote academic skills, including reading and mathematics. Students will learn how to conceptualize student needs and intervene through a Multi-Tiered System of Supports framework.

Prerequisite: Graduate status and CEP 604 or consent of department chair.

Offered: Fall.

CEP 656 - Crisis Assessment and Intervention (3)

This course includes an examination of diverse crisis situations as well as assessment and treatment strategies used by counselors to assist individuals, groups, and organizations in managing and resolving crises.

Prerequisite: Graduate status and CEP 539 or consent of department chair.

Offered: Summer, Spring.

CEP 675 - Consultation and Collaboration in School and Community Settings (3)

For graduate students in school psychology, school counselors, special educators, and administrators interested in collaboration. Emphasis is on direct and indirect support-service delivery in schools.

Prerequisite: Matriculation into the counseling, educational leadership, or school psychology program; or consent of department chair.

Offered: Fall.

CEP 683 - Practicum III: Advanced Counseling Skills (3)

Students extend and deepen their counseling skills. Audio and video resources are used. Students apply their skills in a supervised clinical setting for a minimum of five hours a week.

Prerequisite: Graduate status and CEP 539 (with a minimum grade of B) or consent of department chair.

Offered: Fall.

CEP 684 - Practicum IV: Advanced Clinical Interventions (3)

Students learn advanced interventions skills and how to develop measurable outcomes to improve the effectiveness of counseling. Students work 100 hours in a supervised clinical setting providing direct client service.

Prerequisite: Graduate status and CEP 683 (with a minimum grade of B).

Offered: Spring.

CEP 690 - Independent Study (3)

Research is conducted under the supervision of a faculty advisor.

Prerequisite: Matriculation into a C.A.G.S. program and consent of department chair.

Offered: As needed.

CURR - Curriculum

CURR 130 - Work Experience Seminar (1)

Provides a framework through which youth service providers integrate course theory and work experiences with youth.

Prerequisite: Concurrent enrollment in PSYC 230, SWRK 324 and SWRK 326.

Offered: Fall, Spring, Summer.

CURR 232 - Foundational School Mathematics for Teachers (1)

Students will evaluate strengths and deficits in content areas assessed on entrance exams. Successful completion, 'B' or higher, will replace the Literacy test requirement for entrance to respective education programs.

Prerequisite: Basic Skills Math score must fall within the conditional range of scores. See FSEHD Admission Requirements.

Offered: Fall, Spring.

CURR 242 - Foundational English Language Arts for Teachers (1)

Students will evaluate strengths and deficits in content areas assessed on entrance exams. Successful completion, 'B' or higher, will replace the Literacy test requirement for entrance to respective education programs.

Prerequisite: Basic Skills Literacy score(s) must fall within the conditional range of scores. See FSEHD Admission Requirements.

Offered: Fall, Spring.

CURR 501 - Digital Media Literacy (4)

Over two weeks, student will engage conceptual and practical tools to help them integrate media literacy and digital technology into K-16 classrooms. Specific attention to social justice perspectives on education.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

CURR 505 - Learning Theory and Curriculum Research (3)

Students examine how learning theory informs various approaches to curriculum. Included are behavioral, cognitive, developmental, humanistic, and interactionist theories of learning.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring (odd years).

CURR 520 - Early Educator Identity and Professionalism (3)

Using writing as a basis, early-career educators cultivate their professional identity, culturally relevant pedagogical practice, equitable classroom management, and reciprocal family relationships. Building community and mentoring are central.

Offered: Summer.

CURR 532 - Curriculum Theory and Research (3)

The rationale for curriculum construction is examined. Research in curriculum is reviewed as it pertains to the development of theory.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

CURR 558 - Internship in Curriculum I (2)

This is a 150-hour field-based experience under the supervision of a curriculum director and a faculty advisor.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

CURR 560 - Seminar in Curriculum (3)

Topics vary.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

DANC - Dance

DANC 110 - Introductory Ballet (2)

Ballet technique and the classical tradition in dance are introduced through an intensive studio experience, related readings, and attendance at ballet performances. 4 contact hours.

Offered: Fall.

DANC 112 - Introductory Jazz (2)

The technique, rhythms, styles, and historical background of jazz dance are introduced through an intensive studio experience, related readings, and films. 4 contact hours.

Offered: Fall.

DANC 114 - Introductory Tap Dance (2)

The technique, style, and vocabulary of tap dance are introduced through studio experience, related readings, and films. Emphasis is on the development of a strong fundamental technique. 4 contact hours.

Offered: Fall (odd years).

DANC 116 - Beginner Modern Dance Technique (2)

Students focus on technical and artistic elements of expression including the fundamentals of technique, proper alignment and performance artistry in modern dance. This course may be taken twice for credit.

Prerequisite: For dance majors and minors or with consent of the instructor.

Offered: Fall

DANC 181 - Dance Company I (1)

This course is offered to all qualified students by audition. May be repeated for credit. 6 contact hours.

Prerequisite: Membership in the Rhode Island College Dance Company and consent of instructor.

Offered: Spring.

DANC 210 - Intermediate Ballet (2)

Intermediate ballet technique and the classical tradition are studied through studio experience, related readings, and ballet performances. Emphasis is on the refinement of technique and elements of performance. 4 contact hours.

Prerequisite: DANC 110.

Offered: Spring.

DANC 212 - Intermediate Jazz (2)

Intermediate jazz technique and the history of jazz dance are examined through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance. 4 contact hours.

Prerequisite: DANC 112.

Offered: Spring.

DANC 214 - Intermediate Tap Dance (2)

Intermediate tap technique and the history of tap dance are explored through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance. 4 contact hours.

Prerequisite: DANC 114.

Offered: Fall (even years).

DANC 215W - Contemporary Dance and Culture (4)

Students are introduced to the techniques, improvisation, and performance of modern dance, with a concentration on proper form and body analysis. Lecture emphasizes dance history, cultural dance, and dance in our society today. 5 contact hours. This is a Writing in the Discipline (WID) course.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

DANC 216 - Intermediate Modern Dance (2)

Intermediate modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance. 4 contact hours.

Prerequisite: DANC 215 or DANC 215W.

Offered: Fall.

DANC 281 - Dance Company II (1)

This course is offered to all qualified students by audition. May be repeated for credit. 6 contact hours.

Prerequisite: Membership in the Rhode Island College Dance Company and consent of instructor.

Offered: Spring.

DANC 303 - Dance Production (3)

The fundamentals of technical production are studied. Emphasis is placed on scenic design for dance and the technical aspects of lighting design. A minimum of twenty hours of laboratory work in a production is required. Lecture and laboratory. 6 contact hours.

Prerequisite: DANC 181 (one year in dance company).

Offered: As needed.

DANC 304 - Choreography I (3)

Binary and ternary dance forms are reviewed. Rondo, theme and variations, sonata, and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced. 5 contact hours.

Prerequisite: Consent of instructor.

Offered: Fall (even years).

DANC 309W - Dance History (3)

The development of dance as a performing art in Europe, Russia, and America is examined. Attention is given to the cultural context of dance events. This is a Writing in the Discipline (WID) course.

Prerequisite: DANC 215 or DANC 215W, or consent of dance director.

Offered: Spring (odd years).

DANC 316 - Advanced Modern Dance (2)

Advanced modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance through the mastery of complex movement sequences. 4 contact hours.

Prerequisite: DANC 216.

Offered: Spring (even years).

DANC 321 - Dance for Musical Theatre (3)

The performance of dance for musical theatre is studied in its theatrical context. Emphasis is placed on performance techniques and the characteristics of style. This course may be taken twice for credit. 6 contact hours.

Prerequisite: 9 credit hours of dance technique courses and consent of department chair.

Offered: Spring.

DANC 333 - Dance Studio Teaching and Styles (3)

Students are introduced to teaching in private dance studios, which involves creating lesson plans, generating choreography for recitals and competitive dance as well as basic dance studio protocols.

Prerequisite: DANC 110, DANC 112, and DANC 216 or consent of Director of Dance.

Offered: As needed.

DANC 343 - Anatomy and Kinesiology for the Dancer (3)

Students cover aspects of anatomy and kinesiology that apply to correct development of dance technique. Students learn about common dance injuries, their causes, and basic methods of care and rehabilitation.

Prerequisite: BIOL 108.

Offered: As needed.

DANC 360 - Seminar in Dance (3)

This course builds on the student's experiences in dance. Topics are announced in advance and allow the student to pursue investigations into select theories and problems.

Prerequisite: 6 credit hours of dance courses and consent of instructor.

Offered: As needed.

DANC 381 - Dance Company III (1)

This course is offered to all qualified students by audition. May be repeated for credit. 6 contact hours.

Prerequisite: Membership in the Rhode Island College Dance Company and consent of instructor.

Offered: Spring.

DANC 405 - Choreography II (3)

Dancers apply the fundamentals of choreography to create examples of preclassical and modern dance. These dances are presented in a demonstration workshop at the end of the semester.

Prerequisite: DANC 304.

Offered: As needed.

DANC 491 - Independent Study in Dance (1-3)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean.

Offered: As needed.

DANC 492 - Independent Performance in Dance (3)

The student, working with a faculty advisor, selects a specific form or style in dance to which the work is restricted. Evidence of performance is presented during the student choreography showcase.

Prerequisite: Demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean.

Offered: As needed.

DATA - Data Science

DATA 245 - Principles of Data Science (4)

Students will be introduced to statistical computing using an appropriate software package. Topics include techniques for visualizing and managing data, statistical modeling including regression, and ANOVA.

General Education Category: Elective (E).

Prerequisite: MATH 240 or MATH 248

Offered: Fall, Spring.

DATA 345 - Applied Linear Algebra for Statistical Learning (4)

Students will apply matrix theory to the study and implementation of linear models to problems in data science. Topics include basic matrix theory with applications to optimization, and machine learning.

Prerequisite: MATH 315 or both DATA 245 and MATH 212.

Offered: Fall.

DATA 445 - Advanced Statistical Methods (4)

Students will be introduced to methods that are necessary to analyze large data sets commonly encountered in data science and statistics.

Prerequisite: DATA 245 and MATH 212; or MATH 315; or both MATH 436 and prior or concurrent enrollment in CSCI 423.

Offered: Spring.

DATA 460 - Seminar in Data Science (3)

Students will participate in a project in which they consider a scientific question, collect and analyze a substantial data set, and formally communicate their results.

Prerequisite: DATA 445.

Offered: Spring.

DMS - Diagnostic Medical Sonography

DMS 305 - Foundations of Diagnostic Medical Sonography (3)

Students are introduced to the Diagnostic Medical Sonography profession. Foundations and basic principles will be discussed.

Prerequisite: Acceptance into a Medical Imaging Clinical Program.

Offered: Fall.

DMS 306 - Abdominal and Small Parts Sonography (5)

Students learn in-depth pathophysiology of abdominal and small parts organs, including but not limited to the thyroid, parathyroid, prostate and scrotum. 7 contact hours.

Prerequisite: DMS 305.

Offered: Spring.

DMS 308 - Sonographic Principles and Instrumentation (4)

Physical principles and instrumentation of diagnostic ultrasound are covered. Students will study the physical principles of image formation, management of artifacts, evaluation of instrument performance, and safe scanning techniques.

Prerequisite: DMS 305.

Offered: Spring.

DMS 309 - Clinical Education I (3)

Students are prepared for entering the healthcare profession. The student will observe sonographic examinations and procedures as well as practice their individual scanning skills. 16 contact hours.

Prerequisite: DMS 305.

Offered: Spring.

DMS 312 - Sonographic Women's Imaging (4)

Students will obtain comprehensive understanding of women's DMS imaging. Topics will focus on breast and gynecology health. Students will practice scanning ultrasound examinations with simulated phantom technology.

Prerequisite: DMS 305.

Offered: Summer

DMS 313 - Clinical Education II (5)

Students learn ultrasound procedures and examinations in clinical settings. This course prepares students to become independent functioning ultrasound technologists. 30 contact hours.

Prerequisite: DMS 309.

Offered: Summer.

DMS 431 - Vascular Technology (4)

Students learn about vascular techniques in DMS. Students learn about venous and arterial anatomy, physiology, pathology and imaging protocols. Advanced testing techniques and interventional procedures are included. 6 contact hours.

Prerequisite: DMS 313

Offered: Fall.

DMS 432 - Obstetrical Sonography (4)

Students will learn normal and pathologic obstetrical imaging. This course also includes ethics, congenital conditions, complications, fetal surveying and assessment.

Prerequisite: DMS 313.

Offered: Fall.

DMS 433 - Clinical Education III (4)

Students learn advanced ultrasound procedures and examinations in clinical settings. This course prepares students to become independent functioning ultrasound technologists. 24 contact hours.

Prerequisite: DMS 313.

Offered: Fall.

DMS 434 - Registry Review (3)

Students of diagnostic medical sonography are prepared to sit for their registry examinations in Abdomen and Ob/GYN sonography.

Prerequisite: DMS 433.

Offered: Spring.

DMS 435 - Advanced Procedures in DMS (3)

Students are educated on a variety of advanced sonographic procedures and examinations. Topics include emerging technologies, sonographic imaging in pediatrics, musculoskeletal, contrast-enhanced imaging and doppler analysis.

Prerequisite: DMS 433

Offered: Spring.

DMS 436 - Clinical Education IV (4)

Students practice advanced ultrasound procedures and examinations in various clinical settings on all patient types. This course prepares students to become independent functioning ultrasound technologists. 24 contact hours.

Prerequisite: DMS 433.

Offered: Spring.

DIS - Disability Studies

DIS 451 - Introduction to Transition to Adult Life (3)

Students will gain knowledge of the historical and contextual factors that impact transition for youth with exceptionalities. State and federal transition laws and roles of all stakeholders will be reviewed.

Prerequisite: Admission to the Feinstein School of Education and Human Development, Senior status (90 credit hours successfully completed) or consent of department chair.

Offered: Fall.

DIS 501 - Study of Disabilities in the USA (3)

Expand understanding of perceptions of individuals with a disability within the United States over time.

Prerequisite: Graduate status.

Offered: Fall.

DIS 538 - Fieldwork in Disability Studies (1)

Students will engage in research, team collaboration, family support and/or product development related to individuals with disabilities.

Prerequisite: Graduate status and Sherlock Center Trainee or consent of department chair.

Offered: Fall, Spring.

DIS 551 - Starting the Transition Journey (4)

Students explore self-determination, person-centered planning, transition assessment and the development of appropriate academic, employment and independent living goals and services for students with exceptionalities ages 14 – 16.

Prerequisite: DIS 451, Admission to the C.G.S. in Transition to Adult life or consent of department chair

Offered: Spring.

DIS 552 - Transition in the Middle Years (4)

Students will identify the systems, supports, services and practices in transition for students ages 17-18 with exceptionalities; Self-determination, person-centered planning, transition assessment will be examined.

Prerequisite: DIS 551 or consent of department chair.

Offered: Fall.

DIS 553 - Completing the Transition Journey (4)

Preparing young adults with exceptionalities (ages 19-22) to access adult supports will include a comprehensive review of the timelines and support agency involvement.

Prerequisite: DIS 552 or consent of department chair.

Offered: Spring.

DIS 561 - Interdisciplinary Seminar 1: Foundations (1)

This seminar will provide a forum for discussing issues pertinent to interdisciplinary practice. The foundations of interdisciplinary team decision-making and interdisciplinary service provision will be explored.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair.

Offered: Fall (odd years).

DIS 562 - Interdisciplinary Seminar 2: Legal/Legislative Influences (1)

This seminar will provide forum for examining how law and legislation influence the lives of individuals with disabilities. The role of current and future leadership in law and legislative change will be discussed.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561.

Offered: Spring (even years).

DIS 563 - Interdisciplinary Seminar 3: Leadership (1)

This seminar will provide a forum for trainees to develop leadership skills in disability studies. Participants will develop skills in presentations around disability study.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561 and DIS 562.

Offered: Fall (even years).

DIS 564 - Interdisciplinary Seminar 4: Funding (1)

This seminar extends the opportunities for trainees to expand leadership skills in disability studies. Participants will develop skills in grant development around disability studies.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561, DIS 562 and DIS 563.

Offered: Spring (odd years).

ECED - Early Childhood Education

ECED 201 - Introduction to Early Childhood Education (3)

Students study theories of learning, history, models of ECED and advocacy; using a social justice framework to understand components of

ECED curricula: including content, process, teaching/facilitating, and contexts for learning.

Offered: Fall, Spring.

ECED 202W - Early Childhood Development, Birth to Eight (3)

This course examines the characteristics and needs of young children, birth through eight, including the stages and multiple influences on early development and learning, using historical and culturally diverse perspectives. This is a Writing in the Discipline (WID) course.

Offered: Fall, Spring.

ECED 232W - Building Family, School and Community Partnerships (3)

Students examine methods of building respectful, reciprocal relationships that empower and support families in their children's development. Students also come to understand the complexities of family and community characteristics. This is a Writing in the Discipline (WID) course.

Prerequisite: Admission to an Early Childhood Education program, or consent of department chair.

Offered: Fall.

ECED 305 - Intentional Teaching in the Early Years (4)

The practicum course introduces developmentally effective approaches for teaching/learning in the early years (3-5). ECED candidates observe, evaluate, design, implement curriculum and environments supportive of children's development and learning.

Prerequisite: Admission to the FSEHD EC Program; or consent of department chair; taken concurrently with ECED 326.

Offered: Fall.

ECED 310 - Contextualizing Infant Toddler Education (3)

Students explore effective tools emphasizing positive attention, approval and affection in infant-toddler care/development, and apply a structured caregiving model to current trends and theories to enhance development across developmental domains.

Prerequisite: Admission to the FSEHD ECED BS Concentration in Birth to Three, or by permission of department chair.

Offered: Spring.

ECED 312 - Infant Toddler Cognitive Development and Learning (3)

Candidates' study the cognitive development of infants/toddlers and the role of primary caregiving relationships in supporting this development. Using theory, research and reflection candidates' strengthen their own practices.

Prerequisite: Admission to the FSEHD ECED BS Concentration in Birth to Three, or by permission of department chair.

Offered: Spring.

ECED 314 - Infant Toddler Social/Emotional Development and Learning (3)

Candidates' study the social-emotional development of infants/toddlers and the role of primary caregiving relationships in supporting this development. Using theory, research and reflection candidates' strengthen their own practices.

Prerequisite: Completion of ECED 202 or ECED 302, ECED 310, ECED 312 and SPED 305 (B-or higher)) or by permission of Department Chair.

Offered: Fall.

ECED 321 - Mathematics: Methods and Assessment (4)

ECED Candidates develop an understanding of essential content and effective data-driven teaching approaches for mathematics in early childhood (K-2) through an in-depth practicum experience that utilizes observation, reflection and co-teaching.

Prerequisite: Any mathematics general education distribution; ECED 305; ECED 322; ECED 326; ECED 328; (minimum B-) or consent of department chair; taken concurrently with ECED 324.

Offered: Fall.

ECED 322 - English Language Arts: Methods and Assessment I (4)

ECED candidates learn evidence-based and equitable practices enhancing early language and literacy development of children, Birth-5. Students implement observation and assessment protocols to inform curriculum development during a practicum experience.

Prerequisite: ECED 305; ECED 326 (minimum grade of B-) or consent of department chair; concurrent with ECED 328.

Offered: Spring.

ECED 324 - English Language Arts: Methods and Assessment II (4)

Students explore evidence-based curriculum, instruction and assessment that promote literacy and language skills for all children through an in-depth practicum experience that utilizes observation, reflection and co-teaching.

Prerequisite: ECED 305; ECED 322; ECED 326; ECED 328 (minimum B-) or consent of department chair; taken concurrently with ECED 321.

Offered: Fall.

ECED 325 - Early Numeracy: Mathematical Concepts and Skills (3)

Young children's early mathematical development (B-5) are studied to understand the role of assessment and effective teaching. Candidates observe young children to assess mathematical thinking; and design an effective play-based curriculum.

Prerequisite: Completion of Math Gen Ed and admission into ECED Birth to Five program.

Offered: Fall.

ECED 326 - Social Studies and Social/Emotional Methods (4)

ECED candidates will understand the importance of social competence; and the connectedness of being socially competent to social studies through an in-depth practicum experience that utilizes observation, reflection and co-teaching.

Prerequisite: Admission to the FSEHD EC Program; or consent of department chair; taken concurrently with ECED 305.

Offered: Fall.

ECED 328 - Science and Technology Methods (4)

ECED Candidates develop an understanding of essential content and effective teaching approaches for science & technology in early childhood (K-2) through in-depth practicum experience that utilizes observation, reflection and co-teaching.)

Prerequisite: ECED 305; ECED 326 (minimum grade of B-), or consent of department chair; taken concurrently with ECED 322.

Offered: Spring.

ECED 410 - Infant Toddler Field Experience I (4)

In this course candidates will engage in a competency-based field experience designed to support the application and practice of content within the Birth to Three Concentration.

Prerequisite: Completion of ECED 310, , and SPED 305 (B- or higher) or by permission of Department Chair.

Offered: Fall.

ECED 416 - Infant Toddler Language Development and Learning (3)

Students explore language development for infants/toddlers including theoretical perspectives, the role of caregiving relationships and environmental, cultural and socioeconomic influences.

Prerequisite: Completion of ECED 202W, and SPED 305 (B- or higher).

Offered: Spring.

ECED 439 - Student Teaching: Early Childhood Settings I (9)

Teacher candidates focus on refining effective teaching practices within an early childhood setting; developing deep understanding of context, planning, preparation and professionalism.

Prerequisite: Concurrent enrollment in ECED 469W and satisfactory completion of all major and professional courses.

Offered: Spring.

ECED 440 - Building Collaborative Relationships Through Coaching (3)

Application of the coaching model to build capacity and support children, families and practitioners in a variety of early childhood settings will be explored; along with principles of adult learning.

Prerequisite: Admission to the FSEHD ECED Program/Concentration Birth to Five. Completion of ECED 202W and ECED 232W.

Offered: Spring.

ECED 445 - Early Childhood Learning and Teaching (2)

Teacher candidates observe/participate in their student teaching setting, gather contextual factors data; and observe/study behavior management strategies to understand classroom culture, developing teacher-student relationships, and effective behavior management strategies.

Prerequisite: ECED 321 and ECED 324.

Offered: Spring.

ECED 449 - Early Childhood Community Program Internship (6)

In this culminating experience, candidates complete in an infant-toddler program, preschool program, or community-based program under the supervision of a cooperating teacher/supervisor and college supervisor. Graded S/U.

Prerequisite: Completion of all ECED program major requirements.

Offered: Spring.

ECED 469W - Best Practices: Early Childhood Settings I (3)

Teacher candidates analyze district and school level policies and data, collaborations among school personnel, families, community agencies and specific school curriculum in order to develop profession-ready early

childhood teaching skills. This is a Writing in the Discipline (WID) course.

Prerequisite: Concurrent enrollment in ECED 439.

Offered: Spring.

ECED 479W - Best Practices in Community Settings (3)

Issues and practices of care and education of infants/toddlers are analyzed to understand how collaborations among programs, families, community agencies and assessment, in high quality infant/toddler care and education operate. This is a Writing in the Discipline (WID) course.

Prerequisite: Admission to the ECED Program/Concentration Birth to Five and SPED 416.

Offered: Spring.

ECED 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

ECED 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, program director and dean, and admission to the early childhood education honors program.

Offered: As needed.

ECED 492 - Independent Study II (3)

This course continues the development of research or activity begun in ECED 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: ECED 491 and consent of instructor, program director and dean.

Offered: As needed.

ECED 502 - Curriculum, Developmental Play, and Programs (3)

Development and content of curriculum and trends in research for early care and education through primary grades are examined.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

ECED 503 - Infants and Toddlers in Early Care and Education Programs (3)

Components of quality group-care situations for infants and toddlers are analyzed. Topics include professional responsibilities and health and safety routines.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

ECED 505 - Early Childhood Education and Development Issues (3)

This course fosters an understanding of various theoretical perspectives, issues of young children's educational, physical, social, emotional, and cognitive development, focusing on typical and atypical growth, multicultural contexts and characteristics.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

ECED 509 - Emergent Literacy—Infants through Grade Two (3)

Students learn how to help young children acquire an interest in reading and learn the necessary concepts concerning print and books.

Prerequisite: Graduate status or consent of instructor.

Offered: As needed.

ECED 512 - Working with Families: Building Home-School Partnerships (3)

Students develop an understanding of parenting, of working with families within diverse contexts, and of building school, community, and family partnerships. Relevant National Board for Professional Teaching standards are reviewed.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

ECED 661 - Directing Early Care and Education Programs (3)

Quality day care and preschool programs are analyzed and the administrative functions necessary to maintain them.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

ECED 662 - Seminar in Early Childhood Education Research (3)

Students gain increased professional knowledge and competencies in finding, assessing, applying, and presenting data related to selected major topics in the field of early childhood education.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

ECON - Economics

ECON 200 - Introduction to Economics (4)

This course fosters an understanding of the market economy and contemporary economic problems, such as economic growth and inflation, unemployment, income distribution, and the role of government. Students cannot receive credit for ECON 200 if they have successfully completed or are currently enrolled in ECON 214.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

ECON 214 - Principles of Microeconomics (3)

Microeconomics is introduced, including such areas of decision making as individual demand theory, cost theory, production theory, and the structure of markets.

Prerequisite: Completion of College Mathematics Milestone.

Offered: Fall, Spring, Summer.

ECON 215 - Principles of Macroeconomics (3)

The U.S. economy as a whole is considered and problems of inflation and recession are explored by examining aggregate demand, aggregate supply, national product and income, and the influence of money and interest rates on the economy.

Prerequisite: Completion of College Mathematics Milestone.

Offered: Fall, Spring, Summer.

ECON 235 - Economics of Race and Gender (4)

Students study non-labor and labor market outcomes, and analyses of racial-ethnic and gender equality, government policies, regulations, and international comparisons of racial-ethnic and gender issues.

General Education Category: Social and Behavioral Sciences.

Offered: Spring.

ECON 314 - Intermediate Microeconomic Theory and Applications (4)

Theoretical foundations covered in ECON 214 are expanded upon and myriad applications of these theories are developed, using graphical and mathematical techniques. The role of microeconomics in managerial decision making is also explored.

Prerequisite: ECON 214, ECON 215 and MATH 177.

Offered: Fall.

ECON 315 - Intermediate Macroeconomic Theory and Analysis (4)

Macroeconomic models are used to analyze economic growth, unemployment, and inflation. Also examined are the effectiveness of fiscal and monetary policies, using models depicting the interactions of product, resource, and financial markets.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: Spring.

ECON 331 - Topics in Global Economics (4)

The course will introduce students to the basic operation of various economies while presenting facts of development and trade policies that are relevant for the study of the world economy.

Prerequisite: ECON 200 and Completion of College Math Milestone, or ECON 214, or ECON 215.

Offered: Annually (even years).

ECON 337 - Economics of Climate Change and Sustainability (4)

Students are introduced to the economic causes of climate change. A global perspective combined with emphasis on the role of uncertainty and sustainable development is used to explore policy responses.

Prerequisite: ECON 200 and Completion of College Math Milestone, or ECON 214.

Offered: Annually (odd years).

ECON 390 - Directed Study (4)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

ECON 421 - International Economics (4)

The theory of international trade is analyzed. Topics include the benefits of trade and the effects of tariffs, quotas, and customs unions. Also covered are the theories of international monetary relations, capital flows, and exchange rates.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

ECON 422 - Economics of Developing Countries (4)

The characteristics of developing countries and the process of economic development are examined. Topics include poverty, inequality,

unemployment, capital formation in industry and agriculture, and the effects of foreign trade and aid.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

ECON 423 - Money and Banking (4)

Students study money, credit, banking, and how they support the 'industrial circuit' and affect asset prices. Students also consider the impact of central bank balance sheets on the financial system.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

ECON 431 - Labor Economics (4)

The structures and operations of human resource markets are analyzed, including pricing and allocation of labor resources, wage differentials, income distribution, discrimination, and unemployment.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

ECON 433 - Economics of Government (4)

The role of the public sector in the United States and its effect on the economy are studied. Discussion includes the impact of federal, state, and local government expenditure and revenue.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

ECON 435 - Urban Economics (4)

Economic analysis is applied to the development and problems of urban areas. Urban issues, such as poverty, housing, and transportation, are examined and the market forces that determine why and where urban areas develop.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

ECON 436 - Industrial Organization and Market Structure (4)

The economics of industrial organization and the organization of firms and industries are analyzed using microeconomic theories and empirical data. Public policy issues are assessed, including antitrust and regulatory mechanisms.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

ECON 437 - Environmental Economics (4)

Focus is on current environmental problems and policies. Topics include valuing the environment, approaches to controlling local and regional air pollution, energy policy, climate change, global warming, and sustainable economic growth.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

ECON 449W - Introduction to Econometrics (4)

Quantitative methods used in testing theoretical propositions in economics and business are presented. Emphasis is on the use of regression, time-series models, and other econometric methods. Lecture and computer laboratory. This is a Writing in the Discipline (WID) course.

Prerequisite: ECON 214, ECON 215; MATH 248.

Offered: Fall, Spring.

ECON 462W - Seminar in Economic Research (4)

Students integrate economic literature, theory, data and empirical methodologies, write, and present a research paper in the style of a journal article. This is a Writing in the Discipline (WID) course.

Prerequisite: : ECON 314, ECON 449 or ECON 449W, and one additional economics course at the 400-level.

Offered: Spring.

ECON 467 - Directed Internship in Economics (4)

Students are assigned to a business, government, industrial, or a not-for-profit organization and supervised by a mentor. A two-hour biweekly seminar is included.

Prerequisite: Junior standing, a major or minor in a School of Management program and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

ECON 490 - Independent Study in Economics (4)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

ECON 491 - Independent Study I (4)

This course emphasizes the development of research for students admitted to the economics honors program. The research topic is selected and conducted under the supervision of a faculty advisor.

Prerequisite: Admission to the economics honors program and consent of instructor, department chair and dean.

Offered: As needed.

ECON 492 - Independent Study II (4)

This course continues the development of research begun in ECON 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: ECON 491 and consent of instructor, department chair and dean.

Offered: As needed.

ECSE - Early Childhood Special Education

ECSE 510 - Neurotypical and Neurodiverse Learning/Development (3)

Stages and multiple influences on development/learning and developmental characteristics of children birth-8 with/without exceptionalities that manifest during early childhood are emphasized using historical and culturally diverse perspectives.

Prerequisite: Bachelor's Degree, Admission to the FSEHD & the ECSE CGS Program, and Prerequisites as outlined on individual student plan.

Offered: Fall, Spring, and Summer as needed.

ECSE 520 - Supporting Diverse Family and Community Relationships (3)

This course examines the role families play in EC development and the complexities of diverse family and community characteristics/partnerships. Building respectful/reciprocal relationships that empower/support families are emphasized.

Prerequisite: Bachelor's Degree, Admission to the FSEHD & the ECSE CGS Program, and Prerequisites as outlined on individual student plan.

Offered: Fall, Spring, and Summer as needed.

ECSE 530 - Comprehensive Assessment in Inclusive ECE Settings (3)

Developmental and academic assessment procedures for children with and without exceptionalities are explored. Emphasis placed on assessment strategies that are used to develop quality programs in early childhood settings (birth-8).

Prerequisite: Bachelor's Degree, Admission to the FSEHD & The ECSE CGS Program, and Prerequisites as outlined on individual student plan.

Offered: Fall, Spring, and Summer as needed.

ECSE 540 - Comprehensive Literacy in Inclusive ECE Settings (3)

Developmentally appropriate early language and literacy instruction for all children from infancy through second grade is covered. Subject matter focuses on the Science of Reading and developmentally appropriate assessment practices.

Prerequisite: Bachelor's Degree, Admission to the FSEHD & the ECSE CGS Program, and Prerequisites as outlined on individual student plan.

Offered: Fall, Spring, and Summer as needed.

ECSE 550 - SEL/Social Studies in Inclusive ECE Settings (3)

Course focuses on the importance of social competence; and connectedness of being socially competent to social studies through an in-depth examination of effective instructional practices in diverse early childhood settings.

Prerequisite: Bachelor's Degree, Admission to the FSEHD & the ECSE CGS Program, and Prerequisites as outlined on individual student plan.

Offered: Fall, Spring, and Summer as needed.

ECSE 560 - STEAM in Inclusive ECE Settings (3)

Essential content and effective data-driven ECSE teaching approaches for science, technology, engineering, art, and mathematics (PK-2) utilizing observation/data collection/reflection to develop effective instruction for all learners.

Prerequisite: Bachelor's Degree, Admission to the FSEHD & the ECSE CGS Program, and Prerequisites as outlined on individual student plan.

Offered: Fall, Spring, and Summer as needed.

ECSE 639 - ECSE Student Teaching/Inclusive ECE Settings (6)

Candidates focus on refining effective teaching practices within an inclusive early childhood setting, developing deep understanding of context, planning, preparation and professionalism in the field of ECSE.

Prerequisite: Admission to the Early Childhood Special Education C.G.S program, Concurrent enrollment in ECSE 669 and satisfactory completion of all other program plan of study courses.

Offered: Fall, Spring, and Summer as needed.

ECSE 669 - Best Practices in Inclusive ECE Settings (1)

Candidates analyze district and school level policies and data, collaborations among school personnel, families, community agencies and specific school curriculum to develop profession ready ECE/ECSE teaching skills.

Prerequisite: Admission to the Early Childhood Special Education C.G.S program, Concurrent enrollment in ECSE 639 and satisfactory completion of all other program plan of study courses.

Offered: Fall, Spring, and Summer as needed.

EDC - Education

EDC 540 - Teaching of Writing: Practice and Inquiry (3)

Students will renew their identities as writers and teachers of writing by learning and implementing progressive and critical theories and practices of teaching writing.

Prerequisite: Graduate status, acceptance in the Rhode Island Writing Project (RIWP) Summer Institute and consent of the RIC site director for the RIWP.

Offered: Summer.

EDC 661 - Language and Thinking in Schools (3)

Topics of language and thinking are considered broadly as they relate both theoretically and practically to curriculum in schools.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

EDC 662 - Writing for Presentations and Publications (3)

With peers, students will develop an academic writing practice through writing, reading and constructively critiquing academic texts. Final project options include an academic manuscript, presentation or reflective portfolio.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status and permission of instructor.

Offered: As needed.

EDC 664 - Social Justice in Higher Education (3)

This course provides a broad overview of historical and contemporary issues of social justice in higher education.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

EDC 670 - Theory Construction in the Social Sciences (3)

Students will construct an original theoretical framework in their area of specialization, informed by contemporary issues and trends in educational and social science theory.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

EDC 681 - Culture and Discourse in Education (3)

Learning and teaching are examined in terms of culture and discourse in social activity. Consideration is given to formal and informal activity settings and to theories and methods of research.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

EDC 682 - Discourse Analysis in Education Research (3)

The analysis of discourse in education research is examined and practiced in this course. Students conduct various analyses of discourse samples and explore a variety of analytic research frameworks.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

EDC 684 - Data Analysis: A Hands-On Approach (3)

Students will analyze data using three specific qualitative methodologies, noting that each of these methodologies offers a unique lens on phenomena.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

EDC 685 - Survey Design (3)

Principles, theories, techniques and applications for developing survey questionnaires and conducting survey research in education; developing questions; constructing instruments; implementing surveys; and reducing coverage and sampling errors.

Prerequisite: Graduate status, research methods (EDP 613 or equivalent), research design (EDP 623 or equivalent) and permission of instructor.

Offered: As needed.

EDP - Education Doctoral Program

EDP 600 - Reading and Writing for Doctoral Studies (3)

Students develop and practice academic reading, writing, and thinking skills involved in professional practices of education research and publishing communities. Course emphasizes scholarly identity and writing cogent literature reviews.

Prerequisite: Admission to the URI/RIC Joint Ph. D. Program in Education.

Offered: Fall.

EDP 601 - First Year ProSeminar for Ph.D. in Education (3)

Students are introduced to educational research paradigms and related areas of program faculty expertise. Course focuses on engaging in academic conversations and multiple ways to address research problems in education.

Prerequisite: Current enrollment in the PhD Program in Education; or permission of instructor.

Offered: Fall.

EDP 610 - Contemporary Issues in Educational Inquiry (3)

Issues and problems are presented related to the philosophical and historical aspects of educational thought and the role of the school in society. Emphasis is on empirical analysis of classroom settings.

Prerequisite: Current enrollment in the PhD Program in Education.

Offered: Fall.

EDP 611 - Issues and Problems in Educational Inquiry (3)

Issues and problems are presented related to the philosophical and historical aspects of educational thought and the role of the school in society. Emphasis is on empirical analysis of classroom settings.

Prerequisite: Current enrollment in the Ph. D. Program in Education; or permission of instructor

Offered: Spring.

EDP 612 - Qualitative Research Methods in Education (3)

Qualitative methods of educational research, including terminology, historical development, assumptions, and models of inquiry, are examined.

Prerequisite: Current enrollment in the Ph.D. Program in Education; or permission of instructor.

Offered: Fall.

EDP 613 - Introduction to Quantitative Research (4)

Educational research data are collected, quantitatively analyzed and interpreted. Applications of the general linear model to a variety of research designs and analytic strategies are emphasized.

Prerequisite: EDP 600, 601, 623, and EDC 555 (or comparable course in introductory statistics); or permission of instructor.

Offered: Spring.

EDP 620 - Contemporary Issues in Human Development, Learning, & Teaching (3)

Issues and problems related to human development, curriculum, teaching, and learning are examined, with emphasis on the ways of gathering and evaluating evidence about school and curricula effectiveness.

Prerequisite: EDP 600, EDP 601 or permission of instructor.

Offered: Fall.

EDP 621 - Issues in Human Development, Learning, & Teaching (3)

Issues and problems related to human development, curriculum, teaching, and learning are examined, with emphasis on the ways of gathering and evaluating evidence about school and curricula effectiveness.

Prerequisite: Current enrollment in the PhD in Education program.

Offered: Spring.

EDP 622 - Societal Perspectives of Education (3)

Focusing on the school, students examine theory and define problems related to community service and service learning.

Prerequisite: Prior or concurrent enrollment in EDP 600, 601, or permission of instructor.

Offered: Fall.

EDP 623 - Research Design (3)

Students develop problem statements, research questions, hypotheses, and literature reviews, and identify appropriate methodology (qualitative, quantitative, mixed methods).

Prerequisite: EDP 600, 601, 612, and EDC 555 (or comparable course in introductory statistics); or permission of instructor

Offered: Fall.

EDP 630 - Issues in Educational Leadership Policy and Analysis I (3)

Issues and problems are presented concerning the educational applications of organizational theory, leadership theory, and policy analysis as they relate to district, statewide, and/or regional educational offices and agencies.

Prerequisite: Prior or concurrent enrollment in EDP 600, 601, or permission of instructor.

Offered: Fall.

EDP 631 - Issues in Educational Leadership Policy and Analysis II (3)

Issues and problems are presented concerning the educational applications of organizational theory, leadership theory, and policy analysis as they relate to district, statewide, and/or regional educational offices and agencies.

Prerequisite: Prior or concurrent enrollment in EDP 600, 601, or permission of instructor.

Offered: Spring.

EDP 641 - Doctoral Dissertation Research Seminar (1)

Second and third year students research questions and empirical designs and present them in biweekly forums. Discussion and feedback refine their research plans. Graded S, U.

Prerequisite: Admission to the Ph.D. in education program.

Offered: Fall, Spring.

EDP 692-693 - Directed Readings and Research Problems (1-3)

Students undertake directed readings and advanced research work under the supervision of their major instructor.

Prerequisite: EDP 600, 601 and permission of instructor; or permission of co-directors of PhD program in education and instructor.

Offered: As needed.

EDP 699 - Doctoral Dissertation Research (12)

Students conduct a major research project and write a dissertation under the direction of the instructor. A minimum of 12 credit hours in this course is required. Graded S, U.

Prerequisite: Admission to the Ph.D. in education program and consent of major instructor and RIC co-director.

Offered: As needed.

LEAD - Educational Leadership

LEAD 500 - Developing Leaders for Learning (3)

Effective leadership skills and dispositions are examined. Emphasis is on understanding human learning processes, developing an educational

vision, and becoming a reflective leader. The role of values in leadership is also introduced.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

LEAD 501 - Developing Inquiry for Reflective Leadership (1)

The roles of critical inquiry, research, and evaluation in reflective leadership are explored. A field research project that focuses on school system structures and processes is required.

Prerequisite: Admission to the M.Ed. in educational leadership program and concurrent enrollment in both LEAD 505 and LEAD 511, or consent of department chair.

Offered: Spring.

LEAD 502 - Building Connections: External Contexts of Leadership (3)

Students explore methods of communicating with and influencing decision makers outside the school community to promote equitable access in learning. Emphasis is on building sociopolitical and fiscal resources to support learning.

Prerequisite: Admission to the M.Ed. in educational leadership program, LEAD 500, and concurrent enrollment in LEAD 503.

Offered: Spring.

LEAD 503 - Building Connections in Diverse Contexts (1)

Students develop skill in communication, organization, and collaboration in diverse contexts. A fifty-hour field experience in an urban agency, or in a family- or youth-serving agency or school, is required. Performance-based assessments are expected.

Prerequisite: Admission to the M.Ed. in educational leadership program and concurrent enrollment in LEAD 502.

Offered: Spring.

LEAD 504 - Leading Learning I: Planning, Instruction, Assessment (4)

Students develop skills and dispositions needed for instructional and transformational leadership. Emphasis is on articulating an equitable vision for learning through critical reflection and on advocating data-based decision making and accountability.

Prerequisite: Graduate status and concurrent enrollment in LEAD 500.

Offered: Fall.

LEAD 505 - Leading Learning II: Collaboration, Supervision, Technology (2)

Students enact an equitable educational platform for learning characterized by collaborative instructional teams, effective supervision, and systematic monitoring of learning outcomes. The role of information technology is examined.

Prerequisite: Graduate status, LEAD 504 and concurrent enrollment in LEAD 511.

Offered: Spring.

LEAD 506 - Creating Learning Structures: Equity, Law, Practice (4)

Policy making and legislation at the local, state, and federal levels to advance learning are reviewed. Emphasis is on creating and managing structures for safe, equitable, and effective learning organizations.

Prerequisite: Graduate status and LEAD 505.

Offered: Summer.

LEAD 507 - Leading Change I: Challenges, Capacity, Transformation (4)

Models, strategies, and research on change and conflict resolution to improve school culture are examined. Emphasis is on the use of problem-framing, outcome monitoring, and data analysis in building capacity.

Prerequisite: Graduate status and LEAD 506.

Offered: Fall.

LEAD 508 - Leading Change II: Research, Accountability, Ethics (2)

This course synthesizes the research, examines ethical practice, and promotes individual and group reflective practice for leading change. Accountability through critical inquiry and evidence-based decision making is emphasized.

Prerequisite: Graduate status, LEAD 507 and concurrent enrollment in LEAD 512.

Offered: Spring.

LEAD 511 - Leadership Internship I (2)

This initial 150-hour, school-based experience nurtures entry-level competencies in promoting positive school culture and best practice for leading learning. Competency-focused work samples and dispositional assessments are expected.

Prerequisite: Graduate status and concurrent enrollment in LEAD 505.

Offered: Spring.

LEAD 512 - Leadership Internship II (2)

This final 150-hour, school-based experience focuses on consolidating entry-level competencies in promoting positive school culture and leading change. Submission of a competency-focused performance-based portfolio is required.

Prerequisite: Graduate status and concurrent enrollment in LEAD 508.

Offered: Spring.

LEAD 522 - Classroom to Courtroom (3)

Educators develop a mock trial to highlight the consequences for youth charged with serious legal offenses.

Prerequisite: Graduate status.

Offered: Summer.

LEAD 530 - Instructional Leadership Foundation Seminar (2)

An overview is given of instructional leadership theories and research. Students participate in self-assessment activities, using information for setting strategic goals for their own development while pursuing the LEAD-IL goals.

Prerequisite: Graduate status and concurrent enrollment in both LEAD 504 and LEAD 531.

Offered: Fall.

LEAD 531 - Instructional Leaders as Coaches (2)

Core beliefs and guiding principles are reviewed concerning instructional coaching, providing content, modeling segments, and tools to assist instructional leaders as they support the professional growth of teachers.

Prerequisite: Graduate status and concurrent enrollment in both LEAD 504 and LEAD 530.

Offered: Fall.

LEAD 532 - Instructional Leader Internship I (2)

Students participate in a supervised 150-hour teacher leader internship focused on coaching.

Prerequisite: Admission to the M.Ed. in instructional leadership program; completion of LEAD 504, LEAD 530, and LEAD 531.

Offered: Spring.

LEAD 533 - Instructional Leader Seminar I: Leading Change (2)

Students participate in an integrating leadership experience to link theoretical concepts, models, and process of leadership with the purpose of creating change and analyzing its resulting outcomes.

Prerequisite: Admission to the M.Ed. in instructional leadership program and concurrent enrollment in LEAD 532.

Offered: Spring.

LEAD 534 - Instructional Leader Internship II (2)

Students participate in a supervised 150-hour instructional leader internship.

Prerequisite: Admission to the M.Ed. in instructional leadership program, completion of LEAD 532 and LEAD 533, and concurrent enrollment in LEAD 535.

Offered: Fall.

LEAD 535 - Instructional Leader Seminar II: Data Driven Decision Making (2)

Students focus on integrating entry-level competencies on data-driven decision making, instructional leadership, and action research.

Prerequisite: Admission to the M.Ed. in instructional leadership program and concurrent enrollment in LEAD 534.

Offered: Spring.

ELED - Elementary Education

ELED 202W - Teaching All Learners: Foundations and Strategies (4)

Teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral and cultural differences among children are discussed.

Assigned practicum required. Students cannot receive credit for both ELED 202 or ELED 202W and SPED 202 or SPED 202W. This is a Writing in the Discipline (WID) course.

Prerequisite: FNED 101 and FNED 246, with a minimum grade of B-, and admission into the elementary and special education B.S. programs, or consent of department chair.

Offered: Fall.

ELED 222 - Foundations of Literacy I: Grades 1-3 (3)

In this course, students will learn and reflect critically on effective high quality core literacy curriculum for grades K-3. Students design standards-aligned literacy instruction and reading assessments.

Prerequisite: ELED 202 or ELED 202W with a minimum grade of B-; admission to the Elementary Education program or consent of the Department Chair.

Offered: Fall, Spring.

ELED 238 - Teaching Functions and Algebra (2)

Students examine concepts central to teaching and learning algebra in elementary and middle school. Generalization, symbols, patterns, functional relationships and representations are investigated in an inquiry-based teaching and learning model.

Prerequisite: Admission to the Feinstein School of Education and Human Development and MATH 144.

Offered: Fall, Spring.

ELED 248 - Teaching Data and Statistics (2)

Students examine concepts central to teaching and learning data and statistics in elementary and middle school. Data collection, representation, analysis, probability and measures of central tendency are investigated.

Prerequisite: Admission to the Feinstein School of Education and Human Development and MATH 144.

Offered: Fall, Spring.

ELED 300 - Concepts of Teaching Diverse Learners (3)

The technical skills of teaching and classroom organization in diversity responsive classrooms are presented and practiced. Observations and multicultural field experience are required. 4 contact hours.

Prerequisite: FNED 246, with minimum grade of B-; minimum GPA of 2.50 in all previous courses; and admission to the elementary education teacher preparation program; or consent of department chair.

Offered: Fall, Spring.

ELED 324 - Foundations of Literacy II: Grades 3-6 (3)

In this course, students will learn and reflect critically on effective high quality core literacy curriculum for grades 3-6. Students design standards-aligned literacy instruction and reading assessments.

Prerequisite: ELED 222 with a minimum grade of B-.

Offered: Fall, Spring.

ELED 326 - Assessment and Intervention in Literacy-Tier 2 (4)

Teacher Candidates will determine the need for Tier 2 support. They will identify and implement reading interventions and monitor student growth using aligned progress monitoring tools and normed growth criteria.

Prerequisite: ELED 222 with a minimum grade of B-.

Offered: Fall, Spring.

ELED 330 - Physical Sciences for Elementary School Teachers (2)

Students in this course examine content pedagogical knowledge for elementary school learners in the physical sciences through interactive investigations.

Prerequisite: Admission to FSEHD, or permission of the Department Chair.

Offered: Fall, Spring, Summer.

ELED 400 - Curriculum and Assessment with Instructional Technology (3)

Theory and strategies for designing curriculum and assessing student learning are examined, along with other factors affecting teaching and learning. A variety of texts will be analyzed and discussed including: elementary student work, elementary textbooks, and digital media.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program or consent of department chair.

Offered: Fall, Spring.

ELED 420 - Children's Literature and the Integrated Arts (3)

The development of various patterns of literature instruction integrated with the arts of music, drama and art in the elementary school are studied.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of the department chair.

Offered: Fall, Spring.

ELED 422 - Developmental Reading (3)

This field-based experience is concerned with reading instruction from a developmental perspective. Instructional implications for teaching special populations are covered. Focus is on the elements of a balanced program in reading and writing. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Concurrent with ELED 435;

Offered: Fall, Spring.

ELED 435 - Language Arts and ELL Instruction (3)

The role of language arts in elementary schools and the development of teaching/learning strategies to include all children are examined, including English language learners and special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Concurrent with ELED 422.

Offered: Fall, Spring.

ELED 436 - Teaching Social Studies to Diverse Learners (3)

The role of social studies in elementary schools and the development of teaching/learning strategies are examined, including becoming culturally conscientious and responsive to diverse learners. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 202 or ELED 202W or SPED 202 or SPED 202W, with a minimum grade of B-; ELED 222 and ELED 324, each with a minimum grade of B-; GEOG 200 (and HIST 107) or POL 102 (and any HIST General Education) with a minimum grade of C; and admission to the elementary education teacher preparation program or consent of the department chair.

Offered: Fall, Spring.

ELED 437 - Elementary School Science and Health Education (3)

The role of science and health in elementary schools and the development of teaching/learning strategies are examined, including teaching science and health to special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: BIOL 100 and PSCI 204, each with a minimum grade of C, except for students electing a content major in general science; ELED 202 or ELED 202W or SPED 202 or SPED 202W; ELED 222 and ELED 324.

Offered: Fall, Spring.

ELED 438 - Teaching Elementary School Mathematics (3)

The role of mathematics in elementary schools and the development of teaching/learning strategies are examined, including teaching mathematics to special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 202 or ELED 202W or SPED 202 or SPED 202W, with a minimum grade of B-; ELED 222 and ELED 324, each with a minimum grade of B-; MATH 143 and MATH 144 each with a minimum grade of C, and admission to the elementary education teacher preparation program or consent of the department chair.

Offered: Fall, Spring.

ELED 439 - Student Teaching in the Elementary School (9)

In this culminating field experience, candidates complete a teaching experience in an elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in ELED 469; satisfactory completion of all major and professional courses required prior to student teaching; a positive recommendation from the professor of each elementary education course; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and completion of the community service requirement.

Offered: Fall, Spring.

ELED 440 - Capstone: STEAM/Project-Based Learning (2)

Teacher candidates are offered an opportunity to explore integrated Project-Based Learning (PBL) experiences that reflect an understanding of the essential concepts and methodologies of STEAM in the elementary classroom.

Prerequisite: ELED 437 and ELED 438 with a grade of B- or better; or permission of the department chair.

Offered: Fall, Spring, Summer.

ELED 469W - Best Practices: Instruction, Assessment, Classroom Management (3)

Candidates analyze teaching as a profession. Topics include current issues and practices in teaching; collaborations among school personnel, families, and community agencies; assessment; classroom management; and job search. This is a Writing in the Discipline (WID) course.

Prerequisite: Concurrent enrollment in ELED 439.

Offered: Fall, Spring.

ELED 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

ELED 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, program director and dean, and admission to the elementary education honors program.

Offered: As needed.

ELED 492 - Independent Study II (3)

This course continues the development of research or activity begun in ELED 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: ELED 491; and consent of instructor, program director and dean.

Offered: As needed.

ELED 504 - Mathematics in the Elementary School (3)

Focus is on the content and approach to modern mathematics programs, particularly current research and curriculum trends.

Prerequisite: Graduate status and elementary school teaching experience, or consent of instructor.

Offered: Fall, Spring.

ELED 506 - Elementary Mathematics: Geometry, Measurement, Data, Statistics (3)

Elementary mathematics curriculum, content knowledge, standards-based instruction, and research in pedagogy are linked to the teaching of geometry, measurement, and data in the elementary classroom.

Prerequisite: Graduate status and elementary school teaching experience, or consent of instructor.

Offered: As needed.

ELED 508 - Language Arts in the Elementary School (3)

Research and theory as it applies to oral and written language learning, classroom talk, sociocultural diversity in communication styles, and the teacher's role in a child-centered classroom are examined.

Prerequisite: Graduate status or consent of instructor.

Offered: Summer.

ELED 510 - Research Methods, Analysis, and Applications (3)

Practitioners and consumers of research literature examine the process, products, and application of educational inquiry. Topics include research design, data collection, and analysis.

Prerequisite: Graduate status and prior work in research methods or applied research, or tests and measurements, or statistics; or consent of instructor.

Offered: Fall, Spring, Summer.

ELED 512 - Theoretical Perspectives on How Students Learn (3)

The research on learning and theory are explored that have informed teaching in the United States. Study includes the foundations of traditional and constructivist education.

Prerequisite: Graduate status.

Offered: Annually.

ELED 513 - Designing and Assessing Teaching and Learning (3)

Students examine the theory and strategies for designing and assessing instruction, considering the diversity of learners, the nature of content, and ways of knowing.

Prerequisite: Graduate status and ELED 512.

Offered: Annually.

ELED 514 - Educational Change (3)

Applications of change models are incorporated into professional and educational settings. Course readings and projects explore models of

educational change and reform through teachers' professional development and grant-writing activities.

Prerequisite: ELED 513 and matriculation into the M.Ed. program.

Offered: Annually.

ELED 518 - Science in the Elementary School (3)

Emphasis is on recent research and curriculum trends in science education. Individual and group laboratory experiences employ various science processes.

Prerequisite: Graduate status and one year of college-level science or consent of instructor.

Offered: Fall, Spring.

ELED 519 - Professional Development for Cooperating Teachers (3)

Cooperating teachers gain knowledge, tools, and experience that help them prepare teacher candidates to meet professional requirements in elementary and early childhood education. This course may be repeated after four years. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

ELED 522 - M.A.T. Teaching Reading Practicum (3)

In this field-based course teacher candidates explore what is involved in teaching reading and how to support and instruct readers, pre-emergent through fluent readers K-6. 5 contact hours.

Prerequisite: Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair.

Offered: Fall.

ELED 527 - M.A.T. Teaching Writing Practicum (3)

In this field-based course, teacher candidates learn the art and craft of writing, how it develops in elementary school children and how to teach craft and conventions of writing.

Prerequisite: Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum G.P.A. of 3.0, or consent of department chair.

Offered: Fall.

ELED 528 - M.A.T. Teaching Social Studies Practicum (3)

Students examine and evaluate objectives, content and organization of social studies curriculum, resource materials and selected instructional models in light of current recommendations and research data. Practicum course.

Prerequisite: Graduate status and elementary school teaching experience or consent of instructor.

Offered: Summer.

ELED 537 - M.A.T. Teaching Science Practicum (3)

Research and theory as it applies to science and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 5 contact hours.

