2016–2017 UNIVERSITY CATALOG

Our Core Purpose *in Action*

Main Campus
One Old Ferry Road
Bristol, RI 02809-2921
Phone: (401) 253-1040

School of Law
Ten Metacom Avenue
Bristol, RI 02809-5171
Phone: (401) 254-4555
Toll-free: (800) 633-2727
Fax: (401) 254-4516

Undergraduate Admission
Phone: (401) 254-3500
Toll-free: (800) 458-7144, Ext. 3500
Fax: (401) 254-3557
E-mail: admit@rwu.edu

Providence Campus
150 Washington Street
Providence, RI 02903
Phone: (401) 276-4800
Fax: (401) 276-4848

ROGER WILLIAMS UNIVERSITY AND
ROGER WILLIAMS UNIVERSITY SCHOOL OF LAW
NON-DISCRIMINATION POLICY

Roger Williams University and Roger Williams University School of Law do not discriminate against any person on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender expression or identity, disability, veteran status, or any other legally protected basis in admission to, access to, employment in, and treatment in its programs and activities.

Inquiries regarding the application of this Non-Discrimination Policy may be referred to the following:

- *Mirlen A. Mal, Assistant Vice President of Human Resources,*
  Roger Williams University, One Old Ferry Road, Bristol, RI 02809,
  Telephone: 401-254-3028;
- *Assistant Secretary for Civil Rights,*
  U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100,
  Telephone: 1-800-421-3481; or
- *Boston Office, Office for Civil Rights,*
  U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921,
  Telephone: 617-289-0111.

The Equal Employment Opportunity Coordinator and Coordinator of the Age Discrimination Act of 1975 is Mirlen A. Mal, Assistant Vice President of Human Resources, Roger Williams University, One Old Ferry Road, Bristol, RI 02809, Telephone: 401-254-3028.

The Coordinator of Title IX of the Education Amendment of 1972 is Kathleen McMahon, Ed.D., Assistant Vice President and Dean of Students, Roger Williams University, One Old Ferry Road, Bristol, RI 02809, Telephone: 401-254-3161.

The Coordinator of Section 504 of the Rehabilitation Act of 1973 is Richard Hale, Chief of Staff, Roger Williams University, One Old Ferry Road, Bristol, RI 02809, Telephone: 401-254-3079.

Roger Williams University reserves the right to modify the requirements for admission and graduation, to change the program of study, to amend any regulation affecting the student body, to increase tuition and fees, and to dismiss from Roger Williams University any student at any time, if it is deemed by the University to be in the best interest of the University or the student to do so. Nothing in this Catalog may be considered as setting forth terms of a contract between a student or prospective student and Roger Williams University.

Roger Williams University is committed to assisting all members of the RWU community in providing for their own safety and security. As required by federal law, each year RWU prepares an annual Security Report and Fire Safety Report. The Reports contain information regarding campus security and personal safety including topics such as crime prevention, fire safety, crime reporting policies, disciplinary procedures and other matters of importance related to security and safety on campus. They also contain information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by RWU, and on public property within, or immediately adjacent to and accessible from the RWU campus, as well as fire statistics for the three previous calendar years concerning reported fires that occurred in RWU residence halls. You may obtain a copy of these reports by contacting the Admissions Office or by accessing the following websites:

- *The Security Report is available online at:* *http://rwu.edu/sites/default/files/clery_annual_security_report.pdf*
- *Crime Statistics are available online at:* *http://rwu.edu/sites/default/files/clerystats.pdf*
- *The Fire Safety Report is available online at:* *http://www.rwu.edu/about/university-offices/ehs/fire-safety/fire-safety-report*

Roger Williams University
2016–2017

University Catalog

The Feinstein College of Arts and Sciences (FCAS)
The School of Architecture, Art and Historic Preservation (SAAHP)
The Mario J. Gabelli School of Business (GSB)
The School of Education (SED)
The School of Engineering, Computing and Construction Management (SECCM)
The School of Justice Studies (SJS)
The School of Continuing Studies (SCS)
The School of Law (SOL)

Please note: Matriculated students must complete the degree requirements specified in the Catalog under which they entered the University unless they declare a later Catalog, in which case they are bound to all provisions specified unless otherwise stipulated therein. Responsibility for course selection and fulfillment of all graduation requirements rests with the student.

General information and undergraduate and graduate courses of study for academic year 2016–2017.

About the University

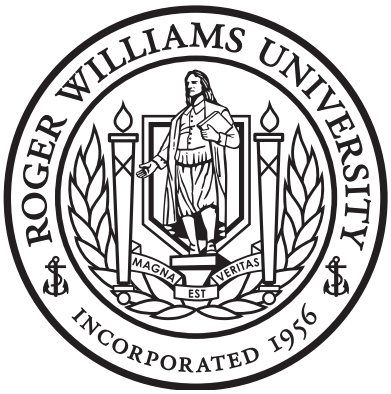
Roger Williams University, located on the coast of Bristol, R.I., is a forward-thinking private university with more than 40 undergraduate majors spanning the liberal arts and the professions, where students become community-minded citizens through project-based, experiential learning.

The principles and philosophies carried throughout the University date back to our namesake, Roger Williams. Founder of the State of Rhode Island and Providence Plantations, Roger Williams was the first major figure in colonial America to forcefully argue the need for democracy, religious freedom and understanding of America's native cultures.

At the Roger Williams University of today, his legacy is still at work. Through his scholarship in language, theology and law, Williams' life reflected the value of learning and teaching. The University honors his legacy by modeling a community in which diverse people and diverse ideas are valued, intellectual achievement is celebrated and civic responsibility is expected.

Both in the classroom and in the community, a lifelong long of learning is fostered at RWU, where students explore their academic interests via traditional and project-based learning, and with the support of an engaged faculty that promotes freedom of expression. Expanding upon its solid academic foundation, the University has enhanced its value to students in all disciplines through the Affordable Excellence initiative, launched in 2012 as a direct response to the critical issues facing higher education in the 21st century: escalating costs, rising debt upon graduation and job preparedness for graduates.

Building on its current strengths and supported by its unique history, Roger Williams University is poised to expand its tradition of achievement and excellence as we move forward even further into the 21st century.


ROGER WILLIAMS UNIVERSITY
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INCORPORATED 1956

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Academic Calendar 2016–2017

Fall Semester 2016: August 31 through December 15, 2016

Aug 23	Tue	International Student Orientation
Aug 26	Fri	Residence Halls Open @ 1:00–4:00 p.m.: First Year Students
Aug 27	Sat	Residence Halls Open @ 8:00–12:00 noon: First Year Students
		New Student Convocation: 2:00 p.m.
Aug 29	Mon	Residence Halls Open @ 12:00 noon: Returning Students
		New Student Registration
Aug 30	Tue	Fall Faculty Conference @ 8:30 a.m.
		Placement Testing: 1:00–4:00 p.m.
Aug 31	Wed	Classes Begin: All Day , Evening & School of Continuing Studies Classes – Bristol Campus
Sept 5	**Mon**	**Labor Day: No Day or Evening Classes – All Offices Closed**
Sept 6	Tues	Classes Begin: All School of Continuing Studies – Providence Campus & On–Line
Sept 7	Wed	Last Day to Add a Course Without Instructor's Permission
Sept 14	Wed	Last Day to Add a Course With Instructor's Permission
		Last day to make meal plan changes/deletions: 4:00 p.m.
Sept 28	Wed	Last Day to Drop a Course Without the "W" (withdrawal) Grade
Oct 10	**Mon**	**Columbus Day: No Day or Evening Classes – All Offices Closed**
Oct 11	**Tue**	**Monday Classes Meet on Tuesday: Day and Evening**
		Tuesday Classes Do Not Meet
Oct 21	Fri	Warning Grades Due in the Registrar's Office: 2016 Fall Semester
Oct 31	Mon	Advisement Period Begins: 2017 Winter Intersession & Spring Semester
Nov 4	Fri	Last Day to Drop a Course With the "W" (withdrawal) Grade
Nov 9	Wed	Registration Begins: 2017 Winter Intersession & Spring Semester
Nov 23	**Wed**	**Residence Halls Close @ 9:00 a.m. – Thanksgiving Recess Begins**
		No Classes – All Offices Closed
Nov 27	Sun	Residence Halls Open @ 1:00 p.m.
Nov 28	Mon	Classes Resume: Day and Evening
Dec 9	Fri	Last Day of Classes: 2016 Fall Semester
Dec 10–11	Sat & Sun	Reading Days
Dec 12–15	Mon–Thu	Final Examinations: Day and Evening Classes
Dec 15	Thu	Residence Halls Close @ 8:00 p.m.
Dec 22	Thu	Final Grades Due in the Registrar's Office @ 11:50 p.m.: 2016 Fall Semester
		Incomplete Grades "I" from 2016 Spring & Summer Convert to "F"
Dec 23	**Fri**	**University Holiday: No Day or Evening Classes – All Offices Closed**

Winter Intersession 2017: January 3 through January 20, 2017

Jan 2	Mon	Residence Halls Open @ 12:00 noon: 2017 Winter Intersession
Jan 3	Tue	Classes Begin: 2017 Winter Intersession
Jan 4	Wed	Last Day to Add a Course
Jan 5	Thu	Last Day to Drop a Course Without the "W" (withdrawal) Grade
Jan 6	Fri	Last Day to Drop a Course With the "W" (withdrawal) Grade
Jan 16	**Mon**	**Martin Luther King Jr. Day: No Day or Evening Classes – All Offices Closed**
Jan 19	Thu	Last Day of Classes: 2017 Winter Intersession
Jan 20	Fri	Final Examinations: 2017 Winter Intersession Classes
Jan 24	Tue	Final Grades Due in the Registrar's Office: 2017 Winter Intersession

Spring Semester 2017: January 25 through May 17, 2017

Jan 23	Mon	Orientation Check–in: New Students @ 9:00 a.m.
		Residence Halls Open for New Students
Jan 24	Tue	Placement Testing: 1:00–4:00 p.m.
		New Student Registration
		Residence Halls Open @ 9:00 a.m.: Returning Students
Jan 25	Wed	Classes Begin: Day and Evening
Feb 1	Wed	Last Day to Add a Course Without Instructor's Permission
Feb 8	Wed	Last Day to Add a Course With Instructor's Permission
		Last day to make meal plan changes/deletions: 4:00 p.m.
Feb 20	**Mon**	**Presidents Day: No Day or Evening Classes – All Offices Closed**
Feb 21	Tues	May 2018 Graduate's Degree Application Due in Registrar's Office
Feb 22	**Wed**	**Monday Classes Meet on Wednesday: Day and Evening – Wednesday Classes Do Not Meet**
		Last Day to Drop a Course Without the "W" (withdrawal) Grade
Mar 9	Thu	August & December 2018 Graduate's: Degree Application Due in Registrar's Office
Mar 10	Fri	Warning Grades Due in the Registrar's Office: 2017 Spring Semester
		Residence Halls Close @ 7:00 p.m.

Mar 11–19	**Sat–Sun**	**Spring Break**
Mar 19	Sun	Residence Halls Open @ 1:00 p.m.
Mar 20	Mon	All Classes Resume
		Advisement Period Begins: 2017 Summer Sessions & Fall Semester
Mar 24	Fri	Last Day to Drop a Course With the "W" (withdrawal) Grade
Mar 27	Mon	Registration Begins: 2017 Summer Sessions & Fall Semester
Apr 14	**Fri**	**University Holiday: No Day or Evening Classes – All Offices Closed**
May 10	Wed	Last Day of Classes: 2017 Spring Classes
May 11	Thu	Reading Day
		Final Examinations: Evening Classes
May 12	Fri	Final Examinations: Day & Evening Classes
May 13–14	Sat–Sun	Reading Days
May 15–17	Mon–Wed	Final Examinations: Day & Evening Classes
May 18	Thu	Senior Rehearsal/BBQ 12:00 noon Fieldhouse
		Residence Halls Close @ 12:00 noon: Non-graduating Students
May 19	Fri	School of Law Commencement @ 1:00 p.m.
May 20	Sat	Undergraduate & Graduate Commencement @ 9:30 a.m. Processional & 10:00 a.m. Ceremony
		Residence Halls Close @ 7:00 p.m.: Graduating Students
May 23	Tue	Final Grades Due in the Registrar's Office: 2017 Spring Semester
		Incomplete Grades "I" from 2017 Winter & 2016 Fall Convert to "F"

Summer Session I & II 2017: May 23 through August 1, 2017

Summer Session I 2017 - 3/5/10 Week Courses: May 23 through August 1, 2017

May 22	Mon	Residence Halls Open @ 2pm: Summer Session I (3/5/10 wk Classes)
May 23	Tue	Classes Begin: Summer Session I (3/5/10 wk Classes)
May 24	Wed	Last Day to Add a Course Without Instructors Permission: SS I (3wk Classes)
May 25	Thu	Last Day to Add a Course With Instructor's Permission: SS I (3 wk Classes)
May 26	Fri	Last Day to Drop a Course Without the "W" (withdrawal) Grade: SS I (3 wk Classes)
May 29	**Mon**	**Memorial Day: No Day or Evening Classes – All Offices Closed**
May 30	Tue	Last Day to Drop a Course With the "W" (withdrawal) Grade: SS I (3 wk Classes)
May 31	Wed	Last Day to Add a Course Without Instructor's Permission: SSI (5/10 wk Classes)
June 2	Fri	Last Day to Add a Course With Instructor's Permission: SS I (5/10 wk Classes)
June 7	Wed	Last Day to Drop a Course Without the "W" (withdrawal) Grade: SS I (5/10 wk Classes)
June 9	Fri	Last Day to Drop a Course With the "W" (withdrawal) Grade: SS I (5/10 wk Classes)
June 14	Wed	Last Day of Classes: Summer Session I (3 wk Classes)
June 15	Thu	Final Examinations: Summer Session I (3 wk Classes)
June 16	Fri	Residence Halls Close: Summer Session I (3 wk Classes)
June 20	Tue	Final Grades Due in Registrar's Office: Summer Session I (3 wk Classes)
June 23	Fri	Last Day of Classes: Summer Session I (5 wk Classes)
June 26	Mon	Final Examinations: Summer Session I (5 wk Classes)
June 27	Tue	Residence Halls Close: Summer Session I Students (5 wk Classes)
July 3	Mon	Final Grades Due in Registrar's Office: Summer Session I (5 wk Classes)
July 3	**Mon**	**Tuesday Classes Meet on Monday, July 3rd: Day and Evening**
July 4	**Tue**	**Fourth of July: No Day or Evening Classes – All Offices Closed**
July 28	Fri	Last day of Classes: Summer Session I (10 wk Classes)
Aug 1	Tue	Final Examinations: Summer Session I (10 wk Classes)
Aug 2	Wed	Residence Halls Close: Summer Session I (10 wk Classes)
Aug 7	Mon	Final Grades Due in Registrar's Office: Summer Session I (10 wk Classes)

Summer Session II 2017 - 5 Week Courses: June 27 through August 1, 2017

June 26	Mon	Residence Halls Open @ 1:00 p.m.: Summer Session II
June 27	Tue	Classes Begin: Summer Session II
June 30	Fri	Last Day to Add a Course Without Instructor's Permission: Summer Session II
July 3	**Mon**	**Tuesday Classes Meet on Monday, July 3rd: Day and Evening**
July 4	**Tue**	**Fourth of July: No Day or Evening Classes – All Offices Closed**
July 5	Wed	Last Day to Add a Course With Instructor's Permission: Summer Session II
July 7	Fri	Last Day to Drop a Course Without the "W" (withdrawal) Grade: Summer Session II
July 12	Wed	Last Day to Drop a Course With the "W" (withdrawal) Grade: Summer Session II
July 28	Fri	Last Day of Classes: Summer Session II
Aug 1	Tue	Final Examinations: Summer Session II
Aug 2	Wed	Residence Halls Close: Summer Session II
Aug 7	Mon	Final Grades Due in Registrar's Office: Summer Session II

Welcome to the University

The United States Department of Education, pursuant to 34 CFR § 668.43(b), requires institutions of higher education authorized under Title IV of the Higher Education Act to make available for review to any enrolled or prospective student, upon request, a copy of the documents describing the institution's licensure and accreditation. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant state official or agency that would appropriately handle a student's complaint. Roger Williams University and Roger Williams University School of Law (collectively, "University") provide the following information in accordance with the above requirements:

A Short History

Roger Williams University's roots originate in 1919 when the Northeastern University School of Commerce and Finance opened a branch at the Providence YMCA. The next year, Northeastern University's School of Law opened a Providence division. Northeastern's presence in Providence grew again in 1938, when the University opened the Providence Technical Institute, offering a certificate program in mechanical engineering.

After an amicable agreement to separate from Northeastern in 1940, the YMCA Board of Directors established the Providence Institute of Engineering and Finance. The new Institute was only in its second year when the outbreak of World War II forced its closure for the duration of the war. The school reopened in 1945 as the YMCA Institute of Engineering and Finance, later shortened to the YMCA Institute. Over the next five years the Institute grew, serving veterans through both the evening division and day division. In 1948 the State of Rhode Island authorized the Institute to grant the associate degree.

In February 1956, the Institute received a state charter to become a two-year, degree-granting institution under the name of Roger Williams Junior College. The new junior college, the state's first, began offering a liberal arts program in 1958. By 1964, the College offered the associate of arts as well as the associate of science degrees.

In the early 1960s, the institution, still based at the Providence YMCA, grew rapidly. As a result of that growth, the College, by that time a four-year institution, acquired 80 acres of waterfront land in Bristol and, in 1969, completed construction of its new campus. The Providence Campus, 1,000 students strong, continued to house the business and engineering technology programs. The new campus in Bristol offered a full liberal arts program leading to the baccalaureate and enrolled 1,500 students. In addition, the College offered continuing education evening programs in both Providence and Bristol. In 1992, the Board of Trustees voted to change the name of the institution to Roger Williams University.

In the last decade, Roger Williams University has achieved unprecedented successes including recognition as one of the best colleges in the nation by Forbes, a College of Distinction by Student Horizons, Inc. and as both a best college in the Northeast and one of the nation's greenest universities by *The Princeton Review.*

In the fall of 2014, Roger Williams University embarked upon the Vision Project – an ambitious, campus-wide undertaking to articulate a roadmap for the future of the University. The result was a new Core Purpose, a set of Core Values and a University Goal that was adopted unanimously by the Board of Trustees in the summer of 2015.

Building on its current strengths, bolstered by a commitment to affordable excellence and supported by its unique history, Roger Williams University is poised to expand its tradition of strengthening society through engaged teaching and learning in our endeavor to build the university the world needs now.

A Brief Description

Roger Williams University, located on the coast of Bristol, R.I., is a forward-thinking private university with more than 45 undergraduate majors spanning the liberal arts and the professions, where students become community-minded citizens through project-based, experiential learning.

With small classes, direct access to faculty and boundless opportunity for real-world projects, RWU students develop the ability to think critically while simultaneously building the practical skills that today's employers demand. The University is an open community dedicated to the success of students, commitment to a set of core values, the pursuit of affordable excellence and providing a world-class education above all else.

Our student body is comprised of more than 5,100 students pursuing undergraduate and continuing studies programs, graduate and law degrees. RWU students come from more than 40 states around the country and more than 30 countries around the world. The University is dedicated to creating a challenging and supportive learning environment for each of them.

Full-time undergraduates take classes on the Bristol campus, and the majority live on campus. The student population is 48% male and 52% female. International students represent an increasingly significant portion of the student body.

In 2012, Roger Williams University articulated its commitment to Affordable Excellence – a comprehensive campaign to increase access to higher education for all and to tackle the issues of cost, debt and jobs. In the years since, this has included an ongoing tuition freeze (tuition will remain at the 2012-13 level through the 2016-17 academic year at minimum) as well as a tuition guarantee that continuously enrolled full-time undergraduates will pay the same price for all four years.

In addition to addressing cost, the University has also committed to ensuring the value of a Roger Williams degree. This includes project-based learning opportunities, a diverse range of majors and minors, academic-based study abroad experiences and community engagement, and much more. The Community Partnerships Center, officially launched in 2011, provides students across all majors the opportunity to work with nonprofit organizations, government agencies, and moderate-to-low income communities in Rhode Island and Southeastern Massachusetts on real-world projects that will

deepen students' academic experience while benefitting the local community.

The University's undergraduate curriculum is a fusion of sound liberal arts studies and selective professional programs, is delivered by the faculty of our Feinstein College of Arts and Sciences and five professional schools. In addition, the School of Continuing Studies enrolls primarily working adults who join the University to expand their knowledge of their current fields or explore new careers.

The School of Law, which opened in the fall of 1993 and is accredited by the American Bar Association, is the only law school in Rhode Island and offers a world-class faculty, a strong and diverse student body, an extraordinarily close relationship with the local legal community, and a rigorous, personalized, marketable legal education. In 2014, the law school joined the commitment to Affordable Excellence by unveiling a nearly 18 percent tuition reduction and a three-year tuition guarantee for incoming students – the reduced tuition, now extended through 2016-17, makes RWU Law the best-priced, ABA-accredited private law school in the Northeast. In addition, the School of Law instituted an explicit guarantee that every qualified student will be afforded a substantial clinic experience through one of its in-house clinics or a clinical externship.

The University's main campus in Bristol has grown considerably, especially during the last decade. State-of-the-art facilities on campus include an Alumni & Admissions Center; a modern 350-bed residence village; an expanded Marine and Natural Sciences annex; and Global Heritage Hall – a technology rich academic center that boasts heritage themed classrooms, a world languages center, Mac labs for graphic design communications and the Center for Career & Professional Development. Completed in the summer of 2011, the Bayside turf field has seating for 575, environmentally sensitive lighting, a new scoreboard and press box. RWU's newest addition to the Bristol Campus is the Richard L. Bready Mount Hope Bay Sailing and Education Center, the University's first completely donor-funded building. Perfectly situated on the edge of the Mount Hope Bay, the Bready Center serves as home to the nationally ranked RWU Sailing program and is available to the entire community for sailing and educational opportunities, including STEM and marine science programming for area school children. Throughout the design and construction process, creating environmentally friendly facilities has been emphasized.

The University Library houses the Library Learning Commons, including several academic support service agencies. The Library itself provides space for a collection of more than 300,000 volumes, digital resources and full-text databases, as well as cutting-edge technology that allows students to take advantage of the latest information-gathering and creation tools. Other facilities include a modern Recreation Center and a Performing Arts Center (more commonly known as The Barn), as well as a variety of academic and residence buildings.

The Providence Campus at One Empire Plaza in downtown Providence houses the School of Continuing Studies and graduate programs, and provides expanded space for RWU Law and its many Public Interest Law programs, as well as a growing array of University outreach and engagement programs, including the Latino Policy Institute, HousingWorks RI, the Community Partnerships Center and the Business Partnerships Center. The new campus doubles the University's footprint in the heart of downtown and increases access to enhanced learning and community engagement opportunities in the capital city for our law students, adult learners and undergraduates.

Roger Williams University's location provides students easy access to a wealth of recreational and cultural resources. The Bristol campus is only 30 minutes by car from both Newport and Providence. Downtown Boston is about an hour by car or bus, and New York City is a three-and-a-half hour drive. Buses stop in front of the main gate of the Bristol campus.

This accessibility to off-campus activities, coupled with the array of on-campus athletic, social and other extracurricular events, enriches the Roger Williams University student. The total undergraduate experience prepares students for rewarding and productive lives here at the University and beyond.

Accreditations

Roger Williams University

The New England Association of Schools and Colleges (NEASC) through its Commission on Institutions of Higher Education accredits Roger Williams University.

The Feinstein College of Arts and Sciences

Interim Dean and Associate Vice Provost Robert A. Cole, Ph.D.

The American Chemical Society (ACS) accredits the Bachelor of Science in Chemistry.

The School of Architecture, Art and Historic Preservation

Dean Stephen White, AIA, Reg. Arch.

The National Architectural Accrediting Board (NAAB) accredits the Master of Architecture Program.

The Mario J. Gabelli School of Business

Dean Susan M. McTiernan, Ph.D.

AACSB International –
The Association to Advance Collegiate Schools of Business accredits the Bachelor of Science in Accounting, Economics, Finance, International Business, Management, and Marketing programs.

The School of Education

Interim Dean Robert W. McKenna, J.D.

The Rhode Island Department of Education and the National Association of State Directors of Teacher Education and Certification (NASDTEC) approve the Bachelor of Arts and Master of Arts in Teaching Elementary Education programs, the Bachelor of Arts Secondary Education program, and the Master of Arts in Literacy Education program.

The School of Engineering, Computing and Construction Management

Dean Robert A. Potter, Jr., Ph.D., P.E.

The Accreditation Board for Engineering and Technology (ABET) accredits the Engineering program.

The American Council for Construction Education (ACCE) accredits the Construction Management program.

The School of Justice Studies

Interim Dean Robert W. McKenna, J.D.

The School of Continuing Studies

Dean Jamie Scurry, Ph.D.

The American Bar Association (ABA) approves the Paralegal Studies program.

The School of Law

Dean Michael J. Yelnosky, J.D.

The American Bar Association (ABA) approves the Law program.
Association of American Law Schools (AALS)

Life at Roger Williams

At Roger Williams University, undergraduate students participate in a vibrant educational community in which the exchange of ideas occurs both inside and outside the classroom. Our students are engaged in service learning initiatives, peer education programs, residence hall life, Civil Discourse presentations, athletics competitions (varsity, club and intramural) as well as more than 70 student clubs and organizations.

Students create new clubs each year, building leadership and involvement opportunities for everyone who wants to participate. Our goal is to help each Roger Williams University student develop skills in leadership, group dynamics and critical thinking as well as the self-confidence needed to achieve success at the University and beyond.

The following pages provide the essentials on many of the programs, initiatives, and facilities that undergraduates will encounter during their days on the Roger Williams campus.

Residential Living

The University offers student housing to suit a variety of preferences and lifestyles, including co-ed, substance-free, special interest units, single and multiple occupancy rooms, and apartments. Several University residence halls overlook the gentle, protected waters of Mt. Hope Bay, a popular haven for local boaters and a relaxing diversion for students who live here.

Roger Williams University requires all first- and second-year students to reside in University housing. Those students commuting from home and transfer students with 48 or more credits are excluded from this requirement.

The University's Residence Life Program is based upon mutual respect and mutual concern. Students living in University housing are expected to accept responsibility; to respect University and personal property; to maintain cleanliness; to cooperate with neighbors and to preserve a harmonious living environment. Students should refer to the Student Handbook and the Housing Contract for details.

Approximately 90 trained paraprofessional resident assistants (RAs) and seven professional Coordinators of Residence Education, assisted by the Residence Life and Housing central staff, work to create a living-learning environment. Our approach promotes and facilitates self-government, self-discipline and the acceptance of adult responsibility. In addition, peers and professionals from Health Education work as a team to create a humane learning community.

Student Senate

The Student Senate of Roger Williams University involves all full-time undergraduates. The Student Senate carries out the executive and legislative functions of the Association. The Student Senate consists of 21 senators and the Student Body President. An executive board, composed of a president, vice president, treasurer and secretary, leads the Senate. Students are elected to the Student Senate in the Spring Semester and the Fall Semester for first year students. The mission of the Student Government Association is to facilitate responsible and effective student participation in University governance; to represent the interests of the student body; and to enhance educational, social and cultural opportunities. To achieve this, the Student Senate collects an activity fee from all undergraduates. Students interested in Student Senate should attend the Club Fair during Welcome Week.

Undergraduate Student Conduct System

Roger Williams University is a community dedicated to learning. We assume that students come to the University for serious purposes. Students live and work together in an atmosphere of mutual respect. They join faculty and administrators to create a living/learning environment conducive to both personal and academic growth. Students are empowered by the University with considerable responsibility. In return, the University assumes that students exercise maturity and conduct that affirm human values.

Student Conduct intervention is intended to increase students' awareness of the effect of their actions on others in the community. Our system strives to educate and encourage self-responsibility. Self-control, a vital component in an orderly society, is consistent with our educational mission. Enforcement of the Code of Student Conduct is the process by which the University community rules maintains standards of student behavior. A detailed description of the Student Conduct System and The Code of Student Conduct are published in the Student Handbook.

University Libraries

The University Libraries lead in the development, organization, and sharing of resource collections, ensuring users optimal access to information, instruction, and services responsive to their needs through the Learning Commons. The Learning Commons provides academic support through its first-floor integrated Information and MediaTech service desks, and includes the University Library, Media Services, Instructional Design, the Teaching and Learning Center, the Center for Academic Development, Student Accessibility Services, Academic Advising, and Student Advocacy, all providing a seamless, one-stop experience for student academic support. The Architecture Library resides in the School of Architecture Art and Historic Preservation, located directly across the quad from the Main Library. Both libraries strive to promote the values and capacities associated with intellectual inquiry, knowledge management and lifelong learning.

The University Library system represents a rich academic resource, offering students information, research tools and instructional services as they pursue their education. The book collection exceeds 250,000 volumes and is increasing annually by more than 6,000 titles in both print and electronic (e-book) formats. An integrated library system and an online web-based catalog facilitate research that also identifies library holdings in academic library collections throughout Rhode Island. The collection includes approximately 2,700 print periodical titles, including an

extensive back file in bound volumes and on microfilm, and over 70,000 online titles with access to thousands more. More than 140 computers are available throughout the library as well as public printing and scanning services.

The Libraries' website (http://library.rwu.edu) further expands research capabilities by providing instant access to a wide variety of specialized information databases, as well as research and course guides prepared by the librarians. The Libraries' consortial partners, with whom borrowing privileges are shared, include Rhode Island College, Community College of Rhode Island, Bryant University, Providence College, Salve Regina University, Johnson & Wales University, and Wheaton College. The Libraries also partner with the Affinity Group Libraries – a national organization of academic libraries from independent colleges and universities – conducting annual planning and assessment activities. Requests for materials from the other institutions can be made electronically and are usually delivered within two days. Reference and research consultation services are provided during most hours; online reference service is also available through chat, text and e-mail. The Main Library, open 112 hours a week, and the Architecture Library, open 83 hours a week, ensure full services in both facilities for students and faculty, and for distance learners, as well.

The Libraries supplement resources by affiliating with statewide and national professional and academic groups and associations. These include the American Library Association, the Consortium of Rhode Island Academic and Research Libraries, the Association of Rhode Island Health Sciences Libraries, the Rhode Island Interrelated Library System, the Consortium of College and University Media Centers, OCLC, and the Higher Education Library Information Network (HELIN Consortium).

Instructional Design & Technologies Department

The Instructional Design & Technologies Department is a unit of the Academic Affairs Learning Commons and provides training, support, and resources for University-wide academic software. This software includes the Bridges/Sakai online learning management system used for all courses to distribute and organize course materials; provide electronic assignments, quizzes and grading; and support online communication between faculty and students. The ID team also provides instruction and help for student and faculty use of Panopto Focus video capture, Qualtrics survey creation, Poll Everywhere student response, Google Apps for Education, and the Citrix web conferencing applications.

Located on the first floor of the University Library, the ID team offers consultation and professional development services for faculty interested in implementing innovative teaching strategies and techniques for on-campus, online and blended courses through a specialized Faculty Innovation and Learning Lab (F.I.L.L.) and also provides in-class workshops for students.

The department's website at http://id.rwu.edu includes documentation and tutorials on supported University-wide academic software in a variety of media as well as walk-in service, e-mail and phone contact information.

University students have access to over 18 computer labs, consisting of state-of-the-art computers, printers, and scanners. These labs are located in the Mario J. Gabelli School of Business (GSB), School of Architecture, Art and Historic Preservation (SAAHP), School of Engineering, Computing, and Construction Management (SECCM), Global Heritage Hall (GHH), Marine and Natural Sciences (MNS), Stonewall, and the Main Library. For those who bring their own laptops or Tablet computers we also offer wireless internet and printing in these buildings as well.

The main public computers are located within the Learning Commons area of the University Library. The Learning Commons contains Intel based personal computers and thin clients running Microsoft Windows. All computers are connected to high-speed laser printers.

The School of Architecture, Art and Historic Preservation computer labs are outfitted with Macintosh computers. The School of Engineering, Computing, and Construction Management computer labs have Intel Based thin clients running Microsoft Windows. The labs provides students with access to software designed specifically for Engineering and computer science.

The Marine and Natural Sciences building computer lab include Intel Based PC workstations running Microsoft Windows.

Global Heritage Hall consists of Macintosh computer labs running Mac OS X. These labs provide students with access to software designed specifically for communications and Graphic Design majors.

In addition, a broad variety of application software is available at all computer labs, including word-processing; specific applications are also available in certain areas.

Academic Advisement

Matriculating freshmen and transfer students are assigned a faculty advisor by their School/College dean. All undergraduate University faculty serve as academic advisors. Although students are responsible for knowing and complying with academic regulations, faculty advisors are available on a regular basis to review academic regulations and requirements, career planning resources, counseling and tutorial services. Questions concerning advisement should be addressed to the student's dean.

The Center for Student Academic Success

Overview

The Center for Student Academic Success consists of four service areas, with a single point of student/faculty/staff interface, under the direction of the Associate Provost for the Advancement of Teaching and Learning. Collected together are Advising & Peer Mentoring Tutorial Support Services, Student Accessibility Services, and Retention Initiatives.

Services Offered Through the Center for Student Academic Success

Advising and Peer Mentorship

The Advising and Peer Mentorship Office offers a team of three professional staff advisors and 60 trained Peer Mentors who will work with students to choose a major, achieve academic goals and assist with the transition to college life. The office

offers academic advising for student exploring major choices, a comprehensive peer mentorship program for all new RWU students, and a variety of tailored retention programs that aim to assist students in making academic progress.

Peer Mentor Program
New and returning students making the transition from high school to college, from home to residence hall or from another college to RWU, can rely on accurate answers to questions, sensitive and appropriate referrals to other campus agencies as well as support and guidance throughout the school year from an assigned Peer Mentor. Peer Mentors are highly trained and make it their mission to help their peers succeed.

Peer Mentors will:

- Familiarize students with academic requirements and regulations.
- Explain the Academic Advising system and the Academic Expectations at RWU.
- Provide assistance with adjustments to campus life.
- Introduce and encourage students to use available campus resources.
- Make referrals to other campus offices and departments.
- Help students connect with clubs and activities on campus.

Professional Academic Advising
Professional advisors in the office provide general guidance to students, information about resources offered at Roger Williams. Additionally, the professional staff will trouble shoot common issues encountered by students, and will assist students on getting back on track after experiencing academic challenges or setbacks.

Students who are exploring their academic major choice receive a professional advisor in addition to a faculty advisor who is helpful in reaching an informed and confident decision about a program of study. The advisors can help you to explore your interests, values, passions and goals and the 42 different majors offered at Roger Williams University.

Students who are exploring major options are encouraged to meet several times each semester with a professional advisor by appointment or walk-ins. For students declared in a major, you may schedule an appointment to meet with your assigned faculty advisor whenever you want. Your faculty advisor is required to meet with you once each semester during the advisement/ pre-registration period (November and March). See the Academic Calendar at the Registrar website for these dates. Contact your advisor at least two weeks in advance to schedule your appointment.

Telephone: (401) 254-3456
E-mail: csas@rwu.edu

Tutorial Support Services
The Writing, Math, Science, and Foreign Language Tutoring Centers offer curriculum-based peer tutoring on a walk-in basis. All peer tutors must maintain a B average and participate in training throughout the academic year. Students can go to http://rwu.edu/go/tss to check the peer and faculty tutoring schedules for all of the centers.

The Math, Science and Writing Centers also provide faculty tutoring. Students may make appointments with faculty tutors by coming to TSS and using our TutorTrac system. Students can make appointments for one session or for regular meetings for the duration of the semester.

All of the services provided through Tutorial Support Services are at no charge to students.

Programmatic Tutorial Support
The Tutor in the Classroom Program places a team of tutors in all Math sections up through Differential Equations. The tutors attend class, take notes, and are available in the Math Center so that students can meet with tutors who are familiar with their assignments and class discussions. Math tutors schedule and conduct group review sessions prior to tests.

In addition to in-center tutoring for the introductory Biology, Chemistry, and Physics courses, Science Center tutors conduct review sessions for Physics and Chemistry tests. Tutors are also available several evenings per week to hold workshops in Chemistry. During these sessions, tutors provide curriculum-based assistance designed to reinforce classroom instruction. The Center also offers tutoring for a number of higher-level Science courses.

The Writing Center provides tutoring for any writing-related assignment. During the fall semester, the Writing Center sponsors Grammar with Karen, a weekly workshop series covering a range of sentence and mechanical skills. The Writing Center also posts a "Tutors by Majors" chart, which lists all of the tutors, their majors, year in school, and hours in the tutoring center. Students can then access a tutor for major-specific writing assistance.

Student Accessibility Services
Roger Williams University is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide equal access to facilities, educational and co-curricular programs, campus activities and employment opportunities to qualified individuals with disabilities.

Student Accessibility Services (SAS) at Roger Williams University is a strategy- based service. SAS supports approximately 10% of the total undergraduate population at the University. Students registered with SAS are expected to adhere to the same academic and behavioral standards as the rest of the University. A student's initial connection and ongoing interaction with SAS is self-propelled.

- SAS is a service-based offering and is available to all students with documented disabilities that substantially limit a major life activity, such as learning, hearing, seeing, reading, walking, and speaking.
- SAS is not a comprehensive special education program. Students' coursework and assignments are not shared with or linked to the SAS office.
- SAS does not contain content-based, special education tutors or life coach managers for social skills and acclimation.
- The most successful students are **self-advocates** who identify their own needs and take personal initiative in problem-solving and decision-making.

- The most commonly requested accommodations are: extended time for test-taking, testing in the SAS Testing Center, note-taking assistance and requests for alternate/electronic texts and student/SAS staff meetings.
- Accommodations are not intended to guarantee success; they are intended to provide equal access to the educational experience so that students can display their level of learning.
- SAS offers a strategy-based learning skills service provided by SAS professional and peer staff.
- Students make their own appointments, which are recommended, but never required.
- There is no separate application process or fee to receive SAS assistance.
- Documentation of a disability is not required when applying to the University and is submitted to SAS after the student accepts their acceptance.
- Students are eligible to receive services / accommodations only after documentation is received, reviewed and approved by the SAS office.
- Outreach to faculty and parents is generated ONLY by a student via written request.
- Disability-related information is confidential and is not shared outside the SAS office without a student's permission.
- SAS is a self-generated service for students to utilize as a support tool to assist in their educational process.
- SAS does not mandate alterations in course work, waivers of class absences or extensions to class assignments.

Student Accessibility Services
Website: http://rwu.edu/go/sas
Jeremy Warnick Center for Student Accessibility
Phone: (401) 254-3841
E-Mail: sas@rwu.edu
Roger Williams University
One Old Ferry Road, Bristol, RI 02809

Feinstein Center for Service Learning and Community Engagement

The Mission of the Feinstein Center is to nurture the University's Core Value of commitment to service in our students while meeting the needs of the community by fostering partnerships, encouraging and supporting service learning initiatives, and offering resources and opportunities for civic engagement.

Under the auspices of the philanthropy of Alan Shawn Feinstein, Roger Williams University in 1998 created a campus program, now known as the Feinstein Center, to design and implement service learning and co-curricular service efforts. Since 1998 Roger Williams University students have recorded over 280,000 hour of service and been recognized by the President's Higher Education Honor Roll four times for their efforts. The University has an expectation that all students participate in a service experience during their time at Roger Williams University.

Each of our students is introduced to the University's Core Value of commitment to service as freshmen when they participate in Community Connections, a special day of service involving the incoming class and 200 returning students, faculty and staff. Through the Community Connections program our students engage with 75 non-profit agencies in RI and southeastern MA annually. These include:

Audubon Society of RI	RI Community Food Bank
Battleship Cove	RI Veterans Home
Boys and Girls Clubs of RI	RI Oyster Gardening and Restoration
Child and Family Services	Visiting Nurses of RI
Norman Bird Sanctuary	

Over the next four years, students will be exposed to diverse opportunities in service learning, community service, and civic engagement that are academically linked as well as co-curricular. These may take the form of community service, service learning, or civic engagement.

Community service is service that addresses the symptoms of social problems. It can take the form of a one-time experience or a long term commitment to a non-profit/community based or government agency. Many Roger Williams University student clubs, athletic teams, and residential living areas participate in community service throughout the year by volunteering at agencies or by fundraising for non-profits. RWU students have provided charitable support to St. Jude Children's Hospital, Dana Farber Cancer Institute, St. Baldrick Foundation, Children's Miracle Network, and several other organizations each year.

Service learning involves service that is imbedded in an academic course and is directly related to the course material. Each year students are offered approximately 20 different service learning courses. Service learning course offerings have included:

ACCTG 405	Auditing
BUSN 430	Special Topics: Project Management through Home Improvement Project
COMM 220	Principles and Practices of Public Relations
EDU 302 and 303	Literacy in the Elementary School I & II
CW 345	Advocacy Seminar
MRKT 315	Qualitative Marketing Research
WTNG 400	Writing for Social Change

Civic engagement refers to activities that involve students politically, allowing them to find their voice and advocate on behalf of those in our society who have no voice. Programs such as STAND, the ONE Campaign, and voter registration engage students in the public political process, preparing them for a life of active citizenship.

The Feinstein Center facilitates several programs that encourage our students to become more active in the community such as AmeriCorps Scholarships for Service, Community Service Work Study, Bristol Reads, and 5th Grade Day. The Center also supports, through funding and advising, projects that students bring forward each semester in response to the social and political issues they see on campus and globally. All of these programs and activities are intended to help our students develop their academic, leadership and citizenship skills.

Educational Events and Activities

Programs and services are designed to complement classroom learning and promote intellectual growth. Current programs include:

Socrates Café, a co-curricular, participatory discussion where attendees collectively formulate and evaluate answers to philosophical questions relevant to current events. Socrates Café meetings occur approximately once a month and are open to all members of the RWU community and the general public. Questions from past meetings have included 'What is the nature of courage?', 'What are the characteristics of a good leader?', 'How does one distinguish one's prejudice from one's knowledge?', and 'What is the real distinction between war and terrorism?'

The Alive! Arts Series, consisting of five programs throughout the academic year in coordination with the faculty in the following areas: creative writing, dance, graphic design, music, and theater. The series is open to the campus and regional community. All performances are free.

The Civil Discourse Lecture Series, "Discussing the Great Issues of Our Time with Reason & Respect," annually bringing an impressive array of nationally renowned speakers to the University to lecture on the divisive issues facing America today.

Small Seminar Academic Field Trips support faculty efforts to present out-of-classroom activities designed to enhance their courses.

New Student Orientation

So that all new students enter the University fully prepared to meet the academic, personal and social challenges of college, Roger Williams University requires all new students to participate in the Orientation program. Freshman orientations are offered throughout the summer and in January. There are also special Orientations for international students and upper-class transfer students. The orientation program continues into the Fall semester with specially designed programs that assist in the new student's acclimation to university life. Roger Williams University requires all new students to attend and participate in our New Student Orientation. As part of the Orientation program, students will have an opportunity to meet with an academic advisor and register for semester courses. In addition, it is our goal for you to be acquainted with campus learning traditions, policies, and academic requirements as well as being introduces to campus life and all the resources that Roger Williams has to offer.

Division of Student Life

University Health Services

Health care is available to all full-time undergraduate students through the University Health Service. The University Health Service is open five days a week, and students can be seen by appointment. A team of nurses, nurse practitioners, physicians and a health educator provides care, which is focused both on primary prevention and treatment during illness. Emergency care is accessible during hours when Health Service is closed and can be accessed through Public Safety. Health education and health promotion are an integral part of the University Health Service. Upon entry, all students are required to submit report of a physical exam, proof of immunization and screening for tuberculosis.

Center for Counseling and Student Development

The Center for Counseling and Student Development provides short-term, solution-focused counseling for personal and interpersonal problems. The Center also conducts workshops in areas such as stress management, assertiveness training, and procrastination. The Center subscribes to legal and professional guidelines of the State of Rhode Island. All full-time undergraduates are eligible for all services free of charge.

The Intercultural Center

Located on the north end of Maple Hall, the Roger Williams University (RWU) Intercultural Center (IC) champions the charge of "Welcoming every one of all nationalities, faiths and personal identities." Civil discourse and global perspectives are two of RWU's Core Values. With these values in mind, the department has developed a multifaceted operation that works to enrich the University community through student support, programming, and campus involvement around issues of personal identity, diversity and inclusion.