Prerequisite: Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair.

Offered: Fall.

ELED 538 - M.A.T. Teaching Mathematics Practicum (3)

Research and theory as it applies to mathematics and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 5 contact hours.

Prerequisite: Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair.

Offered: Fall.

ELED 540 - Curriculum and Assessment (3)

Theory and strategies for designing curriculum and assessing student learning are examined, along with other factors affecting teaching and learning. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

ELED 541 - Teaching Literacy across the Curriculum (3)

This course examines how literacy theory and children's language and literacy development drive effective literacy assessment and instructional practice. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

ELED 542 - Educating All Students (3)

Focus is on the influence of culture and language on teaching and learning. Students develop skills to educate diverse learners. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

ELED 543 - Integrating Theory and Methods (3)

This interdisciplinary course focuses on applying theory in practice across content taught in elementary schools. Emphasis is on mathematics, science, and social studies. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

ELED 554 - Learning and Teaching Seminar II (1)

Teacher candidates observe in their student teaching setting, gather data about classroom, school, community and district contexts, and reflect on classroom culture and developing teacher-student relationships during seminar classes.

Prerequisite: Satisfactory completion of all courses in the M.A.T. in elementary education program required prior to student teaching; a positive recommendation from the professor of each elementary education course; a minimum grade of B- in all professional education courses; a cumulative G.P.A. of 3.0 a full semester prior to student teaching; passing score(s) on the Praxis II, and an approved Preparing to Teach Portfolio.

Offered: Early Spring.

ELED 558 - This course has been deleted. See program director for substitute course. (Teaching and Learning Writing) (3)

ELED 559 - Student Teaching in the Elementary School (7)

In this culminating field experience, candidates complete a teaching experience in a preschool or elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Satisfactory completion of all courses in the M.A.T. in elementary education program required prior to student teaching; a positive recommendation from the professor of each elementary education course; a minimum grade of B- in all professional education courses; a cumulative GPA of 3.0 a full semester prior to student teaching; passing score(s) on the Praxis II, and an approved Preparing to Teach Portfolio.

Offered: Spring.

ELED 569 - Learning and Teaching Seminar III (2)

Student teachers reflect on their experiences. Teacher behaviors appropriate to effective teaching are developed. Topics include engaging learners, language, classroom management, effective communication, learning styles and teaching strategies. Meets weekly.

Prerequisite: Graduate status and concurrent enrollment in ELED 559.

Offered: Spring.

ELED 618 - Elementary Mathematics Seminar (1)

Teacher behaviors appropriate to effective Math Specialist teaching are developed. Candidates demonstrate Association of Mathematics Teacher Educators competencies while completing a 100-hour internship teaching mathematics. 2 contact hours.

Prerequisite: Graduate status, MTET 511, MTET 512, MTET 513, and MTET 514 or consent of department chair.

Offered: Fall.

ELED 619 - Elementary Mathematics Assessment and Remediation Clinic (6)

Focus is on the assessment and remediation of mathematics difficulties, proficiency in topics central to elementary mathematics, and understanding how children learn mathematics. This course is taught in a six-week summer clinic. Students complete 50 internship hours. 16 contact hours.

Prerequisite: Graduate status and ELED 504 or consent of department chair.

Offered: As needed.

ELED 664 - Seminar in Education (3)

Topics vary.

Offered: As needed.

ELED 691-694 - Directed Research (1-4)

Students initiate a formal inquiry into an area of concern associated with their present professional responsibilities under the direction of a faculty member. A maximum of 4 credit hours may be earned in these courses.

Prerequisite: Enrollment in the M.Ed. program in secondary education or the educational specialist programs and consent of department chair.

Offered: As needed.

ENGL - English

ENGL 113 - Approaches to Drama: Page to Stage (4)

What makes drama unique from other genres? Paying special attention to the performative aspects, students experience, explore, and analyze plays from the Greeks to the contemporary.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

ENGL 118 - Introduction to the Literary Experience (4)

This course provides students with a rich experience of literature from a variety of periods and genres, exploring the questions of what literature is and how texts make meaning.

General Education Category: Literature/Language (LL).

Offered: As needed.

ENGL 120 - Studies in Literature and Identity (4)

This course provides students with a rich experience of literature from a variety of periods and genres that explores issues of identity.

General Education Category: Literature/Language (LL).

Offered: Fall, Spring, Summer.

ENGL 121 - Studies in Literature and Nation (4)

This course provides students with a rich experience of literature from a variety of periods and genres that explores issues of nationality and nationhood.

General Education Category: Literature/Language (LL).

Offered: Fall, Spring, Summer.

ENGL 122 - Studies in Literature and the Canon (4)

This course provides students with a rich experience of literature from a variety of periods and genres that explores canonical issues.

General Education Category: Literature/Language (LL).

Offered: Fall, Spring, Summer.

ENGL 123 - Studies in Literature and Genre (4)

This course provides students with a rich experience of literature from a variety of periods and genres that explores generic issues.

General Education Category: Literature/Language (LL).

Offered: Fall, Spring, Summer.

ENGL 200W - Reading Literature and Culture (4)

Students examine the principles that define form and meaning in a literary text, particularly the practice of close reading and the acquisition of a critical vocabulary and methodology, and consider fundamental issues of literary interpretation, texts and authorship. This is a Writing in the Discipline (WID) course. (Formerly ENGL 201)

Prerequisite: Gen. Ed. literature in English and FYW 100, FYW 100H or FYW 100P (or completion of the college writing requirement).

Offered: Fall, Spring.

ENGL 203 - Career Readiness for Humanities Majors (1)

Students learn about the range of careers available to humanities majors while getting concrete guidance in creating professional materials of their own, including resumes, LinkedIn profiles, and portfolios. Graded S/U.

Prerequisite: FYW 100 or FYW 100H or FYW 100P or completion of the college writing requirement, and completion of at least 15 credit hours.

Offered: Annually.

ENGL 208 - British Literature (4)

Students study works of British literature between the Middle Ages and the present, focusing on a period of at least 300 consecutive years. (Formerly ENGL 205 or ENGL 206)

Prerequisite: Gen. Ed. literature in English and FYW 100, FYW 100H or FYW 100P (or completion of the college writing requirement).

Offered: Annually.

ENGL 209 - American Literature (4)

Students study works of American literature between the pre-colonial era and the present, for a period of at least 300 consecutive years, including major historical and literary contexts. (Formerly ENGL 207)

Prerequisite: Gen. Ed. literature in English and FYW 100, FYW 100H or FYW 100P (or completion of the college writing requirement).

Offered: Annually.

ENGL 210 - Children's Literature: Interpretation and Evaluation (4)

Studying writings from early folklore to current books written for toddlers to preteens tells us much about changing social perceptions of children and childhood throughout the ages.

Prerequisite: Gen. Ed. literature in English and FYW 100, FYW 100H or FYW 100P (or completion of the college writing requirement).

Offered: As needed.

ENGL 212 - Adolescent Literature: Images of Youth (4)

Through a variety of literary and visual texts, students explore images of and themes related to adolescence in young adult literature.

Prerequisite: Gen. Ed. literature in English and FYW 100, FYW 100H or FYW 100P (or completion of the college writing requirement).

Offered: Annually.

ENGL 220W - Introduction to Creative Writing (4)

Basic techniques of writing fiction and poetry are introduced. Emphasis is on fundamental methods and forms basic to contemporary fiction and poetry. This is a Writing in the Discipline (WID) course.

General Education Category: Elective (E).

Prerequisite: FYW 100, FYW 100H or FYW 100P or completion of College Writing Requirement.

Offered: Fall, Spring.

ENGL 222W - Introduction to Professional Writing (4)

Students are introduced to core concepts of writing and rhetoric as they apply to professional writing; students will lead investigations into career opportunities for professional writers. This is a Writing in the Discipline (WID) course.

Prerequisite: FYW 100 or FYW 100H or FYW 100P, or completion of the college writing requirement.

Offered: Annually

ENGL 230W - Workplace Writing (4)

This is a Writing in the Discipline (WID) course. Students explore the social and rhetorical dimensions of workplace writing. Emphasis is on the

rhetorical situation. Genres may include letters, memos, proposals, presentations, or reports.

Prerequisite: FYW 100 or FYW 100H or FYW 100P, or completion of the college writing requirement.

Offered: Alternate years.

ENGL 231W - Multimodal Writing (4)

Students explore technologies for the production of multimodal texts in various media. Emphasis is on the rhetorical situation. Genres may include white papers, blogs, podcasts, PSAs, posters, brochures, or presentations. This is a Writing in the Discipline (WID) course.

Prerequisite: FYW 100 or FYW 100H or FYW 100P, or completion of the college writing requirement.

Offered: Alternate years.

ENGL 232W - Public and Community Writing (4)

Students explore the role of writing in democratic community engagement and participation. Emphasis is on the rhetorical situation. Genres may include rhetorical analyses, editorials, white papers, presentations, and/or position papers. This is a Writing in the Discipline (WID) course.

Prerequisite: FYW 100 or FYW 100H or FYW 100P, or completion of the college writing requirement.

Offered: Alternate years.

ENGL 233W - Writing for the Health Professions (4)

Students explore the social and rhetorical dimensions of writing in the healthcare and health sciences professions. Genres may include technical and scientific reports, advocacy and grant writing, and clinical documentation. This is a Writing in the Discipline (WID) course.

Prerequisite: FYW 100 or FYW 100H or FYW 100P, or completion of the college writing requirement.

Offered: Annually.

ENGL 261 - Arctic Encounters (4)

Students examine narratives of cultural contact, both "factual" and "fictional," between European "explorers" of the Arctic and native peoples in the comparative context of European colonialism and emergent native literatures.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: As needed.

ENGL 263 - Zen East and West (4)

Students explore Zen and its way of mindful "unknowing" from Eastern and Western expressions. Students read and write about literature, film, and representative works of Zen Buddhism from across time and across cultures.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Spring (alternate years).

ENGL 264 - American Persuaders (4)

Connections across time and culture are explored as students analyze, examine, and compare the words, ideas, and arguments of persuaders who have influenced American society, politics, and culture.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: As needed.

ENGL 265 - Women's Stories across Cultures (4)

Contemporary narratives by women from various world cultures are compared. Focus is on women's struggles for identity and their diverse modes of telling stories, including fiction, film, memoir, and comics.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: As needed.

ENGL 267 - Books that Changed American Culture (4)

Students will read and discuss selected fiction and nonfiction bestsellers that had a profound influence on twentieth-century American society.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: As needed.

ENGL 300W - Introduction to Theory and Criticism (4)

Students read a range of critical and cultural theories and consider fundamental issues of language, interpretation and authorship including the assumptions involved in reading and writing about texts. This is a Writing in the Discipline (WID) course. (Formerly ENGL 202)

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201.

Offered: Fall, Spring.

ENGL 301 - Reading America to the Civil War (4)

Students read poetry, nonfiction prose, and short fiction from various periods of American history, from exploration and settlement through the rise of the nation to the cataclysmic Civil War.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201

Offered: As needed.

ENGL 302 - Studies in American Literature 1860-1945 (4)

American literature of the late nineteenth and/or early twentieth centuries is examined within its cultural contexts. Periods, topics and approaches vary with instructor. The course may be repeated for credit with a change in topic.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201

Offered: As needed.

ENGL 304 - Studies in British Literature to 1500 (4)

Students will read British literature from the medieval period. Periods, topics and approaches vary with instructor. The course may be repeated for credit with a change in topic.

Prerequisite: : ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 305 - Studies in British Literature 1500-1700 (4)

Students read representative British literature from the sixteenth and/or seventeenth centuries. Periods, topics and approaches vary with instructor. The course may be repeated for credit with a change in topic.

Prerequisite: : ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 306 - Studies in British Literature 1700-1914 (4)

Students explore significant cultural and literary movements in Britain in the eighteenth, nineteenth, and/or early twentieth centuries. Periods, topics and approaches vary with instructor. The course may be repeated for credit with a change in topic.

Prerequisite: : ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 307 - Studies in Modernist and Contemporary Literature (4)

Students read American, British, and/or Anglophone literature of the twentieth century in relation to modernism, postmodernism, and/or contemporary literary movements. The course may be repeated for credit with a change in topic.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 310 - Readings for Writers (4)

Students undertake focused inquiry into and instruction in the genres, literary traditions, critical concepts, and/or formal and aesthetic topics of fundamental concern to creative writers.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201,

Offered: As needed.

ENGL 315 - Literature, Environment and Ecocriticism (4)

Students explore the interdisciplinary connections among Ecocriticism-as-theory, literature, and film. Students will make the all-important interdisciplinary connections in and among varied fields related to Environmental Studies.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201,

Offered: As needed.

ENGL 324 - Literature by Women (4)

Students read works by women writers and engage issues of gender, tradition, and canon. The genre of literature may vary.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201,

Offered: As needed.

ENGL 326 - Studies in African American Literature (4)

Students read African-American literature in English. Students may repeat this course for credit with a change in content.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 327 - Studies in Multicultural American Literatures (4)

Students explore issues of race, ethnicity, and canon through the study of several American literatures, such as African-American, Asian-American, Hispanic-American, and Native-American. Students may repeat this course for credit with a change in content.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 335 - Literatures of the World to 1500 (4)

Students analyze world literature to 1500 from such regions as ancient Greece, Europe, the Middle-East, Asia, Africa, and the Americas. Students may repeat this course for credit with a change in content.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 336 - Reading Globally (4)

Students engage various literary genres from Asia, Africa, and other regions in a global context.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 340 - Studies in Poetry, Drama or Prose (4)

Students analyze major trends, movements and/or figures in poetry, drama or prose. Periods, topics and approaches vary with instructor. The course may be repeated for credit with a change in topic.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201.

Offered: As needed.

ENGL 341 - Studies in Literature and Film (4)

Students explore the nature of adaptation by examining literary sources and their expression in cinematic and other visual forms.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201,

Offered: As needed.

ENGL 345 - Shakespeare: Histories and Comedies (4)

Students analyze Shakespeare's histories and comedies in their theatrical, literary, and social contexts.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201,

Offered: As needed.

ENGL 346 - Shakespeare: The Tragedies and Romances (4)

Students analyze Shakespeares tragedies and romances in their theatrical, literary, and social contexts.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201,

Offered: As needed.

ENGL 350 - Topics Course in English (4)

Topics courses vary in content and are not offered on a regular basis. For details, check the departmental course descriptions published each semester.

Prerequisite: ENGL 200 or ENGL 200W, or ENGL 201,

Offered: As needed.

ENGL 371W - Intermediate Creative Writing, Fiction (4)

Students write, discuss and revise a number of original works and study the work of established writers. Students may repeat this course for credit. This is a Writing in the Discipline (WID) course.

Prerequisite: ENGL 220 or ENGL 220W.

Offered: Annually.

ENGL 372W - Intermediate Creative Writing, Poetry (4)

Students write, discuss and revise a number of poems and analyze the works of established poets. Students may repeat this course for credit. This is a Writing in the Discipline (WID) course.

Prerequisite: ENGL 220 or ENGL 220W.

Offered: Annually.

ENGL 373W - Intermediate Creative Writing, Nonfiction Prose (4)

Focus is on the production and revision of literary prose, which may include the nonfiction narrative, the personal essay, the prose meditation or the autobiography. Students may repeat this course for credit. This is a Writing in the Discipline (WID) course.

Prerequisite: ENGL 220 or ENGL 220W.

Offered: As needed.

ENGL 375 - Shoreline Production: Selection and Editing (2)

Students learn the basic principles of producing a literary magazine, *Shoreline*, including manuscript solicitation, selection, and editing. This course may be repeated for elective credit only.

Prerequisite: FYW 100 or FYW 100P or consent of the instructor.

Offered: Fall.

ENGL 376 - Shoreline Production: Design and Distribution (2)

Students learn the basic principles of producing a literary magazine, *Shoreline*, including copy editing, design, and distribution. This course may be repeated for elective credit only.

Prerequisite: FYW 100 or FYW 100P or consent of the instructor.

Offered: Spring.

ENGL 378 - Advanced Workshop in Professional Writing (4)

Students explore social and rhetorical contexts and genres tailored specifically to their professional and disciplinary needs through sustained inquiry and primary/secondary research.

Prerequisite: ENGL 200/ENGL 200W/ ENGL 201, or ENGL 222W, or consent of department chair.

Offered: Alternate years.

ENGL 379 - Rhetoric for Professional Writing (4)

Students explore histories and theories of ancient, contemporary, and global rhetoric(s) with an application of these concepts to student disciplinary and professional writing.

Prerequisite: ENGL 200 or ENGL 200W or ENGL 201, or ENGL 222W, or consent of department chair.

Offered: Alternate years.

ENGL 390 - Directed Study (4)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

ENGL 432 - Studies in the English Language (4)

Students explore the English language with regard to its phonology, morphology, syntax and vocabulary; historical developments and variations; personal, social and communicative purposes; and language acquisition. The course may be repeated for credit with a change in content.

Prerequisite: ENGL 200 or ENGL 200W or ENGL 201, or ENGL 222W, or consent of department chair.

Offered: As needed.

ENGL 450 - Advanced Topics in English (4)

Advanced topics courses vary in content and are not offered on a regular basis. For details, check the departmental course descriptions published each semester. The course may be repeated for credit with a change in content.

Prerequisite: ENGL 200 or ENGL 200W or ENGL 201, or ENGL 222W, or consent of department chair.

Offered: As needed.

ENGL 460W - Seminar in English (4)

A culminating learning experience for all English majors. Students will develop an independent research paper or project designed to demonstrate individual progress and support professional goals. This is a Writing in the Discipline (WID) course.

Prerequisite: Four 300/400-level English courses, or by consent of department chair.

Offered: Fall, Spring.

ENGL 461W - Advanced Workshop in Creative Writing (4)

Students produce original works of fiction, poetry, or nonfiction prose that is of publishable quality. Enrollment is limited to fifteen students. This is a Writing in the Discipline (WID) course.

Prerequisite: ENGL 371W, ENGL 372W, or ENGL 373W, courses, or consent of program director.

Offered: As needed.

ENGL 477 - Internship in Professional Writing (4)

Experiential learning for English students in their junior or senior year.. Students attend a weekly face-to-face or online 1-hour seminar. Additional 12 contact hours.

Prerequisite: Minimum GPA of 3.0 and/or permission of department chair or instructor.

Offered: As needed.

ENGL 490 - Directed Study (4)

Students select a topic and undertake concentrated research under the supervision of a faculty member. Students who wish to pursue a creative writing project should submit a portfolio of work with their application.

Prerequisite: Consent of instructor, department chair, and dean.

Offered: As needed.

ENGL 491 - Independent Study I (4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. Students who wish to pursue a creative writing project should submit a portfolio of work with their application.

Prerequisite: Completion of 12 credits of 300/400 level ENGL courses, consent of instructor, department chair and dean and admission to the English honors program. Students who wish to pursue a creative writing project should submit a portfolio of work with their application.

Offered: As needed.

ENGL 492 - Independent Study II (4)

This course continues the development of research or creative activity begun in ENGL 491. For departmental honors, the project requires final assessment by the department's Honors Committee or Creative Writing faculty.

Prerequisite: ENGL 491 and consent of instructor, department chair and dean.

Offered: As needed.

ENGL 501 - Literary and Cultural Theory (3)

Introduces students to current critical theories and methodologies in the study of literature, writing and culture.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall.

ENGL 520 - Topics in Composition Theory and Rhetoric (3)

Students are introduced to topics in the field of composition and rhetoric, including the theory and teaching of writing, the history of rhetoric and composition and various contemporary research areas.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 521 - Topics in Cultural Studies (3)

Students view texts as cultural products and as forms of cultural practice in the context of such issues as racial, sexual, and class politics.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 522 - Topics in Feminist Theory and Literature (3)

Focus is on one or more areas of contemporary feminist theory in conjunction with literature by women and/or representations of women in literature.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 523 - Topics in Ethnic American and/or African American Literatures (3)

Issues of culture, identity, race, and power are considered in the literature of one or more ethnic groups and/or of African Americans.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 524 - Topics in Postcolonial Literatures (3)

Students examine representative ideas found in African, South Asian, and Caribbean postcolonial literatures and their contributions to Western discourses on race, ethnicity, and gender and on debates about literary form and canon formation.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 525 - Topics in Genre (3)

Focus is on the theory and practice of a particular genre or on a comparative cross-genre approach.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 530 - Topics in British Literature before 1660 (3)

Achievements of British writers from the medieval and Renaissance periods are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 531 - Topics in British Literature from 1660 to 1900 (3)

Achievements of Restoration and eighteenth-century, romantic and Victorian British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 532 - Topics in British Literature since 1900 (3)

Achievements of modern and contemporary British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 540 - Topics in American Literature before 1900 (3)

Achievements of American writers from the beginning through the nineteenth century are explored within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 541 - Topics in American Literature since 1900 (3)

Achievements of American writers of the past century are examined within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 560 - Seminar in Literary Theory (3)

Significant issues in literary and cultural theory are considered.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 581 - Workshop in Creative Writing (3)

Students write, revise, and present original work to be discussed and critiqued by workshop members under the direction of the instructor. Work of publishable quality is the goal.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

ENGL 591 - Directed Reading (3)

After consulting an advisor, the student pursues a program of reading. This course may be repeated for credit with a change in content.

Prerequisite: Graduate status and consent of the Department of English Graduate Committee.

Offered: As needed.

ENGL 592 - Master's Thesis (3)

Students write either a substantial critical paper or a substantial portfolio of creative work under the supervision of a faculty member.

Prerequisite: Graduate status and approval of thesis proposal by the Department of English Graduate Committee.

Offered: As needed.

ESL - English as a Second Language

ESL 101 - Intensive Basic English as a Second Language (4)

This is the initial course for students who are proficient in a language other than English. English fluency in basic interpersonal communication is increased by listening, speaking, reading, and writing. A laboratory

component is required. 8 contact hours. (Intended for nonnative speakers of English.)

Prerequisite: Department placement examination.

Offered: Fall, Spring.

ESL 102 - Intensive Intermediate English as a Second Language (4)

Students develop intermediate-level English skills in listening, speaking, reading, and writing as they apply to interpersonal communication and academic areas. A laboratory component is required. 8 contact hours. (Intended for nonnative speakers of English.)

Prerequisite: ESL 101 or department placement examination.

Offered: Fall, Spring.

ESL 201 - Intensive Advanced English as a Second Language (4)

Advanced-level communication skills are developed in listening, speaking, reading, and writing. Activities include essay writing, debates, and discussions on academic topics. A laboratory component is required. 8 contact hours. (Intended for nonnative speakers of English.)

Prerequisite: ESL 102 or a department placement examination.

Offered: Fall, Spring.

ENST - Environmental Studies

ENST 200W - Environmental Studies (4)

Taking an interdisciplinary perspective, students will examine the reciprocal relationship between humans and the natural environment, emphasizing the ecological and social aspects of environmental issues. This is a Writing in the Discipline (WID) course.

Prerequisite: FYW 100, FYW 100P, or FYS 100.

Offered: Spring.

ENST 261 - Climate change and YOU (4)

Students will explore the historical, economic implications, scientific evidence and societal repercussions of climate change to evaluate how climate change affects life now and in the future.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Summer.

ENST 301 - Ethnobotany (4)

Ethnobotany focuses on intrinsic cultural knowledge of plants and their uses as foods, medicines, for tool-making and in ritual practice. Basic plant biology and ethnobotanical field methods are also discussed. Cannot get credit for ANTH 301 and ENST 301.

Prerequisite: ANTH 101, ANTH 102, ANTH 103, ANTH 104 or ENST 200.

Cross-Listed as: ANTH 301

Offered: Alternate years.

ENST 350 - Topics in Environmental Studies (4)

Topics courses vary in subject matter, covering current issues or specialized content that are not addressed in the main curriculum. This course may be repeated once for credit with a change in topic.

Prerequisite: Completion of ENST 200 and at least 45 college credits or consent of program chair and instructor.

Offered: As needed.

ENST 390 - Directed Study in Environmental Studies (1-4)

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Completion of at least 60 college credits, ENST 200, at least four (4) additional foundational courses in the major and consent of program chair and instructor.

Offered: As needed.

ENST 461 - Environmental Studies Capstone Seminar (4)

Senior environmental studies majors collaborate with campus and community organizations to lend their creativity, knowledge and research skills to addressing environmental issues in Rhode Island.

Prerequisite: ENST 200, at least 6 courses in the ENST major, 90 credit hours.

Offered: As needed.

ENST 462 - Internship in Environmental Studies (4)

This internship, normally taken during the senior year, provides students with field experience in local, state, or national agencies or private agencies. Assignments relate field experiences to academic concepts.

Prerequisite: ENST 200, at least 6 courses in the ENST major, 90 credit hours.

Offered: Fall, Spring, Summer.

ENST 490 - Independent Study in Environmental Studies (1-4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. May be repeated with a change in topic or continuation of a non-honors project.

Prerequisite: Completion of at least 90 college credits and consent of dean, program chair and instructor with whom student plans to study.

Offered: As needed.

FILM - Film Studies

FILM 116 - Introduction to Film (4)

Film as an art form is studied through viewing and analyzing representative films and by reading and writing essays on the aesthetics of film.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

FILM 218 - Foundations in Film Production (4)

Students explore basic film production techniques via shooting and editing exercises based upon the grammar and aesthetics of film. Production projects provide experience with a workflow approach.

Prerequisite: FILM 116 or consent of program director.

Offered: Spring

FILM 219W - Foundations in Film Theory and Analysis (4)

Major concepts and methodologies in film studies are introduced. Emphasis is on critical readings and writings of film. This is a Writing in the Discipline (WID) course.

Prerequisite: FILM 116 or consent of program director.

Offered: Spring.

FILM 220 - History of Film I (4)

The history of film is traced from its origins to World War II. Major theoretical statements from the period are also considered.

Offered: Alternate years.

FILM 221 - History of Film II (4)

Focus is on international developments in film from World War II to the present. Students are encouraged to take FILM 220 before enrolling in this course.

Offered: Alternate years.

FILM 262 - Cross-Cultural Projections: Exploring Cinematic Representation (4)

Focus is on cross-cultural representation in film. Students analyze how American cinema has represented other cultures and how other cultures have represented themselves and/or the United States. Topic varies.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: As needed.

FILM 270 - Screenwriting (4)

Basic techniques of screenwriting are introduced. Emphasis is on narrative film form and development of plot lines, character, and film treatments. The workshop approach allows students to write, discuss, and revise screenplays and treatments.

Prerequisite: FILM 116 or consent of program director.

Offered: Alternate years.

FILM 271 - Screenwriting II (4)

Advanced techniques for screenwriting are presented. Emphasis is on the development of characters, dialogue, and direction. The workshop approach allows students to write, discuss, and revise an original screenplay using a treatment from FILM 270.

Prerequisite: FILM 270 or consent of program director.

Offered: Alternate years.

FILM 349 - Visual Anthropology (4)

Visual techniques for data collection, production and interpretation are explored within an anthropological framework. Students will learn how photography, film and other media can represent the self and other. Students cannot receive credit for both FILM 349 and ANTH 349.

Prerequisite: One of the following courses: ANTH 101, ANTH 102, ANTH 103, ANTH 104, FILM 116 or consent of department chair or program director.

Offered: Alternate years.

FILM 351 - Major Directors (4)

The work of directors who have made major contributions to film is examined. Focus is limited to one or two directors. This course may be repeated for credit with a change in content.

Prerequisite: FILM 116 or consent of program director.

Offered: Alternate years.

FILM 352 - Film Genres (4)

An important film genre is traced. Topic varies. This course may be repeated for credit with a change in content.

Prerequisite: FILM 116 or consent of program director.

Offered: Alternate years.

FILM 353 - National Cinemas (4)

Movements in national cinemas are analyzed. Topics vary. This course may be repeated for credit with a change in content.

Prerequisite: FILM 116 or consent of program director.

Offered: Alternate years.

FILM 354 - Television Genres (4)

Aspects or issues related to the intersection of television and film are studied. Topic varies. This course may be repeated for credit with a change in content.

Prerequisite: FILM 116 or consent of program director.

Offered: Alternate years.

FILM 355 - New Media (4)

Aspects or issues related to the intersection of new media and film are studied. Topic varies. This course may be repeated for credit with a change in content.

Prerequisite: FILM 116 or consent of program director.

Offered: Alternate years.

FILM 372 - Preproduction (4)

Basic techniques of planning a film production are introduced. Narrative and documentary forms are introduced. Emphasis is on storyboarding, script writing, location scouting, casting, equipment planning, and shooting schedules. Students may repeat this course for credit.

Prerequisite: FILM 218

Offered: As needed.

FILM 373 - Topics in Film Production (4)

Students gain experience working in one or more key aspects of film production, such as cinematography, lighting, or editing. Students may repeat this course for credit.

Prerequisite: FILM 218.

Offered: As needed.

FILM 374 - Advanced Narrative Film Production (4)

Building on an understanding of the techniques of narrative film form, students conceptualize, script, cast, shoot, and edit multiple narrative short films. Students may repeat this course for credit.

Prerequisite: FILM 372.

Offered: Alternate years.

FILM 375 - Advanced Documentary Film Production (4)

Building on an understanding of the documentary film form, students research and write a documentary film proposal. Upon approval, students produce a documentary short film.

Prerequisite: FILM 372 or FILM 373.

Offered: Alternate years.

FILM 377 - Film Production: Animation (4)

Students are introduced to 2D and/or 3D digital animation tools, emphasizing techniques (movement, character design, walk cycles, lip sync, motion graphics, modeling, and scene design). Short projects are created.

Prerequisite: FILM 372 or FILM 373.

Offered: As needed.

FILM 454W - Contemporary Film and Theory (4)

Through extensive readings, students examine issues in contemporary film theory, particularly the language and concepts of semiotics, models of psychoanalytic and feminist film theory, and the relationship between textuality and ideology. This is a Writing in the Discipline (WID) course.

Prerequisite: FILM 220, FILM 221; at least two 300-level film courses; or consent of program director.

Offered: Spring.

FILM 479 - Film Studies Internship (1)

Students gain professional experience in a range of opportunities related to the discipline of film studies. Higher credit loads are intended for off-campus residency-based semester-long internship programs. This course may be repeated for credit.

Prerequisite: A major in film studies; completion of at least 55 college credits, 18 of which are in film studies; and a 3.0 GPA in the major.

Offered: Fall, Spring, Summer.

FILM 490 - Directed Study (4)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Consent of program director.

Offered: As needed.

FILM 491 - Independent Study I (4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, program director and dean, and admission to the film studies honors program.

Offered: As needed.

FILM 492 - Independent Study II (4)

This course continues the development of research or creative activity begun in FILM 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: FILM 491; and consent of instructor, program director and dean.

Offered: As needed.

FIN - Finance

FIN 230 - Personal Finance (3)

Students examine the markets and institutions they will deal with throughout their financial lives. Topics include borrowing money, real estate, banking, insurance, investing, and retirement planning.

Offered: As needed.

FIN 301 - Financial Management (4)

Financial management concepts are introduced. Topics include the time value of money, risk and return, capital budgeting, cost of capital, and capital structure. Bloomberg certification is incorporated as lab component.

Prerequisite: ACCT 201; and MATH 120, MATH 139, MATTH 177, MATH 209, MATH 212, MATH 240 or MATH 248.

Offered: Fall, Spring, Summer.

FIN 390 - Directed Study (4)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

FIN 423W - Financial Markets and Institutions (4)

Students examine securities markets and the institutions participating in them. Emphasis is on the Federal Reserve System, the regulation surrounding financial institutions and the lessons learned from past financial crises. This is a Writing in the Discipline (WID) course.

Prerequisite: ECON 215; FIN 301.

Offered: Spring.

FIN 464 - Fundamentals for CFA Level 1 Exam (4)

Students undertake a thorough review of the CFA Level I Exam topics, with emphasis on quantitative methods, economics, financial statement analysis, corporate finance, equity, fixed income, derivatives, and portfolio management.

Prerequisite: FIN 431; FIN 432.

Offered: Fall.

FIN 431 - Advanced Corporate Finance (4)

This course focuses on in-depth analysis of corporate finance issues related to risk management, cost of capital, capital budgeting, capital structure and dividend policy. Cases are used as learning tools.

Prerequisite: ECON 214; FIN 301; MATH 248.

Offered: Spring.

FIN 432 - Investments (4)

This course explores the investment decision making process. Topics covered include different asset classes, trading mechanisms, market efficiency, modern portfolio theory, asset pricing models, derivatives and ethical issues.

Prerequisite: FIN 301; and MATH 240 or MATH 248.

Offered: Fall, Spring.

FIN 434 - International Financial Management (4)

Corporate finance issues faced by multinational firms are studied. Topics include foreign exchange exposure, currency risk management, international financial markets, currency derivatives, and capital budgeting.

Prerequisite: ECON 215; FIN 301; and MATH 240 or MATH 248.

Offered: Spring.

FIN 435 - Financial Statement Analysis (4)

Financial statements and their use in assessing the value of a company's stock are analyzed. Students learn how different accounting methods can

alter a company's financial disclosures. (Formerly FIN 335). Students cannot receive credit for both FIN 335 and FIN 435.

Prerequisite: FIN 301.

Offered: Fall.

FIN 436 - Fixed Income Analysis (4)

Focus is on the valuation of fixed income securities. Risk analysis and management of bonds and structural products, such as mortgage-backed and asset-backed securities, are introduced.

Prerequisite: FIN 301.

Offered: Spring.

FIN 441 - Financial Derivatives and Risk Management (4)

Students understand how financial derivative contracts, such as options, forwards, futures, and swaps, work. Emphasis is on the use of derivatives for risk management. Derivative pricing models are also introduced.

Prerequisite: FIN 432.

Offered: Fall.

FIN 447 - Financial Modeling (4)

This is a hands-on course in which students build models that come from different subfields of finance, from time value of money to derivatives.

Prerequisite: FIN 432.

Offered: Spring.

FIN 461W - Seminar in Finance (4)

This capstone course integrates theoretical and practical aspects of investments and corporate finance with emphasis on strategic decision making. It is a writing-intensive, critical thinking-oriented course that uses cases. This is a Writing in the Discipline (WID) course.

Prerequisite: FIN 431; FIN 432.

Offered: Fall, Spring.

FIN 463W - Seminar in Portfolio Management (4)

The portfolio management process is examined. Topics include investment policy statement, asset allocation, and rebalancing portfolios. Use of a student-managed fund blends theory with practice of money management. This is a Writing in the Discipline (WID) course.

Prerequisite: FIN 432 and approval by a faculty selection committee.

Offered: Fall, Spring.

FIN 467 - Directed Internship (4)

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

Prerequisite: Junior standing, a major or minor in a School of Business program, and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

FIN 490 - Directed Study in Finance (4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. May be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

FIN 491 - Independent Study I (4)

This course emphasizes the development of research for students admitted to the finance honors program. The research topic is selected and conducted under the mentorship of a faculty advisor.

Prerequisite: Completion of 12 credits of 300/400 level FIN courses, admission to the finance honors program, and consent of instructor, department chair and dean.

Offered: As needed

FIN 492 - Independent Study II (4)

This course continues the development of research begun in FIN 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: FIN 491 and consent of instructor, department chair and dean.

Offered: As needed.

FIN 556 - Mutual Funds for Income and Retirement (3)

The role of mutual fund investing for the achievement of the goals of the client is reviewed. Focus is on the need for ongoing portfolio realignment and risk management. Various funds and reporting services are also explored.

Prerequisite: Graduate status and ACCT 533 or consent of instructor.

Offered: As needed.

FIN 558 - Asset Allocation (3)

Determination of the optimum portfolio to meet the needs of specific clients is examined. Focus is on risk considerations, diversification, and strategy development within the context of client expectations and goals.

Prerequisite: Graduate status and consent of chair.

Offered: As needed.

FIN 559 - Insurance Planning and Risk Management (3)

Topics include the best insurance products available, risks to being insured, policy provisions, and adequacy of insurance coverage.

Prerequisite: Graduate status and ACCT 533 or consent of chair.

Offered: As needed.

FYS - First Year Seminar

FYS 100 - First Year Seminar (4)

Students choose from a wide variety of topics rooted in various disciplines. Each section is discussion-based, focused on developing critical thinking, oral communication, research fluency, and written communication.

General Education Category: First Year Seminar.

Offered: Fall, Spring.

FYW - First Year Writing

FYW 100 - Introduction to Academic Writing (4)

Students are introduced to some of the genres of academic writing and to the writing process. Writing assignments present a progressively more complex sequence of rhetorical situations and purposes.

General Education Category: First Year Writing.

Offered: Fall, Spring, Summer.

FYW 100H - Introduction to Academic Writing (4)

Offered: Fall, Spring.

FYW 100P - Introduction to Academic Writing PLUS (6)

FYW 100P has the same outcomes and goals as FYW 100; however, FYW 100P is six credit hours, meets weekly in a computer classroom, and engages a Writing Center tutor.

General Education Category: First Year Writing

Offered: Fall, Spring

FNED - Foundations of Education

FNED 100 - Education in a Democratic Society (3)

Students examine the social and cultural forces that affect schools, and the teacher's role in supporting and advancing equity and aspects of diversity in a democratic society.

Offered: Summer.

FNED 101 - Introduction to Teaching and Learning (2)

Students construct a map for their journey of developing a professional educator identity. Students explore essential questions of social justice education through academic and field experiences.

Graded S, U.

Offered: Fall, Spring, Summer.

FNED 246 - Schooling for Social Justice (4)

Students critically examine the purposes of schooling as a tool of oppression or liberation and the sociocultural forces that affect learning. Eighteen hours of clinical practice are required. (Formerly FNED 346.)

Prerequisite: 12 credits; a minimum grade of C in FYW 100, FYW 100H or FYW 100P; a grade of S in FNED 101 (or YDEV Major); or consent of department chair.

Offered: Fall, Spring, Summer.

FNED 461 - LatinX in the United States (4)

Students examine recent scholarship on LatinX in the United States and undertake research projects that focus on LatinX issues. Students cannot receive credit for both ANTH 461 and FNED 461.

Prerequisite: Completion of at least 60 college credits and any course in a social or behavioral science, or consent of department chair.

Cross-Listed as: ANTH 461.

Offered: Annually.

FNED 502 - Social Issues in Education (3)

The social and cultural foundations of education are explored. Topics include historical, political, global and legal perspectives on contemporary schooling.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring, Summer.

FNED 546 - Contexts of Schooling (4)

Integrating class work and a fifteen-hour field component, students examine the social and cultural forces that affect schools.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring.

FNED 547 - Introduction to Practitioner Action Research (3)

This course provides theoretical and practical foundations for implementing reflective, critical, and systemic inquiry in an educational setting. By examining practices, and developing relevant questions, participants interrogate educational praxis.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring, Summer.

FNED 561 - LatinX in the United States (4)

Students examine recent scholarship on LatinX in the United States and undertake research projects that focus on LatinX educational issues. Students cannot receive credit for both ANTH 561 and FNED 561.

Prerequisite: Completion of at least 60 college credits and any course in a social or behavioral science, or consent of department chair.

Cross-Listed as: ANTH 561.

Offered: Annually.

FREN - French

FREN 101 - Elementary French I (4)

Students learn to understand, speak, read, and write in French and gain an understanding of French life and character. Online work is required.

Not open to students who have admission credit in French.

General Education Category: Elective (E).

Offered: Fall, Spring.

FREN 102 - Elementary French II (4)

Four skills in elementary French—listening, speaking, reading, and writing—are further developed within the context of French culture. Online work is required.

General Education Category: Literature/Language (LL).

Prerequisite: FREN 101 or one year of secondary school French, or consent of department chair.

Offered: Fall, Spring.

FREN 113 - Intermediate French I (4)

The cultural heritage of the French-speaking world is examined through selected cultural readings. Grammar and vocabulary are reviewed through a communicative approach. Online work is required.

General Education Category: Literature/Language (LL).

Prerequisite: FREN 102, or three years of secondary school French, or a score of 500-549 on the CEEB Achievement Test in French.

Offered: Fall, Spring.

FREN 115 - Literature of the French-Speaking World (4)

Students are introduced to techniques of literary analysis through readings from France and the Francophone World as they continue to develop speaking, reading, and writing skills in French.

General Education Category: Literature/Language (LL).

Prerequisite: FREN 113 or equivalent, or consent of department chair.

Offered: Fall, Spring.

FREN 201W - Advanced French: Conversation and Composition (4)

Through contextualized activities, idiomatic spoken French and the structures required for written communication are studied. Modern France is discussed. Online work is required. This is a Writing in the Discipline (WID) course.

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 202W - Advanced French: Composition and Conversation (4)

Writing skills, style, and content are developed. Current issues in France and the Francophone world are discussed. Online work is required. This is a Writing in the Discipline (WID) course.

Prerequisite: FRENC 201 or FREN 201W or consent of department chair.

Offered: Spring.

FREN 313 - Modern France and the Francophone World (4)

The major political, social, cultural, and economic forces at work in France today are examined, as well as France's role in the European Union and the Francophone world.

Prerequisite: FREN 202 or FREN 202W or consent of department chair.

Offered: Alternate years.

FREN 323 - Survey of French Literature from the Middle Ages to 1789 (4)

Major writers and literary movements are studied in their historical and social context. Course activities include explications de texte, short papers, and discussion in French.

Prerequisite: Prior or concurrent enrollment in FREN 202 or FREN 202W or consent of department chair.

Offered: Alternate years.

FREN 324 - Survey of French Literature from 1789 to the Present (4)

This is a continuation of FREN 323. Major French and Francophone writers are studied and the technique of close reading is presented. This course is conducted in French.

Prerequisite: Prior or concurrent enrollment in FREN 202 or FREN 202W or consent of the department chair.

Offered: Alternate years.

FREN 390 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

FREN 417 - Studies in the Eighteenth Century (3)

Representative works of the eighteenth century are studied against the historical and social background of the period.

Prerequisite: FREN 323 and FREN 324, or consent of department chair.

Offered: As needed.

FREN 418 - Studies in the Nineteenth Century (3)

Representative works of the nineteenth century are studied against the historical and social background of the period.

Prerequisite: FREN 323 and FREN 324, or consent of department chair.

Offered: As needed.

FREN 419 - Studies in the Twentieth Century (3)

Representative works of the twentieth century are studied against the historical and social background of the period.

Prerequisite: FREN 323 and FREN 324, or consent of department chair.

Offered: As needed.

FREN 420W - Applied Grammar (3)

The practical application of grammar in both oral and written forms is exercised. Included is an intensive study of construction and idiomatic expressions. This is a Writing in the Discipline (WID) course.

Prerequisite: FREN 202 or FREN 202W or equivalent.

Offered: Alternate years.

FREN 460W - Seminar in French (3)

This course involves individual and group study of a major author, movement, or period in French literature. A major paper is required. Topics are announced in advance. This course may be repeated for credit with a change in content. This is a Writing in the Discipline (WID) course.

Prerequisite: Open to seniors majoring in French.

Offered: Annually.

FREN 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty advisor.

Prerequisite: Consent of instructor, program director and dean, and admission to the French honors program.

Offered: As needed.

FREN 492 - Independent Study II (3)

This course continues the development of research or creative activity begun in FREN 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: FREN 491 and consent of instructor, program director and dean.

Offered: As needed.

FREN 520 - Grammar, Composition, and Stylistics (3)

Precision of diction and accuracy and clarity of expression are the goals of this course. Oral and written exercises are used extensively and grammar is studied pragmatically.

Prerequisite: Graduate status.

Offered: As needed.

FREN 560 - Graduate Seminar in French (3)

Individual and group study is made of a major author or an important period in French literature and is directed toward the writing of a major paper in thesis form. This course may be repeated for credit with a change in content.

Prerequisite: Graduate status.

Offered: Spring.

FREN 590 - Directed Study (3)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required. This course may be repeated for credit with a change in content.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

FREN 595 - Master's Thesis (6)

Credit is assigned in the semester that the thesis is completed and approved. No grade is given in this course. Graded H, S, U.

Prerequisite: Open only to students enrolled in the M.A. program in French.

Offered: As needed.

GEND - Gender and Women's Studies

GEND 100W - Gender and Society (4)

Students analyze the lives of women and men, using the lenses of feminism and emphasizing the legal, economic, political, and social constructions of race, class, gender, and sexuality. This is a Writing in the Discipline (WID) course.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

GEND 201W - Introduction to Feminist Inquiry (4)

Students explore central concerns of feminist research and analysis, including epistemologies, methodologies, and pedagogy as they relate to the body, language, labor, sexuality, race, and nation. This is a Writing in the Discipline (WID) course.

Prerequisite: GEND 100W, GEND 200 or GEND 200W with a minimum grade of C for the major or minor.

Offered: Fall.

GEND 205 - Introduction to Queer Theory (4)

Students are introduced to the field of queer studies through the lens of intersectionality, examining interdisciplinary perspectives in topics including: the history of sexuality, representations, identities, and social movements.

Offered: Fall.

POL 245 - Gender and Global Politics (4)

Students explore gender and politics by learning about global trends and building knowledge about specific regions/countries. Topics include women's political and economic participation, social movements, and

gender and war. Students cannot get credit for both GEND 245 and POL 245.

Offered: Spring (odd years).

GEND 261 - Resisting Authority: Girls of Fictional Futures (4)

Young adult dystopian novels examine adolescent angst across the backdrop of authoritarian oppression, often featuring a female hero. Students will analyze classic and contemporary texts through a gender perspective.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Spring (alternate years).

GEND 262 - Lights, Camera, Gender!: Gender in Film (4)

Students explore how American movies represent and construct femininities and masculinities, by looking at representations of gender in films from various genres and decades.

General Education Category: Connections (C)

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall.

GEND 351 - Men and Masculinities (4)

Students examine how patriarchy helps and harms men, replacing a “singular masculinity” with “multiple masculinities” informed by class, race, ethnicity, sexuality, ability, nation, religion and gender identity.

Prerequisite: GEND 100W, GEND 200 or GEND 200W, or consent of director.

Offered: As needed.

GEND 352W - Feminist Theory (4)

Building on the concepts introduced in GEND 100W, students study contemporary feminist theory in depth and explore a range of interdisciplinary approaches. This is a Writing in the Discipline (WID) course.

Prerequisite: GEND 201 or GEND 201W or consent of director.

Offered: Fall.

GEND 353 - The Holocaust: Women and Resistance (4)

Using an interdisciplinary approach, students expand on traditional academic approaches to the Holocaust and explore gender differences in the experiences, responses, and forms of resistance.

Prerequisite: Completion of at least 45 college credits or consent of director.

Offered: As needed.

GEND 355 - Women and Madness (4)

Students consider patriarchal power, race, class and sexual identity in the development of the concept of women’s ‘madness,’ and examine it from historical, psychological, literary, social and feminist perspectives.

Prerequisite: GEND 100W, GEND 200 or GEND 200W, or consent of director.

Offered: Alternate years.

GEND 357 - Gender and Sexuality (4)

Students examine how the social construction of gender and issues of power, dominance, and resistance affect the practice and regulation of sexuality.

Prerequisite: GEND 100W, GEND 200 or GEND 200W, or consent of director.

Offered: Fall.

GEND 358 - Gender-Based Violence (4)

Students examine forms and types of gender-based violence, including sexual assault and intimate partner, socio-cultural, economic and political violence in the United States with a secondary discussion of global violence.

Prerequisite: GEND 100W, GEND 200 or GEND 200W, or consent of director.

Offered: Alternate years.

GEND 400 - Internship in Gender and Women’s Studies (4)

Students engage in experiential learning and participate in a selected public or private agency/organization. Each student formulates specific learning objectives under the direction of an instructor.

Prerequisite: GEND 100W, GEND 200 or GEND 200W, junior or senior standing and consent of program director following an interview.

Offered: As needed.

GEND 416 - Women’s Health (4)

Students examine women’s health from a holistic, and interdisciplinary perspective. Personal, social, cultural, and societal influences on the health of women, health disparities and effective health promotion efforts are explored. Students cannot receive credit for both HPE 416 and GEND 416.

Prerequisite: 45 credit hours or consent of department chair.

Cross-Listed as: HPE 416.

Offered: Annually.

GEND 461W - Seminar in Race, Gender, and Class (4)

Students examine how race, gender, and class—interconnected systems that shape individual and collective social experiences—are constructed, experienced, and negotiated within specific historical eras and locations. This is a Writing in the Discipline (WID) course.

Prerequisite: 60 credit hours; major in Africana studies or gender and women’s studies; or consent of program director.

Offered: Spring.

GEND 491 - Independent Study I (4)

In the first semester of their senior year, students undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Admission into the gender and women’s studies honors program and consent of instructor, program director and dean.

Offered: As needed.

GEND 492 - Independent Study II (4)

In the second semester of their senior year, students prepare a final draft of their honors essay and submit it to the department for acceptance.

Prerequisite: GEND 491 and consent of instructor, program director and dean.

Offered: As needed.

GED - General Education

GED 262 - Native American Narratives (4)

Contemporary Native American literary genres by indigenous authors/artists in the United States and Canada are introduced and analyzed using narrative theory.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

GEOG - Geography

GEOG 100W - Introduction to Environmental Geography (4)

Focus is on the nature and extent of human modification of the earth's natural environments.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

GEOG 101 - Introduction to Geography (4)

Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in real patterns of political, cultural, and economic associations.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

GEOG 200 - World Regional Geography (4)

The geographic elements of major world areas are assessed. Focus is on physical and cultural elements in a comparative context. (Formerly GEOG 400: Regional Geography.)

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

GEOG 201 - Mapping Our Changing World (4)

Basic mapping theories, models, and techniques enable students to become knowledgeable, critical consumers of the geographic data that is promulgated by government, industry, and the popular media.

General Education Category: Elective (E).

Prerequisite: Gen. Ed. Mathematics.

Offered: Fall, Spring.

GEOG 202 - Geographic Information Systems I (4)

Introductory concepts and techniques, with hands-on laboratory experience, enable students to produce their own GIS maps of human and environmental phenomena. Students cannot receive credit for both GEOG 202 and PBAD 202.

Cross-Listed as: PBAD 202

Offered: Fall, Spring.

GEOG 205 - Earth's Physical Environments (4)

Atmospheric, oceanic, and landform processes are studied as they shape and give character to the surface of the earth.

General Education Category: Elective (E).

Prerequisite: Gen. Ed. Mathematics.

Offered: Fall, Spring.

GEOG 206 - Disaster Management (4)

Focus is on societal responses to disasters and the systems created to deal with such phenomena. Included are causes of disasters and plans formulated to cope with them. (Formerly GEOG 300.)

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

GEOG 209 - Political Geography of Rhode Island (4)

Discussion centers on the geographic elements in the history and development of Rhode Island, Rhode Island's place in the New England, national and world scenes is accessed. Students cannot receive credit for both GEOG 209 and POL 209.

Cross-Listed as: POL 209.

Offered: Alternate years.

GEOG 308 - Geographic Information Systems II (4)

GIS is used by students in the computer laboratory to produce complex, multi-layered maps of various spatial phenomena at a level designed to promote proficiency with the latest analytical software. Students cannot receive credit for both GEOG 308 and PBAD 308.

Prerequisite: GEOG 202/PBAD 202.

Cross-Listed as: PBAD 308.

Offered: As needed.

GEOG 337 - Urban Political Geography (4)

Geographic and political analyses are used to study the growth of cities. Discussion includes the role of cities on local, national, and world scales. Students cannot receive credit for both GEOG 337 and POL 337.

Prerequisite: Completion of any 100- or 200-level geography or political science course, or consent of department chair.

Cross-Listed as: POL 337.

Offered: As needed.

GEOG 338 - People, Houses, Neighborhoods, and Cities (4)

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. Students cannot receive credit for both GEOG 338 and POL 338.

Prerequisite: Any 100- or 200-level geography course or consent of program director.

Cross-Listed as: POL 338.

Offered: As needed.

GEOG 401 - Geography for Social Studies Educators (4)

An introduction to teaching human geography and the spatial aspects of social studies.

Prerequisite: Admission to a secondary education teacher preparation program or consent of department chair.

Offered: Spring.

GEOG 463 - Internship in Geography (4-6)

This internship, normally taken in the senior year, provides on-the-job experience in applied professional geography. Normally this involves a negotiated number of hours per week working in either a private firm or public agency.

Prerequisite: Consent of instructor.

Offered: Fall, Spring, Summer.

GEOG 470 - Reading Course in Geography (1-4)

Directed reading under the guidance of a geographer is determined on the basis of the student's and the instructor's interests.

Prerequisite: Consent of program director.

Offered: Fall, Spring, Summer.

GEOG 490 - Directed Study in Geography (1-4)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Consent of department chair, instructor with whom student wishes to work, and dean.

Offered: As needed.

GRMN - German

GRMN 101 - Elementary German I (4)

Students learn to understand, speak, read, and write in German and gain an understanding of German life and character. Online work is required. Not open to students who have admission credit in German.

Offered: Fall.

GRMN 102 - Elementary German II (4)

Four skills in elementary German—listening, speaking, reading, and writing—are further developed within the context of German culture. Online work is required.

General Education Category: Satisfies Gen, Ed, language requirement

Prerequisite: GRMN 101 or one year of secondary school German, or consent of department chair.

Offered: Spring.

GRTL - Gerontology

GRTL 303 - Fountain of Age (4)

The impacts of aging at the individual, interactional, and societal level are examined, with ethical, public policy and economic challenges considered. Historical, cross-cultural and gender variations in aging are explored. Students cannot receive credit for both GRTL 303 and SOC 303 or SOC 261.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

GLOB - Global Studies

GLOB 200W - Global Studies and the World (4)

Students examine the global studies field, current global issues, and the historical, social, cultural, religious, and political nature of particular

geographic regions or countries of their interest. This is a Writing in the Discipline (WID) course.

Offered: Fall, Spring.

GLOB 461W - Seminar in Global Studies (4)

Building on methods from GLOB 200W, emphasis is on global issues, the identification and definition of global problems, the research and writing of a substantial paper and global studies criticism. Students cannot receive credit for both GLOB 461 or GLOB 461W and HIST 361. This is a Writing in the Discipline (WID) course.

Prerequisite: 60 credits, and at least four of the Global Studies 300 level or above distribution courses, or consent of program director.

Offered: Fall, Spring.

HCA - Health Care Administration

HCA 201W - Introduction to Health Care Systems (3)

Students analyze organizational structure, resources, current technology, informational systems, outcome measures, safety initiatives, health care policy and ethics. The consumer's central role in health care decision making is examined. Students cannot receive credit for HCA 201 and NURS 201. This is a Writing in the Discipline (WID) course.

Prerequisite: A major in health care administration or consent of department chair.

Offered: Fall, Spring, Summer.

HCA 302 - Health Care Organizations (3)

The unique aspects of health care organizations are examined. Topics include governance, leadership challenges, performance improvement, finance, ethics and regulation. Comparisons are made to traditional business organizations. Students cannot receive credit for HCA 302 and NURS 302.

Prerequisite: HCA 201 or HCA 201W or NURS 201, or consent of department chair.

Offered: Fall, Spring.

HCA 303W - Health Policy and Contemporary Issues (3)

Policymaking processes and current policies affecting delivery of health care for individuals and populations are examined. Effectiveness, impact on cost, accessibility and quality of care are analyzed. Students cannot receive credit for HCA 303W or HCA 303 and NURS 303. This is a Writing in the Discipline (WID) course.

Prerequisite: HCA 201 or HCA 201W or NURS 201, or consent of department chair.

Offered: Fall, Spring.

HCA 330 - Health Care Finance (3)

Fundamental principles of the financial management of healthcare organizations are presented. Topics include financial and managerial accounting, managerial finance and the unique features of healthcare financing and reimbursement.

Prerequisite: MGT 201 or MGT 301.

Offered: Annually.

HCA 355 - Quality Management/Improvement in Health Care (3)

This course provides an overview of quality improvement in health care organizations. Quality management models, approaches, tools and techniques are presented in the context of organizational leadership and culture. Students cannot receive credit for both MGT 355 and HCA 355. Prerequisite: HCA 302 or NURS 302, MGT 201 or MGT 301 and MATH 240.

Offered: Fall, Spring.

HCA 401W - Ethical and Legal Issues in Health Care Management (3)

Ethical and legal issues in health care are examined. Topics include ethical theories and bioethics, legal and regulatory systems, and patients' rights and responsibilities. Students cannot receive credit for both HCA 401 and HCA 501. Students cannot receive credit for both NURS 401 and HCA 401 or HCA 501.

Prerequisite: HCA 201 or HCA 201W or NURS 201, or consent of instructor.

Cross-Listed as: HCA 501.

Offered: Fall, Spring, Summer.

HCA 402 - Health Care Informatics (3)

Informatics in health care are examined. Topics include essential computer components and internet structure, electronic medical records, clinical decision support and user/computer interfaces. Students cannot receive credit for HCA 402 and NURS 402.

Prerequisite: CIS 252 or consent of instructor.

Offered: As needed.

HCA 403 - Long-Term Care Administration (3)

Theories and principles of management and leadership in nursing homes are explored. This course explores the needs of residents and their families and the role of the nursing home administrator in meeting those needs.

Prerequisite: MGT 201 or MGT 301.

Offered: Annually.

HCA 404 - Long-Term Care Laws and Regulations (2)

Long-term care laws and regulations are studied. This course focuses on retrieval and understanding of laws and regulations, as well as practical methods and tools for successful compliance.

Prerequisite: MGT 201 or MGT 301.

Offered: Annually.

HCA 461W - Seminar in Strategic Health Care Management (3)

In this capstone course, students integrate concepts and apply theories learned in previous courses to develop strategic perspectives and skills critical to the administration of health care organizations. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of all required and cognate courses in the health care administration major, except for electives and HCA 467.

Offered: As needed.

HCA 467 - Internship in Health Care Administration (4)

Students receive on-the-job training, applying concepts learned in the health care administration program to a real-world health care environment.

Prerequisite: Completion of all major and cognate courses (except for electives and HCA 461 or HCA 461W) or be concurrently enrolled in any outstanding courses; or consent of program director.

Offered: Fall, Spring, Summer.

HCA 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Admission into the HCA honors program and consent of instructor, program director and dean.

Offered: As needed.

HCA 491 - Independent Study I (3)

This course emphasizes the development of research for students admitted to the HCA honors program. The research topic is selected and research conducted under the mentorship of a faculty advisor.

Prerequisite: Admission into the HCA honors program and consent of instructor, program director and dean.

Offered: As needed.

HCA 492 - Independent Study II (3)

This course continues the development of research begun in HCA 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: HCA 491 and consent of instructor, program director and dean.

Offered: As needed.

HCA 501 - Health Law and Ethics (3)

Health Law and Ethics examines the legal aspects of health services management. Topics include consumer protection, the patient/physician relationship, patient information management, professional liability, medical malpractice and public duties. Students cannot receive credit for both HCA 401 and HCA 501, or NURS 401.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Cross-Listed as: HCA 401.

Offered: Fall, Spring, Summer.

HCA 502 - Health Care Systems (3)

This course will provide an overview of the U.S. health care system and explore organization, financing, management, resources and performance of the U.S. health system, making comparisons to other developed nations.

Prerequisite: Acceptance into the HCA graduate program or permission of program director.

Cross-Listed as: NURS 502

Offered: Fall, Spring.

HCA 503 - Health Care Policy (3)

Health Care Policy provides an overview of U.S. health policies and their implications with study of the policy making process and analytical approaches to decision making. Critical issues in health policy are analyzed.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Cross-Listed as: NURS 705

Offered: Fall, Spring.

HCA 514 - Economics of Health Care (3)

Health policy is examined from an economic perspective in this offering. Basic economic theories and their relationships to the structure and function of the U.S. health care system are explored.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall.

HCA 520 - Health Care Human Resource Management (3)

This course overviews the HR issues, programs and systems used to balance organizational and employee goals. Special attention will be paid to application of HRM in health care settings.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall.

HCA 530 - Health Care Finance (3)

Students will apply financial theory to healthcare organizations. Students will understand profit/loss, managing resources, break-even analysis, accounts receivable, labor, supplies, reimbursement systems and financial incentives.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall.

HCA 537 - Performance Improvement in Health Care (3)

This course provides an overview of quality improvement for health care leaders. Quality management models, approaches, tools, and techniques are presented in the context of organizational culture and leadership.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall, Spring.

HCA 539 - Biostatistics (3)

This course objective is to introduce bio-statistical methods and its underlying principles of "how to perform" and "how to interpret" the statistical analysis in decision making of public health problems.

Prerequisite: Graduate status or consent of program director.

Offered: Fall, Spring.

HCA 540 - Research Methods and Statistical Analysis (3)

Research methods and statistical analysis develops statistical reasoning through the application of statistical techniques to managerial and health related problems. Statistical and analytical techniques used in public health/health care management are covered.

Prerequisite: HCA 539 or equivalent course and basic knowledge of algebra.

Offered: Fall.

HCA 545 - Managing Health Care Organizations (3)

Student explore the principles and processes that inform health care management. Service delivery, program design, strategic positioning, service marketing, cultural acuity, collaboration and competition will be used to understand some of the unique challenges in the ever-changing health care sector.

Prerequisite: Acceptance into the HCA graduate program or permission of HCA program director.

Offered: Spring.

HCA 547 - Transformational Leadership in Health Care Organizations (3)

Current leadership ideas focusing on leadership styles, motivation, teamwork, change management, innovation, creativity, emotional intelligence, organizational learning and culture will be studied in this course.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Spring.

HCA 552 - Introduction to Health Care Information Systems (3)

Students will be introduced to information systems and data sets used by health care organizations, various coding systems for medical diagnoses/conditions, services, supplies, testing, and procedures will be presented.

Prerequisite: Acceptance into the HCA graduate certificate program or permission of the program director.

Offered: Fall.

HCA 560 - Contemporary Topics in Health Care (2)

Students will be exposed to relevant seminars, speakers and contemporary issues in health care that present current and innovative approaches to health care delivery and management.

Prerequisite: All courses in the HCA program must be completed except HCA 591 or permission of program director.

Offered: Fall, Spring.

HCA 567 - Health Care Internship (3)

This course will enable HCA students to apply health care competencies acquired in the classroom setting to real-world health care environments. By working in health care organizations, students will learn to integrate health care theory with practice.

Prerequisite: Graduate status, HCA 501, HCA 502, HCA 503, HCA 530, HCA 537, and HPE 507 or permission of program director.

Offered: Fall, Summer.

HCA 570 - Managing Behavioral Health Organizations (3)

This course will address management of behavioral health organizations. The scope of behavioral health services from prevention to inpatient and residential care will be presented including structure, financing and system delivery.

Prerequisite: HCA 502.

Offered: Fall.

HCA 572 - Health Care Data Visualization (3)

Course covers best practices in storytelling using popular visualization tools and health care datasets. Graphical excellence, Interactivity, dashboards, color theory, perception, and ethical aspects of visualization are also covered.

Prerequisite: HCA 552 or permission of program director.

Offered: Spring.

HCA 580 - Health Care Data Analytics (3)

This course introduces healthcare data analytics fundamentals, emphasizing their importance in the industry. Students learn data collection, analysis, and interpretation techniques for clinical, operational, and financial data.

Prerequisite: Acceptance into the HCA graduate certificate program or permission of program director.

Offered: Fall.

HCA 585 - Data Mining & Predictive Analytics (3)

Course will explore descriptive data mining and predictive analytic techniques including supervised and unsupervised learning to extract insight from datasets, develop and deploy models to aid in healthcare decision making.

Prerequisite: HCA 552 and HCA 580 or permission of program director.

Offered: Spring.

HCA 591 - Master's Thesis in Health Care Administration (3)

This course is for HCA M.S. candidates who are preparing a thesis under the supervision of a faculty member. Students will take this course in their final semester and complete research for and write a master's thesis on a health-related topic that has been approved by the Health Care Administration graduate program director or by their graduate advisor.

Prerequisite: Completion of all required HCA graduate courses with the exception of HCA 567 or permission of program director.

Offered: Fall, Spring, Summer.

HCA 592 - Master's Capstone in Health Care Administration (3)

Student in consultation with a faculty mentor will identify a capstone project, complete the project, research the topic, and complete a comprehensive research paper.

Prerequisite: Completion of all HCA classes except for HCA 567 and HCA 591, or permission of program director.

Offered: Fall, Spring, Summer.

HPE - Health and Physical Education

HPE 101 - Human Sexuality (3)

This is an introduction to human sexuality through multidisciplinary research and theory. Attention is given to sociological perspectives. Guest lectures and films add to the breadth of approach.

Offered: Fall, Spring, Summer.

HPE 102 - Human Health and Disease (3)

Students examine factors influencing personal health and wellness and disease etiology through engaging learning strategies. Focus is on personal health promotion, disease prevention and associated health behaviors.

Offered: Fall, Spring, Summer.

HPE 105 - Bowling (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 109 - Swimming Beginning (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: Fall, Spring.

HPE 110 - Mind-Body Stress Reduction (1)

In this experiential course, students learn mindfulness-based stress reduction skills, including meditation and Hatha yoga, and explore the practice of nonjudgmental awareness in daily life. This is an eight-week course. 2 contact hours.

Offered: As needed.

HPE 111 - Field Hockey (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 115 - Fundamentals of First Aid and Cardiopulmonary Resuscitation (2)

Fundamental principles and skills of basic first aid and cardiopulmonary resuscitation (CPR) are presented. Upon satisfactory completion of each unit, appropriate certification is available. This is an eight-week course. 4 contact hours.

Offered: Fall, Spring, Summer.

HPE 118 - Lacrosse (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 119 - Lifesaving (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: Fall.

HPE 120 - Beginning Yoga (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 121 - Restorative Yoga (1)

Students are brought into a state of deep relaxation with the intention of healing and restoring the physical body. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 122 - Softball (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 123 - Outdoor Activities (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 124 - Swimming Intermediate (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 125 - Soccer (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 126 - Track and Field (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 127 - Zumba (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: Fall, Spring.

HPE 128 - Volleyball (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 129 - Weight Training (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations

relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 131 - Golf (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 132 - Educational Gymnastics (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 133 - Tennis (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 134 - Dance Aerobics (1)

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

HPE 140 - Foundations: Physical Education and Exercise Science (3)

Students are introduced to professionalism, careers and educating in movement-based settings. Included is an analysis of various historical, philosophical and sociocultural factors.

Offered: Fall, Spring.

HPE 152 - Introduction to Outdoor Recreation (3)

Students develop skills in select outdoor activities and are exposed to a range of outdoor recreational pursuits, including Outward Bound/Adventure-type activities. 4 contact hours.

Offered: As needed.

HPE 200W - Promoting Health and Well-Being in Schools (3)

Students develop competencies in content knowledge and skills to address critical health issues facing children and youth. Application of strategies to promote healthy behaviors and well-being in schools are explored. This is a Writing in the Discipline (WID) course.

Offered: Fall, Spring.

HPE 201 - Prevention and Care of Athletic Injuries (3)

Students acquire a basic understanding of sports medicine. Topics include preventive techniques, basic anatomy, injury recognition and rehabilitation of athletic injuries. 4 contact hours.

Offered: Spring.

HPE 202W - Community/Public Health and Health Promotion (3)

Students investigate public health and health promotion and their impacts on individual and community health. Focus is on health care systems; technology use; and professional philosophies, responsibilities and opportunities. This is a Writing in the Discipline (WID) course.

Offered: Fall, Spring.

HPE 205 - Conditioning for Personal Fitness (3)

Students develop personal fitness through participation in a variety of supervised activities and develop a knowledge base necessary to design their own fitness programs. Fitness-related topics and fitness testing are also included. 4 contact hours.

Offered: Fall, Spring.

HPE 210 - Nutrition Education and Promotion (3)

Students explore the science of nutrition and its application to health education. The study of nutrients, dietary guidelines, current problems, healthy-eating promotion and nutrition education methods are covered.

Prerequisite: HPE 200 or HPE 200W, or consent of department chair.

Offered: Spring.

HPE 213 - Movement Appreciation for Children (3)

Basic competencies are explored to build a movement framework for children. Students develop an appreciation of and skill in the creative process for composition of locomotor, non-locomotor and manipulative movements.

Offered: Fall.

HPE 221 - Nutrition (3)

Students study fundamental principles of human nutrition, application of nutrition concepts in dietary practice, relationship between diet nutrition, and human health, along with approaches to support healthy eating habits.

Offered: Fall, Spring.

HPE 233 - Social and Global Perspectives on Health (3)

Students explore social, global and population perspectives on health, health equity and social justice. Sociocultural factors influencing health decision-making are studied. Health behavior theories are integrated. Advocacy skills are developed.

Prerequisite: 24 credit hours or consent of department chair.

Offered: Fall, Spring, Summer.

HPE 243 - Motor Development and Motor Learning (3)

Through lecture and lab experiences the fundamentals of motor development and motor learning theories are explored. Studies focus on the effects of growth and developmental factors throughout the lifespan.

Offered: Fall, Spring.

HPE 244 - Group Exercise Instruction (3)

Students will augment existing fitness abilities with knowledge and skills on how to design and teach group exercise classes based on exercise physiology concepts and professional standards.

Prerequisite: HPE 205 and HPE 243 or consent of department chair.

Offered: As needed..

HPE 252 - Camping and Recreational Leadership (3)

The philosophy and problems of camping and recreational leadership are studied. The principles, practices, processes and techniques of leadership are studied in depth. Lecture and laboratory.

Offered: As needed.

HPE 253 - Introduction to Therapeutic Recreation (3)

Students are introduced to the history, concepts and philosophy of therapeutic recreation in community and institutional settings. Field trips and on-site observations are included.

Offered: As needed.

HPE 278 - Coaching Skills and Tactics (3)

Skill development and tactical awareness are introduced. Students acquire the ability to explain, demonstrate, analyze and provide feedback for physical movements while coaching players of all ages.

Prerequisite: HPE 243.

Offered: Fall, Spring.

HPE 300 - Health Education and Health Promotion Pedagogy (3)

Students study effective health education and health promotion in school and community settings, teaching models and pedagogical approaches that support health. Observation, instruction and reflection skills are developed and practiced.

Prerequisite: Minimum cumulative GPA of 2.75 and admission into the health and physical education teacher preparation program, or community and public health promotion program, or consent of department chair.

Offered: Spring, as needed.

HPE 301W - Principles of Teaching Activity (3)

Techniques of activity presentation are studied, including the task, problem-solving and guided discovery methods. Individual philosophies of teaching are considered. Supervised teaching experiences are included. This is a Writing in the Discipline (WID) course.

Prerequisite: HPE 140 and HPE 243; and admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Fall, Spring.

HPE 303W - Research in Community and Public Health (3)

Students investigate core public health concerns. Using population health databases, students write a policy-focused research paper. Topics include health determinants and disparities, communicable and chronic disease, and levels of prevention. This is a Writing in the Discipline (WID) course.

Prerequisite: : HPE 202 or HPE 202W and admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Fall, Spring.

HPE 305 - Advanced Prevention and Care of Athletic Injuries (3)

Preventative screening, pathomechanics of injury and evaluation techniques are analyzed. Relying heavily on the case-study approach, laboratory sessions include opportunities for supervised practice and the application of training procedures.

Prerequisite: HPE 201.

Offered: As needed.

HPE 307 - Introduction to Epidemiology (3)

This course provides students with an understanding of the basic concepts, principles and methods of epidemiology as applied to studies of both infectious and chronic diseases.

Prerequisite: Satisfaction of the college's mathematics milestone.

Offered: Annually, Summer if needed as hybrid/online.

HPE 308 - The Science of Coaching (3)

Scientific aspects of coaching, motor skill acquisition, sport psychology and developmentally appropriate sport programs are analyzed. Emphasis is on coaching philosophy, methodology as well as ethics in coaching.

Prerequisite: HPE 205, HPE 243 and HPE 278, or consent of department chair.

Offered: Spring.

HPE 309W - Exercise Prescription (3)

Students will learn how to prescribe appropriate and effective personalized fitness programs. Lectures, practical applications and case studies allow for effective practice designing programs for all populations. This is a Writing in the Discipline (WID) course.

Prerequisite: HPE 205 and HPE 243 or consent of department chair.

Offered: Fall.

HPE 310 - Strength and Conditioning for the Athlete (3)

Students will explore the roles and responsibilities of strength and conditioning specialists and acquire skills to design and instruct strength programs for athletes and clients desiring higher level performance.

Prerequisite: BIOL 231.

Offered: Fall.

HPE 314 - Middle School Activities (3)

Basic competencies are developed to enhance skill development. Included are skill analysis, development of strategies and tactics of individual/dual, team, adventure education and rhythmic activities at the middle school setting.

Prerequisite: HPE 301 and 313, or consent of department chair.

Offered: Fall.

HPE 315 - High School Activities (3)

Basic competencies are developed to enhance skill development. Included are skill analysis, development of strategies and tactics of individual and dual/team, adventure education and rhythmic activities in the high school setting.

Prerequisite: HPE 314; consent of department chair.

Offered: Spring.

HPE 325 - Assessment in Health and Physical Education (3)

Students will acquire the knowledge and skill to design, administer and analyze assessments in health and physical education.

Prerequisite: HPE 300 and HPE 301W or consent of department chair.

Offered: Fall.

HPE 340 - Sexual Health Education and Promotion (3)

Students explore human sexuality concepts and apply them to the design, delivery and assessment of developmentally and culturally appropriate sexual health educational interventions in school and community settings.

Prerequisite: 24 credit hours or consent of department chair.

Offered: Spring.

HPE 345 - Wellness for the Young Child, (B-8) (3)

Students explore how environmental, socioeconomic, and cultural influences impact child development and overall wellness; and learn about specific wellness topics in early-childhood education (B-8) and their alignment with program/student standards. Hybrid course.

Prerequisite: Admission to an ECED program or consent of the Health and Physical Education department chair.

Offered: Fall.

HPE 346 - Pedagogical Skills in Elementary Health/Physical Education (3)

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. 4 contact hours.

Prerequisite: Admission to the Feinstein School of Education and Human Development.

Offered: As needed.

HPE 356 - Recreation Practicum (4)

Students assist in the development, presentation and evaluation of leisure-time activities in community, agency, school or college settings. Lecture and field experience. 7 contact hours.

Prerequisite: HPE 151 and HPE 252.

Offered: As needed.

HPE 390 - Independent Study in Physical Education (1)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Consent of department chair.

Offered: As needed.

HPE 403 - Environmental Health (3)

Students survey environmental health from holistic and interdisciplinary perspectives. They examine the interactive nature of natural and anthropogenic environments, and their impacts on community and population health and health promotion.

Prerequisite: 45 credit hours or consent of department chair.

Offered: Annually.

HPE 406 - Program Planning in Health Promotion (3)

Students take systematic approaches to developing interventions and programs that promote healthy communities. Planning models, needs assessments, behavior change theories, social marketing, program implementation and evaluation methodologies are addressed.

Prerequisite: HPE 303; a minimum cumulative GPA of 2.75; or consent of the department chair.

Offered: Spring or as needed.

HPE 408 - Coaching Applications (3)

Effective planning, implementation and evaluation of practice and game management, as well as seasonal responsibilities of the coach, are analyzed. Includes field work in coaching.

Prerequisite: HPE 201, HPE 205, HPE 243, HPE 278, HPE 308, and current first aid/CPR (infant, child, and adult with AED) certification.

Offered: Fall.

HPE 409 - Adapted Physical Education (3)

Individual differences that affect motor learning and performance are considered. Individual educational programs in adaptive, developmental, corrective and inclusive physical education are designed. Laboratory is included.

Prerequisite: SPED 333 and concurrent enrollment in or completion of HPE 413 or HPE 414.

Offered: Spring.

HPE 410 - Managing Stress and Mental/Emotional Health (3)

Students explore connections between mental and physical health as related to managing stress. Activities include the identification of sources, the identification of the impact of stress on health, and the implementation of stress management techniques.

Prerequisite: 45 credit hours or consent of department chair.

Offered: Fall, Spring.

HPE 411 - Kinesiology (3)

The effects of physical and anatomical principles on the performance of motor patterns are studied and the mechanical analysis of specific activities are analyzed.

Prerequisite: BIOL 231, HPE 313 (for HPE majors) or HPE 278 (for WES majors) and admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Fall.

HPE 413 - Practicum in Elementary Physical Education (3)

Practice creating and implementing developmentally appropriate lessons associated with rhythmic, individual, dual, team and adventure activities at the elementary level. Includes observations and supervised teaching experiences in PK-5 settings. (Formerly Practicum in Creative Movement and Dance.) 4 contact hours.

Prerequisite: HPE 301, HPE 313 and HPE 314; admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Spring.

HPE 414W - Practicum In Secondary Physical Education (3)

Practice creating and implementing developmentally appropriate lessons associated with rhythmic, individual, dual, team and adventure activities at the secondary level. Includes observations and supervised teaching experiences in 6th-12th grade settings. (Formerly Practicum in Individual and Dual Activities.) 6 contact hours. This is a Writing in the Discipline (WID) course.

Prerequisite: HPE 314 and HPE 315; admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Fall.

HPE 415 - Teaching/Assessment in Adapted Physical Education (3)

Students assess individuals to determine if APE services are needed. Creating/implementing lesson plans in gross motor function, instructional tools and IEP's are practiced. Supervised teaching in school settings are included.

Prerequisite: HPE 409 and SPED 433 with a minimum grade of B-; or consent of department chair.

Offered: Fall.

HPE 416 - Women's Health (4)

Students examine women's health from a holistic, and interdisciplinary perspective. Personal, social, cultural, and societal influences on the health of women, health disparities, and effective health promotion efforts are explored. Students cannot receive credit for both HPE 416 and GEND 416.

Prerequisite: 45 credit hours or consent of department chair.

Cross-Listed as: GEND 416.

Offered: Annually.

HPE 417 - Practicum in Elementary Health Education (3)

Students prepare and implement skills-based school health education lessons for the elementary student. Included are planning and implementation of a unit plan and a supervised teaching experience.

Prerequisite: HPE 300 or consent of department chair.

Offered: Spring.

HPE 418W - Practicum in Secondary Health Education (3)

Students prepare and implement skills-based school health education for the secondary student. Included are development of a unit plan and a supervised teaching experience. This is a Writing in the Discipline (WID) course.

Prerequisite: HPE 417 or consent of department chair.

Offered: Fall.

HPE 419 - Practicum in Community and Public Health (3)

Students gain experience designing, implementing and evaluating community and public health and disease prevention programs and interventions. Focus includes health policy as it applies to health promotion and population health.

Prerequisite: BIOL 231, BIOL 335; HPE 406; a minimum cumulative GPA of 2.75; or consent of department chair.

Offered: Fall.

HPE 420 - Physiological Aspects of Exercise (3)

Topics range from the physiological response of the human muscular and cardiorespiratory systems to the acute and chronic effects of physical activity. Lecture and laboratory. 4 contact hours.

Prerequisite: BIOL 335 and admission to the physical education teacher preparation program or consent of department chair.

Offered: Fall, Spring.

HPE 421 - Senior Lecture: Wellness and Exercise Science (3)

Under the guidance of the instructor and cooperating professional, students gain the practical experience in wellness and exercise science environments. Students explore research topics and internships opportunities. 4 contact hours.

Prerequisite: HPE 309W; a minimum cumulative GPA of 2.75; or consent of the department chair.

Offered: Fall.

HPE 423W - Student Teaching Seminar in Health and Physical Education (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles and teaching strategies. This seminar meets weekly. This is a Writing in the Discipline (W) course.

Corequisite: Concurrent enrollment in HPE 425.

Offered: Spring, as needed.

HPE 425W - Student Teaching: Health and Physical Education (7)

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U. This is a Writing in the Discipline (WID) course.

Prerequisite: Passing score(s) on Praxis, approved Preparing to Teach Portfolio and other Feinstein School of Education and Human Development admission and retention requirements.

Corequisite: Concurrent enrollment in HPE 423W.

Offered: Spring.

HPE 426W - Internship in Community and Public Health (10)

Students cultivate professional skills essential to the diverse fields of community and public health, including health education and health promotion, through a service-learning experience in health agencies or organizations. Graded S, U. This is a Writing in the Discipline (WID) course.

Prerequisite: HPE 419, minimum cumulative G.P.A. of 2.75, an approved Internship application, and completion of all required courses.

Offered: Fall, Spring, Summer.

HPE 427 - Internship in Wellness and Exercise (10)

Extensive application of professional and specialized skills essential to wellness and exercise science are implemented in a authentic settings. Graded S, U.

Prerequisite: HPE 421, concurrent enrollment in HPE 430, a minimum cumulative GPA of 2.75, successful completion of an internship application and completion of all required courses.

Offered: Fall, Spring, Summer.

HPE 428 - Educational Kinesiology and Exercise Physiology (3)

Teacher candidates explore physiological and biomechanical concepts needed to efficiently analyze and correct critical elements of motor skills and performance concepts in authentic PK-12 situations.

Prerequisite: BIOL 231, BIOL 335, and HPE 313; or consent of department chair.

Offered: Fall.

HPE 429 - Seminar in Community and Public Health (2)

Students participate in a professional learning community to share, analyze and reflect on internship and research experiences. Students further develop professional competencies in the field.

Prerequisite: Concurrent enrollment in HPE 426W.

Offered: Fall, Spring, Summer.

HPE 430 - Seminar in Wellness and Exercise (2)

In a professional learning community, students analyze, reflect and share internship experiences. Responsibilities and best practices of the profession are explored and developed.

Prerequisite: Concurrent enrollment in HPE 427.

Offered: Fall, Spring, Summer.

HPE 431 - Drug Education (3)

Standards-based strategies for drug education in school and community settings are explored. Impact of alcohol, tobacco and other drugs on dimensions of wellness, risk factors, prevention and trends are examined.

Prerequisite: HPE 300 or consent of department chair.

Offered: Fall.

HPE 444 - Practicum in Adapted Physical Education (3)

Teaching candidates complete a capstone course on planning, teaching and evaluating individuals with disabilities in gross motor settings. The experience includes IEP meetings, logs, implementing formal evaluations and analyzing data.

Prerequisite: SPED 333, HPE 409 and HPE 415.

Offered: Early Spring.

HPE 500 - Introduction to Health Education and Health Promotion (3)

Focus is on the basic principles of health education and health promotion in school and nonschool settings. Included are the philosophy, ethics, responsibilities and practice of health education.

Prerequisite: Graduate status.

Offered: Fall.

HPE 501 - Curriculum Design in Health Education (3)

The development of curriculum in health education programs is considered with regard to individual and social needs.

Prerequisite: Graduate status and HPE 500 or consent of instructor.

Offered: Fall.

HPE 503 - Health Education Pedagogy (3)

Pedagogical practices within the field of health education, including an overview of health content, teaching strategies, standards-based learning and best practices, will be addressed in a hands-on setting.

Prerequisite: HPE 500 or consent of department chair.

Offered: Spring.

HPE 504 - Application of Health Content (3)

Students continue developing health education competencies through analytical study and practical experience. Critical analysis of health content, standard-based approaches, behavior theories, instructional planning, classroom management and assessment are addressed.

Prerequisite: HPE 503 or consent of department chair.

Offered: Fall.

HPE 505 - Principles of Program Development in Health Education (3)

Focus is on techniques, processes and models of developing health education programs in schools, communities, and work sites. Emphasis is on planning, implementation and evaluation strategies.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

HPE 507 - Epidemiology and Biostatistics (3)

Topics covered include statistical concepts, evaluation of health research literature, outcome measurements, health surveillance and determinants of health.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

HPE 508 - Psycho-Social Aspects of Human Movement (3)

Psychological and sociological constructs related to human movement and sport are analyzed. Topics include athletic leadership, coaching behavior and individual and societal-cultural factors related to human movement.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

HPE 509 - Teaching Sports through a Tactical Perspective (3)

Various sports are explored using student-centered, guided discovery instructional models. Games for understanding theory and curriculum are introduced. Emphasis is on developing cognitive off-the-ball and on-the-ball tactics.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

HPE 512 - Curriculum Construction in Physical Education (3)

Discussion of curricular models provide a foundation in designing a curriculum. Conceptual frameworks are used to guide decision-making processes in curriculum design.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

HPE 519 - Professional Development for Cooperating Teachers (3)

Cooperating teachers gain knowledge, tools and experience that help them prepare teacher candidates to meet professional requirements in health education. This course may be repeated after four years. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

HPE 522 - Current Issues in Physical Education (3)

Current issues and how they relate to the fields of physical education, recreation and sport are examined. Particular attention is given to professional issues pertinent to class members.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

HPE 523 - Adventure Education (3)

Students are prepared for adventure education content knowledge and introduced to the principles of curriculum development for prekindergarten through grade 12. Students analyze and integrate adventure education into instruction.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

HPE 530 - Family Life and Sexuality Education (3)

Human sexuality issues and sexuality education principles are studied. Students develop those skills necessary for implementing school-based sexuality education programs.

Prerequisite: HPE 503 or consent of department chair.

Offered: Fall.

HPE 531 - Methods and Procedures for School Nurse Teachers (3)

Students examine the scope, principles and practices required of certified school nurse teachers in an educational setting. This course meets state certification requirements for school nurse teachers.

Prerequisite: Registered nurse with B.S. degree.

Offered: Spring.

HPE 561 - Evaluation and Assessment in Health Education (3)

This course is designed to provide health educators with the knowledge and skills to assess and evaluate health education lessons, programs and individual health behaviors and knowledge.

Prerequisite: HPE 504 and ELED 510 or consent of department chair.

Offered: Fall.

HPE 562 - Seminar in Health Education (3)

As a capstone experience for graduate students in health education, students learn to plan, implement and evaluate a health education program in the field.

Prerequisite: ELED 510 and completion of at least 18 additional credits in the M.Ed. in Health Education program, or consent of department chair.

Offered: Spring.

HPE 563 - Professional Ethics and Social Health Issues (3)

Current social health issues and the ethical codes of the profession are investigated and discussed. Sensitive, diverse, global issues are analyzed from the school and community health education perspective.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

HPE 590 - Directed Study in Health Education (3)

Under faculty supervision, students initiate a formal inquiry into a significant health issue or problem.

Prerequisite: Graduate status, HPE 562; consent of advisor, department chair, and dean.

Offered: As needed.

HPE 591 - Directed Reading in Health Education (3)

Under faculty supervision, students engage in intensive reading on a specific health issue.

Prerequisite: Graduate status, HPE 500, HPE 501; consent of advisor, department chair, and dean.

Offered: As needed.

HSCI - Health Sciences

HSCI 105 - Medical Terminology (2)

This course will provide students with a basic medical terminology vocabulary for use in the health care setting.

Offered: Fall, Spring.

HSCI 232 - Human Genetics (4)

Human genetics and biotechnology are presented in the context of health care and public health policy. These topics are explored using problem-based learning and case studies.

General Education Category: Elective (E).

Prerequisite: BIOL 100, BIOL 108, or BIOL 111.

Offered: Fall.

HSCI 300 - Food Chemistry (3)

This course presents the basic composition, structure, and properties of foods, and the chemistry of changes occurring during processing, storage and use.

Prerequisite: CHEM 206

Offered: Fall.

HSCI 400 - Quality Assurance of Food Products (3)

This course presents quality assurance practices in the food industry.

Prerequisite: BIOL 348.

Offered: Fall.

HSCI 401 - Topics in Respiratory Therapy (4)

Various aspects of respiratory therapy are reviewed for evidence-based recommendations and updates. Diagnostic techniques, treatment approaches, current clinical practice guidelines and updates, and cardiopulmonary medications are addressed.

Prerequisite: Enrollment in the respiratory therapy completion concentration of the B.S. in health sciences.

Offered: Spring.

HSCI 402 - Current Topics in Dental Hygiene (4)

This course familiarizes dental hygiene students with evolving professional trends related to the dental hygiene process of care in private or public practice.

Prerequisite: Enrollment in the dental hygiene completion concentration of the B.S. in health sciences.

Offered: As needed.

HSCI 403 - Food Borne Disease (3)

This course presents the conditions that lead to food borne illness.

Prerequisite: BIOL 348

Offered: Fall.

HSCI 404 - Food Microbiology (3)

The microbiology of food is examined with an emphasis on conditions promoting microbial growth and prevention.

Prerequisite: BIOL 348

Offered: Spring.

HSCI 405 - Food Safety Case Study (1)

An overview of problem solving and teamwork concepts involved in industrial food safety.

Prerequisite: HSCI 400.

Offered: Spring.

HSCI 465 - Seminar in Respiratory Therapy (4)

Readings and discussion on selected topics include a review of research methods in health care, critical evaluation of research methods and

design, and adoption of evidence-based recommendations into clinical practice.

Prerequisite: MATH 240 or consent of instructor.

Offered: Fall.

HSCI 466 - Evidence-Based Decision Making for Dental Hygiene (4)

This evidence-based decision-making course aids students in evaluating and applying current and emerging research which, coupled with expertise and critical thinking, guides the dental hygiene process of care.

Prerequisite: HSCI 402, HPE 307 and MATH 240.

Offered: As needed.

HSCI 491 - Independent Study I (4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the health science honors program.

Offered: As needed.

HSCI 492 - Independent Study II (4)

This course continues the development of research or creative activity begun in HSCI 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: HSCI 491 and consent of instructor, department chair and dean.

Offered: As needed.

HSCI 494W - Independent Study in Health Sciences (4)

Students choose a topic for a research project or pursue an internship under the supervision of faculty. This is a Writing in the Discipline (WID) course.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

HIST - History

HIST 101 - Multiple Voices: Africa in the World (4)

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Africa and the world.

General Education Category: History/Philosophy.

Offered: Fall, Spring, Summer.

HIST 102 - Multiple Voices: Asia in the World (4)

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Asia and the world.

General Education Category: History/Philosophy.

Offered: Fall, Spring, Summer.

HIST 103 - Multiple Voices: Europe in the World to 1600 (4)

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Europe and the world to 1600.

General Education Category: History/Philosophy.

Offered: Fall, Spring, Summer.

HIST 104 - Multiple Voices: Europe in the World Since 1600 (4)

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Europe and the world since 1600.

General Education Category: History/Philosophy.

Offered: Fall, Spring, Summer.

HIST 105 - Multiple Voices: Latin America in the World (4)

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Latin America and the world.

General Education Category: History/Philosophy.

Offered: Fall, Spring, Summer.

HIST 106 - Multiple Voices: Muslim People in the World (4)

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Muslim peoples and the world.

General Education Category: History/Philosophy.

Offered: Fall, Spring, Summer.

HIST 107 - Multiple Voices: The United States in the World (4)

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between the United States and the world.

General Education Category: History/Philosophy.

Offered: Fall, Spring, Summer.

HIST 108 - History of Science and Medicine (4)

Students examine the ideas and practices that define science and medicine and their relationships with society and culture, using examples from a variety of historical contexts.

General Education Category: History/Philosophy.

Offered: Annually.

HIST 110 - Global History to 1000 (4)

Students examine the development of human societies through a global perspective from earliest origins to 1000 in Africa, Asia, Europe, and the Americas.

General Education Category: History/Philosophy.

Offered: Annually.

HIST 111 - Global History Since 1000 (4)

Students examine the development of human societies through a global perspective from 1000 to the present day in Africa, Asia, Europe, and the Americas.

General Education Category: History/Philosophy.

Offered: Annually.

HIST 117 - Special Topics in History (4)

This course introduces students to historical themes within a particular era or period such as European history, Western civilization or the holocaust.

General Education Category: History/Philosophy.

Offered: As needed.

HIST 118 - Topics in U.S. History to 1877 (3)

This course provides an in-depth study of the history of the United States up to 1877 through five strands of history: political, economic, religious, social and intellectual.

General Education Category: History/Philosophy.

Offered: As needed.

HIST 119 - Topics in U.S. History from 1877 to Present (3)

This course provides an in-depth study of the history of the United States from 1877 to the present through five strands of history: political, economic, religious, social and intellectual.

General Education Category: History/Philosophy.

Offered: As needed.

HIST 201 - U.S. History: 1400-1800 (3)

Students examine Native Americans and the impact of European conquest and settlement, institutionalization of slavery, struggle between empires and colonies, the American Revolution and emergence of the American Republic. In Person, Hybrid, Online.

Offered: Fall, Spring.

HIST 202 - U.S. History: 1800-1920 (3)

Students examine industrial and social revolutions of the early nineteenth century, growing conflict over slavery, Civil War and Reconstruction, and emergence of Modern America through immigration, urbanization, industrialization and globalization. In Person, Hybrid, Online.

Offered: Fall, Spring.

HIST 203 - U.S. History: 1920 to the Present (3)

Students examine the Great Depression, World War II and postwar society, the Cold War, movements for race, class, and gender equality, upheavals of the 1960s, modern conservatism, and contemporary America. In person, Hybrid, Online.

Offered: Fall, Spring.

HIST 204 - Global History since 1500 (3)

Global history from 1500 to the present is surveyed. Identities and contributions of diverse world civilizations are explored, highlighting issues in the economic, political, social, cultural, and environmental domains. In Person, Hybrid, Online.

Offered: Fall, Spring.

HIST 207 - History Through Numbers (4)

This course uses statistics to enable students to broaden their historical reasoning so as to better assess the multiplicity of human, institutional, and environmental factors creating present and past historical reality. In Person, Hybrid, Online.

General Education Category: Elective (E).

Offered: Fall, Spring

HIST 209 - The American Revolution (3)

Emphasis is on the origins and development of the revolution, its critical role in the formation of national identity in a global context, and the nature of the Constitution. In Person, Hybrid, Online.

Offered: Annually.

HIST 217 - American Gender and Women's History (3)

Students examine changing gender ideals and lived experiences for women in American history, including distinctions among women based on variables of race, class and sexuality in American society. In Person, Hybrid, Online.

Offered: Annually.

HIST 218 - American Foreign Policy: 1945 to the Present (3)

Students survey American foreign policy from 1945 to the present. Topics include the Cold War, relationships among international organizations, decolonization and theories of modernization. In Person, Hybrid, Online.

Offered: Fall.

HIST 219 - Popular Culture in Twentieth Century America (3)

Students examine the influence of popular culture in American history, and how Americans utilized and interpreted popular culture such as films, television and music, throughout the twentieth century. In Person, Hybrid, Online.

Offered: Alternate years.

HIST 220 - Ancient Greece (3)

The development of ancient Greece from the archaic period to the death of Alexander the Great is examined. Topics include constitutional development, colonization, the Persian and Peloponnesians wars and slavery. In Person, Hybrid, Online.

Offered: Alternate years.

HIST 221 - The Roman Republic (3)

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. In Person, Hybrid, Online.

Offered: Alternate Years.

HIST 222 - The Roman Empire (3)

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. In Person, Hybrid, Online.

Offered: Alternate Years.

HIST 223 - Medieval History (3)

Western civilization is explored from the breakup of the Roman Empire to the beginning of the fourteenth century. Topics include the rise of Christianity, feudalism, and economic and technological developments. In Person, Hybrid, Online.

Offered: Alternate years.

HIST 224 - The Glorious Renaissance (3)

Europe's transition from the fourteenth century through Shakespeare's death are examined, focusing on changing patterns of thought, art and political forms in Italian city-states, Northern Europe, Britain and Spain. In Person, Hybrid, Online.

Offered: Fall.

HIST 234 - Challenges and Confrontations: Women in Europe (3)

European women's political roles, economic activities, and social and cultural contributions are examined. This course may be repeated for credit with a change in content. In Person, Hybrid, Online.

Offered: As needed.

HIST 235 - Voices of the Great War (3)

Fiction, non-fiction and poetry written by veterans of the Western Front will be explored in order to understand that unique experience. In Person, Hybrid, Online.

Offered: Alternate years.

HIST 236 - Post-Independence Africa (3)

Students examine themes in contemporary African history, such as nation-building; socio-economic and political development; nationalism and pan-Africanism; governance systems; and the post-Cold War/post-9/11 eras. In Person, Hybrid, Online.

Offered: Annually.

HIST 238 - Early Imperial China (3)

Students examine the culture and history of early Imperial China. Emphasis is on the imperial systems, social changes and the culture of the Qin and the Han periods. In Person, Hybrid, Online.

Offered: As needed.

HIST 239 - Japanese History through Art and Literature (3)

Students examine Japanese history from ancient to Meiji period, focusing on social and cultural development of Japan, using historical documents, archaeological remains, visual materials, art and literature. In Person, Hybrid, Online.

Offered: Alternate years.

HIST 241 - Colonial and Neocolonial Latin America (3)

Students survey topics in Latin America history (1492-1900), including the Conquest, slavery, multiculturalism, independence and the Industrial Revolution. In Person, Hybrid, Online.

Offered: Annually.

HIST 242 - Modern Latin America (3)

Topics in Latin American history are surveyed, including Wars of independence, immigration, revolutionary movements, populism and globalization. In Person, Hybrid, Online.

Offered: Annually.

HIST 243 - Latino Peoples and US History (3)

Students examine Latin American migration and settlement in the United States, Latino civil rights movements, and the contemporary transnational natures of the Latinx experience. In Person, Hybrid, Online.

Offered: Annually.

HIST 258 - Environmental History (3)

This course analyzes the relationship between humans and the natural environment by historically illuminating how nature has shaped human societies and the impact people have had on their environments. In Person, Hybrid, Online.

Offered: Annually.

HIST 267 - Personal Memories of the World Wars (4)

Students examine personal experiences of living, serving, or suffering in the World Wars, by analyzing memoirs, fiction, and films. They compare how gender, race, ethnicity, and class, influence war memories.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

HIST 268 - Civil Rights and National Liberation Movements (4)

This course emphasizes a global approach to American history that places movements of national liberation, exemplified by Vietnam, Cuba, and Guinea Bissau, and the American Civil Rights movement, in context.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

HIST 269 - Jazz and Civil Rights: Freedom Sounds (4)

This course explores the evolution of jazz from bebop through free jazz, emphasizing the relationship between music and social change, in particular the civil rights movement, domestically and internationally.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring, Summer.

HIST 272 - Globalization, 15th Century to the Present (4)

This course examines the traditional interpretation of the "Rise of the West" as an inevitable historical process by exploring the essential contributions of diverse global societies to contemporary globalization.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring, Summer.

HIST 273 - Latin America and Globalization, 1492-Present (4)

A history of globalization's impact on Latin America from 1492 to the present through a cross-cultural analysis of the interactions of Latin America with Europe, Africa, and Asia.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

HIST 274 - The History of the Dominican Republic (4)

Students analyze the rise of the Dominican Republic's multi-racial society from 1492 to the present. The Trujillo dictatorship and Dominican baseball are among the issues explored.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

HIST 275 - Russia from Beginning to End (4)

Course highlights major events in Russian civilization such as the Mongols, tsars, imperial Russia, Soviet communism, World War II, and Russia today, through art, architecture, history, literature, and music.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

HIST 281W - History Matters I: Methods and Skills (3)

History is argument and debate not names and dates. Students will explore the philosophy, practice and significance of history, learning to think, read and write critically about the past. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 108; or consent of department chair.

Offered: Fall, Spring.

HIST 282W - History Matters II: Historical Research (3)

Students will learn and practice the skills of original historical research—from developing research questions, identifying and analyzing primary and secondary sources, and writing research papers on a specific theme. This is a Writing in the Discipline (WID) course.

Prerequisite: HIST 281 or HIST 281W, or consent of department chair.

Offered: Fall, Spring.

HIST 306 - Protestant Reformations and Catholic Renewal (3)

Students explore religious crises intertwined with the social, political, economic and intellectual history of the fourteenth through seventeenth centuries that produced modern times. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 307 - Europe in the Age of Enlightenment (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 308 - Europe in the Age of Revolution, 1789 to 1850 (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 309 - Europe in the Age of Nationalism, 1850 to 1914 (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 310 - Twentieth-Century Europe (3)

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. In Person, Hybrid, Online.

Offered: As needed.

HIST 311 - The Origins of Russia to 1700 (3)

Students explore the histories and cultures of peoples inhabiting the territories of the former U.S.S.R. from antiquity to Peter the Great. Topics include state formation, social institutions and practices, and territorial expansion. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Alternate years.

HIST 312 - Russia from Peter to Lenin (3)

Russian history during westernization is examined. Topics include elite and non-elite social development, serfdom, autocratic state, modernization, the Russian Revolutionary movement, non-Russian peoples, warfare, and diplomacy. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Alternate years.

HIST 313 - The Soviet Union and After (3)

Students will investigate the fascinating ideologies, issues, events and continuities of the Soviet Union and post-Soviet era: 1917, Bolsheviks, Stalin, WWII, Cold War, 1990s collapse, Putin, new East-West confrontation. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Alternate years.

HIST 316 - Modern Western Political Thought (4)

The ideas of major Western political thinkers, including the Greeks, Machiavelli, Hobbes, Locke, Rousseau, Hume, Hegel, and Marx, are reviewed. Students cannot receive credit for both HIST 316 and POL 316. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Fall.

HIST 318 - Tudor-Stuart England (3)

British history is studied from the Tudors to the Stuarts, including Henry VIII, Elizabeth, the Puritans, the Civil War, and the Glorious Revolution. Topics include social, cultural, legal, military, economic, and medieval history. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 320 - American Colonial History (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Annually.

HIST 322 - The Early American Republic (3)

Focus is on the creation of competing political, economic, social, and moral identities in the North and South, from the Constitution to the Mexican War. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Annually.

HIST 323 - The Gilded Age and Progressive Era (3)

Students explore the effects of industrialization, immigration, urbanization and globalization on American society from 1877-1920. These transformations created new opportunities, challenges and controversies for different groups of Americans. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Alternate years.

HIST 324 - Crises of American Modernity, 1914-1945 (3)

Students examine how tradition and modernity clashed in music, art and ideas, and how Americans grappled with prohibition, the Great Depression, global war and the dawn of the atomic age. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Annually.

HIST 325 - Superpower America 1945-1990 (3)

Students examine how the United States became an atomic superpower, faced new challenges and forced Americans to confront long-simmering conflicts, leading to social revolutions. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Annually.

HIST 328 - History of the American West (3)

Themes in American Western history are examined, including cross-cultural encounters, social and class conflict, environmental use and misuse, and the significance of the west and "frontier" in American politics, society, and popular culture. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 329 - Civil War and Reconstruction (3)

Topics include the conflicts of the 1850s; the Civil War's impact on American politics, economy, culture, and society; postwar political, economic, and racial reconstruction; and the contested memory of the war. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 330 - History of American Immigration (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 331 - Rhode Island History (3)

Rhode Island's colonial and revolutionary origins, the problems of nineteenth- and twentieth-century industrial growth and social change, and other topics are surveyed. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Spring.

HIST 332 - The American Presidency (4)

The evolution of the institution and function of the presidency is examined. Students cannot receive credit for both HIST 332 and POL 357. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Annually.

HIST 334 - African American History (3)

Topics include the African background of African Americans, development of slavery, abolitionism, legislative and judicial drives to equality, and social and cultural contributions of African Americans. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Annually.

HIST 336 - The United States and the Emerging World (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Spring.

HIST 340 - The Muslim World from the Age of Muhammad to 1800 (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 341 - The Muslim World in Modern Times, 1800 to the Present (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 342 - Islam and Politics in Modern History (3)

The causes, manifestations, and forms of Islamic resurgence since the nineteenth century are studied. Islam's role in relationship to sociopolitical changes is analyzed through selected case studies. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 345 - Conflict, Globalization, and Modern East Asia (3)

Students will examine the history of East Asia as globalization, modernization, and imperialism transformed the nations, peoples, and interactions of China, Korea, and Japan in the nineteenth and twentieth centuries. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 348 - Africa under Colonial Rule (3)

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. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Annually.

HIST 354 - Nationalism and National Identities (4)

The factors that shaped national identities, such as language, culture, religion, education, labor, and regionalism, are explored. This course may be repeated for credit with a change in content. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 355 - Everyday Life History (4)

Traditional and modern societies are examined from the bottom up. Attention is given to material well-being; sexuality, marriage, family, and childhood; crime, disease, and death; and leisure and escapism. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: As needed.

HIST 357 - Public History Experiences (3)

Through concurrent internship and classroom experiences, students examine the potential of public history by collectively defining and articulating visions for the field, developing field-specific skills and exploring history's roles in society. Students may repeat this course once for credit. In Person, Hybrid, Online.

Prerequisite: Completion of at least 30 college credits or consent of department chair.

Offered: Annually.

HIST 362 - Reading Seminar in History (4)

Building on history and social science courses, this seminar involves extensive reading and discussion of selected historical themes. Focus is on historiographical issues.

Prerequisite: HIST 200, 15 additional credit hours of history courses, and 12 credit hours of social sciences courses.

Offered: Fall, Spring (as needed).

HIST 381 - Workshop: History and the Elementary Education Teacher (1)

Students visit historic sites and museums around Rhode Island and discuss how to prepare elementary school students for field trips to these sites to enhance the learning experience.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107 or HIST 108; or consent of department chair.

Offered: Fall.

HIST 389W - History Matters III: Senior Research Project (2)

History majors will produce an advanced research paper on a topic of their choosing. Students will analyze scholarship and primary sources to construct and communicate an original historical interpretation. This is a Writing in the Discipline (WID) course.

Prerequisite: HIST 282 or HIST 282W.

Offered: Fall, Spring.

HIST 390 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

HIST 491 - Independent Study I (4)

Students in the first semester of their senior year undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Admission to the honors program, and consent of instructor, department chair and dean.

Offered: As needed.

HIST 492 - Independent Study II (4)

Honors candidates in the second semester of their senior year prepare a final draft of the honors essay and submit it to the department for acceptance.

Prerequisite: HIST 491 and consent of instructor, department chair and dean.

Offered: As needed.

HIST 501 - Historiography (3)

This is an introduction to the theories and types of history and the various schools of historical thought.

Prerequisite: Graduate status and consent of department chair and graduate advisor.

Offered: Fall.

HIST 521 - Topics in Comparative History (3)

Aimed at providing a theoretical and practical appreciation of historical comparison and generalization, the methodological basis of comparative history is examined.

Prerequisite: Graduate status and consent of department chair and graduate advisor.

Offered: Spring.

HIST 550 - Topics in American History (3)

Focus is on varying topics in American history, from the Colonial Era to the present.

Prerequisite: Graduate status and consent of department chair and graduate dean.

Offered: As needed.

HIST 551 - Topics in Western History (3)

Focus is on varying topics in Western history, from the Ancient World to the present.

Prerequisite: Graduate status and consent of department chair and graduate dean.

Offered: As needed.

HIST 552 - Topics in Non-Western History (3)

Focus is on varying topics in non-Western history. Africa, Asia, and the Middle East are investigated.

Prerequisite: Graduate status and consent of department chair and graduate dean.

Offered: As needed.

HIST 561 - Graduate Seminar in History (3)

Students develop a greater knowledge of materials for history, methods of research, and skill in solving problems of analysis and exposition.

Prerequisite: Graduate status, HIST 501 and consent of graduate advisor.

Offered: Fall.

HIST 562 - Graduate Reading Seminar (3)

Through a wide variety of readings, students explore the content and extended bibliography of a select topic. Analysis, critical thinking, and comparative study are developed. This course may be repeated for credit with a change in content.

Prerequisite: Graduate status and consent of graduate advisor and department chair.

Offered: Spring.

HIST 571 - Graduate Reading Course in History (3)

Students engage in independent study under the guidance of a historian.

Prerequisite: Only open to graduate students who have had suitable course work and who have consent of the instructor and department chair.

Offered: As needed.

HIST 599 - Directed Graduate Research (3-6)

This course is for M.A. and M.A.T. candidates who are preparing a thesis or field paper under the supervision of a faculty member. Credit is assigned in the semester that the paper is completed and approved. Graded H, S, U.

Prerequisite: Graduate status.

Offered: As needed.

HONR - Honors

HONR 100 - First Year Seminar (4)

Students choose from a variety of topics rooted in various disciplines. Each section is discussion-based, focused on developing critical thinking, oral communication, research fluency, and written communication

General Education Category: First Year Seminar.

Prerequisite: Acceptance into the Gen. Ed. Honors Program or consent of director of honors.

Offered: Fall, Spring.

HONR 264 - Seminar in Cross-cultural and Interdisciplinary Issues (4)

Topics of cross-cultural and interdisciplinary interest are studied emphasizing comparative perspectives and the use of primary texts.

General Education Category: Connections.

Prerequisite: Completion of FYS, FYW, and at least 45 credits.

Admission to Gen. Ed. Honors or consent of program director.

Offered: Spring.

HONR 351 - Honors Colloquium (2)

Students examine the framework of undergraduate research or creative work in preparation for their honors projects. This course may be taken twice for credit. 1.5 contact hours. Graded S, U.

Prerequisite: Cumulative GPA of 3.00 and consent of program director.

Offered: Fall, Spring.

INST - Instructional Technology

INST 251 - Introduction to Emerging Technologies (3)

The basic skills and knowledge of using technology to achieve teaching and learning goals are developed. Theoretical and practical knowledge are directed toward integrating technology into the instructional process.

Offered: Fall, Spring.

INST 404 - Preparing and Using Instructional Materials (3)

Students produce a variety of instructional materials using appropriate technologies and software. Demonstrations and instruction focus on how to effectively use digital technologies for diverse audiences.

Prerequisite: 6 credit hours of teacher preparation courses or consent of department chair.

Offered: As needed.

INST 516 - Integrating Technology into Instruction (3)

Students prepare lessons that demonstrate full integration of technology into instruction. Projects incorporate techniques reflecting current application of technology, instructional theory and professional standards.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring.

INST 520 - Introduction to Online Learning and Teaching (3)

Students are introduced to online learning, its foundations, history, and core principles. Particular attention is given to current practice in online teaching and learning. Hybrid course.

Prerequisite: Graduate status or consent of department chair and at least intermediate technology skill.

Offered: As needed.

INGO - International Non-Governmental Organizations Studies

INGO 200 - Community Engagement (4)

Students work in the community on a service learning project in partnership with a nongovernmental organization (NGO) or nonprofit. (Formerly INGO 302 International Nongovernmental Organizations and Social Entrepreneurship)

Prerequisite: Completion of at least 30 college credits.

Offered: Spring.

INGO 300 - International NGOs and Nonprofits (4)

The various roles of international nongovernmental and nonprofit organizations are examined. Students cannot receive credit for both INGO 300 and POL 345.

Prerequisite: POL 203 or consent of program director.

Cross-Listed as: POL 345.

Offered: Fall.

INGO 301 - Global Development (4)

The contested meanings of "development" are surveyed. Focus is on the multiple contexts within which international nongovernmental organizations operate. Study includes social justice issues relevant to development activities.

Prerequisite: One 200-level political science course or consent of program director.

Offered: Spring.