Our Mission

The mission of the Intercultural Center (IC) is to develop world citizens capable of critical thinking, compassion, and respect for differences. It does this through student support and outreach, programming and intercultural learning. The IC provides the Roger Williams University community with opportunities and an environment that encourage relationships, leadership, and community building. It provides forums that enhance the personal exploration and development of its community members regarding social identity, academic excellence, and exemplary citizenship. The IC challenges community members to be life-long learners and active members of our global society.

Who We Are

The IC serves as a community hub, often referred to as a "home away from home." Containing a kitchen, lounge, prayer corner, meeting space, computer resources and professional staff, the IC is utilized by members of our community as a place to host informal socials, educational programs and cultural events, as well as group meetings. The IC is open to all members of the University community 7 days a week. We encourage all to take advantage of our resources.

International Student Services

International Student Services works in concert with Student Life, Enrollment Management & Retention and academic departments on-campus to support the successful matriculation and graduation of undergraduate and graduate international students. From immigration assistance to interpersonal help, the International Student Services staff works to inform international students of their responsibilities as well as to expose them to cultural opportunities both on- and off-campus. In addition, programs are designed to foster a higher level of interest and understanding of various cultures and backgrounds.

Multicultural Student Affairs

The IC reaches out to traditionally underrepresented students to assist them in their transition to the RWU community as well as to encourage them to take advantage of available opportunities. The IC also supports the Multicultural Student

Union (MSU) with intercultural programming including cultural heritage months, Lunar New Year and more. The IC works to create an environment that responds to the needs of students while promoting academic and personal development. The IC also works to support campus initiatives that proactively seek to critically examine issues of personal identity, diversity and inclusion.

Spiritual Life Office
The Spiritual Life Office welcomes students, faculty, and staff from all religious traditions, as well as those who are in exploration. RWU has in residence a University Multifaith Chaplain and affiliated chaplains from the Jewish, Catholic, Protestant and Islamic traditions. These religious professionals offer pastoral care to all members of the University community. Moreover, the office supports specific faith group programming on campus and encourages interfaith dialogue throughout the University. In nearby Bristol and surrounding towns, many houses of worship have welcomed RWU students to their sanctuaries for religious services.

Lesbian, Gay, Bi-Sexual, Transgendered, Queer and Questioning (LGBTQQ) Community Support
The IC is a resource area for allies and members of the LGBTQQ community. As a partner in RWU's examination of our global society, our office works to raise issues related to the LGBTQQ community. We are a practical resource and support for the Sexuality Advocacy for Everyone (SAFE) student club, individual LGBTQQ students, faculty and staff through recognition, programming and referral. In addition to the IC, the LGBTQQ community has the support of the Gender Resource Center, located adjacent to Maple Hall.

The Diversity Leadership Program
The Diversity Leadership Program is a unique leadership development opportunity open to students of color, first generation college students of any racial identity, students who identify as LGBTQQ, international students and other underrepresented first year students (freshman or transfer) at RWU. The program is committed to fostering an inclusive learning community that emphasizes the connection and support that can positively impact underrepresented students' success in college. The Diversity Leadership Program will focus on strengthening the diversity community at RWU through mentorship, relationship-building, ally development, and extensive leadership development.

Center for Career & Professional Development

The Roger Williams University Center for Career & Professional Development supports the mission of the University and contributes to the University's Core Value of "Preparation for a Career or Future Study" by providing on-going educational opportunities for students and alumni to learn to manage their careers successfully. The Center for Career & Professional Development also provides opportunities for students to meet with employers and graduate school recruiters through a variety of activities, events, and venues.

Mirroring the central reflection questions of the University's Core Curriculum, we challenge students to answer the following questions: Who Are You? What Do You Want to Do? How Will You Get There? We challenge ourselves to provide students a variety of traditional and innovative means through which they can discover the answers to these questions.

Center for Career & Professional Development Outcomes
By utilizing the Center for Career & Professional Development, our students and alumni will be able to:

- Assess their values, interests, personality and skills to determine potential career paths
- Understand the importance of incorporating experiential learning into their education and careers
- Evaluate the necessity of further education, and to understand how to select and apply to educational institutions
- Successfully source, apply, interview, obtain professional work, and manage their careers

Center for Career & Professional Development Services Include:

- Individual career advising
- Résumé and cover letter development & Critiques
- Internship/Practicum preparation via Career Planning Seminars
- Job search assistance and interview preparation including mock interviews
- On-campus interviewing program and résumé matching program
- HAWK'S HUNT: searchable databases (full-time, part-time, summer and co-op/intern positions); and event information and registration
- Graduate school information and application assistance
- Assessment of occupational interests, personality preferences, skills, values and leisure pursuits and how they all relate to possible career choices

Contact us: careers@rwu.edu, http://ccpd.rwu.edu;
Twitter: https://twitter.com/RWUCareers
Facebook page: www.facebook.com/RWUCCPD/?fref=ts

Student Programs and Leadership

The Student Senate, working closely with the University administration, oversees chartered clubs and organizations, voices student concerns and allocates funding from the Student Activities Fee. Each year, an abundance of exciting and diverse co-curricular activities is available at Roger Williams University. Social, cultural, education and recreational activities are open to every student. These activities include trips, special events, films, membership in clubs, creating publications, performances and lectures. There is a wide variety of student clubs and organizations, ranging from career oriented to exploring current interests with the student body.

The Student Senate works with the other 6 major organizations to promote outside the classroom opportunities.

Student Organizations

Campus Entertainment Network (CEN): The Campus Entertainment Network is responsible for creating, programming, overseeing, and co-sponsoring social, cultural,

recreational, and educational events to benefit the Roger Williams University community. Our efforts are concentrated on offering a wide variety of diverse programs that will entertain and benefit the RWU student body.

The Hawks' Herald: is the student run newspaper which publishes weekly through the academic year. The Herald educates and informs the campus community of the important and relevant information that affects the lives of students.

Inter Class Council (ICC): is comprised of elected representatives of all 4 classes and the organization's Executive Board. Their mission is to support system to unify the voices within and amongst the classes by gathering feedback to address class concerns to the Student Senate, Administration and other campus Organizations, resulting in effective programming that fosters school spirit while upholding and creating new traditions that will provide memorable college experiences.

Inter Residence Hall Association (IRHA): acts as a liaison among Residence Life and Housing, Student Senate and the Residence Halls. This organization strives to provide a variety of educational and social programming for the residence life community.

Multi-Cultural Student Union: provides leadership development for cultural minorities as well as social, educational, and recreational programming for the RWU campus. The organization serves as the voice of multicultural student opinion on matters directly affecting students and/or their rights and to provide leadership development for multiculturalism on campus.

WQRI 88.3 FM: is a volunteer based, student-operated station licensed by the Federal Communications Commission (FCC) that operates daily at 650 watts. WQRI provides diverse programming consisting of eclectic music, news, sports, and talk radio while serving as a vehicle for promoting new and emerging artists. WQRI strives to provide diverse programming and events for the entertainment and education of students and staff.

Student Clubs

- Active Minds
- Add Nothing
- African Coalition
- Alternative Entertainment
- American Chemical Society
- American Institute of Architecture Students
- American Society of Bio Chemistry and Molecular Biology
- American Society of Chemical Engineers
- Ballroom Dance Club
- RWU Chorus
- Colleges Against Cancer
- College Democrats at RWU
- College Republicans at RWU
- Commuters in Action
- Construction Management Club
- Dance Club
- Dance Team - Hawkettes
- Drastic Measurers - a Capella
- Engineering Club
- Engineers without Borders
- FIMRC - Foundation of International Medical Relief for Children
- Film Production Club
- Financial Management Association
- Future Teachers of America
- Graphic Design Club
- Habitat for Humanity
- Hawks for Haiti
- Hawks for St. Jude
- Health and Fitness
- Helping Hawks
- Historic Preservation Society
- Hollerin' Hawks
- International Relations Organization
- Inter-Varsity Christian Fellowship
- Mock Trial
- Musician's Guild
- Muslim Student Association
- Ocean Guardians
- Outing Club
- Paintball Club
- Peer Pals
- Photography Club
- Pre-Med/Pre-Vet Club
- Public Relations Student Society of America (PRSSA)
- Sexual Advocacy for Everyone (SAFE)
- Scuba Club
- Ski and Snowboard Club
- Society of Professional Journalists
- Society of Women Engineers
- Stage Company
- Sustained Dialogue
- Technical Entrepreneurs
- USGBG
- Values of Sisterhood
- Water Polo
- Women's Golf

Athletics

Roger Williams University adheres to the policies, philosophies, and guidelines for National Collegiate Athletic Association (NCAA) Division III athletic programs. The University is also a member of the Eastern College Athletic Conference (ECAC), the Rhode Island Association of Intercollegiate Athletics (RIAIAW), and the Commonwealth Coast Conference (CCC).

Within the mission statement of the Athletic Intramural and Recreation Department, the premise is that properly administered athletic intramural and recreation programs contribute greatly to the total educational mission of the University. This philosophy supports the University's mission for the development of the total person – mentally, emotionally, socially, and physically – in a learning environment where students set goals for themselves and work, with the support of the University community, to achieve those goals.

Varsity Sports

The department offers 24 intercollegiate varsity sports and eight club activities. For men, varsity sports include baseball, basketball, cross country, golf, lacrosse, polo, soccer, swimming, tennis, track and field and wrestling. Women's varsity teams compete in basketball, cross-country, field hockey, polo, soccer, softball, swimming, tennis, track and field and lacrosse. Co-ed varsity sports include equestrian, and sailing. The University also sponsors cheerleading, men's ice hockey, men's and women's rugby, co-ed crew, men's lacrosse, men's volleyball and ultimate Frisbee as club sports.

Intramural and Recreation Programs

Teamwork and fun are at the core of our expanding intramural and recreation programs. We offer a variety of individual and team tournaments and leagues, including flag football, volleyball, basketball, softball, floor hockey, soccer and tennis. The walk-in recreation program provides aerobics classes on campus, weight training, cybex, rowing and exercise equipment, plus indoor tennis, soccer, basketball, volleyball, racquetball/squash, and swimming opportunities in the Campus Recreation Center. Special events throughout the year offer competitive opportunities based on demonstrated student interests.

Sports Facilities

The Campus Recreation Center, which celebrated its grand opening in the Fall of 2003, is the focal point of the University's athletic, intramural and recreational programming. This air-conditioned facility seats 1,200 and includes an eight-lane pool with diving well, basketball courts, volleyball courts, state-of-the-art fitness center and aerobics/dance room, as well as racquetball courts.

The University also provides a variety of outdoor athletic facilities, including a synthetic turf field for soccer and lacrosse built in 2011. Fields for softball, baseball, and rugby are all located on campus. Six tennis courts are available for varsity and University community use. All six courts are lighted for evening play.

PENNING
ALUMNI HOCKEY GAME
Pixie

Admission to the University

Roger Williams University's full-time, day-program undergraduate admission requirements and procedures are designed to select students whose abilities, preparation, attitudes, interests, and personal qualities give them the greatest promise of achieving academic success at the University. Prospective students are urged to prepare adequately for success at RWU. Candidates are expected to complete (or have completed) a strong college preparatory program that includes four units of English, three units of mathematics (those interested in architecture, business, and engineering programs should have four years), three units of social science, and three units of natural science. A course of study with these preparations provides a solid foundation for college work.

When evaluating the qualifications of each applicant, the admission committee pays particular attention to the quality of secondary-school and, if applicable, college-level courses that applicants have completed (and their achievement in those courses), their application essay, high school grade point average, SAT I/ACT scores (if applicable*), extracurricular activities, and the recommendation of a school counselor or teacher. In addition, candidates for the Architecture, Visual Arts Studies, Dance Performance Studies, and Creative Writing programs must complete additional requirements in order to be considered for admission. The specifications of these additional requirements are provided in the "Special Requirements of Applicants" section of this catalog. Likewise, the Secondary Education program will also be reviewed in conjunction with second major choice as outlined in the "Special Requirements of Applicants" section of the catalog. Recognizing that experiences vary greatly, the University makes every attempt to ensure that the selection process is fair. Roger Williams University admits qualified students without regard to gender, race, color, religion, sexual orientation, disability, or ethnic origin.

Campus Visits

Prospective students are strongly urged to visit Roger Williams University for an information session and a student-guided tour.

To arrange a campus visit, contact the Office of Undergraduate Admission at (401) 254-3500 or 1-800-458-7144, ext. 3500. Students and families should allow two hours for their visit to the University. The Office of Undergraduate Admission is open Monday through Friday from 8:30 a.m. to 5:00 p.m., year-round; and on most Saturdays from 9 a.m. to 2 p.m., August through April.

Freshman Admission

Applicants may apply any time after the beginning of their senior year of high school. To do so, applicants may submit an Application for Full-Time Undergraduate Admission via the Common Application (www.commonapp.org). A non-refundable application fee of $50 must be paid at the time of application. Prospective freshman students may apply to the early action, or regular decision programs. Official high school transcripts with English translations if applicable), SAT I/ACT scores (if applicable*), application essay and letter of recommendation are required to complete the application.

Early Action candidates must submit all application materials according to the following timetable:

- Early Action I - November 1 – Deadline for submitting the application, credentials, application essay, test scores (if applicable*), and, if applicable, supplemental materials.
- Applications fully completed for review by the deadline date will be considered for first round decisions, which are typically released around December 15.
- Early Action II – December 1 – Deadline for submitting the application credentials, application essay, test scores (if applicable*), and if applicable, supplemental materials.
- Applications fully completed for review by the deadline date will be considered for first round decisions which are typically released around February 1st.

Regular Decision candidates must submit all application materials according to the following timetable:

- February 1 – Deadline for submitting the application, credentials, application essay, test scores (if applicable*), and, if applicable, supplemental materials and financial aid information.
- Applications fully completed for review by the deadline date will be considered for first round decisions which are typically released around March 15th.

Candidates are encouraged to apply early in their senior year, but must have applications completed by deadline of February 1.

Freshman students who wish to be considered for merit scholarships should submit their application for undergraduate admission by February 1. All applications for admission received after February 1 will be reviewed on the basis of space-availability only.

Reflecting anticipated requirements for education students established by the Rhode Island Department of Education, we require Elementary Education and Secondary Education applicants to submit standardized test scores as part of their admission application.

Advanced Credit Guide

Freshman students at Roger Williams University are eligible to receive advanced credit. Roger Williams University recognizes the following exams to be academically and intellectually rigorous, and awards advanced credit for:

- Advanced Placement (AP) Examinations
- College courses completed in high school
- French Baccalaureate Examinations
- GCE Advanced-Level Examinations
- International Baccalaureate Examinations

Advanced credit offers students more options and opportunities, which can be helpful when:

- Completing a dual concentration
- Enrolled in a combined B.S./ M. Arch. program
- Enrolled in the Honors Program
- Planning for an early graduation

Credit that a student receives may be applied toward:

- Foundation requirements
- Elective credit requirements
- Prerequisites for the major

Evaluation Requirements

To receive advanced credit, students must request the authorized examining body that administered the exam to send an official copy of the examination results directly to the Office of Undergraduate Admission. Only official exam reports will be evaluated for advanced credit. Students are also required to submit the corresponding course syllabi.

Based on the evaluation, students will be given appropriate credit and standing in the areas in which they qualify. Credit is granted for the equivalent course(s) at the University, but no grade is assigned and the credit is not included in calculating the grade point average. Notice of the advanced credit evaluation is sent to the student and is recorded on the student's record.

Credit for courses in a particular major will be transferred at the discretion of the respective College or School under which the specific major is housed.

Transfer credit is not granted for physical education, health, ROTC courses, non-academic activities or courses not germane to a program at RWU.

Advanced Placement Examination

Roger Williams University participates in the Advanced Placement Program administered by the College Board. Depending upon the program, credit is awarded for test scores of 3, 4 and 5. Refer to the course and credit equivalency chart located in the Academic Regulations and Requirements section of the catalog.

To receive Advanced Placement Credit, official examination scores must be submitted to Roger Williams University by the College Board. Roger Williams University's College Entrance Examination Board (CEEB) code is 3729.

Credit for College Coursework

Matriculating students who earned college credit while enrolled in high school may have that credit transferred into Roger Williams University if the following conditions are satisfied:

- The course was completed at or under the auspices of a regionally accredited postsecondary institution.
- The content and vigor of the course is similar to a course offered at Roger Williams University.
- The grade earned is C or better.

Roger Williams University operates on a semester system and the unit of credit is the semester hour. Transferable coursework completed under a semester credit-hour system is awarded with an equal number of credit hours. Coursework completed under a quarter-hour system is converted by awarding approximately two-thirds of the total number of quarter hours.

To request credit for college coursework completed, the students should submit official college transcripts to the Office of Undergraduate Admission at the time of admission for consideration.

French Baccalaureate Examinations

Roger Williams University awards advanced credit to students who have successfully completed the French Baccalaureate program and who have obtained a grade of 12 or higher, with a coefficient of 4 or 5.

- A maximum of 3 credits is awarded for courses passed with a grade of 12 or higher, and with a coefficient of 4.
- A maximum of 6 credits is awarded for courses passed with a grade of 12 or higher, and with a coefficient of 5.

GCE Advanced Level Examinations

Roger Williams University awards advanced credit to students who have successfully completed the GCE Advanced Level program.

- Credit is only awarded for grades of C or better.
- Credit is awarded for a maximum of 4 A-level courses.
- A maximum of 6 credits is awarded for an A-Level course completed.
- A maximum of 3 credits is awarded for an AS-Level course completed.
- Students who have completed only O-Level exams are not eligible for advanced credit.

International Baccalaureate Examination

Roger Williams University awards advanced credit to students who have successfully completed the IB Diploma or IB Certificate program.

- Credit is only awarded for scores of 4, 5, 6 and 7. Refer to the course and equivalency chart located in the Academic Regulations and Requirements section of the catalog.
- IB Math HL is awarded a maximum of 8 credits.
- Credit is not awarded for CAS or TOK.

IB Diploma

- A maximum of 6 credits is awarded for Higher Level completed.
- A maximum of 3 credits is awarded for Standard Level completed.
- IB Diploma students can earn a maximum of 31 advanced credits.

IB Certificate

- A maximum of 3 credits is awarded for Higher Level courses completed.

Merit Scholarship Consideration

The University strives to recognize students with superior academic achievement and leadership through the awarding

of merit scholarships. All freshman, transfer and international students are considered for merit-based scholarships through their admission application; no separate application is necessary. Freshman students who wish to receive maximum merit-based scholarship consideration should submit and complete their admission application by the specific deadline.

After Admission to the University

In order to accept an offer of admission, thereby reserving a place in the entering class, the Office of Undergraduate Admission must receive a tuition deposit of $200 and, if applicable, a housing deposit of $350, by May 1. Any student offered admission with less than junior status who resides outside of Rhode Island or Southeastern Massachusetts is required to utilize University housing.

All U.S. Citizen and U.S. Permanent Resident students who expect they may need help paying for a college education should apply for financial aid; any entering student (U.S. Citizen or U.S. Permanent Resident) who has been offered admission to the University is eligible for aid consideration. To ensure priority consideration, applicants must adhere to the timelines for financial aid as outlined in this catalog.

All families (U.S. Citizens and U.S. Permanent Residents) are encouraged to meet with a financial aid counselor to review the various available financing options. Those interested should contact the Office of Student Financial Aid and Financial Planning at (401) 254-3100.

Entrance Examination Requirement

If you are accepted to the University, SAT I/ACT scores will be needed to assist in the proper academic advisement. The RWU CEEB number for the SAT I is 3729. The number for the ACT examination is 3814. Whenever possible, applicants should indicate the appropriate number on the SAT I and/or ACT forms at the time they take the test.

Special Requirements of Applicants

Some major programs require supplemental materials or specific preparatory courses or their equivalents. Prospective applicants should review program requirements outlined in the Special Academic Programs section of this catalog.

1. **Candidates for the Architecture Program:** Architecture applicants must have completed a minimum of one year of geometry and two years of algebra in high school. Transfer students are encouraged to have successfully completed college-level calculus. Proficiency in trigonometry and physics is necessary for students to take required college-level courses in calculus and structural systems. Students who lack this proficiency are eligible to apply but must complete the necessary course work before taking calculus and structural systems. Courses taken at RWU in preparation for calculus and structural systems may not count toward degree requirements.

   A portfolio of two- and three-dimensional work, showing evidence of creative ability, must be submitted by all applicants for admission. **The portfolio (8-12 pieces of art work) should consist of a simple 8-1/2" x 11" folder containing the following:** reproductions of original design projects, and reproductions of two- or three-dimensional work recently executed. This work may be reduced photostatically or may be photographed. Smaller pieces should be affixed to an 8-1/2" x 11" sheet. The portfolio becomes a permanent part of the candidate's application and is not returned. Applicants are admitted on the basis of academic excellence and potential in areas relevant to the profession of architecture as demonstrated by the required materials submitted for admission. Portfolios may also be submitted on electronic media, preferably CD.

2. **Candidates for Performing Arts Programs:** Candidates applying to these programs should demonstrate achievement and career potential in areas of dance or theatre. Dance Performance Studies applicants are required to audition for acceptance into the program. A Dance Audition is required and must be completed prior to your application for admission being reviewed. Applicants accepted into the Theatre program should be prepared to audition during the freshman year.

3. **Candidates for the Secondary Education Program:** The Rhode Island Department of Education requires a minimum SAT score of 1150 (minimum 530 critical reading and 530 math) or a minimum ACT math score of 20 and ACT reading score of 24. Students who do not meet these thresholds may be considered for admission as an undeclared education student until he/she attains the necessary scores.

   Applicants must select one of the following additional majors within the Feinstein College of Arts and Sciences: Biology, Chemistry, English, Foreign Languages, History, and Mathematics. We also offer Dance certification for grades PK-12, which requires a double major in Dance Performance Studies and Secondary Education.

4. **Candidates for the Elementary Education Program:** The Rhode Island Department of Education requires a minimum SAT score of 1150 (minimum 530 critical reading and 530 math) or a minimum ACT math score of 20 and ACT reading score of 24. Students who do not meet these thresholds may be considered for admission as an undeclared education student until he/she attains the necessary scores.

5. **Candidates for the Creative Writing Program:** Applicants must provide the following:

   1) Short Story and/or (3) poems.*

   2) A 600-900 word statement that discusses how one book has influenced you as a writer.

6. **Candidate for the Visual Arts Program**:

   A portfolio of two and/or three-dimensional work demonstrating evidence of an applicant's creative potential is required for all applicants for admission to the B.A. in Visual Art Studies program.

   The intent of the portfolio requirement is to allow the school to begin to estimate your emerging potential at this earliest stage of your Arts education. Consistent with the mission of our program, Roger Williams University is interested in and celebrates the variety of expression that applicants demonstrate. Applicants come from a variety of

backgrounds, and we appreciate this variety as a basis for beginning the study of Visual Art at the college level.

Submission of a portfolio of 10 to 20 recent artworks in photographic form with the admission application. Applicants may submit color prints, or digital reproductions on CDs. Digital Images need to be in a universally readable format such as JPG, PDF or Powerpoint documents. All work should be labeled with the applicant's name, the size of the original, and the medium. Admissions portfolios will not be returned.

** Please see website for updated criteria regarding genre type of the creative writing short story and/or poems.*

** Applicants interested in the Pharmacy and Biology, Pharmacy and Chemistry and Pharmacy and Biochemistry programs should call the Office of Admission for additional requirements.*

International Student Admission

Roger Williams University welcomes students from around the world. Our international students hail from over 48 different countries, including Brazil, China, France, Saudi Arabia, the Dominican Republic, Turkey and Panama. International students are eligible to apply to the undergraduate program if they have completed the equivalent of a United States secondary school education (approximately twelve years of formal education) and have the appropriate diplomas or satisfactory results on leaving examinations.

Additional International Admission Requirements

All official secondary school and college/university scholastic records in the language of instruction, as well as English translations must be submitted.

Official Documents:

All documents submitted for review must be official; that is, they must be either originals with a school seal and/or signature or copies certified by authorized persons. (A "certified" copy is one that bears either an original signature of the registrar or other designated school official and an original impression of the institution's seal.) Uncertified photocopies are not acceptable. Submission of falsified documents is grounds for denial of admission or dismissal from the University. These documents should be sent directly to RWU from the institution of attendance in a sealed envelope. School profiles, in English, including information on the school's grading/marking system will facilitate accurate evaluation. All documents become the property of Roger Williams University and will not be given back to students.

English Translations:

English translations have to be official. They should include dates of attendance, name of each course, number of hours and weeks each course was in session, grade or mark earned in each course and grading scale used.

Entrance Examinations:

Roger Williams University does not require the Test of English as a Foreign Language (TOEFL) for conditional admission. International students must submit a test of English proficiency for direct or bridge admission. English proficiency testing requirements may be waived for students in IB or AP English courses. Students with a TOEFL score between 500-550 PBT/173-213 CBT/61-78IBT or IELTS score between 5.0-6.0 bandwidth may be admitted through the RWU Bridge Program. Students with a TOEFL score greater than 550 PBT/213 CBT/79IBT or an IELTS score greater than 6.0 bandwidth may be admitted directly into the undergraduate program. Students with a TOEFL below 61 AND students who do not submit a TOEFL score may be admitted conditionally and directed to the ESL Language Center at RWU. We strongly recommend that students who have taken the TOEFL submit their scores for review in order to receive the best placement for their English Level.

English Proficiency Requirement:

Students with a TOEFL equal to or greater than 550/213/79 (or who have completed Level 112 at ELS Language Centers) can be admitted directly into the undergraduate program. Students with a TOEFL equal to or greater than 500/173/61 and less than 550/213/79 (or who have completed Level 109 at ELS Language Centers) will be required to enroll in the RWU ESL Bridge Program. Students with a TOEFL less than 500/173/61 (or without a TOEFL score) will be conditionally admitted and directed to the ESL Language Center on campus.

Financial Statement / Immigration Form I-20:

Applicants requiring a non-immigrant "F-1" visa who are coming to the U.S. for full-time study or transferring from one academic institution to another for the purpose of study must submit documentation that confirms that funding is available for the annual costs of study (tuition, fees, and living expenses). It is extremely important that all international nonimmigrant applicants review RWU expenses before deciding whether or not to apply. This information is NOT needed to make an admission decision and may be submitted after acceptance and after the student has decided to enroll at RWU.

The Immigration I-20 form (the form needed to obtain a student visa from a U.S. embassy or consulate) will be issued when:

1. The student is accepted
2. Tuition ($200) and housing ($350) deposits are received
3. Proof of financial support for annual cost of study is submitted
4. I-20 Request Form (including a photocopy of your passport) is submitted.
5. F-1 Student Transfer Verification Form (including copies of your I-94 card and I-20s from other schools) is submitted – Only for students attending a school in the U.S.

The International Student Financial Statement is available on the For International Students webpage for your convenience. Proof of financial support can be submitted by completing this form and by submitting official bank statements/certificates. Documentation will not be accepted unless it is properly certified by the sponsor's or family's financial institution. All documented sources of support must be in English, in U.S. dollars, and dated within twelve months of enrolling at RWU.

RWU International Merit Scholarships:

Roger Williams University strives to recognize students with superior academic achievement through the awarding of merit scholarships (transfer and freshman students). RWU International Scholarships are awarded to the top international applicants who are considered to be above average students in their school. All international students will be considered for

merit-based scholarships through their admission application; no separate application is necessary. International transfer students who will graduate with an A.A. or A.S. degree from a U.S. two-year institution may qualify for the Roger Williams University Transfer Scholarships.

English as a Second Language (ESL) Program

Roger Williams University offers ESL to undergraduate students. The RWU ESL Bridge Program offers advanced-level ESL students appropriate ESL courses in addition to their academic courses, along with special ESL tutoring in preparation for taking a full-time academic course load. This program is for non-native English speaking students interested in RWU's undergraduate program with a TOEFL (Test of English as a Foreign Language) greater than 500 Paper/173 Computer/61 Internet and less than 550/213/79 or who have completed level 109 at an ELS Language Center.

ELS Language Center at RWU – Conditional Admission

The ELS Language Center on the Roger Williams University campus offers an Intensive English Program to beginner and intermediate level English as a Second Language (ESL) students whose test scores do not qualify them for admission to Roger Williams University. ELS Language Center students attend classes on campus and may live in the residence halls. This program is for non-native English speaking students interested in RWU's undergraduate program who do not submit evidence of English proficiency or have a TOEFL (Test of English as a Foreign Language) less than 500 Paper/173 Computer/61 Internet.

International Student Services at The Intercultural Center

International Student Services are located at the Intercultural Center (ICC), Maple Hall North. The ICC and International Student Services staff support all aspects of international student life at Roger Williams University including personal and academic adjustment to living and studying in the U.S., immigration advising, and social programming. The International Student Services staff strive to bring international students together and to create cultural awareness among the University community.

Transfer Admission

Roger Williams University welcomes applications from students who wish to transfer from regionally accredited colleges and universities. Transfer students must submit the following materials:

- An official high school transcript (with English translations if applicable) from the high school of graduation
- An official college transcript (from all previously attended institutions)
- One academic letter of recommendation (required for international students; recommended for domestic students)
- Essay of Intent
- Transfer Registrar Report (from the Common Application)

Transfer Credit Evaluation: For work completed at regionally accredited U.S. institutions, credit evaluations are mailed shortly after the offer of admission has been made. International transfer students are asked to provide copies of course descriptions, syllabi, or a college/university catalog from each college or university attended.

RWU policy states that transfer students with credentials from non-U.S. institutions will be reviewed for admission only after submission of all college/university official transcripts with English translations.

A transfer credit evaluation of credentials from non-U.S. institutions requires an "external" World Evaluation Services (www.wes.org) evaluation. Therefore, if you would like your non-U.S. institution credentials evaluated for transfer credit, you must submit the following:

1) *Official copies of an evaluation of your credentials by a professional international credential evaluation company.* You may choose to pursue an "external" evaluation on your own through a professional evaluation company, such as World Evaluation Services, http://www.wes.org.
2) *Course descriptions:* These may be in the form of a college/university catalog, copies of your courses from a college/university catalog, course syllabi, or course descriptions signed by your professor or dean. This information should be as detailed as possible in order to determine and award the most appropriate transfer credit for your program at Roger Williams University.

In some cases, RWU may be able to conduct an "internal" evaluation. If you are interested in having an "internal" evaluation completed, please submit your official transcript, English translations, course descriptions, program outline, and school profile (credit system, hours, etc.). If you have been accepted to RWU, we will be happy to take a look at your documents and determine if an "external" evaluation is necessary before you pursue an "external" evaluation.

For all credit evaluations (U.S. and Non-U.S. Institutions): Evaluation of courses is based on several factors:

1) Courses are compared as they relate in depth and content to those offered at RWU.
2) Courses with grades lower than 'C' will not transfer.
3) If taken at a U.S. institution, courses must have been taken at an regionally accredited school.

The University does not factor transferred credits into your GPA at RWU. All courses are applied to your program of study in accordance with curricular requirements.

Special notes: A maximum of 60 credits may be applied to a baccalaureate degree from a regionally accredited two-year college and a maximum of 75 credits may be applied from a regionally accredited four-year college. The overall number of courses needed for a degree may exceed 120 credits. A student may transfer a maximum of three credits toward an undergraduate certificate comprised of fifteen or fewer credits and a maximum of six credits toward a certificate of sixteen credits or more. We will accept all credits of an associate degree provided that courses carry a grade of 'C' or higher, and meet all other conditions of evaluation, however, the number of courses which apply to a particular program will ultimately determine the number of credits and courses needed to be taken at RWU. We reserve the right to require students to repeat transferred courses if it is deemed necessary for success in requisite courses.

Students who have attended regionally accredited institutions can expect to receive credit for successfully completed courses (bearing a grade of 'C' or higher) that are comparable in depth and content to those offered at Roger Williams University. Credit for courses successfully completed with a grade of "P" will be transferred only if the issuing institution transcript key states that the grade of P was the equivalent of the grade of C or higher or the originating institution must change the student's P grade to a C or better on their transcript. The associate registrar, in consultation with the deans (where necessary), evaluates courses, and a copy of the evaluation is mailed as soon as possible after admission to the University is granted.

Students transferring from an accredited two-year college must complete at least 45 of their final 60 credits at Roger Williams University. Those transferring from a four-year institution must complete at least their final 45 credits at Roger Williams University.

Transfer students with a completed baccalaureate degree from an accredited liberal arts or comprehensive college or university must complete at least 30 credits and all major course requirements for the second degree at Roger Williams University.

Additional Special Requirements for Transfer Applicants

In addition to the credentials noted above, please see the Special Requirements of Applicants section if you are applying to the Architecture, Secondary Education, Theatre, Dance, Graphic Design, or Creative Writing. Transfer students applying for admission to Architecture should demonstrate a high-level of math proficiency.

University Core Curriculum Requirements for Transfer Students

Students transferring to the University must meet the following Core Curriculum requirements: all transfer students' transcripts will be evaluated so that, when applicable, course work will be applied toward the Core Concentration requirement. All interdisciplinary Core courses, if required, must be taken at the University. Core Concentrations and interdisciplinary Core courses are listed in the Core Curriculum section of this catalog.

1. **Students matriculating with fewer than 24 accepted transfer credits must complete:**
   - all skills courses that have not been satisfied through transfer credits
   - all five interdisciplinary Core courses*
   - a Core Concentration (transfer credit may be applied)
   - the Core Interdisciplinary Senior Seminar
   - the service learning requirement

** In the case of the Core interdisciplinary science requirement, students may satisfy this requirement with two Laborotory Science courses.*

2. **Students matriculating with 24-30 accepted transfer credits must complete:**
   - all skills courses that have not been satisfied through transfer credits
   - our of the five interdisciplinary Core courses*
   - a Core Concentration (transfer credit may be applied)
   - the Core Interdisciplinary Senior Seminar
3. **Students matriculating with 31-44 accepted transfer credits must complete:**
   - all skills courses that have not been satisfied through transfer credits
   - three of the five interdisciplinary Core courses*
   - a Core Concentration (transfer credit may be applied)
   - the Core Interdisciplinary Senior Seminar
4. **Students matriculating with 45-59 accepted transfer credits must complete:**
   - all skills courses that have not been satisfied through transfer credits
   - two of the five interdisciplinary Core courses*
   - a Core Concentration (transfer credit may be applied)
   - the Core Interdisciplinary Senior Seminar
5. **Students matriculating with 60 or more accepted transfer credits or an Associate degree must complete:**
   - all skills courses that have not been satisfied through transfer credits
   - a Core Concentration (transfer credit may be applied)
   - the Core Interdisciplinary Senior Seminar

Transfer Students Interdisciplinary CORE Course Requirement

Number of Interdisciplinary Courses Required

Transfer Credits Awarded	*CORE 101, CORE 102, CORE 103, CORE 104, CORE 105*
0–23	All five (5) CORE courses are required
24–30	Four (4) of the five (5) CORE courses are required
31–44	Three (3) of the five (5) CORE courses are required
45–59	Two (2) of the five (5) CORE courses are required
60 or more credits or an Associate's Degree	The five interdisciplinary CORE requirement is satisfied

Mid-Year (Spring) Admission

Roger Williams University welcomes applications for mid-year admission from freshman and transfer candidates. A full range of courses is available during the spring semester, and the mid-year entrant may also accelerate work toward a degree through summer study.

Graduate Admission

Interested students should contact the Office Graduate Admission at (401) 254-6200. The following schools offer master's programs:

School of Architecture, Art and Historic Preservation
Master of Architecture
Master of Arts in Art and Architectural History
Master of Science in Historic Preservation
Master of Science in Historic Preservation / Juris Doctor Joint Degree
Graduate Certificate in Historic Preservation
Graduate Certificate in Urban & Regional Planning

School of Education
Master of Arts in Literacy Education

Feinstein College of Arts and Sciences
Master of Arts in Clinical Psychology
Master of Arts in Forensic Psychology

School of Continuing Studies
Graduate Certificate in Sustainable Community Development and Economic Development

School of Justice Studies
Master of Public Administration
Master of Science in Criminal Justice
Master of Science in Criminal Justice / Juris Doctor Joint Degree
Master of Science in Cybersecurity
Master of Science in Cybersecurity/Juris Doctor Joint Degree
Master of Science in Leadership
Graduate Certificate in Digital Forensics
Graduate Certificate in Cybersecurity
Graduate Certificate in Leadership
Graduate Certificate in Public Management
Graduate Certificate in Healthcare Administration
Cyberspecialist Certificate – Graduate

Students interested in the Juris Doctor in Law should contact the School of Law Admission office 800-633-2727.

Admission of Veterans

Roger Williams University is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents. Veterans who seek admission should follow the regular admission policies but should also contact the Veterans Affairs Coordinator at the Providence Campus, School of Continuing Studies office. This should be done as early as possible to expedite handling of applicant's V.A. forms and counseling.

Army Reserve Officers Training Corps

Army Reserve Officers Training Corps (ROTC) is offered by the University and is available to all male and female students. Physically qualified American citizens who complete the entire four-year program are eligible to be commissioned in the U.S. Army. Delayed entry into active service for the purpose of graduate study is available.

Military science course work is designed to complement other instruction offered at the University. Emphasis throughout is on the development of individual leadership ability and preparation of the student for future leadership roles in the Army. Professional military education skills in written communications, human behavior, history, mathematical reasoning, and computer literacy are fulfilled through required University Core Curriculum requirements and the military science curriculum.

Financial Aid
(For U.S. Citizens and U.S. Permanent Residents)

Financial Aid

Roger Williams University strives to maintain an active and equitable program of financial assistance for students who would otherwise not be able to attend the institution. The criteria for financial assistance are demonstrated need, academic performance, and a U.S. citizenship or eligible non-citizen status. Aid is awarded without regard to age, gender, race, sexual orientation, creed, national origin, or disability.

There are three types of financial aid: loans, employment, and grants/scholarships. Assistance may consist of one or any combination of these types of financial aid. Awards can be from the federal government, the student's state of residence, private agencies, and/or Roger Williams University.

How and When to Apply

In order for Roger Williams University to assess the financial need of each candidate in a uniform manner, all freshman and transfer applicants must submit:

Early Action and Regular Decision Applicants

- CSS Profile Form (Institutional Aid) by January 1
- Roger Williams University Verification Form
- Free Application for Federal Student Aid (FAFSA) (Federal and State Aid) by February 1
- A copy of Federal Tax Transcripts from the IRS, W2 forms and that of their parents by April 15

Returning Students: Students must reapply for financial aid each year to have their current eligibility determined. All returning students must submit:

- Free Application for Federal Student Aid (FAFSA) (Federal and State Aid) by February 1
- Roger Williams University Data Form, available at the Office of Student Financial Aid and Financial Planning by February 1
- A copy of Federal Tax Transcripts from the IRS, W2 forms and that of their parents by April 15

Students must satisfy the academic standards of the University to be considered for continuing financial assistance.

The CSS Profile Form and Free Application for Federal Student Aid (FAFSA) are available online at www.CollegeBoard.com for the CSS Profile and www.fafsa.ed.gov for the FAFSA. The CSS Profile Registration Form and the FAFSA On The Web Worksheet are available from high school offices, transfer offices, and Roger Williams University's Office of Student Financial Aid and Financial Planning.

Priority consideration for Institutional Aid is given to applicants whose FAFSA is received by the federal processor no later than February 1. Priority applicants are considered for the maximum aid possible according to their demonstrated need and Roger Williams University policies. If actual income tax figures are not available, please estimate to the best of your ability.

Satisfactory Progress Policy for Financial Aid Recipients

Policy: Students receiving financial aid who do not meet the minimum requirement as outlined under the Rate of Progress may not be eligible to receive financial aid.

Appeals: Any student who believes that mitigating circumstances prevented him or her from achieving the minimum requirement should write an appeal letter to file an appeal. The student should complete the Satisfactory Academic Progress Appeal Form which includes Advisor's statement and academic plan and return to The Office of Student Financial Aid by August 1. The letter should be addressed to Appeals Committee, Office of Student Financial Aid and Financial Planning, Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2921.

Federal Financial Aid Return Policy

Any student receiving federal financial aid who withdraws is required under federal regulation, to have federal and/or state financial aid funds pro-rated.

If a student withdraws, return of financial aid will be applied in accordance with federal regulations and institutional policy.

Sources of Financial Aid Available Through the University

Educational Assistance for Veterans: The Veterans Administration administers programs for veterans and service people seeking assistance for education or training. Veterans and service people who initially entered the military on or after January 1, 1977 may receive educational assistance under a contributory plan. A deferred payment plan is available for veterans enrolling full time.

Federal Direct Subsidized Loan: This program enables students with demonstrated need to borrow federally subsidized funds from the U.S. Department of Education. Repayment and interest accrual does not begin until six months after students graduate or drop to less than half-time enrollment. To apply for this loan, complete a FAFSA form, sign an Award Letter and complete a Master Promissory Note and Entrance Interview.

Federal Direct Unsubsidized Loan: This program allows students who do not qualify based on need for the subsidized loan program to apply for this federal loan. Interest is accrued while the student is in school, with repayment of interest and principal beginning six months after graduation. The application criteria for the above program also applies to this loan program.

Federal Pell Grants: This program also uses the Free Application for Federal Student Aid (FAFSA) form to determine

a student's eligibility. Pell Grant eligibility is determined strictly by the students' Expected Family Contribution (EFC.)

Federal Perkins Loan: The Federal Perkins Loan Program makes funds available to students with exceptional financial need. Repayment of the loan at five percent (5%) interest does not begin until at least nine months after students graduate or drop to less than half-time enrollment.

Federal Supplemental Educational Opportunity Grant Program: This grant program provides assistance to students with exceptional financial need. Consideration is first given to Pell Grant recipients and students with the lowest Expected Family Contribution.

Work-Study Programs: Roger Williams University participates in these federal, state, and institutionally funded programs which provide employment opportunities on and off campus. Students are employed in many areas of the University and are encouraged to work in an area that will complement their chosen majors. These programs are normally awarded on the basis of financial need.

Roger Williams University Grants/Scholarships: The University also makes available funds from its own resources to assist qualifying students. These grants/scholarships are awarded on the basis of financial need.

State Scholarship and Grant Programs: Many states have scholarship and grant programs for students attending institutions of higher education. The application process, eligibility criteria, and the number of awards differ from state to state. Specific information can be obtained from high school guidance offices and the Department of Education in the applicant's state.

Academic Scholarships, Grants, and Awards
(For U.S. Citizens and U.S. Permanent Residents)

At Roger Williams University, experienced financial aid counselors work with students and parents to identify appropriate options and to assist with paperwork. Because competition is fierce, students are encouraged to submit materials well in advance of posted deadlines. The sooner the materials are submitted, the better chance students have of getting the scholarships. Students seeking scholarships are encouraged to:

1. Read this material thoroughly.
2. Make notes on anything they need to have clarified.
3. Consult a financial aid counselor for information about the availability of scholarships and application deadlines.
4. Call the Office of Student Financial Aid and Financial Planning at (401) 254-3100 with any questions or to make an appointment.

The following scholarships are made available to Roger Williams University students who fit the qualifications. Certain scholarships may not be available every year and a student may not be awarded more than one Institutionally Supported Scholarship.

Institutionally Supported Scholarships

Roger Williams University awards merit scholarships to recognize academic achievement, leadership and civic engagement. The merit scholarships are awarded through the Office of Admission. No separate application is needed. Please note that scholarships and dollar amounts are subject to change each academic year.

Transfer Scholarships:

Dean's Scholarship: A $7,000.00 or $8,000.00 scholarship awarded to eligible transfer students who have achieved an overall minimum GPA of 2.75 or 3.0 respectively.

Presidential Scholarship: A $9,000.00 or $10,000.00 scholarship awarded to eligible transfer students who have achieved an overall minimum GPA of 3.3 or 3.5 respectively.

First-Year Student Scholarships:

Roger Williams Community Scholarship: A $4,000 scholarship awarded to students based on academic profile. This scholarship is renewable for four years providing the student maintains a 2.8 GPA and full-time enrollment.

Achievement Scholarship: A $5,000 or $7,500 scholarship awarded to students based on academic profile. This scholarship is renewable for four years providing the student maintains a 2.8 GPA and full-time enrollment.

Dean's Scholarship: A $9,000 or $12,000 scholarship awarded to students based on academic profile. This scholarship is renewable for four years providing the student maintains a 2.8 GPA and full-time enrollment.

Presidential Scholarship: A $14,000 or $17,500 scholarship awarded to students based on academic profile. This scholarship is renewable for four years providing the student maintains a 2.8 GPA and full-time enrollment.