INGO 303 - Pre-Internship in International NGOs and Nonprofits (1)

Students prepare for an internship in an international nongovernmental organization. Discussion includes workplace etiquette and the challenges of living and working abroad. Students identify, apply for, and plan an internship.

Prerequisite: INGO 300 or consent of program director.

Offered: As needed.

INGO 304 - Internship in International NGOs and Nonprofits (1-4)

Students take part in one or more internships for a minimum of 120 hours. A research paper and academic work complement the internship. This course may be repeated for credit.

Prerequisite: INGO 303 or INGO 305, or consent of program director.

Offered: As needed.

INGO 305 - Professional Development: International NGOs and Nonprofits (1)

Students will examine career and graduate school opportunities, prepare post-graduate materials, and seek to articulate the transferable skills needed for success in the professional NGO field.

Prerequisite: INGO 300 or consent of program director.

Offered: As needed.

ITAL - Italian

ITAL 101 - Elementary Italian I (4)

Students learn to understand, speak, read, and write in Italian and gain an understanding of Italian life and character. Online work is required. Not open to students who have admission credit in Italian.

General Education Category: Elective (E).

Offered: Fall, Spring.

ITAL 102 - Elementary Italian II (4)

Four skills in elementary Italian—listening, speaking, reading, and writing—are further developed within the context of Italian culture. Online work is required.

General Education Category: Literature/Language (LL).

Prerequisite: ITAL 101 or one year of secondary school Italian, or consent of department chair.

Offered: Fall, Spring.

ITAL 113 - Intermediate Italian (4)

The cultural and linguistic heritage of Italy is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Online work is required.

General Education Category: Literature/Language (LL).

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 115 - Literature of Italy (4)

Students are introduced to techniques of literary analysis through readings from various periods of Italian literature as they continue to develop speaking, reading, and writing skills in Italian.

General Education Category: Literature/Language (LL).

Prerequisite: ITAL 113 or equivalent, or consent of department chair.

Offered: Fall, Spring.

ITAL 201 - Conversation and Composition (4)

Students develop correct pronunciation through oral practice and elementary work in phonetics. Emphasis is on the use of correct spoken Italian on an advanced level.

Prerequisite: ITAL 115 or equivalent or consent of department chair.

Offered: Fall.

ITAL 202 - Composition and Conversation (4)

Writing skills in Italian are developed through grammatical exercises, controlled composition, and original themes. Class discussion in Italian of the written materials provides oral practice.

Prerequisite: ITAL 115 or equivalent or consent of department chair.

Offered: Spring.

ITAL 322 - Italian Literature and Civilization Post-Renaissance (4)

Major Italian authors and works of literature from the post-Renaissance to the twenty-first century are examined in their historical and cultural context.

Prerequisite: ITAL 202 or consent of department chair.

Offered: Alternate years.

ITAL 403 - Studies in Italian Theatre (3)

Italian theatre from the fifteenth century to the present is studied. Topics include Renaissance satirical comedies, commedia dell'arte, Goldoni's theatrical reforms, and the works of Alfieri, D'Annunzio, Pirandello, and Dario Fo.

Prerequisite: ITAL 202, and ITAL 322, or consent of department chair.

Offered: As needed.

JPAN - Japanese

JPAN 101 - Elementary Japanese I (4)

Students learn to understand, speak, read, and write in Japanese and gain an understanding of Japanese life and character. Online work is required.

Offered: Fall.

JPAN 102 - Elementary Japanese II (4)

Four skills in elementary Japanese (listening, speaking, reading, and writing) are developed within the context of Japanese culture. Online work is required.

General Education Category: Satisfies Gen. Ed. language requirement.

Prerequisite: JPAN 101 or consent of department chair.

Offered: Spring.

JSTD - Justice Studies

JSTD 466W - Seminar in Justice Studies (4)

Students integrate their understanding of theory, research and policy relating to crime and justice. Two extensive writing assignments will consist of a grant proposal, research/program design, or law review. This is a Writing in the Discipline (WID) course.

Prerequisite: Senior standing, POL 332, SOC 302, SOC 309 or SOC 362, 12 additional credit hours of justice studies courses and a minimum 2.0 G.P.A., or consent of department chair.

Offered: Fall, Spring.

JSTD 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Admission to the justice studies honors program and consent of instructor, program director and dean.

Offered: As needed.

JSTD 492 - Independent Study II (3)

This course continues the development of research or creative activity begun in JSTD 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: JSTD 491 and consent of instructor, program director and dean.

Offered: As needed.

LAS - Latin American Studies

LAS 363 - Seminar: Topics in Latin American Studies (3)

This is a culminating experience in Latin American studies.

Prerequisite: Consent of chair of Department of Modern Languages.

Offered: Alternate years.

LIBS - Liberal Studies

LIBS 261 - Introduction to Liberal Studies (4)

An introduction to theory and methods of interdisciplinary research. Students prepare a formal research proposal for an interdisciplinary research project to be completed in LIBS 461.

Prerequisite: Completion of 60 credits and permission of the program director.

Offered: Annually.

LIBS 461W - Liberal Studies Seminar (4)

This is a culminating experience for liberal studies majors. Students prepare and present a project, bringing together materials and methods from several disciplines. This is a Writing in the Discipline (WID) course.

Prerequisite: LIBS 261 and permission of the program director.

Offered: Annually.

MRI - Magnetic Resonance Imaging

MRI 302 - Foundations of Medical Resonance Imaging (3)

Students will learn MRI history, instrumentation, safety, positioning, equipment, coils and mechanisms of image formation. Also included are basic pharmacology, venipuncture and intravenous contrast media administration.

Prerequisite: Acceptance into a Medical Imaging clinical program.

Offered: Spring.

MRI 303 - Procedures I (3)

Students will learn human anatomy and pathology as seen in multiple orthogonal planes. Bone, muscle, vascular structures, organs and soft tissues are studied.

Prerequisite: Acceptance into a Medical Imaging clinical program.

Offered: Spring.

MRI 304 - Physical Principles I (4)

Students learn about MR signal production, tissue characteristics, widely used pulse sequences, image formation, and image contrast. In addition, the physics of MRI and image formation and safety are presented.

Prerequisite: Acceptance into a Medical Imaging clinical program.

Offered: Spring.

MRI 305 - Clinical Education I (3)

Students are introduced to the clinical practice of MRI with emphasis on departmental procedures, MRI safety and patient care. They will gain practical experience observing and applying imaging principles. 24 contact hours.

Prerequisite: Acceptance into a Medical Imaging clinical program.

Offered: Spring.

MRI 306 - Procedures II (3)

Students will learn the cross-sectional anatomy and related pathologies of the abdomen, pelvis, upper and lower extremities.

Prerequisite: MRI 303.

Offered: Summer.

MRI 307 - Clinical Education II (5)

Students are further introduced to the clinical practice of MRI with emphasis on departmental procedures, MRI safety and patient care. They will gain practical experience observing and applying imaging principles. 30 contact hours.

Prerequisite: MRI 305.

Offered: Summer.

MRI 309 - Clinical Observation (3.5)

This course provides an introduction to the clinical practice of MRI, with emphasis on departmental procedures, MRI safety, and patient care. This course offers practical experience observing and applying health care principles. 10.5 contact hours.

Prerequisite: Acceptance into the MRI clinical program.

Offered: Spring.

MRI 310 - Clinical Practice I (8)

Students gain skills required to achieve clinical competencies in a variety of MRI procedures. This course allows practice of MRI skills and leads to proficiency in MRI and patient care. 24 contact hours.

Prerequisite: MRI 301

Offered: Summer.

MRI 311 - Cross Sectional Anatomy and Imaging Procedures I (3)

This course covers anatomy in multiple orthogonal planes, including head, spine, neck and thorax. Bone, muscles, vascular structures and organs are examined. Includes discussion of imaging techniques and procedures.

Prerequisite: MRI 301

Offered: Summer.

MRI 431 - Physical Principles II (4)

Students learn about encoding, data collection, image formation, K-space, acquisitions, advanced pulse sequences, flow phenomenon, MRA, cardiac MRI, and quality assurance.

Prerequisite: MRI 304.

Offered: Fall.

MRI 432 - Clinical Education III (5)

Students learn about routine MRI procedures in various clinical settings on all patient types. Emphasis is placed on gaining confidence and manipulating parameters. 30 contact hours.

Prerequisite: MRI 307.

Offered: Fall.

MRI 433 - Advanced Procedures in Magnetic Resonance Imaging (3)

Students learn about advanced procedures, in MRI including: cardiac, functional MRI, MR spectroscopy, biopsies, research, whole body imaging, MR microscopy, interventional MRI and the importance of Magnetic Resonance Safety Officers (MRSO).

Prerequisite: MRI 432.

Offered: Spring.

MRI 434 - MRI Registry Review (3)

Students will review the specifications of the ARRT MRI examination, the guidelines for application, study strategies and content included in the exam.

Prerequisite: MRI 432.

Offered: Spring.

MRI 435 - Clinical Education IV (4)

Students will learn advanced MRI procedures in various clinical settings on all patient types. This course prepares students to become independent functioning MRI technologists. 24 contact hours.

Prerequisite: MRI 432.

Offered: Spring

MGT - Management

MGT 100 - Introduction to Business (4)

Business concepts are introduced and the practices of management in both the business sector and nonprofit organizations. Topics focus on all of the management disciplines.

Offered: Fall, Spring.

MGT 201W - Foundations of Management (4)

Management concepts are explained, including planning, organizing, leading, and controlling. Students develop managerial communication skills by working with groups. This is a Writing in the Discipline (WID) course. (Formerly MGT 301)

Prerequisite: Completion of FYS 100 and FYW 100, FYW 100H or FYW 100P.

Offered: Fall, Spring, Summer.

MGT 249 - Business Statistics II (4)

A continuation of MATH 240 or MATH 248, emphasis is on applied statistics, both parametric and nonparametric. Students cannot receive credit for both MGT 249 and either MATH 241 or 445.

General Education Category: Elective (E).

Prerequisite: MATH 240 or 248.

Offered: Fall, Spring, Summer.

MGT 306 - Managing a Diverse Workforce (4)

Topics include contemporary paradigms, cultural issues, and rationales for managing a diverse workplace. Individual approaches, conflicts, and organizational responses are examined.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Fall, Spring.

MGT 310 - Small Business Management (4)

Management concepts are applied to small businesses and a business plan is developed.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Fall.

MGT 311 - Entrepreneurship and New Ventures (4)

Venture initiation, development, and capital are discussed. Emphasis is on decision making in an environment of market and venture uncertainty.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Spring.

MGT 320 - Human Resource Management (4)

This is an overview of the role of the general manager and human resource specialist.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Fall, Spring, Summer.

MGT 322 - Organizational Behavior (4)

Students investigate how and why certain events and behavioral processes occur in organizations. They also explore the ways in which a manager can influence those processes.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Fall, Spring, Summer.

MGT 331 - Occupational and Environmental Safety Management (4)

Occupational safety and health and environmental problems are discussed from technical, social, managerial, and legal perspectives.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Fall.

MGT 333 - Negotiation and Conflict Resolution (4)

Students are introduced to concepts in negotiation and organizational conflict resolution. Topics include negotiation strategies, conflict resolution approaches, communication (face to face, virtual, verbal/non-verbal), emotion/perception (psychological intangibles) and team negotiations.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: As needed.

MGT 335 - Process Management (4)

The effectiveness and efficiency of business process design, implementation, and management are analyzed in manufacturing and service firms.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Spring.

MGT 341W - Business, Government, and Society (4)

Focus is on dynamic social, legal, political, economic, and ecological issues that require socially responsible behavior on the part of individuals and organizations. This is a Writing in the Discipline course.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Fall, Spring, Summer.

MGT 345 - Managing in the World's Regions (4)

Students study issues relevant to managers of organizations in global settings and processes unique to those businesses. Focus on managerial challenges related to international cultures, markets, economics and governments. This is a Writing in the Discipline (WID) course. (Formerly International Business)

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Annually.

MGT 347 - Supply Chain Management (4)

Emphasis is on the design and management of activities along the supply chain, from purchasing and materials management to distribution and transportation systems. Students cannot receive credit for both MGT 347 and MKT 347.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Cross-Listed as: MKT 347.

Offered: Annually.

MGT 348 - Operations Management (4)

Techniques for the effective management of operations at both the strategic and operating levels are introduced.

Prerequisite: MGT 201 or MGT 201W, or MGT 301 and MATH 240 or MATH 248.

Offered: Fall, Spring, Summer.

MGT 349 - Service Operations Management (4)

Students develop, analyze, and implement strategies for a wide range of service organizations. Emphasis is on the particular challenges for managers in service organizations.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: Fall.

MGT 355 - Quality Assurance (4)

The means and advantages of establishing an effective quality system in manufacturing and service firms are discussed. Students cannot receive credit for both MGT 355 and HCA 355.

Prerequisite: MGT 201 or MGT 201W, or MGT 301 and MATH 240 or MATH 248.

Offered: Spring.

MGT 359 - Current Topics in Service Operations Management (4)

Current trends in the management of service organizations are explored. Focus is on the design, implementation, and management of strategies specific to services, such as e-commerce, entrepreneurship, and technology management.

Prerequisite: MGT 201 or MGT 201W or MGT 301; or completion of the Social and Behavioral Science (SB) general education requirement; or completion of the Connections (C) general education requirement.

Offered: As needed.

MGT 423 - Compensation and Benefits Administration (4)

The process of designing and managing a cost-effective, equitable, and legally acceptable total compensation package is examined. Topics include economic, social, and legal determinants of base pay; and incentives and benefits.

Prerequisite: MGT 320 or completion of the Social and Behavioral Sciences (SB) general education requirement.

Offered: Fall.

MGT 425 - Recruitment and Selection (4)

Concepts and methods involved in designing and managing the recruitment and selection functions of management are examined.

Prerequisite: MGT 320 or completion of the Social and Behavioral Sciences (SB) general education requirement.

Offered: Fall.

MGT 427 - Principled Leadership (4)

Students learn about leadership authenticity, communication transparency, full-range leadership and the ethical framework that fosters positive follower outcomes. Topics such as effecting change, power, and influence are also addressed.

Prerequisite: MGT 201 or MGT 201W, or MGT 301.

Offered: Fall.

MGT 428 - Human Resource Development (4)

The concepts, programs, and practices that organizations use to train and develop its members are examined. Topics include learning, needs assessment, program design and implementation, evaluation, skills training, and coaching.

Prerequisite: MGT 320 or completion of the Social and Behavioral Sciences (SB) general education requirement.

Offered: Spring.

MGT 430W - Strategic Human Resource Management (4)

Seminar focusing on timely challenges organizations face and the strategic role of human resource management in addressing them. This is a Writing in the Discipline course.

Prerequisite: Any TWO of MGT 320, MGT 322, MGT 423, MGT 425, or MGT 428.

Offered: Spring.

MGT 455 - Global Logistics and Enterprise Management (4)

Emphasis is on the strategic integration of operations across functional areas to achieve sustainable competitive advantage in manufacturing and service organizations.

Prerequisite: : MGT 348 or MGT 348W, or consent of the director of the Master of Science in Operations Management program.

Offered: As needed.

MGT 461W - Seminar in Strategic Management (4)

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. This is a Writing in the Discipline course.

Prerequisite: MKT 201 or MKT 201W, or MKT 301, MGT 348 or MGT 348W, and FIN 301.

Offered: Fall, Spring, Summer.

MGT 465 - Organizational Theory (4)

Students focus on organization theory concepts, including inter-organizational processes, and economic, institutional and cultural contexts in which organizations operate. Seminar entails student-led presentations and discussions. (Formerly MGT 329 Organizational Theory and Design.)

Prerequisite: MGT 201 or MGT 201W, or MGT 301 and 60 credits.

Offered: As Needed.

MGT 467 - Directed Internship (4)

Students are assigned to a business or nonprofit organization and earn three credits for topical course work, a two-hour biweekly seminar, and 120 hours of organization work, supervised by a mentor. Graded S, U.

Prerequisite: MGT 201 or MGT 201W, or MGT 301, completion of at least 60 college credits, a major or minor in a School of Business program, and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

MGT 490 - Directed Study (4)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

MGT 491 - Independent Study I (4)

The student will select a research topic and under the mentorship of a faculty advisor, will conduct comprehensive research on the selected and approved topic.

Prerequisite: Admission into management honors program and consent of instructor, department chair and dean.

Offered: As needed.

MGT 492 - Independent Study II (4)

This course continues the development of research begun in MGT 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: MGT 491 and consent of instructor, department chair and dean.

Offered: As needed.

MGT 501 - The Strategic Nature of Operations Management (2)

This course examines the overall domain of the role of the operations manager. Particular emphasis is on enhancing existing skills in process analysis, demand forecasting and Supply Chain metrics.

Prerequisite: Consent of department chair.

Offered: Fall, Spring, Summer.

MGT 515 - Leading Change and Innovation (3)

This course covers the theory and practice underlying successful organizational change. Topics include assessment of organizational effectiveness/performance, organizational development techniques, change methodologies and individual, group and organizational change processes.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Fall, Spring.

MGT 520 - Developing High-Performance Teams (3)

This course examines skills necessary to manage organizational relationships. Particular attention is given to relationship management issues, such as team building, negotiation and conflict and development of emotional intelligence skills.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Fall, Spring.

MGT 530 - Analytics, Data Analysis and Decision Making (4)

This course examines a variety of data analysis methods. Particular attention is given to regression modeling, time series modeling and analytics using simulations.

Prerequisite: Graduate status.

Offered: Annually.

MGT 535 - Project Management (3)

Students explore concepts and solutions that support the selection, planning, execution, control, management, performance responsibility, and measurement activities required for successful project completion.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Fall, Spring.

MGT 536 - Creating and Leading High-Performance Teams (4)

This course will give students an understanding of work design principles that lead to productive workplaces, effective change management and enhanced team collaboration and innovation.

Prerequisite: Graduate status.

Offered: Annually.

MGT 537 - High Performance Project Management (4)

Students learn project planning, execution, management and measurement techniques, with an emphasis on the completion of projects on-time and within budget.

Prerequisite: Graduate status.

Offered: Annually.

MGT 542 - Project Risk and Cost Management (4)

Students learn to identify and analyze project risk and to select an effective response strategy. Topics include cost management, cost estimation and cost control.

Prerequisite: Graduate status, MGT 537.

Offered: Annually

MGT 543 - Project Communications Management (4)

This course examines various styles of communication and conflict resolution. Students will develop communication, conflict management and negotiation skills.

Prerequisite: Graduate status, MGT 537.

Offered: Annually.

MGT 544 - Program Management (4)

Students learn how managers support successful project-level activity with a focus on decision-making capacity and understanding requisite systems.

Prerequisite: Graduate status, MGT 537.

Offered: Annually.

MGT 545 - Production and Inventory Management (4)

Students learn the design and management of manufacturing, service and distribution processes, including the interrelationship of demand, planning and an introduction to the transportation of goods.

Prerequisite: Graduate status, MGT 536.

Offered: Annually.

MGT 546 - Logistics (4)

Students examine the process of moving raw materials and finished products in an optimal way. Topics include distribution, transportation, global issues and inventory controls.

Prerequisite: Graduate status, MGT 536.

Offered: Annually.

MGT 547 - Supply Chain Management (4)

Students examine the role of supply chain managers in manufacturing, retail, transportation, government agencies and service firms.

Prerequisite: Graduate status, MGT 536.

Offered: Annually.

MGT 591 - Directed Research Capstone (4)

Students identify an applied/action research project that provides a culminating experience and applies principles learned to a business process. The project is conducted in a local manufacturing and service company.

Prerequisite: Graduate status, permission of instructor, completion of a minimum of 22 credit hours in M.S. Operations Management Program.

Offered: Fall, Spring, Summer.

MKT - Marketing

MKT 201W - Introduction to Marketing (4)

This is an examination of the role of marketing in society, consumer behavior, product management, pricing, distribution and promotion. This is a Writing in the Discipline (WID) course. (Formerly MKT 301)

Prerequisite: Completion of FYS 100 and FYW 100, FYW 100H or FYW 100P.

Offered: Fall, Spring, Summer.

MKT 215 - Marketing Creativity (4)

Focusing on the theories and models that enable students to develop perspectives upon creativity and its potential impacts on organizational life. Effective management of creativity within marketing organizations is emphasized.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P.

Offered: Fall, Spring.

MKT 322 - Services Marketing (4)

Focus is on the difference between service industries and manufacturing industries. Topics include the development of marketing strategies in service industries.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: As needed.

MKT 323 - Digital Marketing (4)

Students are introduced to digital marketing strategy and techniques. Topics include the digital marketing funnel, web-based campaigns and current best practices in digital marketing.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: As needed.

MKT 329 - Global Marketing (4)

Global issues that confront today's international marketers are addressed. Concepts relevant to all international marketers are presented, regardless of the extent of their international involvement.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: Fall, Spring.

MKT 333 - Market Research (4)

The role of marketing information as the basis for decision making is studied, including the cost and value of information, research design and instrumentation, data analysis, and forecasting. Problem-solving exercises are included.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: Fall, Spring.

MKT 334 - Consumer Behavior (4)

The marketing environment, consumer behavior, and market segmentation is studied. Emphasis is on understanding the turbulent environment surrounding the marketing decision maker.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: Fall, Spring.

MKT 335 - Marketing Communications and Promotion (4)

Basic promotional tools available to the marketing manager are studied: advertising, sales promotion, personal selling, and publicity.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: As needed.

MKT 337 - Retail Management (4)

Emphasis is on retail strategies and the managerial planning required to meet objectives.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: Fall.

MKT 338 - Advertising (4)

The key processes of modern advertising practice are introduced. Topics include production of effective advertising and media. Students cannot receive credit for both COMM 334 and MKT 338.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: As needed.

MKT 340 - Personal Selling and Sales Management (4)

Focus is on personal selling, a subset of the promotional element of marketing strategy, which involves face-to-face relationships, personal influence, and complex communication processes.

Prerequisite: FYS 100 and FYW 100, FYW 100H, or FYW 100P; or MKT 201W or MKT 201 or MKT 301.

Offered: As needed.

MKT 347 - Supply Chain Management (4)

Emphasis is on design and management of activities along the supply chain, from purchasing and materials management to distribution and transportation systems. Students cannot receive credit for both MGT 347 and MKT 347.

Prerequisite: MGT 201 or MGT 201W, or MGT 301 and MKT 201 or MKT 201W, or MKT 301.

Offered: Annually.

MKT 462W - Strategic Marketing Management (4)

This seminar course integrates the marketing functions of product, price, channels, and promotion with the concepts of strategic planning. Emphasis is on the relevance of this integration to marketing. This is a Writing in the Discipline (WID) course.

Prerequisite: MKT 201 or MKT 201W, or MKT 301, and TWO from MKT 215 or MKT 315, MKT 333, or MKT 334.

Offered: As needed.

MKT 467 - Directed Internship (4)

Students are assigned to a business or nonprofit organization and earn three credits for topical course work, a two-hour biweekly seminar, and 120 hours of organization work, supervised by a mentor.

Prerequisite: MKT 201 or MKT 201W, or MKT 301, completion of at least 60 college credits, a major or minor in a School of Business

program, and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

MKT 490 - Directed Study (4)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

MKT 491 - Independent Study I (4)

The student will select a research topic and under the mentorship of a faculty advisor, will conduct comprehensive research on the selected and approved topic.

Prerequisite: Admission into marketing honors program and consent of instructor, department chair and dean.

Offered: As needed.

MKT 492 - Independent Study II (4)

This course continues the development of research begun in MKT 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: MKT 491 and consent of instructor, department chair and dean.

Offered: As needed.

MATH - Mathematics

MATH 010 - Mathematics Milestone for Future Success (4)

Satisfactory completion of this course fulfills the College Mathematics Milestone. Topics include problem solving, beginning algebra, geometry, measurement, introductory probability and statistics, and graphs and charts. Graded S, U.

Offered: Fall, Spring, Summer.

MATH 117 - Calculus: A Short Course (3)

Topics include differentiation and integration, including an introduction to partial differentiation.

Offered: As needed.

MATH 120 - Intermediate Algebra (4)

Intended for students needing intermediate algebra skills, especially for MATH 177 and 209. Topics include linear and quadratic equations, inequalities, exponents, radicals, algebraic fractions, and quadratic, logarithmic and exponential functions.

Prerequisite: MATH 010 or appropriate score on the placement exam.

Offered: Fall, Spring, Summer.

MATH 139 - Math, Data, and the Contemporary Citizen (4)

This course introduces students to the power and usefulness of data and its mathematical application to their personal lives and to the function of the societies in which they belong.

General Education Category: Mathematics

Prerequisite: Completed college mathematics milestone or appropriate score on the mathematics placement exam.

Offered: Fall, Spring, Summer.

MATH 143 - Mathematics for Elementary School Teachers I (4)

Emphasis is on problem solving, model building, and algorithm development appropriate for the mathematics curriculum in the elementary/middle school. Topics include numeration and the development of number systems. Lecture and laboratory.

Prerequisite: Completed college mathematics milestone or appropriate score on the mathematics placement exam.

Offered: Fall, Spring, Summer.

MATH 144 - Mathematics for Elementary School Teachers II (4)

A continuation of MATH 143, this course includes geometry and measurement, counting problems, probability, and statistics. Lecture and laboratory.

General Education Category: Mathematics for elementary education students only.

Prerequisite: Completed college mathematics milestone or appropriate score on the mathematics placement exam and MATH 143, with a minimum grade of C, or consent of department chair.

Offered: Fall, Spring, Summer.

MATH 177 - Quantitative Business Analysis (4)

Topics include linear and selected nonlinear functions, linear systems, matrix methods, linear programming, average rate of change, derivatives and marginal analysis. Applications to management and economics are stressed throughout.

General Education Category: Mathematics.

Prerequisite: MATH 120 or appropriate score on placement exam.

Offered: Fall, Spring, Summer.

MATH 209 - Precalculus Mathematics (4)

The functions, concepts, and techniques of algebra and trigonometry considered essential in the study and applications of calculus are introduced and/or reinforced.

General Education Category: Mathematics.

Prerequisite: MATH 120 or appropriate score on placement exam.

Offered: Fall, Spring, Summer.

MATH 210 - College Trigonometry (3)

This is an in-depth study of trigonometry. Topics include a comprehensive analysis of trigonometric and inverse trigonometric functions and solutions of triangles, vectors, and polar coordinates.

Prerequisite: Three units of college preparatory mathematics and MATH 120 or consent of department chair.

Offered: Spring.

MATH 212 - Calculus I (4)

This course covers the fundamental concepts, techniques, and applications of the differential calculus of one variable and begins the study of integration.

General Education Category: Mathematics.

Prerequisite: MATH 209 or appropriate score on placement exam.

Offered: Fall, Spring, Summer.

MATH 213 - Calculus II (4)

A continuation of MATH 212, topics include derivatives and integrals of logarithmic, exponential, and inverse trigonometric functions; techniques of integration; infinite series; and related applications.

General Education Category: Elective (E).

Prerequisite: MATH 212

Offered: Fall, Spring, Summer.

MATH 220 - Formalizing Mathematical Thought (4)

This course is an introduction to abstract and generalized thinking including formal mathematical proof. Students cannot receive credit for MATH 220 if credit was received for MATH 300.

Prerequisite: MATH 143, MATH 144, and MATH 209.

Offered: Fall (alternate years - even-numbered years.)

MATH 239 - Contemporary Topics in Mathematics II (4)

Topics studied include, and are not limited to: applications to management, electoral politics and fair and equitable conflict resolution.

General Education Category: Elective (E).

Prerequisite: MATH 139 or consent of department chair.

Offered: Fall, Spring, Summer.

MATH 240 - Statistical Methods I (4)

Descriptive statistics; confidence intervals and hypothesis testing; random variables; estimations and tests of significance; and correlation and regression are studied. Students cannot receive credit for both MATH 240 and MATH 248.

General Education Category: Mathematics.

Prerequisite: Completed college mathematics milestone or appropriate score on the mathematics placement exam.

Offered: Fall, Spring, Summer.

MATH 241 - Statistical Methods II (4)

Continuation of MATH 240 at elementary level. Covers analysis of variance, multiple regression, and non-parametric statistics. Emphasis on large data sets being analyzed through computer software, and interpretation of results. Students cannot receive credit for both MATH 241 and MGT 249, nor for MATH 241 if credit was received for MATH 445.

General Education Category: Elective (E).

Prerequisite: MATH 240

Offered: As needed.

MATH 248 - Business Statistics I (4)

Topics include descriptive statistics, probability distributions, expected values, sampling distributions, and an introduction to estimation and hypothesis testing. Students cannot receive credit for both MATH 240 and MATH 248.

General Education Category: Elective (E).

Prerequisite: MATH 177 or consent of department chair.

Offered: Fall, Spring, Summer.

MATH 300W - Bridge to Advanced Mathematics (4)

The standard techniques of deductive proof in mathematics are applied to basic results regarding sets, relations, functions, and other topics. This is a Writing in the Discipline (WID) course.

Prerequisite: MATH 212 or consent of department chair.

Offered: Spring.

MATH 314 - Calculus III (4)

A continuation of MATH 213, this course covers three-dimensional analytic geometry, elementary vector analysis, functions of several variables, partial differentiation, and multiple integration.

Prerequisite: MATH 213.

Offered: Fall, Spring.

MATH 315 - Linear Algebra (4)

Matrices, linear systems, vector spaces, vector geometry, linear transformations, and appropriate applications are covered.

Prerequisite: MATH 300 or MATH 300W, with a minimum grade of C.

Offered: Fall.

MATH 324 - College Geometry (4)

Advanced topics in Euclidean geometry are considered using synthetic, analytic, vector, and transformational formats. Included are axiomatics and non-Euclidean geometry, topics in logic, and methods of proof appropriate for geometry.

General Education Category: Elective (E).

Prerequisite: MATH 212.

Offered: Spring.

MATH 409 - Mathematical Problem Analysis (4)

Problem-solving strategies in mathematics are identified. The level of problems and their analyses is designed to give students confidence in their ability to handle problems and a basis for the teaching of problem analysis.

Prerequisite: MATH 143, MATH 144, and either MATH 209 or consent of department chair.

Offered: Fall (alternate years - odd-numbered years.)

MATH 411 - Advanced Calculus (4)

Students study parameterized curves, non-rectangular coordinate systems, Taylor and Fourier Series, and are introduced to analysis: sequences of real numbers, limits and continuity for functions, uniform continuity, and uniform convergence.

Prerequisite: MATH 213.

Offered: Fall (odd years).

MATH 416 - Ordinary Differential Equations (4)

The fundamentals of differential equations are studied in the context of applications. Topics include analytical and numerical solutions of first- and second-order equations, systems of equations, and modeling.

Prerequisite: Prior or concurrent enrollment in MATH 314.

Offered: Spring (as needed).

MATH 417 - Introduction to Numerical Analysis (4)

Algorithms and computer programs are used/developed to solve various mathematical problems. Topics include numerical solutions of equations,

numerical differentiation and integration, and interpolation and approximation of functions.

Prerequisite: MATH 213 and one computer science course, or consent of department chair.

Offered: Spring (as needed).

MATH 431 - Number Theory (3)

Topics include number systems, divisibility, primes and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorems.

Prerequisite: MATH 212.

Offered: Fall, Spring.

MATH 432 - Introduction to Abstract Algebra (4)

The definitions and properties of groups, rings, and fields are studied. Properties of familiar number systems are exhibited as special cases of these more general and abstract systems.

Prerequisite: MATH 300 or MATH 300W and MATH 315.

Offered: Spring.

MATH 436 - Discrete Mathematics (3)

Several important areas in noncontinuous mathematics are introduced, including graph theory and its applications, difference equations, and finite-state machines.

Prerequisite: MATH 212.

Offered: Fall, Spring.

MATH 441 - Introduction to Probability (4)

Topics include the development of both discrete and continuous probability theory, combinatorics, mathematical expectation, joint distributions, and sampling distributions.

Prerequisite: MATH 314.

Offered: Fall.

MATH 458W - History of Mathematics (4)

The history of mathematical thought and the development of mathematics from ancient to modern times are studied. This is a Writing in the Discipline (WID) course.

Prerequisite: MATH 300 or MATH 300W, with a minimum grade of C.

Offered: Fall.

MATH 461W - Seminar in Mathematics (4)

Students analyze, synthesize and expand on mathematics learned in preceding courses, culminating in a substantial project and presentation. This is a Writing in the Discipline (WID) course.

Prerequisite: MATH 315 and prior or concurrent enrollment in MATH 441.

Offered: Fall.

MATH 490 - Directed Study in Mathematics (3)

This course is open to students who have demonstrated superior ability in mathematics. Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

MATH 491 - Independent Study in Mathematics (1)

This course is open to students who have demonstrated superior ability in mathematics. Students select a topic and undertake concentrated research or creative activity mentored by a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

MATH 509 - Mathematical Modeling (3)

This course covers various mathematical models including continuous-time models in population dynamics, applications of linear algebra to statistics and optimization including linear regression, linear programming, and other related topics.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

MATH 510 - Exploring Calculus: Renew, Revit, Reexamine (3)

A deeper analysis of the definitions, concepts and theorems of single variable calculus is presented. Classical and reform approaches are explored. Connections to higher mathematics are examined.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

MATH 512 - Foundations of Higher Analysis (3)

Fundamental concepts in the theory of calculus are presented. Topics include limits, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series, and convergence criteria.

Prerequisite: Graduate status, MATH 300 or MATH 300W, and MATH 314.

Offered: As needed.

MATH 515 - Introduction to Complex Variables (3)

Techniques and concepts of the algebra and calculus of functions of one complex variable are studied, including trigonometric, exponential, and logarithmic functions.

Prerequisite: Graduate status, prior or concurrent enrollment in MATH 314.

Offered: As needed.

MATH 519 - Set Theory (3)

The foundations of set theory and logic are studied in the context of their application in the construction of number systems, from the natural numbers through the reals.

Prerequisite: Graduate status, MATH 300 or MATH 300W, MATH 314, MATH 432, or consent of department chair.

Offered: As needed.

MATH 522 - Combinatorics (3)

The existence, construction, and properties of systems of finite sets whose arrangements satisfy various balance properties are explored. Topics may include combinatorial designs, cyclic construction methods and current research.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

MATH 528 - Topology (3)

Study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves, and mappings.

Prerequisite: Graduate status, MATH 300 or MATH 300W, and MATH 314.

Offered: As needed.

MATH 530 - Advanced Linear Algebra (3)

Advanced topics in linear algebra are explored. Topics may include inner product spaces, self-adjoint operators, Jordan canonical form, and the spectral theorem.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

MATH 532 - Algebraic Structures (3)

Selected topics in the development of groups, rings, modules, and fields are covered, including homomorphisms, permutation groups, basic Galois Theory, ring extension problems, and ideals.

Prerequisite: Graduate status, MATH 300 or MATH 300W, and MATH 314.

Offered: As needed.

MATH 540 - Advanced Differential Equations (3)

Advanced topics in differential equations are explored. Topics may include systems of linear and nonlinear equations, boundary value problems, multiple solutions, numerical methods, stability, and current research.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

MATH 551 - Topics in Proof (3)

Varying topics in mathematical proof are examined, from number systems and functions to abstract spaces.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

MATH 552 - Topics in Applied Mathematics (3)

Varying topics in applied mathematics are examined, from numerical and analytical investigations to modeling.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

MATH 553 - Topics in Pure Mathematics (3)

Varying topics in pure mathematics are examined, from number theory and advanced geometries to abstract algebra.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

MTET - Mathematics for Elementary Teachers

MTET 511 - Delving Deeper: Number and Operations (3)

Students analyze the structure of number and operations in grades K-6 mathematics. Students learn to make connections beyond the

elementary level. Topics include place, value, operations, and number systems. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

MTET 512 - Delving Deeper: Functions and Algebra (3)

Students analyze the structure of functions and algebra in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include variables, patterns, and equations. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

MTET 513 - Delving Deeper: Geometry and Measurement (3)

Students analyze the structure of geometry and measurement in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include equivalence, shape, and reasoning. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

MTET 514 - Delving Deeper: Data Analysis and Statistics (3)

Students examine the structure of data analysis and statistics in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include question formation, data analysis, and inference. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

MTET 515 - Delving Deeper: Problem Analysis (3)

Students examine the structure of problem analysis in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include problem selection, problem strategies, and problem posing. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

MEDI - Medical Imaging

MEDI 201 - Orientation to Medical Imaging (1)

Topics include the history of medical imaging, the technologist's role on the health care team, equipment, clinical settings and the various modalities in diagnostic imaging.

Prerequisite: BIOL 231 and MATH 209.

Offered: Fall, Spring.

MEDI 203 - Introduction to Medical Imaging (3)

Students learn about the history of imaging, discovery of x-rays, and the specialties. Student's time-management, safety and professional ethics will be emphasized.

Prerequisite: Acceptance into a Medical Imaging Clinical Program

Offered: Fall

MEDI 205 - Medical Terminology in Medical Imaging (1)

Students will become proficient in the basic medical terminology utilized in medical imaging.

Prerequisite: Acceptance into a Medical Imaging Clinical Program.

Offered: Fall.

MEDI 255 - Patient Care in Medical Imaging (3)

Students will learn the patient care skills needed for safe practice in the healthcare environment.

Prerequisite: Acceptance into a Medical Imaging Clinical Program

Offered: Fall.

MEDI 308 - Professional Behavior in Medical Imaging (3)

Through role play and scenarios, students will learn and practice essential verbal and nonverbal communication skills necessary for the healthcare environment.

Prerequisite: Acceptance into a Medical Imaging Clinical Program.

Offered: Fall.

MEDI 309 - Sectional Anatomy in Medical Imaging (3)

Students will learn the of anatomical structures of the human body. Topics include relationship of structures to surrounding tissues and location of structures on multiple imaging planes.

Prerequisite: Acceptance into a Medical Imaging Clinical Program.

Offered: Fall.

MEDI 410 - Pathology in Medical Imaging (3)

Students will be shown how disease processes are diagnosed using medical imaging. They will learn how disease processes work and recognize the appearance of diseases through different modalities.

Prerequisite: MEDI 309.

Offered: Fall

MEDI 463W - Senior Seminar in Medical Imaging (3)

In their final year, medical imaging students will complete an approved project and present their results in a public seminar. This is a Writing in the Discipline (WID) course.

Prerequisite: DMS 433 or MEDI 410.

Offered: Spring.

MEDI 491-494 - Independent Study in Medical Imaging (1-4)

The experimental aspects and recent advances in different fields of medical imaging are examined. A research project in the field is required.

Prerequisite: Acceptance into a Medical Imaging Clinical Program, consent of instructor, program director and dean.

Offered: As needed.

MEDT - Medical Technology

MEDT 301 - Clinical Microbiology (8)

The relationship of bacteria to human bacterial diseases is discussed, with emphasis on the application of procedures to medical diagnosis. Also studied are fungi, viruses, the rickettsias, and human parasites.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

MEDT 302 - Clinical Chemistry (8)

The chemistry of body constituents and its relationship to the diagnosis of human disease is presented, with emphasis on principles and methods of analysis.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

MEDT 303 - Immunoematology (4)

Instruction is given in drawing and processing blood and in how to ascertain compatibility. Donor-recipient blood and tissue reactions are studied in detail.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

MEDT 304 - Hematology (6)

The morphology of blood and blood-forming organs are studied, along with the abnormalities associated with disease. The dynamics of and diagnostic tests for hemostasis are also examined.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

MEDT 305 - Pathophysiology (2)

This is an introduction to pathology. Topics include the correlation between pathological processes and clinical symptoms and the course of disease.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

MEDT 306 - Clinical Immunology (2)

The formation, structure, and action of antigens and antibodies are described. Topics also include methods of immunization. Laboratory emphasis is on serological procedures in the diagnosis of disease.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

MEDT 307 - Clinical Microscopy (2)

Focus is on the analysis of body fluids. Lecture and laboratory.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

MLED - Middle Level Education

MLED 230 - Young Adolescent Development in Social Contexts (4)

Students examine adolescent identity development as a time of exploration and co-construction within the context of middle level structures and policies, families and communities.

Offered: Fall, Spring, Summer.

MLED 331 - Disciplinary Literacies with Young Adolescents (4)

Students examine traditional, critical and digital literacy practices at the middle level. Students also develop, implement, and reflect on lessons grounded in disciplinary literacies and content area standards, including CCSS.

Prerequisite: MLED 230.

Offered: Fall, Spring.

MLED 332 - Curriculum and Assessment for Young Adolescents (4)

Students explore curriculum and assessment at the middle level. Students are also challenged to critically examine curriculum and assessment choices they make, and to cultivate their learners' agency.

Prerequisite: MLED 230, MLED 331, or consent of department chair.

Offered: Fall, Spring.

MLED 532 - Contextualizing Young Adolescent Development (4)

This course addresses adolescent identity development as a time of exploration and co-construction within the context of middle level structures and policies, families and communities.

Prerequisite: MLED 531 or consent of department chair.

Offered: Summer.

MLED 534 - Disciplinary Literacies with Young Adolescents II (2)

This course addresses traditional, critical and digital literacy practices at the middle level. Students develop, implement and reflect on lessons grounded in CCSS disciplinary literacies and content area standards.

Prerequisite: Admission to C.G.S. and MLED 532 or consent of department chair.

Offered: Spring.

MLED 535 - Curriculum and Assessment for Young Adolescents (4)

This course addresses curriculum and assessment at the middle level. This course challenges students to interrogate the curriculum and assessment choices they make and to cultivate their learners' agency.

Prerequisite: Admission to C.G.S. and MLED 534 or consent of department chair.

Offered: Spring.

MSCI - Military Science

MSCI 101 - Leadership and Personal Development (3)

Introduces students to the personal challenges and competencies that are critical for effective leadership. The focus is on developing basic knowledge and comprehension of Army leadership dimensions.

Offered: Fall.

MSCI 102 - Introduction to Tactical Leadership (3)

Basic leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, Cadre role models and using effective writing skills are covered.

Offered: Spring.

MSCI 201 - Foundations of Leadership I (3)

Explores dimensions of creative and innovative tactical leadership strategies and styles, by examining team dynamics and the trait and behavior leadership theories that form the Army leadership framework.

Offered: Fall.

MSCI 202 - Foundations of Leadership II (3)

Highlighting dimensions of operation orders, terrain analysis and patrolling, further study of the theoretical basis of Army Leadership Requirements explores dynamics of adaptive leadership in the context of military operations.

Offered: Spring.

MSCI 301 - Applied Leadership (3)

The focus is on developing cadets' tactical leadership abilities through scenarios related to squad tactical operations.

Prerequisite: MSCI 202.

Offered: Fall

MSCI 302 - Team Leadership (3)

The focus is on exploring, evaluating and developing skills in decision-making, persuading and motivating team members.

Prerequisite: MSCI 301.

Offered: Spring.

MSCI 401 - Adaptive Leadership (3)

Focuses on areas critical in students' future roles as officers, including the Military Decision-Making Process, training management, counseling, risk management, effective communication, ethical/moral decision-making and administrative systems.

Prerequisite: MSCI 302.

Offered: Fall.

MSCI 402 - Leadership in a Complex World (3)

Significant emphasis is placed on preparing students to face the complex ethical and practical demands of leading soldiers in the U.S. Army using case studies and exercises.

Prerequisite: MSCI 401.

Offered: Spring.

MLAN - Modern Languages

MLAN 320 - Internship in Modern Languages (1-4)

Students are placed in organizations appropriate to their concentrations. Sites may include advocacy agencies, nonprofit agencies and businesses. May be repeated once up to a total of 4 credits.

Prerequisite: Completion of two 300-level courses in a modern languages concentration and an overall GPA of 2.67.

Offered: As needed.

MLAN 360 - Seminar in Modern Languages (3)

Students examine the relationships, commonalities, and differences among the cultures taught in the modern languages major. Study may include art, film, geography, literature, and philosophy.

Prerequisite: Completion of two 300-level courses and one cognate course in a modern languages concentration and an overall GPA of 2.67.

Offered: Annually.

MLAN 400 - Applied Linguistics (3)

Meaning and nature of language and its application to the teaching of foreign languages is studied. Emphasis on the planning and presentation of basic audio-lingual structures. Practical work is included. Taught in english.

Prerequisite: Completion of TWO of the following: for French (FREN 313, FREN 323 or FREN 324); for Portuguese (PORT 302, PORT 303, PORT 304, PORT 305); or for Spanish (SPAN 310, SPAN 311, SPAN 312, or SPAN 313); admission to PK-12 World Languages program, or consent of department chair.

Offered: Annually.

MUS - Music

MUS 091 - Student Recital Series (0)

Students who are enrolled in MUS 270-289 or 370-389 must attend a specified number of recitals and perform on their principal instruments at least once each semester, beginning with the second semester of study. Graded H, S, U. 1 contact hour.

Offered: Fall, Spring.

MUS 101 - Beginning Piano (1)

Note-reading, rhythm, and finger coordination are studied. Individual practice is required, but no previous musical training is necessary.

Offered: Fall, Spring.

MUS 102 - Beginning Guitar (1)

The basics of fingering melodies, chords, and accompaniments are studied. No previous musical training is required. Students must supply their own guitars.

Offered: Fall, Spring.

MUS 103 - Beginning Voice (1)

Study is made of basic vocal production and singing styles, with emphasis on interpretation. No previous musical training is required.

Offered: Fall, Spring.

MUS 104 - Class Piano I (1)

Students will develop keyboard manipulative skills, including the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation and basic pedaling technique. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall, Spring.

MUS 105 - Class Piano II (1)

Students will continue development of keyboard skills learned in MUS 104, including keyboard harmony using primary and secondary triads, altered chords and piano literature from various periods. 3 contact hours.

Prerequisite: MUS 104.

Offered: Fall, Spring.

MUS 106 - Class Strings (1)

The basic techniques of orchestral strings are studied. Pedagogy and a knowledge of basic materials are also considered. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

MUS 107 - Class Voice (1)

Basic vocal pedagogy is stressed in preparation for a career in music education. Included are vocal production, diction, interpretation technique, and standard vocal repertoire. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Spring.

MUS 110 - Brass Class (1)

The basic techniques of brass instruments are studied. Pedagogy and basic teaching materials are also considered. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

MUS 111 - Woodwinds Class (1)

The basic techniques of woodwind instruments are studied. Pedagogy and basic teaching materials are also considered. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Spring.

MUS 112 - Percussion Class (1)

The basic techniques of percussion instruments are studied. Pedagogy and basic teaching materials are also considered. 2 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

MUS 113 - Basic Rhythm (1)

Students target and master rhythmic fundamentals through a hands-on approach by isolating rhythm from other elements of music reading. 2 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall, Spring.

MUS 161-163 - Large Ensembles (0.5)

These courses are open to all qualified students by audition. 161 Chorus, 162 Wind Ensemble, 163 Orchestra. 4 contact hours.

Offered: Fall, Spring.

MUS 164-166 - Chamber Ensembles (0.5-1)

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor. 164 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets), 165 Jazz Ensemble, 166 Chamber Singers. 1 contact hours.

Offered: Fall, Spring.

MUS 167 - Music Cultures of Non-Western Worlds (4)

Selected music cultures of the non-Western world are introduced and critical studies are made of the cultural and social contexts of music.

General Education Category: Arts - Visual and Performing

Offered: Fall, Spring.

MUS 168 - Jazz Combo (1)

This is an applied practice of theoretical concepts from jazz theory for student small jazz ensembles. 2 contact hours.

Offered: Fall, Spring.

MUS 170-189 - Applied Music (1)

Private study is given in any of the instruments listed below. Study consists of fourteen weekly, thirty-minute private lessons. A fee is charged in addition to the regular college fees. This course may be repeated for credit.

170 Violin, 171 Viola, 172 Cello, 173 String Bass, 174 Voice, 175 Clarinet-Saxophone, 176 Flute, 177 Oboe-English Horn, 178 Bassoon, 179 Trumpet, 180 French Horn, 181 Trombone-Baritone, 182 Tuba, 183 Organ, 184 Piano, 185 Classical Guitar, 186 Percussion, 187 Applied Jazz, 188 Harp, 189 Harpsichord

Prerequisite: Consent of department chair.

Offered: Fall, Spring, Summer.

MUS 174 - Voice (1)

Prerequisite: Consent of department chair.

Offered: Fall, Spring, Summer.

MUS 201 - Survey of Music (4)

Musical eras, styles, forms, and basic vocabulary are introduced to the nonmusic major through music literature. An ability to read music is not required. Online in summer.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

MUS 202 - Basic Music Theory for Vocalists (1)

Musical Theatre or Theatre majors enrolled in voice lessons study basic music theory, including sight reading, sight singing, rhythm, basic keyboard skills and more, to become more self-sufficient singers.

Offered: Fall, Spring.

MUS 203 - Elementary Music Theory (4)

Fundamentals of scale construction, intervals, syllables, clefs, rhythms, and form are studied, with emphasis on musical acuteness through ear training, sight singing, and dictation.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

MUS 204 - Sight Singing and Ear Training (1)

Students develop basic sight-singing and rhythm-reading techniques, using the movable "do" system. Included is melodic material based on pentatonic scales, major and minor scales, and triadic patterns. 2 contact hours.

Offered: Spring.

MUS 205W - Music History and Literature I (3)

Students become familiar with the first three of six eras of Western art music history (medieval, Renaissance, and baroque) and explore the scores, styles, genres, composers, and historical and cultural events. This is a Writing in the Discipline (WID) course.

Prerequisite: MUS 230 and MUS 232, or consent of instructor.

Offered: Fall.

MUS 206W - Music History and Literature II (3)

Students become familiar with the last three of six eras of Western art music history (classical, romantic, and modern) and explore the scores, styles, genres, composers, and historical and cultural events. This is a Writing in the Discipline (WID) course.

Prerequisite: MUS 230 and MUS 232, or consent of instructor.

Offered: Spring.

MUS 207 - Electronic Music (4)

This studio course is designed for students with little or no experience in electronic music. Students become familiar with the basic components of the electronic lab and create electronic compositions.

Offered: As needed.

MUS 210 - Language Orientation I (1)

Students will develop proficiency in the use of the International Phonetic Alphabet as applied to song and choral texts in English, Italian and Latin. 2 contact hours.

Prerequisite: Concurrent enrollment in MUS 274 or MUS 374.

Offered: Fall.

MUS 211 - Language Orientation II (1)

Students will develop proficiency in the use of the International Phonetic Alphabet as applied to song and choral texts in French and German. 2 contact hours.

Prerequisite: MUS 210 and concurrent enrollment in MUS 274 or MUS 374.

Offered: Spring.

MUS 220 - Digital Audio Production I (4)

Students learn to create and analyze digital audio production projects in multiple forms and within different contexts. Studio based voice, music, sound design, and audio storytelling techniques are highlighted. Students cannot receive credit for both COMM 220 and MUS 220.

General Education Category: Arts - Visual and Performing

Cross-Listed as: COMM 220.

Offered: Fall, Spring, Summer.

MUS 221 - Advanced Digital Audio Production (3)

This course serves as a project-based continuation and extension of Digital Audio Production I, including sound production, recording and transmission, composition and arranging, editing, mixing and mastering.

Offered for EEP credit as an elective only.

Offered: As needed.

MUS 222 - Digital Audio Production II (4)

This course serves as a project-based extension of Digital Audio Production I, including continued exploration of sound recording and transmission, composition and arranging, editing, mixing and mastering. Students cannot receive credit for both COMM 222 and MUS 222.

Cross-Listed as: COMM 222.

Offered: As needed.

MUS 223 - American Popular Music (4)

The growth of popular music in the United States is surveyed from its historical background.

Offered: Fall, Spring.

MUS 225 - History of Jazz (4)

Jazz styles, forms, and basic vocabulary are introduced to the non-music major through music literature and sound. Listening outlines will be created and used to help develop skills. An ability to read music is not required.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

MUS 230 - Music Theory I (3)

Students are introduced to the principles of music organization through the study of scales, intervals, triads, cadences, and the harmonization of soprano and bass lines using primary triads.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

MUS 231 - Sight Singing and Ear Training I (1)

Study includes basic rhythm, scale, and chord patterns. 2 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

MUS 232 - Music Theory II (3)

A continuation of MUS 230, emphasis is on modulations, seventh chords, chorale writing, binary and ternary forms, and score-reading techniques.

Prerequisite: MUS 230.

Offered: Spring.

MUS 233 - Sight Singing and Ear Training II (1)

A continuation of MUS 231, emphasis is on seventh chords and more complex rhythmic patterns. 2 contact hours.

Prerequisite: MUS 231.

Offered: Spring.

MUS 234 - Music Theory III (3)

A continuation of MUS 232, emphases are on the polyphonic techniques of the eighteenth century, altered chords, borrowed chords, and forms of the baroque and classical periods, such as the sonata, inventions, fugues, and canons.

Prerequisite: MUS 232.

Offered: Fall.

MUS 235 - Sight Singing and Ear Training III (1)

A continuation of MUS 233, emphasis is on melodies and harmonic progressions using altered chords and modulations. 2 contact hours.

Prerequisite: MUS 233.

Offered: Fall.

MUS 236 - Music Theory IV (3)

A continuation of MUS 234, emphasis is on chromatic harmony and extended chords, forms of the romantic period, and twentieth-century compositional practices.

Prerequisite: MUS 234.

Offered: Spring.

MUS 237 - Sight Singing and Ear Training IV (1)

Advanced study includes atonal melodies and contemporary rhythm patterns. 2 contact hours.

Prerequisite: MUS 235.

Offered: Spring.

MUS 238 - Jazz Theory I (3)

This is an introduction to the application of the diatonic major-minor modes, chord changes, and use of the supertonic seventh, dominant seventh, and tonic chords for improvisation, composition, and arranging.

Prerequisite: MUS 203 or consent of department chair.

Offered: Fall.

MUS 239 - Jazz Theory II (3)

Students are introduced to chromatic chord substitutes, including all nondiatonic diminished, whole tone scales, and tritone applications that are normally not found in the major/minor scales.

Prerequisite: MUS 238.

Offered: As needed.

MUS 241 - Musical Theatre Singing (1)

Students learn to sing in ways that are technically sound, functionally healthy, and stylistically accurate for musical theatre. 1-2 contact hours.

Prerequisite: Consent of department chair.

Offered: Fall, Spring.

MUS 261 - Music and Multimedia (4)

This course will investigate the history and aesthetics of music and multimedia through five constituent aspects: integration, interactivity, hypermedia, immersion, and narrativity through readings as well as selected media works.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: As needed.

MUS 268 - Opera Workshop (1)

Singers and pianists are prepared to better meet the demands of the musical stage. Emphasis is on the skills necessary for a career in opera and musical theatre as singers and/or coaches. 4 contact hours.

Prerequisite: Consent of instructor and department chair.

Offered: Fall, Spring.

MUS 269 - Master Class in Applied Music (1)

Students enrolled in applied music augment their knowledge of literature and performance techniques. Topics include pedagogy, memorization, practice techniques, and other topics relevant to appropriate applied sections. 2 contact hours.

Prerequisite: Consent of instructor and department chair.

Offered: As needed.

MUS 270-289 - Applied Music (2)

Advanced private study is given in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees.

270 Violin, 271 Viola, 272 Cello, 273 String Bass, 274 Voice, 275 Clarinet-Saxophone, 276 Flute, 277 Oboe-English Horn, 278 Bassoon, 279 Trumpet, 280 French Horn, 281 Trombone-Baritone, 282 Tuba, 283 Organ, 284 Piano, 285 Classical Guitar, 286 Percussion, 287 Applied Jazz, 288 Harp, 289 Harpsichord. 1 contact hour.

Prerequisite: Except for students enrolled in MUS 287, students must be concurrently enrolled in MUS 091.

Offered: Fall, Spring, Summer.

MUS 274 - Voice (2)

Advanced private study in voice. A fee is charged in addition to the regular College fees.

Prerequisite: Except for students enrolled in MUS 290, students must be concurrently enrolled in MUS 091.

Offered: Fall, Spring, Summer

MUS 288 - Harp (2)

Advanced private study. A fee is charged in addition to the regular College fees.

Prerequisite: except for students enrolled in MUS 290, students must be concurrently enrolled in MUS 091.

Offered: Fall, Spring, Summer

MUS 289 - Harpsichord (2)

Advanced private study. A fee is charged in addition to the regular College fees.

Prerequisite: Except for students enrolled in MUS 290, students must be concurrently enrolled in MUS 091.

Offered: Fall, Spring, Summer

MUS 305 - Form and Analysis (3)

A detailed study of the design and style of musical structure is presented. The small and large forms covered include binary and ternary design, song form, variations, rondo, sonata form, and various hybrid forms.

Prerequisite: MUS 232 or consent of instructor.

Offered: Fall (odd years).

MUS 307 - Composition Seminar (1-2)

Techniques of musical composition in the smaller forms are studied. Extensive experience in form and analysis is required to complete original compositions.

Prerequisite: MUS 232 and MUS 305, or consent of instructor.

Offered: Fall, Spring.

MUS 308 - Fundamentals of Conducting (2)

Basic instrumental- and choral-conducting techniques and score reading are presented. Study includes practical experience with ensembles. 4 contact hours.

Prerequisite: MUS 205 or MUS 205W, MUS 206 or MUS 206W, and MUS 236.

Offered: Fall.

MUS 310 - Medieval and Renaissance Music (3)

Music literature from its ancient beginnings through the Middle Ages and the Renaissance is studied. Included are plainchant, polyphony, sacred and secular music, and problems in early notation.

Prerequisite: MUS 205 or MUS 205W and either MUS 203 or MUS 230, or consent of instructor.

Offered: Spring (even years).

MUS 311 - Music of the Baroque (3)

Music literature from the last decade of the sixteenth century to the middle of the eighteenth century is presented. Included is the development of instrumental and vocal music, culminating in the music of J. S. Bach and Handel.

Prerequisite: MUS 205 or MUS 205W and MUS 206 or MUS 206W and either MUS 203 or MUS 230, or consent of instructor.

Offered: Fall (even years).

MUS 312 - Music of the Classical Era (3)

Music literature from the mid-eighteenth century to about 1825 is studied, including precedents in the rococo period. Representative works are analyzed.

Prerequisite: MUS 205 or MUS 205W and MUS 206 or MUS 206W and either MUS 203 or MUS 230, or consent of instructor.

Offered: Spring (odd years).

MUS 313 - Music of the Romantic Period (3)

Music literature during the nineteenth century is studied, including the late romantic composers. Representative works in various forms are analyzed.

Prerequisite: MUS 205 or MUS 205W and MUS 206 or MUS 206W and either MUS 203 or MUS 230, or consent of instructor.

Offered: Fall (odd years).

MUS 314 - Twentieth-Century Music (3)

Music literature since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg, and Hindemith.

Prerequisite: MUS 205 or MUS 205W and MUS 206 or MUS 206W and either MUS 203 or MUS 230, or consent of instructor.

Offered: Spring (even years).

MUS 321 - Orchestration (3)

The range, tonal quality, and characteristics of various orchestral and band instruments are studied. Included are problems and projects in scoring for various ensembles.

Prerequisite: MUS 232 or consent of instructor.

Offered: Spring (odd years).

MUS 323 - Counterpoint (3)

Contrapuntal practices, including species counterpoint through twentieth-century styles, are studied. Forms include canon, invention, fugue, passacaglia, and others. Extensive writing and special projects are included.

Prerequisite: MUS 232.

Offered: Spring (even years).

MUS 360 - Seminar in Music Literature (2)

Students concentrate on a selected topic and engage in intensive study and discussion of a major composer or an important historical development. Emphasis is on research techniques. 3 contact hours.

Prerequisite: MUS 205 or MUS 205W, MUS 206 or MUS 206W, MUS 232, and one course from MUS 310, MUS 311, MUS 312, MUS 313, MUS 314; or consent of instructor.

Offered: Spring.

MUS 366 - Accompanying (1)

Practical experience is provided in accompanying for instrumental and vocal soloists. This course may be repeated for elective or degree-required credit hours. Open to pianists, organists, and guitarists.

Prerequisite: Consent of instructor.

Offered: Fall, Spring.

MUS 370-389 - Applied Music (3)

Advanced private study is given in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees.

370 Violin, 371 Viola, 372 Cello, 373 String Bass, 374 Voice, 375 Clarinet-Saxophone, 376 Flute, 377 Oboe-English Horn, 378 Bassoon, 379 Trumpet, 380 French Horn, 381 Trombone-Baritone, 382 Tuba, 383 Organ, 384 Piano, 385 Classical Guitar, 386 Percussion, 388 Harp, 389 Harpsichord. 1 contact hour.

Prerequisite: Concurrent enrollment in MUS 091 and acceptance into the B.M. in music with concentration in performance program.

Offered: Fall, Spring.

MUS 374 - Voice (3)

Advanced private study is given in voice. A fee is charged in addition to the regular college fees.

Prerequisite: Concurrent enrollment in MUS 091 and acceptance into the B.M. in music with a concentration in performance program.

MUS 390 - Directed Study (3)

Directed study is designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

MUS 391W - Junior Recital (0)

This is a half-hour solo recital of appropriate literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. Graded H, S, U. This is a Writing in the Discipline (WID) course

Prerequisite: 15 credit hours (five semesters) of Applied Music in the appropriate instrument.

Offered: Fall, Spring, Summer.

MUS 408 - Advanced Conducting (3)

A continuation of MUS 308, this course further develops the student's technical skill in choral and instrumental conducting.

Prerequisite: MUS 308 or consent of department chair.

Offered: Spring.

MUS 458 - Twentieth-Century Theory (3)

The theoretical and compositional techniques of twentieth-century composers is studied.

Prerequisite: MUS 236 or consent of instructor.

Offered: As needed.

MUS 461W - Senior Seminar (3)

Senior candidates for the B.A. in music complete a project appropriate to their interests and field within the performing arts. This project includes a written component and possibly a performance element. This is a Writing in the Discipline (WID) course.

Prerequisite: Senior standing in the B.A. in music program.

Offered: Spring.

MUS 490 - Independent Study in Music (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. The independent study in music may be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Junior or senior standing, and consent of instructor, department chair and dean.

Offered: As needed.

MUS 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Junior or senior standing, consent of instructor, department chair and dean, and admission to the music honors program.

Offered: As needed.

MUS 492W - Senior Recital-Music Education (0)

This is a half-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. Graded H, S, U. This is a Writing in the Discipline (WID) course

Prerequisite: 12 credit hours (six semesters) of Applied Music in the appropriate instrument.

Offered: Fall, Spring, Summer.

MUS 493W - Senior Recital-Music Performance Majors (0)

This is a one-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. Graded H, S, U. This is a Writing in the Discipline (WID) course

Prerequisite: MUS 391W and 21 credit hours (seven semesters) of Applied Music in the appropriate instrument.

Offered: Fall, Spring, Summer.

MUS 494 - Independent Study II (3)

This course continues the development of research or activity begun in MUS 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: MUS 491 and consent of instructor, department chair and dean.

Offered: As needed.

MUS 505 - Systems of Musical Analysis (3)

Music from the Gregorian Chant to contemporary works are analyzed. Emphasis is on modal theory, theories of Schenker and Hindemith, and set theory.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (even years).

MUS 508 - Applied Conducting (2)

Private lessons are given in instrumental and/or choral conducting, leading to a graduate recital in conducting. This course may be repeated for credit. 2-3 contact hours.

Prerequisite: Matriculation into the M.M.Ed. or the M.A.T. program and consent of department chair.

Offered: Fall, Spring, Summer.

MUS 521 - The Symphony (3)

Focus is on the history of the symphony, with emphasis on its continuous stylistic and formal development. Students investigate individual symphonies. Analytical procedures are stressed.

Prerequisite: Graduate status.

Offered: Fall (even years).

MUS 522 - Opera (3)

The opera from Monteverdi to the present is explored, with equal emphasis on each century involved. Analytical procedures are stressed.

Prerequisite: Graduate status.

Offered: Spring (odd years).

MUS 560 - Seminar in Music Literature (3)

Students concentrate on a selected topic and engage in intensive study of a major composer or of an important historical development. Emphasis is on research techniques.

Prerequisite: Graduate status and consent of instructor.

Offered: Spring (even years).

MUS 561-563 - Large Ensembles (0.5)

These courses are open to all qualified students by audition. 4 contact hours.

Prerequisite: Graduate status.

Offered: Fall, Spring.

MUS 564-566 - Chamber Ensembles (1)

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor. 4 contact hours.

Prerequisite: Graduate status.

Offered: Fall, Spring.

MUS 567 - Master Class in Conducting (1)

Instrumental or choral conducting is presented in a one-day participatory master class, which includes conducting with a lab ensemble, coaching by a guest clinician, a videotape review, and writing a reflective paper. 8-10 contact hours.

Prerequisite: Graduate standing.

Offered: As needed.

MUS 568 - Opera Workshop (2)

Focus is on the skills necessary for a career in opera and musical theatre as singers and/or coaches. 4 contact hours.

Prerequisite: Graduate status, consent of instructor and department chair.

Offered: Fall, Spring.

MUS 570-589 - Applied Music (2)

Private study is available in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees. 1 contact hour.

Prerequisite: Graduate status.

Offered: Fall, Spring, Summer.

MUS 590 - Independent Study (1-6)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Graduate status.

Offered: As needed.

MUS 591 - Graduate Recital (0)

Students perform a public recital of literature from various stylistic periods.

Prerequisite: Graduate status and consent of departmental graduate committee.

Offered: As needed.

MUSE - Music Education

MUSE 212 - Introduction to Music Education (2)

Students will explore teaching K-12 music in a school setting through the study of classroom instruments and singing, video analysis, readings, discussions and observations of teachers in public schools. 2 contact hours.

Prerequisite: FNED 246, MUS 105, MUS 234, MUS 235 (with B- or better), and successful audition for entrance into music education program.

Offered: Spring.

MUSE 241 - Methods and Materials in Music Education (2)

The theory and pedagogy of teaching music in grades one through six are studied. Not for music education majors. 3 contact hours.

Offered: Fall, Spring, Summer.

MUSE 412 - General Music Practicum in Music Education (3)

Teacher Candidates will examine lesson planning, curriculum development, repertoire selection and musicianship skills for the general music classroom through readings, discussions, performances and field placement teaching. 6 contact hours.

Prerequisite: MUSE 212 (B- or better), Admission to the Feinstein School of Education and Human Development.

Offered: Spring.

MUSE 413 - Secondary Ensemble Practicum in Music Education (3)

Teacher Candidates examine lesson planning, instructional practices, rehearsal strategies and repertoire for secondary choral and instrumental ensembles through readings, discussions, performances and field placement teaching. 6 contact hours.

Prerequisite: MUSE 212 (B- or better), Admission to the Feinstein School of Education and Human Development.

Offered: Fall.

MUSE 424 - Student Teaching in Music Education (10)

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: MUSE 413 and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 460; a positive recommendation from the professor of each professional course; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement, and a negative result from the required tuberculin test.

Offered: Fall, Spring.

MUSE 460 - Student Teaching Seminar in Music Education (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Concurrent enrollment in MUSE 424.

Offered: Fall, Spring.

MUSE 501 - Research Techniques in Music Education (3)

Research techniques in music education are applied. The bibliography is explored, and standard sources are used.

Prerequisite: Graduate status and consent of instructor.

Offered: Spring (even years).

MUSE 502 - Perception, Assessment, and Evaluation in Music (3)

The nature of musical perception, discrimination, and talent are studied, with emphasis on music aptitude and the theories on which they are based, such as learning theories. Included are standard evaluation techniques.

Prerequisite: Graduate status.

Offered: Summer (odd years).

MUSE 503 - School Music Administration and Supervision (3)

The factors involved in administering and supervising school music programs are examined.

Prerequisite: Graduate status or consent of instructor.

Offered: Summer (even years).

MUSE 512 - Introduction to Music Education (2)

Students will explore teaching K-12 music in a school setting through the study of classroom instruments and singing, video analysis, readings, discussions and observations of teachers in public schools. 2 contact hours.

Offered: Spring

MUSE 525 - Advanced Studies in Music Education (3)

Basic concepts in the philosophy of music education, aesthetics, the history of music education, sociology, and psychology are presented.

Prerequisite: Graduate status and consent of instructor.

Offered: Summer (odd years).

MUSE 526 - Student Teaching in Music Education (7)

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Graduate status, MUSE 412, 413, and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 560; a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test.

Offered: Fall, Spring

MUSE 560 - Student Teaching Seminar in Music Education (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Graduate status, concurrent enrollment in MUSE 526.

Offered: Fall, Spring

MUSE 566 - Seminar in Music Education (3)

Selected problems are investigated.

Prerequisite: Graduate status and consent of instructor.

Offered: Fall (odd years).

MUSE 592 - Graduate Thesis (3)

A formal research problem is investigated by the student. An advisor from the Department of Music, Theatre, and Dance is assigned to the student.

Prerequisite: Graduate status and consent of departmental graduate committee.

Offered: As needed.

NPST - Nonprofit Studies

NPST 300 - Institute in Nonprofit Studies (4)

Students participate in an introductory course to develop skills and competencies appropriate to careers in nonprofit organizations. Course topics include nonprofit organization structure, leadership, strategic planning, budgeting, human resources, fundraising, philanthropy, and legal principles. Hybrid course.

Prerequisite: Successful completion of 42 credits; FNED 246 or SWRK 200.

Offered: Fall.

NPST 301 - Financial Management for Nonprofits (3)

This course presents basic information about budgeting and financial management systems in nonprofit organizations, including the alignment between budgets, reporting, and organizational mission. Hybrid course.

Prerequisite: NPST 300 or consent of the director of the Certificate Program in Nonprofit Studies.

Offered: Spring.

NPST 402 - Staff and Volunteer Management for Nonprofits (3)

Students will develop knowledge and skills in areas of human capital management systems, processes, and philosophies that ensure nonprofit organizational success. Hybrid course.

Prerequisite: NPST 300 or consent of the director of the Certificate Program in Nonprofit Studies.

Offered: Fall.

NPST 404 - Communications and Resource Development for Nonprofits (3)

Students will develop knowledge and skills in areas of communication, marketing and public relations strategies, philanthropy, preparing grant proposals, and other fund development efforts. Hybrid course.

Prerequisite: NPST 300 or consent of the director of the Certificate Program in Nonprofit Studies.

Offered: Spring.

NPST 500 - Advanced Leadership Institute in Nonprofit Studies (3)

This course focuses on the origins and composition of the nonprofit sector, operational issues in management, and development of strategic solutions to manage and move the sector forward.

Prerequisite: Graduate status and consent of the director of the certificate program in nonprofit studies.

Offered: Summer.

NPST 635 - Advanced Grant Development and Fundraising (3)

This course provides an overview of the grants process and fundraising. Emphasis on developing competitive proposals, budgets, systems of administration, and innovative strategies for cultivation of stakeholder support.

Prerequisite: Graduate status and NPST 500 or consent of the director of the certificate program in nonprofit studies.

Offered: Spring.

NMT - Nuclear Medicine Technology

NMT 302 - Foundations of Nuclear Medicine Technology (3)

Students learn a variety of Nuclear Medicine topics, including math, clinical procedures, introduction to instrumentation and venipuncture.

Prerequisite: Acceptance into a Medical Imaging Clinical program.

Offered: Spring.

NMT 303 - Nuclear Medicine Procedures I (3)

Students are provided with with an understanding of nuclear medicine and molecular imaging procedures, including appropriate protocol

selection, instrumentation, basic pathology, patient care skills, and interpretation of images.

Prerequisite: Acceptance into a Medical Imaging Clinical program.

Offered: Spring.

NMT 304 - Radiation Safety and Radiobiology (3)

Students will learn concepts and physical principles that govern radioactivity and interactions of ionizing radiation with matter, principles and applications of radiation safety and protection.

Prerequisite: Acceptance into a Medical Imaging Clinical program.

Offered: Spring.

NMT 306 - Nuclear Medicine Procedures II and Therapeutics (3)

Students are provided with an understanding of nuclear medicine and molecular imaging procedures and therapeutics. Content covered includes protocol selection, instrumentation, pathology, patient care skills, and interpretation of images.

Prerequisite: NMT 303.

Offered: Summer.

NMT 336 - Clinical Education I (3)

Students are introduced to clinical practice of nuclear medicine with emphasis on departmental policies and procedures, radiation safety and patient care. Offers practical experience observing and applying health care principles. 18 contact hours.

Prerequisite: Acceptance into a Medical Imaging clinical program.

Offered: Spring.

NMT 337 - Clinical Education II (5)

Placed under direct and indirect supervision, students will learn clinical skills through observation and participation in NMT procedures. Emphasis is placed on the integration of clinical and didactic education. 30 contact hours.

Prerequisite: NMT 336.

Offered: Summer.

NMT 433 - Radiopharmaceuticals in Nuclear Medicine (3)

Students will explore the theory and practice of radiopharmacy and radiochemistry, including preparation, calculation of doses, quality control, radiation safety and applicable regulations.

Offered: Fall

NMT 434 - Radiation Physics and Advanced Instrumentation (3)

Students learn design, operation, and quality control of different detectors used in nuclear medicine. Concepts and physical principles that govern radioactivity and interactions of ionizing radiation with matter.

Offered: Fall

NMT 435 - Registry Review (3)

Students are asked to make connections between the introductory lectures and clinical practice. This course prepares students for the national certification exams.

Offered: Spring

NMT 436 - Clinical Education III (5)

Students, under supervision, clinical skills through observation and participation in Nuclear Medicine procedures. Emphasis is placed on the

integration of clinical and didactic education leading to proficiency. 30 contact hours.

Offered: Fall

NMT 437 - Clinical Education IV (4)

Students learn, under supervision, clinical skills through observation and participation in Nuclear Medicine procedures. Emphasis is placed on the integration of clinical and didactic education leading to proficiency. 24 contact hours

Offered: Spring

NURS - Nursing

NURS 100 - Healthcare Careers: Foundation for Success (2)

Students are introduced to healthcare professions, and prepared with essential knowledge, attitudes and skills necessary for success in these programs. Graded S/U.

Prerequisite: Admission as a Nursing Intended Major.

Offered: Fall, Spring, Summer.

NURS 101 - The Nursing Education Experience I (1)

Topics promoting success in the nursing program are covered, including issues in the learning and practice of nursing, study skills, personal growth, and involvement in the college and department.

Prerequisite: COLL 101 and consent of department chair.

Offered: Spring.

NURS 102 - The Nursing Education Experience II (1)

Students examine the social, cultural, and economic contexts of nursing through readings, discussion, guest lecturers, field trips, and participation in college activities.

Prerequisite: NURS 101 and consent of department chair.

Offered: Fall.

NURS 175 - Nursing Drug Calculations (1)

Using dimensional analysis, students learn how to calculate drug dosages. (For nursing majors only.)

Offered: Fall, Spring.

NURS 208W - Scholarly Inquiry and Practice in Nursing (4)

Exploring the essential concepts of nursing theory, scholarly inquiry and nursing process, students will enhance their critical thinking, research, oral and written communication skills to provide competency-based nursing.

Prerequisite: RN licensure and enrollment in the Onanian School of Nursing.

Offered: Fall, Spring.

NURS 220 - Foundations of Therapeutic Interventions (3)

Concepts of nutrition, pharmacology, and pathophysiology are introduced as foundations for therapeutic intervention in nursing practice.

Prerequisite: BIOL 231, CHEM 106, PSYC 230, prior or concurrent enrollment in BIOL 335 or BIOL 203 and BIOL 204, and acceptance to the nursing program.

Offered: Fall, Spring.

NURS 222 - Professional Nursing I (3)

The profession of nursing is introduced, including the history and practice of nursing, the health illness continuum, the health care system, the nursing process, and the demographic and economic changes that affect nursing practice.

Prerequisite: BIOL 231, CHEM 106, PSYC 230, prior or concurrent enrollment in BIOL 335, and acceptance to the nursing program.

Offered: Fall, Spring.

NURS 223 - Fundamentals of Nursing Practice (4)

Cognitive and psychomotor skills are applied through guided experiences in simulated and clinical situations. Emphasis is on skills essential for the nursing practice.

Prerequisite: NURS 220, NURS 222, NURS 225 or NURS 225W; concurrent enrollment in NURS 224; and prior or concurrent enrollment in BIOL 348.

Offered: Fall, Spring.

NURS 224 - Health Assessment (3)

Basic health assessment skills are introduced. Emphasis is on normal findings.

Prerequisite: NURS 220, NURS 222, NURS 225 or NURS 225W; concurrent enrollment in NURS 223; and prior or concurrent enrollment in BIOL 348.

Offered: Fall, Spring.

NURS 225W - Introduction to Writing and Research in Nursing (2)

Students are introduced to the conventions of writing in nursing and the role of research in evidence-based nursing practice. This is a Writing in the Discipline (WID) course.

Prerequisite: Acceptance to the nursing program.

Offered: Fall, Spring.

NURS 230 - Health Promotion and Disease Prevention (3)

Students will utilize the nursing process and explore professional nursing interventions and standards to promote the health of individuals, families, and groups from diverse cultures across the lifespan.

Prerequisite: BIOL 203, BIOL 204, CHEM 105, PSYC 230, and acceptance into the nursing program. BIOL 348 taken concurrently or previous to NURS 230.

Corequisite: Must be taken concurrently with NURS 231.

Offered: Fall, Spring.

NURS 231 - Pathopharmacology (4)

The integration of applied pathophysiology and pharmacology across populations will enable students to attain knowledge and sound clinical.

Prerequisite: BIOL 203, BIOL 204, CHEM 105, PSYC 230, and acceptance into the nursing program. BIOL 348 taken concurrently or previous to NURS 231.

Corequisite: Must be taken concurrently with NURS 230.

Offered: Fall, Spring.

NURS 232 - Health Assessment of Diverse Populations (3)

Students develop basic knowledge and skills critical to perform comprehensive health assessments and interpretation of assessment data of the adult client. Focus is on normal findings for diverse populations.

Prerequisite: NURS 230, NURS 231, and BIOL 348.

Corequisite: Must be taken concurrently with NURS 233 and NURS 234W.

Offered: Fall, Spring.

NURS 233 - Essentials of Nursing Knowledge and Practice (6)

Students apply cognitive and psychomotor skills are applied through guided experiences in simulated and clinical situations. Emphasis is on skills essential for nursing practice to ensure quality and safe client care. 12 contact hours.

Prerequisite: NURS 230, NURS 231, and BIOL 348.

Corequisite: Must be taken concurrently with NURS 232 and NURS 234W.

Offered: Fall, Spring.

NURS 234W - Scholarly Inquiry and Informatics (3)

Students will develop professional nursing competencies associated with communication, scholarly inquiry, writing, evidence-based practice, healthcare information technology and nursing informatics.

Prerequisite: NURS 230, NURS 231, and BIOL 348.

Corequisite: Must be taken concurrently with NURS 232 and NURS 233.

Offered: Fall, Spring.

NURS 262 - Substance Abuse as a Global Issue (4)

The global issue of substance abuse is analyzed through the lens of from multicultural factors influencing human behavior. Students explore concepts related to dynamic processes operating when substances are abused.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall.

NURS 264 - Status of the World's Children (4)

The impact of cultural identity and heritage of children around the world is analyzed. Global issues of child exploitation and the global effort to halt that exploitation are examined.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring, Summer.

NURS 266 - Health and Cultural Diversity (4)

Health beliefs and practices are examined across cultures. Focus is on the cultural components of health and illness, pain, childbearing, child health, mental illness, disability, aging and death.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

NURS 314 - Health and Aging (4)

An interdisciplinary approach is taken to the health/mental health of older adults. Normal aging is compared to disease/disorders.

Prerequisite: Completion of at least 45 credit hours.

Cross-Listed as: Students cannot receive credit for both AGNG 314 and NURS 314.

Offered: Fall, Spring, Summer.

NURS 316 - Physical Assessment of the Adult and Child (4)

Diagnostic skills are used to assess clients of all age groups. Assessment of health and developmental status is done through interview, inspection, palpation, percussion, and auscultation.

Prerequisite: Acceptance to the RN-BSN Program; completion of NURS 207 and NURS 225 or NURS 225W.

Offered: Spring.

NURS 317 - Quality, Economics, Equity, and Health Financing (4)

Understanding quality, economics and healthcare financing in the healthcare ecosystem is essential for delivering care. This knowledge will support achievement of equitable and quality health care outcomes.

Prerequisite: RN licensure and enrollment in the Onanian School of Nursing.

Offered: Fall, Spring.

NURS 318 - Person-Centered Physical and Health Assessment (4)

Performing a comprehensive health and physical assessment of the adult and child with application of knowledge is essential. Students will critically analyze data to provide inclusive and person-centered care.

Prerequisite: RN licensure and enrollment in the Onanian School of Nursing, and NURS 208W.

Offered: Fall, Spring.

NURS 340 - Psychiatric/Mental Health Nursing (6)

Psychiatric/mental health theory, practice, and the professional role are introduced, with emphasis on the adult client. Common psychiatric disorders across the lifespan are included. 12 contact hours.

Prerequisite: NURS 220, NURS 222, NURS 223, NURS 224 and NURS 225 or NURS 225W.

Offered: Fall, Spring.

NURS 342 - Adult Health Nursing I (6)

Focus is on the promotion of health and the management of illness in the adult client. Students learn to manage client care in various settings and to develop professional behaviors through learning activities and practice situations. 12 contact hours.

Prerequisite: NURS 220, NURS 222, NURS 223, NURS 224, NURS 225 or NURS 225W, and NURS 340.

Offered: Fall, Spring.

NURS 344 - Maternal Newborn Nursing (6)

Nursing theory and application are introduced in the practicum setting, with focus on the comprehensive and continuing care of expectant and newly expanded family systems. 12 contact hours.

Prerequisite: NURS 220, NURS 222, NURS 223, NURS 224 and NURS 225 or NURS 225W.

Offered: Fall, Spring.

NURS 346 - Nursing of Children and Families (6)

The nursing care of children is examined within the context of the individual, family, and community. Principles of growth and development, health promotion, and therapeutic interventions are analyzed and applied. 12 contact hours.

Prerequisite: NURS 220, NURS 222, NURS 223, NURS 224, NURS 225 or NURS 225W, and NURS 344.

Offered: Fall, Spring.

NURS 351 - Adult Nursing Care of Common Conditions (6)

Students will focus on the care of adult patients experiencing common health conditions. Emphasis is placed on health promotion, safety, clinical judgment, leadership, patient-centeredness, professionalism, and interprofessional collaborative care. 12 contact hours.

Prerequisite: NURS 232, NURS 233, and NURS 234W.

Corequisite: Must be taken concurrently with NURS 352.

Offered: Fall, Spring.

NURS 352 - Person-Centered Psychiatric-Mental Health Nursing (6)

Students will focus on the care of patients with common and complex mental health disorders. An emphasis is placed on analyzing social determinants of health and needs of vulnerable populations. 12 contact hours.

Prerequisite: NURS 232, NURS 233, and NURS 234W

Corequisite: Must be taken concurrently with NURS 351.

Offered: Fall, Spring.

NURS 353 - Adult Nursing Care of Complex Conditions (6)

Students will focus on the care of adult patients experiencing complex health conditions. Emphasis is placed on health promotion, safety, clinical judgment, leadership, patient-centeredness, professionalism, and interprofessional collaborative care. 12 contact hours.

Prerequisite: NURS 351 and NURS 352.

Corequisite: Must be taken concurrently with NURS 354.

Offered: Fall, Spring.

NURS 354 - Innovative Leadership (3)

Students will apply the competencies for leadership, management, and coordination of care within a healthcare system. Emphasis placed on knowledge and skills in areas of communication, conflict resolution, and interdisciplinary collaboration.

Prerequisite: NURS 531 and NURS 532.

Corequisite: Must be taken concurrently with NURS 353.

Offered: Fall, Spring.

NURS 370 - Public and Community Health Nursing (6)

Principles of public health and nursing are synthesized and applied to the care of families and populations in theory and in practice. Ethnographic, epidemiological, and public policy approaches are used to understand public health issues. 12 contact hours.

Prerequisite: Prerequisite for general students: NURS 340, NURS 342, NURS 344, NURS 346. Prerequisite for licensed R.N. students: acceptance by School of Nursing for senior level.

Offered: Fall, Spring.

NURS 371 - Global, Community, and Health Policy (4)

Through the synthesis of knowledge from public health, global perspectives, and nursing, students will promote and protect the health of individuals, families, populations and communities.

Prerequisite: RN Licensure and enrollment in the Onanian School of Nursing, NURS 208W and NURS 318.

Offered: Fall, Spring.

NURS 372 - Adult Health Nursing II (6)

Focus continues on the promotion of health and the management of illness in adult clients. Students expand their knowledge and nursing practice in various settings. Professional behaviors are also developed. 12 contact hours.

Prerequisite: NURS 340, NURS 342, NURS 344, NURS 346.

Offered: Fall, Spring.

NURS 374 - Contemporary Professional Nursing (3)

Major topics pertinent to professional development and practice are analyzed in depth. Leadership and management theories, contemporary nursing issues, and factors facilitating professional achievements are also presented.

Prerequisite: NURS 340, NURS 342, NURS 344, NURS 346.

Offered: Fall, Spring.

NURS 375 - Transition to Professional Nursing Practice (6)

Professional values, roles, and issues, as well as client population-focused issues are discussed in seminar and applied in practicum. Students select a clinical setting in which the transition from student to professional nurse is fostered. 12 contact hours.

Prerequisite: NURS 372 and NURS 374.

Offered: Fall, Spring.

NURS 376 - Contemporary Nursing Practices: Issues and Challenges (6)

Professional values, roles, and issues pertinent to the contemporary health care environment are examined. 12 contact hours.

Prerequisite: RN-BSN student; completion of NURS 370 or consent of the program advisor.

Offered: Fall, Spring.

NURS 377 - Contemporary Nursing: Issues, Innovation and Transformation (4)

RN students will critically examine the evolving landscape of healthcare and nursing practice, addressing healthcare policy, ethics, informatics, cultural competence, leadership and interprofessional collaboration.

Prerequisite: RN Licensure and Enrollment in the Onanian School of Nursing.

Offered: Fall, Spring, Summer.

NURS 378 - Capstone (2)

Students will demonstrate competencies of program outcomes by engaging in a scholarly experiential practicum focused on the spheres of nursing practice that has relevance to the nursing profession. 6 contact hours.

Prerequisite: RN Licensure and Enrollment in the Onanian School of Nursing; NURS 208W, NURS 317, NURS 371, and NURS 377.

Offered: Fall, Spring, Summer.

NURS 381 - Family-Centered Care in Pediatric Nursing (6)

Students apply knowledge and skills to optimize the health of children and families. Principles of health promotion, disease prevention, therapeutic interventions, and the incorporation of family-centered care will be analyzed. 12 contact hours.

Prerequisite: NURS 353 and NURS 354.

Corequisite: Must be taken concurrently with NURS 382.

Offered: Fall, Spring.

NURS 382 - Maternal- Newborn Nursing (6)

Students will learn about comprehensive care of normal and high-risk women and newborns across pregnancy, childbirth, postpartum and the newborn period. Emphasis placed on promoting the health of childbearing families. Emphasis placed on promoting the health of childbearing families. 12 contact hours.

Prerequisite: NURS 353 and NURS 354.

Corequisite: Must be taken concurrently with NURS 381.

Offered: Fall, Spring.

NURS 383 - Global, Community, and Public Policy (6)

Students will synthesize knowledge from public health, global perspectives, and nursing, to protect and promote the health of individuals, families, populations, and communities. Clinical experiences occur with community-based organizations. 12 contact hours.

Prerequisite: NURS 381 and NURS 382.

Offered: Fall, Spring.

NURS 384 - Nursing Practice Synthesis (6)

The transition from the student role to professional nurse is fostered in a variety of clinical settings and specialties. Seminars examine issues central to contemporary nursing practice. 12 contact hours.

Prerequisite: NURS 381 and NURS 382. NURS 383 must be taken prior to or concurrent with NURS 384.

Offered: Fall, Spring.

NURS 390 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

NURS 391 - Independent Study in Nursing (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. This course may be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Consent of instructor, department chair and dean.

Offered: Fall, Spring.

NURS 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the nursing honors program.

Offered: As needed.

NURS 492 - Independent Study II (3)

This course continues the development of research or activity begun in NURS 491. For departmental honors, the project requires final assessment form the department.

Prerequisite: NURS 491, and consent of instructor, department chair and dean.

Offered: As needed.

NURS 501 - Research Methods for Advanced Nursing Practice (3)

Overview of research methods which are used for clinical inquiry in nursing practice. Focus is on the formulation of a question that can be developed into a clinical inquiry project.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall, Summer.

NURS 502 - Health Care Systems (3)

Topics covered are organizational structure, resources, current technology, informational systems, outcome measures, safety initiatives, health care policy, and ethics. The central role of the patient in health care decision making is also examined.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Cross-Listed as: HCA 502

Offered: Fall, Spring.

NURS 503 - Professional Role Development (3)

Behaviors that promote change and collaboration in practice environments are examined, including concepts of leadership, communication, power, and problem solving.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Spring, Summer.

NURS 504 - Advanced Pathophysiology (3)

Students explore the interrelationships of human systems and the effects of illness on the individual as a whole. Concepts and patterns of alterations in physiological mechanisms and functions are identified.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall, Spring.

NURS 505 - Advanced Pharmacology (3)

Pharmacologic agents and their clinical applications are examined. Pharmacologics, therapeutic uses, and the side effects and drug interactions of a broad variety of classes of drugs are explored as treatment modalities.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall, Spring.

NURS 506 - Advanced Health Assessment (3)

This course assists the learner in the acquisition of advanced health assessment skills. The status of clients is determined by using the health history interview and advanced diagnostic skills. 5 contact hours.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall, Summer.

NURS 508 - Public Health Science (3)

Study is made of environmental and occupational health, bioterrorism and disaster preparedness, communicable diseases, chronic diseases, and vulnerable populations.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall.

NURS 509 - Evidence Based Practice for Advanced Nursing Seminar I (3)

This course focuses on developing skills for the effective translation of evidence into practice in the students intended advanced nursing practice role necessary to optimize health outcomes.

Prerequisite: NURS 501, NURS 502, NURS 503, and graduate status in nursing.

Offered: Spring.

NURS 511 - Population/Public Health Nursing (6)

Variables relevant to public health problems are investigated through field experience. Students demonstrate knowledge of analytic assessment and public health science skills. 15 contact hours.

Prerequisite: Graduate status, NURS 508; and prior or concurrent enrollment in HPE 507, NURS 501, NURS 502 and NURS 503.

Offered: Spring.

NURS 512 - Genetics and Genomics in Health Care (3)

The scientific, ethical, legal, social, technological, and policy implications of genetics and genomics are explored, with application to interdisciplinary health care professionals.

Prerequisite: Graduate status in nursing or consent of program director.

Offered: Fall, Summer.

NURS 513 - Teaching Nursing (3)

This elective course introduces students to the knowledge, skills, and attitudes required of a nurse educator. Through classroom and clinically oriented learning activities, students gain basic competencies.

Prerequisite: Graduate status.

Offered: Summer Session I.

NURS 514 - Advanced Pharmacology for Nurse Anesthesia (4)

This course builds upon the foundation established in NURS 505, foundational concepts of biochemistry are explored and pharmacologic agents for anesthesia practice are examined.

Prerequisite: Graduate status, NURS 505 and BIOL 535.

Offered: Summer.

NURS 515 - Simulation in Interprofessional Healthcare Education (3)

Students learn simulation theory, models, evidence-based practice, and safety as a framework for using simulation in practice and education. Groups of nursing, social work and health education students develop, implement and revise a simulation in this course.

Prerequisite: Graduate student in nursing, social work or health education, or consent of instructor.

Offered: Spring.

NURS 516 - Advanced Principles of Nurse Anesthesia Practice I (3)

Advanced principles of anesthesia administration and management, including general and regional techniques for surgery are examined.

Prerequisite: Graduate status, NURS 514 and NURS 515.

Offered: Fall.

NURS 517 - Foundational Principles of Nurse Anesthesia (3)

The history and scope of nurse anesthesia practice, physics as applied to anesthesia administration and practice, anesthesia equipment, preoperative evaluation and basic management are examined.

Prerequisite: Graduate status, NURS 505, NURS 506 and NURS 504 prerequisite or concurrent.

Offered: Summer.

NURS 518 - Nursing Care/Case Management (3)

Students examine evidence-based approaches to the coordination of services for populations across health care systems to enhance client-centered, interdisciplinary care, outcomes based quality improvement and cost containment.

Prerequisite: Graduate status in nursing or consent of program director.

Offered: Fall.

NURS 519 - Quality/Safety in Advanced Practice Nursing (3)

Student develop advanced practice nurse competencies specific to quality and safety measurement and management in nursing.

Prerequisite: M.S.N. program enrollment or approval of program director.

Offered: Summer.

NURS 521 - Global Health and Advanced Practice Nursing (3)

Students explore concepts of global health and examine the impact of disease burden on global populations through lecture, readings and immersion. The clinical international learning experience involves collaboration with an intra-professional team at an international village clinical.

Prerequisite: NURS 501, NURS 502, NURS 503

Offered: Spring, Summer.

NURS 522 - Concepts and Practice of Palliative Care (3)

Students develop advanced practice nurse competencies in the specialty of palliative care to be applied to adults, older adults and families dealing with a life threatening illness.

Prerequisite: M.S.N. program enrollment or approval of M.S.N. program director.

Offered: Annually.

NURS 523 - Surgical First Assist Theory (3)

The course will provide the foundation of knowledge necessary for the APRN to assume and function safely in the role of the first assistant during operative and other invasive procedures.

Prerequisite: M.S.N. program enrollment and prior completion of NURS 506, NURS 510, NURS 530/NURS 540 and concurrent enrollment in NURS 610; or permission of the M.S.N. program director.

Offered: Fall.

NURS 524 - Healthcare Statistics (3)

Statistical concepts of sampling, levels of measurement, inferential statistical tests, regression, and nonparametric methods are studied. Emphasis is on application of statistics in nursing research reports.

Prerequisite: Graduate status or DNP Director approval.

Offered: Summer Session I

NURS 525 - Surgical First Assist Practicum (3)

Students develop competence in operative and invasive procedures. Emphasis is on direct surgical patient care experiences, which facilitates accomplishment of course outcomes, identified competencies, and individual student objectives.

Prerequisite: NURS 523

Offered: Spring.

NURS 530 - Adult Health Illness I for CNS (6)

Students develop knowledge of the Synergy Model required for the clinical nurse specialist practice. Model assumptions, development, and applicability to C.N.S. practice are discussed, analyzed, and applied. 15 contact hours.

Prerequisite: Graduate status, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506.

Offered: Spring.

NURS 535 - Advanced Physiology I (4)

Examination of human physiology. This course will utilize a systems approach to the topics of cellular physiology, neurophysiology, cardiovascular and respiratory physiology.

Prerequisite: Enrollment in the Nurse Anesthesia option or permission of DNP Program Director.

Offered: Fall.

NURS 536 - Advanced Physiology II (4)

Continuation of the examination of human physiologic concepts. This course will utilize a systems approach to the topics of renal and acid-base, gastrointestinal, and endocrine concepts.

Prerequisite: Enrollment in the Nurse Anesthesia option or permission of DNP Program Director.

Offered: Spring.

NURS 540 - Adult Health Illness I for NPs (6)

Students develop advanced practice nurse competencies specific to caring for adults and older adults. The focus is on developing skills and patient centered diagnostic reasoning and differential diagnosis. 15 contact hours.

Prerequisite: Graduate status, NURS 505 and NURS 506; and prior or concurrent enrollment in NURS 501, NURS 502, NURS 503, NURS 504.

Offered: Spring.

NURS 570 - Nurse Anesthesia Clinical Practicum I (1)

Introduction to basic anesthesia skills and techniques for the novice with emphasis on airway management under direct supervision of clinical preceptors.

Prerequisite: Graduate status, NURS 501, NURS 502, NURS 503, NURS 517; NURS 516 concurrent.

Offered: Fall.

NURS 610 - Adult Health/Illness II for CNS (6)

Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the nursing/nursing practice sphere. 15 contact hours.

Prerequisite: Graduate status, NURS 530.

Offered: Fall.

NURS 611 - Population/Public Health Nursing II (6)

Students collaborate with community groups to assess health needs, develop partnerships, and plan programs to address needs based on cultural sensitivity. Public policy solutions to those needs are proposed. 15 contact hours.

Prerequisite: Graduate status and NURS 511.

Offered: Fall.

NURS 615 - Adult Health/Illness II for NPs (6)

Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the nursing/nursing practice sphere. 15 contact hours.

Prerequisite: Graduate status, NURS 540.

Offered: Fall.

NURS 616 - Advanced Principles of Nurse Anesthesia Practice II (3)

Advanced principles of anesthesia administration and management for cardiac, thoracic and neurological surgeries are examined.

Prerequisite: Graduate status and NURS 516.

Offered: Spring.

NURS 620 - Adult Health/Illness III for CNS (6)

Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the systems/organizational sphere. 15 contact hours.

Prerequisite: Graduate status and NURS 610.

Offered: Spring.

NURS 621 - Population/Public Health Nursing III (6)

Students engage in public policy and program planning with existing health systems. Focus includes budget development, oversight, and the use of management information systems for decision making. 15 contact hours.

Prerequisite: Graduate status and NURS 611.

Offered: Spring.

NURS 622 - Evidence Based Practice for Advanced Nursing Seminar II (3)

The course focuses on the development of an evidence-based practice project relevant to the students intended specialty (i.e. quality improvement proposal, clinical guideline, program development, policy evaluation.)

Prerequisite: Graduate Status and NURS 509.

Offered: Fall.

NURS 625 - Adult Health/Illness III for NPs (6)

Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the systems/organizational sphere. 15 contact hours.

Prerequisite: Graduate status and NURS 615.

Offered: Spring.

NURS 626 - Advanced Principles in Nurse Anesthesia III (3)

Advanced principles of anesthesia and management of endocrine, liver, neuromuscular, and burn surgeries, and surgery in obesity, with chronic pain and in remote settings, are examined.

Prerequisite: Graduate status and NURS 616.

Offered: Summer.

NURS 630 - Nurse Anesthesia Clinical Practicum II (1)

Application of theory and development of skills for the advanced beginner under the close supervision of clinical preceptors.

Prerequisite: Graduate status and NURS 570; NURS 616 concurrent.

Offered: Spring.

NURS 636 - Transition into Nurse Anesthesia Practice (2)

Topics for entry into professional practice are examined and explored.

Prerequisite: Graduate status and NURS 670; NURS 690 concurrent.

Offered: Spring.

NURS 640 - Nurse Anesthesia Clinical Practicum III (1)

The competent student will continue to apply advanced principles and improve skills under the guidance of clinical preceptors.

Prerequisite: Graduate status and NURS 630; NURS 626 concurrent.

Offered: Summer.

NURS 670 - Nurse Anesthesia Clinical Practicum IV (1)

The proficient student will expand and enhance knowledge and skills with minimal direct guidance of clinical preceptors.

Prerequisite: Graduate status and NURS 640.

Offered: Fall.

NURS 691 - Nurse Anesthesia Clinical Practicum V (1)

The novice practitioner will prepare to transition from the student role with consultation and minimal guidance of clinical preceptors.

Prerequisite: Graduate status and NURS 670; NURS 636 concurrent.

Offered: Spring.

NURS 692 - Directed Readings I (1)

Under the direction of the faculty first reader, students finalize the Master's project proposal and begin to implement the project.

Offered: Fall, Spring, Summer.

NURS 693 - Directed Readings II (1)

Under the direction of the faculty first reader, students complete the Master's major project, the project write-up and project presentation.

Offered: Fall, Spring, Summer.

NURS 701 - Scientific Underpinnings for Clinical Scholarship (3)

Theoretical knowledge from nursing and related disciplines is explored. Emphasis is placed on integration and application of scientific knowledge to clinical practice and to practice scholarship.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall.

NURS 702 - Systems Leadership/Quality Improvement (3)

Core concepts of organizational and systems leadership and quality improvement are explored, with emphasis on application to diverse clinical practice settings.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall, SSI.

NURS 703 - Advanced Epidemiology and Biostatistics (3)

Epidemiological principles and methods are presented and applied to clinical and population-based health. Epidemiological, biostatistical, and other scientific approaches are used to analyze population data.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall.

NURS 704 - Clinical Research/Analytic Methods (3)

Methodological concepts and principles required for evidence-based clinical practice are examined. Emphasis is placed on analysis and application of research findings to clinical practice.

Prerequisite: Graduate status.

Offered: Spring.

NURS 705 - Health Care Policy and Advocacy (3)

Frameworks for developing and analyzing health policy issues are presented and discussed in the context of prominent health policy debates. Analytic skills will be applied to examine health policy issues.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Spring.

NURS 706 - Economics, Finance, Business Management (3)

Advanced economic, financial, and business knowledge and skills required to assume a D.N.P. leadership role are investigated. Emphasis is placed on application of knowledge to diverse healthcare settings and systems.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Spring.

NURS 707 - Information Technology/Decision Support (3)

The intersection of informatics, computer science, cognitive science and nursing science are explored. Current issues, evaluation of information technology, and application to practice are emphasized.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall.

NURS 708 - Interprofessional Collaborative Practice (3)

Core concepts of inter-professional collaborative practice are explored. Contemporary issues and strategies to promote inter-professional collaboration are examined.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall, SSI.

NURS 709 - Population Health (3)

Population-based approaches and initiatives to improve population-focused health care are presented, analyzed, and evaluated. Assessment, implementation, and evaluation of evidence based interventions will be emphasized.

Prerequisite: Graduate status and NURS 703 prerequisite or concurrent.

Offered: Fall.

NURS 720 - D.N.P. Project Planning (1)

The focus of this course is on D.N.P. project mapping and the proposal development process.

Prerequisite: Graduate status and NURS 701, NURS 702, NURS 703, NURS 704

Offered: Spring.

NURS 730 - D.N.P. Proposal Development (3)

Students develop the D.N.P. project proposal.

Prerequisite: Graduate status and NURS 720.

Offered: Summer.

NURS 740 - D.N.P. Project Implementation (2)

Students implement the D.N.P. project in consultation with their D.N.P. project advisor. Emphasis will be placed on data collection and analysis procedures.

Prerequisite: Graduate status and NURS 730.

Offered: Fall.

NURS 750 - D.N.P. Project Evaluation and Dissemination (1)

Students evaluate project findings and prepare the final written paper in consultation with D.N.P. project advisor. Project findings are defended at a culminating oral presentation.

Prerequisite: Graduate status and NURS 740.

Offered: Spring.

NURS 791 - Directed Readings I (1)

Students develop a statement of the problem, purpose statement and project framework through intensive readings as they begin preparation of the D.N.P. project proposal. Graded S/U.

Prerequisite: D.N.P. matriculation

Offered: Spring.

NURS 792 - Directed Readings II (1)

Students complete the preliminary literature review through intensive readings and draft their project method as they continue to prepare the D.N.P. project proposal. Graded S/U.

Prerequisite: D.N.P. matriculation

Offered: Fall.

PHIL - Philosophy

PHIL 100 - Introduction to Philosophy (3)

Basic philosophic issues, such as the existence of God, free will, minds, the nature of reality, knowledge, and truth, are examined. Emphasis is on reasoning and justification.

General Education Category: History/Philosophy (HP).

Offered: Fall, Spring.

PHIL 205W - Introduction to Logic (4)

This course covers principles of valid reasoning. Formal methods of propositional and quantificational logic are introduced to evaluate the validity of reasoning in arguments. This is a Writing in the Discipline (WID) course.

Offered: Annually.

PHIL 206 - Ethics (3)

An examination and explanation of ethical judgments are made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuitional, hedonistic, and naturalistic ethical theories are considered. In Person, Hybrid, Online. General Education Category: History/Philosophy (HP).

Offered: Fall, Spring.

PHIL 207 - Technology and the Future of Humanity (3)

Philosophical issues concerning recent and near term technological advances. Topics may include uploading personhood, robot consciousness, machine life or death decision making, human enhancement and life extension, or simulated violence.

Offered: Spring.

PHIL 208 - Introduction to Theories of Justice (4)

Students explore philosophical approaches to balancing individual liberties and the general welfare, comparing ethical foundations and social implications of various theories of justice, such as utilitarian, libertarian and contractarian.

Offered: Fall, Spring.

PHIL 220 - Logic and Probability in Scientific Reasoning (4)

Natural and social sciences require probabilistic reasoning, with special logical features. This course studies general principles of logic, special principles of probabilistic reasoning, their scientific applications, and common probabilistic fallacies.

General Education Category: Elective (E).

Prerequisite: Completion of any Mathematics or Natural Science general education distribution.

Offered: Annually.

PHIL 230 - Aesthetics (4)

This course examines issues in the philosophy of art, such as: the nature of art, art and emotion, artistic intentions, aesthetic value, art and knowledge, and art and morality.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

PHIL 261 - Philosophy of Health and Well-Being (4)

Connections across traditional practices and recent developments concerning human health are explored through philosophical concepts of health and well-being, plus ethical principles such as welfare, autonomy, and justice.

General Education Category: Connections

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

PHIL 262 - Freedom and Responsibility (4)

This class examines the nature of free will. What is it? Is it necessary for moral responsibility? Do we have it? And if not, what should we do about it?

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

PHIL 263 - The Idea of God (4)

Concepts of Divinity are critically examined. Issues include polytheism, monotheism, atheism, gender and the God(ess). Students are challenged to critically examine their own ideas through various philosophical and religious traditions.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring, Summer.

PHIL 265 - Philosophical Issues of Gender and Sex (4)

Philosophical questions concerning the concepts of sex and gender are explored. Readings will be drawn from philosophical texts and from a number of related disciplines.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

PHIL 266 - Asian Philosophies: Theory and Practice (4)

Study of philosophical themes and practical implications (personal and communal) in Asian cultures. Issues include concepts of life and death, origins and nature of reality, and standards of ethical relations.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

PHIL 305W - Intermediate Logic (4)

This course covers some extensions of elementary logic with applications. Topics may include propositional modal logic, quantified modal logic, inductive logic, and meta-logic. This is a Writing in the Discipline (WID) course.

Prerequisite: 30 college credits or any 100- or 200-level philosophy course.

Offered: As needed.

PHIL 306 - Contemporary Ethical Theory (3)

Theories about the nature and possibility of ethics are discussed. Topics may include relativism, egoism, intuitionism, moral realism, the nature of the moral person, moral development, feminist ethics, and the significance of evolution.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall.

PHIL 311 - Knowledge and Truth (3)

The concept of knowledge and its relationship to the world of experience is investigated. Various theories of the nature of truth are presented and analyzed. Students are introduced to epistemology.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring (odd years).

PHIL 315 - Evidence, Reasoning, and Proof (3)

The concept of evidence, types of reasoning, and standards of proof are examined. Topics include types of evidence, evaluating evidence, eyewitness claims, expert testimony and memory, appraising reasoning, and standards of proof.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Annually.

PHIL 320 - Philosophy of Science (3)

Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification, are covered.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring (even years).

PHIL 321 - Social and Political Philosophy (3)

Students examine social and political theories and the philosophical issues they raise concerning the origin of society and man's nature as a "political being" and "social being."

Prerequisite: Completion of 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall.

PHIL 322 - Philosophy of Law (3)

Conceptual problems regarding law and legal systems are examined. Topics may include the nature of law, law and morality, civil disobedience, positivism, naturalism, personhood under the law, rights, punishment, and criminal responsibility.

Prerequisite: Completion of 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring.

PHIL 325 - Environmental Ethics (3)

Theories and reality, ideology and action, and values and facts are examined. Focus is on rational policy decision making.

Prerequisite: Completion of 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring.

PHIL 330 - Metaphysics (3)

This is a problem-oriented introduction to some of the central issues of contemporary metaphysics. Topics may include ontology (what exists), necessity, causation, free will/determinism, space and time, and identity-over-time.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall (even years).

PHIL 333 - Philosophy of Mind (3)

The status and role of mind in relation to body is studied. Diverse theories, such as mind/body dualism, identity theory, behaviorism, functionalism, and emergence, are discussed.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall (odd years).

PHIL 351W - Plato, Aristotle, and Greek Philosophy (4)

The origins of philosophy in Greek thought are explored. Works of philosophers such as Plato and Aristotle are read. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Annually.

PHIL 354 - Continental Philosophy ()

Students will study major movements and figures in the continental tradition of philosophy.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall.

PHIL 356W - Descartes, Hume, Kant and Modern Philosophy (4)

Works from European philosophers from Descartes to Kant are read. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Annually.

PHIL 390 - Directed Study (3-4)

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

PHIL 460W - Seminar in Philosophy (4)

Intensive study of a specific topic or author, including a term paper that engages recent scholarship and follows disciplinary conventions. May be repeated for credit with a change in topic. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of at least 60 college credits and any 300-level philosophy course, or consent of the department chair.

Offered: Annually.

PHIL 479 - Philosophy Internship (1-4)

Students experience the environment of institutions and firms where the work demand includes a substantial philosophical dimension.

Prerequisite: Open to philosophy majors who have completed at least 60 credit hours of undergraduate courses, 18 of which are philosophy courses, with consent of department chair.

Offered: As needed.

PHIL 490 - Independent Study in Philosophy (1-4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. May be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

PHIL 491 - Independent Study I (3-4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the philosophy honors program.

Offered: As needed.

PHIL 492 - Independent Study II (3-4)

This course continues the development of research or activity begun in PHIL 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: PHIL 491 and consent of instructor, department chair and dean.

Offered: As needed.

PSCI - Physical Science

PSCI 103 - Physical Science (4)

The processes and natural laws that control our physical environment are investigated. Emphasis is on laboratory experiment. Lecture and laboratory. Students cannot receive credit for both PSCI 103 and PHYS 101-PHYS 102. 6 contact hours.

General Education Category: Natural Science.

Offered: Fall, Spring, Summer.

PSCI 204 - Understanding the Physical Universe (4)

Fundamental principles in physical science such as force, energy, cycles and the structure of matter are introduced and used to investigate varied applications and current issues in the physical sciences. 5 contact hours.

General Education Category: Elective (E).

Prerequisite: BIOL 100 and MATH 144 or consent of instructor.

Offered: Fall, Spring, Summer.

PSCI 207 - Introduction to Environmental Chemistry (3)

The flow of material and energy through the Earth system is introduced. Principles of element cycles, climate science, and coastal processes are also investigated.

Offered: Annually.

PSCI 208 - Forensic Science (4)

Students learn about modern forensic techniques used in crime scene analysis. Emphasis is on the methods used to collect and interpret crime scene data.

General Education Category: Elective (E).