RWU International Merit Scholarship: Roger Williams University strives to recognize students with superior academic achievement through the awarding of merit scholarships. The RWU International Scholarship is a limited, merit-based scholarship for international students. RWU International Scholarships range from $10,000 to $16,000 per year and will be awarded to the top international applicants who are considered to be above-average students in their secondary school. All international students will be considered for merit-based scholarships through their admissions application. No separate application is necessary.

Harold Payson Memorial Scholarship: A four-year, full-tuition scholarship awarded annually on the basis of academic promise to a candidate who has resided in Bristol for at least two years, has graduated from high school and plans on attending Roger Williams University. This scholarship is awarded in honor of Harold Payson, a Bristol native, who served the University as a faculty member, ombudsman and academic dean from 1968-74. (For U.S. Citizens and U.S. Permanent Residents only.)

Roger Williams University Memorial Fire and Police Department Grant: A four-year, full-tuition grant awarded annually to a candidate who is a Bristol resident, has graduated from an accredited American high school, who is an American citizen or permanent resident without previous college experience, who has filed a formal application for admission and financial aid and whose parent or grandparent serves or has served in the Bristol police or fire departments. (For U.S. Citizens and U.S. Permanent Residents only.)

Michael Andrade Memorial Scholarship: A four-year, full-tuition and fees scholarship awarded annually to a graduate of Mount Hope High School who maintains a B average and has a combined SAT score of at least 1000 (CR + M). Preference will be given to undergraduate students who have an intended major of construction management, engineering or architecture. This scholarship is awarded in honor of Michael Andrade, a native Bristolian and graduate of Mount Hope High School, who was killed in Iraq while on National Guard duty. (For U.S. Citizens and U.S. Permanent Residents only.)

Mount Hope High School (RI) Scholarship: A four-year, $10,000 scholarship awarded annually to graduates of Mount Hope High School (RI) who maintain a B average and have a combined SAT score of at least 1000 (CR + M). The scholarships are awarded on the basis of academic and extracurricular achievements. (For U.S. Citizens and U.S. Permanent Residents only.)

Portsmouth High School (RI) Scholarship: A four-year, full-tuition scholarship awarded annually to a graduate of Portsmouth High School (RI) who maintains a 3.0 GPA and has a combined SAT score of at least 1100 (CR + M). The scholarship is awarded on the basis of academic and extracurricular achievements. To renew the scholarship for four years, the candidate must maintain a minimum Roger Williams University GPA of a 3.0 and commit five hours of community service to the Portsmouth School District (RI). (For U.S. Citizens and U.S. Permanent Residents only.)

Stamford High School (CT) Scholarship: A four-year, $15,000 scholarship will be awarded annually to a graduate of Stamford High School who maintains a high GPA. The scholarship is awarded on the basis of academic and extracurricular achievements. Those students who pursue a study-abroad semester will be awarded a U.S. Passport and an additional $1000 for the semester abroad. The scholarship is renewable for four years. Students must maintain a minimum Roger Williams University GPA of 3.0 and commit five hours of community service to the Stamford School District. (For U.S. Citizens and U.S. Permanent Residents only.)

Intercultural Leadership Ambassador Program & Scholarship: The Intercultural Leadership Ambassador Program & Scholarship rewards students that have shown a combination of academic achievement and substantial dedication to creating an inclusive community. This full tuition scholarship coupled with an enhancement program, seeks to further the holistic growth of recipients throughout their careers at Roger Williams University. Students must maintain a 3.0 GPA while continuing the co-curricular involvements demonstrated through the application process.

Rhode Island Community Ambassador Program & Scholarship: The Rhode Island Community Ambassador Program recognizes students who have demonstrated academic achievement and leadership throughout their high school career and have positively impacted the Rhode Island community through engagement, contributions, and participation in community programs and activities. This full tuition scholarship coupled with an enhancement program, seeks to further the holistic growth of recipients throughout their careers at Roger Williams University. Students must maintain a 3.0 GPA while continuing the co-curricular involvements demonstrated through the application process.

Venture Scholarship: The University is committed to supporting students who have achieved excellence in their studies. Roger Williams University is pleased to be able to offer a $10,000 scholarship to students selected as Venture Scholars. This program, designed to recognize excellence in the study of Science, Technology, Engineering and Mathematics is a new addition to the scholarship opportunities at the University. Students who qualify are urged to contact the Office of Admission for further information.

Gift-Supported Scholarships

(For U.S. Citizens and U.S. Permanent Residents)

Barnes and Noble Bookstores, Inc. Scholarship: Barnes and Noble, one of the leading booksellers in the United States and operator of the Roger Williams University bookstore, contributes annually to this scholarship fund. Consideration is given to an upper-class student showing financial need.

The Deputy Superintendent Charles J. Cullen Memorial Scholarship Fund: Established in memory of Charles J. Cullen '83, a University College graduate with a B.S. in Administration of Justice. Preference will be given to a student who is majoring in criminal justice and is in good academic standing and who demonstrates financial need. The student must be a current student working for the MA Dept. of Corrections or the Bristol County Sheriff's Office as a correctional officer. However, should no candidate meet the requirements, the University may make an award to the qualified candidate who most closely meets these criteria as long as the student is employed by these two departments.

Thomas E. Fitzgerald, Jr. Annual Scholarship Award: Awarded annually to students majoring in visual studies, including sculpture and photography, who are currently enrolled full-time as freshmen, sophomores or juniors. Portfolio required.

Grimshaw-Gudewicz Scholarship: Established by the Grimshaw-Gudewicz Charitable Foundation, this annual scholarship award is available to students from Bristol County, Massachusetts with good academic standing and demonstrated financial need.

James Tackach English Department Award for Distinguished Scholarship and Service to the University: Established in 2008 through a generous gift from Professor

Mel Topf, this scholarship is awarded to a junior English Literature major who has demonstrated outstanding academic achievement and significant service to Roger Williams University.

Kaestle Boos Associates, Inc. Architecture Student Scholarship Award: Awarded annually to a full-time, fourth-year architecture major with a minimum GPA of 3.0, who exhibits a passion for learning, an ability to think in three dimensions and skill in intuitive and analytical problem-solving.

Steven M. Kellert Memorial Scholarship: This fund has been established to honor the late Steven M. Kellert's memory and to provide a significant scholarship award to one student each year in the Biology Department at the University.

William T. Morris Foundation Scholarship: Established by the William T. Morris Foundation, this scholarship is awarded to students in good academic standing and who demonstrate financial need.

Social and Health Services Alumni Scholarship Fund: Awarded by the Social and Health Services Advisory Board Scholarship Committee to a student currently enrolled in the Social and Health Services program who has demonstrated financial need.

Student Senate Scholarship: Awarded to a full-time student entering their sophomore, junior, or senior year, this scholarship is based on distinguished academic performance, contribution to the University and financial need.

University College Scholarship Fund: This annual merit and need-based scholarship was established by the University College Advisory Board and is given at the discretion of the Advisory Board each spring to Continuing Studies students in good academic standing. One of the scholarships is named in honor of Aram Garabedian and is given to a student from a public service profession; one is named in honor of Mary Dionisopoulos; and one is named in honor of Lloyd E. Bliss.

Endowed Scholarships

(For U.S. Citizens and U.S. Permanent Residents)

George I. Alden Need-Based Scholarship Aid Endowment: Established by the prestigious George I. Alden Trust of Worcester, Massachusetts, this scholarship is awarded to Roger Williams University students based on financial need.

Alumni Association Scholarship: This scholarship, based on high academic standing, contributions to the University community, and financial need, provide assistance to full-time students entering their junior or senior years.

Andrade Family Endowed Scholarship Fund: Established in 2012, this scholarship will be awarded to a first generation college attendee with demonstrated financial need, in good academic standing with demonstrated academic achievement from Bristol County, MA, Newport or Bristol Counties, RI or from the city of East Providence, RI. Preference will be given to students who have an expressed interest in the Portuguese language and/or an expressed interest in Portuguese or Brazilian culture, history or heritage.

Paul L. Arris Memorial Scholarship: Established in December 1990 in memory of Paul L. Arris, a third-year student in the School of Architecture, Art and Historic Preservation, this scholarship is awarded to a student majoring in architecture based on merit and financial need.

L.G. Balfour Scholarship for Underserved and Underrepresented Students: Established through a generous grant from the L.G. Balfour Foundation, this fund provides scholarship assistance to qualified minority students based upon financial need and academic merit.

Brett Bergman '11 Endowed Memorial Senior Merit Scholarship: Established in 2012 in memory of Brett Bergman, this scholarship will be awarded to a graduating senior from the Gabelli School of Business who has exhibited an entrepreneurial spirit through participation in course work, clinics, internships, entrepreneurial ventures or other activities. Recipient will be an active participant in University campus life with a GPA of 3.0 or higher.

Orlando J. Bisbano Meritorious Scholarship: Awarded to a Bristol, RI resident currently enrolled as a second- or third-year student who aspires to do public service. This scholarship is based first upon merit and then upon financial need. This award is in memory of Orlando J. Bisbano, former Bristol, RI town clerk.

Patrolman Gregory W. Bolden Memorial Scholarship: This scholarship was established in 2007 in loving memory of Patrolman Gregory Bolden by the Bolden family, with the voluntary support of the Providence Police Department and the active participation of the Providence School Department and Roger Williams University. Patrolman Bolden received both his undergraduate and graduate degrees from the RWU School of Justice Studies. This scholarship's objective is to award academic scholarships to qualified under-represented students desiring to attend Roger Williams University's School of Justice Studies, in preparation for a career in law enforcement or criminal justice. Applicants must be residents of the city or graduating students in the Providence Public School System, with a minimum GPA of 2.75 (on a 4.0 scale). Student applicants must be accepted for enrollment (or already enrolled) at Roger Williams University, with a declared major in the School of Justice Studies or a related course of study, must maintain a 2.75 GPA, have a history of voluntary community service, and demonstrated financial need.

The Richard L. Bready Minority Scholarship: Established by Richard L. Bready, Chairman of the Board of Trustees of Roger Williams University. This Scholarship provides financial assistance to a deserving, under-represented student(s) who consistently maintain(s) high academic standards-2.5 GPA or higher.

Bristol Rotary Scholarship: Awarded to a Bristol, RI resident who is currently enrolled as a sophomore, junior or senior at the University, this endowed scholarship will be given to those who are in financial need.

The Ben N. Carr II Endowed Scholarship: This award, given in honor of Professor Ben Carr, a University faculty member, was established by alumni of Roger Williams University. The recipient of this award will be a junior (preferably no transfer

students), Mario J. Gabelli School of Business student, in good academic standing with financial need.

The Ceasar Brito Memorial Scholarship: This scholarship has been established in honor of Ceasar Brito, well-known businessman, philanthropist and civic leader, who passed away October 24, 1998. The scholarship will be available annually to an entering freshman majoring in engineering. The recipient must be a Bristol, RI resident at the time of acceptance to the University, must have demonstrated academic achievement and be in financial need. In the event there are no applicants who have declared engineering as a major field of study, residents majoring in other disciplines will be given consideration. The award was established through a substantial gift to the University from the Brito family and through contributions made to the fund by friends, associates and people in the Bristol, RI community.

Coca-Cola Scholars: This annual scholarship was established by the Coca-Cola Foundation and is awarded to underserved students.

Sergeant Jim Cole Peace Officer Scholarship: Established to honor the memory of Sergeant James Cole '91, a police officer of the Warwick Police Department who graduated from the University College Program with a B.S. in Administration of Justice. The Sergeant Jim Cole Peace Officer Scholarship is available to a Roger Williams University student enrolled in the School of Justice Studies' criminal justice program. Preference is given to active police officers or civilian employees of the Warwick Police Department, their children or Warwick Police Cadets. If these criteria cannot be met, the scholarship will be awarded to a Rhode Island resident (preferably from Warwick).

The Construction Management Professional Advisory Board Scholarship: Established by the Construction Management Professional Advisory Board to support students enrolled in the Construction Management program. Awarded annually to student(s) enrolled full time and majoring in Construction Management with a sophomore, junior or senior class standing, good academic standing, and in financial need.

The Construction Management Endowed Scholarship Fund: Established to award one or more scholarships annually to sophomore, junior, or senior students enrolled full-time in the construction management program with demonstrated financial need and in good academic standing.

Dianne B. Crowell Scholarship: Established to honor a long time teacher of Musical Theatre at Roger Williams University. Awarded to a student majoring in theatre who demonstrates excellence in musical theatre performance. The award is based upon merit, then upon financial need.

E. Diane Davis Scholarship Fund for Social and Health Services Students in Honor of Dr. Bruce Thompson: Established to honor Dr. Bruce Thompson, coordinator of the Roger Williams University Social and Health Services program, this scholarship is awarded annually to a student enrolled in the Social and Health Services program. This award is in memory of E. Diane Davis, a prominent educator, social worker and Roger Williams University faculty member.

Diane Drake Memorial Scholarship: Established in memory of Roger Williams University student Diane Drake, a criminal justice major, this annual scholarship is awarded to a senior who has demonstrated academic achievement and financial need. Preference is given to students enrolled in the Criminal Justice program.

The Robert D. Eigen Scholarship in memory of Jeanette Altman: This scholarship, established in honor of Robert D. Eigen '93 and in memory of Jeanette Altman, is awarded to students in the Feinstein College of Arts and Sciences with a humanities major, based on merit and demonstrated financial need.

Faculty/Staff Emergency Scholarship: Established for returning students with demonstrated financial need.

The Dr. George A. Ficorilli Professor Emeritus Endowed Scholarship: Established in 2014 this scholarship will be awarded annually to student(s) who meet the following criteria: A sophomore or above enrolled full-time at Roger Williams University; majoring in General Biology; with a preference given to students who intend on taking courses in Microbiology, Parasitology, or Evolution; a grade point average of 3.0 or above; and demonstrated financial need.

Steven Ficorilli Memorial Scholarship: Awarded to a full-time University student majoring in criminal justice. Preference is given to an individual who plans to work with juveniles.

Mario Geremia Scholarship: Awarded annually to an upper-year University student who is in need of financial assistance to complete his or her undergraduate education. The recipient must be a resident of Rhode Island in good academic standing.

The Gingerella Family Scholarship: Awarded to a deserving full-time, upper-year student. Preference is given to family members of alumni, business majors, resident assistants, and University staff.

Mark Gould Memorial Scholarship and Research Fund: Each year, this fund provides Roger Williams University students with a stipend to conduct independent research in marine biology, biology, or chemistry during the summer. Applicants must be full-time marine biology, biology, or chemistry majors in good academic standing. Students must have completed at least their freshman year. The fund was established in memory of Mark Gould, long-time Professor of Biology and Director of the Center for Economic and Environmental Development at Roger Williams University.

William Randolph Hearst Endowed Scholarship for Underserved Undergraduate Students: This scholarship is awarded to underserved undergraduate students at the University.

Hemond Brothers Scholarship: Established by George '72 and Albert Hemond '70, this scholarship is renewable for up to three years and is awarded to (1) students enrolled at the University majoring in engineering technology, industrial technology, construction management, or business; or (2)in the absence of students meeting the aforementioned criteria, students enrolled in other academic disciplines who are actively serving in, or have been honorably discharged from the U.S

military. This fund was established to address the financial need of students from middle income families.

The Lt. Charles A. Henderson III USN '99 Outstanding Tutor Awards: These awards, in memory of Lt. Charles A. Henderson III USN '99, will be presented by the Center for Academic Development to a tutor in Math, Writing and Core Curriculum, who best and most consistently demonstrate superior tutoring skills and content area knowledge, commitment to the collaborative learning process, and dedication to helping and inspiring all learners to achieve success in a positive, encouraging environment.

The Lt. Charles A Henderson III USN '99 Spirit Award: This award, in memory of Lt. Charles A. Henderson USN '99, will be presented annually to one graduating senior who best and most consistently demonstrates the embodiment of a true scholar as exemplified by striving for excellence in academics, co-curricular involvement, character through acts, words and deeds, and an indomitable spirit in the face of adversity.

Harriet Iacoletti Award: Awarded to a top-ranked student entering his/her senior year, the recipient must be enrolled as a full-time student and in visual arts.

Sgt. Michael J. Jannitto Memorial Scholarship: Awarded to the son or daughter of a Barrington, Bristol or Warren police officer or to a son or daughter of a Rhode Island State Police officer. The recipient must be a full-time student at Roger Williams University, in good standing and demonstrates financial need. The award was established in 1988 in memory of Sgt. Michael J. Jannitto, a member of the Bristol Police department.

Rebecca Anne Kelton Memorial Scholarship: Established in 2000 in memory of Rebecca Kelton, this scholarship is awarded annually to a student majoring in education. Preference is given to students in the elementary education program. A third-year education major, Rebecca was very active at Roger Williams as a resident assistant, member of the Intervarsity Christian Fellowship and DJ at the University radio station.

David and Matilda Kessler Endowed Scholarship Fund: Established by David '54 and Matilda Kessler, this scholarship is awarded annually to a full-time junior majoring in engineering with emphasis in mechanical or electrical engineering. This award is based on merit, a minimum GPA of 3.5, and demonstrated financial need. Preference will be given to a member of the student chapter of the Institute for Electrical and Electronic Engineers.

John W. King, P.E. Electrical Industry Scholarship: Awarded to an engineering major attending full time with a junior or senior class standing based on academic merit and demonstrated financial need. This scholarship was established in memory of John W. King whose career in the electrical engineering profession spanned more than a half century and encompassed all major subspecialties, including those of electrician, electrical contractor, teacher, electrical inspector and electrical engineer.

Paul S. Langello Scholarship: This scholarship, established in memory of Paul Langello, is available to a student who is enrolled full-time in the Mario J. Gabelli School of Business and is in good academic standing. Paul Langello was a member of the Business faculty from 1969-92. He was founder and director of the University's Small Business Institute.

Darlene Lycke Memorial Scholarship: Awarded annually to a University student, majoring in english, history, or philosophy or enrolled in the Education program, who has demonstrated financial need. Darlene Lycke, a humanities major, class of 1985, served as resident assistant and editor of the 1985 edition of The Talisman, the Roger Williams University yearbook.

Jeffrey William Manuck '04 Memorial Scholarship: This scholarship, established in memory of Jeffrey William Manuck, Class of 2004, is awarded annually to a full-time student(s) majoring in Business, who is in good academic standing and has demonstrated financial need. Preference will be given to students with co-curricular interests, especially in sports, music or graphics.

Alister C. McGregor Scholarship Fund: This scholarship was established in 2009 in loving memory of Major Alister C. McGregor '89, a Roger Williams University alumnus who dedicated his life to protecting children and who was killed in the line of duty. This scholarship is intended to provide financial assistance to children, stepchildren or spouses of police officers who have been killed in the line of duty, and who have been accepted and are enrolled full-time as undergraduate students at Roger Williams University. Residents of Rhode Island have priority, followed by (1) New England, (2) Reno, Nevada and (3) all other U.S. states. If no undergraduate applicant(s) meets these criteria, graduate students will be considered using the same prioritization. In the event that no student applicants meet the above qualifications, scholarship funds will be awarded – based on financial need – and made available to students accepted and enrolled full-time who are children of Rhode Island police officers. Should no applicants meet these criteria, consideration will be given to students in the School of Justice Studies with financial need and interest in pursuing careers in law enforcement.

Ethel Barrymore Colt Miglietta Memorial Scholarship: Established to honor Broadway performer Ethel Barrymore by Colt Miglietta, a resident of Bristol and daughter of actress Ethel Barrymore, this scholarship is awarded annually to a University student who has demonstrated talent in theatre.

The Montrone Family Scholarship: This scholarship is awarded annually to a student(s) who is from the seacoast area of New Hampshire or Scranton, Pennsylvania, is in good academic standing who demonstrates financial need. However, should no candidate meet the requirements, the University may make an award to the qualified candidate who most closely meets these criteria.

Judge Thomas J. Paolino Theatre/Arts Scholarship Fund: Established in 1987 in memory of Thomas J. Paolino, former chairman of the Board of Trustees, this scholarship is awarded annually to a continuing Roger Williams University student for excellence in the visual or performing arts.

Harold Payson Endowed Scholarship: The Fund has been established in the memory of Harold Payson to provide financial support for full-time undergraduate students of the

University who have been residents of Bristol, RI for at least two (2) years at time of application. Must be a high school graduate intending full-time undergraduate enrollment at the University; and will be based on academic promise and financial need.

Evelyn and Rita Pendergast Memorial Scholarship, given by Dr. and Mrs. Peter Mogayzel: This scholarship is awarded to a female student enrolled in the Marine Biology Program who demonstrates academic merit and financial need.

The Pompei Family Engineering Endowed Scholarship: Established to assist financially deserving students majoring in Engineering. The recipient must be enrolled full-time and majoring in Engineering with a sophomore, junior, or senior class standing; and in good academic standing with demonstrated financial need.

Lincoln W. N. Pratt Memorial Scholarship: The Lincoln W.N. Pratt Memorial Scholarship is awarded annually to a student who has a keen interest in music. The scholarship was established in memory of Lincoln W. N. Pratt, who served on the University's Board of Trustees since 1989.

Jonathan Redler Memorial Scholarship: Established by the Hannon family in memory of Jonathan Redler, a former student at Roger Williams University. This Scholarship is to be awarded to a student with financial need.

The Raj Saksena Memorial Scholarship: Established in honor of the late Raj Saksena, FAIA, founding dean of the School of Architecture, professor, and practicing architect, who passed away in India on October 4, 2003. The Scholarship is awarded to an upper-class or graduate student majoring in architecture demonstrating leadership and special interest in sustainable architecture or affordable housing.

The Sparks Memorial Endowed Scholarship Fund: Established with a generous gift from the Sparks and Fernandes families, this Fund is in memory of John and Theresa Sparks and their son, Kenneth Sparks. A scholarship will be awarded annually to student(s) enrolled full-time and majoring in Engineering, Education, Architecture, or Business; and have demonstrated financial need; and are in good academic standing.

The Mary J. Staab Memorial Scholarship: This scholarship was established in memory of Mary J. Staab, trusted and loyal member of the Roger Williams University community and secretary for the Department of Performing Arts for eighteen years. The Mary J. Staab Memorial Scholarship is awarded annually to a Roger Williams University student in good academic standing, enrolled full-time and demonstrates financial need. Preference will be given to a student pursuing a degree through the Feinstein College of Arts and Sciences, either majoring in or with a strong interest in the area of theater and/or dance.

Robert F. Stoico/FIRSTFED Scholarship Fund: The purpose of this fund is to provide, in perpetuity, funds to award one or more scholarships annually to recipients who demonstrate financial need; with the perception that the student "will make a difference" and has a passion for learning; and is in good academic standing with a minimum grade point average of 3.0. Students must be residents of Southeastern Massachusetts or Rhode Island.

"Walk of Fame" Alumni Association Scholarship: This scholarship was established by University constituents who purchased bricks in the Roger Williams University "Walk of Fame." Awarded annually, this scholarship is based on high academic standing, contributions to the University community and financial need. Students entering their sophomore, junior or senior years are eligible and preference will be given to legacies.

The Jeremy Warnick Scholarship: Established in memory of Jeremy Warnick, a well respected and admired student at Roger Williams University who sadly passed away in his sophomore year in 2005, this scholarship is awarded annually to a student(s) who despite documented learning disabilities, has succeeded in a university setting. Students must have required formal academic interventions in primary or secondary education and be actively involved with existing academic support services for students with learning disabilities at the University. Preference will be given to students enrolled in the Mario J. Gabelli School of Business.

Dr. Harold Way Memorial Scholarship: Established in memory of Dr. Harold Way, former University faculty member from 1969-74, this scholarship, based upon academic standing and the student's contribution to the University, is awarded to a junior.

Idalia Whitcomb Scholarship: Established in 1989 by the Idalia Whitcomb Charitable Trust, the purpose is to provide scholarship assistance for students with demonstrated financial need in all grades who are studying pre-veterinary medicine. If no student in pre-vet qualifies, then secondary preference will be given to a student studying fine and/or performing arts.

The Matthew Wolfe Memorial Scholarship in Creative Writing: Established in 1989 in memory of Matthew Wolfe, a prolific writer, this annual scholarship is awarded to a student majoring in creative writing. Student must be a sophomore or above, must maintain a 3.0 G.P.A. in creative writing courses taken at Roger Williams University and be able to show evidence of above-average writing ability in fiction or poetry. In the event there is no eligible student with sophomore standing or above, a second-semester freshman will be considered, contingent upon final grades for the freshman year.

The Wright Family Scholarship: This scholarship, awarded to a University junior or senior majoring in paralegal studies or criminal justice, is based first upon merit, then upon financial need.

Michele Cron-Yeaton '80 Memorial Scholarship: This memorial scholarship honoring an alumna, Class of 1980, will be awarded annually to an upper-year student majoring in business, in good academic standing and demonstrating financial need.

Preference is given to the son or daughter of a single parent. The scholarship was established through a gift from Tim Yeaton '80, husband of the late Michele Cron-Yeaton, who earned a B.S. degree in business management at Roger Williams University.

Zachary Shapiro Study Abroad Fund: This fund, established in memory of Zachary Shapiro, Class of 2005, is awarded annually to a full-time student(s) majoring in architecture in the School of Architecture, Art and Historic Preservation (SAAHP), who qualifies by virtue of academic standing to participate in the Study Abroad program. The award recipient(s) will be selected by the Dean of the SAAHP based on academic achievement and financial need.

Bursar

Fee Schedules and Payment Options

Listed below are tuition, room, and board fees for the 2016-17 academic year. The University reserves the right to change any of the following charges at the University's discretion without prior notice. Additional charges may be applicable for specific areas of study. Questions concerning University charges should be directed to the Office of the Bursar at (401) 254-3520.

Admission Application Fee: This $50 fee is payable at the time when prospective candidates file the application for admission. It is non-refundable and is not credited toward tuition.

Upon Acceptance Tuition Deposit: This non-refundable $200 deposit is payable when the candidate receives a letter of acceptance from the University. This deposit is credited towards tuition.

Housing Reservation Deposit: This non-refundable $350 deposit is due and payable when returning students have submitted a complete and signed application for student housing and the housing contract has been confirmed. New students (freshmen and transfers) must return this deposit with their application for student housing. The deposit may be refunded to new students prior to May 1st. This deposit is credited towards housing.

Residential Security Deposits: Undergraduates living in University housing are required to pay a $350 security deposit. The security deposit will be credited to the student's account after the end of the school year, following inspection of the premises and credit verification by the Office of Student Life. Normally, deposit credits are applied to reduce the next semester charges. However, refunds for credits resulting in credit balances for non-returning students may be made after deductions have been made for any unpaid charges on the student's account. Requests for refunds must be submitted in writing to the Office of the Bursar. Authorized refunds require approximately three weeks to be processed after the written request is received.

Multiple Sibling Tuition Discount

Statement of Purpose

Roger Williams University and Roger Williams University School of Law recognize that the increasing cost of higher education has a serious impact on the ability of potential students to further their education; and this is especially true where there is more than one college-age child within a family. The cost often impedes a student and his or her family from considering their top choice college/university. In an effort to allow potential students and their families to have access to and the choice of considering Roger Williams University and the Roger Williams School of Law, the University has established a tuition discount in situations in which multiple siblings attend the University and/or the Law School.

Policy

If two or more siblings are enrolled simultaneously as full-time students at Roger Williams University as undergraduate or graduate students, and/or at the Roger Williams University School of Law, a tuition discount will be granted to the students. The siblings must have been accepted for admission to one or more of the component parts of the university or the Law School in accordance with all normal admission standards.
The tuition discount rate for siblings enrolled full-time at the University or Law School is as follows:

Schedule:

i. One student enrolled – no discount
ii. Two students enrolled – 10% discount for each student
iii. Three students enrolled – 10% discount for the first two students; 20% discount for the third student
iv. Four or more students enrolled – 10% discount for the first two students; 20% discount for the third student; 25% discount for each of the fourth and any additional students

- The discount shall be applied in order of the year of enrollment of each sibling (i.e., first to enroll as an undergraduate, graduate or law school student) and the discount shall continue to be applied based upon continuous years of enrollment at the University/School of Law. If a sibling has a break of one academic year or more (either within a degree program or moving from one degree to another), his/her date of enrollment for purposes of this policy shall re-set.
- In the event of a discount involving more than two siblings with the same date of enrollment, the higher discount rate shall apply to the lesser tuition cost.

Siblings are eligible for tuition discount before the age of twenty-four (24) for the undergraduate program and before the age of twenty-six (26) for the graduate program and the School of Law. The tuition discount for students shall be terminated at the end of the semester in which the student reaches the age of 24 or 26, as the case may be.

Any financial aid awarded to a sibling would reflect the discount prior to being awarded the financial aid.

The discount shall not be applied retroactively, and cannot be combined with any other published tuition discounts.

This policy does not apply to fees and other charges.

Proof of Eligibility for Sibling Tuition Discount:

The Bursar shall demand adequate proof that a student is eligible for the sibling tuition discount. In most cases the required proof would be a copy of a birth certificate or proof of adoption

Definitions:

Full-time Enrollment – This policy applies to siblings enrolled full-time (12 credits minimum) in an undergraduate day program leading to a Bachelor's Degree; full-time (9 credits minimum) in a graduate program leading to a Master's Degree; and full-time (12 credits minimum) in a School of Law program leading to a Juris doctorate.

Sibling – One or more individuals having at least one common parent, either biological or legally adopted.

Academic Year 2016-2017 – Undergraduate Tuition and Fees

Tuition: (12 – 20 credits per semester)	
Full-time students excluding architecture majors	$29,976
Architecture major	33,792
English as a Second Language (ESL)	14,988
Semester Fee/Yr.	1,874
Technology Fee/Yr.	250
*Health Insurance Fee/Yr.	2,332

** All full-time undergraduate, masters of architecture and international students must be covered by an adequate health insurance policy. Those who are covered under an existing health insurance plan may waive the University sponsored student health insurance. To waive, students are required to decline the University's insurance plan and provide information on their existing plan by completing the form available at: www.rwu.edu/go/insurance. Fall waivers are due no later than July 1, 2016.*

Room:

Traditional Residence Halls	
Single	$10,060
Standard Occupancy	8,230
Bayside	
2 Person Apartment (Shared Bedroom)	11,120
4-5 Person Apartment (Shared Bedroom)	11,120
5 Person Apartment (Private Bedroom)	12,230
Baypoint	
Double	8,360
Almeida	
2 Person Apartment (Flats-Shared Bedroom)	11,120
3 Person Apartment (Buildings-Shared Bedroom)	10,270
4 Person Apartment (Shared Bedroom-Larger)	11,120
4 Person Apartment (Shared Bedroom-Smaller)	10,270
3 Person Townhouse (Shared Bedroom-Larger)	11,120
3 Person Townhouse (Private Bedroom-Smaller)	12,230
North Campus	
Suite–Single	10,670
Suite–Double	8,784
Apartment-Private	13,110
Apartment-Shared	11,550

Meal Plans: (Mandatory for traditional residence halls, Baypoint and North Campus Suites and **Optional** for Almeida, Bayside, North Campus Apartments and commuter students.)

Carte Blanche Platinum	$7,182
Carte Blanche Gold	6,856
200 Block	6,856
Optional Meal Plans	
125 Block Plus	3,508
Commuter Plan (15 meals plus $300 Hawk $)	948

Day students who have written authorization to take more than 20 credits (overload) will be charged for each additional credit over 20. Each credit over 20 will be charged at $1,249 per credit. Architecture students will be charged $1,408 per credit for credits over 20.

Students registering for more than 14 credits in the Continuing Studies program will be charged the standard full-time day rate.

Other Charges and Fees:	
Audit charge per course	$399
Room Security Deposit (Annually)	350
Laboratory fee per course	410
*Music lab/instrument and/or voice lessons on-campus	618
**Music lab/instrument and/or voice lessons off-campus	858
Legal research fee	150
Late Payment Fee	285
Parking Permit Fee	170
Transcript	5
Aesthetics Field Trip	50
Architectural studio for non-architecture students per semester	2,065
Architectural studio for Intersession – all students	2,065
Non-classroom 3-credit summer or winter courses (including independent studies, external courses, internships, co-ops)	1,299

** These fees are waived for declared Music majors and minors who demonstrate a satisfactory rate of progress in the Music program.*

*** The RWU portion of these fees is waived for declared Music majors and minors who demonstrate a satisfactory rate of progress in the Music program. All students must pay the off-campus fee of $240.*

Academic Semester 2016-2017 – Graduate Tuition

Tuition:

School of Architecture, Art and Historic Preservation	
(Master of Architecture) (Master of Science in Architecture)	
Per credit	$1,408
Three credit course	4,224
12-20 credits	16,896
Summer per credit	1,004
(Master of Science in Historical Preservation)	
(Master of Arts in Art and Architectural History)	
Per credit	843
Three credit course	2,529
School of Education	
(Master of Arts in Literacy)	
(Middle School Endorsement-Certificate)	
Per credit	552
Three credit course	1,656
School of Engineering, Computing and Construction Management	
(Master of Science in Construction Management)	
Per credit	1,211
Three credit course	3,633
Feinstein College of Arts and Sciences	
(Masters of Arts in Clinical Psychology)	
(Master of Arts in Forensic Psychology)	
Per credit	843
Three credit course	2,529

School of Justice Studies
(Master of Science in Leadership) (Master of Public Administration)
(Leadership-Certificate) (Public Management-Certificate)
(Health Care Administration-Certificate)

Per credit	$552
Three credit course	1,656
(Master of Science in Criminal Justice)	
(Master of Cybersecurity) (Digital Forensics-Certificate)	
Per credit	843
Three credit course	2,529
Other Charges and Fees	
Lab Fee (if applicable)	410
Graduation Fee	258

Academic Semester 2016-2017 – Continuing Studies Tuition and Fees

Tuition: 3 credit course	
Day Classroom course	$3,747
Evening Classroom course	999
Directed Seminar	1,299
Online course	1,299
Other Charges and Fees:	
Audit	399
Semester Fee	30
Computer Fee (if applicable)	170
Lab Fee (if applicable)	410
Graduation Fee	258

Payment of Charges and Registration for Courses

One-half of the annual fees listed above are payable before the beginning of each semester, July 1st for the fall semester and January 2nd for the spring semester. Payment may be made by cash or personal check. MasterCard, Visa, Discover, or American Express payments may be made through Tuition Management Systems. The University considers each student responsible for payment of all charges. Accounts that are not paid in full by the above dues dates will be assessed a $285 late fee.

Students shall not be permitted to register for the next semester's classes until all outstanding balances for the current semester have been paid in full. A student is considered registered only when all prior balances, present tuition, and all other charges for the semester have been paid in full. Outstanding balances are subject to a 1% per month interest charge. Students are responsible for all collection costs incurred by the University with respect to their delinquent accounts.

Registration for returning students occurs during November for the spring semester and during April for the fall semester. As early as possible, students and families needing financial information or assistance in financing a Roger Williams University education are urged to contact the Office of Student Financial Aid and Financial Planning.

Payment Alternatives:

Roger Williams University understands that families look for as many options as possible to make financing an education more convenient and affordable. Tuition Management Systems of Warwick, R.I., offers a wide array of valuable options. The available options are described below. If you have any questions, please feel free to contact: Tuition Management Systems at 1-800-343-0911 or the Offices of the Bursar, Student Financial Aid and Financial Planning, or Admissions.

Interest-Free Monthly Payment Option

The Interest-Free Monthly Payment Option, the most popular plan at the University, enables families to extend all or part of their tuition, room, board, and fees over five equal monthly payments per term. This eliminates the need to make lump sum payments at the start of each semester. One of the major benefits of this option is that there are no interest charges. For detailed information about the payment plans, call Tuition Management Systems (TMS) at 1-800-343-0911 or www.afford.com. Those interested in payment plan options should determine the cost of attending the University for the coming semester, subtract all net financial aid received, (not including Federal Work-Study), and budget the balance through Tuition Management Systems. If your monthly payment exceeds your ability to pay, the BorrowSmart option is available through TMS and can help you meet the cost of attendance by combining the Interest-Free Monthly Payment Option with a low-interest loan.

The first payment for the fall is due on July 1st (five equal payments) and the first payment for the spring semester is due on December 1st (five equal payments). The Plan is very flexible, allowing participants to increase or decrease their budget amount as needed. The per term enrollment fee for the Payment Plan option is $40.

Federal Parent Plus Loan (For U.S. Citizens and U.S. Permanent Residents)

Plus Loans are available to the parents of undergraduate dependent students. The loan is credit-based and the amount borrowed can be up to the Cost of Attendance (COA) minus financial aid received. Plus loans may be deferred as long as the student attends on at least a half-time basis. Interest will accrue during the deferment period.

Posting of Loan and Outside Scholarship Proceeds

Payments from outside sources (e.g. state scholarship offices) will be credited to student accounts as the funds are received and recorded by the University.

Any questions regarding student account information should be directed to the Office of the Bursar (401) 254-3520, Monday through Thursday, 8:30 a.m. to 5 p.m., and 8:30 a.m. to 4:30 p.m. on Friday.

Summer hours are 8:30 a.m. to 4:30 p.m. Monday through Friday.

Questions regarding financial aid and the above mentioned loan programs should be directed to the Office of Student Financial Aid and Financial Planning, (401) 254-3100.

Withdrawal/Refund Policy

Any applicable credit to reduce tuition charges for students who leave the University will be granted upon presentation of the approved and signed Withdrawal from the University form or the Add/Drop form in accordance with the following schedule:

Fall and spring semesters

Before 1st day of class	*100% of tuition, fees, room and board*
Within 1st week	*100% of tuition/forfeit one week room and board*
Within 2nd week	*80% of tuition, room and board*
Within 3rd week	*60% of tuition, room and board*
Within 4th week	*40% of tuition, room and board*
After 4th week	*no refund*

Intersession and Summer sessions

Prior to 1st class meeting	*100% of tuition*
Prior to second class meeting	*50% of tuition*
Prior to third class meeting	*25% of tuition*
After third class meeting	*no refund*

Any outstanding balance on a student's account is deducted from the tuition credit. All fees are for a full semester and are not refundable. Room and board charges are for a full semester and are not refundable. Students who are suspended or expelled from the University during the academic year are responsible for all charges related to the semester in which the suspension or expulsion occurred. Any credits resulting in a refund to the students account as authorized by the Office of the Bursar, will require approximately three weeks for processing.

The Office of the Bursar does not provide check-cashing services for students. All banking services required by students must be personally arranged with local banking facilities. The University does have ATM banking machines located in the Dining Commons, the Center for Student Development, Global Heritage Hall and the Roger Williams University Campus Recreation Center.

Change of Address

A student must complete a Change-of-Address form in the Office of the Registrar whenever a change is made in his or her local or mailing address. The form can be downloaded at http://registrar.rwu.edu/. You can also change your address on-line via myRWU.

GABELLI SCHOOL OF BUSINESS

Academic Integrity Pledge

We, the students of Roger Williams University, commit ourselves to academic integrity. We promise to pursue the highest ideals of academic life, to challenge ourselves with the most rigorous standards, to be honest in any academic endeavor, to conduct ourselves responsibly and honorably, and to assist one another as we live and work together in mutual support.

Breaches of Academic Integrity

Roger Williams University exists to foster the mature pursuit of learning, which is premised upon the exercise of mutual trust and honest practice when representing data, findings and the sources of ideas used in an academic exercise. The University expects students to observe these principles of academic integrity that ensure the excellence of their education and the value of their diploma.

Examples of breaches of academic integrity include but are not limited to:

Cheating: Using or attempting to use unauthorized materials, information or citation in any academic exercise. Examples include, but are not limited to

- Copying from another student on exams or assignments;
- Altering graded exams of assignments and resubmitting them for a new grade;
- Submitting the same paper for two classes without both instructors' written permission.

Fabrication: Unauthorized falsifications or invention of any information or citation in any academic exercise. Examples include, but are not limited to

- Using made-up citations in papers or other assignments;
- Representing collaborative work as the result of individual effort;
- Collaborating on graded assignments beyond the extent authorized by the instructor.

Plagiarism: Plagiarism is best defined as the incorporation of words and ideas of another person in an attempt to claim that person's work as one's own. Thus, plagiarism fails to engage in civil, scholarly discourse. It is sometimes a form of intellectual theft and is always a form of intellectual fraud.

In its worst form, plagiarism may consist of directly copying large or small portions of either printed or online works, or, as frequently happens in schools, written papers of another student, without properly crediting the source(s) from which they came. There are, however, more subtle forms of plagiarism as well. Paraphrasing, which is the process of using alternative expressions to communicate the meaning of another author's words, is also a form of plagiarism, unless the sources of those ideas are acknowledged. Roger Williams University provides resources and advice to students to help avoid plagiarism. See How to Avoid Plagiarism (http://library.rwu.edu/howdoI/plagiarism.php) and the Cite Right Manual (www.rwu.edu/academics/centers/cad/writing/resources/citeright.htm). Students are encouraged to consult their instructor if they have questions regarding proper documentation of sources and avoiding plagiarism. Examples of plagiarism include, but are not limited to

- Quoting or paraphrasing someone else's work without correct citation;
- Copying work of another and representing it as your own;
- Purchasing a paper, essay or other work;
- Having someone else do your work for you.

Fraud: Altering, forging, or encouraging another person to alter or forge, official records of the institution, or assisting others in such activities. Examples of plagiarism include, but are not limited to

- Taking an exam for someone else;
- Changing the grade on an assignment and representing it as the original.

Willful Damage: Damaging another's creative work or property.

Facilitating Academic Dishonesty: Assisting or aiding someone else in committing a breach of academic integrity. Examples include, but are not limited to

- Allowing another student to copy a paper, problem set, exam or other assignment that is meant to be completed individually;
- Taking an exam or completing an assignment for another student;
- Obtaining a copy of an exam ahead of time for oneself or another student.

Consequences of a Breach of Academic Integrity

Civil discourse and the entire academic project depend on mutual trust among the community of scholars that is Roger Williams University. Even a minor breach of academic integrity diminishes that trust. Accordingly, the consequences of a breach of academic integrity, depending on severity, include:

- Failure on the assignment on which the breach occurred;
- Failure of the class in which the breach occurred;
- Academic probation for one semester;
- Suspension for one semester;
- Separation (dismissal) from the Roger Williams University community.

Academic Conduct Committee

The University Academic Conduct Committee is empowered to investigate and adjudicate all cases of suspected breaches of academic integrity. This committee will also serve as the record keeper of all academic integrity breaches. The University Academic Conduct Committee may, as part of its deliberations, consider a student's prior breaches of academic integrity on file. The University Academic Conduct Committee shall establish and publish by-laws and procedures pertaining to its own operations.

Committee Composition

The University Academic Conduct Committee shall be composed of one elected faculty representative from each school or college (including one from each CAS division), two representatives elected by the Student Senate, and one administrator (ex officio) from Academic Affairs.

Procedure for Dealing with Alleged Breaches of Academic Integrity

1. A faculty member who suspects a breach of academic integrity shall investigate, including opportunity for the student to answer the allegation. Upon finding evidence of a breach of academic integrity, a faculty member may elect to penalize the offending student by
   - Issuing the student a formal warning
   - Failing the student on the assignment on which the breach occurred
   - Failing the student in the class in which the breach occurred
2. The faculty member must communicate directly with the student via RWU e-mail, with copies sent to the Dean's office of the faculty member, and to the dean of the student's major, if different. Documentary evidence of the breach of academic integrity must also be forwarded to the dean's office.
3. The Dean's office will inform the student of her/his right of appeal, along with the forms to be completed to initiate the appeal process.
4. The Deans' offices will forward all actions taken by faculty regarding academic integrity violations, along with all corresponding documentary evidence, to the Office of the Academic Provost, which shall serve as a clearinghouse.
5. Students may appeal any penalty for a breach of academic integrity enforced by a faculty member to the University Academic Conduct Committee by notifying the Dean's office, the faculty member, and the University Academic Conduct Committee in writing within 21 days of the final action of the faculty member.
6. The University Academic Conduct Committee shall hear student appeals of faculty actions concerning academic integrity. The decision of the University Academic Conduct Committee will be communicated to the student, to the Dean, and to the faculty member in writing via RWU e-mail. Student(s) may appeal a decision of the University Academic Conduct Committee to the Office of the Provost within 21 days of the decision. The Provost's decision is final.
7. Upon finding recurring or particularly egregious instances of breaches of academic integrity by a student, the Office of the Provost reserves the right to levy
   - Academic probation for one semester
   - Suspension for one semester
   - Separation (dismissal) from the Roger Williams University community.

Academic Standards

Students are responsible for knowing and complying with the academic regulations of the University. Each College and School has an Academic Standards Committee that serves as the appeal committee for students requesting exceptions to academic policy. An Academic Standards Petition may be obtained from the appropriate dean's office or at http://www.rwu.edu/about/university-offices/registrar/frequently-used-forms. Petitions must be completed and submitted to the dean of the school or college in which the exception is housed. In cases when a deviation to an academic requirement or regulation occurs, students may submit a Request for a Program Adjustment to the appropriate dean.

Right of Appeal

In cases where an academic regulation or requirement constitutes a hardship, students may submit an Academic Standards Petition to the appropriate dean. Any appeal is subject to review by the appropriate dean and designated Academic Affairs officer, whose decision shall be final.

Appeals must be filed no later than one semester after the semester in which the course was taken, or the event that is the basis for the appeal, occurred. Unless an appeal is filed within this period, it will not be considered.

Attendance Policy

Regular attendance in classes is expected of all students. The attendance policy for each course is described in the course syllabus and provided by the professor.

Roger Williams University welcomes and values people and their perspectives and respects the interests of all members of our community and acknowledges that sometimes absences may be necessary due to religious observances. RWU recognizes the breadth of religious observance among students, faculty, and staff, and the potential for conflict with scheduled components of the academic experience. Students are expected to review their syllabi and notify faculty as far in advance as possible of potential conflicts between course requirements and religious observances. In such an event, the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

WITHDRAWAL, LEAVE OF ABSENCE, MEDICAL LEAVE OF ABSENCE

Changes to Student Enrollment Status

Students who wish to change their enrollment status at the University are required to adhere to the following procedures:

Withdrawal from the University

- Students must notify the Advising and Peer Mentorship Office and complete the exit interview process.
- Students who plan to process a withdrawal should refer to the Financial Information section of this catalog for information regarding policies governing the refund of tuition and fees.
- Students who withdraw from the University after the last day to drop a course without a W (withdrawal) grade will be graded at the end of the semester by their professor(s).
- Advising and Peer Mentorship submits a Change of Status Form to the Registrar's Office and notifies the appropriate offices.

- Students who follow procedure for withdrawal and who are in good academic standing may request their reinstatement to the university through Advising and Peer Mentorship. Students must submit their request for reinstatement 30 days prior to the start of the term for which they intend to enroll.

Non-Medical Leave: The application for a non-medical leave of absence must be initiated in the Advising and Peer Mentorship prior to the beginning of the semester. If a leave is granted, the Advising and Peer Mentorship will notify the appropriate offices. A student on academic leave of absence may apply for a one-semester extension only prior to the start of the subsequent semester, otherwise, will be considered withdrawn from the university. Students who study away/ visit out, must follow the procedure for a non-medical leave.

Medical Leave: A student may apply to the Office of Student Life for a medical leave of absence from the University for one full semester. Students are limited to one medical leave of absence during matriculation at the University. Applications are due no later than December 1 for the fall semester and May 1 for the spring semester. Students must complete a medical leave of absence request form and submit a letter outlining why they are requesting the leave. The request must be supported by documentation from a treating physician or psychologist The student is expected to be in treatment while they are on leave. When requesting readmission, the student should complete a request for readmission form and submit a letter outlining how they have spent their time away preparing to return. The physician or psychologist responsible for treatment must also provide a recommendation supporting the readmission of the student.

When students are approved for a medical leave, they receive grades of W and are withdrawn from enrolled classes for any subsequent semester/s. Students should consult with the office of financial aid to discuss financial implications and contact their academic advisor to determine the impact on their academic program. Students are also encouraged to look into possible health insurance implications. Requests are reviewed and the student will be notified of the decision in writing. The University reserves the right to place restrictions on a student's leave and/or readmission.

Administrative Withdrawal: Students who are not registered for a subsequent semester within 30 days of the last day of final exams according to the Academic Calendar will be administratively withdrawn from the University.

Students who do not follow the procedure for withdrawal must follow the reinstatement process by contacting Advising and Peer Mentorship. If readmitted, they must enter under the requirements of the University Catalog for the year they re-enter unless determined otherwise by the student's dean.

Students who leave the University on academic or non-academic probation may be considered for reinstatement; all requests require the approval of their school/college dean.

Students who follow procedure for withdrawal and who are in good academic standing may request their reinstatement through Advising and Peer Mentorship. Students must initiate their reinstatement 30 days prior to the start of the term for which they intend to enroll.

Reinstatement

All students seeking reinstatement from a Leave of Absence or Withdrawal, initiate this process through Advising and Peer Mentorship 30 days prior to the start of the semester they wish to enroll. The condition of the separation will determine the process a student follows.

Withdrawal: Students, who officially withdraw from the university and wish to reinstate, are required to contact Advising and Peer Mentorship. The Dean of the School or College must approve the reinstatement prior to any action being taken. This includes course selection, registration, and housing assignments.

Administrative Withdrawal: Students who failed to follow the withdrawal process resulting in an administrative withdrawal must contact Advising and Peer Mentorship prior to the start of the start of the semester they wish to return, to initiate the reinstatement process. The Dean of the School or College must authorize the reinstatement prior to any action being taken.

If students are readmitted they must enter under the requirements of the University Catalog for the year, they re-enter unless determined otherwise by the students' dean. Students are required to contact their Dean or Academic Advisor to review their academic record and receive permission to register for classes.

Medical Leave: A student returning from an approved Medical Leave must provide a recommendation from the . physician or psychologist responsible for treatment supporting readmission to the university. Students must contact the Dean of Students to initiate the process to return to the university.

Non-Medical Leave: A student on a non-medical leave may apply through the Advising and Peer Mentorship. Students who fail to initiate a return after one semester are automatically withdrawn from the University and must contact the Advising and Peer Mentorship to subsequently return to the University. All reinstatements require a school Dean's approval prior to selecting and enrolling for a subsequent term.

University Transcripts

The University transcript is an official document reflecting a student's cumulative academic record. An official transcript is reproduced on colored paper stock bearing the seal of the University and is issued directly to the person or institution specified by the student. All transcripts are issued in accordance with the Family Educational Rights and Privacy Act of 1974 and may not be released to a third party without the prior written consent of the student.

Transcripts noted at the point of graduation issued from Roger Williams University reflect second majors, minors, certificates and honorary distinctions and the required Service Learning experience. Transcripts requests are submitted through The National Clearing House e-transcript website, http://www.rwu.edu/about/university-offices/registrar/forms-policies-resources.

A fee of $5.00 per transcript must be remitted and all outstanding debts satisfied prior to release of the transcript. Requests for transcripts should include dates of attendance or

graduation, name at time of attendance and specific school, declared major, and student's RWU ID number.

E-transcripts are issued within 24 hours, paper copies may take up to 5 business days; however, during certain periods, mailing of transcripts may be delayed by an additional three or four days. To avoid delays in forwarding transcripts to colleges, graduate schools, employers, and government agencies, students are advised to request transcripts well in advance of their deadlines for application, reimbursement, or incentive pay.

Undergraduate Degrees

The following undergraduate degrees are awarded by Roger Williams University:

Bachelor of Arts
Bachelor of Fine Arts (Creative Writing and Visual Arts Studies)
Bachelor of Science
Bachelor of General Studies (continuing studies students only)

Degree Application

Students who believe they are ready to receive their degree from Roger Williams University are required to complete a formal degree application. (See Academic Calendar for specific dates). These applications are available on-line or in the Registrar's Office. Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Degrees conferred reflect the graduation date that follows the student's successful completion of all degree requirements; degrees are conferred in December, May, and August.

Participation in Commencement

Commencement ceremonies occur only in May. Students in good academic standing may participate in Commencement subject to the following conditions:

- Students will have satisfied all graduation requirements by Commencement; or they have no more than two remaining courses including Incompletes;
- All academic matters affecting the graduation, including incomplete grades and matters needing an Academic Standards committee decision are resolved 6 weeks prior to the May ceremony;
- The cumulative grade-point average in the semester before graduation must be 2.0 or higher; this includes summer and winter sessions.

Graduation Requirements

Curricula leading to baccalaureate degrees are so planned that a student carrying 15 credit hours each semester will ordinarily be able to completed the requirements for graduation in four years or eight semesters. Degrees will be awarded to candidate who have fulfilled the following;

- A minimum of 120 credits distributed according to the core curriculum requirements, the requirements of the declared major and any free electives. Satisfactory completion of all requirements for a bachelor's degree must be under a catalog in effect within eight years of the date of graduation. The catalog used, however, may be no earlier than the catalog in effect at the time of matriculation or, in the case of a change of major, concentration or minor, no earlier than the catalog in effect when the major, concentration or minor was formally declared.
- A minimum of 45 credit hours of the last 60 credit hours completed at Roger Williams University. Note: A maximum of 60 credits may be applied to a baccalaureate degree from a regionally accredited two-year college and a maximum of 75 credits may be applied from a regionally accredited four-year college.
- A minimum cumulative grade point average (GPA) of 2.0 or higher and any other academic requirements of the students major as outlined by the department.
  Students will not be allowed to receive their diplomas or transcripts until all financial debts to the university have been paid.
- Conferral of a degree occurs when the registrar finalizes the students' academic record and confirms that all requirements have been satisfied, which includes grades of 'I' (Incomplete). Participation in the commencement ceremony does not constitute conferral of the degree. Similarly, inclusion of a student's name in such publications as the commencement program does not confirm eligibility for the degree.

Graduation with Honors

Academic excellence for the baccalaureate program is recognized by awarding degrees *summa cum laude* (cumulative GA of 3.8 or higher), *magna cum laude* (cumulative GPA of 3.6 – 3.79) and *cum laude* (cumulative GPA of 3.4 – 3.59); based upon at least 54 credits of study in residence.

The Commencement Programs is printed prior to grades being submitted for the student's final semester; therefore, the Registrar's Office must print the honors designation that a student has earned up to the time of publication. The student diploma and finalized transcript, however, will reflect the official honors designation based upon the student's final grade point average.

CHANGE OR DECLARE PROGRAMS

Change of Major

Students who change their major must obtain the approval from the dean of the major, and file a Curriculum Declaration form with the Registrar. Note: Attention must be given to the Core Concentration restrictions and requirements whenever a student changes his or her major.

Declare a Major

All students who enter as freshman must formerly declare a major or choose the status of deciding a major. The deciding student should select a major by the end of their third semester. Students may do this by obtaining a Curriculum Declaration form on line, from the Registrar's Office or their school dean's office.

Declare an Interdisciplinary Individualized Major

Prior to having completed 90 credit hours, students may, with the assistance of a faculty advisor from each sponsoring area, create a major leading to a bachelor degree that draws upon courses from more than one discipline and/or college or school of the University. The student must, in consultation with faculty, formulate a course of study that constitutes a coherent major program consisting of a minimum 36 credit hours. The student and the faculty advisor must sign the proposed course of study and submit it to the appropriate Dean for review and to the Provost for final approval; all changes to an approved Interdisciplinary Individualized major require Dean review and the final approval of the Provost; subsequent changes to the approved major require review and final approval of the Provost. An Interdisciplinary Individualized major, if approved, is recorded in the Office of the Registrar and serves as the basis for the degree evaluation.

Add a Second Major

Students who pursue a second major must successfully complete the requirements of each major and must declare their second major by filing a Curriculum Declaration form with the Registrar no later than the end of the third semester. One diploma will be awarded; the students' major/s do not appear on the diploma. If one major leads to a Bachelor of Arts degree and the other a Bachelor of Science degree, the student selects either the Bachelor of Arts or the Bachelor of Science. Both majors, however, appear on the final transcript.

Add a Second Degree

Matriculating undergraduates pursuing two baccalaureate degrees (for example, a B.A. and a B.S.) must complete at least an additional 30 credits in residence and all requirements of the second major; in such cases, a second degree is recorded on the student's transcript and dated accordingly.

Returning students pursuing an additional degree from Roger William University must have completed all requirements for the first degree and be formally approved to return in pursuit of a second degree. Non-matriculating students will be held to the catalog year in which the second degree is initiated and will complete 30 additional credits in residence. Coursework completed in the first baccalaureate degree cannot be applied to the 30 credits in residence requirement; this restriction includes converting a minor/s or core concentration into a second degree. Upon completion of all required coursework, the additional degree will be recorded on the students transcript and dated accordingly.

Add a Minor(s)

Bachelor degree candidates who choose to minor in a declared Core Concentration or in another discipline are required to do so no later than the end of the junior year by filing a Curriculum Declaration form with the Registrar. Students must successfully complete all minor requirements prior to graduation.

Add or Change a Core Concentration

Students are required to declare their Core Concentration by filing the Curriculum Declaration form with the Registrar no later than the end of their third semester. The major must be declared before the Core Concentration is declared.

Add a Certificate

Bachelor degree candidates who choose to add a certificate may do so by filing the Curriculum Declaration form with the Registrar no later the second semester of their junior year and in advance of submitting their Degree Application.

Change Catalog Year

Students are assumed to be following requirements for the various degrees/majors/minors as printed in the University Catalog for their first enrollment term at the university. Students who wish to follow degree requirements in a subsequent catalog must have the approval of their dean and file a Curriculum Declaration form with the Registrar.

Curriculum Declaration Form

This form is available from the Office of the Registrar or on the Registrar's website http://www.rwu.edu/sites/default/files/downloads/registrar/curriculumdeclaration.pdf and must be used:

- to declare a major
- to declare a second major
- to change a major
- to declare a Core Concentration
- to change a Core Concentration
- to declare a minor
- to declare a second minor
- to change a minor
- to declare a certificate
- to change the Catalog under which they will be evaluated for graduation.

Students must file Curriculum Declaration form(s) within the time periods established.

Course Numbering

Courses at Roger Williams University are numbered as follows:

100–199	Introductory courses
200–299	Intermediate courses
300–499	Advanced courses
500–599	Fifth-year undergraduate courses; first year graduate courses
600–699	Second-year graduate courses
700–799	Third-year graduate courses

RWU Credits Awarded for Student Academic Engagement

Credits Awarded	Minutes of "Academic Engagement" (adjusted for NEASC 50-minute hour*)	Clock Hour	50-minute "hour"
1	2,250 (37.5 hours)	45	37.5
2	4,500 (75 hours)	90	75
3	6,750 (112.5 hours)	135	112.5
4	9,000 (150 hours)	180	150
5	11,250 (187.5 hours)	225	187.5
6	13,500 (225 hours)	270	225

GEN-11-06 UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION
THE ASSISTANT SECRETARY

Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour* of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

   **NEASC assumes a 50 minute "hour."*

REGISTRATION

Pre registration is held for returning, degree seeking undergraduate, graduate, and joint admissions students in November for the Winter and Spring semesters, and in April for the Summer and Fall semesters. During the advising period, held two weeks prior to registration, a student meets with his/her advisor to review the student's progress towards their meeting core curriculum requirements and specific degree requirements. A course schedule is developed, the student's registration form is signed by the advisor, and the advisor releases the advisement hold. Note: students will not be allowed to register for classes until their advisement hold has been released by their academic advisor.

Pre-registration is available via the Web and in person. Registration Priority is based upon the student's classification (senior, junior, sophomore, etc.) at the close of the previous semester. Prior to each registration period, course listings, specific registration dates and times, and registration instructions as well as up-to-date information concerning course openings and prerequisites are online through the MyRWU student portal. Responsibility for course selection and fulfillment of graduation requirements ultimately rests with the student.

The University reserves the right to deny admission to class to any student who has not registered or remitted full payment of tuition and fees. The University reserves the right to cancel or limit enrollment in any class and does not guarantee course registrations, assignment of instructors, locations, or meeting times.

Course Load

Full time undergraduate students must carry a course load of 12 to 17 credit hours; a typical course load is 15 credit hours. Students wishing to carry 18 credits require the approval of their academic advisor, students wishing to carry more than 18 credits must obtain the approval from their dean; students who wish to carry more than 20 credit hours are subject to additional tuition costs. Failure to carry at least 12 credit hours may jeopardize housing, financial aid status athletic eligibility and health insurance.

Students may register for one course during Winter Intersession and the 3-week Summer Session; exceptions to the winter and summer session limit require dean approval.

Course Audit

Permission must be obtained from the professor before a student registers for a course as an auditor; the extent to which auditors may participate in a course is established by the professor. Courses audited are indicated on the transcript, but credits and grades are not assigned. A Course Status form must be filed with the Registrar's Office. A student who enrolls in a course as an auditor may elect to change to credit-bearing status and receive credit and a grade. A student who enrolls in a course for credit may elect to change to audit status. All changes must be made no later than by the last day to drop a course without the W (withdrawn) grade for the semester or session.

Course Withdrawal and Course Changes

A student may change courses or a section via the MyRWU portal up to the last day to add without instructor approval; courses dropped during the drop period are removed from the students record. Students may officially withdraw from a course by submitting an add/drop form to the Office of the Registrar, the grade of "W" is recorded; neither credit nor quality points are assigned. Students who fail to attend a course by the end of the add/drop period may be administratively withdrawn from the course; a W grade is assigned. Students should refer to the Academic Calendar for exact dates of add and withdrawal deadlines.

Note: students whose credit load falls below 12 credit hours, changes their enrollment status, which will affect scholarships, financial aid as well as rate of progress. The Office of the Bursar

and Advising and Peer Mentorship must validate all student change of status, before a change is submitted to the Office of the Registrar.

Transfer of Credit after Matriculation

In order to receive credit for courses taken at other accredited institutions, degree-seeking undergraduate students must obtain approval in advance. Failure to obtain this approval could result in denial of the course credit.

Transfer pre-approval forms are available on the Registrar's web site at www.rwu.edu.registrar/forms and in the Registrar's Office. Requests for approval of a course from another institution should be accompanied by the course description from that institutions catalog. Approval must be obtained prior to registering for the course at the other institution. It is the student's responsibility to have official transcripts sent directly by the institution to the Registrar's Office upon completion of the course.

Note: a minimum grade of "C" is required for credit transfer. Grades for courses taken at an institution other than Roger Williams University are not used in computing the student's GPA. No academic credit is awarded for Internships/COOP's, Practicum, Directed Research, Preparatory, or remedial coursework or for courses with grades of P or S. Grades earned for course work completed at another university are not recorded and are not calculated into the GPA.

Alternatives to Classroom Study

Proposal for Alternative Study require dean's approval and must be submitted prior to the last day to add a course without instructor permission. For intersessions, prior to the start of classes and summer sessions, the deadline is three calendar days after classes begin. Requests after the semester/session deadline require an Academic Standards Petition to extend the add date.

Independent Study

Independent Study courses provide an opportunity for individual pursuit of knowledge in an area not covered in regularly scheduled classroom courses at Roger Williams University. Independent Study courses include directed readings, thesis preparation, advanced problems, or specialized research. All independent study courses are directed by faculty and must be approved by the appropriate dean. Independent Study Petitions are available online http://www.rwu.edu/about/university-offices/registrar/frequently-used-forms.

External Study

External study is an established course in the university catalog. External study requires the approval of the dean. Students interested in enrolling in external courses must first meet with a member of the faculty to complete an External Course Petition available on the Registrar's website. http://www.rwu.edu/sites/default/files/downloads/registrar/petition_for_external_course.pdf.

INTERNSHIPS

Internship Practicums

The internship/practicum program is managed by the Center for Career & Professional Development and provides students the opportunity to work within and outside the University. Directed by an external supervisor and faculty sponsor, internships are oriented toward specific career and professional development goals and must be academically significant. To enroll students must be in Good Academic Standing. Assignments must be of sufficient duration, typically 135 hours, and must be considered a meaningful part of the academic program in which the student is enrolled. Students must first complete a Career Planning Seminar of 10 sessions facilitated by the Center for Career & Professional Development.

An internship/practicum experience is required by the following majors/minors: Accounting, Arts Management, Cybersecurity, Educational Studies, Graphic Design, International Business, Journalism, Management, Cyber Security and Network Security Assurance, Psychology, Public Health, Public Relations, Visual Arts and Web Development/Computer Information Studies.

The Center for Career & Professional Development supports all students who wish to participate in an internship, required or not. For additional information, visit ccpd.rwu.edu.

Advanced Placement and International Baccalaureate

Roger Williams University offers course equivalencies and credits for any Advanced Placement and International Baccalaureate subject areas. Please consult the tables to determine subject areas available and minimum score requirements.

College Level Examination Program (CLEP)

The CLEP program applies only to students who have been out of high school for at least three years. Students must have taken the CLEP examination before matriculating at Roger Williams University. No student will receive credit for a CLEP examination if they have received credit at Roger Williams University or transferred credit to the University for an equivalent course.

Students may receive academic credit by completing the College Level Examination Program (CLEP). Examinations are offered in a wide variety of subjects and are tied closely to specific courses. In order to receive credit for CLEP exams, students need to achieve the scores recommended and published by the American Council on Education.

CLEP exams are not given at Roger Williams University. Interested students must contact CLEP, Box 6600, Princeton, NJ 08541-6600 (609) 951-1026 for dates and locations of CLEP exams.

Roger Williams University Challenge Examinations

Enrolled students who demonstrate competence in material covered by certain scheduled courses may be waived from or obtain credit for such courses by passing a "challenge" examination. Students should consult the dean of the college or school for specific information and any limitations.

Advanced Placement (AP)

No credit is awarded for AP subscores.

AP Exam Title	Score	Credits	RWU Equivalent Course	Core Concentration
ART HISTORY	3	3	AAH 121	AAH 121
Art History	4 or 5	6	AAH 121 & 122	AAH 121 & 122
ART STUDIO				
Studio Art: Drawing	4 or 5	3	VARTS 101	VARTS 101
Studio Art: 2-D Design	4 or 5	3	VARTS 101	VARTS 101
Studio Art: 3-D Design	4 or 5	3	VARTS 231	VARTS 231
BIOLOGY	4	4	BIO 104	BIO 104
	5	8	BIO 103 & BIO 104	BIO 103 & BIO 104
CHEMISTRY	4	4	CHEM 191	CHEM 191
	5	8	CHEM 191 & CHEM 192	CHEM 191 & CHEM 192
COMPUTER SCIENCE				
Computer Science A	3, 4 or 5	4	COMSC 110	COMSC 110
Computer Science B	3, 4 or 5	8	COMSC 110 & COMSC 111	COMSC 110 & COMSC 111
ECONOMICS				
Macroeconomics	3, 4 or 5	3	ECON 112	ECON 112
Microeconomics	3, 4 or 5	3	ECON 111	ECON 111
ENGLISH				
Literature &	4	3	ENG 900	ENG 900
Composition	5	3	ENG 100	ENG 100
Language & Composition	4 or 5	3	WTNG 102	
ENVIRON. SCIENCE	4 or 5	4	NATSC 103	NATSC 103
FOREIGN LANGUAGE	3	3	LANG 101	LANG 101
Language	4 or 5	6	LANG 101 & LANG 102	LANG 101 & LANG 102
Literature	3	3	LANG 350	LANG 350
	4 or 5	6	LANG 350	LANG 350
GEOGRAPHY	4	3	RWU 900	
	5	6	RWU 900	
GOVT & POLITICS				
United States	4 or 5	3	POLSC 100	POLSC 100
Comparative	4 or 5	3	POLSC 120	POLSC 120
HISTORY				
United States	4	3	HIST 151	HIST 151
	5	6	HIST 151 & HIST 152	HIST 151 & HIST 152
European	4	3	HIST 101	HIST 101
	5	6	HIST 101 & HIST 102	HIST 101 & HIST 102
World History	4	3	HIST 900	
	5	6	HIST 900 & RWU 900	
MATHEMATICS				
Calculus AB	3, 4 or 5	4	MATH 213	MATH 213
Calculus BC	3, 4 or 5	8	MATH 213 & MATH 214	MATH 213 & MATH 214
Statistics	3, 4 or 5	3	MATH 124	
MUSIC	5	4	MUSIC 270 & MUSIC 271	MUSIC 270 & MUSIC 271
PHYSICS				
Physics B	4	4	PHYS 109	PHYS 109
Physics B	5	8	PHYS 109 & PHYS 110	PHYS 109 & PHYS 110
PHYSICS 1	4 or 5	4	PHYS 109	PHYS 109
PHYSICS 2	4 or 5	4	PHYS 110	PHYS 110
Physics C—Mechanics	3, 4 or 5	4	PHYS 201	PHYS 201
Physics C—Electricity & Magnetism	4 or 5	4	PHYS 202	PHYS 202
PSYCHOLOGY	4 or 5	3	PSYCH 100	PSYCH 100

International Baccalaureate (IB)

Credit only awarded for Higher Level (HL) courses completed. No credit awarded for Standard Level (SL) courses completed.

IB Exam	Score	Credits	RWU Equivalent Course	Core Concentration
BIOLOGY	5 or 6	4	BIO 104	BIO 104
	7	8	BIO 103 & BIO 104	BIO 103 & BIO 104
BUSINESS & MANAGEMENT	5	3	MGMT 200	
CHEMISTRY	5 or 6	4	CHEM 191	CHEM 191
	7	8	CHEM 191 & CHEM 192	CHEM 191 & CHEM 192
COMPUTER SCIENCE	5	4	COMPSC 110	COMPSC 110
DANCE	5	3	DANCE 150	
ECONOMICS	5	6	ECON 111 & ECON 112	ECON 111 & ECON 112
FILM	5	3	FILM 101	
GEOGRAPHY	5	3	RWU 900	
	5	6	RWU 900	
HISTORY				
European & Islamic World	5	3	HIST 101	HIST 101
20th Cent. World History	5	3	HIST 900	
LANGUAGE A1 (LITERATURE)	5	3	ENG 900	
LANGUAGE B (LANGUAGE ACQUISITION)	5	3	Target Language 101	Target Language 101
	7	6	Target Language 101 & 102	Target Language 101 & 102
LITERATURE & PERFORMANCE	5	3	ENG 900	
MATHEMATICS	4	4	MATH 136	
	5 or 6	4	MATH 213	MATH 213
	7	8	MATH 213 & MATH 214	MATH 213 & MATH 214
MUSIC THEORY	5	4	MUSIC 270 & MUSIC 271	
PHILOSOPHY	5	3	PHIL 100	PHIL 100
PSYCHOLOGY	5	3	PSYCH 100	PSYCH 100
PHYSICS	5 or 6	4	PHYS 109	
	7	8	PHYS 109 & PHYS 110	
SOCIAL & CULTURAL ANTHROPOLOGY	5	3	ANTH 100	ANTH 100
THEATRE	5	3	THEAT 130	THEAT 130
IB HIGHER LEVEL CERTIFICATE		3	RWU 900	

Challenge examinations are not offered for University Core Curriculum interdisciplinary and seminar course requirements.

Enrolled students who have paid the applicable tuition and fees for the course and can demonstrate evidence of expertise are eligible to apply for a challenge examination, which has been approved by the appropriate college or school.

Challenge examinations may not be repeated and may not be taken for the purpose of a grade replacement for previously completed courses with grades of C- or below.

A student may test out of no more than 25 percent of the courses needed for graduation. Interested and eligible students should be aware of the following:

1. Students must complete a Challenge Examination Request form available from the secretary of the appropriate college or school.
2. Students must pay a $50 non-refundable fee for each examination to the Bursar after approval has been obtained but before the examination date.
3. Students must request permission during the first week of classes to take challenge exams in courses in which they are enrolled. Such examinations must be administered during the first two weeks of the semester and graded before the end of the third week of the semester.
4. Successful completion of a challenge examination results in the listing on the student's permanent record of the course equivalent, the notation "credit by examination," and the amount of credit granted.

UNIVERSITY GRADING SYSTEM

Grade	Description	Grade Points
A	Excellent	4.00
A-		3.67
B+	Good	3.33
B		3.00
B-		2.67
C+	Average	2.33
C		2.00
C-		1.67
D+	Passing	1.33
D		1.00
D-		0.67
F	Failure	0.00

The following grades are not calculated in the GPA:

P	Pass (C or Higher)	W	Withdrawal
NP	No Pass	AU	Audit
I	Incomplete*	L	Lab Participant

**Incomplete grades must be completed before the end of the subsequent semester and will convert to a grade of "F" if not resolved by the deadline. Students should consult the Academic Calendar for specific deadline dates.*

Grade Appeal

Any student who formally appeals a course grade must do so in writing within one semester of receiving the grade. Correspondence should be addressed to the professor and a copy sent to the dean of the college or school in which the course is offered.

A change of grade may be made if the professor and dean both approve and sign a Change-of-Grade form, which is forwarded to the Registrar. If either the professor or the dean disapproves of the change of grade, the student has the right to appeal to the college or school Academic Standards Committee within two weeks of receiving written disapproval. Students may not appeal a grade subsequent to the award date of their degree.

Incomplete Grades

An Incomplete grade (I) may be given at the discretion of the instructor. The time by which missing work must be completed is also at the discretion of the instructor; however, this time period may not extend beyond the last day of classes of the subsequent academic semester in which the incomplete was earned. If a course is not successfully completed by this deadline, the incomplete will automatically be changed to a grade of "F" (Failure).

All work must be completed prior to graduation, including resolution of any grades of incomplete. The students' academic record is sealed on the date the degree is conferred.

Pass/No Pass Option

To encourage students to enroll in courses outside their major, and thus broaden their academic foundation, juniors and seniors may enroll in one course per semester outside their major area on a Pass/No Pass basis. Music lessons for non-majors and Student Teaching courses are graded Pass/No Pass and are not part of this restriction. Those who pass the course receive the appropriate credit; those who fail the course receive no credit. Students who elect this option must file a Course Status form with the Registrar. A student who enrolls in a course for Pass/No Pass may elect to change to a graded status. All changes must be made no later than by the last day to drop a course without the W (withdrawn) grade for the semester or session.

Courses required for the student's major(s), minor(s), and University Core Curriculum courses may not be taken on a P/NP basis. Professors may not assign Pass or No Pass grades as substitutes for passing or failing grades unless the course is designated Pass/No Pass for all students or a student formally elects the Pass/No Pass option within the timeframe noted above.

Repeated Courses

A course may be repeated for credit if a grade of C- or less is received on the first attempt. If a student receives as second grade of C- or less in the repeated course, the course may be repeated only once more. The grade for the repeated course is calculated in the GPA in place of the initial grade(s) provided that the course is taken at Roger Williams University and the grade in the repeated course is higher than the previous grade(s). The previous grade(s) remains on the record, but neither the previous grade(s) nor the credits are calculated. Students who repeat courses for a higher grade must expect to do course work in the summer to ensure minimum rate of progress and timely graduation.

A grade of C- or less in a course taken at Roger Williams University may also be repeated at another institution provided

that it is not one of the five Interdisciplinary CORE courses However, only the credits for a course completed with a C or better at another institution are accepted in transfer. The grade and grade points for the course are not calculated in the GPA. The previous grade remains on the record, but neither grade nor credit is calculated in the GPA.

A course may not be repeated for credit if a grade of C or higher or Pass was assigned.

Variable Content/Special Topic Courses

Students may enroll in variable content and special topics courses, provided the topic is not repeated. When the topic is repeated, rules for repeated courses apply and no credit is awarded. Re-numbered or re-titled courses are not considered as variable content/special topic courses and may not be repeated for duplicate credit.

Mid-Semester Warning Grades

Warning grades are issued for all freshman receiving C- or below in any of their classes; warning grades are issued to sophomores, juniors, seniors, and graduate students at the discretion of the course instructor. It is the student's responsibility to meet with their academic advisor and the instructor of any course in which a warning grade is issued to discuss ways to improve the quality of their work, and seek help from all available campus resources.

Final Grades/Holds on Student Records

Holds may be placed on a student's record for a variety of reasons, incomplete submission of required documents, outstanding balances, etc. The hold may prohibit registration, viewing of grades, obtaining transcripts or receiving a diploma, depending on the type of hold. Students may view the type of hold on their account via MyRWU student portal.

Grade-Point Average

The GPA indicates the student's overall academic average. It is calculated on both a semester and cumulative basis. The (GPA) is calculated by dividing the total grade points obtained during the semester by the number of credits for which a student received an F or better.

Dean's List

Students who complete 12 or more credits per semester and earn a GPA of 3.4 or higher are placed on the Dean's List that semester, provided that they have not received any of the following grades: F, I, or NP.

Students in the School of Continuing Education matriculating part-time who take 12 or more credits per year and earn a GPA of 3.4 or higher are placed on the Dean's List in June, provided that they have not received any of the following grades: F, I, or NP.

Undergraduate Academic Good Standing

The University is committed to the academic success of all students. It monitors progress toward success via the Academic Good Standing requirements. To remain in Academic Good Standing students must meet both rate of progress and required cumulative grade point requirements. Failure to meet Academic Good Standing requirements will result in sanctions and interventions, including dismissal from the University, in cases of serious or repeated poor academic performance.

Minimum Rate of Progress: To meet the rate of progress requirement students must accumulate at least the minimum number of credit hours noted in the scale below. The minimum satisfactory rate of progress would necessitate five years for completing an undergraduate degree. Students who wish to complete their undergraduate degree in four years should plan on completing at least fifteen (15) credits per semester, and are strongly advised to enroll in Winter Intersession or Summer Session courses if they elect to take a reduced program of study (12–14 credits) during the fall and spring semesters.

Minimum Cumulative Grade Point Average (GPA): To remain in academic good standing all students must maintain the minimum GPA according to the scale below.

Scale for Satisfactory Academic Standing

Full-Time Semesters Completed	*Minimum GPA*	*Minimum Credit Hours Completed*
End of 1st Semester	1.70*	12
End of 2nd Semester	1.80	24
End of 3rd Semester	1.90	36
End of 4th Semester	2.00	48
End of 5th Semester	2.00	60
End of 6th Semester	2.00	72
End of 7th Semester	2.00	84
End of 8th Semester	2.00	96
End of 9th Semester	2.00	108
End of 10th Semester	2.00	120

**Does not include semesters when a student has withdrawn for medical reasons.*

**Transfer students will be considered to have completed one semester of full-time study for every 12 credits of posted transfer credit. For example a student who transfers 24 credits must have a GPA of 1.9 at the end of their first semester at the University to achieve Academic Good Standing. While part-time students do not have a rate of progress requirement they must meet the GPA requirement for full-time students based on the number of credit hours they have completed. For example, a part-time student who has completed between 24 and 35 credits would be expected to have a GPA of 1.80. A part-time student who has completed 48 credits would be expected to have a GPA of 2.0.*

Academic Sanctions

Academic Probation: Students who fail to meet the minimum requirements for either rate of progress or GPA are placed on probation for the one semester, fall or spring, immediately following an unsatisfactory academic performance. Probation formally warns students of the need to increase their focus on their academic programs and to take personal responsibility for addressing their deficiencies. Students with serious academic deficiencies are subject to suspension or dismissal without being first placed on probation.

Freshman placed on probation at the end of their first academic semester at the University must participate in an

academic probationary support program. All students placed on probation are directed to meet with their advisor at the start of the following semester to develop a plan to reestablish Academic Good Standing. Students on probation may not serve as officers in student clubs or student government, serve as resident assistants or participate in intercollegiate athletic competitions without the written permission of their academic dean. While probation may continue for more than one semester, probationary students who do not make adequate progress in addressing their deficiencies are subject to suspension or dismissal.

Academic Suspension: Academic Suspension is noted on students' transcripts and are for one semester, either fall or spring. During the suspension period student may not live on campus or be registered for courses. Students are automatically suspended when they fail to meet Academic Good Standing requirements after a total of three semesters of probation beyond the freshman year. Students may also be suspended if they fail to make adequate progress in restoring their Academic Good Standing during a semester they are on probation.

Students are urged to use their suspension period to seriously examine their performance and to address any personal issues that have impeded their academic performance. If a suspended student elects to take courses at another institution, the student is advised to have these courses pre-approved by his or her academic dean.

Academic Dismissal: Academic Dismissal is noted on a students' transcript and cannot be appealed. Students will be dismissed from the University if their GPA is below 1.4 after two semesters of full-time study or if their GPA is below 1.8 after four semesters of full-time study. Deans, in consultation with faculty members, may dismiss a student without first placing a student on suspension.

Determination of Sanctions and Notification

Determination of suspensions and dismissals are made by the academic deans in consultation with their school/college faculty members. Notification of suspension or dismissal occurs shortly after the end of an academic semester by e-mail using the students' RWU e-mail address and immediately followed by an overnight mail delivery sent from the dean of each school/college. Notifications of probation are sent shortly thereafter by standard USPS.

Appeal of Sanctions

Probation may be appealed only when students can document for their school dean there was an error in fact or if the completion of incomplete grades restored their Academic Good Standing.

Appeals of academic suspension or dismissal are heard by the University Academic Appeals Committee at a fixed time in the months of January and June. The committee is composed of school/college deans, a faculty member selected by the Academic Standards and Policies Committee of the Faculty Senate, and two representatives from the Student Affairs Division. A chair of the University Appeals Committee is appointed by the Provost. The Center for Student Academic Success is a resource students may use for suggestions to draft their appeal.

Appeals, either in writing or in person are heard by the committee. If an appeal is granted the student may return to the University, on probation. The University Academic Appeals Committee may stipulate individual performance requirements and restrictions for the next semester as a condition of granting an appeal. All decisions of the University Academic Appeals Committee are made on the day the appeal is heard or read. All decisions are final.

Licensure and Accreditation Information and Complaint Process

The United States Department of Education, pursuant to 34 CFR § 668.43(b), requires institutions of higher education authorized under Title IV of the Higher Education Act to make available for review to any enrolled or prospective student, upon request, a copy of the documents describing the institution's licensure and accreditation. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant state official or agency that would appropriately handle a student's complaint. Roger Williams University and Roger Williams University School of Law (collectively, "University") provide the following information in accordance with the above requirements:

State Licensure and Accreditation Information

The University was originally chartered in 1956 and is licensed by the State of Rhode Island as an institution of higher education.

The University is accredited by the New England Association of Schools & Colleges, Inc. ("NEASC") and has been since 1972. In addition, Roger Williams University School of Law is accredited by the American Bar Association ("ABA"). Other University schools and programs hold various other accreditations, a comprehensive list of which is available at http://www.rwu.edu/about/accreditation.

Copies of the documents describing the University's licensure and accreditation may be obtained by contacting the University's Office of General Counsel, One Old Ferry Road, Bristol, RI 02809.

Complaint Process

Recommended Content of Complaints
A complaint should contain the complainant's contact information, including name, address, telephone number, and email address and specify whether the complainant is a prospective, current, or former student. Complaints should contain as much detail as possible, including the names of individuals involved, dates, supporting documentation, and requested remedy.

Internal Complaint Process
The University recommends that students and prospective students first file complaints internally before resolution is sought from the University's state licensing entity or accreditor. Internal complaints may be filed with the University administrators referenced below. Complainants who are unsure where to file internal complaints may contact Richard Hale, Chief of Staff, or the Office of General Counsel, One Old Ferry Road, Bristol, RI 02809.

Prospective Student Complaints
Roger Williams University prospective students may report all complaints to the Vice President for Enrollment Management, One Old Ferry Road, Bristol, RI 02809.

Roger Williams University School of Law prospective students may report all complaints to the Assistant Dean of Admissions, 10 Metacom Avenue, Bristol, RI 02809.

Roger Williams University Student Complaints
Roger Williams University students may report complaints to Roger Williams University students may report complaints to the applicable vice president, dean, or department head having jurisdiction over the matter. For example, academic matters may be reported to the dean of the applicable school and student matters may be reported to the Dean of Students. Contact information for vice presidents, deans, and department heads is located on Roger Williams University's website http://www.rwu.edu/.

Roger Williams University School of Law Student Complaints
Roger Williams University School of Law students may report complaints to the applicable dean or department head having jurisdiction over the matter. For example, academic matters may be reported to the Associate Dean for Academic Affairs and student matters may be reported to the Assistant Dean of Students. Contact information for deans and department heads is located on the School of Law's website http://law.rwu.edu/.

External Complaint Process
If a complaint is not resolved satisfactorily internally or if the internal complaint process is not utilized, a student or prospective student may file a complaint with the University's state licensing entity and/or accreditor.

State of Rhode Island Complaint Process
The Rhode Island Department of Attorney General has established the following complaint process related to receiving and resolving complaints for all institutions that are legally authorized to provide post-secondary higher education in Rhode Island that are not subject to regulation by the Rhode Island Department of Education or other state agency:

- Violations of state consumer protection laws (e.g., laws related to fraud or false advertising) will be referred to the Consumer Protection Unit within the Department of Attorney General and shall be reviewed and handled by that Unit.
- Violations of state laws or rules related to approval to operate or licensure of post-secondary institutions will be referred to the appropriate Division within the Department of Attorney General and shall be reviewed and handled by that Division.
- Complaints relating to quality of education or accreditation requirements shall be referred either to NEASC, the entity with primary responsibility for accreditation of Rhode Island institutions of higher education, or a specialized accreditor with oversight of particular programs.

Contact information:
Rhode Island Department of Attorney General
150 South Main Street
Providence, RI 02903
Telephone: (401) 274-4400
Web: http://www.riag.ri.gov

Accreditor Complaint Process
NEASC responds to complaints regarding allegations of institutional conditions that raise significant questions about the institutions' compliance with the NEASC Standards

for Accreditation. NEASC's Policy and Procedures for the Consideration of Complaints against Affiliated Institutions is available at http://cihe.neasc.org/downloads/POLICIES/Pp11_Consideration_of_Complaints.pdf.

Contact information:
New England Association of Schools and Colleges
Commission on Institutions of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
Telephone: (781) 425-7785
Facsimile: (781) 425-1001
Web: http://cihe.neasc.org

The ABA has designed a complaint process to bring to the attention of the ABA any facts and allegations that may indicate that an approved law school is operating its programs of legal education out of compliance with the ABA Standards for the Approval of Law Schools. Information on how to file a complaint is available at http://www.americanbar.org/groups/legal_education/resources/accreditation/complaint_proceedures.html.

Contact information:
Office of the Consultant on Legal Education
American Bar Association
321 N. Clark Street, 21st Floor
Chicago, IL 60654
Telephone: (800) 285-2221
Web: http://www.americanbar.org

Online Learning Complaint Information for Students and Prospective Students Residing Outside of Rhode Island

Students and prospective students that reside outside of Rhode Island and are enrolled in or have contacted the University requesting information concerning admission to the University's Online Learning Program may also file complaints with their state approval or licensing entity and any other relevant state official or agency that would appropriately handle a student's complaint. Contact information for out-of-state agencies is available at http://www.sheeo.org/sites/default/files/Complaint%20Process%20Links%2012-2012.pdf.

The Undergraduate Course of Study

Roger Williams University takes its name from the founder of the state of Rhode Island, a 17th-century free-thinker who was not satisfied with the status quo of his day. Neither is the University. But Roger Williams did not just criticize the status quo. He changed it, founding a community dedicated to open-mindedness, tolerance and diversity. This is such a community. We welcome all students who come here and prepare them to meet life's challenges.

At the heart of Roger Williams University is our abiding commitment to undergraduate education. Undergraduates who enter Roger Williams find more independence than they have had at home and more support than they will have after college. Here they find diverse experiences and endless opportunities to exercise curiosity. They also develop a set of values that is captured in the Pledge of Academic Integrity that all undergraduates make at Convocation:

> *We, the undergraduate students of Roger Williams University, commit ourselves to academic integrity. We promise to pursue the highest ideals of academic life, to challenge ourselves with the most rigorous standards, to be honest in every academic endeavor, to conduct ourselves responsibly and honorably, and to assist one another as we live and work together in mutual support.*

The undergraduate curriculum is designed to guide students toward inquiry, toward establishing and realizing their goals, and toward becoming productive professionals. In this community of teachers and learners, we are dedicated to excellence. Those who complete their undergraduate studies enter the world with knowledge, skill and confidence.

The distinguishing hallmark of the Roger Williams tradition is this: each graduate of the University completes both a focused, specialized program of study – the major – and a broad-based, comprehensive program of study – the Core Curriculum, which includes a second field of specialization, that can be extended into a second major. In increasingly competitive times, more and more students here are preparing themselves to excel in multiple fields. Moreover, the Semester Abroad Interdisciplinary Core Concentration provides an additional, incomparable opportunity in this era of internationalization. The University encourages and supports these initiatives.

All undergraduates enrolled in the University, regardless of major, study in order to understand, and they are civilized by this process. They learn to gain experience, and their lives are thereby further enriched. They learn about themselves and about others, and their intellect is consequently strengthened, made more acute, more reflective, more responsive and, indeed, more humane.