Prerequisite: Any Mathematics or Natural Science.

Offered: Fall, Spring.

PSCI 211 - Introduction to Astronomy (4)

Our solar system, the sun and other stars, galaxies, and the universe are explored. Astronomical phenomena are explained using basic physical principles. Lecture and laboratory.

General Education Category: Natural Science.

Offered: Fall, Spring.

PSCI 212 - Introduction to Geology (4)

Focus is on the structure and composition of the earth and the processes that have shaped the earth. Topics include minerals, origin of

magma, volcanic activity, and weathering and soil formation. Lecture and laboratory.

General Education Category: Natural Science.

Offered: Fall, Summer.

PSCI 214 - Introduction to Meteorology (4)

This class focuses on the structure, composition and phenomena of the atmosphere. Students examine local and global scale weather patterns, and century to millennial scale climate change.

General Education Category: Elective (E).

Prerequisite: Completion of any mathematics or natural science general education distribution.

Offered: Fall.

PSCI 216 - Science of Our Changing Planet (4)

Students learn the science of natural and anthropogenic earth changes and time scales associated with them by investigating aspects of geology, meteorology, climate and pollution studies.

Offered: Annually.

PSCI 217 - Introduction to Oceanography (4)

Topics include mapping the sea floor, formation of the ocean basins, sediments as recorders of ocean history, the composition and physical properties of seawater, ocean circulation, El Ninos, waves, and tides. Lecture and laboratory.

General Education Category: Natural Science.

Offered: Spring.

PSCI 262 - Space: The Final Frontier (4)

Students explore the cultural impacts on the imagination of space, the science and technological discoveries for space science, and how space has fueled science fiction literature, film and popular culture.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring, Summer.

PSCI 357 - Historical and Contemporary Contexts of Science (3)

The development of science and technology is explored through case histories from the physical, biological, and environmental sciences. 4 contact hours.

Prerequisite: Any Natural Science course.

Offered: As needed.

PSCI 490 - Directed Study in Physical Science (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member. A particular area of physical science is studied on the basis of the interest of the student and the instructor.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

PSCI 491-493 - Research in Physical Science (1)

The student conducts original research in an area selected after consultation with the instructor and prepares a report of their work. A maximum of 6 credit hours may be earned in these courses.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

PHYS - Physics

PHYS 101 - Physics for Science and Mathematics I (4)

This mathematically intensive course includes vectors, statics, kinematics, Newton's laws, energy, momentum, thermodynamics and wave motion. Lecture and laboratory. 6 contact hours.

General Education Category: Natural Science.

Prerequisite: Completed MATH 120 or appropriate score on the mathematics placement exam.

Offered: Fall, Spring, Summer.

PHYS 102 - Physics for Science and Mathematics II (4)

This mathematically intensive course includes electrostatics, DC and AC circuits, magnetism, electromagnetic waves, optics and an introduction to atomic and nuclear physics. Lecture and laboratory. 6 contact hours.

General Education Category: Elective (E).

Prerequisite: PHYS 101.

Offered: Fall, Spring, Summer.

PHYS 103 - Calculus Applications in Mechanics (1)

Students explore calculus-based topics in mechanics including kinematics, work and potential energy, momentum, rotational motion and simple harmonic motion.

Prerequisite: MATH 212, PHYS 101.

Offered: Fall.

PHYS 104 - Calculus Applications in Electricity and Magnetism (1)

Students explore calculus-based topics in electricity and magnetism including force from extended charge distributions, calculation of electric potential, Gauss's Law, Ampere's Law, Faraday's Law and electromagnetic waves.

Prerequisite: MATH 212, PHYS 102.

Offered: Fall.

PHYS 110 - Introductory Physics (4)

This algebra-based course includes vectors, statics, Newton's Laws, work and energy, electrostatics, DC circuits, magnetism, electromagnetic waves, nuclear radiation, and topics in modern physics. Lecture and Laboratory. 7 contact hours.

General Education Category: Natural Science.

Prerequisite: MATH 120 or appropriate score on the math placement exam.

Offered: Spring, Fall, Summer.

PHYS 118 - Fundamentals of Physics I (4)

This noncalculus-based course includes vectors, statics, kinematics, Newton's laws, energy, momentum, fluids, thermodynamics and wave motion. Lecture and laboratory.

Offered: As needed.

PHYS 119 - Fundamentals of Physics II (4)

This noncalculus-based course includes electrostatics, DC and AC circuits, magnetism, electromagnetic waves, optics, and an introduction to atomic and nuclear physics. Lecture and laboratory.

Prerequisite: PHYS 118.

Offered: As needed.

PHYS 120 - The Extraordinary Physics of Ordinary Things (4)

Students will learn about physical principles governing everyday applications and phenomena such as sports, musical instruments, computers, etc. Students will see how various physical principles work together in these technologies.

General Education Category: Elective (E).

Prerequisite: Completion of any mathematics general education distribution.

Offered: Spring.

PHYS 306W - Quantum Mechanics Laboratory (1)

Students investigate quantum mechanical phenomena both experimentally and computationally, including the failures of classical physics and wave functions are investigated. Lab skills such as laboratory notebook maintenance and data analysis are introduced. Laboratory. 3 contact hours.

Prerequisite: Completed or concurrent enrollment in: PHYS 307.

Offered: Spring (odd years).

PHYS 307 - Quantum Mechanics I (3)

Topics include the failures of classical physics, the structure of the atom, and the wave description of matter, including the Schrödinger Equation, the hydrogen atom, angular momentum and spin. Lecture

Prerequisite: PHYS 102 and MATH 212 or CHEM 405.

Offered: Spring (odd years).

PHYS 309 - Nanoscience and Nanotechnology (4)

This course will introduce the basic physics of nanoscience, describe how properties change at the nanoscale and relate this basic science to new nanotechnologies.

General Education Category: Elective (E).

Offered: Fall (even years).

PHYS 310W - Thermodynamics Laboratory (1)

Students investigate thermodynamic phenomena both experimentally and computationally, such as ideal gases, entropy and equilibrium. Lab skills such as laboratory notebook maintenance and data analysis are introduced. Laboratory, 3 contact hours.

Prerequisite: Completed or concurrent enrollment in: PHYS 311.

Offered: Spring (even years).

PHYS 311 - Thermodynamics (3)

This is an introduction to the laws of thermodynamics and its application to equilibrium systems, such as ideal gases, phase transformations, solutions and chemical reactions, and elementary statistical mechanics. Lecture.

Prerequisite: PHYS 101 and successful completion of or concurrent enrollment in MATH 213, or consent of department chair.

Offered: Spring (even years).

PHYS 312 - Mathematical Methods in Physics (3)

Topics include curvilinear coordinates, complex variables, integral transforms, vectors and matrices, special functions, differential equations, and numerical methods as applied to physics. Lecture.

Prerequisite: MATH 314.

Offered: Fall.

PHYS 315 - Optics (4)

This course covers electromagnetic waves, geometric optics, and physical optics. Topics include: mirrors, lenses, optical systems, thick lenses, aberrations, interference, diffraction, polarization, coherence, and lasers. Laboratory. 6 contact hours.

Prerequisite: PHYS 102 or consent of department chair.

Offered: Spring (odd years).

PHYS 320 - Analog Electronics (4)

Students examine discrete components, including resistors, capacitors, diodes, and transistors, and their applications. Oscilloscopes and other standard laboratory test equipment are used extensively. Integrated circuits are also introduced. 6 contact hours.

Prerequisite: PHYS 102 or consent of department chair.

Offered: Fall (odd years).

PHYS 321 - Digital Electronics (4)

Students explore basic logic chips and combine them to build digital devices including a microcomputer. Devices include multiplexers, counters, adders, flip-flops, and memory buses. Laboratory. 6 contact hours.

Prerequisite: PHYS 102 or consent of department chair.

Offered: Spring (even years).

PHYS 401 - Advanced Electricity and Magnetism I (4)

This is an examination of the theory and application of electrostatic fields, charge, potential, magnetic fields, steady currents, magnetic flux, inductance, transient current, radiation, magnetic energy and Maxwell's Equations. Lecture.

Prerequisite: MATH 314 and PHYS 102.

Offered: Spring (even years).

PHYS 402 - Advanced Electricity and Magnetism II (3)

This course covers the principles of electrodynamics, conservation laws, electromagnetic radiation, and the application of Special Relativity to electrodynamics. Lecture.

Prerequisite: PHYS 401.

Offered: As needed.

PHYS 403 - Classical Mechanics (4)

This course covers, at an advanced level, the classical theory of linear and rotational dynamics of particles and continuous media. An introduction to Lagrangian mechanics and special relativity is included. Lecture.

Prerequisite: MATH 314, PHYS 102.

Offered: Spring (odd years).

PHYS 407 - Quantum Mechanics II (3)

Topics include the structure of solids, approximation techniques, nuclear physics, and particle physics. Lecture.

Prerequisite: PHYS 102 and PHYS 307.

Offered: As needed.

PHYS 409 - Solid State Physics (3)

Topics include crystallography, common crystal structures, the reciprocal lattice, band theory, phonons, metals, and semiconductors. Lecture.

Prerequisite: PHYS 307.

Offered: As needed.

PHYS 413W - Advances Physics Laboratory (3)

Advanced experiments in mechanics, waves, thermodynamics, optics, electromagnetism, and other topics are conducted. Laboratory. 6 contact hours.

Prerequisite: PHYS 102 and PHYS 313W.

Offered: Fall.

PHYS 467 - Honors Colloquium in Physics ()

Current topics in science at an advanced level are presented through department colloquia with outside speakers and through a series of seminars led by resident experts. This course may be repeated for credit with a change in content. 1 contact hour. Graded S, U.

Prerequisite: PHYS 102 and consent of department chair.

Offered: Fall, Spring.

PHYS 490 - Directed Study in Physics (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member. An area of physics is studied on the basis of the interest of the student and the instructor.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

PHYS 491-493 - Research in Physics (1)

The student conducts original research in an area selected after consulting with the instructor and prepares a report on the work. A maximum of 6 credit hours may be earned in these courses.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

POL - Political Science

POL 102 - American Government (4)

The institutions and principles of American national government are examined. Topics include the constitutional foundation, federalism, political parties, Congress, the presidency, the Supreme Court, and civil rights.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

POL 103 - Global Politics (4)

This is an introduction to the governance of other contemporary national political systems and to the forces, principles, and transnational arrangements of international politics.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

POL 104 - Introduction to Political Thought (4)

Fundamental concepts and issues of philosophy and political theory are investigated. Basic precepts about authority, law, government, and the terms of obligation are examined in light of contemporary concerns.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

POL 111 - Careers in Politics and Public Policy (1)

Students learn about a variety of potential careers in politics, policy, and public affairs, including opportunities for graduate study. Students will develop career plans, resumes, cover letters, and interview skills.

Prerequisite: FYW 100, FYW 100H, or FYW 100P (or completion of the college writing requirement) and completion of at least 15 college credits.

Offered: Annually.

POL 206 - State and Local Government (4)

Students examine the political structures, processes, policies, and power distributions in state and local governments in the United States. Topics include intergovernmental relations, executive leadership, and legislative policy making.

Offered: Every third semester.

POL 208 - Introduction to the Law (4)

Students are introduced to the legal system, the nature of legal reasoning and the roles of judges, juries, legislatures and others in shaping the law.

Offered: Fall, Spring.

POL 209 - Political Geography of Rhode Island (4)

Discussion centers on the geographic elements in the history and development of Rhode Island. Rhode Island's place in the New England, national and world scenes is assessed. Students cannot receive credit for both POL 209 and GEOG 209.

Offered: Alternate years.

POL 240 - Model United Nations (4)

Students will learn about the history, organization, structure, and power dynamics of the United Nations in preparation for a Model United Nations conference.

Prerequisite: 30 completed college credits or consent of instructor.

Offered: Alternate years.

POL 245 - Gender & Global Politics (4)

Students explore gender and politics by learning about global trends and building knowledge about specific regions/countries. Topics include women's political and economic participation, social movements, and gender and war. Students cannot get credit for both POL 245 and GEND 245.

Offered: Spring (odd years).

POL 262 - Power and Community (4)

Students study normative and empirical aspects of the concepts of "power" and "community." Examples of power relations in a variety of contexts and settings will be compared.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring, Summer.

POL 265 - Politics and Popular Culture: Global Perspectives (4)

Students investigate the intersection of politics and popular culture in Western and non-Western societies by examining entertainment values, their relationship to political culture and behavior, and the debate over globalization.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

POL 267 - Immigration, Citizenship, and National Identity (4)

Students investigate how different societies have dealt with citizenship and immigration issues and how conceptions of nationhood influence citizenship and immigration debates.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

POL 269 - International LGBTQ+ Rights (4)

Students will explore the rights of lesbian, gay, bisexual, transgender, intersex and queer individuals and their communities from an international and comparative perspective.

General Education Category: Connections

Prerequisite: FYS 100, FYW 100/FYW 100H/FYW 100P and 45 credit hours.

Offered: Fall (odd years).

POL 300 - Methodology in Political Science (4)

The approaches and methods of empirical political science research are surveyed. Emphasis is on research design, data collection, and interpretation.

General Education Category: Elective (E).

Prerequisite: POL 102 and any Gen. Ed. Mathematics course, or consent of department chair.

Offered: Fall, Spring.

POL 301W - Foundations of Public Administration (4)

The art and science of public administration is introduced. Focus is on the administrative leadership necessary to manage government agencies within the American political system. This is a Writing in the Discipline (WID) course.

Prerequisite: POL 102 or consent of department chair.

Offered: Fall.

POL 303 - International Law and Organization (4)

Both twentieth-century international organization and the place of evolving international law are considered with respect to the settlement of disputes and the maintenance of peace.

Prerequisite: POL 103 or consent of department chair.

Offered: Spring.

POL 307 - Political Behavior (4)

Students examine how individuals interact with the American political system. Topics include political socialization, political psychology, public opinion, voting behavior, and other forms of mass political participation.

Prerequisite: POL 102.

Offered: Fall (even years).

POL 308W - Research and Writing in Political Science (4)

Students develop research and writing skills in political science. Students will also be introduced to political science research methods. This is a Writing in the Discipline (WID) course.

Prerequisite: POL 102 and completion of 30 credits.

Offered: Fall, Spring.

POL 309 - Gender and Politics in the U.S. (4)

Focus is on the increasing involvement of women in the politics and issues of contemporary America. Women's political socialization, voting behavior and political roles in government are also discussed.

Prerequisite: POL 102 or consent of department chair.

Offered: As needed.

POL 315 - Western Legal Systems (4)

This is a comparative study of English common law and continental European civil law.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

POL 316 - Modern Western Political Thought (4)

The ideas of major Western political thinkers are reviewed. Students cannot receive credit for both HIST 316 and POL 316.

Prerequisite: POL 104 or consent of department chair.

Offered: Fall.

POL 317 - Politics and Society (4)

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for both POL 317, and SOC 317.

Prerequisite: POL 104 or consent of department chair.

Offered: Spring.

POL 327 - Internship in State Government (4)

Through field placements in the government of Rhode Island, students are able to integrate classroom theory with political reality. Included is a weekly lecture series involving the participation of appropriate political leaders and academics.

Prerequisite: Consent of program director or department chair.

Offered: Spring.

POL 328 - Field Experiences in the Public Sector (4)

Students are assigned to local, state, or national agencies, political parties, or interest groups. Assignments relate field experiences to academic concepts.

Prerequisite: Consent of department chair.

Offered: Fall, Spring, Summer.

POL 330 - Jurisprudence and the American Judicial Process (4)

Students examine and compare theories of law and legal reasoning, focusing on how judges determine what the law is and apply it to decide cases across different areas of law.

Prerequisite: One 100-level political science course or consent of department chair.

Offered: As needed.

POL 331 - Courts and Public Policy (4)

Students examine the role of courts in forming and implementing public policy. Topics include litigation strategies, the selection of judges, judicial activism, and the impact of court decisions on society.

Prerequisite: POL 102.

Offered: Fall.

POL 332 - Civil Liberties in the United States (4)

Traditional constitutional guarantees of civil liberty and due process in American life are examined. Included are an examination of legal decisions and the justifications offered for those decisions.

Prerequisite: POL 102.

Offered: Fall, Spring.

POL 334 - Contemporary Constitutional Problems (4)

Students explore current issues in constitutional law, focusing on questions of federalism and the separation of powers, and participate in a Supreme Court simulation.

Prerequisite: POL 102 and one of the following: POL 208, POL 315, POL 331, POL 332, POL 333, or consent of department chair.

Offered: Spring (alternate years).

POL 337 - Urban Political Geography (4)

Geographic and political analyses are used to study the growth of cities. Consideration is given to the role of cities on local, national, and world scales. Students cannot receive credit for both GEOG 337 and POL 337.

Prerequisite: Any 100-level geography or political science course or consent of department chair.

Cross-Listed as: GEOG 337.

Offered: Spring.

POL 338 - People, Houses, Neighborhoods, and Cities (4)

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. Students cannot receive credit for both GEOG 338 and POL 338.

Prerequisite: Any 100- or 200-level political science or geography course or consent of program director.

Cross-Listed as: GEOG 338.

Offered: Fall.

POL 340 - Global Politics and Film (4)

Students explore ideas and approaches to international relations through a series of appropriate films, to examine mythmaking as a key mechanism of global politics in war, trade, love, and anarchy.

Prerequisite: POL 103 or consent of instructor.

Offered: Alternate years.

POL 341 - Politics of Development (4)

Students study politics with an emphasis is on determinants of political development and economic growth, including (non)democratic institutions, natural resources, human capital, and international trade.

Prerequisite: POL 103 or consent of department chair.

Offered: Spring.

POL 343 - The Politics of Western Democracies (4)

The political structures, processes, and policies of the principal West European and Anglo-American postindustrial societies are compared and analyzed.

Prerequisite: One 100-level political science course or consent of department chair.

Offered: As needed.

POL 344 - Human Rights (4)

Important and relevant theories of human rights and current case studies relating to the protection and violation of human rights are examined.

Prerequisite: Completion of at least 30 college credits.

Offered: Spring (alternate years).

POL 345 - International NGOs and Nonprofits (4)

The various roles of international nongovernmental and nonprofit organizations are examined. Students cannot receive credit for both INGO 300 and POL 345.

Prerequisite: POL 103 or consent of program director.

Cross-Listed as: INGO 300

Offered: Fall.

POL 346 - Foreign Policy (4)

American foreign policy, decision making, and politics are examined. The policies and decision-making particulars of other governments are developed where appropriate.

Prerequisite: POL 103.

Offered: As needed.

POL 347 - Political Activism and Social Justice (4)

Students explore nonviolence as a strategy for change through international and national social movements since World War II. Hybrid course.

Prerequisite: Minimum of 30 completed college credits.

Offered: Spring (Alternate years).

POL 348 - Middle Eastern and North African Politics (4)

Students analyze ongoing political transformation and developments in the region, tied to both historical and political contexts. Topics include authoritarianism, oil, gender, terrorism, political Islam, and more.

Prerequisite: POL 103 or consent of department chair.

Offered: Fall.

POL 349 - Environmental Policy and Law (4)

Students will be introduced to environmental law and policy with a focus on international treaties, nonstate actors, and climate change policy.

Online course.

Prerequisite: 30 credits or approval from department chair.

Offered: Early Spring.

POL 353 - Parties and Elections (4)

Political parties and the American system of elections are analyzed. Also covered are the organizational aspects of the parties, mass voting behavior, the impact of elections on policymaking and national and state trends.

Prerequisite: POL 102 or consent of department chair.

Offered: Fall, of election years.

POL 354 - Interest Group Politics (4)

This is an in-depth examination of interest groups and the roles they play in American politics. Topics include group formation and maintenance, lobbyists and lobbying, electioneering, issue advocacy, and campaign finance.

Prerequisite: POL 102 or consent of department chair.

Offered: Fall (alternate years).

POL 355 - Policy Formation Process (4)

Public policy formulation, from input to output, by the major institutions of government is studied. Included are the internal processes and interactions of legislatures and executives.

Prerequisite: POL 102 or consent of department chair.

Offered: Spring.

POL 357 - The American Presidency (4)

The constitutional and institutional evolution of the presidency is studied, including the demands and resources of the office. Students cannot receive credit for both HIST 332 and POL 357.

Prerequisite: Any 100-level history or political science course or consent of department chair.

Offered: As needed.

POL 358 - The American Congress (4)

Students examine the development of Congress and assess its structure, the behavior of its members, and its role in American politics.

Prerequisite: POL 102 or consent of department chair.

Offered: Every third semester.

POL 359 - Politics and the Media (4)

The role media plays in politics is analyzed. Topics include media evolution and regulation and the relationship between media and political institutions/policy in the United States.

Prerequisite: POL 102 or consent of instructor.

Offered: As needed.

POL 381 - Workshop in Public Service (1-4)

Selected topics are investigated in various formats.

Prerequisite: Varies.

Offered: As needed.

POL 390 - Directed Study in Political Science (1-4)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Major in political science and consent of instructor, department chair and dean.

Offered: As needed.

POL 456W - Policy Analysis (4)

Students investigate U.S. public policy. Focus is on various models of policy analysis that seek to explain the variables that influence the initiation, implementation, and outcome of policy decisions. This is a Writing in the Discipline (WID) course.

Prerequisite: POL 102 or POL 202, or consent of department chair.

Offered: Fall.

POL 460 - Senior Seminar in Political Science (4)

This is an integrating experience in political science. Students complete a project that demonstrates their ability to investigate, write about, and orally present significant research.

Prerequisite: Senior standing and 12 credit hours of political science courses.

Offered: Fall, Spring.

POL 491 - Independent Study I (4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the political science honors program.

Offered: As needed.

POL 492 - Independent Study II (4)

This course continues the development of research or activity begun in POL 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: POL 491 and consent of instructor, department chair and dean.

Offered: As needed.

POL 504 - Federalism and Intergovernmental Relations (3)

The financial and programmatic relationships among federal, state, and local governments are examined. The federal government's efforts to achieve national policy objectives are also investigated.

Prerequisite: Early admission to the University of Rhode Island M.P.A. program or graduate status at Rhode Island College or consent of department chair.

Offered: As needed.

POL 531 - Public Policy in the Arts (3)

The history, interests, purposes, rationales, politics, and programs of public agencies involved in shaping public policy in the arts are studied.

Prerequisite: Admission to the M.F.A. in theatre program or consent of department chair.

Offered: Spring.

PORT - Portuguese

PORT 101 - Elementary Portuguese I (4)

Students learn to understand, speak, read, and write in Portuguese and gain an understanding of Portuguese life and character. Online work is required. This course is not open to students who have offered admission credit in Portuguese.

General Education Category: Elective (E).

Offered: Fall, Spring.

PORT 102 - Elementary Portuguese II (4)

Four skills in elementary Portuguese—listening, speaking, reading, and writing—are further developed within the context of Portuguese culture. Online work is required.

General Education Category: Literature/Language (LL).

Prerequisite: PORT 101 or placement test or consent of department chair.

Offered: Fall, Spring.

PORT 113 - Intermediate Portuguese (4)

The cultural and linguistic heritage of the Portuguese-speaking world is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Online work is required.

General Education Category: Literature/Language (LL).

Prerequisite: PORT 102 or placement test.

Offered: Spring.

PORT 114 - Readings in Intermediate Portuguese (4)

Students develop both reading skills and an appreciation of literature as a reflection of the heritage of the Portuguese-speaking world.

Development of oral skill is continued, and attention is given to written practice.

General Education Category: Literature/Language (LL).

Prerequisite: PORT 113 or equivalent or consent of department chair.

Offered: Fall.

PORT 115 - Literature of the Portuguese-Speaking World (4)

Students are introduced to techniques of literary analysis through readings from Portugal and the Lusophone World as they continue to develop speaking, reading, and writing skills in Portuguese. In person, hybrid, or online.

General Education Category: Literature/Language (LL).

Prerequisite: PORT 113 or equivalent, or consent of department chair.

Offered: Fall, Spring.

PORT 201W - Conversation and Composition (4)

Students develop correct pronunciation through practice and elementary work in phonetics. Emphasis is on the use of correct spoken Portuguese on an advanced level. This is a Writing in the Discipline (WID) course.

Prerequisite: PORT 115 or equivalent or consent of department chair.

Offered: Fall.

PORT 202W - Composition and Conversation (4)

Writing skills in Portuguese are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions of written materials in Portuguese provide oral practice. This is a Writing in the Discipline (WID) course.

Prerequisite: PORT 115 or equivalent or consent of department chair.

Offered: Spring.

PORT 302 - Portuguese Literature and Culture (4)

Students survey the literary, cultural, and historical aspects of Portuguese identity, from medieval times to modernism. Major literary currents and works of each period are studied.

Prerequisite: PORT 202 or PORT 202W or consent of department chair.

Offered: Alternate years.

PORT 303 - Insular Literatures and Cultures (4)

Students survey the cultural, literary, linguistic, and historical aspects of the insular Portuguese-speaking regions and island nations of the world. Major literary currents, works, and authors are studied.

Prerequisite: PORT 202 or consent of department chair.

Offered: Alternate years.

PORT 304 - Brazilian Literature and Culture (4)

This is an introduction to the cultural, social, and historical aspects of Brazilian identity, from colonial times to the early twentieth century. Major literary currents, works, and authors of each period are studied.

Prerequisite: PORT 202 or PORT 202W or consent of department chair.

Offered: Alternate years.

PORT 305 - Lusophone African Literatures and Cultures (4)

This is an introduction to the culture, history, and literary movements of African Lusophone nations. Major literary currents and works are studied from Cape Verde, Guinea-Bissau, São Tomé and Príncipe, Angola, and Mozambique.

Prerequisite: PORT 202 or PORT 202W or consent of department chair.

Offered: Alternate years

PORT 390 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

PORT 420W - Applied Grammar (3)

Practical application of grammar is given in both oral and written form, along with an intensive study of construction and idiomatic expressions. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of two of the following: PORT 302, PORT 303, PORT 304, PORT 305; or consent of department chair.

Offered: Alternate years.

PORT 460W - Seminar in Portuguese (3)

In-depth study of literary and cultural topics in Portuguese and Lusophone literatures and cultures. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of TWO from PORT 302, PORT 303, PORT 304, or PORT 305; and ONE 400-level PORT course, or consent of department chair.

Offered: As needed.

PORT 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty advisor.

Prerequisite: Consent of instructor, program director and dean, and admission to the portuguese honors program.

Offered: As needed.

PORT 492 - Independent Study II (3)

This course continues the development of research or creative activity begun in PORT 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: PORT 491 and consent of instructor, program director and dean.

Offered: As needed.

PORT 520 - Applied Grammar (3)

Students study advanced subtleties of the Portuguese language and refine their knowledge of Portuguese grammar, syntax, vocabulary and stylistics.

Prerequisite: Graduate status, or permission of department chair and dean.

Offered: As needed.

PORT 560 - Graduate Seminar in Portuguese (3)

Students engage in intensive study of one major author or important period in Portuguese, Brazilian or African Lusophone literatures. A major paper in thesis form is required.

Prerequisite: Graduate status, or permission of department chair and dean.

Offered: As needed.

PSYC - Psychology

PSYC 110 - Introduction to Psychology (4)

The science of psychology is surveyed, with an emphasis on the biopsychosocial factors that influence behavior.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

PSYC 210 - Careers and Psychology (1)

Students explore areas within psychology, related career options and formulate personal career goals. Career options include opportunities with bachelor's degrees and advanced graduate degrees.

Prerequisite: Psychology major, or permission from department chair.

Offered: Annually.

PSYC 215 - Social Psychology (4)

The ways in which individuals are affected by, and in turn affect, their social environment is introduced. Topics include intragroup and intergroup relations and cultural influences on behavior.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

PSYC 217 - Drugs and Chemical Dependency (4)

Psychoactive drugs and their effects are reviewed. Emphasis is on physiological brain response, history of drug use and drug control, chemical dependency, and drug abuse education.

Prerequisite: PSYC 110.

Offered: Fall, Spring.

PSYC 221W - Research Methods I: Foundations (4)

Psychological research is introduced. Topics include the nature of empirical research, varieties of research strategies and methods, the process of conducting research, and elementary data analysis. This is a Writing in the Discipline (WID) course.

Prerequisite: PSYC 110 or equivalent and completion of the College Writing Requirement.

Offered: Fall, Spring, Summer.

PSYC 230 - Human Development (4)

This is a survey of life span development. Included are major theories and contemporary information relating to learning and biopsychosocial development.

Prerequisite: PSYC 110 or equivalent.

Offered: Fall, Spring, Summer.

PSYC 249 - Cognitive Psychology (4)

Historical and contemporary views of cognitive functioning are introduced, with emphasis on current interpretations of a wide range of cognitive phenomena. Included are information-processing theories.

Prerequisite: PSYC 110 or equivalent.

Offered: Fall, Spring.

PSYC 251 - Personality (4)

Personality functioning is studied, including biopsychosocial determinants, theories of personality, and techniques of personality assessment in children and adults.

Prerequisite: PSYC 110 or equivalent.

Offered: Fall, Spring, Summer.

PSYC 254 - Introduction to Psychological Disorders (4)

Students explore a broad survey of psychological disorders throughout the lifespan, with a focus on criteria from the Diagnostic and Statistical Manual (DSM).

Prerequisite: PSYC 110 or equivalent.

Offered: Fall, Spring.

PSYC 320 - Research Methods II: Behavioral Statistics (4)

Statistical methods and research design as they are used in psychological investigations are examined. Topics include measures of central tendency, variance, probability, and statistical tests.

Prerequisite: PSYC 221 or PSYC 221W, or equivalent, and completion of the College Math Milestone.

Offered: Fall, Spring.

PSYC 331 - Child Psychology (4)

Development, from conception to early adolescence, is studied, with an emphasis on biopsychosocial factors.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 332 - Adolescent Psychology (4)

Significant factors in adolescent development are studied. Emphasis is on adjustment to adolescent roles and the search for self-identity.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, PSYC 230, and 45 completed credits that include 4 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 335 - Family Psychology (4)

Theories and research on family structure, functioning, and development, are examined. Discussion includes the interdependent relationships between an individual's thoughts, feelings, and behaviors and the family system.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 339 - Psychology of Aging (4)

Theory and research relating to psychological processes in adulthood and old age are addressed. Topics include behavior-biology interactions and perceptual, cognitive, and intellectual functioning.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 341 - Perception (4)

The variables that determine what we perceive are explored, including input from sensory systems and the effects of attention and past experience. Included are experimental techniques used to investigate perceptual phenomena.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 344 - Learning (4)

Traditional theories and contemporary models of learning are examined. Emphasis is on relationships between theories and observed phenomena.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 345 - Physiological Psychology (4)

Neural and chemical bases of behavior are examined, including the relationship between anatomical, neurophysiological, and behavioral data. General principles of sensory functioning, control of movement, and rhythms are also considered.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Fall, Spring.

PSYC 347 - Social Cognition (4)

Theoretical and empirical approaches to people's understanding of the social environment are examined, including the contribution of neurological, cognitive, and cultural processes.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: As needed.

PSYC 351 - Psychology of Intersectionality (4)

Identities and cultures in relation to systems of institutional power and marginalization are explored. Included are historical and contemporary effects of discrimination, mental health, and social change.

Prerequisite: 45 total credits, including PSYC 221 or PSYC 221W plus 8 additional credits in Psychology, or consent of department chair.

Offered: Fall, Spring.

PSYC 355 - Psychology of Social Class (4)

Students investigate psychological experiences of social class, including access to resources, identity, culture, and opportunity. Topics include employment, education, food, and media representations.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 356 - Psychology of Genders and Sexualities (4)

Variations of genders and sexual identities and experiences are examined in relation to social structures, power, discrimination, personality, self-concept, mental health and social change.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Fall, Spring.

PSYC 360 - Seminar in Current Topics (4)

Contemporary issues and developments in the field of psychology are explored. Recent research and theoretical literature are considered. Topics vary. This course may be repeated for credit with a change in content.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: As needed.

PSYC 390 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: PSYC 221 or PSYC 221W, or equivalent, 6 credit hours of 300-level psychology courses, and consent of department chair and dean.

Offered: As needed.

PSYC 391 - Directed Research (3)

This is a continuation of PSYC 390.

Prerequisite: PSYC 390 and consent of department chair and dean.

Offered: As needed.

PSYC 392 - Problems in Psychological Research (4)

Topics of current interest are selected from psychological literature. Under the supervision of the instructor, students conduct investigations into these topic areas. One class per week is devoted to problems of research design and methodology.

Prerequisite: Completion of or concurrent enrollment in PSYC 474W or PSYC 476W, or consent of department chair.

Offered: As needed.

PSYC 421 - Changing Behavior: Applied Behavior Analysis (4)

The principles of behavior modification are studied. These principles are applied to a variety of behaviors and settings.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 422 - Psychological Testing (4)

The basic principles of construction, selection, and interpretation of psychological tests are introduced. Also considered are reliability, validity, and norms.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 423 - Psychology and the Law (4)

Psychological theory and research are applied to the legal system. Topics may include the psychological factors influencing eyewitness testimony and jury deliberations.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 424 - Health Psychology (4)

Students examine psychological influences on how people stay healthy, become ill, and respond when ill. Emphasis is on application of psychological theory, research, and impact of social inequities.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 425 - Community Psychology (4)

Relationships between people in their social context, environmental conditions, and the behavioral health of communities are explored. Focus is on evidence-based practices for community groups.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Fall, Spring.

PSYC 426 - Internship in Psychology (4)

Students gain hands-on professional experience by working in internship settings. Course includes reflecting upon and analyzing work experiences to understand the career applications of concepts and skills in psychology.

Prerequisite: PSYC 221 or PSYC 221W, completion of 24 credits in psychology and 72 total credits, a cumulative G.P.A. of 2.5 and consent of instructor. Application is required. Open to undergraduate students only. Preference is given to B.A. majors and minors in psychology.

Offered: Annually.

PSYC 427 - Psychology in the Workplace (4)

Students apply psychology theories and research to understand human behavior in the workplace. Topics include leadership, working in groups, and employee motivation and wellbeing.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 428 - The Science of Happiness (4)

Students explore individual characteristics and environmental conditions that allow people to flourish, including well-being, positive emotions and thinking, motivation, resilience, creativity, spirituality, and healthy relationships.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 429 - Psychology of Social Change (4)

Students explore what drives large-scale societal changes and how individuals respond. Emphasis on contemporary social movements, public-opinion shifts, political polarization, fads and trends, and the spread of new technologies.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 445 - Behavioral Neuroscience (4)

Advanced assessment of neural systems and function is presented, with an emphasis on techniques and laboratory approaches. Neuroscience labs include anatomical, physiological, pharmacological, genetic, and behavioral analyses in animal models.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, PSYC 345, or consent of department chair.

Offered: Annually.

PSYC 451 - Stress and Trauma (4)

Students examine concepts, theories, and research related to stress and trauma, including the effect of stress and trauma on neurobiological, physical, social, and emotional outcomes.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 452 - Theories of Psychological Intervention (4)

Theory and methods of psychological and behavioral interventions are presented. Focus is on an evidence-based approach to treating psychological disorders, including substance abuse.

Prerequisite: PSYC 217, PSYC 221W, PSYC 254, prior or concurrent enrollment in PSYC 453 or 454 or equivalents, or consent of department chair.

Offered: Spring.

PSYC 453 - Child and Adolescent Psychopathology (4)

Students examine the types of child and adolescent psychopathology, with an emphasis on the identification, diagnostic criteria, developmental trajectory, and the social, psychological, and biological factors contributing to these disorders.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, PSYC 254, and 45 completed credits that include 4 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 454 - Adult Psychopathology (4)

Students examine theoretical and evidence-based assessment, diagnostic, etiological, and treatment issues among adults (age 18+) with a range of psychological disorders.

Prerequisite: PSYC 110, PSYC 221 or PSYC 221W, PSYC 254, and 45 completed credits that include 4 additional PSYC credits, or consent of department chair.

Offered: Annually.

PSYC 471 - Practicum in Behavioral Health Studies (4)

Students practice intervention strategies, with emphasis on self-awareness and self-assessment. Observation and evaluation is conducted by the practicum supervisor. 5 contact hours.

Prerequisite: Acceptance into the B.S. in chemical dependency/addiction studies program and PSYC 351 and PSYC 452.

Offered: Fall.

PSYC 472 - Internship in Behavioral Health Studies (4)

Students gain field experience in an agency providing substance abuse services. Included are weekly seminar sessions, on-site visits, and field consultation. 15 contact hours.

Prerequisite: PSYC 425, PSYC 471, and approval of practicum and internship instructors.

Offered: Spring.

PSYC 474W - Research Methods III: General Psychology Lab (4)

Students will engage in laboratory and/or field research designs, procedures, analyses, and interpretation of data. Specific disciplinary area of psychology will vary with instructor. This is a Writing in the Discipline (WID) course. 5 contact hours.

Prerequisite: PSYC 320; and at least TWO from PSYC 215, PSYC 230, PSYC 249, PSYC 251, or PSYC 254; and at least ONE course from PSYC 331, PSYC 332, PSYC 335, PSYC 339, PSYC 341, PSYC 344, PSYC 345, PSYC 347, PSYC 349, PSYC 351, PSYC 456, or PSYC 421, PSYC 422, PSYC 423, PSYC 424, PSYC 425, PSYC 426, PSYC 427, PSYC 428, PSYC 429, PSYC 451, PSYC 453, or PSYC 454, or consent of department chair.

Offered: Fall, Spring.

PSYC 476W - Research Methods III: Applied Lab (4)

Standard research procedures, research design, and analysis and interpretation of data from the applied and human services areas of psychology are presented. This is a Writing in the Discipline (WID) course. 5 contact hours.

Prerequisite: PSYC 320 and at least one course from PSYC 351, PSYC 356, PSYC 421, PSYC 422, PSYC 423, PSYC 424, PSYC 425, PSYC 453, OR PSYC 454, or consent of department chair.

Offered: Annually.

PSYC 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: PSYC 221 or equivalent, 6 credit hours of 300-level psychology courses; consent of instructor, department chair and dean; and admission to the psychology honors program.

Offered: As needed.

PSYC 492 - Independent Study II (3)

This course continues the development of research or activity begun in PSYC 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: PSYC 491 and consent of department chair and dean.

Offered: As needed.

PSYC 500 - Research Design and Analysis I (3)

The design and analysis of descriptive and non-experimental research designs are covered. Statistical analyses focus on correlation and regression-based techniques.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics, or consent of department chair.

Offered: Fall.

PSYC 501 - Research Design and Analysis II (3)

The design and analysis of experimental and quasi-experimental research designs are covered. Statistical analyses focus on ANOVA-based techniques.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics or consent of department chair.

Offered: Spring.

PSYC 505 - Pro Seminar (3)

Students engage in professional development, including self-assessment, goal-making, research discussions with current faculty and learning about professional activities within the discipline. (Must be completed within the first three semesters in the program.)

Prerequisite: Graduate status, or permission of chair and dean.

Offered: Fall.

PSYC 538 - Seminar in Child and Adolescent Development (3)

Milestones in physical, social, emotional, cognitive, and language development from conception through adolescence are examined, with emphasis on theory and research.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring (even years).

PSYC 549 - Cognition (3)

Cognition is studied from a contemporary information-processing point of view. Included are historical antecedents, relationships to alternative theoretical perspectives, and applications to learning, development, and problem solving.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (even years).

PSYC 556 - Seminar in Personality Theory (3)

Personality theories are considered in the context of the philosophical and sociocultural environments in which they evolved. Relationships between behavioral development and theoretical predictions are examined.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (odd years).

PSYC 558 - Seminar in Social Psychology (3)

An overview is given of the field of social psychology organized around major research areas. Each of the areas is critically examined using primary sources and representative empirical research.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring (odd years).

PSYC 560 - Current Issues in Psychology (3)

Contemporary issues and developments in the field of psychology are explored at the graduate level. Recent research and theoretical literature are considered. Topics vary. This course may be repeated for credit with a change in content.

Prerequisite: Graduate status and 6 credit hours of psychology courses, or consent of department chair.

Offered: As needed.

PSYC 593 - Directed Reading (3)

Under the supervision of a faculty member, the student engages in intensive readings on a specific topic in psychology.

Prerequisite: Graduate status and PSYC 500 and PSYC 501 or equivalents, completion of 3 additional credit hours in the plan of study, good standing (see Graduate Manual), and consent of department chair and dean.

Offered: As needed.

PSYC 594 - Directed Research (3)

Students undertake a qualitative or quantitative empirical research project under the supervision of a faculty advisor.

Prerequisite: Graduate status and PSYC 500 and PSYC 501 or equivalents, good standing (see Graduate Manual), and consent of department chair and dean.

Offered: As needed.

PSYC 599 - Master's Thesis (3-6)

Students conduct a quantitative or qualitative empirical study. May be repeated once for a maximum of 6 credits

Prerequisite: Graduate status and PSYC 500 and PSYC 501 or equivalents, completion of 9 additional credits in the program, thesis committee approval, good standing (see Graduate Manual), and consent of department chair and dean.

Offered: As needed.

PBAD - Public Administration

PBAD 202 - Geographic Information Systems I (4)

Introductory concepts of techniques, with hands-on laboratory experience, enable students to produce their own GIS maps of human and environmental phenomena. Students cannot receive credit for both PBAD 202 and GEOG 202.

Cross-Listed as: GEOG 202.

Offered: Fall, Spring.

PBAD 308 - Geographic Information Systems II (4)

GIS is used by students in the computer laboratory to produce complex, multi-layered maps of various spatial phenomena at a level designed to

promote proficiency with the latest analytical software. Students cannot receive credit for both PBAD 308 and GEOG 308.

Prerequisite: GEOG 202 or PBAD 202.

Cross-Listed as: GEOG 308.

Offered: Fall.

PBAD 325 - Politics of Public Management (4)

Budgeting and Personnel Administration, Emphasis is on the central role of public budgets in policy formation and on the search for balance among a representative public work force, neutral competence, and political responsiveness.

Prerequisite: POL 301 or POL 301W, or consent of department chair.

Offered: Spring.

RAD Radiography

RAD 331 - Foundations of Radiography (3)

Students are introduced to radiography, imaging equipment, and the radiography clinical environment. Topics include terminology, positioning and imaging principles, and radiation safety.

Prerequisite: Acceptance into a Medical Imaging Clinical program

Offered: Spring

RAD 332 - Radiographic Procedures I (3)

Students will learn positioning skills for chest, abdomen, and upper and lower extremities. Students will be introduced to basic pathologies related to anatomy included in this course.

Prerequisite: Acceptance into a Medical Imaging Clinical program

Offered: Spring

RAD 333 - Radiographic Procedures II (3)

Students will learn positioning skills for spine, bony thorax, cranium, facial bones, sinuses and contrast examinations.

Prerequisite: Prerequisite: Acceptance into a Medical Imaging Clinical program

Offered: Summer

RAD 334 - Principles of Radiography (4)

Students are asked to make connections between the introductory lectures and clinical practice. This course prepares students for the national certification exams.

Prerequisite: Acceptance into a Medical Imaging Clinical program

Offered: Spring

RAD 335 - Radiation Physics (3)

Students will learn about x-ray circuit components, methods of rectification, and construction of the x-ray tube. Topics include X-ray interactions and the absorption of radiation and effects upon tissue and tissue recovery.

Prerequisite: Acceptance into a Medical Imaging Clinical program

Offered: Summer

RAD 336 - Clinical Education I (3)

Students are introduced to the clinical environment with emphasis on radiography department procedures, radiation safety, and patient care.

Students gain practical experience observing and applying imaging principles. 18 contact hours

Prerequisite: Acceptance into a Medical Imaging Clinical program

Offered: Spring

RAD 338 - Clinical Education II (5)

Student learn general radiography procedures, radiation safety, and patient care with emphasis radiographer skills. They will gain practical experience applying imaging principles.. 30 contact hours.

Offered: Summer

RAD 432 - Advanced Principles and Radiobiology (4)

Students learn the concepts of creating and capturing digital images including preprocessing, processing, and postprocessing. Students will also learn principles of radiobiology and radiation protection.

Offered: Fall

RAD 433 - Clinical Education III (5)

Students perform routine radiography procedures in various clinical settings on all patient types with emphasis on exposure factors and gaining independence in the clinical environment. 30 contact hours

Offered: Fall

RAD 434 - Advanced Procedures in Radiography (3)

Students will learn about advanced procedures in radiography, including trauma, mobile, and surgical radiography, pediatrics, arthrography, hysterosalpingography, myelography, orthoroentgenography, and biliary duct procedures. Emphasis will be on case studies.

Offered: Spring

RAD 435 - Registry Review (3)

Students will review the specifications of the ARRT Radiography examination, the guidelines for application, study strategies, and content included in the exam.

Offered: Spring

RAD 436 - Clinical Education IV (4)

Students will perform routine radiography procedures in various clinical settings on all patient types with an emphasis on critical thinking and problem solving in the clinical environment. 24 contact hours

Offered: Spring

RAD 437 - Radiographic Mammography (4)

Students will learn mammographic patient care, image production, and procedures required for the ARRT Registry Exam in Mammography. The course outline will follow the ARRT structured education requirements for mammography.

Prerequisite: Licensure as a radiographic technologist or current enrollment in RAD 435.

Offered: Spring.

READ - Reading

READ 501 - Reading in the Content Areas (3)

Focus is on methods that help grade 6-12 students learn from subject-based texts, both fiction and non-fiction. Research-based vocabulary and comprehension strategies are emphasized.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

READ 534 - Foundations in Literacy (3)

This course offers an overview of the components of literacy instruction, including phonological awareness, phonics, fluency, vocabulary, comprehension, and writing instruction. Foundational understandings of "the science of reading," "structured literacy," and "orthographic mapping" are built, foundational to the reading program/dyslexia endorsement.

Offered: Summer.

READ 629 - Literacy Internship for Assessment and Intervention (6)

Emphasis is on the diagnosis and treatment of reading difficulties for this intensive practicum experience. Students apply knowledge of assessment, data analysis, and literacy instruction in a six-week summer reading clinic.

Prerequisite: Graduate status, READ 534 and SPED 546.

Corequisite: Taken concurrently with READ 630.

Offered: Summer.

READ 630 - Literacy and the Community (2)

Methods and materials that inform families and administration about students' strengths and areas of need are explored with the goal of building trusting relationships and shared responsibility with the community.

Prerequisite: Graduate status, READ 534 and SPED 546.

Corequisite: Taken concurrently with READ 629 or after READ 629.

Offered: Summer.

READ 667 - Reading Specialist Coaching and the Administration of Reading Programs (4)

This course emphasizes the role of the reading specialist as a leader and change agent. Students examine the role of the coach in the teaching and learning of reading. Focus is on models of literacy coaching to effect change for improved literacy instruction. Roles and responsibilities in the administration of reading programs are discussed.

Prerequisite: Graduate status, enrollment in the M.Ed. in Reading program, READ 501, 534, 629, 630, and SPED 546 or consent of the instructor.

Offered: Spring.

READ 687 - Teaching Literacy in Diverse Contexts (3)

This course explores how literacy is tied to our identities and communities. Focus is placed on experiences and knowledge teachers must have to meet the needs of diverse learners. The definition of "literacy" is extended to include multiple perspectives, settings, forms, and voices.

Prerequisite: Graduate status and enrollment in the M.Ed. in Reading program; READ 501 and READ 534; or with consent of instructor

Offered: Summer.

READ 688 - Educational Technology for Reading Instruction in the Digital Age (3)

Intensive discourse exploring digital literacy that includes ethical and equality issues.

Prerequisite: Graduate status and enrollment in the M.Ed. in Reading program; READ 629, READ 501, or consent of the instructor.

Offered: Fall.

RIC - Rhode Island College

RIC 100 - Introduction to RIC (1)

Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency and campus resources. Graded S/U.

Offered: Fall, Spring

SED - Secondary Education

SED 206 - Educational Assessment and Pedagogy (4)

Teacher candidates are introduced to the assessment of instruction aligned to instructional objectives. Contemporary uses of educational technology are also emphasized. 14 contact hours.

Prerequisite: FNED 246 or by permission of department chair.

Offered: Fall, Spring, Summer.

SED 306W - Inquiry into Discourses, Literacies, and Policies (4)

Candidates explore educational policy discourses, engage in the literacy practices of their discipline, and enhance their understanding of the role critical literacies play in communities. This is a Writing in the Discipline (WID) course. 16 hours clinical preparation included.

Prerequisite: Admission to FSEHD and SED 206 (or SED 201 and SED 202) or permission of department chair.

Offered: Fall, Spring.

SED 313 - Critical Writing and Teaching in Schools (4)

In this practicum course, candidates will learn tools and techniques for writing and teaching writing using the arts and digital literacies. Focus is on teaching non-native speakers of English.

Prerequisite: English GPA of 3.0 and admission to the FSEHD and SED 301W and SED 302; or SED 306W, or permission of department chair.

Offered: Spring.

SED 314 - Responsive Social Studies Teaching/Learning I (4)

Teacher candidates examine secondary social studies teaching and learning in public schools, and create and deliver age-appropriate culturally responsive social studies lessons. Three weeks or equivalent practicum field experience.

Prerequisite: Social studies/history content G.P.A. of 3.0 and overall G.P.A. of 2.75. Concurrent or prior successful completion of GEOG 200 and GEOG 401. Admission to the FSEHD (Secondary Education Social

Studies or Secondary Education History/ Social Studies program) and SED 301W and SED 302; or SED 306W, or permission of department chair.

Offered: Spring.

SED 315 - Teaching Mathematics in a Diverse Classroom (4)

Students adapt mathematics knowledge into thoughtful, engaging, reform-based mathematics lessons to help all students learn using community-building, dialogic practices. Clinical preparation (3 weeks or equivalent).

Prerequisite: Admission to the FSEHD and SED 303 or SED 306W, or permission of department chair.

Offered: Spring.

SED 316 - Teaching Science, Society, and Technology (4)

Students examine reforms in science education and investigate the interactions among science, technology, and society.

Prerequisite: Admission to the FSEHD and SED 303 or SED 306W and completed at least 28 credit hours of required and cognate courses in the major or permission of department chair.

Offered: Spring.

SED 406 - Instructional Methods, Design, and Technology (3)

Students learn the fundamentals of lesson design and methods for integrating instructional technology to enhance content area teaching and learning. Students design and present model lessons in a laboratory setting.

Prerequisite: Admission to a secondary education teacher preparation program or consent of department chair.

Offered: Fall, Spring.

SED 407 - Instructional Methods, Design, and Literacy (3)

Students explore research-based reading and writing strategies for secondary education content teaching and apply these strategies by designing and presenting literacy instruction in a field-based setting.

Prerequisite: SED 406 (with minimum grade of B-) and fulfillment of retention requirements, or consent of department chair.

Offered: Fall, Spring.

SED 411 - Content and Pedagogy in Secondary Education (4)

Students examine principles, methods, content, and curriculum in the content area and prepare lessons and units that incorporate the needs of diverse learners and effective assessment strategies.

Prerequisite: SED 407 (with minimum grade of B-), concurrent enrollment in SED 412, and fulfillment of retention requirements.

Offered: Fall.

SED 412 - Field Practicum in Secondary Education (2)

Teacher candidates, under the supervision of college and clinical instructors, plan, develop, and implement lesson plans within middle/secondary clinical settings, drawing on content developed in SED 411. 4 contact hours.

Prerequisite: SED 407 (with minimum grade of B-), concurrent enrollment in SED 411, and fulfillment of retention requirements.

Offered: Fall.

SED 413 - Social Justice Teaching in English Education (4)

Students connect *critical* and *culturally relevant* pedagogies to everyday classroom strategies and techniques. Students will focus on community-building, dialogical methods and the teaching of reading. Clinical preparation (3 weeks or equivalent).

Prerequisite: SED 313.

Offered: Fall.

SED 414 - Responsive Social Studies Teaching/Learning II (4)

Emphasis is on inquiry and project-based learning, assessment, critical thinking skills and culturally responsive curricula and pedagogy in secondary classrooms. Three weeks or equivalent practicum field experience.

Prerequisite: Successful completion of SED 314 with a grade of B- or higher. Social studies/content G.P.A. of 3.0, overall G.P.A. of 2.75.

Offered: Fall.

SED 415 - Rethinking Mathematics Teaching and Learning (4)

Students connect equitable pedagogical approaches to the teaching and learning of mathematics. Focus on mindsets, mathematical problem analysis, visualizing mathematics and incorporating social justice in the mathematics curriculum. Clinical preparation (3 weeks or equivalent).

Prerequisite: SED 315.

Offered: Fall.

SED 416 - Practicum in Secondary Science Education (4)

Students examine methods, content, and curriculum in the sciences to plan and implement lessons within middle/secondary classrooms

Prerequisite: SED 316.

Offered: Fall.

SED 420 - Introduction to Student Teaching (2)

Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient secondary education teacher candidates to their student teaching semester. Graded S, U.

Prerequisite: Concurrent enrollment in SED 421 and SED 422. To be admitted into SED 420, SED 421, and SED 422, the student must have completed all other required courses.

Cross-Listed as: TECH 420, WLED 420.

Offered: Early Spring

SED 421 - Student Teaching in the Secondary School (7)

In this culminating field experience, candidates complete a teaching experience in a PK-12 school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment. Students cannot receive credit for more than one of the following: SED 421, TECH 421, and WLED 421. Graded S, U.

Prerequisite: Concurrent enrollment in SED 420 and SED 422; completion of all program requirements and all required education courses, with a minimum grade of B, prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; undergraduate, second degree, and RITE students must have a cumulative GPA of 2.50 a full semester prior to student teaching; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; undergraduate and second degree students

must complete the community service requirement; passing score(s) on the Praxis II, approved mini-teacher candidate work sample; and a negative result from the required tuberculin test. To be admitted into SED 421, and SED 422, the student must have completed all other required courses.

Cross-Listed as: TECH 421, WLED 421.

Offered: Spring.

SED 422 - Student Teaching Seminar in Secondary Education (3)

This is an integrative and culminating experience in the professional program in secondary education. Students reflect on their initial experience as classroom teachers. Students cannot receive credit for more than one of the following: SED 420, TECH 420, and WLED 420. Graded S, U.

Prerequisite: Concurrent enrollment in SED 420 and SED 421. To be admitted into SED 420, SED 421, and SED 422, the student must have completed all other required courses.

Cross-Listed as: TECH 422, WLED 422.

Offered: Spring.

SED 445 - The Teaching of Writing in Secondary Schools (4)

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of writing instruction, and current research and practice in the teaching of writing.

Prerequisite: Admission to the Secondary Education Teacher Preparation Program.

Offered: Fall, Spring.

SED 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: Fall, Spring.

SED 491 - Independent Study I (3)

Students develop a proposal that includes a description and rationale for their research project, a literature review, methodologies for data collection and analysis, a time line and a plan for presenting their findings.

Prerequisite: Acceptance into the educational studies honors program, and consent of instructor, department chair and dean.

Offered: Fall, Spring.

SED 492 - Independent Study II (3)

Students complete the research project begun in SED 490. For departmental honors, the project requires final assessment from the department.

Prerequisite: SED 491, good standing in the educational studies honors program, and consent of instructor, department chair and dean.

Offered: Fall, Spring.

SED 501 - Introduction to Lesson Planning (2)

Teacher candidates are introduced to the processes and procedures of planning effective, culturally responsive lessons.