Baccalaureate Majors

Roger Williams University offers baccalaureate degrees in the following disciplines:

Feinstein College of Arts and Sciences
American Studies
Anthropology + Sociology
Applied Mathematics
Biology
Biochemistry
Chemistry
Communication & Media Studies
Creative Writing
Dance/Performance
English Literature
Environmental Science
Foreign Languages
Graphic Design Communication
History
International Relations
Journalism
Marine Biology
Mathematics
Music
Performing Arts
Philosophy
Political Science
Psychology
Public Relations
Theatre

School of Architecture, Art and Historic Preservation
Architecture
Art & Architectural History
Historic Preservation
Visual Arts Studies

Mario J. Gabelli School of Business
Accounting
Computer Information Systems
Economics
Finance
International Business
Management
Marketing
Web Development

School of Education
Elementary Education
Secondary Education
Educational Studies

School of Engineering, Computing and Construction Management
Computer Science
Construction Management
Engineering

School of Justice Studies
Criminal Justice
Cybersecurity and Networking
Forensic Science
Legal Studies
Security Assurance Studies

School of Continuing Studies
Criminal Justice
Cyber Security and Networking
Emergency Medical Services (EMS)
Management
Paralegal Studies
Public Administration
Psychology
General Studies
Community Development
Health Care Administration
Humanities
Individualized Concentration
Industrial Technolgy
Psychology
Social and Health Services
Social Science
Technology Leadership and Management
Theater

The Elements of Undergraduate Curriculum

1. The University Core Curriculum: Without the benefit of the Core Curriculum, students would not be fully educated, much less well rounded. At Roger Williams the Core is a course of study different from, but equal in importance to, the major. Core requirements, like those in the major, are fulfilled throughout the undergraduate program.
2. The Major: All students complete at least one major. Students usually declare a major by the end of the first year, if not earlier. The major develops depth and competence in a single field of study.

Students may achieve dual majors by applying Core Concentration course work toward a second major. To accomplish this, the Core Concentration should be declared before registration for the sophomore year. Program descriptions and requirements for each major are noted in this catalog.
3. The Minor: Students are encouraged to minor in at least one discipline. The University offers minors in all the major programs and in the following disciplines: anthropology + sociology, aquaculture and aquarium science, economics, environmental chemistry, military science, music, public health, sustainability and urban studies. Requirements for each minor are noted in this catalog.
4. Study Abroad: All students are strongly encouraged to apply for a passport during their freshman year and to participate in Roger Williams University Semester-long International Studies Abroad during their junior or senior years. Students can satisfy their Core Concentration requirement in one semester by registering for a semester abroad Interdisciplinary Core Concentration in International Studies Abroad.
5. Service Learning: All students must fulfill the Service Learning requirement.

Special Academic Programs

The Feinstein Center for Service Learning and Community Engagement

Mission

The Mission of the Feinstein Center is to nurture the University's core value of commitment to service in our students while meeting the needs of the community by fostering partnerships, encouraging and supporting service learning initiatives, and offering resources and opportunities for civic engagement.

Under the auspices of the philanthropy of Alan Shawn Feinstein, Roger Williams University in 1998 created a campus program, now known as the Feinstein Center, to design and implement service learning and co-curricular service efforts. Each of our students is introduced to the core value of service as freshmen when they participate in Community Connections, a special day of service involving the incoming class and 200 returning students, faculty and staff. Over the next four years, students will be exposed to diverse opportunities in service learning, community service, and civic engagement that are academically linked as well as co-curricular.

The University has an expectation that all students participate in a service experience during their time at Roger Williams University. This may take the form of community service, service learning, or civic engagement.

Community service is service that addresses the symptoms of social problems. It can take the form of a one-time experience or a long term commitment to a non-profit/community based or government agency. Many Roger Williams University student clubs, athletic teams, and residential living areas participate in community service throughout the year.

Service learning involves service that is imbedded in an academic course and is directly related to the course material. Each year students are offered approximately 20 different service learning courses in Architecture, Education, Dance, Historic Preservation, CORE, English, Business, Communication, and Justice Studies. Service learning courses in other disciplines are offered schedule permitting. Some coop/internships are service learning as they are unpaid positions in non-profit organizations and have clear learning outcomes.

Civic engagement refers to activities that involve students politically, allowing them to find their voice and advocate on behalf of those in our society who have no voice.

The Feinstein Center facilitates several programs that encourage our students to become more active in the community such as AmeriCorps Scholarships for Service, Community Service Work Study, and Bristol Reads. All of these programs and activities are intended to help our students develop their academic and citizenship skills, preparing them for life after Roger Williams University.

Academic Honor Societies

Alpha Chi

Roger Williams University sponsors the Rhode Island Alpha Chapter of the Alpha Chi Scholarship-Leadership Honorary Society. Membership is by invitation to outstanding students who rank in the top five-percent of the junior and senior classes.

Alpha Phi Sigma

Alpha Phi Sigma is the only National Justice Honor Society for Criminal Justice Majors. The society recognizes academic excellence of undergraduate, graduate students of criminal justice, as well as Juris doctorate.

Alpha Sigma Lambda

Alpha Sigma Lambda National Honor Society was founded in 1945-46 to recognize adult students in continuing higher education who achieve academic excellence while managing responsibilities to family, work and community. Inductees of Roger Williams University's chapter, Rho Alpha, must be matriculated and have a minimum of twenty-four graded semester hours in an undergraduate degree program at Roger Williams University. Members shall be selected only from the highest ten percent of their class and must have a minimum grade point average of 3.2.

Beta Beta Beta

Beta Beta Beta is a national honor society in the biological sciences. The Theta Gamma Chapter was established at Roger Williams University in 2003. The society emphasizes stimulation of scholarship, dissemination of scientific knowledge, and promotion of biological research. Membership is by invitation to upper-level biology and marine biology majors who have maintained at least a 3.3 GPA in their biology courses.

Beta Gamma Sigma

Beta Gamma Sigma is the honor society serving business programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International. Juniors and Seniors in the top 10% of their respective classes are invited to join.

Eta Sigma Phi

Eta Sigma Phi is the national honorary collegiate society for students of Latin and/or Greek. Established in 1914, the purposes of the Society are to develop and promote interest in classical study among the students of colleges and universities; to promote closer fraternal relationship among students who are interested in classical study; to engage generally in an effort to stimulate interest in classical study, and in the history, art, and literature of ancient Greece and Rome. To be eligible, students must complete at least six credits in Latin, Greek or Classics related field.

Lambda Epsilon Chi

Lambda Epsilon Chi (LEX) is the national honor society in paralegal studies. LEX recognizes students who have demonstrated superior academic performance in an established, qualified program of paralegal studies. Roger Williams University qualifies as a member in good standing of the American Association for Paralegal Education (AAPE).

Phi Alpha Theta

Phi Alpha Theta, the professional History Honor Society, promotes the study of history through research, good teaching, publication, and exchange of learning and thought. It brings together, both intellectually and socially,

students, teachers, and writers of history. To be eligible for membership, students must complete at least 12 credits in history, must possess the requisite GPA, and must rank in the top third of the class.

Phi Beta Delta
Phi Beta Delta is the premier honor society dedicated to scholarly achievement in international education, founded in 1987. Phi Beta Delta honors those who serve internationalism—the idea of an interconnected world, of respect for different traditions, of the need for education to enhance one's knowledge and understanding of the many regions and cultures around the globe. The Epsilon Rho chapter was established at Roger Williams University in 2007. Membership is open to students, faculty and staff with high academic achievement and a demonstrated interest or involvement in international or intercultural affairs. Specific criteria are stated in the applications for membership, which are due by the first day of October.

Phi Delta Kappa
Phi Delta Kappa is an international association for professional educators. The organization's mission is "to promote quality education with particular emphasis on publicity supported education, as essential to the development and maintenance of a democratic way of life." Membership includes students who are enrolled in or who have successfully completed student teaching, graduate students in a program leading to teacher certification, and teachers matriculating in other graduate education programs. Roger Williams University is in the process of petitioning to become a chapter.

Pi Sigma Alpha
The Pi Lambda chapter of Pi Sigma Alpha, the National Political Science Honor Society, was established at Roger Williams in 1997. Founded in 1920, the purpose of Pi Sigma Alpha is to promote interest and scholarship in the subjects of politics, government and international relations by providing recognition and support to students who have excelled in the field. Membership is open to juniors and seniors who have completed at least four courses in political science, maintained at least a B average in those courses, and have an overall GPA which places them in the top third of their class. The national organization offers opportunities for scholarships, grants, and awards for academic achievement, and the local chapter sponsors co-curricular activities, which provide a forum for research and the exchange of ideas in the discipline.

Psi Chi
Membership to the Roger Williams University Chapter of Psi Chi, the National Honor Society in Psychology, is open to psychology majors and minors who have completed at least 12 credits in psychology, and have maintained a 3.5 GPA in psychology, as well as an overall GPA of 3.3. Established in 1978, Psi Chi encourages and stimulates students to achieve and maintain excellence in scholarship and in the science of psychology.

Sigma Delta Pi
Sigma Delta Pi, the National Collegiate Hispanic Honor Society, was established on November 14, 1919, at the University of California in Berkeley. Sigma Delta Pi is the only honor society devoted exclusively to advance students of Spanish in four-year colleges and universities. The society honors those who seek and attain excellence in the study of the Spanish language and in the study of the literature of the Spanish-speaking peoples and encourages college and university students to a deeper understanding of Hispanic culture.

Sigma Iota Rho
The Epsilon Mu chapter of Sigma Iota Rho, the international honor society for international relations, was established in 2008 to promote and reward scholarship and service among students and practitioners. The motto of Sigma Iota Rho is "Synesi, Ideodoi, Rhomi" meaning "Prudence, Ideals, and Power" three of the key elements of international affairs. The chapter motto is Episteme Mundi meaning "Knowledge [of the] World." Juniors who meet the standards of a 3.2 cumulative GPA and a 3.4 GPA in International Relations are eligible for membership. Membership in Sigma Iota Rho is intended not only to enhance the credentials of its members, though public recognition of the best and the brightest students in international relations, but is meant to encourage a life-long devotion to a better understanding of the world we live in and to continuing support for and engagement in education, service, and occupational activities that reflect the highest standards of practice in international affairs. The chapter sponsors co-curricular activities and the National Organization sponsors a journal and other activities for students and practitioners.

Sigma Lambda Chi
Sigma Lambda Chi, the international construction honor society, provides recognition to outstanding students in the Construction Management major for their academic accomplishments. Membership is by invitation to majors who possess the requisite grade point average.

Sigma Tau Delta
Sigma Tau Delta, the international English Honor Society, confers distinction for high achievement in English literature and language, promotes interest in literature and language on campus and in the surrounding communities, and fosters the discipline of English in all its aspects, including creative and critical writing. The Alpha Alpha Nu chapter, established at Roger Williams University in 1990, invites English majors and minors who are in the top third of their class, who complete three semesters of course work, including three English courses, and who maintain a high GPA.

Tau Sigma Delta
The Beta Tau chapter of the Tau Sigma Delta Honor Society in Architecture, established on campus in 1989, is a national collegiate honor society for accredited programs in architecture, landscape architecture, and the allied arts, whose prime objective is to celebrate excellence in scholarship, to stimulate achievement, and to reward students who attain high scholastic standards. Its motto, "Technitai Sophoikai Dexioti" means "Craftsmen, skilled and trained." Membership is open to students who complete five semesters of the program in architecture or landscape architecture, who maintain a B average, and who are in the top fifth of their class.

The Three-Plus-Three Program

Outstanding students who qualify for this special program may be able to complete all requirements for a baccalaureate degree and the Juris Doctor degree in six years.

Full-time students who matriculate at the University in their freshman year and who maintain superior academic records with outstanding academic averages and superior scores on the Law School Admission Test (LSAT) may apply to the School of Law at the end of their junior year, substituting the first year of work in the School of Law for up to 30 credits of free electives for the Bachelor of Arts degree. Students who apply must meet the following conditions:

- A student must have earned at least 90 credits in three years of study at Roger Williams University before beginning at the School of Law.
- All Core Curriculum requirements and major requirements must be met within those 90 credits.
- The student's cumulative grade-point average must be at least 3.0 with no grade lower than a C (2.0).
- The student must achieve an LSAT score that is at or above the School of Law's median accepted score for the previous year.

In completing the first year of work in the School of Law, a student in the Three-Plus-Three program must pass all law courses with a grade-point average of at least 2.0. It is mandatory that all non-law academic work toward the combination degree be completed before any work in law is undertaken.

Those interested in pursuing the Three-Plus-Three Program must contact the Dean of Admissions at the School of Law and either the Dean of the School of Justice Studies or the Dean of the Feinstein College of Arts and Sciences, no later than the end of the freshman year. This program is not available to transfer students.

Those interested in pursuing the Three-Plus-Three Business Law Program must contact the Dean of the Mario J. Gabelli School of Business no later than the end of the freshman year. This program is not available to transfer students. Details of the Three-Plus-Three Business Law Program are found with the School of Business majors in this catalog.

Three-Plus-Four in Biology-PharmD and Chemistry-PharmD Dual Degree Programs

Roger Williams University has partnered with Albany College of Pharmacy and Health Sciences (ACPHS Vermont Campus) to provide a dual Chemistry or Biology-PharmD degree program. Chemistry fulfills a significant role for students in health science programs, the Department of Chemistry and Physics administers the university's pre-pharmacy program through its introductory and advanced courses in chemistry and physics. Outstanding students who qualify for this special program may be able to complete all requirements for a baccalaureate degree in Chemistry (B.S. or B.A.) or Biochemistry (B.S.) or Biology (B.S. or B.A.) and the Doctor of Pharmacy degree in seven years, as opposed to the traditional eight-year period of study.

Students who matriculate at ACPHS must meet the following conditions:

- A student must have earned at least 90 credits in three years of study at Roger Williams University before beginning at the Albany College of Pharmacy and Health Sciences (Vermont campus).
- A student must successfully complete the required Pre-pharmacy courses at Roger Williams University, as specified in this catalog.
- All Core Curriculum requirements and pre-pharmacy course requirements must be met within those 90 credits.
- The student's cumulative grade-point average must be at least 3.0. No grade lower than a C (2.0) will count toward the 90 credits.
- The student must meet or exceed Albany College of Pharmacy and Health Sciences (Vermont campus) PCAT entry requirements.
- The student must successfully interview, submit a required background check and complete a writing assessment as determined by the Albany College of Pharmacy and Health Sciences (Vermont campus).

Those interested in pursuing the Three-Plus-Four Chemistry or Biology-PharmD Dual Degree Program must show intent on their RWU college application. The potential candidates' information will then be forwarded and vetted by the admissions office of ACPHS for acceptance into the dual degree program. Acceptance into the program is based on SAT, class rank, GPA for ACPHS course requirements and NYS regents scores if available. More details can be found in ACPHS Catalog. Once accepted into the Three-Plus-Four Chemistry or Biology-PharmD Dual Degree Program you must contact the Chair of the Department of Chemistry and Physics at the beginning of your freshman fall semester for correct advisement. Further details of the Three-Plus-Four for Chemistry or Biology-PharmD Dual Degree Program are found with the Chemistry and Biology majors' description in this catalog. This program is not available to transfer students.

The Community Partnerships Center

The CPC provides RWU students at the undergraduate and graduate levels with meaningful, project-based educational experiences which address real community needs through coursework, team projects, graduate assistantships, work study positions, internships and volunteer experiences. These projects provide real world experience that is integrated with their growth as scholars and future practitioners. The CPC provides communities with valuable services through its work with client organizations, government agencies and community organizations as they seek to achieve their missions.

The CPC is a centralized support system for community-engaged, project-based teaching and learning, delivered through an array of RWU resources. These resources come from within RWU's liberal arts and professional degree programs, as well as from strong relationships with external organizations. Through the CPC, these resources are organized and made available to a wide spectrum of nonprofit, municipal and community groups to carry out projects throughout Rhode Island and Southeastern Massachusetts. For further information, visit cpc.rwu.edu.

Internships/Practicums

Internship/Practicum program is managed by the Center for Career & Professional Development (CCPD). This program enables students who have completed two semesters at Roger Williams University and are in good academic standing to earn academic credit through an approved experience. Students must first complete a Career Planning Seminar of 10 sessions facilitated by the CCPD. An internship/practicum experience is required by the following majors: Accounting, Communication & Media Studies, Cybersecurity and Networking, Educational Studies, Graphic Design, International Business, Journalism, Management, Security Assurance Studies, Psychology, Public Health, Public Relations, Visual Arts and Web Development/ Computer Information Studies. The CCPD supports all students who wish to participate in internships, required or not. CCPD staff and the student's faculty sponsor approve the experiential education experience in advance. Assignments must be of sufficient duration, typically 135 hours, and must be considered a meaningful part of the academic program in which the student is enrolled. For additional information, contact the CCPD ccpd@rwu.edu or (401) 254-3224.

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The Peggy and Marc Spiegel Center for Global and International Programs

Study Abroad

GENERAL INFORMATION

About the Center

The Peggy and Marc Spiegel Center for Global and International Programs at Roger Williams University seeks to strengthen liberal arts and professional school education by engaging students and faculty with global learning. The Spiegel Center is committed to working closely with all members of the Roger Williams University campus community to develop and facilitate educational programming activities, at home and abroad, that will equip students from all disciplines with the knowledge, skills and attitudes necessary to succeed in a world marked by interdependence, diversity and rapid change.

The Study Abroad Program

Roger Williams University Study Abroad Program is designed to immerse students in foreign cultures through classroom instruction and field experiences. Students gain a comprehensive education marked by high standards and quality. The emphasis on delivering student-oriented education that defines life at Roger Williams University applies also to the programs abroad.

The University's flagship programs are offered in Florence, Italy each semester, and London, England every fall. Each site offers a comprehensive program of studies. The University has also established semester-long partnerships around the world with a select group of Roger Williams University Affiliated Programs that have demonstrated a proven track record for academic integrity, a strong focus on experiential learning and an earned reputation for excellence in providing solid support services to students throughout the study abroad cycle. These providers currently include:

BIOS (Bermuda Institute of Ocean Sciences)
Central College Abroad
Arcadia University
Council on International Educational Exchange
Institute for Foreign Study Abroad/Butler University
International Partnership for Service Learning and Leadership

The University also offers exchange and direct enroll programs for a semester or academic year abroad. These programs are the result of our ongoing initiative to expand relations with universities abroad. Currently there are Exchange and Direct Enroll Programs located at:

The University of Wollongong, Wollongong, Australia
The University of Westminster, London England
The University of Limerick, Limerick, Ireland
University College Dublin, Ireland
ICN Business School, Nancy, France
Universidad Torcuato di Tella, Buenos Aires, Argentina
Tsinghua University, Beijing, China
Deakin University, Melbourne, Australia
Yokohama National University, Yokohama, Japan
Istanbul Technical University, Istanbul, Turkey
Universidad Veritas, San Jose, Costa Rica

Short-term, faculty-led programs are offered during Winter Intersession and Summer Session. These programs offer a unique opportunity to gain a credit bearing international experience under the instruction of a university faculty member.

CREDIT AND TRANSCRIPTS

All approved course work undertaken in an approved and affiliated Roger Williams University semester-long program noted above will be recorded on student's Roger Williams University transcripts. Course equivalents that are assigned for coursework that is completed abroad are subject to final approval by the appropriate RWU department and dean. Students undertaking an independent study abroad program through an unaffiliated program will follow transfer of credit procedures.

GRADES

Final Semester grades for each course in which students are officially registered are available on-line via myRWU throughout the final exam period. All financial obligations must be met before grades are submitted. Grades will not be accessible to students who have not submitted immunization records to University Health Services. Grades are not reported by telephone.

CORE CONCENTRATION IN INTERNATIONAL STUDIES

Students have the opportunity to satisfy a Core Concentration in International Studies through successful completion of a semester abroad on a Roger Williams University sponsored or Roger Williams University affiliated program. Completing a Core Concentration in International Studies will demonstrate to employers that a student who studied abroad has the maturity, resourcefulness and resilience required to navigate successfully in challenging and increasingly diverse working environments.

The following institutional policy has been established by Roger Williams University for completion of the Core Concentration in International Studies:

Roger Williams University requirements for the Core Concentration in International Studies

- International Studies Core Concentrations are to consist of fifteen (15) credits that focus on the host country/region and are normally transferable to Roger Williams University.
- The courses used in an International Studies Core Concentration may not be used to fulfill any Roger Williams University major requirements.
- At least nine (9) credits of International Studies Core Concentration must be taken abroad.
- At least twelve (12) credits of the International Studies Core Concentration must directly focus on aspects of the culture or history of the particular country or region.

SEMESTER LOAD

Students must be enrolled in 12-20 credits to be considered full-time. Students normally carry fifteen to seventeen credits while abroad. Exceptions to this require the permission of the

student's dean and the appropriate program coordinator. All students must meet with their advisor or dean to review course requirements before registering for a Study Abroad Program. Students are advised to visit the Study Abroad Office early on in their academic career to properly plan to go abroad.

PRE- AND POST-DEPARTURE AND ON-SITE SUPPORT

All Roger Williams University Study Abroad programs include pre-departure and post-departure advisement and orientation. This includes the deposit, application, approval and visa processes as well as acculturation to the country of study and institutional expectations of the host academic community. On-site orientation and advisement are also offered. These functions are facilitated by the Director of Study Abroad Programs in coordination with the directors and staff abroad.

PRE-APPROVED COURSE WORK

Students applying to Roger Williams University Study Abroad programs must secure course advisement and approval before they leave. Students may change their course selections at the study abroad site, but if this is necessary, approval must be received from the appropriate Dean or Department via email.

ATTENDANCE POLICY

Students are expected to attend all scheduled course meetings and activities including field trips and special events. Excessive absenteeism may result in dismissal from the program.

GENERAL PREREQUISITES FOR STUDY ABROAD

In most cases, Roger Williams University students can go abroad as early as their sophomore year. Each study abroad program will have a minimum GPA requirement to be considered for admission. A student will need at least a 2.5 cumulative GPA to be considered to go abroad. For Roger Williams University's Semester Abroad in London program, students must have a 2.6 cumulative grade point average at the time of application. For Roger Williams University's Semester Abroad in Florence and Barcelona programs, students must have a 2.75 cumulative grade point average at the time of application. For all Roger Williams University affiliated programs, minimum cumulative grade point averages vary from 2.5 to 3.0. Consult with the Spiegel Center for specific program requirements. Other requirements include the following:

- Declaration of major and Core Concentration before going abroad
- Acceptable conduct record
- Advisor's/dean's approval

APPLYING FOR STUDY ABROAD PROGRAMS

All applications are available in the Spiegel Center for Global and International Programs and online as well. Every student considering to study abroad should first meet with the Director of Study Abroad Programs. The next step is to meet with his/her advisor as soon as possible to begin planning for a semester abroad. These are important first steps to make – and steps that can start as early as freshman year. Academic advisors can help figure out which semester and/or academic year would work best. The application process:

- A non-refundable $50 application fee is due with the application (payments should be made payable to Roger Williams University. No deposits or payments should be made to any affiliated program provider).
- Applications are due no later than the first business day in October for spring/winter participation and the first business day in March for fall/summer. Applications are always due the semester before a student intends to study abroad. For each program, the student must fill out a general RWU application and program specific application materials. If a student is interested in more than one program, a general application and an application for each individual program must be completed and submitted.
- Shortly after mid-semester, students accepted into a RWU sponsored study abroad program will be required to attend several mandatory meetings with the Director of Study Abroad Programs to receive a comprehensive pre-departure orientation.
- Students will be required to make a $600 non-refundable deposit in order to confirm their spot in the program

REGISTRATION

All students who are participating in a Flagship Roger Williams University Study Abroad Program will register at the assigned time using the courses listed in RWU's system. For those students participating in Affiliated Programs (Arcadia, CIEE, Central, etc.) students will be assigned temporary holding credits while they are abroad.

Students from other institutions who are accepted into the Study Abroad Program must contact the Spiegel Center for Global and International Programs to facilitate registration into the study abroad program. Registration may be arranged by calling (401) 254-3040 or by emailing scgip@rwu.edu.

FINANCIAL AID

The University's effort to maintain an active and equitable program of financial assistance applies fully to all Roger Williams University students enrolled in Roger Williams University sponsored and approved or affiliated semester or year-long study abroad programs (consult the Spiegel Center website http://www.rwu.edu/global for the most up-to-date list of approved program affiliates.) The criteria for financial assistance are demonstrated need and academic performance. Aid is awarded without regard to age, gender, race, sexual orientation, creed, national origin, or disability.

Students must reapply for financial aid each year to have their current eligibility determined. All returning students must submit a Free Application for Federal Student Aid (FAFSA) to the federal processor before February 1. Students must satisfy the academic standards of the University as specified in the University Catalog to be considered for continued financial assistance. To receive aid, students entering the junior year must have a cumulative grade point average (GPA) of at least 2.0. Students whose GPA falls below 2.0 are not eligible until they attain a 2.0 GPA.

Students interested in Study Abroad Programs should meet immediately with a financial aid advisor to complete the necessary forms other than the FAFSA and to submit signed copies of their federal income tax form and that of their parents.

All payment options described in the University Catalog may be applied to the approved RWU study abroad programs. Questions may be directed to the Office of the Bursar at (401) 254-3520.

No student placed on academic suspension is eligible for financial aid. Students receiving financial aid who do not meet the minimum requirements as outlined under the Rate

of Progress in the University Catalog shall not be awarded financial aid.

A student must be an accepted, full-time matriculated Roger Williams University day student in order to be considered for financial aid.

TUITION REMISSION AND TUITION EXCHANGE

Study Abroad Programs are not eligible for tuition remission and tuition exchange. Please check with the Spiegel Center for any exceptions. Students may apply for Financial Aid and determination will be based upon demonstrated need and academic performance.

ACADEMIC SCHOLARSHIPS, GRANTS AND AWARDS

Roger Williams University academic scholarships, grants and awards are applied to nearly all of the approved Study Abroad programs. Students are encouraged to check with the Spiegel Center for current exceptions. Academic scholarships, grants and awards are not available to students who are not full-time, matriculated Roger Williams University students. There are many study abroad scholarships available. Please consult with the Spiegel Center for current resources.

FEES

Application Fee

A non-refundable $50 application fee is due with the application (payments should be made to Roger Williams University).

Deposit

A $600 deposit is due 30 days after acceptance to reserve a place in the program. All deposits must be received by May 1 – fall/year; or November 1 – spring. If a deposit is not paid within the 30 days following the stated deadline, the student may be dropped from the program. The deposit is applied to the tuition bill for the semester the student will be abroad. Deposits are non-refundable except in the extraordinary circumstance that a program is cancelled.

Students withdrawing from the program will forfeit their application fee and deposit by having a charge of $650.00 placed on their account to off-set the initial $650.00 credit posted to the account when the application fee and deposit were first made.

Tuition and Fees

For the vast majority of programs abroad, the tuition and semester fees are comparable to tuition, room and board on the Bristol campus. Some study abroad programs include meal plans as part of their overall charges. Students who participate in these programs will have the meal charges calculated into the semester fee. Otherwise students will not be charged for meals. For a select few programs, however, there may be an additional fee premium that will be required. Students are advised to consult with the Spiegel Center to obtain the most up-to-date list of study abroad programs that require a premium fee above Roger Williams University tuition, room and board and fees. In addition, students are responsible for the cost of airfare as well as lab, materials and site-visit fees; if indicated on the financial aid form, these costs will be considered. Students need to budget independently for optional and extracurricular activities, including personal travel and spending money.

Tuition payment in full for the fall semester is due July 1 and tuition payment in full for the spring semester is due January 3. Students who have not paid their outstanding balances by these dates will not be permitted to participate in the Study Abroad Program.

Billing

Students are billed by Roger Williams University in the usual manner.

Roger Williams University Study Abroad Program Refund Policy

If a student voluntarily withdraws or is dismissed from a Study Abroad program, he or she will be responsible for all costs associated with the withdrawal including the cost of changing the return date of the plane ticket, the cost of the room abroad, tuition, board and financial aid according to the University refund schedule below.

Students who voluntarily leave a program must submit a signed "Withdrawal From the University" form and obtain Bursar approval. **The student is responsible for any non-recoverable charges assessed as a result of their withdrawal**.

For students who do not return to the Bristol campus for the semester, the refund schedule is as follows:

1. Before the first day of class: 100% of tuition only, less the deposit.
2. Within the first week: 80% of tuition only.
3. Within the second week: 60% of tuition only.

For students allowed to return to campus, the refund schedule is as follows:

1. Before the first day of class: 100% of tuition, room and board only, less the deposit.
2. Within the first week: 80% of tuition, room and board only.
3. Within the second week: 60% of tuition, room and board only.

If the student is permitted to return to the Bristol campus during that same semester to continue his or her studies and is permitted to live on campus, he or she will be responsible for the entire cost of tuition, fees, room and board.

Any outstanding balance on a student's account is deducted from the refund. Any refund due the student, as authorized by the Office of the Bursar, requires approximately three weeks for processing.

Health Insurance

Roger Williams University requires all students studying abroad in one of its programs to have medical insurance. Students enrolled in the RWUs student health plan will maintain their coverage while abroad. If students carry their own health insurance they will need to certify their coverage to the Spiegel Center before going abroad.

PASSPORTS

All students enrolled in the Study Abroad Program must secure passports. This is the responsibility of the student. Forms are available at local U.S. Post Offices. Currently, passports can take several months to procure. Therefore, students are strongly encouraged to apply immediately. United States passports are valid for 10 years.

PERSONAL TRAVEL & COMMUNICATIONS

Students may travel on their own during their time abroad, provided it does not interfere with scheduled classes and activities including field trips and special events. Students should be aware of any travel alerts or restrictions that may be in effect. Students studying abroad are encouraged to consider renting or purchasing an international cell phone during their time overseas. Many programs currently require this since it is an effective way to ensure a means of communication while you are traveling.

Semester Abroad in Florence, Italy

THE FACULTY

Roger Williams University partners with the International Studies Institute at Palazzo Rucellai for the delivery of this program. Students have access to the Institute's faculty and staff, which include a Program Director and a Student Services staff. All speak English and are credentialed in their respective fields.

PROGRAM PREREQUISITES

In addition to the general prerequisites listed in the General Information section, students must also have at least 45 credits of completed course work and a 2.75 cumulative grade point average.

THE INSTITUTE

Semester Abroad in Florence is offered at ISI/The International Studies Institute, a center established by Academic Centers Abroad, to meet the growing demand of study abroad with a unique program set in Florence, Italy. The Institute's distinguished faculty and resources complement Roger Williams University's academic programs.

The Institute has chosen Palazzo Rucellai, a well-known Renaissance structure of the 15th century, as the main site of its facilities. The Institute occupies several floors of Palazzo Rucellai and has classrooms, student and faculty lounges, a library and computer rooms.

The architect Leon Batista Alberti designed the façade of Palazzo Rucellai. Alberti also designed the façade of the famous Florentine church, Santa Maria Novella. Bernardo Rossellino, following the plans of Alberti, built the palace between 1455 and 1458. It was one of the richest and most decorated palaces of Renaissance Florence. Palazzo Rucellai is located on via della Vigna Nuova 18 in Florence, Italy in the Santa Maria Novella quarter of the city, where there are many buildings of great historical and artistic interest and importance to the history of Florence. The group of buildings belonging to the Rucellai family, one of the most involved families in the history of the Santa Maria Novella complex, is placed between via della Vigna Nouva, via Federighi and the Palazzo Strozzi.

Students enjoy the advantages of an English-speaking program, and, at the same time, immerse themselves in an historical, cultural and artistic tradition that is, arguably, beyond compare. Courses exploit the city's and the country's wealth and legacy; typically, they involve site visits throughout the surrounding region.

ARCHITECTURE STUDIO

The facility includes studio space, an extensive pin-up area, computer lab, architecture library, conference room and administrative offices. The studio is spacious and exceptionally well lit with natural light. A network connects a series of Internet accessible computers with the latest design software including AutoCAD®, other applicable programs and large format color printers.

All architecture studio students are provided with an architectural table, slide rulers, table lamps, and a common work area for the semester's duration. The studio and context courses are taught by practiced architects and academics and are designed to integrate lectures and discussion workshops, on-site visits to churches, museums and monuments and field trips to a variety of relevant destinations. The courses allow students to sketch on-site and explore ideas for a team project that is the core of the advanced design studio course.

ACCOMMODATIONS

Students live in shared apartments with other U.S. students enrolled in the program. All housing is within walking distance to the Institute and architecture studio. Bedrooms are furnished with beds, a closet or armoire, sheets, pillows and blankets. This program is considered self-catered since students will be responsible for their own meals. Kitchen facilities include a stove, refrigerator, cooking utensils and dishes. Everyone in the apartment shares kitchen and bathroom facilities.

LIBRARY RESOURCES

The ISI library and the Internet serve as the main sources of research in support of the program. The Library also offers a quiet place for reading and studying. Students also have limited, privileged access to various library and video collections that maintain holdings in English as well as Italian throughout Florence.

COMPUTER CENTER

The Computer Center at ISI contains PC systems equipped with updated software and printers as well. WiFi is available in school buildings.

PERMESSO DI SOGGIORNO

Upon arrival in Florence, students must obtain a Permesso di Soggiorno ("Permit to Stay"). To procure this document, students must provide the same documents necessary for procuring an Italian visa. Further information on this process is distributed to accepted students during the semester prior to the semester abroad. Students will be responsible for the cost of securing the Permesso and will receive assistance with this process once in Italy from the Institute's staff.

PROGRAM OPTIONS

Students participating in the Semester Abroad in Florence Program have many course choices available to them. All students are required to enroll in an appropriate level Italian language course. It should be noted that a complete Interdisciplinary Core Concentration in International Studies can be satisfied in one semester. Courses that satisfy this option can be obtained through the Spiegel Center for Global and International Programs. For specific course lists for a given semester, consult the Spiegel Center for Global and International Programs (401) 254-3899 or visit www.rwu.edu/global.

Semester Abroad in Florence Course Descriptions

PLEASE NOTE that the following descriptions are for courses that have been consistently offered in Florence. Course offerings may vary from semester to semester and therefore the following courses should not be considered to be definitive. While every attempt is made to accommodate students' first choice of courses, enrollment cannot be guaranteed. Students are advised to consult the Spiegel Center for Global and International Programs before selecting courses.

All courses carry 3 credits unless otherwise noted.

ARCH 477 – Architecture in Context
Fulfills Architecture major requirement
Prerequisites: Architecture major or completed architecture minor
The goal of this course is to teach students a method by which to understand, analyze, and visually represent a city/site and its context, producing tools that will be useful and applicable in Architectural Design. The course will focus on Florence as a living and

contemporary city rather than an open air museum, pointing students in their reading and understanding towards the context of the city beyond the monuments. Using its built history of Florence as a case study, the students will explore various meanings of context: urban context, landscape and geography, social and human environment, historical processes and stratified layers. A site-visit and materials fee will be applied. *(3 credits)*

AAH 214 – The Art of Florence in Context: Masters and Monuments
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This course examines the factors which made Florence the birthplace and greatest focal point of the Renaissance. It is a heavily contextual course, which emphasizes the value of seeing and analyzing Renaissance art in its original, intended locations. Students will become familiar with the art of the Florentine Renaissance, will be better able to understand art by exploring its historical, social and urban contexts, and will develop the analytical and interpretive skills required to examine and understand successfully other kinds of imagery. A site-visit and materials fee will be applied. *(3 credits)*

AAH 318 – History of Italian Renaissance Art II: Michelangelo to Bernini
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
Beginning with Michelangelo, whose effect on the art of the period was pervasive, this course will explore the progress and stylistic developments in painting, sculpture and architecture of this period, considering also the work of contemporary painters: Raphael, Fra Bartolomeo, del Sarto, Signorelli, Pontormo and others. Attention will be focused on the way art evolved in the most important artistic centers: Florence, Rome and Venice. Offered in the spring semester only. A site-visit fee will be applied. *(3 credits)*

AAH 330 – Topics in Art and Architectural History: Michelangelo
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
A study of the drawings, paintings, sculptures and architecture of Michelangelo Buonarroti (1475-1564). Through a study of Michelangelo's precursors, including Masaccio and Jacopo della Quercia, his apprenticeship with Ghirlandaio, his devotion to classical antiquity, his early and mature work, and his writings and his enduring artistic legacy, students will get a complete view of one of the most influential artists of the High Renaissance. The course includes site visits in Florence and Rome. Offered in the fall semester only. A site-visit fee will be applied. *(3 credits)*

AAH 330 – Topics in Art and Architectural History: Leonardo
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
An in depth study of Leonardo da Vinci's (1452-1519) drawings, paintings and writings on art and the meaning of his anatomical and physiognomic studies. This course seeks to define Leonardo's development as a painter and as a draftsman. The student will become familiar not only with Leonardo's individual masterpieces, but also with his working methods, interests, inventiveness, and indebtedness to other artist's works. Offered in the spring semester only. A site-visit fee will be applied. *(3 credits)*

ENG 430 – 20th Century Italian Literature in Translation
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This course focuses on the main trends in the development of Italian narrative since the end of the 19th century. Students will read works by such prominent writers as Verga, Pirandello, Svevo, Ginzburg, Buzzati, and Calvino. By placing these authors in the broader context of European culture, students will acquire a critical language appropriate to the reading and analysis of the 'modernist' novel and to an understanding of the implications of 'postmodernism' in the Italian literary tradition. *(3 credits)*

HIST 430/ POLSC 430 – Special Topics: Studies in the European Union
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
An exploration of the European Union through two main themes: the national level which focuses on democracy as it unfolds within the boundaries of the nation states and the creation of unity on the supra-national level in Europe. It aims to give insight into the political institutions, processes and policies of the major countries in Europe, an appreciation of the diversity of systems encountered in Europe, as well as the nature and function of the European Union. *(3 credits)*

HIST 430 – Ancient Rome
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This course is an introduction to the history and culture of the Roman world, from Rome's beginnings in myth and legend through its rise to domination of the Mediterranean world, its violent conversion from a Republic to an Empire, and the long success of that Empire down to its collapse in the fifth century A.D. *(3 credits)*

HIST 430/ POLSC 430 – History and Politics of Modern Italy
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This is designed to review and examine the modern political history of Italy from the Second World War to the present time. After a short review of Italian history before WWII, the main areas of focus will be: WWII and the Cold War, the workings of governing institutions in the post-war period, the role of the Church, political parties and movements, the European unification process, black and red terrorism, as well as political corruption and political conspiracy. *(3 credits)*

HUM 306 – The History and Culture of Food: A Comparative Analysis
Fulfills Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This course examines the history and culture of food in Italy and in the US from a comparative perspective drawing particular attention to the differences but also the connections between both. The evolution of Italian food is explored with a focus on foreign influences which have shaped the use of different food products, preparation methods, consumption patterns, etc., over the centuries. Consideration will be given to the role of food reform movements and food lobbies; the creation of the Mediterranean diet, and the advent of a "new" food culture in the United States. The emergence of a specific Italo-American food culture from the beginning of the 20th century will also be discussed. *(3 credits)*

HUM 399/ANTH 299 – Contemporary Italy: Culture and Society
Fulfills Interdisciplinary Core Concentration in Italian Studies requirement; free
This course is an introduction to a variety of topical areas and major themes of social and cultural anthropology. It looks at the concepts of culture, modernity, and social structure, by applying them to Italian politics, media, gender relationships, and medical practices. The course thus guides students toward the discovery and understanding of contemporary Italy. To this end, we deal both with direct experience

and with anthropological accounts of Italian society and culture. *(3 credits)*

ITAL 101 – Elementary Italian I
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
Proficiency-based instruction in basic grammar, discursive patterns, vocabulary and syntax of the language within a cultural context, the course emphasizes listening, speaking, reading and writing, and prepares the student for more advanced study of the Italian language. It encourages use of "the city as language lab," and serves as an introduction to various aspects of contemporary Italian culture. *(3 credits)*

ITAL 102 – Elementary Italian II
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This course follows Elementary Italian I, and is a continuation of the study of the basic elements of the Italian language and its culture. Proficiency-based instruction includes basic grammar, discursive patterns, vocabulary and syntax of the language within a cultural context. The course emphasizes listening, speaking, reading and writing, and prepares the student for more advanced study of the Italian language. It encourages use of "the city as language lab," and serves as an introduction to various aspects of contemporary Italian culture. *(3 credits)*

ITAL 201 – Intermediate Italian I
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
An intermediate Italian course building, through proficiency-based instruction, on two semesters of previous work. A greater depth and range of linguistic skills beyond the elementary level are pursued through grammar review and conversational practice. Emphasis is placed on achievement of fluency and the integration of language and culture through more extensive reading and writing assignments. The course explores various aspects of contemporary Italian culture, including media such as TV news, children's programs, popular music, and newspapers. *(3 credits)*

ITAL 202 – Intermediate Italian II
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
An advanced intermediate course based on three previous semesters of study. Students read a variety of textual materials covering various aspects of Italian culture and society, engage in active discussion, and develop their ability to write clear and well-articulated prose. Course work includes presentation of grammar topics not covered in previous courses. *(3 credits)*

ITAL 310 – Advanced Grammar and Composition
Fulfills major requirement; minor requirement; Core Concentration requirement; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This course furthers the students' ability to communicate in written and spoken Italian through discussions, presentations, and compositions on assigned topics. While the written practice will be dedicated to develop proficiency in various genres and styles, the oral component of the course will focus on argumentative exposition and debates on topics of contemporary Italian culture. Prerequisite: 4 semesters of Italian language study. *(3 credits)*

ITAL 338 – Italian Literary Tradition I
Fulfills a course requirement in the Modern Language Core Concentration
A survey of early Italian literary masterpieces with special consideration of Dante, Petrarch and Boccaccio. Emphasis is placed on acquiring the tools of analysis specific to literary studies, as well as on reaching an understanding of historical context and the place of the works studied in the broader European scene. Taught in Italian. *(3 credits)*

ITAL 340 – Advanced Literary Topics
Fulfills Modern Language major requirement; minor requirement; Core Concentration
An interdisciplinary introduction to the literary culture of modern Italy, focusing primarily on the main trends in the development of Italian narrative since the end of the 19th century. Students will read works by the most prominent modern Italian writers, placing them in the broader context of European culture, with an aim to acquiring a critical language appropriate both to the reading and analysis of the "modernist" novel and to an understanding of the implications of "post-modern-ism" in the Italian literary tradition. Taught in Italian. *(3 credits)*

IB 430 – The Business and Management of Art and Culture
Fulfills major requirement; minor requirement; free elective
Markets for visual arts provide a particularly fertile ground for those concerned with the economics of culture. The study of the past and current structure of the market for visual art, the mechanisms that fuel this flourishing market and the involvement of public and private institutions in the context of the current globalization of the arts, provides significant instruments for business and marketing studies. While analyzing the economic impact of past and current art law, students will evaluate the organization of visual arts and entertainment industries both in the past and in the 'new economy' environment, which will be enriched by meetings with significant professional figures working the world of museums, foundations and international art trade. *(3 credits)*

VARTS 204 – Renaissance Drawing Techniques: The Human Figure
Fulfills a course requirement in Visual Arts studies; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This course combines a concise and informative historical survey of the image of the nude figure from the Classical to Mannerist periods in art with an in-depth artistic analysis of human anatomy. Beginning with a general study of the canon of the nude in classical sculpture, its translation into Proto-Renaissance mosaics and Early and High Renaissance painting and sculpture, the nude's most expressionistic appearance, and finally, in Mannerist art, the course will explore the development of the portrayal of human figure. Students will draw in the manner of the old masters from prototypes and live models. Site-visit and materials fees will be applied. *(3 credits)*

VARTS 261 – Foundations of Photography: Portfolio of Florence
Fulfills a course requirement in Visual Arts studies; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
This course is an introduction to the fundamentals of photography including proper camera usage and exposure techniques using photography as a creative art. Students will explore the architecture, history, people, and culture of Florence to record and document their visual impressions. Lecture, discussions, slide viewing and critiques, and field work will be integrated into the course. Site-visit and materials fees will be applied. *(3 credits)*

VARTS 282 – Oil Painting
Fulfills a course requirement in Visual Arts studies; Interdisciplinary Core Concentration in Italian Studies requirement; free elective
By following, in abbreviated form, the step-by-step process for training of the Renaissance painter as outlined in Cennino Cennini's 14th century treatise on art, Il Libro dell' Arte. students will experience the instructional methods of that period's apprenticeship system. Using the same materials and following the same course of instruction as did Renaissance apprentices, students are introduced, following basic exercises in drawing, to various painting techniques, including egg tempera and fresco, to round out their artist's education. Students will copy directly from frescoes and sculptures in Florence as Renaissance apprentices did. Site visit and materials fees will be applied. *(3 credits)*

VARTS 383 – The Art of Buon Fresco
Fulfills a course requirement in the Visual Arts studies; Interdisciplinary

Core Concentration in Italian Studies requirement; free elective
This course provides a unique combination of art history and studio work to pro-vide a complete exploration of the technical and creative aspects of fresco painting in the Renaissance. Through an analysis of early to high Renaissance frescoes in Florence, Siena, Arezzo and Rome, and hands-on experience in the studio creating frescoes in the traditional method, the history of the development of the fresco technique and its widespread use in Renaissance art and society will be explored. Site-visit and materials fees will be applied. *(3 credits)*

Semester Abroad in London, England

Instituted in 1971 to provide theatre students with an opportunity to see the finest theatre in the world and be immersed in English history, culture, arts and architecture, this program also welcomes students from other majors who wish to experience a semester abroad in a Roger Williams program while working to complete their major or pursue a Core Concentration in British Studies. Special courses and opportunities are added to the curriculum customized to the needs of each student, helping them fulfill their educational goals. Special curriculums have been designed and are available for students in Dance, Education, Education/English and Graphics. The program is offered each fall semester.

The London Program is unique in being designed as an experiential study-abroad semester. Courses in the program build on the limitless opportunities that London and England provide to experience historical and cultural sites directly. Courses are conducted at historic sites, in the museums and on the streets. The curriculum includes field trips during the day and performances during the evening and opportunities to meet with practitioners as well as scholars.

THE FACULTY

Dr. Jeffrey Martin, theatre professor, serves as overall Program Director. A Roger Williams faculty member leads the program each year, assisted by distinguished adjunct faculty affiliated with British universities and theatrical training institutions who teach courses for the program. Additional guest lecturers from the world of British theatre often supplement the Semester Abroad Studies in London program.

PROGRAM PREREQUISITES

In addition to the general prerequisites, students must also have at least 45 credits of completed course work and a 2.6 cumulative grade point average.

ACCOMMODATIONS

The London branch campus of Roger Williams University is housed in the Pickwick Hotel in the heart of London's Bloomsbury district and around the corner from the British Museum. The hotel facilities include our dorm rooms, office/library, lounge, kitchen, and computer facilities with wireless access throughout the building. Some classes are held in the hotel or in a nearby facility, although the majority of class time is spent at the site being studied.

Transportation within Central London is provided for each student by means of a 12-week travel card. Special information about housing is discussed at orientation sessions.

LIBRARY RESOURCES

A small library of reference books is housed at the London campus. Students may arrange to have lending cards issued to them by a local London library. These cards extend borrowing privileges to the students at all seven libraries in the Westminster group, including the Central Reference Library on St. Martin's Lane, which holds London's largest collection of theatre and literature books.

PROGRAM OPTIONS

Students participating in the Semester Abroad Studies in London program have four options of study available to them. All students enroll in THEAT 490 Cultures in Contact: British Heritage and Its Impact. It should be noted that a complete Interdisciplinary Core Concentration in British Studies can be satisfied in one semester. The program options are:

I. The Interdisciplinary Core Concentration in British Studies
II. Four courses toward the Core Concentration in London Theatre
III. Four courses toward the Theatre Major/Minor Course of Study
IV. Five courses toward an Elective course of study
V. Four courses toward an English/Secondary Education Course of Study

Semester Abroad in London Course Descriptions

All courses carry 3 credits unless otherwise noted.

HUM 330 – Society and Shelter in Britain
Fulfills a requirement for the Interdisciplinary Core Concentration in British Studies
A study of the development of English culture through the interaction of architecture, urban planning, social organization, and history. The course addresses the overlay of cultures and ideas in England through the use of sites from various periods from prehistoric (Stonehenge, Avebury) through the developments of the industrial age (St. Pancras railway terminal and the development of the London suburb).

HUM 430 – History through the Museums of England
Fulfills a requirement for the Interdisciplinary Core Concentration in British Studies
Using the vast museum resources of London, the course studies the changes in European society through the visual arts starting with the Elgin marbles and Egyptian collection in the British Museum and ending with the new modern art Tate Gallery on the South Bank. The course will emphasize how museums shape our perceptions of the past and understanding of ourselves, through their holdings, organization and presentation.

THEAT 312 – Acting Workshop
Fulfills a course requirement in the Core Concentration in London Theatre
Prerequisite: Two semesters of introductory acting courses or their equivalent and a serious commitment to acting as a profession.
Advanced study of experimental theatre techniques. The aim of the work is to extend the creative range of the actor by developing his or her physical and vocal equipment, releasing the imagination so that the actor is able to bring a new freedom and new depth to his or her work, whether in the experimental or the traditional theatre.

THEAT 322 – Theatre Design Workshop
Fulfills a requirement for the Interdisciplinary Core Concentration in British Studies;
Fulfills a course requirement in the Core Concentration in London Theatre
Prerequisites: THEAT 123, 220
Advanced design project in scenery, costume, or lighting. Each student submits a plan for his or her own course of study, augmented by museum visits and research checklists, using the various resources available in London. Ordinarily, the goal of this study is a major design project of portfolio quality.

THEAT 330 – Theatre of Shakespeare
Fulfills a requirement for the Interdisciplinary Core Concentration in British Studies;
Fulfills a course requirement in the Core Concentration in London Theatre
Critical analysis of selected comedies, tragedies, and histories, including a study of the Globe Theatre and of contemporary production techniques. Plays chosen reflect the announced seasons of local and nearby London theatre production companies.

THEAT 331 – Modern Theatre and Drama
Fulfills a course requirement in the Core Concentration in London Theatre
Examines the ideas and practices of the modern theatre. Beginning in the late nineteenth century with realism and the anti-realistic rebellion, the course follows the major theories, plays and practitioners that shaped our contemporary theatre.

THEAT 332 – British Theatre and Performing Arts
Fulfills a requirement for the Interdisciplinary Core Concentration in British Studies;
Fulfills a course requirement in the Core Concentration in London Theatre
Study of current trends in European performance based on the experiences of a wide range of plays, concerts, dance and other performance events in London. Classroom discussions, reading and writing assignments bring the viewing activities into academic perspective.

THEAT 341 – Seminar in Directing Problems
Fulfills a requirement for the Interdisciplinary Core Concentration in British Studies;
Fulfills a course requirement in the Core Concentration in London Theatre
Prerequisites: Successful completion of a Directing class, directing experience, or consent of instructor
Study of specific problems of play direction as seen in the current productions in the London theatres. Analyzes each production to identify directing problems and possible solutions. Class attendance at the productions and guest lectures by British directors, whenever possible, supplements the study.

THEAT 490 – Cultures in Contact: British Heritage and Its Impact on Modern Man
Fulfills a requirement for the Interdisciplinary Core Concentration in British Studies;
Fulfills a course requirement in the Core Concentration in London Theatre
Accompanied by lectures in English history, art, and mores. The bulk of the course is an on-the street workshop exploring British culture. Includes individual visits to many important museums and galleries, and tours of London, Greenwich, Windsor, Hampton Court, St. Albans (Verulamium), Shaw's Corner, Canterbury, and Stratford-Upon-Avon. Required of all participating students.

DANCE 225 – Intermediate Technique: London
Pre-requisites: DANCE 301, 302; or consent of department faculty
Designed for students who must complete additional technical work on the intermediate level. In addition to class performance, students increase knowledge of techniques associated with modern, ballet and dance masters.

DANCE 325 – Advanced Technique: London
Prerequisites: DANCE 320, 321; or consent of department faculty
Offered to students who exhibit special talents in the field of dance. Each will be required to challenge and maximize his or her abilities in technique, improvisation, and repertory. *(3 credits – 1 credit applied to upper level technique requirement for Dance majors)* Fall, London only.

DANCE 350 – British Dance and Performance Art: London
Co-requisites THEAT490 (Students pursuing a Core Concentration in dance may substitute this course for THEAT 350.)
Offers opportunities to see dance, movement theatre, and performance art in Britain, and to study the cultural influences of Britain on these performing arts. Students attend several performances a week, participate in group discussions, and complete written reports.

Semester Abroad at Universities Worldwide: RWU Affiliated Programs Abroad

Roger Williams University has developed formal affiliations with a carefully selected group of quality program providers that are recognized nationally for their proven academic integrity, strong focus on experiential learning and excellent reputation for providing quality support services to students abroad. Through these affiliations, students study at prestigious universities around the world. At these sites, students study with faculty and peers not only native to these institutions, but also with other international students representing many countries around the globe. Depending on the program, students may choose to pursue studies in their majors, minors or to complete a Core Concentration in International Studies.

For information about specific course offerings and other program details, students should contact the Spiegel Center for Global and International Programs.

PROGRAM PREREQUISITES
In most cases, RWU students can go abroad as early as the beginning of their sophomore year. For RWU affiliated programs, minimum cumulative grade point averages vary from 2.5 to 3.0. Consult with the Spiegel Center for specific program requirements. Other requirements include the following:

– Declaration of major and Core Concentration

– Acceptable judicial record

– Advisor's/dean's approval

Roger Williams University students have a choice between different program models offered through our affiliate partners as well as our direct enroll and exchange relationships. These models include classic lecture-based programs housed in a campus setting at a university overseas, field based programs that allow students to immerse themselves as much as possible into the local culture and discipline-specific programs that allow certain majors to incorporate an international dimension into their studies.

Study Abroad Program Locations

(Program Roster is subject to change)

Amman, Jordan – University of Jordan
Council on International Educational Exchange
The University of Jordan is the first and oldest university in Jordan. Students take a required Arabic course and round out their schedules with three area studies courses taught in English. Area studies courses are offered in anthropology, history, economics, literature, religion, archaeology, environmental studies, political science, and the media. Service-learning and internship opportunities are also available for interested students.

Athens, Greece – Center for Hellenic and Balkan Studies
RWU/Arcadia University
This program offers courses in classical, Byzantine, and modern Greek studies for students of North American universities. Studies are enhanced by the wealth of historical and cultural resources available

in Athens and the surrounding region, with both excursions and field-study possibilities for a hands-on experience. With the exception of Greek-language courses, all courses are taught in English.

Auckland, New Zealand – University of Auckland, New Zealand
RWU/Arcadia University
This program offers study abroad students a large comprehensive university in a lively and diverse multi-cultural city. The city of Auckland has a truly international flavor and unique environmental features. Courses of study include biology, marine studies, engineering, anthropology, Maori and Pacific Studies.

Barcelona, Spain - Arcadia Center for Catalan, Spanish & Mediterranean Studies
RWU/Arcadia University
This program, located in the bustling neighborhood of L'Eixample, allows students at all levels of Spanish to be accommodated. Courses that are available include, Spanish and Catalan language, business, studio art, political science, art history and literature. Instruction is in both Spanish and English.

Berlin, Germany – CIEE Study Center in Berlin
Council on International Educational Exchange
This program is intended for students who have an interest in contemporary Germany, who wish to pursue coursework in English and study German language. The Language and Culture program at the CIEE Study Center in Berlin provides challenging and stimulating courses in a range of subjects with the aim of increasing students' understanding of contemporary cultural realities in Berlin, Germany, and Europe, as well as language courses to improve students' facility with the German language.

Brisbane, Australia – Griffith University (Nathan & Gold Coast Campus)
Institute for Study Abroad, Butler University
Griffith University is one of Australia's most progressive universities. Located in Brisbane, Australia's third largest city, the traditional strength of their classes lies in environmental science, international business and education courses. Interested students have an opportunity to participate in a two-week environmental conservation volunteer program with Wild Mountains.

Cairns & Townsville, Australia – James Cook University
RWU/Arcadia University
James Cook University, located in Northern Australia, uses its proximity to the Great Barrier Reef, tropical rainforests, arid outback Queensland, and indigenous communities to create an innovative study abroad experience. A comprehensive university, James Cook offers a wide variety of disciplines, not only in marine biology, but business, economics, engineering and sociology.

Cape Town, South Africa – University of Cape Town
RWU/Arcadia University
The University of Cape Town (UCT) is South Africa's oldest university, and is one of Africa's leading teaching and research institutions. UCT is a comprehensive university but offers an exceptional opportunity for business, science and engineering majors to spend a semester or year of study taking courses in English.

Dakar, Senegal – Suffolk University Dakar Campus
Council on International Educational Exchange
This is an ideal program for students who are interested or majoring in French studies, developmental studies or international relations. The program is geared toward students interested in continuing French language study and learning Wolof, while taking other courses in English and having a cultural immersion experience. Opportunities also include service-learning, or internships.

Dublin, Ireland – University College Dublin, Ireland
RWU Direct Enroll Program
A Leading European research-intensive university, UCD is the largest university in Ireland, and is one of the two Irish universities ranked within the top 200 universities in the world (THE World University Ranking). With a history stretching back to 1854 and an impressive list of notable alumni, including the writer James Joyce and many current and former government ministers, we can rightly claim to have been a formative influence and an integral part of the Irish State since its foundation.

Dublin, Ireland – Dublin City University
Council on International Educational Exchange
Dublin City University enjoys a reputation as Ireland's most progressive university. The goal of the program is to introduce students to the breadth and depth of Irish culture while enhancing their academic studies through integrated study at Dublin City University. The program offers a core course in Irish culture and society, followed by opportunities to study in a variety of disciplines from business to international relations to communications.

Dunedin, New Zealand – University of Otago
RWU/Arcadia University
New Zealand's oldest university has a reputation for academic excellence and a high level of services for international students. Participants can take courses in political studies, anthropology, media studies, theatre, environmental studies, business as well as many more options. Students are able to live with and interact with students from New Zealand as well as from around the world.

Galway, Ireland – National University of Ireland, Galway
RWU/Arcadia University
Students select courses from the National University's regular degree programs with a variety of course offerings including, but not limited to the humanities, sciences, and business. Students will study alongside Irish students in the university community of Galway. While classes are taught in English, the University maintains a strong commitment to the Irish language, Gaelic.

Granada, Spain – University of Granada
Central College Abroad
The Central College Granada program is a Spanish immersion program with the goal of developing students' Spanish language and cross-cultural skills, as well as providing them the opportunity to take courses in the liberal arts. With its distinctive cultural heritage and history, Granada provides a unique experience for students at all levels of Spanish, from beginning to bilingual. Students may choose an intensive language program or a combination of language and liberal arts courses. They may also enhance their skills by participating in an internship or service learning experience.

Heredia, Costa Rica – Universidad Nacional Autónoma
Institute for Study Abroad, Butler University
Heredia located only seven miles away from the nation's capital, San José. The Universidad Nacional Autonóma is a public university that offers a full curriculum of undergraduate courses, including Latin American studies, sociology, economics and business, environmental sciences, ecology and marine biology. Students are required to enroll in an advanced Spanish language course and a History of Costa Rica course, both arranged by IFSA-Butler. Students then complete their course load by adding three or four courses from the university. All courses are taught in Spanish.

Hyderabad, India – University of Hyderabad
Council on International Educational Exchange
The program offers students a combination of specially designed courses and regular university courses in such fields as communications, anthropology, dance, art, political science, economics, and Hindi, Telugu, and Urdu languages. Students can

study the impact of modernity upon tradition in the world's largest democracy though history, literature, philosophy and sociology. This program is also ideal for a student who would like partake in a service-learning project or undertake an internship.

Istanbul, Turkey – Istanbul Technical University
RWU Exchange Program
This program offers students the opportunity to study at a leading university situated in one of the most vibrant cities in the world. Students will engage in a vigorous academic program and engage in a culturally immersive program as well. ITU has a 238 year history as being a leader in higher education with strong programs in engineering and architecture to name a few.

Istanbul, Turkey – Koc University
Council on International Educational Exchange
Choice of English-taught courses in a wide range of subjects, from archaeology to accounting and engineering to social sciences. There are opportunities to participate in community involvement, through internships or volunteering. Students are immersed in cultural and educational activities such as visits to museums, international film and music festivals, the State Ballet, the opera and more.

Limerick, Ireland – University of Limerick
RWU Direct Enroll Program
The University of Limerick (UL) is an independent, internationally focused university with over 11,000 students and 1,313 staff. The University has a proud record of innovation in education and excellence in research and scholarship. UL offers programs across four schools: Arts, Humanities and Social Sciences; Education and Health Sciences; Kemmy Business School; and Science and Engineering. Outstanding recreational, cultural and sporting facilities further enhance this exceptional learning and working environment. The campus is located 5km from Limerick city and 20km from Shannon International Airport.

Lisbon, Portugal – Universidad Nova de Lisboa
Council on International Educational Exchange
This program is designed for students of all levels of Portuguese, beginner to advanced. Beginning and intermediate students can start their Portuguese training or strengthen their existing skills while taking content courses in English. Advanced Portuguese students are able to directly enroll in university courses in Portuguese alongside local and other international students. The range of courses available appeals to students with a strong interest in the social sciences and humanities and include anthropology, literature, music, politics, and sociology.

London, England – University of Westminster
RWU Direct Enroll Program
This program offers a distinctly British learning experience within a truly international environment. You can choose from a wide range of subjects, course levels and modes of delivery. The University of Westminster is a comprehensive university allowing students to enroll in courses in disciplines that include criminal justice, communications, humanities, science and art.
The School of Justice Studies has established a semester program at the University of Westminster to allow Criminal Justice and Legal Studies majors the chance to take a semester worth of courses at this location

Mendoza, Argentina – Universidad Nacional de Cuyo
Intermediate Latin American Studies Program
Institute for Study Abroad, Butler University
The Universidad Nacional de Cuyo differs from most South American institutions in that it has a self-contained campus. UNC is considered a top regional university overall and one of the most respected universities in South America in the liberal and fine arts, with courses in social science available. Students take university courses in regular classroom settings with Argentine students. All courses are taught in Spanish.

Melbourne, Australia – Deakin University
RWU Direct Enroll Program
Deakin University has four campuses all of which offer a distinctive and unique living and learning experience. Each campus offers a wide range of services and facilities that all students can enjoy, and reflects the student-centered approach for which Deakin is renowned. Students have the opportunity to study a range of topics alongside Australian students. Courses are available in Architecture, Construction Management, Humanities, Law, Business and management, Communications, Engineering, and Environmental Studies.

Monteverde, Costa Rica – Monteverde Biological Field Station
Council on International Educational Exchange
This program is designed for students with biology-related majors who have completed at least one year of introductory biology. Its aim is to give biology and related majors a sophisticated and up to date understanding of tropical ecology and its conservation. All biology courses are taught in English.

Palmerstown North, New Zealand – Massey University
Institute for Study Abroad, Butler University
Massey University, New Zealand's largest university is located in the Manawau region on the North Island and is a major comprehensive university. Massey has a philosophy of helping students prepare for their careers with programs that are relevant, innovative, flexible and progressive. Study abroad students are able to choose courses from across a wide range of disciplines and faculties, including its fine arts and design program.

Paris, France – CIEE Study Center/ Paris Center for Critical Studies
Council on International Educational Exchange
Expand your interest in contemporary French society and culture on this program uniquely adapted to the intermediate and advanced student. Students can take content courses in both English and French, with a French-only option and participate in cultural outings integrated into classes. Participants will live with a homestay family while studying in Paris.

Prague, Czech Republic – CIEE Study Center in Prague/ Charles University
Council on International Educational Exchange
The Central European Studies program offers students a series of specially designed courses in a wide range of academic disciplines taught in English by local faculty. Although there is no language prerequisite for participation in the program, students are required to take a Czech language course in order to better immerse themselves in local culture. The combination of Czech language and academic courses allows students to explore the dynamics of this Central European nation and its culture.

San Jose, Costa Rica – Universidad Veritas
RWU Direct Enroll Program
Universidad Veritas offers a wide variety of programs of different lengths in Costa Rica that can be combined and customized for different educational needs. On this tropical campus you will learn Spanish in one of the happiest countries in the world, discover Latin America from a new perspective, and develop your skills in a different country.

Santiago, Chile – Pontificia Universidad de Chile
Institute for Study Abroad, Butler University
For outstanding academics, consider the Chilean Universities Program (CUP) in Santiago. On the CUP, students can choose from an array of courses at Universidad de Chile and Pontífica Universidad Católica de Chile. University coursework ranges from humanities to natural sciences to business classes. Students take these university courses in regular classroom settings with Chilean students. All courses taught in Spanish.

SEA Semester: Sea Education Association of Woods Hole
SEA Semester is taught through the Sea Education Association (SEA) of Woods Hole, Massachusetts.
This exciting and challenging off-campus program combines onshore classes, labs, and field work in ocean science and maritime studies with an offshore sailing and research experience. The first half of the program (the shore component) is spent at the SEA campus in Woods Hole, Massachusetts. Studying oceanography, maritime history and literature, and ship navigation, students learn about the human experience and the sea, use specific methods to study it, and design research projects that will be the focus of their work at sea. The sea component takes students to the open sea on a traditional sailing vessel that is a campus, classroom and home. Applying knowledge acquired ashore, students learn new skills, complete their research projects, and meet the age old challenges the sea poses to mariners. (This program is academically affiliated with RWU however certain restrictions exist for the transfer of institutional aid. Please consult with the Spiegel Center for details)

Shanghai, People's Republic of China – East China Normal University
Council on International Educational Exchange
The program offers various area studies courses in English, in global studies, international relations, economics, and modern Chinese history, and intensive language-training at one of the most highly rated language-training centers in Shanghai. The program accommodates both students who have no previous course work in Chinese and those who have studied Chinese for several semesters.

St. Georges, Bermuda – BIOS: Bermuda Institute for Ocean Sciences
Students take a semester-long immersion into the study of marine science with a program of class work and research that is unique in marine education. In addition to academic pursuits, a semester at BIOS will expose students to a unique research environment unlike a normal university setting. As BIOS is a residential community of researchers, students not only study and work with active scientists, but eat meals, play sports and socialize with faculty, graduate students and technicians who reside on the campus.

Stirling and Edinburgh, Scotland – University of Stirling/ University of Edinburgh
RWU/Arcadia University
The University of Stirling, located in the center of Scotland, offers a great choice of subjects, with high-quality courses in 42 areas with notable strengths in Scottish studies, environmental studies, psychology, marine science and marine biology.
The University of Edinburgh, in the nation's capital, enjoys a distinguished status as one of the leading research universities in Europe. Its extensive range of subject offerings makes the University of Edinburgh a popular choice for study abroad students.

St. Petersburg, Russia – St. Petersburg State University, CIEE Study Center
Council on International Educational Exchange
The Russian Area Studies program is for students who are interested in an academic program in Russia with an English component. The program offers a set of course, taught in English, on Russian history, culture, politics, civilization, and cinema, as well as a rigorous language program.

Nancy, France – ICN Business School
RWU exchange Program
This exchange program was created specifically for students in the Gabelli School of Business. This program allows students to complete either a semester or a full academic year at ICN, engaged in business topics as well as language instruction. Students are enrolled alongside other European students at ICN, a leading business school in France.

Sydney, Australia Summer Internship
RWU/Arcadia University
This program allows you to earn academic credit while enhancing your professional knowledge. Placements are available in a broad range of areas including business; social sciences; humanities; and the visual, fine and graphic arts. You'll work full time three days per week during your internship and will also attend class one day per week.

Tokyo, Japan – Sophia University
Council on International Educational Exchange
The CIEE Study Center at Sophia University is designed to provide students with superior cross-cultural and language training by way of intensive Japanese language course work, offering a range of courses in various disciplines, a managed homestay program, and providing on-site staff to support the students.

Wollongong, Australia – University of Wollongong
RWU/Direct Enroll Program
The University of Wollongong is located in New South Wales' Pacific coastline, some 80 kilometers south of Australia's economic center, Sydney. With course offerings ranging from engineering to contemporary indigenous issues, Wollongong offers a wide range of classes. The university attracts large numbers of international students, and is renowned for its challenging academic programs.

Yokohama, Japan – Yokohama National University
RWU Exchange Program
This program offers a variety of courses available in English while still being able to integrate with Japanese students. This allows an exceptional cultural experience. This program is located in one of Japan's most vibrant cities.

Faculty-Led Study Abroad Programs

Each year a number of faculty-led travel abroad programs are offered and are announced in the Fall or Spring Course Schedules. Program models may vary – some of these programs are specifically tied to courses that begin and end on the Bristol campus. Students are encouraged whenever possible to participate in these programs as well as semester abroad programs. These are supplemental, value added Roger Williams University course experiences.

The fee schedule for these programs will vary and is usually published the semester before the trip is offered. Fees associated with Winter Intersession and Summer Session trips are the full responsibility of the student however students are eligible to apply for the Bridging the World scholarship.

Students who apply to these faculty-led programs are subject to the same criteria as those of the semester-long programs, that is, the appropriate cumulative grade point average (as determined by the program leader), a good judicial history and the support of the dean and advisor.

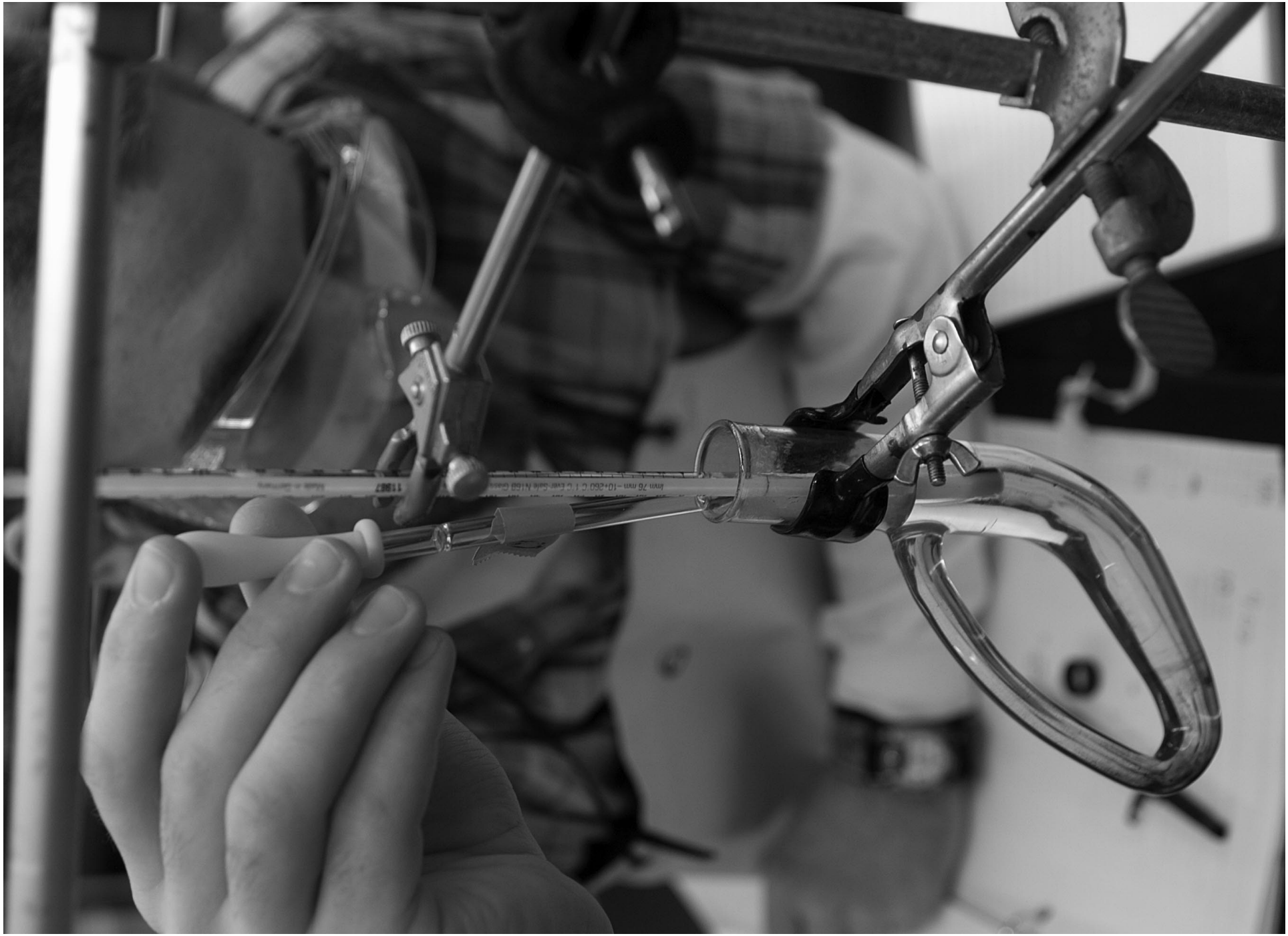
Each faculty-led program is subject to its own refund policy.

Roger Williams University reserves the right to cancel any faculty-led program offered during the academic year for insufficient enrollment or for any other reason. These reasons may include safety and security concerns at the program location. Should it prove necessary to do so, the School will promptly notify all registrants.

Winter Intersession and Summer Session Study Abroad opportunities offered to undergraduates in recent years include:

Winter Intersessions:
Belize through the Department of Marine Biology
Ireland through the Department of Communication
Panama through the Department of Marine Biology
Jamaica through the Department of Psychology
Germany through the School of Architecture, Art and Historic Preservation

Summer Sessions:
Brazil through the Departments of Anthropology, Sociology & Communication
China through the Department of Foreign Languages and through Gabelli School of Business
Japan through Feinstein College of Arts and Sciences
London and Paris, through the Departments of History & Sociology
Perugia, Italy through the School of Business and Department of Foreign Languages
Rome, Italy through the School of Education
Europe through the School of Justice Studies



The University CORE Curriculum

Mankind is now in one of its rare moods of shifting its outlook. The mere compulsion of tradition has lost its force. It is the business of philosophers, students, and practical people to re-create and re-enact a vision of the world, conservative and radical, including these elements of reverence and order without which society lapses into a riot, a vision penetrated through and through with unflinching rationality. Such a vision is the knowledge which Plato identified with virtue.

– Alfred North Whitehead (1861-1947)

Mission and Outcomes of the RWU General Education Program

The RWU General Education program fosters inquisitive, reflective, and creative learners who use a breadth of knowledge and skills to enrich their personal, public and professional lives. Throughout this program, students will learn how to synthesize information from across their academic experience, to examine the world holistically, appreciate the diversity of their local and global communities, and participate in them effectively and ethically.

To ensure that our program produces such graduates, the RWU faculty asks students, across all four years, to:

I. Demonstrate a thorough knowledge of diverse human cultures, histories, arts, languages, literatures, and the physical environments on which these depend.

II. Communicate purposefully, ethically, and effectively in a variety of formats and situations including written, oral, and artistic.

III. Engage in self-reflection and ethical reasoning.

IV. Synthesize knowledge and make connections within, across, and beyond disciplines.

V. Learn and employ the literacies and habits of mind that inform the work that we do: information literacy, artistic production and aesthetic appreciation, quantitative literacy, critical inquiry and analysis.

The CORE Curriculum at a Glance

Three CORE Competency Courses – one in mathematics and two in writing – prepare students to think abstractly and express their ideas clearly. Most students complete these courses during the first three semesters

The Five-Course Interdisciplinary CORE is based on learning outcomes drawn from the traditional liberal arts: the sciences, history and politics, the social sciences, literature and philosophy, and the fine arts. In these courses students examine great ideas, historic milestones, and works of art; discover connections among different areas of knowledge and methods for gathering it; learn to reason logically, to sift through deception and cant, and to integrate what they know. Most students complete these five courses during the freshman and sophomore years. All interdisciplinary CORE courses must be completed at Roger Williams University.

The CORE Concentration involves a fifteen-credit exploration of one liberal arts discipline or interdisciplinary program unrelated to the major. This requirement ensures that students graduate with significant knowledge of at least two fields, that of the major and that of the CORE Concentration.

The CORE Interdisciplinary Senior Seminar or CISS unites studies in the liberal arts and sciences; integrates knowledge; and involves sophisticated analysis, synthesis, and defense of original ideas. Taught by full-time faculty from across the university, CISS courses feature small class sizes and active student involvement in the exploration and integration of knowledge on a variety of topics. Students may not substitute any course from another institution for the CISS.

Prerequisites: Students may not enroll in a CISS before they achieve at least sixth-semester standing. Completion of all CORE Competency Courses and the five-course Interdisciplinary CORE courses.

The CORE Curriculum in Depth

Three CORE Competency Courses

Two Courses in Writing: 6 credits

During the first two years, all students complete Expository Writing and a 200 or 300 level WTNG course that is tailored to their interests and/or major area of study. Expository Writing is a prerequisite for all 200 and 300 level WTNG courses. (Students may also be required to complete WTNG 100: Introduction to Academic Writing. This course does not fulfill the University CORE Writing requirement. Students assigned to this course must register for it in their first semester and must achieve a C- or higher before being permitted to enroll in Expository Writing.)

One Course in Mathematics: 3 or 4 credits, depending on students major; Math Placement Exam may be required.

The Five-Course Interdisciplinary CORE

CORE	101	Scientific Investigations (4 credits) (or two laboratory science courses)
CORE	102	Challenges of Democracy (3 credits)
CORE	103	Human Behavior in Perspective (3 credits)
CORE	104	Literature, Philosophy and the Examined Life (3 credits)
CORE	105	Aesthetics in Context: The Artistic Impulse (3 credits) (or AAH 121 and AAH 122)

Students may take the five courses listed above in any order, but the Interdisciplinary CORE must be completed by the end of the first two years of study, except for five-year architecture majors who must complete the five courses by the end of the fifth semester. All first and second year students must enroll in at least one, but no more than two, of these courses during each of the first four semesters. All five courses must be completed at the University. *At least 16 credits.*

THE CORE INSTERDISCIPLINARY SENIOR SEMINAR

THE WRITING REQUIREMENT	THE MATHEMATICS REQUIREMENT
WTNG 102, and a 200 or 300 level WTNG course	One mathematics course numbered 110 or above

THE FIVE-COURSE INTERDISCIPLINARY CORE REQUIREMENT

Core 101	Core 102	Core 103	Core 104	Core 105
Scientific Investigations or 2 Semesters of a Lab Science	Challenges of Democracy	Perspectives in Human Behavior	Literature, Philosophy and the Examined Life	Aesthetics in Context: The Artistic Impulse or May take AAH 121 + AAH 122

THE FIVE-COURSE CORE CONCENTRATION REQUIREMENT

All Core Concentrations must be in the liberal arts. Students must select one of the following according to the Table of Core Concentration Choices and Restrictions

American Studies	Dance/Performance	Global Communication	Philosophy	Visual Arts
Anthropology + Sociology	Economics	Graphic Design	Physics	Professional and Public Writing
Art/Arch. History	Educational Studies	History	Political Science	
Biology	English Literature	Marine Biology	Psychology	*Other Programs:*
Chemistry	Environmental Science	Mathematics	Sustainability	RWU Semester-long
Computer Science	Foreign Languages	Music	Theater	International Studies
Creative Writing	Gender & Sexuality Studies	Performing Arts	Urban Studies	Core Concentration

Students who declare double majors are not required to complete a separate CORE Concentration if both of the following conditions are met: one of the majors must have an approved CORE Concentration and that concentration must not be restricted from the other major. All students are eligible for an approved semester-long RWU International Studies Core Concentration.

THE UNIVERSITY CORE CURRICULUM 2016–2017

The CORE Concentration

At least 15 credits

The CORE Concentration is designed to ensure depth, sequence, and progressive learning in one liberal arts discipline or interdisciplinary program unrelated to the major. Because each CORE Concentration consists of specific courses and prerequisites, students should declare their CORE Concentration and begin required courses no later than the sophomore year to ensure that course work is completed before graduation. Most CORE Concentrations may be expanded to a minor by taking one additional course. Students who declare double majors are not required to complete a separate CORE Concentration if both of the following conditions are met: one of the majors must have an approved CORE Concentration and that concentration must not be restricted from the other major.

Categories	***CORE Concentrations***
I. Languages:	Chinese, French, German, Italian, Latin, Portuguese, or Spanish
II. Mathematics and the Sciences:	Biology Chemistry Computer Science The SEA Semester Environmental Science Marine Biology Mathematics Physics
III. The Social Sciences:	American Studies Anthropology + Sociology Economics Educational Studies History Political Science Psychology
IV. The Humanities and the Arts:	Art and Architectural History Creative Writing Dance Performance English Literature Global Communication Graphic Design Music Performing Arts Philosophy Professional and Public Writing Theatre Visual Arts Studies
V. Interdisciplinary Studies:	Gender & Sexuality Studies Sustainability Urban Studies

VI. The International Studies CORE Concentration.

Juniors and seniors intending to declare an International Studies CORE Concentration should contact the Center for Global and International Programs as soon as possible so that they are aware of requirements to go abroad. For example, students will need passports and specific cumulative grade point averages.

Course Requirements by CORE Concentration

Minimum Standard:

It is necessary from time to time for students to substitute other courses for specified CORE Concentration course requirements. Substitutions may be made only if the following criteria are met:

1. At least two courses in the CORE Concentration discipline must be at the 100 or 200 level;
2. At least two courses in the CORE Concentration discipline must be at the 300 or 400 level;
3. At least five courses (or a total of 15 credits) must be taken in one CORE Concentration discipline.

This standard applies to all matriculated students.

CATEGORY I – FOREIGN LANGUAGES AND CULTURES

CORE Concentration in Chinese, French, German, Italian, Latin, Portuguese, or Spanish

Language	101	Elementary Language I
Language	102	Elementary Language II
Language	201	Intermediate Language I
Language	202	Intermediate Language II

and

One 300-level language course

Note: Students who begin this CORE Concentration at a level above 101 must complete at least three courses, including the 300-level course in a single language. Waiver from prerequisite courses does not carry credit.

CORE concentrations are not permitted in a student's native language.

CATEGORY II – MATHEMATICS AND THE SCIENCES

CORE Concentration in Biology

BIO	103	Biology I and Lab
BIO	104	Biology II and Lab

and

Two Biology courses at the 200 level or above, at least one of which must have a laboratory component.

CORE Concentration in Chemistry

CHEM	191	Principles of Chemistry I and Lab
CHEM	192	Principles of Chemistry II and Lab

and

Two upper level chemistry courses, one of which must be at the 300 level

CORE Concentration in Computer Science

COMSC	110	Introduction to Computer Science and Lab
COMSC	111	Data Structures and Lab
COMSC	210	Principles of Computer Organization and Lab

and select one of the following

MATH	221	Discrete Math
COMSC	230	Principles of Programming Languages

CORE Concentration in Environmental Science

NATSC	103	Earth Systems Science and Lab
NATSC	203	Humans, Sustainability & Environmental Change
BIO	104	Biology II and Lab

and

At least 4 credits from the following list:

BIO	230	Microbiology and Lab
BIO	240	Concepts of Ecology
BIO	312	Conservation Biology
BIO	332	Fisheries Science
BIO	360	Limnology and Lab
BIO	367	Urban Ecosystems
CHEM	312	Instrumental Methods of Analysis and Lab
CHEM	434	Advanced Environmental Chemistry
CIS	350	Geographical Analysis of Data: An Introduction to GIS
ENGR	320	Environmental Engineering
ENGR	340	Sustainable Energy Systems
ENGR	405	Air Pollution and Control
ENGR	407	Solid and Hazardous Waste Management
PLS	200	Environmental Law
NATSC	204	Principles of Oceanography
NATSC	301	Marine Resource Management
NATSC	305	Marine Geology
NATSC	310	Biogeochemical Cycling
NATSC	315	Meteorology and Climatology
NATSC	333	Environmental Monitoring and Lab
NATSC/ BIO	375	Soil Ecology
NATSC	401	Environmental Toxicology and Lab

CORE Concentration in Marine Biology

BIO	103	Biology I and Lab

or

BIO	104	Biology II and Lab
BIO	204	Introduction to Marine Biology
NATSC	204	Principles of Oceanography

And a minimum of 5 additional credits taken from the Applied or Organismal categories of marine biology courses.

CORE Concentration in Mathematics

MATH	213	Calculus I and Lab

and

MATH	214	Calculus II and Lab

and

Any three Mathematics courses numbered above 200, at least one of which must be at the 300- level or above.

CORE Concentration Physics

PHYS	201	Physics I with Calculus and Lab and
PHYS	202	Physics II with Calculus and Lab

or

PHYS	109	Physics I Algebra-based and Lab and
PHYS	110	Physics II Algebra-based and Lab

and

At least 7 additional credits in Physics courses, with one course at the 300 level or above.

CATEGORY III – THE SOCIAL SCIENCES

CORE Concentration in American Studies

AMST	100	Approaches to the Study of American Society and Culture

and

Any four 200 level or above American Studies courses.

CORE Concentration in Anthropology + Sociology

ANTH	100	Introduction to Cultural Anthropology
SOC	100	Introduction to Sociology

and

Three additional Anthropology and Sociology courses, which must comprise courses from both disciplines (1 ANTH and 2 SOC or 2 ANTH and 1 SOC); at least one of these courses must be at the 300- level or above.

CORE Concentration in Economics

A total of five courses:

ECON	111	Microeconomics
ECON	112	Macroeconomics

And at least one of the following:

ECON	211	Intermediate Microeconomics
ECON	212	Intermediate Macroeconomics

And an additional two Economics courses, one of which must be at the 300- or 400-level. ENGR 335 (Engineering Economic Analysis) may also be taken to fulfill this CORE Concentration.

CORE Concentration in Educational Studies

EDU	200	Foundations of Education
EDU	202	Psychology of Learning and Development
EDU	308	Technology and Education
EDU	310	Curriculum Studies
EDU	330	Issues in Multicultural Education

CORE Concentration in History

Any three of the following:

HIST	101, 102	History of Western Civilization I and II
HIST	151, 152	United States History I and II

and

Any two History courses at the 250 level or above

CORE Concentration in Political Science

POLSC	100	American Government and Politics

and one of the following:

POLSC	110	The United States in World Affairs
POLSC	120	Comparative Politics

and

Any three 200-, 300- or 400- level courses provided that at least one of these is from the American National Politics/Political Theory category and one is from the International Relations/ Comparative Politics Category.

CORE Concentration in Psychology

PSYCH	100	Introduction to Psychology

and

Four additional Psychology courses, three of which must be at the 300-level or above.

CATEGORY IV – THE HUMANITIES AND THE ARTS

CORE Concentration in Art and Architectural History

AAH	121	History of Art and Architecture I
AAH	122	History of Art and Architecture II

and

Three courses at 300-level or two courses at 300-level plus one course at 400-level from the Art and Architectural History major.

CORE Concentration in Creative Writing

CW	210	Form in Poetry
CW	220	Narrative in Writing the Short Story

Any 200 Level or above English course

and

One Creative Writing Advanced Bridge course:

CW	350	Writers Reading Poetry Seminar
CW	360	Writers Reading Fiction Seminar

and

One Creative Writing Advanced Breadth course:

CW	241	Introduction to Playwriting
CW	242	Screenwriting
CW	310	Creative Nonfiction
CW	330	Literary Publishing
CW	430	Special Topics in Creative Writing

CORE Concentration in Dance/Performance

DANCE	101	The Creative Athlete

Three Dance Technique Classes or a total of nine credits in Dance Technique (Placement made through consultation with a member of the dance faculty)

and one of the following:

DANCE	290	Introduction to Choreography
DANCE	310	Dance History
DANCE	350	British Dance and Performance Art: London
DANCE	425	Kinesiology for Dancers
DANCE	435	The Performance Artist in Society

CORE Concentration in English Literature

At Least two (2) English courses at the 100-200 level
At Least two (2) English courses at the 300-400 level
One English course at any level

CORE Concentration in Global Communication

COMM	100	Introduction to Communication Studies

and

Any four of the following (at least one must be at the 200-Level and two at the 300-Level or above)

COMM	165	Introduction to Visual Communication
COMM	250	Intercultural Communication
COMM	265	Visual Rhetoric, Visual Culture
COMM	330	International Communication
COMM	462	Washington DC Global Communication Seminar
COMM	365	Digital Media in a Global Context
COMM	375	Global Audiences, Global Consumers
COMM	380	Visual Media in a Cultural Context
COMM	390	Qualitative Research Methods in Communication
COMM	432	Special Topics in Global Communication
COMM	465	McLuhan's Global Village
WTNG	300	Rhetoric and Cultural Differences

CORE Concentration in Graphic Design

DSGN	100	Introduction to Graphic Design Communication
DSGN	110	Introduction to Typography
DSGN	210	Advanced Design Communication
ANTH	100	Introduction to Cultural Anthropology

and one course chosen from:

DSGN	200	History of Design Communication
DSGN	300	Web Design Communication
DSGN	310	Brand Identity
DSGN	320	Publication Design
DSGN	430	Special Topics in Graphic Design

CORE Concentration in Music

MUSIC	161	The Art of Rock and Roll
MUSIC	170	Basic Musicianship
MUSIC	211	Evolution of Musical Style
MUSIC	212	Great Personalities in Music

and one of the following:

MUSIC	121	Evolution of Jazz
MUSIC	270	Music Theory and Composition I
MUSIC	271	Aural Skills I (Must be taken with MUSIC 270)
MUSIC	299	Special Topics in Music
MUSIC	310	Music in the USA
MUSIC	311	Music of Latin America & Caribbean
MUSIC	312	Music of China & Japan
MUSIC	313	Music of India & Middle East
MUSIC	314	Music of Indigenous People

CORE Concentration in Performing Arts

Select three credits from each of the three program foundation areas below (9 credits total):

Music

MUSIC	170	Basic Musicianship
MUSIC	211	Evolution of Musical Styles
MUSIC	270	Music Theory and Composition I
MUSIC	271	Aural Skills I (Must be taken with MUSIC 270)

Dance

DANCE	101	Creative Athlete

or

DANCE	161	Introduction to Dance Technique (or higher)
DANCE	310	Dance History

Theatre

THEAT	130	Art of the Theatre

or

THEAT	110	Introduction to Acting
THEAT	123	Design for the Theatre

And 6 credits

At least three credits must be from studio/performance courses.
At least three credits must be from theory/literature courses.
With one course at the 300 level or above.