Prerequisite: Concurrent with SED 502 or by permission of department chair

Offered: Fall, Summer

SED 502 - Introduction to Assessment (2)

Teacher candidates are introduced to the purposes, processes and procedures of assessment.

Prerequisite: Concurrent with SED 501 or by permission of department chair

Offered: Fall, Summer

SED 503 - Discourses, Literacies and Technologies of Learning (2)

Candidates learn about educational policy discourses, engage in the literacy practices of their discipline, and enhance their knowledge of digital literacies for teaching and communication. 5 hours clinical preparation.

Prerequisite: SED 501 and SED 502 (with minimum grade of B-), or permission of department chair;

Offered: Spring, Summer

SED 505 - Inquiry into STEM (2)

Candidates learn about and engage in Science, Technology, Engineering and Mathematics activities that can be implemented in secondary math and science classrooms or with youth organizations. 20 hours clinical preparation.

Prerequisite: Concurrent with SED 503 or consent of department chair

Offered: Spring

SED 506 - Survey of Instructional Design (3)

This course provides students with an in-depth overview of the theory and application of various methods of instructional design, including technology, assessment, and use of instructional materials.

Prerequisite: Graduate status.

Offered: Fall, Summer.

SED 507 - Instructional Design and Literacy (3)

This course provides students with research-based instructional design integrating reading and writing strategies for secondary education content teaching. A clinical experience is required.

Prerequisite: Graduate status and SED 506, or consent of department chair.

Offered: Spring Summer.

SED 510 - Mathematics Teaching in a Diverse Classroom (4)

Students adapt mathematics knowledge into thoughtful, engaging, reform-based mathematics lessons to help *all* students learn using community-building, dialogic practices. Clinical preparation (3 weeks or equivalent).

Prerequisite: SED 503 or permission of department chair.

Offered: Spring

SED 511 - Content and Pedagogy in Secondary Education (4)

Students examine principles, methods, content, and curriculum in the content area and prepare lessons and units that incorporate the needs of diverse learners and effective assessment strategies.

Prerequisite: Graduate status and SED 507, or consent of department chair.

Offered: Fall.

SED 512 - Field Practicum in Secondary Education (2)

Teacher candidates, under the supervision of college and clinical instructors, plan, develop, and implement lesson plans within middle/secondary clinical settings, drawing on content developed in SED 511.

Prerequisite: Graduate status and concurrent enrollment in SED 511, or consent of department chair.

Offered: Fall.

SED 514 - Secondary School Curriculum (3)

The development of a curriculum and the forces that modify it are examined in terms of the problems, needs, and trends involved. Recent curriculum developments are considered.

Prerequisite: Graduate status.

Offered: Spring (even years).

SED 515 - Rethinking Mathematics Teaching and Learning (4)

Students connect *equitable* pedagogical approaches to the teaching and learning of mathematics. Focus on mindsets, mathematical problem analysis, visualizing mathematics and incorporating social justice in the mathematics curriculum. Clinical preparation (3 weeks or equivalent).

Prerequisite: SED 510

Offered: Fall

SED 516 - Teaching and Learning: Humanities in Communities (2)

Candidates will learn to exercise a critical perspective on life and learning in underserved schools and neighborhoods. Candidates will work with local organizations, advocates, and/or schools. 20 hours clinical preparation.

Prerequisite: Concurrent with SED 503; or permission of department chair

Offered: Spring

SED 517 - Critical Writing and Teaching in School ()

In this practicum course, candidates will learn tools and techniques for writing and teaching writing using the arts and digital literacies. Focus is on teaching non-native speakers of English.

Prerequisite: Successful completion of SED 503 and 516; English GPA of 3.0

Offered: Spring

SED 518 - Social Justice Teaching in English Education (4)

Students connect critical and culturally relevant pedagogies to everyday classroom strategies and techniques. Students will focus on community-building, dialogical methods and the teaching of reading. Clinical preparation (3 weeks or equivalent).

Prerequisite: SED 517

Offered: Fall

SED 519 - Professional Development for Cooperating Teachers (3)

Cooperating teachers gain knowledge, tools, and experience that help them prepare teacher candidates to meet professional requirements in K-12 education programs. This course may be repeated after four years. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

SED 520 - Introduction to Student Teaching (3)

Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient secondary education teacher candidates to their student teaching semester.

Prerequisite: Concurrent enrollment in SED 521 and SED 522 or permission of department chair.

Offered: Spring

SED 521 - Student Teaching in Secondary Schools (7)

In this culminating field experience, candidates complete a teaching experience in a middle or senior high school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment.

Prerequisite: Graduate status, concurrent enrollment in SED 522; completion of all program requirements and all required education courses, with a minimum grade of B- prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test.

Offered: Fall, Spring.

SED 522 - Student Teaching Seminar in Secondary Education (2)

This is an integrative and culminating experience in the professional program in secondary education. Students reflect on their initial experience as classroom teachers.

Prerequisite: Concurrent enrollment in SED 520 and SED 521

Offered: Spring.

SED 523 - Teaching Seminar in Secondary Education (3)

This is an integrative and culminating experience in the professional program in secondary education. Students reflect on their initial experiences as classroom teachers.

Prerequisite: Enrollement in R.I.C./TFA Secondary Education C.G.S. program.

Offered: Spring.

SED 527 - Foreign Languages in the Schools (3)

Focus is on more effective foreign language teaching at all levels. Recent research in methodology and educational media is examined, with particular reference to the contributions made by such areas as psychology and linguistics.

Prerequisite: Graduate status and completion of minimum academic requirements for certification in the discipline or consent of department chair.

Offered: As needed.

SED 529 - Mathematics in the Secondary Schools (3)

Emphasis is on the actual teaching of mathematics. Topics include current curriculum recommendations that affect methodology and the teacher's fundamental approach to mathematics.

Prerequisite: Graduate status and completion of minimum academic requirements for certification in the discipline or consent of department chair.

Offered: As needed.

SED 531 - Models of Instruction (3)

A variety of theory-based instructional models are examined and in the context of contemporary secondary school issues and reform efforts.

Prerequisite: Graduate status.

Offered: Spring.

SED 542 - English in Secondary Schools (3)

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of English instruction, and current research in English instruction.

Prerequisite: Graduate status and completion of minimum academic requirements for certification in the discipline or consent of department chair.

Offered: As needed.

SED 543 - Social Studies in Secondary Schools (3)

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of social studies instruction, and current research in social studies instruction.

Prerequisite: Graduate status and completion of minimum academic requirements for certification in the discipline or consent of department chair.

Offered: As needed.

SED 548 - Science Methods in Secondary Schools (3)

Focus is on five major areas relative to science instruction in the secondary schools. Discussion of each area is supplemented with library research.

Prerequisite: Graduate status and completion of minimum academic requirements for certification in the discipline or consent of department chair.

Offered: As needed.

SED 561 - Socio-cultural Theory, Education Policy, and Pedagogy (3)

Students examine the social and cultural construction of schooling and the implications of multiculturalism, school structure, and education policy.

Prerequisite: Admission to the M.Ed. program in advanced studies in teaching and learning or consent of department chair.

Offered: Fall.

SED 562 - Inquiry into Classroom Practice (3)

Students engage in systematic inquiry based on original data and standardized assessments of teaching and learning within educational settings.

Prerequisite: Admission to the M.Ed. program in advanced studies in teaching and learning and completion of SED 561 or consent of department chair.

Offered: Spring.

SED 563 - Educational Measurement and Assessment (3)

Students study quantitative and qualitative methods of conducting student and teacher assessments, uses of assessment data, role of standards and implications for instruction. Hybrid course.

Prerequisite: Graduate status and SED 562, or consent of department chair.

Offered: Summer.

SED 564 - Learning Theory and Student Engagement (3)

Students use multidisciplinary perspectives to examine individual, social, cultural and historical factors in learning, teaching and assessment practices. A case study is conducted.

Prerequisite: Graduate status and SED 563, or consent of department chair.

Offered: Fall.

SED 565 - Disciplinary Literacy and Curriculum Research (3)

Students examine the research, theory, and practice of multi-literacies in academic disciplines. A classroom-based field study is conducted.

Prerequisite: Graduate status and SED 564, or consent of department chair.

Offered: Spring.

SED 591-594 - Directed Research (1-4)

Under the direction of a member of the department faculty, students initiate a formal inquiry into an area of concern associated with their present professional responsibility. A maximum of four credit hours may be earned in this sequence.

Prerequisite: consent of department chair. Open only to students enrolled in the M.Ed. program in secondary education or the educational specialist programs

Offered: As needed.

SSCI - Social Science

SSCI 310 - Africa (3)

The social and political structures and related problems of changing Africa are considered. Social science faculty members and visiting specialists may lecture in their fields of specialization.

Prerequisite: Any 200-level course in a social science.

Offered: As needed.

SSCI 311 - Latin America (3)

Changes in Latin American societies during the twentieth century are examined in terms of their geographic and historic origins and political, social, and economic implications. Social science faculty members and visiting specialists may lecture.

Prerequisite: Any 200-level course in a social science.

Offered: As needed.

SSCI 418 - Cultural Pluralism (3)

The nature and dynamics of cultural pluralism in American society are examined. Issues of identity, race, ethnicity, and class are explored. Students may receive credit for only one of the following: ANTH 418, SSCI 418, or SSCI 518.

Prerequisite: 6 credit hours in any of the social sciences disciplines or consent of department chair.

Offered: As needed.

SSCI 518 - Cultural Pluralism (3)

Students undertake graduate-level research on the nature and dynamics of cultural pluralism in American society. Students may receive credit for only one of the following: ANTH 418, SSCI 418, or SSCI 518.

Prerequisite: Graduate status and 6 credit hours at the 300 and/or 400-level in any of the social sciences disciplines, or consent of department chair.

Offered: As needed.

SWRK - Social Work

SWRK 110 - Introduction to Human Services (3)

Students are introduced to the knowledge, values, and skills needed in human services. Issues of diversity, community resources, and the various arenas of human service practice are presented.

Prerequisite: Acceptance into the social and human service assistance certificate program.

Offered: Fall.

SWRK 111 - Basic Interviewing Skills for Human Service Assistance (1)

Students practice relationship building, interviewing and engagement skills. Classroom learning is integrated with practice experience. 2 contact hours.

Prerequisite: Acceptance into the social and human service assistance certificate program.

Offered: Fall.

SWRK 112 - Basic Writing Skills for Human Services (2)

This course provides students with a review of basic writing skills, an introduction to human services vocabulary and opportunities to write about issues related to social and human services. Graded S, U.

Prerequisite: Acceptance into the social and human service assistance certificate program.

Offered: Fall

SWRK 120 - Generalist Practice Skills for Human Services (3)

Focus is on generalist skills for human service work, which include assessing, planning, linking, monitoring, recording, and evaluating.

Prerequisite: Acceptance into the social and human service assistance certificate program.

Offered: Fall.

SWRK 200 - Introducing Social Work and Social Justice (4)

Students learn about the relationship between societal values and the societal responses to human need. Particular attention is directed to economic and social justice, and the experiences of oppressed groups.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

SWRK 230 - Advanced Skills for Human Services (3)

Focus is on assessment and intervention practices in working with individuals, families, and groups.

Prerequisite: SWRK 110, SWRK 111, and SWRK 120.

Offered: Spring.

SWRK 260 - Integrative Seminar and Field Experience (4)

In this seminar, students share their fieldwork experiences. Emphasis is on the integration of theory and practice. Students also learn agency based writing skills. Graded S, U.

Prerequisite: SWRK 110, SWRK 111, and SWRK 120.

Offered: Spring.

SWRK 301 - Policy Analysis and Practice (4)

Students examine social welfare policies that shape professional practice and client oppression; they work on strategies that create policy change for vulnerable and marginalized populations.

Prerequisite: SWRK 200 or consent of department chair.

Offered: Fall, Spring, Summer.

SWRK 302W - Social Work Research Methods I (4)

Students learn about research process and methods in social work practice-related research. Students develop a research proposal including a problem statement, literature review and methods to be used. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of any mathematics or natural science general education distribution, and SWRK 200.

Offered: Fall, Spring, Summer.

SWRK 303 - Social Work Research Methods II (4)

Students develop data collection and analysis skills. Students conduct qualitative (single-subject case study) and quantitative (aggregate) data analyses, and learn strategies for using analytic software.

General Education Category: Elective (E).

Prerequisite: Completion of any mathematics general education distribution, and SWRK 302 or SWRK 302 W or consent of department chair.

Offered: Fall, Spring, Summer.

SWRK 306 - Biopsychosocial Perspectives for Social Workers (2)

Students explore biopsychosocial aspects of human behavior for social work practice. Includes the role of genetics, the brain and physiology in discussing disability, trauma, mental illness and substance abuse.

Prerequisite: Prior or concurrent enrollment in SWRK 200.

Offered: Fall, Spring, Summer.

SWRK 324 - Diversity and Oppression I (4)

Students discover interpersonal and systemic influences on human behavior, especially the impact of oppression on individuals' opportunities and outcomes. The effects of sexism, heterosexism, transphobia, ageism and ableism are examined.

Prerequisite: SWRK 200 or consent of department chair.

Offered: Fall, Spring.

SWRK 325 - Diversity and Oppression II (4)

Students explore systemic inequality and oppression that contribute to social injustice within our political, educational and social institutions. The effects of racism, class oppression and immigration status are examined.

Prerequisite: SWRK 200 or consent of department chair.

Offered: Fall, Spring.

SWRK 326W - Generalist Social Work Practice (4)

Students explore social work roles, values and skills for practice with individuals and families, addressing concepts that underlie practice, including oppression and diversity. They begin developing interviewing and assessment skills. This is a Writing in the Discipline (WID) course. Prerequisite: SWRK 200 and prior or concurrent enrollment in SWRK 324 and SWRK 325.

Offered: Fall, Spring.

SWRK 327 - Group and Community Practice (4)

Students focus on roles, values and skills working with groups, organizations and communities; explore concepts including power, privilege and social justice; and gain group facilitation and community change skills.

Prerequisite: Acceptance into the B.S.W. program, and SWRK 326 or SWRK 326W.

Offered: Spring.

SWRK 390 - Directed Study (1-3)

Designed to be a substitute for a traditional course under the instruction of a faculty member. Structure and credit hours vary.

Prerequisite: Social work majors with junior or senior standing, and consent of instructor, department chair and dean.

Offered: As needed.

SWRK 391 - Independent Study I (3)

Students conduct library and/or empirical research under the mentorship of a faculty member.

Prerequisite: Admission to social work honors program, and consent of instructor, department chair and dean.

Offered: As needed.

SWRK 411 - Yoga and Meditation in Social Work Practice (3)

Students address the efficacy of yoga and meditation with various populations and problems. Students develop their own practice and identify ways to apply these strategies to social work practice. Hybrid course

Prerequisite: Completion of at least 60 college credits or junior standing.

Offered: Summer.

SWRK 426 - Clinical Social Work: Theories/Models (4)

Students focus on the theoretical bases for therapeutic change and their application with diverse and marginalized individuals and families. Content explores best practice strategies for strengths-based relationships in multiple settings.

Prerequisite: SWRK 327 and concurrent enrollment in SWRK 436 and SWRK 463.

Offered: Fall.

SWRK 432 - Generalist Foundation and Skills: Direct Practice I (3)

The values, knowledge and skills relevant to practice are discussed and integrated with fieldwork experience. Students cannot get credit for SWRK 432 and SWRK 532.

Prerequisite: Acceptance to the Accelerated BSW/MSW pathway and concurrent enrollment in SWRK 463.

Cross-Listed as: SWRK 532.

Offered: Fall.

SWRK 433 - Generalist Foundation and Skills: Direct Practice II (3)

This is a continuation of SWRK 532. Cannot get credit for SWRK 433 and SWRK 533.

Prerequisite: Acceptance to the accelerated BSW/MSW pathway and concurrent enrollment SWRK 464.

Cross-Listed as: SWRK 533.

Offered: Spring.

SWRK 435 - Crisis Intervention and Brief Treatment (3)

Focus is on the application of theory and techniques used in crisis intervention and brief casework services. Students cannot receive credit for both SWRK 435 and SWRK 535.

Prerequisite: Concurrent enrollment in SWRK 436 or SWRK 437, or consent of department chair.

Offered: As needed.

SWRK 438 - Social Work Interventions in Substance Abuse (3)

Substance abuse assessment and intervention are explored using a systems framework. Emphasis is on the techniques used in community-based interventions. Students cannot receive credit for both SWRK 438 and SWRK 538.

Prerequisite: Senior standing and enrollment in field, or consent of department chair.

Offered: As needed.

SWRK 440 - Social Work Practice: Children, Youth, Families (1)

This is an introduction to the theory, research, and practice of evidence-based services for vulnerable children, youth, and families. Graded S, U.

Prerequisite: SWRK 326 or SWRK 326W, or consent of department chair.

Offered: Spring.

SWRK 454 - Social Work Practice with Older Adults (3)

Clinical and case management practice with older adults and their families is examined. Focus is on assessment, long-term and end-of life care, elder abuse and neglect, and spirituality. Students cannot receive credit for both SWRK 454 and SWRK 554.

Prerequisite: Senior standing or consent of department chair.

Offered: Fall, Spring, Summer.

SWRK 457 - Homelessness: Clinical and Policy Interventions I (3)

Students learn in teams with students from other health related disciplines while providing clinical and policy interventions with and on behalf of people experiencing homelessness. Students cannot receive credit for both SWRK 457 and SWRK 557.

Prerequisite: Senior standing or consent of department chair.

Cross-Listed as: SWRK 557.

Offered: Fall.

SWRK 458 - Homelessness: Clinical and Policy Interventions II (3)

Students continue to learn in teams with students from other health related disciplines while providing clinical and policy interventions with and on behalf of people experiencing homelessness. Students cannot receive credit for both SWRK 458 and SWRK 558.

Prerequisite: Senior standing and SWRK 457 or consent of department chair.

Cross-Listed as: SWRK 558.

Offered: Spring.

SWRK 463 - Seminar and Practicum I (5)

Students will discuss their practicum experiences with an emphasis on the integration of theory and practice. 16-18 contact hours.

Prerequisite: SWRK 301, SWRK 302 or SWRK 302W, SWRK 327, and concurrent enrollment in SWRK 426 or SWRK 432.

Offered: Fall.

SWRK 464 - Seminar and Practicum II (5)

Students will discuss their practicum experiences to build an integrated base of knowledge, values, and skills for entry into the social work profession. 16-18 contact hours.

Prerequisite: SWRK 426 or SWRK 432; and SWRK 463.

Offered: Spring.

SWRK 472 - Sexual Orientation and Gender Identity (3)

Focus is on lesbian, gay, bisexual, and transgender issues in the context of institutionalized oppression. Students cannot receive credit for both SWRK 472 and SWRK 572.

Prerequisite: Concurrent enrollment in field education or consent of department chair.

Offered: Spring Summer.

SWRK 490 - Directed Study (1-3)

Designed to be a substitute for a traditional course under the instruction of a faculty member. Structure and credit hours vary.

Prerequisite: Social work majors with junior or senior standing and consent of instructor, department chair and dean.

Offered: As needed.

SWRK 491 - Advanced Directed Study (3)

Students write an honors thesis under the mentorship of a faculty member. This course continues work from SWRK 391. For departmental honors, the project requires final assessment from the department.

Prerequisite: Admission to social work honors program, SWRK 391 and consent of instructor, department chair and dean.

Offered: As needed.

SWRK 500 - Field Education and Seminar I (3)

Students work in a selected public or private nonprofit agency. Graded S, U. 16 contact hours.

Prerequisite: Acceptance into the M.S.W. program and concurrent enrollment in SWRK 532.

Offered: Fall.

SWRK 501 - Field Education and Seminar II (3)

This is a continuation of SWRK 500. Graded S, U. 16 contact hours.

Prerequisite: Graduate status, SWRK 500 and concurrent enrollment in SWRK 533.

Offered: Spring.

SWRK 511 - Yoga and Meditation in Social Work (3)

Students address the efficacy of yoga and meditation with various populations and problems. Students develop their own practice and identify ways to apply these strategies to social work practice. Hybrid course.

Prerequisite: Graduate status.

Offered: Summer.

SWRK 523 - Social Work and Human Behavior (3)

This course prepares students to understand the interaction between individuals and the ecosystem in which they live, including the influence of environmental factors related to racism and oppression.

Prerequisite: Graduate status.

Offered: Fall.

SWRK 524 - Intersection of Oppression and Social Justice (3)

This course focuses on the effects of privilege and oppression. It explores the concepts of intersectionality, social identity construction, systemic oppression, and anti-racism social work.

Prerequisite: Graduate status and SWRK 523.

Offered: Spring.

SWRK 530 - Generalist Foundation and Skills: Policy and Organizing I (3)

Focuses are on social work policy and organizing to achieve social justice. Topics are approached from a problem-solving perspective.

Prerequisite: Matriculation into the M.S.W. program.

Offered: Fall, Summer.

SWRK 531 - Generalist Foundation and Skills: Policy and Organizing II (3)

This is a continuation of SWRK 530. Emphasis is placed on group task and process skills.

Prerequisite: Matriculation into the M.S.W. program.

Offered: Spring Summer.

SWRK 532 - Generalist Foundation and Skills: Direct Practice I (3)

The values, knowledge and skills relevant to practice are discussed and integrated with fieldwork experience. Students cannot get credit for SWRK 432 and SWRK 532.

Prerequisite: Graduate status and concurrent enrollment in SWRK 500, or acceptance to the 5 year BSW/MSW pathway, concurrent enrollment in SWRK 436 and SWRK 463.

Cross-Listed as: SWRK 432

Offered: Fall.

SWRK 533 - Generalist Foundation and Skills: Direct Practice II (3)

This is a continuation of SWRK 532. Cannot get credit for SWRK 433 and SWRK 533.

Prerequisite: Graduate status, SWRK 532 and concurrent enrollment in SWRK 501, or acceptance to the 5 year BSW/MSW pathway, concurrent enrollment in SWRK 437 and SWRK 464.

Cross-Listed as: SWRK 433.

Offered: Spring.

SWRK 535 - Crisis Intervention and Brief Treatment (3)

Focus is on the application of theory and techniques used in crisis intervention and brief casework services. Students cannot receive credit for both SWRK 435 and SWRK 535.

Prerequisite: Graduate status, SWRK 520 or consent of department chair.

Offered: Spring Summer.

SWRK 538 - Social Work Interventions in Substance Abuse (3)

Substance abuse assessment and intervention are explored using a systems framework. Emphasis is placed on the techniques used in community-based interventions. Students cannot receive credit for both SWRK 438 and SWRK 538.

Prerequisite: Graduate status, SWRK 520 or consent of department chair.

Offered: Spring Summer.

SWRK 539 - Child Welfare Practice (3)

Focus is on child welfare practice. An ecosystems framework for family assessment is presented along with a problem-solving approach for intervention.

Prerequisite: Graduate status, SWRK 520 or consent of department chair.

Offered: Bi-annually.

SWRK 541 - Social Work Research and Evaluation I (3)

Focus is on problem formulation, measurement, research design, evaluation of practice, and critical reading of empirical literature related to social work practice.

Prerequisite: Matriculation into the M.S.W. program.

Offered: Fall, Summer.

SWRK 542 - Social Work Research and Evaluation II (2)

This is a continuation of SWRK 541. Social work practice and programs are evaluated. Exemplars from practice are used as a basis for instruction in study design, data analysis techniques, and computer applications.

Prerequisite: Graduate status and SWRK 541.

Offered: Spring Summer.

SWRK 553 - School Social Work (3)

The role of the school social worker is presented from a strengths perspective. Intervention strategies for at-risk students and families are provided.

Prerequisite: Graduate status.

Offered: Bi-annually.

SWRK 554 - Social Work Practice with Older Adults (3)

Clinical and case management practice with older adults and their families is examined. Focus is on assessment, long-term and end-of-life care, elder abuse and neglect, and spirituality. Students cannot receive credit for both SWRK 454 and SWRK 554.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall, Spring, Summer.

SWRK 555 - Intimate Partner Violence and Sexual Assault (3)

Provides social workers an introduction to intimate partner violence and sexual assault, paying attention to clinical and policy practice implications.

Prerequisite: Graduate status and SWRK 520, or consent of department chair.

Offered: Annually.

SWRK 556 - Leadership in Health Professions (3)

Students learn about the importance of interprofessional teams, including team-building, leadership and effective communication. Information is applied to their roles as health care providers and administrators.

Prerequisite: Graduate status, SWRK 520 and consent of department chair.

Offered: Fall.

SWRK 557 - Homelessness: Clinical and Policy Interventions I (3)

Students learn in teams with students from other health related disciplines while providing clinical and policy interventions with and on behalf of people experiencing homelessness.

Prerequisite: Graduate status, or consent of department chair.

Offered: Fall.

SWRK 558 - Homelessness: Clinical and Policy Interventions II (3)

Students continue to learn in teams with students from other health related disciplines while providing clinical and policy interventions with and on behalf of people experiencing homelessness.

Prerequisite: Graduate status, SWRK 557, or consent of department chair.

Offered: Spring.

SWRK 559 - American Racism and Social Work (3)

This course provides students with information needed to recognize racial disparities in access to health care, housing, education, and employment faced by people of color with whom social workers interact.

Prerequisite: Graduate status, or consent of department chair.

Offered: Fall, Spring.

SWRK 572 - Sexual Orientation and Gender Identity (3)

Focus is on lesbian, gay, bisexual, and transgender issues in the context of institutionalized oppression. Students cannot receive credit for both SWRK 472 and SWRK 572.

Prerequisite: Graduate status and concurrent enrollment in field education, or consent of department chair.

Offered: Fall.

SWRK 600 - Field Education and Seminar III (4)

This second year of field placement and seminar focuses on the advanced method(s) and concentration chosen by the student. 20 contact hours.

Prerequisite: Second-year standing in the M.S.W. program and concurrent enrollment in SWRK 602.

Offered: Fall.

SWRK 601 - Field Education and Seminar IV (4)

This is a continuation of SWRK 600. Graded S, U. 20 contact hours.

Prerequisite: Graduate status, SWRK 600 and concurrent enrollment in SWRK 603.

Offered: Spring.

SWRK 602 - Clinical Social Work Practice I (3)

Issues in advanced clinical practice are examined from a strengths-based perspective. Emphasis is on skill development, using several theoretical and practice perspectives. Graded S, U.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall.

SWRK 603 - Clinical Social Work Practice II (3)

Practice perspectives are applied to diverse problems, including substance use, violence, and grief and loss. Strategies for working in interdisciplinary teams are explored.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Spring.

SWRK 609 - Advanced Professional Development (4)

Students integrate advanced concepts of social work ethics, cultural and social diversity, and social welfare policy into a project related to their primary area of interest.

Prerequisite: Graduate status, SWRK 500, SWRK 501, SWRK 532, and SWRK 533

Offered: Fall, Spring, Summer.

SWRK 621 - Social Work and the Political Economy (3)

Students explore diverse economic approaches, their strengths and limitations in meeting human needs, and the use of these approaches in the student's role as administrator and policy advocate.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: Annually.

SWRK 622 - Foundations of Community Development and Organization (3)

Conceptual frameworks and methods associated with community development and community organizing are presented. Citizen/consumer participation in planning, development, and implementation of public, nonprofit and grassroots interventions are analyzed.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: Annually.

SWRK 623 - Budgeting and Financial Management in Social Service Organizations (3)

Skills, tools, and strategies to achieve organizational financial stability will be examined. Ethics, politics, power, and controls in budget and financial processes will be explored.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: Summer.

SWRK 625 - Social Work Practice with Groups (3)

The theory and experience necessary for understanding group dynamics and developing effective group skills are introduced.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall, Summer.

SWRK 628 - Macro Practice I: Leadership and Change (3)

Students gain understanding of leadership theory and practice and also focus on use of leadership skills to guide development of progressive organizational change.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: Fall.

SWRK 629 - Macro Practice II: Managing People and Programs (3)

Students learn human resource management skills through exploring current trends in social service settings. Learning is then focused on program and grant development principles and strategies.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: Spring.

SWRK 630 - Family Practice: Models (3)

Current conceptual models of family practice are examined. Emphasis is on the application of assessment and intervention in diverse family systems.

Prerequisite: Clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair.

Offered: Bi-annually.

SWRK 635 - Social Work Practice with Trauma Clients (3)

Students gain a theoretical and experiential base in dealing with various treatment modalities. Commonalities and differences are explored in the experiences of traumatized populations.

Prerequisite: Clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair.

Offered: Fall, Spring, Summer.

SWRK 636 - Differential Diagnosis in Clinical Social Work (3)

Assessment methods used for diagnosing clients across a variety of clinical settings are explored. Emphasis is on advanced interviewing skills that promote accurate evaluations.

Prerequisite: Second-year standing in the M.S.W. program and participation in the clinical or dual concentration.

Offered: Fall, Summer.

SWRK 637 - Core Concepts in Child and Adolescent Trauma (3)

This course will introduce students to the common concepts (general theory and foundational knowledge) which inform evidence-based assessment and intervention with traumatized children and adolescents.

Prerequisite: SWRK 500, SWRK 532 and second-year standing in the M.S.W. program.

Offered: Summer or Fall.

SWRK 638 - Evidence-based Treatment for Child/Adolescent Trauma (3)

This course will highlight the role of evidenced-based outcomes research when choosing trauma treatment models for children, adolescents and their families. Three models of trauma treatment will be covered.

Prerequisite: SWRK 500, SWRK 532 and second year standing in the MSW program.

Offered: Fall or Spring.

SWRK 644 - Clinical Evaluation and Case Consultation I (1.5)

Students assess client needs, develop treatment plans, monitor goal attainment, measure client satisfaction, and examine clinical processes and program outcomes. Graded S, U.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall.

SWRK 645 - Needs Assessment and Program Evaluation I (1.5)

Methods for assessing community needs and evaluating social service programs are provided. Students complete either a community asset map or an organizational assessment. Graded S, U.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall.

SWRK 646 - Clinical Evaluation and Case Consultation II (1.5)

This is a continuation of SWRK 644. Students complete individual assessment, intervention, and clinical evaluation projects. Graded S, U.

Prerequisite: Graduate status and SWRK 644.

Offered: Spring.

SWRK 647 - Needs Assessment and Program Evaluation II (1.5)

Students conduct program evaluations, prepare reports of findings, and present their projects. The benefits and drawbacks of staff versus external consultant evaluations are discussed. Graded S, U.

Prerequisite: Graduate status and SWRK 645.

Offered: Spring.

SWRK 649 - Clinical Practice with Military Connected Clients (3)

Students utilize clinical methods to assess, diagnose and treat military stressors and trauma. Military culture is explored and the need for competent clinical practice is emphasized.

Prerequisite: Graduate status in counseling program or second year status in M.S.W. program; CEP 543 or equivalent assessment course recommended; or consent of department chair.

Cross-Listed as: CEP 649

Offered: Spring.

SWRK 654 - Clinical Practice in Integrated Healthcare (3)

This course will introduce students to the practice of integrated behavioral health care in primary care with an emphasis on knowledge and skills to deliver evidence-informed interventions in this setting.

Prerequisite: Second-year standing the M.S.W. program, or consent of department chair.

Offered: Summer.

SWRK 655 - Mental Health and Substance Use Disorders (3)

This course will provide tools and information that enable students to apply principles of recovery-oriented care, strengths-based assessment, and medication to support the whole-person recovery of individuals with co-occurring disorders.

Prerequisite: Second year standing in the M.S.W. program; permission from M.S.W. chair for non-M.S.W. students.

Offered: Summer

SWRK 690 - Independent Study in Social Work (3)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: As needed.

SOC - Sociology

SOC 200 - Introduction to Sociology (4)

Contemporary society is studied through a sociological perspective.

Using innovative learning experiences, students are given a basic understanding of sociological concepts and their application to everyday life.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

SOC 202 - The Family (4)

The family is studied as a social institution, with emphasis on its role in American society, socialization, family roles, and interaction. Historical, cross-cultural, and subcultural materials are used.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

SOC 204 - Urban Sociology (4)

Urban and suburban life in the context of rural/urban differences and models of metropolitan growth are explored. Topics include cultural variety, racial and ethnic diversity, congestion, crime, poverty, and population growth and shifts.

General Education Category: Social and Behavioral Sciences.

Offered: As needed.

SOC 207 - Crime and Criminal Justice (4)

This is an introduction to crime, delinquency, and the criminal justice system. The nature, extent, causes of crime, and forms of criminal expression are examined.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

SOC 208 - The Sociology of Race and Ethnicity (4)

Examination of race and ethnicity in historical and contemporary perspectives. Topics include racial and ethnic identity, discrimination and conflict and cooperation among racial and ethnic groups.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

SOC 215 - Careers and the Social Sciences (1)

Students learn about the range of careers for social science majors, including opportunities for graduate study, explore personal career plans, and develop documents like resumes, cover letters, and LinkedIn profiles.

Prerequisite: FYW 100, FYW 100H or FYW 100P (or completion of the college writing requirement) and completion of at least 15 college credits.

Offered: Annually.

SOC 217 - Sociology of Aging (4)

Students are introduced to sociological concepts and principles through the study of aging in society. Topics include retirement, employment, housing, income, health care, and contributions of older adults to society.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

SOC 262 - Sociology of Money (4)

Spending and saving are analyzed on the institutional background of money creation and circulation. The issues are approached from a variety of perspectives represented in scholarly literature. This course will not count toward the sociology major.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring, Summer.

SOC 264 - Sex and Power: Global Gender Inequality (4)

The unequal access of women and men to socially valued resources is explored through the lens of race, class, and ethnicity, and from cross-cultural and historical perspectives. This course will not count toward the sociology major.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring

SOC 267 - Comparative Perspectives on Higher Education (4)

Comparative interdisciplinary exploration of contemporary and historical issues in higher education. Uses the RIC experience as a case study for analyzing current controversies around colleges and universities.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Even years.

SOC 268 - Genocide, Atrocity and Prevention (4)

Students use case studies to explore the premise that genocides and other mass atrocities are processes and apply this framing to open critical space for discussions about prevention. This course will not count toward the sociology major.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

SOC 300 - Classical Sociological Theories (4)

The development and functions of sociological theory in its historical, social, and scientific contexts are studied. Also analyzed are the more important theories from those of Comte to the early Parsons.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring.

SOC 302W - Social Research Methods (4)

Social research methods are examined, with emphasis on the connection between theory and research, values and ethical issues in research, study design, conceptualization, measurement, and methods of data collection. This is a Writing in the Discipline (WID) course.

General Education Category: Elective (E).

Prerequisite: Any 200-level sociology course and completion of Mathematics Gen. Ed. distribution requirement, or consent of department chair.

Offered: Fall, Spring, Summer.

SOC 303 - Fountain of Age (4)

The impacts of aging at the individual, interactional, and societal level are examined, with ethical, public policy and economic challenges considered. Historical, cross-cultural and gender variations in aging are explored. Students cannot receive credit for both GRTL 303 and SOC 303, or SOC 261.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

SOC 306 - Work and Organizations (4)

In analyzing the goals, operation, and impact of modern organizations, students consider such characteristics as bureaucratization, work and employment, and organizational change.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

SOC 313 - Sociology of Death and Dying (4)

Students explore sociological perspectives on death and dying over the life course, including normative treatment of death and dying, attendant care systems, rituals associated with death, and related ethical debates.

Prerequisite: Completion of any 200-level course in a social/behavioral science or consent of department chair.

Offered: Annually.

SOC 314 - The Sociology of Health and Illness (4)

Topics include the influence of the social and economic environment on health and disease, and social-cultural forces affecting medicine.

Prerequisite: Completion of any 200 level course in a social/behavioral science or consent of department chair.

Offered: Annually.

SOC 315 - Service Learning in the Community (4)

Interactive learning is pursued through field experience or applied research that produces service to the community.

Prerequisite: Any 200-level sociology course or completion of at least 45 college credits and consent of department chair.

Offered: As needed.

SOC 316 - Sociology of Education (4)

The school is examined as one of the major institutions in contemporary society concerned with the socialization of children (and adults).

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

SOC 317 - Politics and Society (4)

Relationships of power and authority and their social foundations are examined. Students may receive credit for both POL 317 and SOC 317.

Prerequisite: POL 104 or consent of department chair.

Offered: Spring.

SOC 318 - Law and Society (4)

Law as a social institution is examined. Attention is given to theories of law; law as it relates to social control and social change; the organization, making, implementation, and impact of law; and the profession and practice of law.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring.

SOC 320 - Aging and the Law (4)

Students examine the major laws affecting the older population (e.g., Social Security), as well as programs and policies stemming from these laws.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Annually.

SOC 321 - Sociology of the Body (4)

A sociological analysis of bodily experiences, emphasizing the impact of gender, race, class and sexuality across a range of phenomena from body adornment and modification to illness and disability.

Prerequisite: Any 200-level sociology course or consent of the department chair.

Offered: Annually.

SOC 324 - Immigration and Justice (4)

Students will study the sociological perspective on global migration, including factors driving movement, impacts on sending & receiving countries & on migrants themselves, assimilation, & legal regimes governing migration.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Annually.

SOC 333 - Comparative Law and Justice (4)

Systems of law and justice are examined in pre-state and state societies to understand the operation of law and justice in cross-cultural contexts and the United States. Students cannot receive credit for both SOC 333 and ANTH 333.

Prerequisite: Any 100- or 200-level course in a social science.

Offered: Fall, Spring.

SOC 340 - Police and Policing (4)

The philosophy, history, and practice of law enforcement are examined. Organization and jurisdiction of local, state, and federal law enforcement agencies and their roles in the administration of criminal justice are explored.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring, Summer.

SOC 341 - Sociology of Punishment (4)

Students engage in critical analysis of punishment practices and theories, including rationales of punishment and alternatives to incarceration such as restorative justice and rehabilitative approaches.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring, Summer.

SOC 342 - Women, Crime, and Justice (4)

Focus is on women's experiences with crime, justice, and the law. Topics include an overview of American laws that affect women, the impact of social movements on justice for women, women and crime, and women in the criminal justice system.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring.

SOC 343 - Juveniles and Justice (4)

The impact of juvenile status on the rights of the individual, the historical and philosophical foundations of the juvenile justice system, and its current organization and administration are examined.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

SOC 344 - Race and Justice (4)

Focus is on the intersection of race with crime, justice and the law. Considers whether there is institutionalized bias towards specific racial groups in the legal and criminal justice systems.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring.

SOC 345 - Victimology (4)

Topics such as the victimization of individuals and groups by crime, the criminal justice system, terrorism, and the abuse of power are examined.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring, Summer.

SOC 362W - Theories of Crime Seminar (4)

Students examine theories of delinquent and criminal behavior. Relevant social policy is explored through intensive writing and analysis. This is a Writing in the Discipline (WID) course.

Prerequisite: Any 200-level social science course from ANTH, POL, PSYC, or SOC, or consent of department chair.

Offered: Fall, Spring.

SOC 390 - Directed Study (3-4)

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

SOC 400 - Contemporary Sociological Theories (4)

The development of sociological theory in its historical and social contexts since the early work of Parsons is explored. Also analyzed are contemporary schools of theory and representative theorists.

Prerequisite: SOC 300.

Offered: Fall, Spring.

SOC 404 - Social Data Analysis (4)

Students develop skill in the preparation, analysis, and interpretation of data and in the use of technology in the research process. Lecture and laboratory. 4 contact hours.

General Education Category: Elective (E).

Prerequisite: Any 200-level sociology course; POL 300 or SOC 302; and any Gen. Ed. Mathematics course, or consent of department chair.

Offered: Fall, Spring, Summer.

SOC 435 - Fieldwork in Sociology (1-4)

Hands-on experience using sociology in the field as part of an experiential learning process, such as through service learning or applied research, under the supervision of an instructor. (1-4 credits)

Prerequisite: Completion of at least 30 college credits with a minimum 2.5 GPA or graduate status, and consent of Instructor or Department Chair. Some fieldwork sites may have additional requirements.

Offered: As needed.

SOC 460W - Senior Seminar in Sociology (4)

This is an integrating experience for the sociology major. This is a Writing in the Discipline (WID) course.

Prerequisite: 20 credit hours of sociology courses, including SOC 300, SOC 404, and concurrent enrollment in or completion of SOC 400, and a minimum 2.0 G.P.A., or consent of department chair.

Offered: Fall, Spring.

SOC 490 - Independent Study in Sociology (3-4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

SOC 491 - Independent Study I (4)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty advisor.

Prerequisite: Consent of instructor, program director and dean, and admission to the sociology honors program.

Offered: As needed.

SOC 492 - Independent Study II (4)

This course continues the development of research or activity begun in SOC 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: SOC 491 and consent of instructor, department chair and dean.

Offered: As needed.

SOC 501 - Professional Writing for Justice Services (4)

Students will learn effective writing techniques using critical thinking and cultural competency practices to support careers in criminal justice, related social services and disciplinary academic work.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SOC 504 - Advanced Quantitative Analysis (4)

The analysis of quantitative data is covered, including sample- and population-based datasets, with an emphasis on multivariate linear and logistic regression and the development of data displays.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics, or consent of department chair.

Offered: Spring.

SOC 509 - Advanced Criminological Theory (4)

In-depth study of classical and contemporary theories, including criminology and victimology, with application to contemporary issues in the field.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SOC 532 - Advanced Qualitative Methods (4)

Students collect and analyze interview and observational data. Skills include the writing of field notes, interview techniques and inductive analytical procedures.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics, or consent of department chair.

Offered: Spring.

SOC 533 - Evaluation Research (4)

Students learn research design, data collection and analysis in applied settings, with a focus on using methods of formative and summative evaluation and assessment.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics, or consent of department chair.

Offered: As needed.

SOC 536 - Current Legal Issues (4)

An analysis of current legal issues facing the justice system, such as issues relating to criminal trials, punishment, family law, surveillance and civil rights.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SOC 551 - Topics in Criminology (4)

Focus is on topics in the study of criminology. May be repeated once for credit with a change in topic.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SOC 552 - Topics in Stratification (4)

Focus is on topics in the study of in the study of social stratification as impacting justice systems. May be repeated once for credit with a change in topic.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SOC 553 - Topics in the Sociology of Law (4)

Focus is on topics in the study of the sociology of law. May be repeated once for credit with a change in topic.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SOC 554 - Topics in Social Problems (4)

Focus is on topics in the sociological study of social problems. May be repeated once for credit with a change in topic.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SOC 591 - Directed Readings (1)

Under the supervision of a faculty member, the student engages in intensive readings on a specific topic relevant to justice studies.

Prerequisite: Graduate status and SOC 501, SOC 504, SOC 509, and consent of the instructor and department chair.

Offered: As needed.

SOC 592 - Masters Thesis (3)

Students conduct a quantitative or qualitative empirical study. May be repeated once for a maximum of 6 credits.

Prerequisite: Graduate Status and the completion of 8 credits of non-elective coursework for the graduate program, good standing (see Graduate Manual), and consent of program director, department chair, and dean.

Offered: As needed.

SOC 593 - Final Project (3)

Students undertake an applied research or evaluation project under the supervision of a faculty member.

Prerequisite: Graduate Status and the completion of 8 credits of non-elective coursework for the graduate program, good standing (see Graduate Manual), and consent of program director, department chair, and dean.

Offered: As needed.

SPAN - Spanish

SPAN 101 - Elementary Spanish I (4)

Students learn to understand, speak, read, and write in Spanish and gain an understanding of Hispanic life and character. Online work is required. Not open to students who have admission credit in Spanish.

General Education Category: Elective (E).

Offered: Fall, Spring, Summer.

SPAN 102 - Elementary Spanish II (4)

Four skills in elementary Spanish—listening, speaking, reading, and writing—are further developed within the context of Hispanic culture. Online work is required.

General Education Category: Literature/Language (LL).

Prerequisite: SPAN 101 or placement test or consent of department chair.

Offered: Spring Summer.

SPAN 113 - Intermediate Spanish (4)

The cultural and linguistic heritage of the Spanish-speaking world is examined, while grammar is reviewed and basic oral and written skills are developed. Online work is required.

General Education Category: Literature/Language (LL).

Prerequisite: SPAN 102 or placement test.

Offered: Fall, Spring, Summer.

SPAN 115 - Literature of the Spanish-Speaking World (4)

Students are introduced to techniques of literary analysis through readings from Spain and Latin America as they continue to develop speaking, reading, and writing skills in Spanish.

General Education Category: Literature/Language (LL).

Prerequisite: SPAN 113 or equivalent, or consent of department chair.

Offered: Fall, Spring.

SPAN 201W - Conversation and Composition (4)

The use of correct spoken Spanish on an advanced level is emphasized. Attention is given to the correction of pronunciation through practice and elementary work in phonetics. This is a Writing in the Discipline (WID) course.

Prerequisite: SPAN 115 or placement test or consent of department chair.

Offered: Fall, Spring.

SPAN 202W - Composition and Conversation (4)

Writing skills in Spanish are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions in Spanish of the written materials provide oral practice. This is a Writing in the Discipline (WID) course.

Prerequisite: SPAN 201 or SPAN 201W, or equivalent or consent of department chair.

Offered: Fall, Spring.

SPAN 310 - Spanish Literature and Culture: Pre-Eighteenth Century (4)

The cultural, social, and historical aspects that define Spanish identity are examined from its inception to the end of the seventeenth century. In addition, the major literary currents associated with each period are studied.

Prerequisite: SPAN 202 or SPAN 202W, or consent of department chair.

Offered: Fall.

SPAN 311 - Spanish Literature and Culture: From Eighteenth Century (4)

The cultural, social, and historical aspects that define Spanish identity are examined from the eighteenth century to the modern period. The major literary currents associated with each period are also studied.

Prerequisite: SPAN 202 or SPAN 202W, or consent of department chair.

Offered: Spring.

SPAN 312 - Latin American Literature and Culture: Pre-Eighteenth Century (4)

The history, culture, and literary movements of Latin America are examined from the pre-Columbian period to the wars of independence.

Prerequisite: SPAN 202 or SPAN 202W, or consent of department chair.

Offered: Fall.

SPAN 313 - Latin American Literature and Culture: From Eighteenth Century (4)

The history, culture, and literary movements of Latin America are examined from the eighteenth century to modern times.

Prerequisite: SPAN 202 or SPAN 202W, or consent of department chair.

Offered: Spring.

SPAN 390 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

SPAN 420W - Applied Grammar (3)

A practical application of grammar in both oral and written forms is emphasized, along with intensive study of construction and of idiomatic expressions. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of two of the following: SPAN 310, SPAN 311, SPAN 312, SPAN 313; or consent of department chair.

Offered: Spring.

SPAN 460W - Seminar in Spanish (3)

Focus is on intensive individual and group study of literary, philosophical, historical, political, social, or aesthetic problems. Students submit a major paper as a culmination of the semester's work. May be repeated for credit with a change in content. This is a Writing in the Discipline (WID) course.

Prerequisite: Completion of two of the following: SPAN 310, SPAN 311, SPAN 312, SPAN 313, and one 400-level course.

Offered: Annually.

SPAN 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty advisor.

Prerequisite: Consent of instructor, program director and dean, and admission to the Spanish honors program.

Offered: As needed.

SPAN 492 - Independent Study II (3)

This course continues the development of research or creative activity begun in SPAN 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: SPAN 491 and consent of instructor, program director and dean.

Offered: As needed.

SPAN 501 - Studies in Hispanic Fiction (3)

Topics and materials are selected from significant periods or movements of the Spanish or Spanish American novel or short story. With consent of the department chair, this course may be repeated for credit with a change in content.

Prerequisite: Graduate status.

Offered: As needed.

SPAN 503 - Studies in the Hispanic Theatre (3)

Topics and materials are selected from a major movement of Spanish and Spanish American drama. With consent of the department chair, this course may be repeated for credit with a change in content.

Prerequisite: Graduate status.

Offered: As needed.

SPAN 504 - Studies in Hispanic Poetry (3)

Focus is on the definition, social function, and spiritual character of poetic creation as it relates to historical and artistic topics. With consent of the department chair, this course may be repeated for credit with a change in content.

Prerequisite: Graduate status.

Offered: As needed.

SPAN 520 - Applied Grammar (3)

Students study advanced subtleties of the Spanish language and refine their knowledge of Spanish grammar, syntax, vocabulary, and stylistics through readings and literary and technical translation.

Prerequisite: Graduate status in Spanish or consent of department chair.

Offered: Spring.

SPAN 560 - Graduate Seminar in Spanish (3)

Students engage in intensive individual and group study of one major author or any important period in the development of Spanish or Spanish American literature. A major paper in thesis form is required. This course may be repeated for credit with a change in content.

Prerequisite: Open only to students in the graduate program.

Offered: Fall, Spring.

SPAN 590 - Directed Study (3)

Students select a topic and undertake concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

SPED - Special Education

SPED 202W - Teaching All Learners: Foundations and Strategies (4)

Teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral and cultural differences among children are discussed.

Assigned practicum required. Students cannot receive credit for both SPED 202 or SPED 202W and ELED 202 or ELED 202W. This is a Writing in the Discipline (WID) course.

Prerequisite: FNED 101 and FNED 246, with a minimum grade of B-, and admission into the elementary and special education B.S. programs, or consent of department chair.

Offered: Spring.

SPED 210W - Supporting Social, Emotional and Behavioral Learning (4)

Teacher candidates examine principles and procedures for supporting social, emotional and behavioral needs of preschool through secondary

level students across a multi-tiered system of support. Thirty hours of assigned practicum included. This is a Writing in the Discipline (WID) course.

Prerequisite: SPED 202 or SPED 202W or ELED 202 or ELED 202W, and admission into the elementary and special education B.S. programs, or consent of department chair.

Offered: Fall, Spring.

SPED 211 - Supporting Students with Communication Needs (3)

Emphasis is placed on the processes of language development in children. Teacher candidates consider specific techniques for enhancing language development in children with special needs.

Prerequisite: SPED 202 or SPED 202W or ELED 202 or ELED 202W, or consent of department chair.

Offered: Fall, Spring.

SPED 300 - Introduction to the Characteristics and Education of Children and Youth with Disabilities (4)

The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined. An assigned practicum is included.

Offered: As needed.

SPED 301 - Inclusive Early Childhood Special Education (3)

Teacher candidates explore policy on early childhood special education and recommended practices to support the diverse needs of young children with exceptionalities and their families in inclusive environments.

Prerequisite: Admission to the FSEHD Early Childhood Education program or consent of the department chair.

Offered: Fall, Spring.

SPED 305 - Supporting Young Children B-5 with Exceptionalities (3)

Students learn history and current policy regarding special education and early intervention. Recommended practice and processes to effectively support young children B-5 with exceptionalities and their families are studied.

Prerequisite: Admission to an ECED Program.

Offered: Fall.

SPED 312W - Assessment Procedures for Students with Special Needs (4)

Teacher candidates examine principles and procedures of educational assessment for preschool through secondary level students across multi-tiered systems of supports. Thirty hours of assigned practicum included. This is a Writing in the Discipline (WID) course.

Prerequisite: SPED 202 or SPED 202W or ELED 202 or ELED 202W, and admission into the elementary and special education B. S. programs, or consent of department chair.

Offered: Fall, Spring.

SPED 333 - Introduction to Special Education: Policies/Practices (3)

Special education policies/practices will be addressed. General educator candidates explore specific teaching strategies and legal/ethical implications for working with students/families with exceptionalities.

Prerequisite: Admission to and retention in a teacher preparation program; successful prior enrollment in ARTE 302, HPE 300, HPE 301, MUSE 212, SED 202, TECH 305 or TECH 300, WLED 201 or consent of department chair.

Offered: Fall, Spring.

SPED 412W - Intensive Intervention in Literacy (4)

Teacher candidates examine assessment, curriculum and methodology for providing intensive intervention in literacy to students with language-based learning differences. Thirty hours of assigned practicum included. This is a Writing in the Discipline (WID) course.

Prerequisite: ELED 324, ELED 326, SPED 210, SPED 211, and SPED 312, or consent of department chair.

Offered: Fall, Spring.

SPED 415 - Assessment/Instruction with Young Exceptional Children (3)

An array of curriculum and instructional approaches for serving infants, preschool and early elementary children with disabilities in inclusive contexts are examined. Topics include assessment, evidence-based instruction and curriculum design/adaptations.

Prerequisite: SPED 301 or consent of department chair.

Offered: Fall.

SPED 424 - Assessment/Instruction: Adolescents with Mild/Moderate Disabilities (4)

Assessment and instructional approaches for adolescents with mild/moderate disabilities at the middle grades or secondary level are analyzed. Thirty hour practicum required.

Prerequisite: SPED 300, SPED 310, SPED 312 or SPED 312W, admission to the Department of Special Education or consent of the department chair.

Offered: Spring.

SPED 427 - Career/Transition Planning for Adolescents (3)

Teacher candidates focus on career and transition planning for adolescents with special needs at the middle grades or secondary level. Observation/field experience required.

Prerequisite: SPED 300 or SPED 202 or ELED 202 or equivalent, SPED 210, SPED 312 or SPED 312W, admission to the Department of Special Education, or consent of department chair.

Offered: Spring.

SPED 428 - Student Teaching at the Secondary Level (10)

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; passing score(s) on the Praxis II; approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test. A cumulative GPA of 2.50 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 433 - Special Education: Best Practices and Applications (3)

Primary learner characteristics guide lesson planning, instruction and assessment to address the strengths/needs of students with exceptionalities. Focused field experiences in special education are required.

Prerequisite: Admission to and retention in a teacher preparation program; ELED 202 or SPED 202 or SPED 333, or consent of department chair.

Offered: Fall, Spring.

SPED 435 - Assessment/Instruction: Young Students with SID (4)

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with significant special needs. Thirty hours of an assigned practicum are included. Teacher candidates analyze assessment, methodology, curriculum, instructional procedures and adaptations of materials and strategies for children with significant special needs. Thirty hours of an assigned practicum are included. This is a Writing in the Discipline (WID) course.

Prerequisite: SPED 210 or SPED 210W, SPED 312 or SPED 312W, or consent of department chair.

Offered: Spring.

SPED 436 - Assessment/Instruction: Older Students with SID (4)

Assessment, methodology, teaching strategies, curriculum, instructional procedures, and transition preparation for older students with significant special needs is the course focus. Thirty hours of an assigned practicum are included. Teacher candidates focus on assessment, methodology, teaching strategies, curriculum, instructional procedures, and transition preparation for older students with significant special needs. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 210 or SPED 210W, SPED 312 or SPED 312W, or consent of department chair.

Offered: Fall.

SPED 451 - Teaching Culturally/Linguistically Diverse Students with Exceptionality (3)

Students explore theoretical, conceptual and pedagogical elements in culturally and linguistically responsive teaching and learning for culturally and linguistically diverse students with exceptional needs.

Prerequisite: SPED 210 or SPED 210W, SPED 211, SPED 312 or SPED 312W, or consent of department chair

Offered: Fall, Spring.

SPED 453 - Content-Based ESL Instruction for Exceptional Students (4)

Students analyze instructional approaches that integrate language, literacy, and content instruction for multilingual learners. Students design, adapt and implement instruction for multilingual learners with special needs. Thirty-hour assigned practicum included.

Prerequisite: SPED 451 or consent of department chair.

Offered: Fall, Spring.

SPED 458 - STEM for Diverse Learners: Intensive Intervention (4)

Teacher candidates analyze STEM curricula and instructional approaches to support students with special needs. Emphasis is placed on assessment and intervention in math and science. Thirty hour practicum included.