CORE Concentration in Philosophy

PHIL	100	Introduction to Philosophy: The Art of Inquiry
PHIL	200	Ethics
PHIL	205	Logic

and one of the following:

PHIL	251	Ancient Philosophy
PHIL	253	Modern Philosophy

and one of the following:

PHIL	333	Epistemology
PHIL	366	Metaphysics

CORE Concentration in Professional and Public Writing

WTNG	102	Expository Writing

and

Select two (2) WTNG courses at the 200 Level of above from the following list of courses:

WTNG	200	Critical Writing for the Humanities and the Social Sciences
WTNG	220	Critical Writing for the Professions*
WTNG	230	Rhetoric of Film: Writing about Film*
WTNG	250	Advanced Composition*
WTNG	270	Travel Writing*
WTNG	299	Special Topics in Writing *

Select two (2) WTNG courses at the 300 Level or above from the following list of courses:

WTNG	300	Rhetoric in a Global Context*
WTNG	301	The Rhetoric of Narrative*
WTNG	302	Art of Writing: Forms of the Essay*
WTNG	303	Environmental Rhetoric*
WTNG	305	Writing the City*
WTNG	311	Technical Writing*
WTNG	320	Writing for Business Organizations*
WTNG	321	Multimodal Writing in Public Spheres*
WTNG	322	Advancing Public Argument*
WTNG	400	Writing for Social Change
WTNG	430	Special Topics
WTNG	460	Writing Studies Internship
WTNG	470	The Writing Thesis/Portfolio

CORE Concentration in Theatre

THEAT	110	Acting I
THEAT	123	Design for the Theatre
THEAT	130	The Art of the Theatre

and one of the following:

THEAT	230	Theatre History I
THEAT	231	Theatre History II
THEAT	330	Theatre of Shakespeare
THEAT	331	Modern Theatre and Drama
THEAT	333	Asian Drama and Dance
THEAT	334	Contemporary Drama
THEAT	431	Drama Theory and Criticism

and

Three (3) additional theatre credits

London Option

THEAT	130	The Art of the Theatre

and

Four approved courses taken as part of the London Theatre Program

CORE Concentration in Visual Art Studies: Film, Animation and Video

FILM	101	Introduction to Film Studies
VARTS	361	Introduction to Digital Media
VARTS	362	Film, Animation, and Video
VARTS	364	Intermediate Film, Animation, and Video

and one of the following:

VARTS	363	Digital Media in 3D: Objects and Spaces
VARTS	392	Mixed Media
VARTS	430	Special Topics in Visual Art
VARTS	451	Topics in Photography/Digital Media
VARTS	530	Special Topics in Visual Art Studies

CORE Concentration in Visual Arts Studies: Painting/ Drawing/Printmaking

VARTS	101	Foundations of Drawing
AAH	121	History of Art and Architecture I
VARTS	281	Foundations of Painting

and two of the following six courses:

VARTS	201	Drawing The Figure
VARTS	241	Printmaking: Relief
VARTS	242	Printmaking: Intaglio
VARTS	282	Oil Painting
VARTS	301	Advanced Drawing: Process and Content
VARTS	381	Painting The Figure
VARTS	392	Mixed Media
VARTS	430	Special Topics in Visual Art
VARTS	481	Topics in Painting/Drawing/Printmaking

CORE Concentration in Visual Arts Studies: Photography/ Digital Media

AAH	121	History of Art and Architecture I
VARTS	261	Foundations of Photography
VARTS	361	Digital Tools and Methods

and two of the following:

VARTS	351	Intermediate Photography
VARTS	352	Advanced Photography
VARTS	363	Digital Media in 3D: Objects and Spaces
VARTS	392	Mixed Media
VARTS	430	Special Topics in Visual Art
VARTS	451	Topics in Photography/Digital Media

CORE Concentration in Visual Arts Studies: Sculpture

VARTS	101	Foundations of Drawing
AAH	121	History of Art and Architecture I
VARTS	231	Foundations of Sculpture

and two of the following:

VARTS	232	Intermediate Sculpture
VARTS	333	Advanced Sculpture
VARTS	392	Mixed Media
VARTS	430	Special Topics in Visual Art
VARTS	431	Topics in Sculpture

CATEGORY V – Interdisciplinary Studies CORE Concentrations

CORE Concentration in Gender and Sexuality Studies

GSS	100	Introduction to Gender & Sexuality Studies
GSS	420	Gender & Sexuality Studies Seminar

and three (3) of the following courses:

AMST	370	Race, Gender, and Sexuality in America*
COMM	385	Gender, Globalization, and the Media*
ENG	220	Literary Analysis*
POLSC	307	Gender in American Politics*
PSYCH	215	Human Sexuality*
PSYCH	220	Psychology of Women*
PSYCH	230	Psychology of Men*
SOC	316	Sociology of Gender*

*These courses have pre-requisite requirements that do not fulfill requirements for completion of the Gender and Sexuality Studies Core Concentration. Pre-requisites may be waived with permission of the instructor.

CORE Concentration in Sustainability Studies

SUST	101	Introduction to Sustainability Studies
SUST	301	Analysis and Decision Making for Sustainability
SUST	401	Working toward Sustainability

and

Two of the following courses, one of which is at

the 200-level or above and both of which 1) could not be used to fulfill requirements for the student's major (e.g., have the same program designation or are required for the major) and 2) do not come from prohibited Core Concentration programs as based on the student's major following the table of CORE Concentration choices and restrictions.

ANTH	222	Environmental Anthropology*
ARCH	101	Introduction to Architecture
ARCH	321	Site and Environment
AAH	423	Nature and Art
BIO	104	Biology II and Lab
BIO	231	Bioethics*
BIO	240	Concepts of Ecology#
BIO	312	Conservation Biology#
BIO	345	Aquaculture
CHEM	201	Environmental Chemistry I and Lab*
CHEM	202	Environmental Chemistry II and Lab*
CNST	540	Sustainable Construction
ECON	320	Resource and Environmental Economics*
ENG	110	Serpents, Swords, Symbols & Sustainability
ENGR	320	Environmental Engineering*
ENGR	340	Sustainable Energy Systems*
ENGR	405	Air Pollution and Control*
ENGR	407	Solid and Hazardous Waste Management*
HIST	354	United States Environmental History*
HP	150	Introduction to Historic Preservation
NATSC	103	Earth Systems Science and Lab
NATSC	203	Humans, Environmental Change and Sustainability#
NATSC	204	Principles of Oceanography
NATSC	301	Marine Resource Management#
PLS	200	Environmental Law
POLSC	383	Global Environmental Politics
SUST	430	Special Topics in Sustainability Studies#

*These courses have pre-requisite requirements that do not fulfill requirements for completion of the Sustainability Studies Core Concentration. Some pre-requisites may be waived with the instructor.

#These courses have pre-requisite requirements that can also be taken as an elective for the Sustainability Studies Core Concentration.

CORE Concentration in Urban Studies

URBN	100	Introduction to Urban Studies
URBN	400	Urban Studies Colloquium

and

Three courses from the following list that meet the following requirements: 1) none of the courses may be from the departmental designation (prefix) of the student's major; and 2) at least one course must be at the 300 level or above that does not count toward the student's major or any other minor. This is intended to encourage students to take electives in multiple areas that balance their major course of study.

AMST	100	Approaches to the Study of American Society & Culture
ANTH	100	Introduction to Cultural Anthropology
BIO	104	Biology II
SOC	100	Introduction to Sociology
POLSC	100	American Government and Politics
AAH	122	History of Art and Architecture II
HIST	102	History of Western Civilization II
HIST	152	United States History II
SUST	101	Introduction to Sustainability Studies
AMST	201	American Studies Research Methods*
ANTH	222	Environmental Anthropology*
ANTH	230	Political Anthropology*
NATSC	203	Humans, Environmental Change and Sustainability*
PA	220	Elements and Issues in Community Development
POLSC / PA	260/ 201	Public Administration*
PH	201	Public Health Essentials*
SOC	201	Social Stratification*
SOC	220	Sociological Perspectives on Race*
URBN	299	Special Topics in Urban Studies

*Courses w/ pre-requisites or that require consent

and at least one of the following:

AMST	370	Topics in Race, Class, Gender & Sexuality in America*
AMST	371	Topics in Ethnicity Class and Region in America*
ANTH	310	Applied Anthropology*
ANTH	380	Culture, Change and Development*
ARCH	324	Evolution of Urban Form
ARCH	325	History of Modern Architecture
BIO	376	Urban Ecosystems
CIS	350	Geographic Analysis of Data: An Introduction to GIS
ENG	360	Studies in Ethnic American Literature*
HIST	390	Great Cities in History
HP	342	Industrial America
PA	306	City Management*
PA	351	Sustainable Economic and Community Development
PLAN	301	Introduction to Urban and Regional Planning
PLAN	382L	Interdisciplinary Planning Workshop
PLAN	501	Introduction to Urban and Regional Planning
PLAN	582L	Interdisciplinary Planning Workshop
POLSC	362	Urban Politics
SOC	330	Globalization and Identity*
SOC	348	Urban Sociology
WTNG	305	Writing the City
CJS	428	Crime Prevention
URBN	430	Advanced Special Topics in Urban Studies
ARCH	572	Urban Design Theory**
ARCH	575	Contemporary Asian Architecture & Urbanism**
ARCH	593	Sustainable Paradigms**
ARCH	594	Urban Ecology**
ARCH	577	The Skyscraper**

*Courses w/ at least one prerequisite other than URBN 100
**Courses at the 500 level require senior standing.

CATEGORY VI – RWU Semester Abroad International Studies

CORE Concentration in International Studies

All students have the opportunity to declare a Core Concentration in International Studies through successful completion of a semester abroad on a Roger Williams University sponsored or Roger Williams University affiliated program. Completing a Core Concentration in International Studies will demonstrate to employers that a student who studied abroad has the maturity, resourcefulness and resilience required to navigate successfully in challenging and increasingly diverse working environments.

The following institutional policy has been established by Roger Williams University for completion of the Core Concentration in International Studies:

- International Studies Core Concentrations are to consist of fifteen (15) credits that focus on the host country/region and are normally transferable to Roger Williams University.
- The courses used in an International Studies Core Concentration may not be used to fulfill any Roger Williams University major requirements.
- At least nine (9) semester hours in the International Studies Core Concentration must be taken abroad.
- At least nine (12) credits in the International Studies Core Concentration must directly focus on aspects of the culture or history of the particular country or region.

CORE Concentration Restrictions by Major

Accounting majors may not take the Economics CORE Concentration.

American Studies majors may not take the American Studies, History or Political Science CORE Concentrations.

Anthropology + Sociology majors may not take the Anthropology/Sociology or Psychology CORE Concentrations.

Applied Mathematics majors may not take the Computer Science or Mathematics CORE Concentration.

Architecture majors may take any CORE Concentration.

Art and Architectural History majors may not take the Art and Architectural History CORE Concentration.

Biology majors may not take the Biology, Chemistry, Computer Science, Environmental Science, or Marine Biology CORE Concentrations, or the SEA Semester Option.

Biochemistry majors may not take the Biology, Chemistry, Computer Science, Environmental Science, Marine Biology or Physics CORE Concentrations, or the SEA Semester Option.

Chemistry majors may not take the Biology, Chemistry, Computer Science, Environmental Science, Marine Biology or Physics CORE Concentrations, or the SEA Semester Option.

Communication and Media Studies majors may not take the Global Communication CORE Concentration.

Computer Information Systems majors may not take the Computer Science or Economics CORE Concentration.

Computer Science majors may not take the Computer Science CORE Concentration.

Construction Management majors may not take the Computer Science CORE Concentration.

Creative Writing majors may not take the Creative Writing, English or Professional and Public Writing CORE Concentrations.

Cybersecurity and Networking majors may take any CORE Concentration

Dance Performance majors may not take the Dance, Music, Performing Arts, or Theater CORE Concentrations.

Economics majors may not take the Economics CORE Concentration.

Educational Studies majors may not take the Educational Studies CORE Concentration.

Elementary Education majors may not take Educational Studies CORE Concentration.

Engineering majors may not take the Computer Science or Physics CORE Concentration.

English Literature majors may not take the Creative Writing, English, or Professional and Public Writing CORE Concentrations.

Environmental Science majors may not take the Biology, Chemistry, Computer Science, Environmental Science, or Marine Biology CORE Concentrations, or the SEA Semester Option.

Finance majors may not take the Economics CORE Concentration.

Foreign Language majors may not take any Foreign Language CORE Concentration.

Forensic Science majors may take any CORE Concentration.

Graphic Design majors may not take the Graphic Design CORE Concentration.

Historic Preservation majors may take any CORE Concentration.

History majors may not take the American Studies, History or Political Science CORE Concentrations.

International Business majors may not take the Economics CORE Concentration.

International Relations majors may not take the Global Communication CORE Concentration.

Journalism majors may not take the Global Communication CORE Concentration.

Legal Studies majors may take any CORE Concentration.

Management majors may not take the Economics CORE Concentration.

Marine Biology majors may not take the Biology, Chemistry, Computer Science, Environmental Science, or Marine Biology CORE Concentrations, or the SEA Semester Option.

Marketing majors may not take the Economics CORE Concentration.

Mathematics majors may not take the Computer Science or Mathematics CORE Concentration.

Music majors may not take Dance, Music, Performing Arts, or Theatre CORE Concentrations.

Performing Arts majors may not take Dance, Music, Performing Arts, Theatre or London Theatre CORE Concentrations.

Philosophy majors may not take the Philosophy CORE Concentration.

Political Science majors may not take the American Studies, History or Political Science CORE Concentrations.

Psychology majors may not take the Anthropology + Sociology or Psychology CORE Concentrations.

Public Health BA majors may take any CORE Concentration.

Public Health BS may not take Biology or Marine Biology CORE concentrations.

Public Relations majors may not take the Global Communication CORE Concentration.

Theater majors may not take the Dance, Music, Performing Arts, Theater or London Theatre CORE Concentrations.

Visual Arts Studies majors may not take any Visual Arts Studies CORE Concentration.

The CORE Interdisciplinary Senior Seminar (CISS)

Prerequisites: Completion of all skills and the five-course Interdisciplinary CORE requirements; at least sixth semester standing.

Should students choose to enroll in additional CORE Seminars, credit earned may not be applied to satisfy any requirement in the major, minor, or CORE Curriculum.

CISS Learning Outcomes — in each CORE Interdisciplinary Senior Seminar students:

- Create an artifact that communicates and defends the student's original ideas based on synthesis of the course topic and his/her interdisciplinary Core Education.
- Analyze, synthesize, and evaluate significant ideas from across the arts and sciences.

Common Seminar Requirements — each CORE Interdisciplinary Senior Seminar is designed to:

- Reflect on the topic of the seminar and on the central questions of the Core: Who am I? What can I know? Based on what I know, what should I do?
- Approach the subject in an interdisciplinary manner, integrating the approaches to knowledge of the five domains of the Core curriculum: science, history, human behavior, literature/philosophy, and aesthetics.
- Require guided reading of texts drawn from a variety of perspectives and disciplines but related to the Core central questions.
- Ask students to provide competent summaries, analyses, and synthesis in presentation and in writing.
- Incorporate student-led seminar discussions and prepared in-class presentations.
- Require a final project that demonstrates synthesis of course materials and competent writing.

Common Seminar Format — the seminar serves as the participants' culminating liberal arts experience and must fully realize the definition of a seminar. A CORE Interdisciplinary Senior Seminar:

- Is not a lecture course.
- Is clearly distinguished from lower-level courses in its purpose, method, and standards.
- Teaches and requires the practice of disciplined thinking, scholarly discourse, and advanced academic work.
- Meets the dictionary definition of a seminar: a small group of advanced students engaged in special study or original inquiry under the guidance of a professor.

The CORE Interdisciplinary Senior Seminars

CORE	430	Special Topics in Liberal Studies
CORE	441	Disease and Society
CORE	442	Prejudice and Institutional Violence
CORE	443	The Proper Order of Things
CORE	444	Perspectives in World Culture
CORE	445	Creating the American Image: 1919-1941
CORE	446	Visions of Utopia: Dreams and Delusions
CORE	447	Cultural Creations: Women Across Time
CORE	449	Environmental Ethics
CORE	450	Are We of It or Against It? People and Their Planet in the 21st Century
CORE	451	It's All Greek to Us
CORE	452	Collecting Ourselves: Why We Build, Preserve and Display Collections
CORE	453	Obsession: Understanding it through the Arts
CORE	456	The Internet and the Digital Revolution
CORE	457	Families and Society
CORE	458	Technology, Self and Society
CORE	459	Popular Culture and Globalization
CORE	461	Researching Race
CORE	462	Sexual Identities
CORE	463	Innovation

University CORE Professors

CORE 101: Scientific Investigations

Nancy Breen, *Associate Professor of Chemistry*
Loren Byrne, *Associate Professor of Biology*
Sean P. Colin, *Professor of Environmental Science*
Avelina Espinosa, *Associate Professor of Biology*
Marcia Marston, *Professor of Biology*
Clifford Murphy, *Associate Professor of Chemistry*
Stephen O'Shea, *Professor of Chemistry*
Scott Rutherford, *Associate Professor of Environmental Science*
Timothy Scott, *Professor of Biology*
Thomas Sorger, *Professor of Biology*
David Taylor, *Associate Professor of Biology*
Clifford Timpson, *Professor of Chemistry*
Kerri Warren, *Associate Professor of Biology*
Paul Webb, *Professor of Biology*
Brian Wysor, *Associate Professor of Biology*

CORE 102: Challenges of Democracy
Charlotte Carrington-Farmer, *Assistant Professor of History*
Laura D'Amore, *Assistant Professor American Studies*
Sargon Donabed, *Associate Professor of History*
Ernest Greco, *Associate Professor of Political Science*
Jeffrey Meriwether, *Professor of History*
Debra Ann Mulligan, *Associate Professor of History*
David Moskowitz, *Associate Professor of Political Science*
Autumn Quezada-Grant, *Assistant Professor of History*
Joseph W. Roberts, *Associate Professor of Political Science*
June Speakman, *Professor of Political Science*
Jennifer Stevens, *Associate Professor American Studies*
Michael Swanson, *Professor of History*

CORE 103: Human Behavior in Perspective
Garrett Berman, *Professor of Psychology*
Bonita G. Cade, *Associate Professor of Psychology*
Jeremy Campbell, *Associate Professor of Anthropology*
Alan Canestrari, *Professor of Education*
Alejandro Leguízamo, *Associate Professor of Psychology*
MaryBeth MacPhee, *Associate Professor of Anthropology*
Bruce Marlowe, *Professor of Education*
Jason Patch, *Associate Professor Sociology*
Judith Platania, *Professor of Psychology*
Teal Rothschild, *Professor of Sociology*
Jessica Skolnikoff, *Professor of Anthropology*
Becky L. Spritz, *Professor of Psychology*
Charles Trimbach, *Professor of Psychology*
Laura Turner, Associate *Professor of Psychology*
Donald Whitworth, *Professor of Psychology*
Ann Winfield, *Associate Professor of Education*
Matt Zaitchik, *Professor of Psychology*

CORE 104: Literature, Philosophy and the Examined Life
Roberta Adams, *Professor of English Literature and Associate Dean of Academic Affairs*
Paul Bender, *Associate Professor of Writing Studies, Rhetoric and Composition*
Robert Blackburn, *Professor of Philosophy*
Adam Braver, *Associate Professor of Creative Writing*
Jennifer Campbell, *Professor of Writing, Rhetoric and Composition*
Margaret Case, *Associate Professor English Literature*
Anthony Hollingsworth, *Professor of Foreign Language*
Dong-Hoon Lee, *Associate Professor of English as a Second Language*
Jason Jacobs, *Associate Dean of General Education and Associate Professor of Foreign Language*
Rebecca Karni, *Assistant Professor of English Literature*
John M. Madritch, *Associate Professor of Writing Studies, Rhetoric and Composition*
Kate Mele, *Associate Professor of Writing Studies, Rhetoric and Composition*
Nancy Nester, *Professor of Writing Studies, Rhetoric and Composition*
Dahliani Reynolds, *Assistant Professor of Writing, Rhetoric and Composition*
Deborah Robinson, *Professor of English*
Renee Soto, *Associate Professor of Creative Writing*
James Tackach, *Professor of English*
Peter Thompson, *Professor of Foreign Languages*
Michael Wright, *Professor of Philosophy*
Min Zhou, *Associate Professor of Foreign Language*

CORE 105: Aesthetics in Context: The Artistic Impulse
Dorisa Boggs, *Professor of Theater*
Sara Butler, *Professor of Art and Architectural History*
Elizabeth Duffy, *Associate Professor of Art*
Catherine Hawkes, *Associate Professor of Music*
France Hunter, *Associate Professor of Dance*
Nermin Kura, *Professor of Art and Architectural History*
Marilynn Mair, *Professor of Music*
Jeffrey Martin, *Professor of Theatre*
Murray McMillan, *Associate Professor of Art*
Anne Proctor, *Assistant Professor of Art and Architectural History*
Gary Shore, *Associate Professor of Dance*
Jeffrey Silverthorne, *Professor of Art*
Robin Stone, *Associate Professor of Theatre*
Anne Tait, *Associate Professor of Art*
Randall Van Schepen, *Associate Professor of Art and Architectural History*

The CORE Interdisciplinary Senior Seminar
Paul Bender, *Associate Professor of Writing Studies, Rhetoric and Composition*
Adam Braver, *Associate Professor of Creative Writing*
Bonita Cade, *Associate Professor of Psychology*
Jennifer Campbell, *Professor of Writing Studies, Rhetoric and Composition*
Edward Delaney, *Professor of Creative Writing*
Robert Eisinger, *Dean of Arts and Sciences and Professor of Political Science*
Robert Engvall, *Professor of Criminal Justice*
Steven Esons, *Professor of Public Administration*
Avelina Espinosa, *Associate Professor of Biology*
Annika Hagley, *Assistant Professor of Political Science*
Anthony Hollingsworth, *Professor of Foreign Language*
France Hunter, *Associate Professor of Dance*
Jason Jacobs, *Associate Dean of General Education and Associate Professor of Foreign Language*
Robert Jacobson, *Assistant Professor of Mathematics*
Marilynn Mair, *Professor of Music*
Marcia Marston, *Professor of Biology*
William McKenzie, *Professor of Computer Information Systems*
David Moskowitz, *Associate Professor of Political Science*
Nancy Nester, *Professor of Writing Studies, Rhetoric and Composition*
Roxanne O'Connell, *Professor of Visual Communication*
Jennifer Pearce, *Assistant Professor of Physics*
Joseph W. Roberts, *Associate Professor of Political Science*
Deborah Robinson, *Professor of English*
Anthony Ruocco, *Professor of Computer Science*
Timothy Scott, *Professor of Biology*
Valerie Sloan, *Associate Professor of Graphic Design*
Roxanna Smolowitz, *Assistant Professor of Biology*
Thomas Sorger, *Professor of Biology*
Becky Spritz, *Professor of Psychology*
Jennifer Stevens, *Associate Professor American Studies/History*
June Speakman, *Professor of Political Science*
Peter Thompson, *Professor of Foreign Languages*
Kerri Ullucci, *Associate Professor of Education*
Randall Van Schepen, *Associate Professor of Art and Architectural History*
Min Zhou, *Associate Professor of Foreign Language*

University Studies

The University Honors Program

The University Honors Program offers a social and academic community for qualifying students who seek to enhance their classroom and co-curricular experiences. As a member of the National Collegiate Honors Council (NCHC), the national organizing body for college and university Honors, we seek to enrich the RWU experience for our students by:

- Providing opportunities to achieve excellence through intellectual and creative scholarship
- Fostering citizenship and social responsibility through leadership in and engagement with local and global communities

The University Honors Program prepares students through engaged scholarship, service, and leadership. The curriculum focuses on civic action and reflection, delivered through academic and co-curricular experiences and the practice of civil discourse.

Membership and Eligibility

Any prospective or current RWU student meeting the established criteria for academic excellence may be eligible for the University Honors Program. For further information, please contact the Honors Program Director, Becky Spritz (bspritz@rwu.edu, 401-254-3663).

Prior to the start of the freshman year, candidates who complete a separate Honors Program application are selected from the pool of applicants. Applicants minimally have earned cumulative averages of at least a B+ in major subjects and demonstrate a strong interest in being a member of the RWU Honors Living-Learning Community (LLC). The selection committee also considers the number of honors and advanced placement courses taken in high school, academic honors, community service experience, and extra-curricular activities.

Currently enrolled Roger Williams University students performing with academic distinction within their first three semesters are encouraged to apply provided they are able to complete all program requirements through their remaining course of study. Transfer students of academic distinction may also be considered for Honors Program membership.

As the university's first Living-Learning Community (LLC), the program provides an Honors residence housing, including quiet study areas and an activities and seminar space. Cultural activities and co-curricular opportunities supplement students' coursework and academic requirements. Official transcripts awarded to Honors students document their completion of this prestigious and rewarding program.

Program Requirements

The Honors Program requirements consist of:

- The Honors Core Curriculum
- The Honors Service-Learning Experience
- The Honors Capstone

The Honors Core Curriculum

Honors students enroll in designated sections of the university's core curriculum. This requirement can be fulfilled by all or any combination of the following courses.

WTNG	102-H	Expository Writing
CORE	101-H	Scientific Investigations
CORE	102-H	Challenges of Democracy
CORE	103-H	Perspectives on Human Behavior
CORE	104-H	Literature, Philosophy and the Examined Life
CORE	105-H	Aesthetics in Context: The Artistic Impulse
CORE	400-level	The Core Interdisciplinary Senior Seminar (CISS) with Honors

The Honors Service-Learning Experience

The University Honors Program prepares its students to be citizen-scholars through a unique service-learning experience completed before the senior year. Honors students may fulfill their service-learning requirement via the Honors-designated service-learning course or a pre-approved, independent service-learning experience. Students must be granted approval of the experience and obtain a designated faculty sponsor prior to engaging with the community.

The Honors Capstone

The Honors Capstone complements and enhances the student's intellectual and/or creative scholarship at the end of his or her course of study at the university. The Honors Capstone is generally linked with another academic or creative project, such as a thesis or senior project in the major, or a major capstone course. Students may pursue their capstone in their major, minor, or as an interdisciplinary project with approval of an identified faculty advisor and the relevant sponsoring departments.

The Honors Capstone involves two components: a written critical reflection and a public oral defense. The written reflection may be completed as an independent preface or conclusion, or may be incorporated into the student's project or paper. The oral defense is typically completed through a student symposium presentation at the RWU Student Academic Showcase (SASH). Both components of the Honors Capstone are evaluated by designated faculty including the student's primary capstone advisor and members of the Honors Advisory Council, as evidence of the student's satisfactory completion of the Honors Program requirements.

Academic standards and policies for the Honors Program

To remain in good standing with the program, an Honors Program student:

- maintains a cumulative 3.3 GPA throughout their matriculation at the university
- completes all or any combination of Honors Core Curriculum
- satisfies the Honors Service-Learning Experience prior to the senior year
- fulfills the Honors Senior Capstone Requirement
- demonstrates engagement in Honors coursework and co-curricular activities
- models university standards for academic integrity and student conduct

The Honors Program director reviews students' academic progress and compliance with these academic standards each semester. Students failing to meet expectations are notified by letter, and placed on a one-semester of Honors academic probation. Students assigned to the Honors probationary status are required to meet with the Honors director to discuss the circumstances of his/

her probation and the corresponding remediation plan. If the remediation plan requires more than one semester to return the student to good standing, students must apply for an extended probation via an academic appeal to the Honors Advisory Council to avoid termination from the program.

Academic appeals and substitutions
Students may appeal for exemptions or substitutions of Honors Program academic standards and requirements through the Honors Advisory Council. Copies of the appeal applications are available in the Honors Program office.

Interdisciplinary Programs
Public Health

Interdisciplinary Minors
East Asian Studies
Gender and Sexuality Studies
Latin American and Latino Studies
Public Health
Sustainability Studies
Urban Studies

The East Asian Studies

The East Asian Studies Minor
This minor directly supports RWU's mission to "bridge the world" by fostering a student body comprised of global citizens who will explore the languages, cultures, histories, and socioeconomic conditions of China, Japan and Korea. With over five thousand years of civilization, more than a billion people, and globally significant economies, East Asia plays an essential role in the modern world. Balancing liberal arts and professional approach, the minor will introduce students to the region's complex traditions, rich cultural resources, and historical contributions, while fostering intercultural relationships between the United States and East Asia.

Requirements for the East Asian Studies Minor
Foundation requirement:

ASIA	100	Foundations of Asian Studies

*Study Abroad courses may be approved for substitution of this requirement with the approval of the Asian Studies Minor Advisor.

Language Requirements
Two semesters of an East Asian Language (Chinese [Mandarin], Japanese, or Korean).

Elective Requirements
**Students must meet all prerequisites for all of the courses listed below unless waived by the instructor.

Social Sciences/Professional (select one)

ANTH	356	World Cultures**
ECON	330	Economics of Developing Countries**
ECON	350	International Trade**
HIST	281	Survey of East Asian History**
HIST	317	Studies in Asian National History**
HIST	381	Critical Periods and Topics in Asian History**
POLSC	340	International Political Economy**
POLSC	346	Foreign Policies of Russia and China**
SOC	330	Globalization and Identity**

Humanities/Arts (select one)

COMM	380	Visual Media in Cultural Context**
ENG	320	Studies in Global Literatures (with special topics focus in Asia)**
ENG	360	Studies in Ethnic American Literatures (with special topics focus in Asia)**
MUSIC	312	Music of China and Japan
PHIL	212	Eastern Philosophy*
THEAT	333	Asian Drama and Dance**

Capstone

ASIA	450	Colloquium in Asian Studies

Gender and Sexuality Studies

The Gender and Sexuality Studies Minor
The Gender and Sexuality Studies Minor provides students with the opportunity to explore gender and sexuality from an interdisciplinary perspective. As an interdisciplinary field of study, Gender and Sexuality Studies bridges the methodological traditions of feminist studies, gay and lesbian studies, gender studies, and transgender studies. The aim of the minor is to interrogate the social, cultural, and natural frameworks through which societies create, resist, and revise normative standards for the self, the body, and social relations in culturally and historically specific ways. Key topics of inquiry include: the complex interaction between gender and sexuality as they intersect with other identity constructions such as race, class, ethnicity, nationality, or religion; the ways that gender and sexuality influence and are influenced by economics, medicine, and the law; gender and sexuality as focal points for major political contestation and struggle; and representations of gender and sexuality in creative and imaginative work in art, cinema, literature, and mass media. The minor links a common introductory course with multi-disciplinary course offerings from throughout the curriculum so that students will develop critical responses to social justice and civil discourse that are essential to careers in a diverse global community.

Requirements for the Minor in Gender and Sexuality Studies

GSS	100	Introduction to Gender and Sexuality Studies
GSS	420	Gender and Sexuality Studies Seminar

and

Four additional elective course, no more than 2 of which may come from any one department

AMST	370	Race, Gender, and Sexuality in America*
CJS	402	Women and the Criminal Justice System*
ENG	220	Literary Analysis*
POLSC	307	Gender in American Politics*
PSYCH	215	Human Sexuality*
PSYCH	220	Psychology of Women*
PSYCH	230	Psychology of Men*
SOC	316	Sociology of Gender*

*These courses have pre-requisite requirements that do not fulfill requirements for completion of the Gender & Sexuality Studies minor. Some prerequisites may be waived with instructor permission. ENG 100 is waived for GSS minors enrolled in ENG 220; POLSC 100 is waived for GSS minors enrolled in POLSC 307.

Latin American and Latino Studies

The Latin American and Latino Studies Minor

This interdisciplinary minor provides students with a broad and systematic exploration of the peoples, languages, cultures, and sociopolitical dynamics of Latin America as an important world region, with added emphasis on the important increasing ties that link the region to North America and beyond. With nearly 600 million people and emerging powers such as Brazil and Mexico, Latin America is a vitally important world region. To foster appreciation of Latin America's historical diversity and growing influence, the LALS minor blends traditional classroom study with experiential and community-based learning, including study abroad opportunities. With the broad foundational study in the region's cultures, arts, and politics, students in the LALS minor will learn how to critically evaluate and participate in the evolving relationships between the United States and Latin America.

Requirements for the Latin American and Latino Studies Minor

Foundational Requirement:

LALS	100	Introduction to Latin American and Latino Studies

Language Requirement:
Students must demonstrate a proficiency in Spanish or Portuguese with successful completion of one 300-level Spanish (SPN) or Portuguese (POR) course, or placement by examination.

Select Three (3) Electives from the following courses
*Note: Students must meet all the prerequisites for the courses listed below unless waived by the instructor.

AAH	330	Topics in Art & Architectural History
ARCH	573	Modernism in Non-Western World: A Comparative Perspective
ARCH	413	Architecture Studio: Mexico City
ANTH	351	Cultures of Latin America
ENG	320	Studies in Global Literatures
ENG	360	Ethnic American Literature: Latino American
HIST	283	Survey of Latin American History
HIST	318	Studies in Latin American National History
HIST	383	Critical Periods & Topics in Latin American History
LALS	299	Topics in Latin American and Latino Studies
LALS	430	Advanced Topics in Latin American and Latino Studies
MUSIC	311	Music of Latin America & the Caribbean
POLSC	308	Race and Ethnicity in American Politics
POLSC	328	Politics of Latin America
POLSC	330	Revolution and Social Change
POLSC	428	Mexican Politics
PSYCH	295	Introduction to Cross Cultural Psychology
PSYCH	395	Themes in Cultural Psychology
SOC	260	Sociological Perspectives on Race
SOC	320	Comparative Immigration
SPN	339	Spanish Literary Tradition II

Capstone Requirement:

LALS	460	Capstone Experience in LALS

Public Health

The Public Health Major

Public Health is a vast interdisciplinary field of study that incorporates all the perspectives, roles, policies, and institutions required to keep our populations safe from illness and injury. Unlike the medical field, which focuses on the health of individuals, public health focuses on the health of communities and populations at local, national, and global levels. The study of public health covers a broad range of topics from the safety of food, water, and highways to examining how individual behaviors and the social environment contribute to the prevention of chronic health conditions such as heart disease, diabetes, and cancer. Knowledge of public health is an asset to all undergraduate students who, as world citizens, must cooperate in the effort to manage multiple, simultaneous threats to public health including: infectious diseases such as flu and SARS; chronic disease risk factors such as obesity and smoking; the unequal distribution disease and risk factors in the population; and shifts in environmental risk factors resulting from climate change. All of these issues entail complex ethical questions about individual freedom, social responsibility, and human rights.

The Public Health Program offers two degrees in public health: *Bachelor of Arts* and *Bachelor of Science*. Each degree prepares graduates for exciting careers in the diverse domains of the field. All Public Health majors should have strong skills in science, mathematics, ethics, social analysis, and cultural awareness along with excellence in written and oral communication. Students pursuing a major in Public Health complete a semester-long field experience that integrates their skills in connection with a contemporary public health issue. The major pairs well with a second major in the Arts and Sciences and a variety of minors in interdisciplinary and professional fields.

The Public Health Bachelor of Science degree is a 56-credit interdisciplinary program designed for students interested in careers in the biomedical and epidemiological applications of public health, or those preparing for graduate study in research, medicine, or the health professions. The Bachelor of Science in Public Health provides instruction that addresses and builds knowledge in the following domains of public health: the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease; application of biological principles in public health interventions to promote and protect health; and the fundamental concepts, methods and tools of public health data collection, use and analysis. The Bachelor of Science in Public Health prepares students for careers in biomedical laboratory research, health education, occupational health and safety, laboratory research, public health preparedness and for graduate work in public health, research, medicine or the health professions.

The Public Health Bachelor of Arts degree is a 49-credit interdisciplinary program that explores the social, behavioral, cultural, economic, and administrative dimensions of health and health policy. All Public Health BA students build a strong foundation in the principal competencies of public health and

choose a specialization in Health Policy and Administration or Community and Health Equity for their elective and field experience coursework. Both tracks examine how the social environment, broadly defined, affects population health outcomes but each track emphasizes a different dimension of the health-society relationship.

The Health Policy and Administration Track — The Health Policy and Administration track prepares students for careers related to health advocacy, policy analysis, health legislation, and public administration. Students who pursue a specialization in this track should complete a range of electives that reflect the breadth of knowledge and skills relevant to the fields of health policy and health administration. Competency areas include: public policy, health policy, and law; social dynamics and organization; market economics; and administration and management.

Community and Health Equity Track — The Community and Health Equity track prepares students for careers related to community health education and community outreach as well as community assessment, health communication, and project management. Students who pursue a specialization in this track should choose a variety of electives that reflect the breadth of knowledge and skills required in public health practice and research at the community level. Competency areas include: human behavior and development; communication; social and cultural diversity; social justice and inequalities; social and behavioral determinants of health.

Requirements for the BS in Public Health

Foundational Requirement:

ANTH	100	Introduction to Cultural Anthropology
BIO	103	Biology I and Lab
BIO	104	Biology II and Lab
CHEM	191	Principles of Chemistry I and Lab
MATH	136	Precalculus
MATH/ BIO	250	Introduction to Biostatistics

Public Health Sequence:

PH	201	Public Health Essentials
PH	265	Foundations of Epidemiology
PH	270/ ANTH 270	Global Health
PH	375/ POLSC 375	Health Policy
PH	350	Applied Practicum in Public Health
PH	460	Public Health Senior Capstone

and

Select one of the following courses:

BIO	231	Bioethics
PHIL	200	Ethics
HCA	413	Moral & Ethical Issues in Health Care

BS Electives: Public Health BS majors must complete 4 courses: 2 courses, including 1 lab course, from Group A – Infectious Disease; 2 courses from Group B – Basic Science. PH/BS majors may not choose a biology or marine biology core concentration.

Group A – Infectious Disease (choose two electives; one must be a lab course)

*Indicates course with pre-requisites outside the Public Health Major

BIO	230	Microbiology and Lab
BIO	363*	Immunology
BIO	370*	Virology and Lab

Group B – Basic Science (choose two electives)
*Indicates course with pre-requisites outside the Public Health Major

BIO	200	Genetics and Lab
BIO	215	Human Anatomy &Physiology I and Lab
BIO	330*	Neurobiology
BIO	331*	Bioinformatics
BIO	392	Animal Nutrition
SHS	110	Health and Nutrition
PH	430	Special Topics in Public Health Science

Requirements for the BA in Public Health

Foundational Requirement:

ANTH	100	Introduction to Cultural Anthropology
PSYCH	100	Introduction to Psychology
BIO	103	Biology I and Lab

MATH 124 Basic Statistics OR MATH 136 Precalculus (pre-requisite for MATH/BIO 250) PSYCH 240 Quantitative Analysis OR MATH/BIO 250 Intro to Biostatistics*

Public Health Sequence:

PH	201	Public Health Essentials
PH	265	Foundations of Epidemiology
PH	270/ ANTH 270	Global Health
PH	375/ POLSC 375	Health Policy
PH	350	Applied Practicum in Public Health
PH	460	Public Health Senior Capstone

and

Select one of the following courses:

BIO	231	Bioethics
PHIL	200	Ethics
HCA	413	Moral & Ethical Issues in Health Care

BA Electives: Public Health BA majors must complete 4 courses from ONE of the tracks listed below. Course selection must include a mix of perspectives, with no more than 2 courses from one department (or prefix). At least 2 courses must be at 300-level or above.

BA Track 1 – Health Policy and Administration (choose four courses)
*Indicates course with pre-requisites outside the Public Health Major
- Indicates a variable content course that students may take twice to count for the Public Health Major.

AMST	371*-	Topics in Ethnicity, Class, and Region in America
COMM	100	Introduction to Communication Studies
ECON	112	Principles of Macroeconomics
ECON	111	Principles of Microeconomics
ECON	330*	Economics of Developing Countries
MGMT	200	Management Principles
MGMT	302*	Organizational Behavior
MGMT	352/ PA 352*	Non-profit Management

PA POLSC	201/ 260	Public Administration
PA POLSC	340/ 380*	Public Policy
PA COMM	360/ 360	Communication in Organization
PA	370*	Comparative Public Administration
SHS PA	411/ 411	Grant Writing
PH	431	Special Topics in Public Health
PSYCH	205	Psychology and Work: Industrial/ Organization Psychology
PSYCH	214	Group Dynamics
SHS	100	Foundations of Social and Health Services
HCA	352	Social and Health Services Policy
HCA	415	Health Care Administration I
HCA	416*	Health Care Administration II
SOC	230*	Population and Society
SOC	240*	Sociology of Disasters
SOC	250*	Social Perspectives on Social Problems
WTNG	320	Writing for Business Organizations

BA Track 2 – Community and Health Equity

*Indicates course with pre-requisites outside the Public Health Major

- Indicates a variable content course that students may take twice to count for the Public Health Major.

AMST	370*-	Topics in Race, Gender, Sexuality in America
AMST	371*-	Topics in Ethnicity, Class, and Region in America
ANTH	310	Applied Anthropology
ANTH	370	Medical Anthropology
COMM	100	Introduction to Communication Studies
COMM	240*	Electronic Communication
COMM	250*	Intercultural Communication
CJS	305*	Drugs, Society, and Behavior
CJS	307*	Violence and the Family
CJS	408*	Social Justice
MRKT	200	Marketing Principles
PH	431	Special Topics in Public Health
PSYCH	201	Psychology of Learning
PSYCH	211	Child Development
PSYCH	255	Social Psychology
PSYCH	295	Introduction to Cross-Cultural Psychology
PSYCH	310	Applied Social Psychology
PSYCH	326	Health Psychology
PSYCH	360	Multicultural Psychology
PSYCH	426*	Seminar in Developmental Psychopathology
SHS	110	Health and Nutrition
SHS	458	Social and Health Services and Family Systems
SOC	201*	Social Stratification
SOC	316*	Sociology of Gender
WTNG	320	Writing for Business Organizations
WTNG	400	Writing for Social Change

The Public Health Minor

The Minor in Public Health engages students in an interdisciplinary exploration of Public Health and the field's overarching goal to protect and improve the health of individuals and communities. Foundation courses in Biostatistics and Biological and Social sciences provide students with an opportunity to examine Public Health sub-fields. Public Health-specific courses facilitate student understanding of public health assessment, policy development and health promotion education, including associated activities such as health status monitoring, health problem and environmental hazard identification, citizen education, community mobilization and evaluation of program effectiveness. Students pursuing the Minor in Public Health complete a relevant field-based experience and contextualize the experience with primary literature, gaining unique perspectives on Public Health as a career.

Requirements for the Minor in Public Health

BIO	103	Biology I and Lab

Select one of the following courses:

BIO MATH	250/ 250	Introduction to Biostatistics#
PSYCH	240	Quantitative Analysis#

and

ANTH	100	Introduction to Cultural Anthropology
PH	201	Public Health Essentials*
PH ANTH	270/ 250	Global Health*
PH	350	Applied Practicum in Public Health*

#The course has pre-requisite requirements that do not fulfill requirements for the completion of the Minor in Public Health. Some pre-requisites may be waived with the instructors' permission or by placement exam.