Prerequisite: ELED 438, SPED 210 or SPED 210W, SPED 312 or SPED 312W, or consent of department chair.

Offered: Fall, Spring.

SPED 460 - Capstone: Specialized Language Instruction (2)

Teacher candidates explore the needs of students with language-based learning differences, reflecting upon how, where, and to what extent they, and their families, are being (or could be) served in schools.

Prerequisite: SPED 412 or SPED 412W.

Offered: Fall, Spring, Summer.

SPED 461 - Understanding Autism Spectrum Disorders (3)

The learning style and characteristics of autism spectrum disorders are examined. Techniques are developed for understanding and working with persons who have an autism spectrum diagnosis and their families. Students cannot receive credit for both SPED 461 and SPED 561.

Prerequisite: Restricted to students in the B.G.S. Social Services program who have completed at least 60 credits.

Cross-Listed as: SPED 561

Offered: Fall

SPED 470 - Collaboration: Home, School, and Community (3)

This course complements the Student Teaching semester to help prepare beginning special educators. Teacher candidates examine instructional planning/practices, assessment strategies and collaborative approaches to working with families.

Prerequisite: Concurrent enrollment in SPED 471, or consent of the department chair.

Offered: Fall, Spring.

SPED 471 - Student Teaching in Elementary Special Education (8-9)

In this culminating clinical experience, candidates demonstrate their competence in planning, implementing and assessing learning experiences in elementary level classrooms that serve students with mild to moderate disabilities. Graded S/U.

Prerequisite: Concurrent enrollment in SPED 470; satisfactory completion of the admission and retention requirements for the mild to moderate special education and elementary education programs; passing score(s) on Praxis II Content Knowledge Tests; approved Preparing to Student Teach Portfolio in all applicable programs; and completion of the community service requirement. Undergraduate and second degree candidates must have a cumulative G.P.A. of 2.75 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 472 - Student Teaching Seminar: SID (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues. This seminar meets weekly.

Prerequisite: Concurrent enrollment in SPED 473.

Offered: Fall, Spring.

SPED 473 - Student Teaching in SID (8-10)

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a

cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; passing score(s) on all applicable Praxis II tests; approved Preparing to Teach Portfolio; completion of the community service requirement. A cumulative G.P.A. of 2.75 a full semester prior to student teaching; M.A.T. candidates must have a cumulative G.P.A. of 3.00 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 501 - Assessment in Special Education (3)

Graduate candidates develop skills in diagnostic assessment of the academic/behavioral special needs of children and adolescents at the elementary or secondary levels.

Prerequisite: Graduate status and SPED 300 or equivalent, or consent of the department chair.

Offered: Fall (as needed).

SPED 503 - Positive Behavior Intervention and Supports (3)

Graduate candidates apply positive behavioral intervention and supports to address the social, emotional and behavioral needs of diverse learners with special needs.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program, or consent of department chair.

Offered: Fall (as needed).

SPED 505 - Oral and Written Language: Classroom Intervention (3)

Graduate candidates study methods, techniques and materials designed to help children or adolescents with spoken and/or written language special educational needs.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program, or consent of department chair.

Offered: As needed.

SPED 513 - Characteristics/Needs of Young Exceptional Children (3)

The range of exceptionalities that manifest during the period from birth to six is examined. Emphasis is placed upon understanding characteristics, needs, medical considerations, identification, legal/ethical principles and service approaches.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring.

SPED 515 - Early Childhood Developmental Screening and Assessment (3)

Interdisciplinary assessment procedures and development of IEPs are covered. Emphasis is placed on assessment strategies that are used to develop responsive and meaningful programs for families and children with exceptionalities.

Prerequisite: Graduate status, SPED 513 or consent of program advisor.

Offered: Spring.

SPED 516 - Individualized Interventions for Young Exceptional Children (3)

Intervention and instructional approaches to the education of young exceptional students are analyzed. Topics include effective

implementation of individualized education programs, data-based individualization and implementation of evidence-based practices.

Prerequisite: Graduate status, SPED 513 or consent of program advisor.

Offered: Fall.

SPED 518 - Literacy for Diverse Learners: Intensive Intervention (4)

Graduate candidates select, adapt, implement, and assess reading/writing methods/materials for elementary students with special needs. The focus on designing interventions that best support academic achievement is emphasized. Thirty-hour practicum required.

Prerequisite: Matriculation in a graduate program, SPED 501 or equivalents, or consent of department chair.

Offered: Spring.

SPED 519 - Professional Development for Cooperating Teachers (3)

Participants refine practices that support effective supervision and evaluation of professional practice in special education. Focus is on updates in the field of special education and resources. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

SPED 520 - Young Adults in Nonschool Settings (3)

Study includes a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings.

Prerequisite: Graduate status and SPED 300.

Offered: Summer.

SPED 524 - Literacy Instruction for Adolescents: Intensive Intervention (4)

Graduate candidates select, adapt, implement and assess reading/writing methods/materials for secondary students with special needs. The focus on designing interventions that best support academic achievement is emphasized. Thirty-hour practicum required.

Prerequisite: Matriculation in a graduate program, SPED 501, or equivalents, or consent of department chair.

Offered: Spring.

SPED 525 - Development of Communication and Movement (3)

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SPED 526 - Assessment, Curriculum: Students with Complex Needs (3)

Instructional and environmental adaptations pertinent to facilitating meaningful learning in students with complex learning, movement and sensory needs are discussed.

Prerequisite: Graduate status, SPED 300 and SPED 520.

Offered: Spring (even years).

SPED 531 - Overview of Special Education: Policies/Practices (3)

Review of special education policies/practices will be addressed. General educators will explore teaching strategies, legal/ethical implications, while learning the impact of biases on students/families with exceptionalities in educational settings.

Prerequisite: Admission to and retention in a graduate program; or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 533 - Special Education: Practical Applications (3)

Primary learner characteristics will guide lesson planning, instruction and assessment to address the strength/needs of students with exceptionalities.

Prerequisite: Admission to and retention in a graduate program; successful completion of SPED 531 or consent of department chair.

Offered: As needed.

SPED 534 - Involvement of Families in Special Education (3)

Students examine the diversity of parents' perspectives, values and understanding of educating individuals with special needs. They apply learned knowledge to develop strategies to enhance professional and parent interaction.

Prerequisite: Matriculation in a graduate program or consent of department chair.

Offered: Fall, Spring.

SPED 544 - Families in Early Intervention Programs: Essential Roles (3)

Emphasis is on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed.

Prerequisite: Concurrent enrollment with SPED 669. graduate status or consent of department chair.

Offered: Summer.

SPED 545 - Assistive Technology in the Classroom (3)

Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied activities and materials.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SPED 546 - Dyslexia in Schools: Assessment and Identification (3)

Principles and procedures of effective assessment for the screening, identification and intervention of students with dyslexia are addressed.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

SPED 547 - Literacy: Students with Complex Learning Needs (4)

Applying concepts of literacy to students with complex learning, physical, and sensory needs is the focus. Students demonstrate proficiency in applying literacy practices in a 25-hour required literacy practicum.

Prerequisite: READ 534 and SPED 546 or consent of department chair.

Offered: Fall.

SPED 551 - Introduction to Multicultural Special Education (3)

Students study national/state regulations governing multilingual learners and how they shape practices, and explore theoretical and pedagogical elements in culturally responsive teaching and learning for English/multilingual learners with exceptional needs.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer (annually).

SPED 552 - Dual Language Acquisitions and Intervention (3)

Students examine linguistic structure and theories of first/second language acquisitions with consideration of disability, explore assessment procedures for distinguishing language differences from disorders, and learn linguistic intervention techniques.

Prerequisite: Graduate status, certification in special education, or consent of department chair.

Offered: Annually.

SPED 553 - Content-Based ESL Instruction for Exceptional ELs/MLLs (3)

Students plan and implement instruction that integrates language, literacy, and content instruction for English/multilingual learners with and without special needs, while analyzing instructional approaches for ELs/MLLs' unique needs.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, SPED 552, or consent of department chair.

Offered: Annually.

SPED 554 - Applied Linguistics for Exceptional ELs/MLLs (3)

Students examine the nature of linguistics and English language structure; research language curriculum; and adapt research- and evidence-based language teaching principles for English/multilingual learners with exceptional needs.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, or consent of department chair.

Offered: Annually.

SPED 555 - Literacy for ELs/MLLs with Special Needs (4)

Students study instructional practices in language and literacy instruction and assessment of English/multilingual exceptional ELs/MLLs; examine relationships among oral language, literacy, and content learning; and plan and implement literacy instruction. Thirty-hour practicum required.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, SPED 552, SPED 554, or consent of department chair.

Offered: Annually.

SPED 557 - Assessing ELs/MLLs with Special Needs (3)

Students gain skill in assessing the linguistic, academic, and behavioral abilities of English/multilingual learners with special needs. Emphasis is on the selection, administration, and interpretation of multifaceted assessments.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, SPED 552, SPED 554, or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 558 - Mathematics/Science Instruction for Students with Disabilities (3)

Prerequisite: Graduate status.

SPED 561 - Understanding Autism Spectrum Disorders (3)

The learning style and characteristics of autism spectrum disorders are examined. Techniques are developed for understanding and working with persons who have an autism spectrum diagnosis and their families. Students cannot receive credit for both SPED 561 and SPED 461.

Prerequisite: Graduate status or consent of department chair.

Cross-Listed as: SPED 461

Offered: Fall (as needed).

SPED 562 - Practicum I in Autism (1)

The focus of this practicum is to conduct needs assessments of district capacity to meet the needs of students with autism. A district-based professional development plan is also developed.

Prerequisite: Graduate status and concurrent enrollment in SPED 561, or consent of department chair.

Offered: Summer (as needed).

SPED 563 - Curriculum and Methodology: Students with Autism (3)

Using the general education curriculum as a basis for learning, techniques are developed to support students with autism. Student strengths are matched with evidence-based practice.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 564 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

SPED 564 - Building Social and Communication Skills (3)

The core social and communication deficits of autism are explored. Students learn to conduct specific assessments and to create individualized social and communication supports using evidence-based practices.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

SPED 565 - Practicum II in Autism (1)

Concepts and skills are applied to students with autism in their classrooms. Student supports in communication, social skills, and curriculum adaptation are evaluated through on-site classroom observation.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 564; or consent of department chair.

Offered: Summer (as needed).

SPED 566 - Autism and Positive Behavior Supports (3)

Participants use functional behavioral analysis to understand the unique behaviors of students with autism and the use of effective intervention.

Prerequisite: Graduate status, SPED 563, SPED 564, and SPED 565, or consent of department chair.

Offered: Fall (as needed).

SPED 606 - Leading Special Education I: Administration (3)

Emphasis is placed on school and community planning for children with disabilities and their families.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed

SPED 607 - Leading Special Education II: Legal and Financial Aspects (3)

Emphasis is placed on federal/state laws, policies, procedures, and funding that govern/support special education programs/provisions for students with disabilities and their families. Field-based work is required.

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

SPED 608 - Leading Special Education III: Program Development and Organization (4)

Emphasis is placed on the development of programs that promote access, opportunity, and positive outcomes for students with disabilities and their families. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

SPED 609 - Leading Special Education IV: Program Evaluation (4)

Emphasis is on the efficacy and impact of programs developed to best support the academic, social, and emotional needs of students with disabilities. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of the department chair.

Offered: As needed.

SPED 615 - Assessment Practicum: Early Childhood Special Education (1)

Students evaluate the development, strengths and needs of young students with exceptionalities. Students select, administer and interpret assessments and write individual educational plans. Thirty-hour practicum required.

Prerequisite: Graduate status, SPED 513, concurrent enrollment with SPED 515, or consent of program advisor.

Offered: Spring.

SPED 616 - Intervention Practicum: Early Childhood Special Education (1)

Students utilize assessment to guide intervention and monitor progress for young students with disabilities. Evidence-based intervention techniques are applied in classroom settings. Thirty-hour practicum required.

Prerequisite: Graduate status, SPED 513, concurrent enrollment with SPED 516, or consent of program advisor.

Offered: Fall.

SPED 648 - Interpreting and Developing Research in Special Education (3)

Emphasis is placed on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the student in the formulation of an original research and evaluation project.

Prerequisite: Matriculation into a graduate program.

Offered: Fall.

SPED 651 - Language Development Practicum-Exceptional Bilingual Students (1)

Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education and concurrent enrollment in SPED 552, or consent of department chair.

Offered: Annually.

SPED 652 - Literacy Practicum-Exceptional Bilingual Students (1)

Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 451 or SPED 551, SPED 552; concurrent enrollment in SPED 555; or consent of department chair.

Offered: Annually.

SPED 653 - Assessment Practicum-Exceptional Bilingual Students (1)

Students evaluate the linguistic, academic, and behavioral abilities of selected English language learners with disabilities. Students select, administer, and interpret multifaceted assessments and write individual educational plans. 17 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 555, SPED 652; and concurrent enrollment in SPED 557; or consent of department chair.

Offered: Annually.

SPED 654 - Internship in Urban Multicultural Special Education (3)

Students are supervised to provide instruction and services to English/multilingual learners with exceptionalities. They conduct assessments, design and implement curriculum, provide interventions, and collaborate with professionals and parents.

Prerequisite: Graduate status, certification in special education; SPED 451 or SPED 551, SPED 552, SPED 453 and SPED 454 or SPED 553, SPED 554, SPED 555, SPED 557 or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 655 - Capstone Study in Urban/Multicultural Special Education (2)

Under faculty supervision, students apply knowledge, skills and dispositions acquired through the program study to conduct a capstone portfolio. They present their capstone portfolios to faculty and peers for feedback.

Prerequisite: Graduate Status, SPED 451 or SPED 551, SPED 552, SPED 453 and SPED 454, or SPED 553, SPED 554, SPED 555, SPED 557, SPED 654, program foundation courses.

Offered: Fall, Spring, Summer.

SPED 662 - Internship in Elementary Special Education (6)

Graduate interns complete their culminating field experience in special education. Interns evaluate, plan, and teach to best meet the learning/behavioral needs of elementary students. Professional collaboration is strongly emphasized.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall, Spring.

SPED 664 - Internship in Secondary Special Education (6)

Graduate interns complete their culminating field experience in special education. Interns evaluate, plan and teach to best meet the learning/behavioral needs of adolescents. Professional collaboration is strongly emphasized.

Prerequisite: Consent of graduate program advisor or department chair.

Offered: Fall, Spring.

SPED 665 - Graduate Internship: Students with SID (6)

The intern is required to evaluate, plan for, and teach students with severe intellectual and complex needs in a school environment. The internship is a full-time, 12 week experience.

Prerequisite: Graduate status and consent of program advisor.

Offered: Fall, Spring.

SPED 668 - Internship in Inclusive Early Childhood (3)

Interns participate in assessment, planning, program implementation, and collaboration with professionals and families in an inclusive early childhood class for 200 hours.

Prerequisite: Graduate status, concurrent enrollment in SPED 516, SPED 513 and consent of program advisor.

Offered: Fall, Spring, Summer.

SPED 669 - Internship in Early Intervention (3)

Interns participate in assessment, planning, program implementation, and collaboration with professionals and families in an early intervention program for 200 hours.

Prerequisite: Graduate status, SPED 513, concurrent enrollment in SPED 544, and consent of program advisor.

Offered: Fall, Spring, Summer.

SMGT

SMGT 201 - Introduction to Sports Management (3)

Students will be provided with a fundamental introduction to Athletic Administration and Sports Management including an exploration of various positions and opportunities within the sports industry.

Offered: Fall, Spring.

SMGT 221 - Practicum in Sports Management (3)

Students will have the opportunity to observe/shadow various individuals who are sports management professionals, and journal and discuss these experiences in class. 6 contact hours. Graded S/U.

Prerequisite: SMGT 201, interview and application to sports organization of student's choosing.

Offered: Fall, Spring, Summer.

SMGT 300 - Foundations of Sport Analytics (3)

Students learn how data is collected, processed, and analyzed to make decisions in the sports industry, including how to use analytics in business decision making and to improve athletic performance.

Prerequisite: MATH 240, SMGT 201.

Offered: Spring.

SMGT 301 - Organization and Administration of Interscholastic Athletics (3)

Students will be introduced to the organization and administration of interscholastic athletics.

Prerequisite: SMGT 201.

Offered: Fall, Spring.

SMGT 310 - Sports Management Finance and Fundraising (3)

Students focus on the role of sponsorship and fundraising in sports. They will study the challenges of fundraising for sports events, facilities, and organizations.

Prerequisite: SMGT 201.

Offered: Spring.

SMGT 315 - Sports Facility and Management (3)

Students will gain an understanding of facility event planning for athletic/sporting programs, and the principles and techniques of operations and managing sports facilities.

Prerequisite: SMGT 201.

Offered: Fall.

SMGT 320 - Sports Marketing and Fan Engagement (3)

Students are introduced to basic concepts of marketing in sports. Students explore aspects of marketing, public relations, and fan engagement, and consider how these attract local communities sport organizations.

Prerequisite: SMGT 201.

Offered: Spring.

SMGT 325W - Sports Communication (3)

Students will be introduced to the practices and skills essential for sports communication professionals, with an emphasis on the different kinds of writing involved.

Prerequisite: SMGT 201.

Offered: Spring.

SMGT 330 - Introduction to Sports Law (3)

Students will be taught about how national and local laws are applied to the sports industry and study the business and legal issues within the areas of professional and amateur sports.

Prerequisite: SMGT 201.

Offered: Spring.

SMGT 405 - Management and Leadership in Sports Organizations (3)

Students will learn about theories of leadership and explore how these theories apply to sports managers and executives.

Prerequisite: SMGT 201.

Offered: Fall.

SMGT 467 - Internship in Sports Management (9)

Students get experiential learning in a sports organization exposing them to industry and professional practices in sports management. 36 contact hours. Graded S/U.

Prerequisite: SMGT 221, SMGT 301, SMGT 315, SMGT 330, SMGT 405, interview and application process with the organization of the student's choosing.

Offered: Fall, Spring.

SUST - Sustainability Studies

SUST 200 - Introduction to Sustainability (4)

Students examine linkages among environmental protection, economic growth, and social progress in order to develop a fundamental understanding of interdisciplinary skills needed to assess and solve problems related to sustainability.

Offered: Annually.

SUST 251 - Sustainable Systems and Deep Ecology (3)

This course presents holistic, experiential view of ecological systems as they interact with human experience, local food systems, green buildings, and sustainable energy systems, integrating guest lectures by green economy practitioners.

Prerequisite: Completion of FYS, FYW, and at least 24 credits, or permission of instructor.

Offered: Fall, Spring.

SUST 261 - Exploring Nature Through Art, Science, Technology (4)

Students develop environmental awareness of local ecology, cultivating a deepened sense of personal connection with the natural world, through art, writing, technology, and scientific exploration. No prior artistic experience is required.

General Education Category: Connections

Prerequisite: FYS and FYW 100/FYW 100P/FYW 100H.

Offered: Fall, Spring.

TESL - Teaching English to Speakers of Other Languages

TESL 300 - Promoting Early Childhood Dual Language Development (3)

Candidates acquire research-based strategies for promoting English and supporting the native language in early childhood settings. Approaches are also given for working with parents and caregivers who speak languages other than English.

Prerequisite: Admission to an ECED program.

Offered: Spring.

TESL 401 - Introduction to Teaching Emergent Bilinguals (4)

Students learn methods and techniques for supporting Emergent Bilingual students in regular education classrooms. Students experience observation and practice through early clinical preparation. Concurrent enrollment in a practicum is recommended. Students cannot receive credit for both TESL 401 and TESL 501.

Prerequisite: FNED 246/FNED 346.

Offered: Fall, Spring.

TESL 402 - Applications of Second Language Acquisition (3)

Students examine theories and research relating to second-language acquisition, which are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and language teaching. Students cannot receive credit for both TESL 402 and TESL 502.

Prerequisite: TESL 401.

Offered: Fall, Spring.

TESL 501 - Introduction to Teaching Emergent Bilinguals (4)

Students learn methods and techniques for supporting Emergent Bilingual students in regular education classrooms. Students experience observation and practice through early clinical preparation. Students cannot receive credit for both TESL 401 and TESL 501.

Prerequisite: Graduate Status.

Offered: Fall, Spring, Summer.

TESL 502 - Applications of Second Language Acquisition (3)

Students examine theories and research relating to second-language acquisition, which are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and language teaching. Students cannot receive credit for both TESL 402 and TESL 502.

Prerequisite: TESL 501.

Offered: Fall, Spring, Summer.

TESL 507 - Literacy Instruction for Emergent Bilingual Learners (3)

Current theories of bilingualism and biliteracy are examined and connected to pedagogies for developing bilingual readers and writers in ESL settings.

Prerequisite: TESL 541; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 539 - Second Language Acquisition Theory and Practice (3)

Current theories of first and second language acquisition are examined from a pedagogical perspective. Emphasis is given to creating inclusive linguistic ecologies in schools.

Prerequisite: Graduate status.

Offered: Fall, Spring, Summer.

TESL 541 - Applied Linguistics in TESOL (3)

Phonology, morphology, syntax, semantics and pragmatics are explored and applied to language development of emergent bilingual learners. Students also examine the connections between home languages and English.

Prerequisite: TESL 539; TESL 549 or BLBC 515; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 548 - TESOL Pedagogies for Grades PK-Adult (3)

This course reviews current pedagogy and practice through a critical lens in ESL and general education settings for teachers in grades PK-Adult.

Prerequisite: TESL 541; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 549 - Sociocultural Contexts: Education in Bilingual Communities (3)

Students use critical theoretical frameworks to explore and reflect on identity formation. Students examine sociocultural contexts and issues affecting bilingual communities, and the essential role of families and communities.

Prerequisite: Graduate status.

Offered: Fall, Spring, Summer.

TESL 551 - Assessment of Emergent Bilinguals (3)

Students explore theory and practice of assessment for emergent bilinguals, including conducting formal and informal assessments and using data to inform instruction. Students also explore assessment policy and its implications.

Prerequisite: TESL 541; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 553 - Internship in TESOL and Bilingual Education (3)

Students create and implement lessons, conduct assessments, reflect on practice and collaborate with professionals and families in supervised ESL and/or bilingual settings. The internship schedule includes weekly seminars.

Prerequisite: TESL 539; TESL 549 or BLBC 515; TESL 541; TESL 548 or BLBC 516; TESL 551; TESL 507 or BLBC 518; admission to the program

Offered: Fall, Spring.

TESL 599 - Graduate Essay in TESOL (1)

Under faculty supervision, students select, critique, and construct portfolio narratives as the comprehensive assessment for the TESL program. The project culminates in a faculty interview and student defense.

Prerequisite: TESL 539; TESL 549 or BLBC 515; TESL 541; TESL 548 or BLBC 516; TESL 551; TESL 507 or BLBC 518; TESL 553; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 600 - ESOL Program Supervision (3)

ESOL program supervision, coaching and curriculum design are explored in weekly seminars as well as field experiences. This post-graduate course partially fulfills the requirements for the ESOL Specialist/Consultant certification.

Prerequisite: Graduate degree in TESOL, Bilingual Education, or related field. Minimum of three years' experience teaching emergent bilingual students. ESOL Certification required.

Offered: Spring.

TECH - Technology Education

TECH 200 - Introduction to Technological Systems and Processes (3)

This is an introduction to technological development, technological literacy, the use of technological systems, and tools for fundamental production processes to solve social technical problems. 4 contact hours.

Offered: Fall, Spring.

TECH 202W - Design Processes (3)

This class introduces design processes necessary for problem solving and production in a technological society. Emphasis is placed on the design sequence, processes, and techniques for sketching, modeling, prototyping, and CAD. This is a Writing in the Discipline (WID) course. 4 contact hours.

Offered: Fall.

TECH 204 - Energy and Control Systems (3)

Energy sources and common energy processing techniques are introduced. Study includes control devices, energy transmission technology, and the operation of energy conservation systems. 4 contact hours.

Offered: Annually.

TECH 216 - Computer-Aided Design (3)

International drafting-language protocol is explored and used to solve design problems in orthographic and pictorial presentation. Study includes basic computer-aided drafting. 6 contact hours.

Offered: As needed.

TECH 305W - Teaching and Learning in Technology Education (4)

Students are introduced to the materials and skills that will assist them with the development of the formative abilities necessary to deliver effective instruction in (K-12) technology education programs.

Prerequisite: TECH 200 and TECH 202 or TECH 202W; 12 credits of TECH must be completed with a minimum G.P.A. of 2.75; and a minimum cumulative G.P.A. of 2.75.

Offered: Annually.

TECH 306 - Automation and Control Systems (4)

Students study automation and control systems to create efficient technological systems. Activities include CNC, 3D printing, laser cutting/etching and pneumatics to support appropriate technological problem solving and decision-making opportunities.

General Education Category: Elective (E).

Prerequisite: Completion of any mathematics or natural science general education distribution.

Offered: Annually.

TECH 318 - Practicum I: Teaching K-6 Technology Education (4)

Students begin to develop essential skills required to plan and organize lessons for the elementary technology education environment. They observe, assist, then teach in the elementary classroom and laboratory. 6 contact hours.

Prerequisite: Admission to FSEHD; TECH 305 or TECH 305W and TECH 406 or TECH 406W, with minimum grade of B- and positive recommendation from the instructor; completion of at least 48 credit hours of required and cognate courses in the major, or consent of department chair; minimum cumulative G.P.A. of 2.75; and minimum G.P.A. of 2.75 in content area.

Offered: Annually.

TECH 326 - Communication Systems (3)

Communication processes, systems, and their applications are examined. Study includes the technological processes used in developing, producing,

delivering, and storing ideas and information in a technological society. 4 contact hours.

Prerequisite: TECH 200 or TECH 202 or TECH 202W.

Offered: Annually.

TECH 327 - Construction Systems (3)

This is an introduction to the skills, knowledge, environments, and people in the construction industry. A laboratory component is required for students to plan, design, and build a structure. 6 contact hours.

Prerequisite: TECH 200 or TECH 202 or TECH 202W.

Offered: Annually.

TECH 328 - Manufacturing Systems (3)

This is an exploration of contemporary manufacturing systems, design considerations, production techniques, and automated systems and control devices to produce products. Organizational and management structures are also practiced. 4 contact hours.

Prerequisite: TECH 200 or TECH 202 or TECH 202W.

Offered: Annually.

TECH 329 - Transportation Systems (3)

Focus is on transportation technology, modes, vehicular systems, and support systems for moving people and cargo in various environments. Study includes the effects of transportation on individuals, society, and the environment. 4 contact hours.

Prerequisite: TECH 200 or TECH 202 or TECH 202W.

Offered: Annually.

TECH 406W - Methods for Teaching Technical Subjects (4)

Students are introduced to teaching methods and clinical experiences in the technical classroom. They learn the craft of teaching by developing micro-lessons delivered and assessed in public school labs.

Prerequisite: TECH 305 or TECH 305W, with minimum grade of B-; completion of at least 18 credit hours of content area courses, with minimum GPA of 2.75 in these courses; admission to the Feinstein School of Education and Human Development and to the technology education teacher preparation program; CTE students will require the consent of program coordinator.

Cross-Listed as: CTE 300.

Offered: Annually.

TECH 418 - Practicum II: Teaching Secondary Technology Education (4)

Students study various principles, methods, content, and curriculum necessary to deliver appropriate lessons. They explore various professional responsibilities under the direction of a cooperating teacher and a college supervisor.

Prerequisite: Admission to FSEHD; TECH 318 with minimum grade of B- and positive recommendation from the instructor; completion of at least 55 credit hours of required and cognate courses in the major, or consent of department chair; minimum cumulative G.P.A. of 2.75; and minimum G.P.A. of 2.75 in content area.

Offered: Annually.

TECH 420 - Introduction to Student Teaching (2)

Prerequisite: Concurrent enrollment in TECH 421 and TECH 422. To be admitted into TECH 420, TECH 421, and TECH 422, the student must have completed all other required courses.

Cross-Listed as: SED 420, WLED 420.

Offered: Early Spring.

TECH 421 - Student Teaching in the Secondary School (7)

In this culminating field experience, candidates complete a teaching experience in a PK-12 school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment. This course will involve student teaching in PK-12 settings. Students cannot receive credit for more than one of the following: SED 421, TECH 421 and WLED 421. Graded S, U.

Prerequisite: Concurrent enrollment in TECH 420 and TECH 422; completion of all program requirements and all required education courses, with a minimum grade of B, prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; undergraduate, second degree, and RITE students must have a cumulative GPA of 2.75 a full semester prior to student teaching; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; undergraduate and second degree students must complete the community service requirement; all candidates must have passing score(s) on the Praxis II, approved mini-teacher candidate work sample; and a negative result from the required tuberculin test. To be admitted into TECH 421, and TECH 422, the student must have completed all other required courses.

Cross-Listed as: SED 421, WLED 421.

Offered: Spring.

TECH 422 - Student Teaching Seminar in Secondary Education (3)

This is an integrative and culminating experience in the professional program in world languages education. Students reflect on their initial experience as classroom teachers. This course will involve discussion of student teaching in PK-12 settings. Students cannot receive credit for more than one of the following: SED 422, TECH 422 and WLED 422. Graded S, U.

Prerequisite: Concurrent enrollment in TECH 420 and TECH 421. To be admitted into TECH 421, and TECH 422, the student must have completed all other required courses.

Offered: Spring.

TECH 430 - Internship in Applied Technology (6)

Exploratory internships offered for the purpose of professional development and advancing career goals. Learning experiences in work environments help students transition from the role of student to the professional. 12 contact hours.

Prerequisite: Senior standing; All content courses must be completed; 27 credits in content area; 2.75 GPA in content area.

Offered: As needed.

TECH 431W - Capstone Design Project (4)

This is a project completed under the direction of a faculty member. Students will design, model, test, and report results of their project. This is a Writing in the Discipline (WID) course. 6 contact hours.

Prerequisite: Senior standing; all content courses must be completed; 27 credits in content area; 2.75 GPA in content area.

Offered: Fall, Spring.

TECH 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

TECH 511 - Implementing Technology Education (3)

Teaching strategies are provided, with focus on implementing programs, integrating with STEM areas, and developing activities.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

TECH 512 - Program Development and Funding (3)

Focus is on developing funding plans and grants to sustain technology education programs.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

TECH 520 - Curriculum Models in Technology Education (3)

New curriculum models used in technology education programs at the national level are presented. Career education and prevocational curriculum thrusts are identified and analyzed for implementation in technology education programs.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

TECH 531 - Issues in the Workplace (3)

Economic, social, and political issues affecting work and education are identified. Forces accelerating the rate of change in peoples' working lives and their expectations for education and training are studied.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: Spring.

TECH 562 - Research in Technology Education (3)

Basic forms of research and evaluation are introduced. Students are required to develop a research proposal in the field of technology education or in another area of technology.

Prerequisite: Graduate status, completion of four courses in the Professional Education Component and/or consent of department chair.

Offered: As needed.

TECH 565 - Problem Solving and Critical Thinking (3)

Students apply techniques for analyzing problems, framing decisions, and stimulating critical analysis and creative thought.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: Fall.

TECH 590 - Directed Study (1-6)

Students identify a relevant STEM research project. The student prepares the project proposal, conducts the research and presents artifacts developed from the research.

Prerequisite: Graduate status, completion of 18 credits in the program, or permission of the instructor.

Offered: As needed.

THTR - Theatre

THTR 091 - Portfolio Review (0)

At the conclusion of each semester, students present their course work to a panel of professors for critique. The critique focuses on the student's progress and on preparing the student for future job interviews and employment. Grading is S or U.

Offered: Fall, Spring.

THTR 105 - Introduction to Theatre (3)

The basic principles of playwriting, acting, and directing are examined.

Offered: Fall, Spring.

THTR 110 - Fundamentals of Theatrical Design and Production (3)

The basic principles and practices of design and production are examined.

Offered: Fall, Spring.

THTR 120 - Acting I: Improvisation (3)

The actor is introduced to self-discovery in performance. Improvisational techniques free the beginning actor physically, vocally, and emotionally. (Formerly THTR 222 The Actor's Self: Improvisation and Technique)

Offered: Fall, Spring.

THTR 121 - Acting II: Movement (3)

The performer is trained in controlling, shaping, and moving the body. Attention is given to the development of physical characterization. (formerly THTR 221 Movement for the Actor)

Offered: Fall, Spring.

THTR 178 - Theatre Production I (1)

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Offered: Fall, Spring.

THTR 200 - Musical Theatre Company (.5)

Musical theatre students are taught physical and vocal conditioning and are exposed to workshops in music, theatre and dance. Needs to be repeated for credit a minimum of six times for RIC students, and four times for transfer students.

Prerequisite: Admission to musical theatre program.

Offered: Fall, Spring.

THTR 217 - Fundamentals of Stage Management (3)

The basic principles of stage management are covered.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Spring.

THTR 223 - Acting III: Technique and Scene Study (3)

Through the study, analysis and performance of scenes and monologues, the actor is introduced to Constantin Stanislavski's system of actor training.

Prerequisite: THTR 120, or by consent of department chair.

Offered: Fall.

THTR 224 - Script Analysis (3)

Students learn how to analyze scripts and search for playable dramatic values that reveal central unifying patterns, which shape plays from the inside and coordinate all of their parts.

Prerequisite: THTR 223

Offered: Spring.

THTR 226 - Acting IV: Voice and Articulation (3)

The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech. (Formerly THTR 220 Voice and Articulation for the Performer)

Offered: Spring.

THTR 227 - Advanced Movement (3)

Using inspiration from a deep observation of the world, the elements, materials, colours, light, music, animals and humans will be used to create characters in performance.

Prerequisite: THTR 121.

Offered: Fall.

THTR 228 - Basic Design Principles for Theatre (3)

Students are introduced to the language of design. The elements and principles of design and basic drawing techniques are also examined.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Fall.

THTR 229 - Playwriting (3)

Students will learn to craft short playwriting exercises resulting in the writing of a ten minute play.

Prerequisite: THTR 223 and THTR 224.

Offered: Fall, Spring.

THTR 230 - Stagecraft (3)

The basics of drafting, theatrical building practices, electrical, and sound pathways are introduced. Research and shop projects are required.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Spring.

THTR 231 - Scenography (3)

Theatrical rendering techniques and the fundamentals of the theatrical scenic model are studied.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Spring.

THTR 232 - Technical Theatre Principles (3)

Advanced technical concepts and systems are examined. Focus is on how different systems are interrelated on stage.

Prerequisite: THTR 230.

Offered: Spring.

THTR 233 - Architecture and Décor (3)

The history of visual style is explored. Clothing, art, and architecture are examined through various key periods of history.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Spring.

THTR 240 - Appreciation and Enjoyment of the Theatre (4)

The theatrical process—from playwriting to performance to criticism—is studied. Attendance at theatre productions is required.

General Education Category: Arts - Visual and Performing for nonmajors.

Offered: Fall, Spring, Summer.

THTR 241 - American Musical Theatre (3)

The development of musical comedy and its variations within the United States from the eighteenth century to the present are traced.

Offered: Fall.

THTR 242 - Acting for Nonmajors (4)

This course is for non-theatre majors. Students are introduced to acting, with focus on acquainting students with the basic concepts and principles of acting, including script analysis, character development, and ensemble playing.

General Education Category: Arts - Visual and Performing.

Offered: Summer.

THTR 246 - Musical Theatre Scene Study (3)

Students study musical theatre, emphasizing performance techniques and stylistic characteristics unique to the genre in the performance of musical scenes.

Prerequisite: MUS 241

Offered: Spring.

THTR 261 - Contemporary Black Theatre: Cultural Perspectives (4)

African American theatre in America and English-speaking Africa since the 1960s is studied, with emphasis on representative plays, playwrights, movements, and artists.

General Education Category: Connections.

Prerequisite: FYS 100 and FYW 100/FYW 100P/FYW 100H.

Offered: Annually.

THTR 278 - Theatre Production II (1)

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Prerequisite: THTR 178.

Offered: Fall, Spring.

THTR 322 - Acting V: Advanced Scene Study (3)

The actor will learn to develop techniques that will enable them to create characters through the methods of Grotowski, Linklater, Laban, Anne Bogart, and Shakespeare and Company.

Prerequisite: THTR 223 or by consent of department chair.

Offered: Fall.

THTR 323 - Acting VI: Shakespeare (3)

The actor is trained in the performance of the plays of William Shakespeare.

Prerequisite: THTR 322 or by consent of department chair.

Offered: Spring.

THTR 330 - Theatrical Design Concepts (3)

The differences and similarities within the design disciplines are explored. Students create multiple designs for a single production.

Prerequisite: THTR 228 and THTR 231, or consent of department chair.

Offered: Fall.

THTR 346 - Musical Theatre Performance (3)

The performance of music for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and stylistic characteristics unique to the genre in solo and ensemble performance.

Prerequisite: MUS 241 and THTR 246.

Offered: Fall.

THTR 378 - Theatre Production III (1)

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Prerequisite: THTR 278 or consent of department chair.

Offered: Fall, Spring.

THTR 390 - Directed Study (3)

The directed study is designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

THTR 411 - Technical Direction (3)

The skills needed by a technical director in both commercial and noncommercial theatre are introduced and developed.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 232, or consent of department chair.

Offered: As needed.

THTR 412 - Scene Design for the Theatre (3)

The design process as it relates to the production as a whole is explored. Designer's concepts are translated into practical, theatrical, visual terms through sketching, mechanical drawings, and model building.

Prerequisite: THTR 231 or consent of department chair.

Offered: As needed.

THTR 413 - Sound Design for the Theatre (3)

The art and technology of theatrical sound are explored. Topics include recording, editing, and reinforcement techniques and equipment. This course may be repeated once for credit.

Prerequisite: THTR 231 or consent of department chair.

Offered: As needed.

THTR 414 - Costume for the Theatre (3)

Theoretical and practical design concepts, civil dress history, and characterizations are studied through theatre application and projects.

Prerequisite: THTR 231 or consent of department chair.

Offered: Fall.

THTR 415 - Lighting for Theatre and Dance (3)

Lighting for the stage is explored.

Prerequisite: THTR 231 or consent of department chair.

Offered: As needed.

THTR 416 - Makeup for the Stage, Film, and Television (3)

Techniques of makeup, chart construction, and research are studied.

Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.

Prerequisite: THTR 110 or consent of department chair.

Offered: Annually.

THTR 417 - Stage Management for Theatre and Dance (3)

Focus is on the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies. 3-4 contact hours.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, THTR 110, and THTR 217, or consent of department chair.

Offered: As needed.

THTR 418 - Scenic Painting (3)

The basic principles and techniques of scenic painting are examined. This course may be repeated once for credit.

Prerequisite: THTR 231 or consent of department chair.

Offered: As needed.

THTR 420 - Acting VII: Period Styles of Acting (3)

Students will analyze and perform scenes and monologues from periods and stylistic genres such as Ancient Greece, the Commedia dell'arte, Moliere, the Restoration, farce, melodrama and absurdism.

Prerequisite: THTR 322, or by consent of department chair.

Offered: Fall.

THTR 421 - Acting VIII: Collaborative Devising (3)

A creative exploration into the development and performance of original work, emphasizing process, collaboration and the creation of an original product.

Prerequisite: THTR 322, or by consent of department chair.

Offered: Spring.

THTR 424 - Auditioning Techniques (3)

Through the selection, preparation, presentation, evaluation, and coaching of audition materials, students improve their auditioning skills.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 322, and THTR 323, or consent of department chair.

Offered: Annually.

THTR 425 - Fundamentals of Directing (3)

Basic play interpretation, casting, rehearsal procedures, and other directorial duties are covered. Student-directed scenes involve problems in composition, movement, tempo, and rhythm.

Prerequisite: THTR 322 or consent of department chair.

Offered: Annually.

THTR 440W - History of Theatre: Origins to 1800 (4)

Students examine the development of the physical theatre and of dramatic art from their origins to 1800. THTR 440W and THTR 441W do not have to be taken in sequential order. This is a Writing in the Discipline (WID) course.

Prerequisite: Two 200-level theatre courses or consent of department chair.

Offered: Annually.

THTR 441W - History of Theatre: 1800 to the Present (4)

Students examine the development of the physical theatre and of dramatic art from 1800 to the present. THTR 440W and THTR 441W do not have to be taken in sequential order.

Prerequisite: Two 200-level theatre courses or consent of department chair.

Offered: Annually.

THTR 460W - Seminar in Theatre (3)

A selected area of theatre is explored in depth, culminating in a major research paper and oral presentation. This is a Writing in the Discipline (WID) course.

Prerequisite: Senior standing or consent of department chair.

Offered: Spring.

THTR 475 - Theatre Internship (9)

Students gain a comprehensive understanding of theatre arts through on-the-job training. Full-time work with an approved theatre company is required. (6 credit hours for summer.) Grading is H, S, or U.

Prerequisite: THTR 105 and THTR 110; open only to theatre majors (1) who are juniors or seniors, and (2) who have GPA of 3.00 in the major and minimum cumulative GPA of 2.00. Application must be made one semester prior to the period of internship.

Offered: As needed.

THTR 477 - Touring Theatre Production (3)

The student actor and student technician are trained in the touring process. Focus is on vivid material and concept, movement, and dialogue, rather than on technical production. 15 contact hours.

Prerequisite: For student actors: THTR 105, THTR 110, THTR 120, THTR 121, THTR 222, THTR 320, THTR 321, and consent of department chair. For student technicians: THTR 105, THTR 110, THTR 411, and one course from THTR 412, THTR 414, THTR 415, THTR 417, and consent of department chair.

Offered: Fall.

THTR 478 - Theatre Production IV (1)

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Prerequisite: THTR 378 or consent of department chair.

Offered: Fall, Spring.

THTR 490 - Independent Study in Theatre (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. The Independent Study in Theatre may be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Junior or senior standing, and consent of instructor, department chair and dean.

Offered: As needed.

THTR 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Junior or senior standing, consent of instructor, department chair and dean, and admission to the theatre honors program.

Offered: As needed.

THTR 492 - Independent Study II (3)

This course continues the development of research or activity begun in THTR 491. For departmental honors, the project requires final assessment form the department.

Prerequisite: THTR 491 and consent of instructor, department chair and dean.

Offered: As needed.

THTR 493 - Special Problems in Design (3)

A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

Prerequisite: Junior or senior standing and consent of department chair and dean.

Offered: As needed.

THTR 498 - Special Problems in Directing (3)

A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

Prerequisite: Junior or senior standing and consent of department chair and dean.

Offered: As needed.

VIR - Vascular Interventional Radiography

VIR 300 - Principles of Vascular Interventional Radiography (3)

Students examine the foundations of interventional radiography. Topics include patient interactions and management, image acquisition, supplies, equipment, and devices supporting diagnostic and interventional image guided vascular procedure.

Prerequisite: Acceptance into the Certified RT Vascular Interventional Radiography concentration.

Offered: Fall.

VIR 301 - Procedures I (3)

Students will examine the most common vascular interventional procedures, including vascular anatomy and pathology, imaging techniques, equipment, devices used, and image analysis.

Prerequisite: Acceptance into the Certified RT Vascular Interventional Radiography concentration.

VIR 302 - Procedures II (4)

Students will examine the less common vascular interventional procedures, including vascular anatomy and pathology, imaging techniques, equipment, devices used, and image analysis.

Prerequisite: VIR 300

Offered: Spring.

VIR 303 - Clinical Education I (4)

Students, under direct and indirect supervision, are introduced to clinical skills through observation and participation in VIR procedures. Emphasis is placed on the integration of clinical and didactic education. 8 contact hours.

Prerequisite: Acceptance into the Certified RT Vascular Interventional Radiography concentration.

Offered: Fall.

VIR 304 - Clinical Education II (4)

Students, under direct and indirect supervision, are introduced to further clinical skills through observation and participation in VIR procedures. Emphasis is placed on the integration of clinical and didactic education. 8 contact hours.

Prerequisite: VIR 300

Offered: Spring.

WLED - World Languages Education

WLED 201 - Introduction to World Languages Education (4)

Introduces teacher candidates to the processes, procedures, and contexts of effective lesson planning and assessment in PK-12 world language classrooms. Clinical preparation experiences in the broader language community included.

Prerequisite: FNED 246 and 8 credits in content area.

Offered: Spring

WLED 317 - Practicum I: Community-Based Language Learning (4)

Teacher candidates complete a community-based practicum in a public, private or nonprofit organization within the target language community, either locally or abroad. Clinical preparation (3 weeks or equivalent).

Prerequisite: WLED 201.

Offered: Spring.

WLED 417 - Practicum II: PK-12 World Languages Education (4)

Teacher candidates examine principles, methods, content and curriculum in PK-12 world languages education and plan and implement lessons with a critical social justice focus. Clinical preparation (3 weeks or equivalent.)

Prerequisite: WLED 317; and students must submit passing scores for the language-specific Oral Proficiency Interview and Writing Proficiency Test (Advanced Low or higher); the Praxis II Principles of Learning and Teaching Grades K-6 (5622) (score of 160 or higher) OR the Praxis II: Principles of Learning and Teaching 7-12 Test (5624) (score of 157 or higher); and the language-specific ETS language content exam, if applicable. See also under individual language concentrations for additional information on specific language requirements.

Offered: Fall.

WLED 420 - Introduction to Student Teaching (2)

Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient secondary education teacher candidates to their student teaching semester. This course will involve student teaching in PK-12 settings. Students cannot receive credit for more than one of the following: SED 420, TECH 420 and WLED 420. Graded S, U.

Prerequisite: Concurrent enrollment in WLED 421 and WLED 422. To be admitted into WLED 420, WLED 421 and WLED 422, the student must have completed all other required courses.

Cross-Listed as: SED 420, TECH 420.

Offered: Early Spring.

WLED 421 - Student Teaching in the Secondary School (7)

In this culminating field experience, candidates complete a teaching experience in a PK-12 school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment. This course will involve student teaching in PK-12 settings. Students cannot receive credit for more than one of the following: SED 421, TECH 421 and WLED 421. Graded S, U.

Prerequisite: Concurrent enrollment in WLED 420 and WLED 422; completion of all program requirements and all required education courses, with a minimum grade of B, prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; undergraduate, second degree, and RITE students must have a cumulative GPA of 2.75 a full semester prior to student teaching; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; undergraduate and second degree students must complete the community service requirement; all candidates must have passing score(s) on the Praxis II, approved mini-teacher candidate work sample; and a negative result from the required tuberculin test. To be admitted into WLED 420, WLED 421 and WLED 422, the student must have completed all other required courses.

Cross-Listed as: SED 421, TECH 421.

Offered: Spring.

WLED 422 - Student Teaching Seminar in Secondary Education (3)

This is an integrative and culminating experience in the professional program in world languages education. Students reflect on their initial experience as classroom teachers. This course will involve discussion of student teaching in PK-12 settings. Students cannot receive credit for more than one of the following: SED 422, TECH 422 and WLED 422. Graded S, U.

Prerequisite: Concurrent enrollment in WLED 420 and WLED 421. To be admitted into WLED 420, WLED 421, and WLED 422, the student must have completed all other required courses.

Cross-Listed as: SED 422, TECH 422.

Offered: Spring.

WLED 501 - Graduate Introduction to World Languages Education (4)

Introduces candidates to the processes, procedures, and contexts of effective lesson planning and assessment in PK-12 world language classrooms. Clinical preparation experiences in the broader language community included.

Prerequisite: Concurrent or prior enrollment in FNED 546.

Offered: Fall, Spring.

WLED 517 - Graduate Practicum in World Languages Education (4)

Teacher candidates examine principles, methods, content and curriculum in PK-12 world languages education and plan and implement lessons with a critical social justice focus.

Prerequisite: WLED 501.

Offered: Fall.

WLED 520 - Graduate Introduction to World Languages Student Teaching (2)

Candidates participate in a three-week clinical preparation in the field. This induction phase orients world languages education candidates to their student teaching semester. Involves student teaching in PK-12. Graded S, U.

Prerequisite: Concurrent enrollment in WLED 521 and WLED 522; completion of all program requirements and all required education, with a minimum grade of B, prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; all candidates must have passing score(s) on the Praxis II, approved mini-teacher candidate work sample; and a negative result from the required tuberculin test. To be admitted into WLED 520, WLED 521 and WLED 522, the student must have completed all other required courses.

Offered: Early Spring

WLED 521 - Graduate Student Teaching in World Languages Education (5)

In this culminating field experience, candidates complete a student teaching experience in a PK-12 school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in WLED 520 and WLED 522.

Offered: Spring.

WLED 522 - Graduate Seminar in World Languages Education (3)

In this integrative and culminating experience in world languages education, candidates reflect on their initial experience as classroom teachers. Involves discussion of student teaching in PK-12 settings.

Prerequisite: Concurrent enrollment in WLED 520 and WLED 521.

Offered: Spring.

YDEV - Youth Development

YDEV 300W - Introduction to Youth Development (4)

Students will explore basic dimensions of youth work, professional practice and contexts of play and learning. The course requires travel to youth development settings. This is a Writing in the Discipline (WID) course.

Prerequisite: At least 24 credits. A BCI (state background check) is required.

Offered: Fall, Spring.

YDEV 301 - Community, Pedagogy and Inclusion (4)

Students will learn the fundamentals of building supportive and inclusive communities in informal youth settings. Students design and implement youth development programming in a laboratory setting.

Prerequisite: At least 24 credits, and prior or concurrent enrollment in YDEV 300W. A BCI (state background check) is required.

Offered: Fall, Spring.

YDEV 352W - Seminar in Youth Development (3)

This foundational seminar in the youth development program provides a framework to integrate the multidisciplinary approaches of education, social work, and nonprofit studies. (Formerly FNED 352). This is a Writing in the Discipline (WID) course.

Prerequisite: FNED 246, SWRK 240, and concurrent enrollment in YDEV 353.

Offered: Fall.

YDEV 353 - Field Experience in Youth Development (1)

Students will complete 15-30 hours of fieldwork within an organization that serves children and/or youth. Fieldwork includes observations, interviews, and a small project. 2 contact hours.

Prerequisite: FNED 246, SWRK 240, and concurrent enrollment in YDEV 352W.

Offered: Fall.

YDEV 412 - Advanced Issues in Youth Development (3)

Students will synthesize skills, knowledge, and competencies necessary for success in youth development work.

Prerequisite: YDEV 352, YDEV 353, and concurrent enrollment in YDEV 413.

Offered: Spring.

YDEV 413 - Internship in Youth Development (4)

Students will complete a semester-long internship at an organization that serves children and/or youth. This course satisfies the Non-Profit Studies Certificate elective course requirement. 12 contact hours.

Prerequisite: YDEV 352, YDEV 353, and concurrent enrollment in YDEV 412.

Offered: Spring.

YDEV 501 - Youth Development Theory And Practice (4)

Students will develop skills and knowledge of youth development theory, pedagogy and practice.

Prerequisite: Admission to Youth Development M.A. Program.

Offered: Fall.

YDEV 502 - Youth Development Community Retreat (1)

Students will develop skills and frameworks for community building and anti-racist youth development practice.

Prerequisite: Enrollment in YDEV 501.

Offered: Fall.

YDEV 510 - Field-Study in Youth Development (1)

Students will observe and analyze high quality local youth development programs.

Prerequisite: YDEV 501 or permission of instructor.

Offered: Spring (as needed).

YDEV 520 - Youth Social Policy and Action (4)

Students will explore connections between policy and the lives of young people, focusing on how youth have engaged activist tools to develop, impact and reform public policy.

Prerequisite: YDEV 501 or permission of instructor, must be concurrently enrolled in YDEV 521.

Offered: Spring.

YDEV 521 - Youth Social Policy In The Field (1)

In this course students will work with a local YDEV organization to understand their policy/activist agenda and collaborate on a youth social policy research project.

Prerequisite: YDEV 501 or permission of instructor, must be concurrently enrolled in YDEV 520.

Offered: Spring.

YDEV 540 - Leadership in Youth Development (4)

Students will develop foundational knowledge and skills in the leadership and management of youth development organizations alongside a critical social analysis of the field.

Prerequisite: YDEV 501 or permission of instructor.

Offered: Summer.

YDEV 560 - Youth Development Research and Evaluation (4)

Students will explore historical and contemporary foundations of program evaluation in youth development spaces.

Prerequisite: YDEV 501 or permission of instructor, must be concurrently enrolled in YDEV 561.

Offered: Fall.

YDEV 561 - Field Work in Research/Evaluation (1)

In this course (together with YDEV 560), students will collaborate with a local youth development organization to carry out original program evaluation research.

Prerequisite: YDEV 501 or permission of instructor, must be concurrently enrolled in YDEV 560.

Offered: Fall.

YDEV 590 - Directed Study In Youth Development (4)

With the guidance of faculty, students develop a thesis-level capstone project in the form of 1) a research study; 2) a community action project; 3) a grant proposal; or 4) a teach-out.

Prerequisite: Enrollment in YDEV M.A. program and completion of all other required courses (YDEV 501, YDEV 502, YDEV 520, YDEV 521, YDEV 540, YDEV 560, YDEV 561).

Offered: Spring.

GLOSSARY OF ACADEMIC TERMS

Capstone means “culminating” or “crowning.” It is used to describe a course that is the culminating experience for a program of study.

Cognates are required courses in disciplines related to the major. Cognates are intended to broaden and enhance the major.

Concentration is the area of specialization. Courses in the concentration are a group of courses that relate specifically to the student’s area of study.

Content major refers to the disciplinary course work taken by students in elementary education.

Core courses within General Education consist of three courses that provide an introduction to college-level writing and interdisciplinary seminars at both freshman and upper levels.

Distribution courses within General Education consist of one course from each of the following seven areas: Arts—Visual and Performing, History, Literature, Mathematics, Natural Science (lab required), Social and Behavioral Sciences, and Advanced Quantitative/Scientific Reasoning.

Electives are courses that students may choose beyond their required courses in order to fulfill degree requirements.

Enrolled means a student has been admitted to the college and/or a program and has registered for courses.

Full-Time student is a student taking 12 to 18 credit hours per semester.

Major is the discipline or academic area in which the student engages in in-depth study. Majors normally require a minimum of 30 credit hours.

Matriculate means to be admitted formally to a degree program.

Minor is a secondary specialization in a degree program and normally requires a minimum of 18 credit hours.

Mode of Instruction

- **Standard Classroom** is a course that meets at a pre-determined time and place, in-person, on a regular schedule throughout the term. The course may include use of online learning management system(s).
- ***Hybrid** is a course in which a portion of standard classroom instruction is replaced by online learning.
- **Distance** is a course in which all teaching and learning takes place online. There are no in-person meetings.
- **Online Asynchronous** is a course in which all teaching and learning takes place online with no set meeting times. Students view course materials and complete assignments without specified class meetings.
- **Online Synchronous** is a course in which students and instructors are talking, teaching, and learning in real time via a remote platform. Specific meeting days and times will be listed in the course schedule.

*All General Education Connections courses **must** include at least 50% Standard Classroom instruction.

Part-Time student takes fewer than 12 credit hours per semester.

Program of study usually consists of the following: General Education courses, courses in the major, cognate courses, and elective courses.

Retention Requirements must be met in order to remain enrolled at the college and/or in a program.

Teacher preparation program is a term used in the elementary education, secondary education, and K–12 programs to describe the major and other requirements needed to be eligible for certification as a teacher.

Teaching concentration in special education is a term used in the elementary education and secondary education program and refers to a group of courses in special education taken in addition to required courses in elementary education or secondary education.