*These courses have pre-requisites that fulfill requirements for the Minor in Public Health

Sustainability Studies

The Sustainability Studies Minor

The minor in Sustainability Studies will facilitate deeper student exploration of complex interrelationships among contemporary environmental, social and economic problems and their possible solutions. In addition, courses will help student's articulate personal philosophies to guide more sustainable lifestyles (i.e. choices for resource use and other behaviors). After completing a minor in Sustainability Studies, students will be expected to have the requisite interdisciplinary knowledge to think clearly and critically about the complexity of interrelated environmental, social, and economic problems. In addition, the working vocabulary associated with this knowledge base will enable them to communicate across disciplines and more effectively work as part of teams engaged in seeking solutions to problems of sustainability within the business sector, government and non-governmental agencies, the public policy realm, and environmental organizations, among other institutions. In short, the acquisition of a broader, synthetic understanding of complex contemporary sustainability-related issues will allow RWU graduates completing the minor to contribute more effectively in their future careers and as public citizens to creating a more sustainable future for humanity and other species on Earth.

Requirements for the Minor in Sustainability Studies

SUST	101	Introduction to Sustainability Studies
SUST	301	Analysis and Decision Making for Sustainability
SUST	401	Working Toward Sustainability

and

Three of the following courses, one of which must be at the 200 level or above:

ANTH	222	Environmental Anthropology
ARCH	101	Introduction to Architecture
ARCH	321	Site and Environment
ARCH	461	Introduction to Landscape Architecture
ARCH	593	Sustainable Paradigms
AAH	423	Nature and Art
BIO	104	Biology II and Lab
BIO	231	Bioethics: Life, Health and Environment#
BIO	240	Concepts of Ecology#
BIO	312	Conservation Biology#
BIO	320	Marine Ecology and Lab*
BIO	345	Aquaculture
BIO	360	Limnology and Lab*
BIO/ NATSC	375	Soil Ecology and Lab#
CHEM	201	Environmental Chemistry I and Lab*
CHEM	202	Environmental Chemistry II and Lab*
CHEM	434	Advanced Environmental Chemistry*
CNST	540	Sustainable Construction*
ECON	320	Resource and Environmental Economics*
ENG	110	Serpents, Swords, and Symbols
ENGR	320	Environmental Engineering*
ENGR	340	Renewable Energy Systems
ENGR	405	Air pollution and control*
ENGR	407	Solid and Hazardous Waste Management*
ENGR	412	Water Resources Engineering and Lab*
ENGR	415	Waste Water Treatment*
HIST	354	United States Environmental History*
HP	150	Introduction to Historic Preservation
NATSC	103	Earth Systems Science and Lab
NATSC	203	Humans, Environmental Change and Sustainability
NATSC	204	Principles of Oceanography#
NATSC	301	Marine Resource Management#
NATSC	310	Biogeochemical Cycling*
NATSC	333	Environmental Monitoring and Analysis and Lab*
NATSC	401	Environmental Toxicology and Lab*
PLS	200	Environmental Law
POLSC	383	Global Environmental Politics
SUST	430	Special Topics in Sustainability Studies#

*These courses have pre-requisite requirements that do not fulfill requirements for completion of the Sustainability Studies minor. Some pre-requisites may be waived with instructor's permission.

#These courses have pre-requisite requirements that fulfill requirements for the Sustainability Studies minor.

Urban Studies

The Urban Studies Minor

The Minor and Core Concentration in Urban Studies offers students from both the Liberal Arts and the Professional Schools a multi-disciplinary perspective on one of humankind's most important achievements. Urban Studies seeks to illuminate the enormous potential and persistent problems of urban life. Ours is an urban century. Urban populations are now in the majority for the first time in human history and the rapid urbanization of India and China will likely accelerate this trend. An understanding of "Globalization" also relies on an understanding of the role of "Global Cities" and their relation to the legacy of great cities throughout history. Urban Studies complements many existing majors and can also lead to graduate study in a range of related fields.

Requirements for the Minor in Urban Studies

URBN	100	Introduction to Urban Studies
URBN	400	Urban Studies Colloquium

and

Four courses from the following list that meet the following requirements: 1) none of the courses may be from the departmental designation (prefix) of the student's major; and 2) at least one course must be at the 300-level or above that does not count toward the student's major or any other minor. This is intended to encourage students to take electives in multiple areas that balance their major course of study.

AMST	100	Approaches to the Study of American Society & Culture
ANTH	100	Introduction to Cultural Anthropology
BIO	104	Biology II
SOC	100	Introduction to Sociology
POLSC	100	American Government and Politics
AAH	122	History of Art and Architecture II
HIST	102	History of Western Civilization II
HIST	152	United States History II
SUST	101	Introduction to Sustainability Studies
AMST	201	American Studies Research Methods*
ANTH	222	Environmental Anthropology*
ANTH	230	Political Anthropology*
NATSC	203	Humans, Environmental Change and Sustainability*
PA	220	Elements and Issues in Community Development
POLSC	260/	
PA	201	Public Administration*
PH	201	Public Health Essentials*
SOC	201	Social Stratification*
SOC	220	Sociological Perspectives on Race*
URBN	299	Special Topics in Urban Studies

* courses w/pre-requisites or that require consent

and at least one of the following:

AMST	370	Topics in Race, Class, Gender & Sexuality in America*
AMST	371	Topics in Ethnicity Class and Region in America*
ANTH	310	Applied Anthropology*
ANTH	380	Culture, Change and Development*
ARCH	324	Evolution of Urban Form
ARCH	325	History of Modern Architecture
BIO	376	Urban Ecosystems
CIS	350	Geographic Analysis of Data: An Introduction to GIS
ENG	360	Studies in Ethnic American Literature*
HIST	390	Great Cities in History
HP	342	Industrial America
PLAN	301	Introduction to Urban and Regional Planning
PLAN	382L	Interdisciplinary Planning Workshop

PLAN	501	Introduction to Urban and Regional Planning
PLAN	582L	Interdisciplinary Planning Workshop
PA	306	City Management*
PA	351	Sustainable Economic and Community Development
POLSC	362	Urban Politics
SOC	330	Globalization and Identity*
SOC	348	Urban Sociology
WTNG	305	Writing the City
CJS	428	Crime Prevention
URBN	430	Advanced Special Topics in Urban Studies
ARCH	572	Urban Design Theory**
ARCH	575	Contemporary Asian Architecture & Urbanism**
ARCH	593	Sustainable Paradigms**
ARCH	594	Urban Ecology**
ARCH	577	The Skyscraper**

*Courses w/ at least one prerequisite other than URBN 100

**Courses at the 500 level require senior standing.

Feinstein College of Arts and Sciences

Mission Statement

At the heart of each strong, established university is its College of Arts and Sciences. At Roger Williams, the Feinstein College of Arts and Sciences (FCAS), like its counterparts on other campuses across the world, houses and ensures the vitality of that tradition. Here as elsewhere, today as in the times when human imagination first entertained the enterprise of higher education, the College is the unifying center of the University and of undergraduate studies. Here students and faculty come together from all parts of the University and of the world. Here we pursue knowledge. We master skills. We become informed. We discover how the traditional arts and sciences impact contemporary interdisciplinary and professional studies. We achieve-in the fullest sense of the term-a well-rounded education.

The following pages describe the College's wealth of knowledge and diversity of programs in the humanities, in the natural and social sciences, and in the fine and performing arts. Here all paths-toward graduation, toward rewarding work and toward enriched lives-converge. As each student pursues his or her own path through professional studies majors or through arts and sciences, all students meet in the College to explore the traditional disciplines, to accomplish the University Core Curriculum, and, in growing numbers, to earn dual majors.

The College's programs and its faculty are dedicated not only to preserving and transmitting the tradition, but to developing habits of mind that appreciate and can deal well with the increasing complexities of contemporary, global life and work. Teaching and learning in the College are characterized by exploration, diversity, inquiry, interaction, tolerance, confidence, competence, community and service.

Education is relevant and interpersonal. It is the means by which students prepare for the challenging roles they will play and for the civic responsibilities they will fulfill in this rapidly changing world. As students complete their studies in the College, they carry forward a sense of the joy involved in the process of discovery and an understanding of why that fundamental process must be an integral component of their daily lives.

Overview

In the finest liberal arts tradition, Roger Williams undergraduates pursue liberal studies course work in the Feinstein College of Arts and Sciences as they major or minor in the humanities, fine arts, social or natural sciences. All University undergraduates enter the halls of the College as they pursue Core Curriculum requirements and as they take electives to explore subjects outside their respective majors. With the largest number of students, faculty and courses of study, the College is the heart of the University.

Throughout the College, professors and students work together in an academic community that values the hallmarks of a strong, competitive liberal arts education: intellectual inquiry, the lively exchange of ideas, scholarship and commitment to the mission of teaching and learning. Dedicated not only to the study of established disciplines, the College also fosters cross-disciplinary and interdisciplinary studies. Graduates prove that the traditional liberal arts curriculum combined with cutting-edge inquiry into newly emerging fields provide the essential education for the 21st century. Knowledge and skills acquired through studies in the arts and sciences apply more than ever to the demands and challenges of our increasingly diverse and ever-changing international workplace.

To learn how to learn: that is the key to our students' futures and the defining purpose of the College. Small classes, none taught by teaching assistants, a commitment to student-centered learning, achievement, and quality distinguish the College, its faculty, students and programs.

Programs of Study

Academic programs emphasize analytical thinking, problem-solving and research, all of which prepare FCAS graduates to compete effectively in a world that increasingly requires flexible habits of mind, teamwork, the ability to reason well and a broad base of knowledge. Students enrolled in the College also develop competence in effective communication; they learn to read, write and speak with clarity and precision. They learn to think critically about the works, ideas and events that have shaped knowledge. They learn to explore how these relate not only to the past, but also to the present and future. They engage in the creative process and learn how the arts are produced and why they are integral to humanity. As they study and learn in multiple areas of the arts and sciences, FCAS students develop intelligence, talent, competence and confidence.

Choosing from over 22 majors and minors, FCAS students are able to combine and tailor their academic programs to meet their goals and interests. They can exercise the option to complete two majors by applying work in the Core Concentration toward a second major. In addition to traditional majors, students in good standing may undertake individualized majors and directed independent studies. Cross-disciplinary programs further promote the flow of knowledge and skill across traditional academic fields of study, and students develop competence in multiple areas. FCAS students may also expand their portfolios by enrolling in courses in the School of Architecture, Art and Historic Preservation, the Mario J. Gabelli School of Business, the School of Engineering Computing and Construction Management or the School of Justice Studies.

Pre-professional and interdisciplinary courses of study offer additional options. Students interested in preparing for law school enroll in a joint program that includes course work in the College and in the School of Justice Studies. FCAS majors who plan to enter the medical or veterinary fields can pursue studies that prepare them for graduate studies in those areas. Those who elect careers in secondary education follow a program of study that ensures a rich background in the arts and sciences, coupled with course work in educational history, philosophy, and the teaching-learning process.

As a result of this rich range of choices, graduates of the College possess both multi-disciplinary perspectives and multiple skills-competitive advantages always, but never more so than today. Well-rounded, knowledgeable and skilled, FCAS graduates are well prepared and highly competitive as they enter either

the workforce or graduate school. All majors offered through the College of Arts and Sciences lead to the Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree.

Facilities

The academic departments of the Feinstein College of Arts and Sciences are housed in several campus buildings, conveniently grouped according to their shared needs for laboratories, studios, stages, lecture halls, seminar rooms, computer and audio-visual equipped classrooms and other facilities. Administrative offices are located in CAS; faculty offices are also located there and in other buildings on the campus.

The College's Marine and Natural Sciences Building (MNS), houses the science and mathematics programs. This two-level bayside complex contains state-of-the-art laboratories, including an open seawater lab that was expanded in 2009. The Performing Arts Center (PAC), affectionately called The Barn, is a lively venue of cultural activity on campus. The Performing Arts Annex (formerly the North Campus Classroom Building) is another hub of creative activity for the Theatre, Dance and Music programs for rehearsals and classes. It includes two rehearsal/dance studio spaces, a chorus room, music practice rooms, a classroom and faculty offices. The Center contains professionally lighted stage and performance areas as well as costume, makeup and scenery rooms. More than 30 events are staged here each year.

Global Heritage Hall – the newest academic facility on campus, opened in fall 2009 – is home to the humanities including the departments of communication and graphic design, English and creative writing, foreign languages, philosophy and culture, history, and writing studies, rhetoric and composition. This four-story technology-rich academic center features heritage-themed classrooms, an interactive world languages center, four Mac labs and a fully equipped broadcast production studio for hands-on learning experiences.

Learning Outcomes for Academic Programs in Arts & Sciences can be found at
http://www.rwu.edu/academics/schools/fcas/outcomes/

Degrees Offered

The Feinstein College of Arts and Sciences offers the following graduate degrees.

Master of Arts in Clinical Psychology
Master of Arts in Forensic Psychology
Master of Arts in Forensic Psychology 4+1

The College offers the Bachelor of Arts in:

American Studies
Anthropology + Sociology
Biology
Chemistry
Communication & Media Studies
Dance
English Literature
Environmental Science
Foreign Language (*Classics/Modern & Latin American Language Studies*)
Graphic Design Communication
History
International Relations
Journalism
Marine Biology
Music
Performing Arts
Philosophy
Political Science
Psychology
Public Relations
Theatre

The College offers the Bachelor of Science in:

Applied Mathematics
Biochemistry
Biology
Chemistry
Environmental Science
Marine Biology
Mathematics

The College offers a Bachelor of Fine Arts in Creative Writing.

The College offers Dual Degrees in:

Biochemistry B.S. and Pharm D.
Biology B.A. and Pharm D.
Biology B.S. and Pharm D.
Chemistry B.A. and Pharm D.
Chemistry B.S. and Pharm D.

For part-time adult students, the College offers the **Bachelor of General Studies** through the School of Continuing Studies.

Minors are offered in:

American Studies
Anthropology + Sociology
Aquaculture and Aquarium Science
Biology
Chemistry
Chinese
Computational Mathematics
Creative Writing
Dance
English Literature
Environmental Science
Film Studies
Foreign Language (Modern Language)
Global Communication
Graphic Design Communication
History
Marine Biology
Mathematics
Music
Performing Arts
Philosophy
Physics
Political Science
Professional & Public Writing
Psychology
Theatre

Certificate Program offered in:

Biotechnology

Feinstein College of Arts and Science Faculty

Robert A. Cole Ph.D., *Associate Vice Provost & Interim Dean*
Roberta E. Adams, Ph.D., *Associate Dean of Academic Affairs, Professor of English*
Jason Jacobs, Ph.D., *Associate Dean of General Education, Associate Professor of Foreign Language*

Professors:

Peter Alfieri – *Foreign Language*
Garrett Berman – *Psychology*
Robert Blackburn – *Philosophy*
Dorisa S. Boggs – *Theatre*
Bruce Burdick – *Mathematics*
Sean Colin – *Environmental Science*
Edward Delaney – *Creative Writing*
Sharon DeLucca – *Graphic Design Communication*
Frank Eyetsemitan, Ph.D. – *Professor of Psychology*
Steven Esons – *Public Administration*
Earl Gladue – *Mathematics*
Anthony Hollingsworth – *Classics and Modern Languages*
Ruth A. Koelle – *Mathematics*
Marilynn Mair – *Music*
Marcia Marston – *Biology*
Jeffrey B. Martin – *Theatre*
Jeffrey Meriwether – *History*
Nancy Nester – *Writing Studies, Rhetoric and Composition*
Stephen K. O'Shea – *Chemistry*

Judith Platania – *Psychology*
Harold Pomeroy – *Biology*
Anjali Ram – *Communication*
Deborah A. Robinson – *English Literature*
Teal Rothschild – *Sociology*
Mark Sawoski – *Political Science*
Timothy Scott – *Biology*
Jessica Skolnikoff – *Anthropology*
Thomas Sorger – *Biology*
June Speakman – *Political Science*
Michael R.H. Swanson – *History and American Studies*
James Tackach – *English Literature*
Peter Thompson – *Foreign Languages*
Cliff J. Timpson – *Chemistry*
Mel A. Topf – *Writing Studies, Rhetoric and Composition*
Charles Trimbach – *Psychology*
Yajni Warnapala – *Mathematics*
Paul Webb – *Biology*
Donald Whitworth – *Psychology*
Michael B. Wright – *Philosophy*
Peter Wright – *Theatre*
Matt Zaitchik – *Psychology*

Associate Professors:
Paul Bender – *Writing Studies, Rhetoric and Composition*
Adam Braver – *Creative Writing*
Nancy Breen – *Chemistry*
Loren Byrne – *Biology*
Bonita G. Cade – *Psychology*
Jennifer Campbell – *Writing Studies, Rhetoric and Composition*
Margaret Case – *English Literature*
Jacquline Cottle – *Psychology*
Frank DiCataldo – *Psychology*
Avelina Espinosa – *Biology*
Kamille Gentles-Peart – *Communication*
Ernest Greco – *Political Science*
France Hunter – *Dance/Performance*
Jason Jacobs – *Foreign Languages*
Dale Leavitt – *Biology*
Dong-Hoon Lee – *ESL*
Alejandro Leguízamo – *Psychology*
MaryBeth MacPhee – *Anthropology*
John Madritch – *Writing Studies, Rhetoric and Composition*
Kate Mele – *Writing Studies, Rhetoric and Composition*
David Moskowitz – *Political Science*
Deborah Mulligan – *History*
Clifford B. Murphy – *Chemistry*
Roxanne O'Connell – *Communication*
Koray Ozer – *Mathematics*
Jason Patch – *Sociology*
Joseph W. Roberts – *Political Science*
Scott Rutherford – *Environmental Science*
Amiee Shelton – *Communication*
Gary Shore – *Dance/Performance*
Valerie Sloan – *Graphic Design*
Renee Soto – *Creative Writing*
Becky Spritz – *Psychology*
Jennifer Stevens – *American Studies*
Robin Stone – *Theatre*
David Taylor – *Biology*
Laura Butkovsky Turner – *Psychology*
Kerri Warren – *Biology*
Brian Wysor – *Biology*
Min Zhou – *Foreign Language*

Assistant Professors:
Kelly Brooks – *Psychology*
Jeremy Campbell – *Anthropology*
Charlotte Carrington – *History*
Laura D'Amore – *American Studies*
Sargon Donabed – *History*
Annika Hagley – *Political Science*
Robert Jacobson – *Mathematics*
Hume Johnson – *Communication*
Tadeusz Kugler – *Political Science*
Rebecca Karni – *English Literature*
Cathy Nicoli – *Dance/Performance*
Hubert Noussi-Kamdem – *Mathematics*
Erica Oduaran – *Chemistry*
Jennifer Pearce – *Physics*
Paola Prado – *Communication*
Autumn Quezada-Grant – *History*
Dahliani Reynolds – *Writing Studies, Rhetoric and Composition*
Andrew Rhyne – *Marine Biology*
Lauren Rossi – *Chemistry*
Michael Scully – *Communication*
Roxanna Smolowitz – *Biology*
Erin Tooley – *Psychology*
Adria Updike – *Physics*

Special Events

The Professor John Howard Birss, Jr. Memorial Lectureship and Professor John Howard Birss, Jr. Endowed Library Fund, were established by Roger Williams University alumnus Robert Blais '70, to honor Professor John Howard Birss, Jr., mentor and life-long friend of Mr. Blais. Professor Birss studied in the New York public school system and completed his academic work at New York University, Harvard University, and Columbia University. An English instructor at Rutgers University and later a professor of English and American Literature, Birss was a noted Herman Melville scholar and one of the founders of the Melville Society. He was also a bibliographer and collector of letters as well as inscribed and rare first edition books. His extensive collection included a wide variety of material on Melville, Hart Crane, Edgar Allan Poe and Walt Whitman.

The library funds are allocated for the purchase of reference and research books for the library and expand holdings in the Humanities area. The Professor John Howard Birss, Jr. Memorial Lectureship is an annual event that features an important work of literature. Past works honored have included Ray Bradbury's *Fahrenheit 451*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Herman Melville's *Moby Dick*, and Walt Whitman's *Leaves of Grass.*

Feinstein College of Arts and Sciences Academic Programs

American Studies

The American Studies Major

The American Studies major involves the interdisciplinary study of American culture and leads to a *Bachelor of Arts* in American Studies. Students focus on the regional and sub-cultural diversity of the United States, while at the same time exploring the shared history and values of the nation.

DEGREE REQUIREMENTS

Majors must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. Students should formulate a specific program of study in consultation with the American Studies faculty. Students must complete the following fourteen (14) courses (42 credits) and sufficient electives to total at least 120 credits. Majors are encouraged to apply electives toward a minor or second major.

Foundation Courses (15 Credits)

AMST	100	Approaches to the Study of American Society and Culture
AMST	201	Research Methods
AMST	301	Junior Community Colloquium
AMST	420	Senior Seminar I
AMST	421	Senior Seminar II

5 courses selected from the following topical areas

**Note-These are variable content courses and may be repeated for credit, but students may study a single topic only once.*

AMST	370	Topics in Race, Gender and Sexuality in America
AMST	371	Topics in Ethnicity, Class and Region in America
AMST	372	Topics in American Material and Popular Culture
AMST	373	Topics in American Ideas and Institutions

Four Interdisciplinary electives:

At least two at the 200 level or above from offerings on United States life and culture from related disciplines such as Art and Architectural History, Architecture, English, History, Music, Philosophy, Political Science.

The American Studies Minor

AMST	100	Approaches to the Study of American Society and Culture
AMST	201	Research Methods
AMST	420	American Studies Senior Seminar I

and three courses selected from the following topical areas:

**Note-These are variable content courses and may be repeated for credit, but students may study a single topic only once.*

AMST	370	Topics in Race, Gender and Sexuality in America
AMST	371	Topics in Ethnicity, Class and Region in America
AMST	372	Topics in American Material and Popular Culture
AMST	373	Topics in American Ideas and Institutions

Anthropology + Sociology

The Anthropology + Sociology Major

The Anthropology + Sociology Program seeks to provide an enriching learning experience for students interested in focusing their studies on socio-cultural components of human behavior. Anthropology and sociology share an interest in studying social and cultural behavior, community development, social organizations, diverse groups of people, cross-cultural comparisons, and the interactions of all these categories. The major seeks to acquaint students with the fundamentals of both anthropology and sociology, highlighting the similarities of the fields in their first two years of study. The ultimate goal is that the student gains a broad understanding of both fields, and a more specialized understanding of specific issues pertinent to either anthropology or sociology.

Students who declare Anthropology + Sociology as a major must complete ANTH 260, SOC 260, SOC 300 and ANTH 454 with a grade of C- or higher in order to continue in the program.

Students who major in anthropology and sociology have many options open to them in terms of careers and further education. An undergraduate degree in anthropology and sociology can prepare a student for work in community outreach, social services, the non-profit sector, education, and the for-profit sectors of business. Students will also have the foundation to continue their education in a range of professions including but not limited to: anthropology, sociology, law, medicine, and public policy.

DEGREE REQUIREMENTS

Majors pursuing a *Bachelor of Arts* in Anthropology + Sociology must satisfy the University Core Curriculum requirements including the mathematics requirement (MATH 124, Basic Statistics is recommended); the College speech requirement, COMM 210; the courses listed below; and a sufficient number of electives to total 120 credits.

Foundation Courses

The seven courses listed below are required of all majors:

SOC	100	Introduction to Sociology
ANTH	100	Introduction to Cultural Anthropology
SOC	260	The Sociological Imagination
ANTH	260	The Anthropological Lens
SOC	300	Social Theory
ANTH	454	Research Methods
ANTH	460	
or		
SOC	460	Senior Seminar

Elective Requirements

Five additional Anthropology and Sociology courses, which must comprise courses from both disciplines (2 ANTH and 3 SOC or 2 SOC and 3 ANTH); at least three of these courses must be at the 300 level or above.

The Anthropology + Sociology Minor

ANTH	100	Introduction to Cultural Anthropology
SOC	100	Introduction to Sociology

ANTH	260	Anthropological Lens
or		
SOC	260	Sociological Imagination

and

Any three additional Anthropology/Sociology courses which must be a combination of courses from both disciplines (1 ANTH and 2 SOC or 1 SOC and 2 ANTH); with at least two courses at the 300 level or above.

Biology and Marine Biology

The Biology and Marine Biology Majors

Biology and Marine Biology majors investigate the interconnected processes that shape the living world. The Department of Biology and Marine Biology is housed in the Marine and Natural Sciences building, offering modern teaching and research laboratories, a spacious wet-lab with running seawater, several greenhouses and state-of-the-art instrumentation for cell and molecular biology. The Department offers the Bachelor of Science and Bachelor of Arts degrees in biology and marine biology. Minors are also offered in biology, marine biology and aquaculture and aquarium science. The Department has a very active program for undergraduate research, and students are encouraged to join an ongoing project as early as their first year.

Biology

Since the life sciences are increasingly interdisciplinary, biology majors can take a wide range of courses in the following general areas: cell and molecular biology; microbiology; physiology and developmental biology; zoology; botany; and ecology. Students prepare for graduate study and careers in these fields, as well as the health sciences, through lectures and labs, independent research and internships. Any student who wishes to pursue a career in medicine, dentistry, veterinary medicine, or other health science should contact his/her advisor immediately to ensure appropriate course planning. Research is an integral part of the biology curriculum, and biology majors are encouraged to participate in ongoing research in areas that include: evolutionary genetics, cell biology, developmental biology, microbiology, neurobiology and ecology.

Dual Degree in Biology and Pharmacy – B.S./PharmD or B.A./PharmD.

Biology majors completing the 3+4 Dual Degree Program receive either a *Bachelor of Arts (B.A.)* or *Bachelor of Science (B.S.)* degree from RWU in addition to the Doctor of Pharmacy (Pharm.D.) degree from The Albany College of Pharmacy and Health Sciences (ACPHS) Vermont campus. Students matriculate in the Biology program for three years at RWU and, if accepted, attend 4 years of Professional Pharmacy training at ACPHS leading to the Pharm.D. Participating students receive the Bachelor's in Biology after the first year at ACPHS.

Marine Biology

Marine Biology majors explore the unique challenges faced by organisms living in the marine environment and the methods by which they meet these challenges. Additionally, students in the major learn to apply this knowledge to confront current issues in marine science such as fisheries and resource management, aquaculture, and marine conservation. Students begin the program by obtaining a broad understanding of marine biology and oceanographic principles, and through subsequent lectures, laboratories, and field work, build on this knowledge for a more complete appreciation of the aquatic world. The department also fosters undergraduate research programs in such fields as biological oceanography, coastal and wetland studies, marine environmental physiology, and marine biotechnology and aquaculture in order to enhance the educational experience provided to undergraduates. Upon completion of the degree, students are prepared to specialize at the graduate level in the oceanographic sciences or other environmental disciplines.

Students may also elect to undertake a SEA Semester through the SEA Education Association (SEA) of Woods Hole, Massachusetts or a semester in Bermuda at the Bermuda Institute of Ocean Sciences (BIOS).

DEGREE REQUIREMENTS

Students who declare biology and marine biology must achieve a minimum average grade of C- for BIO 103 and BIO 104 in order to advance in these majors. This minimum average grade is a prerequisite for all biology and marine biology courses at the 200-level or above. In order to be considered a candidate for a B.A. or B.S. in biology or marine biology, students must achieve a minimum grade point average of 2.00 (C) averaged over all required courses in biology, chemistry, physics and mathematics.

The Biology Major

Biology majors can receive either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. Biology majors must satisfy all University Core Curriculum requirements and the College speech requirement, COMM 210. A Critical Writing course at the 200-level or above is a prerequisite to advanced courses and should be completed prior to the junior year. In addition, biology majors must successfully complete the following courses and sufficient electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major. Biology majors may apply a maximum of two (2) courses from the major requirements towards a minor in Environmental Science, or a maximum of two (2) upper-level Biology electives towards the elective requirements for the major in Environmental Science.

BIO	103	Biology I and Lab
BIO	104	Biology II and Lab
BIO	200	Genetics and Lab
CHEM	191, 192	Principles of Chemistry I and II and Labs
CHEM	301	Organic Chemistry I and Lab
MATH	250	Biostatistics
or		
MATH 315		Probability and Statistics

Students pursuing the *Bachelor of Science* **degree in Biology must also complete the following courses:**

One additional course from the following list:

CHEM	302	Organic Chemistry II and Lab
CHEM	201	Environmental Chemistry I and Lab
CHEM	202	Environmental Chemistry II and Lab
CHEM	311	Analytical Chemistry and Lab
BIO	333	Biochemistry for the Life Sciences

*Note that students who complete BIO 333 may use the course

to satisfy the above requirement or they may count the course as a BIO elective, but the course may not count for both.

and

MATH	213	Calculus I Lab

and either

MATH	214	Calculus II and Lab

or

MATH	218	Applied Calculus for Life Sciences

and

PHYS	201, 202	Principles of Physics I and II and Labs

and

Five (5) upper-level (200 or above) courses in Biology, of which at least four (4) must be laboratory courses.
BIO 450 (Research in the Life Sciences) and BIO 451 (Senior Thesis) may not be counted towards these upper-level courses.

Students pursuing the *Bachelor of Arts* in Biology must also complete the following courses:

MATH	136	Precalculus
PHYS	109, 110	Physics I and II and Labs

and

Six (6) upper-level (200 or above) courses in Biology, of which four (4) must be laboratory courses.
BIO 450 (Research in the Life Sciences) and BIO 451 (Senior Thesis) may not be counted towards these upper-level courses.

The Dual Degree in Biology and Pharmacy – B.S./PharmD or B.S./PharmD.

Biology majors interested in the Dual Degree program must satisfy all University Core Curriculum requirements and the College speech requirement, COMM 210. All RWU courses listed below must be completed by the end of the junior year. Completion of at least 60 credits at RWU with an overall minimum GPA of 3.0 is required; only grades of C or better count towards the 60 credits. In addition, biology majors must successfully complete the fourth year courses at ACPHS to total 120 credits for the Bachelor's degree in Biology.

Formal application to the program occurs in the fall of junior year and requires approval of the Departmental Pharmacy Advisor, completion of the PCAT exam including a writing assessment, and a successful interview at ACPHS. The ACPHS Doctor of Pharmacy Program is a full-time, professional four-year program. For more information about the Dual Degree in Biology and Pharmacy please contact the chair of the Biology Department.

All Dual Degree (Biology/Pharm.D.) candidates must complete the following courses at RWU:

BIO	103, 104	Biology I and II and Labs
BIO	200	Genetics and Lab
BIO	230	Microbiology and Lab
BIO/ CHEM	390	Biochemistry and Lab

One Advanced Biology Course (200-level or above) with lab

CHE	191, 192	Principles of Chemistry I and II and Labs
CHEM	301, 302	Organic Chemistry I and II and Labs

One of the following Mathematics courses

MATH	250	Introduction to Biostatistics
MATH	315	Probability and Statistics

Other requirements

PSYCH	100	Introduction to Psychology

and

Three (3) courses from Anthropology, Sociology, Psychology, Music, Languages, Political Science, Economics, English Literature.
(These courses may be used to satisfy Core Concentration requirements.)

Students pursuing the *Bachelor of Science* dual degree in Biology/Pharm.D. must also complete the following courses at RWU:

MATH	213	Calculus I and Lab

and either

MATH	214	Calculus II and Lab

or

MATH	218	Applied Calculus for Life Sciences
PHYS	201, 202	Physics I and II with Calculus and Labs

Students pursuing the *Bachelor of Arts* dual degree in Biology/Pharm.D. must also complete the following courses at RWU:

MATH	136	Precalculus
MATH	213	Calculus I and lab
PHYS	109, 110	Physics I and II – Algebra based and Labs

The Marine Biology Major

Marine Biology majors can receive either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. Marine Biology majors must satisfy all University Core Curriculum requirements and the College speech requirement, COMM 210. A Critical Writing course at the 200-level or above is a prerequisite to advanced courses and should be completed prior to the junior year. In addition, Marine Biology majors must successfully complete the following courses and sufficient electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major. Marine Biology majors may apply a maximum of two (2) courses from the major requirements towards a minor in Environmental Science, or a maximum of two (2) upper-level Marine Biology electives towards the elective requirements for the major in Environmental Science.

BIO	103	Biology I and Lab
BIO	104	Biology II and Lab
BIO	200	Genetics and Lab
BIO	204	Introduction to Marine Biology
NATSC	204	Principles of Oceanography
CHEM	191, 192	Principles of Chemistry I and II and Labs
CHEM	301	Organic Chemistry I and Lab
MATH	250	Biostatistics

or

MATH	315	Probability and Statistics

Students pursuing the *Bachelor of Science* degree in Marine Biology must also complete the following courses:

One additional course from the following list:

CHEM	302	Organic Chemistry II and Lab
CHEM	201	Environmental Chemistry I and Lab
CHEM	202	Environmental Chemistry II and Lab
CHEM	311	Analytical Chemistry and Lab
BIO	333	Biochemistry for the Life Sciences

*Note that students who complete BIO 333 may use the course

to satisfy the above requirement or they may count the course as a BIO elective, but the course may not count for both.

and

MATH	213	Calculus I Lab

and either

MATH	214	Calculus II and Lab

or

MATH	218	Applied Calculus for Life Sciences

and

PHYS	201, 202	Principles of Physics I and II and Labs

Students pursuing the *Bachelor of Arts* in Marine Biology must also complete the following courses:

MATH	136	Precalculus
PHYS	109, 110	Physics I and II and Labs

Students completing the *Bachelor of Science* or *Bachelor of Arts* in Marine Biology must also complete a minimum of 21 (B.S.) or 28 (B.A.) additional credits from among the following courses. Students must take at least one course from either the *Applied* or the *Molecular* Category.

Organismal and Ecology Category

Students must take at least one course marked * and at least one course marked **

BIO	220	Marine Vertebrate Zoology and Lab*
BIO	302	Ichthyology and Lab*
BIO	335	Invertebrate Zoology and Lab*
BIO	350	Marine Mammalogy*
BIO	255	Survey of Marine Autotrophs**
BIO	355	Marine Phycology and Lab**
BIO	356	Biology of Plankton and Lab**
BIO	305	Neotropical Marine Biology
BIO	310	Tropical Ecology
BIO	315	Animal Physiology and Lab
BIO	320	Marine Ecology and Lab

Students must take at least one course from either the Applied or the Molecular Category.

Applied Category:

AQS	260	Principles of Aquatic Animal Husbandry and Lab
AQS	262	Aquarium System Design and Life Support and Lab
AQS	314	Field Collection Methods (Bahamas)
AQS	346	Principles of Hatchery Management and Lab
BIO	312	Conservation Biology
BIO	332	Fisheries Science
BIO	345	Aquaculture
BIO	392/393	Animal Nutrition/Animal Nutrition Lab
NATSC	301	Marine Resource Management
NATSC	333	Environmental Monitoring and Analysis and Lab

Molecular Category:

BIO	340	Biotechnology and Lab
BIO	370	Virology and Lab
NATSC	401	Environmental Toxicology and Lab

Students may only count one short-term abroad course per category towards the Marine Biology major.

The SEA Semester Option

Prerequisite for majors: Satisfactory completion of the writing and mathematics requirements and the five-course Interdisciplinary Core; a cumulative GPA of 2.5 or above; and permission from the program faculty.

Prerequisite for Core Concentration: Students who are not majoring in science or mathematics may use the SEA Semester to fulfill the Core Concentration requirement provided the following prerequisites are met before the SEA Semester: satisfactory completion of the writing, mathematics, and the five-course Interdisciplinary Core; a GPA of 2.5; and permission of the program faculty.

Students in good academic standing who meet the prerequisites may apply to attend a SEA Semester through the Sea Education Association (SEA) of Woods Hole, Massachusetts. This exciting and challenging off-campus program combines onshore classes, labs, and field work, in ocean sciences and maritime studies with an offshore sailing and research experience. Students attending a SEA Semester enroll in the following courses:

BIO	411	Applied Oceanography	*3 credits*
BIO	412	Nautical Science	*3 credits*
BIO	414	Maritime Studies	*3 credits*
BIO	416	Marine Technology	*4 credits*
BIO	418	Practical Oceanographic Research	*4 credits*

Marine biology majors who successfully complete a SEA semester receive eight (8) credits towards the *Applied* elective category.

This program is academically affiliated; however, certain restrictions exist for the transfer of institutional aid. Please consult the Spiegel Center for details.

Semester Program at the Bermuda Institute of Ocean Sciences (BIOS)

Prerequisite for majors: Satisfactory completion of the University Core Curriculum requirements and the five-course Interdisciplinary Courses.

This semester-long course of study examines the natural processes and human interventions found in the Gulf Stream, the Sargasso Sea, and the coral archipelago, Bermuda. Students are introduced to the interactions that determine the distribution and abundance patterns of tropical marine organisms, with emphasis on the ecology of near-shore areas. Basic principles of ecology are integrated with an understanding of the sea as a habitat for life. Major groups of dominant marine organisms of the region are examined in the field. Major near-shore marine habitats are examined, along with their associated biotic communities. Coral reef ecosystems are emphasized to illustrate basic concepts. Students conduct a major research project. *Fall*

Students enroll in the following courses:

BIO	361	Coral Reef Ecology	*4 credits*
BIO	336	Tropical Marine Invertebrate Zoology	4 credits
BIO	410	Research Diving Methods	*3 credits*
BIO	410	Marine Biology Research	*6 credits*

For marine biology majors participating in the Bermuda semester, BIO 361 replaces BIO 320 (Organismal and Ecology category) and BIO 336 replaces BIO 335 (Organismal and

Ecology category). In addition, students receive 3 elective credits towards the Applied category.

Marine Biology Internship at the New England Aquarium (NEAq)

Prerequisites: Satisfactory completion of the writing and mathematics requirements and the five course interdisciplinary CORE; a cumulative GPA of 2.8 or above; recommendation from a RWU Faculty member; and acceptance by the program faculty at the New England Aquarium (NEAq).

This semester-long course of study provides a rigorous introduction to the research and educational opportunities provided by a major public aquarium. The internship will consist of an active research component in a laboratory setting under the direction of an NEAq research scientist, an animal husbandry experience with responsibilities that may include feeding animals, cleaning tanks and equipment, and providing treatment for diseased animals, and the successful completion of a dedicated course of research under the direction of an RWU biology faculty member. Students enroll in the following courses:

AQS	260	Principles of Animal Husbandry and Lab
AQS	420	Research Internship at the New England Aquarium
AQS	450	Research in Aquarium Science

The Biology Minors

Requirements for the Minor in Aquaculture and Aquarium Science

AQS	260	Principles of Aquatic Animal Husbandry and Lab
AQS	262	Aquarium System Design and Life Support and Lab

and

Three (3) courses from the following list:

AQS	306	Principles of Exhibit Development (offered at RWU and NEAq)
AQS	314	Field Collection Methods (offered by NEAq in the Bahamas)
AQS	346	Hatchery Management and Lab
AQS	352	Public Aquarium Management
AQS	450	Aquaculture/Aquarium Science Research
BIO	302	Ichthyology and Lab
BIO	345	Aquaculture

**A maximum of two (2) courses may be applied towards both the Aquaculture & Aquarium Science minor and to the major in Marine Biology.*

Requirements for the Minor in Biology

BIO	103	Biology I and Lab
BIO	104	Biology II and Lab

Three Biology courses, of which one must be a lab at the 200-level or above and one must be at the 300-level or above.

Requirements for the *Minor in Marine Biology

BIO	103	Biology I and Lab

or

BIO	104	Biology II and Lab

and

BIO	204	Introduction to Marine Biology
NATSC	204	Principles of Oceanography

And a minimum of 8 additional credits taken from the Applied or Organismal categories of marine biology courses

**Note: Biology may not serve as a minor for a Marine Biology major and Marine Biology may not serve as a minor for a Biology major.*

Certificate in Biotechnology

This program is designed to provide additional training and certification of the technical skills of majors in Biology, Marine Biology, Environmental Sciences and Chemistry. The emphasis on mastery of these skills will make students completing the certificate more competitive for graduate programs and careers in the biomedical research and the biotech and pharmaceutical industries.

Requirements for a Certificate in Biotechnology

Biology, Environmental Science, Marine Biology or Chemistry Majors will be eligible for a Certificate in Biotechnology by having a 3.0 GPA, filing an application, completing required courses, and completing an internship/research project. Internships can be conducted in research laboratories (academic institutions) biotechnology companies in New England and beyond. For successful completion of the Certificate in Biotechnology students will be expected to maintain a 3.0 GPA and take a comprehensive content and laboratory skills test. The certificate will be conferred only in conjunction with the awarding of a bachelor's degree from Roger Williams University. Students pursuing the Certificate in Biotechnology must complete the following:

BIO	103	Biology I and Lab
BIO	200	Genetics and Lab
BIO	230	Microbiology and Lab
BIO	231	Bioethics
BIO	340	Biotechnology and Lab
BIO	420/450	Research Internship/Independent Study
CHEM	191	Principles of Chemistry I and Lab
CHEM	192	Principles of Chemistry II and Lab

And two (2) of the following laboratory courses

BIO	323	Developmental Biology and Lab
BIO	325	Molecular Cell Biology and Lab
BIO/ COMSC	331	Bioinformatics and Lab
BIO	370	Virology and Lab
BIO/ CHEM	390	Biochemistry and Lab
CHEM	311	Analytical Chemistry and Lab
CHEM	312	Instrumental Methods of Analysis and Lab

Chemistry

The Chemistry Major

Students may pursue the *Bachelor of Science* or *Bachelor of Arts* through the Department of Chemistry.

The *Bachelor of Science* degree in Chemistry, certified by the American Chemical Society (ACS), emphasizes laboratory skills and independent research beyond that required of the *Bachelor of Arts* and is designed to prepare graduates for graduate school, medical school, and chemistry-related positions in business, government and industry.

All degrees in Chemistry are designed to stimulate analytical reasoning and encourage a discriminating approach to problem-

solving. All degrees provide a working knowledge in chemistry and the skills to pursue careers in chemistry and related fields.

DEGREE REQUIREMENTS

Majors must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. Chemistry majors must complete the following courses and sufficient electives to total at least 120 credits. Majors are encouraged to apply electives toward a minor or second major.

Requirements for the Bachelor of Arts in Chemistry:

MATH	136	Precalculus or above
CHEM	191, 192	Principles of Chemistry I and II and Labs

and 24 credit hours of Chemistry courses at the 300 or 400 level.

Requirements for the Bachelor of Science in Chemistry (ACS certified curriculum):

CHEM	191, 192	Principles of Chemistry I and II and Labs
CHEM	301, 302	Organic Chemistry I and II and Labs
CHEM	311	Analytical Chemistry and Lab
CHEM	312	Instrumental Methods of Analysis and Lab
CHEM	320	Inorganic Chemistry and Lab
CHEM	390	Biochemistry and Lab
CHEM	391	Chemical Thermodynamics and Lab
CHEM	392	Quantum Chemistry and Lab
CHEM	421	Advanced Chemistry Lab I
CHEM	450	Research in the Chemical Sciences
MATH	213, 214	Calculus I and II and Labs
PHYS	201, 202	Physics I and II and Labs

One or more courses selected from the following:

CHEM	431	Advanced Inorganic Chemistry
CHEM	432	Advanced Organic Chemistry
CHEM	433	Advanced Physical Chemistry
CHEM	435	Advanced Biochemistry

The Major in Chemistry with an Environmental Concentration

This course of study expands the student's knowledge of the environment and how best to live in it, particularly from a chemical point of view. Studies dealing with actual environmental problems in modern society provide students with the logical scientific framework and develop the intellectual power necessary for finding possible solutions and deciding upon the more desirable ones. Emphasis is on laboratory and field studies designed to develop the skills and techniques necessary for analyzing environmental problems. Students may pursue either the *Bachelor of Arts* or *Bachelor of Science*.

The *Bachelor of Science* in chemistry with an environmental concentration prepares students for positions in industry and governmental agencies. Employment opportunities include: state health departments, municipal sewage treatment plants, environmental protection agencies, Army Corps of Engineers, industrial consulting firms, and chemical industries.

DEGREE REQUIREMENTS

Chemistry majors who elect the environmental concentration must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. Chemistry majors with the environmental concentration must successfully complete the following courses and sufficient electives to total at least 120 credits.

Requirements for the Bachelor of Arts in Chemistry with an Environmental Concentration

MATH	136	Precalculus or above
BIO	103	Biology I and Lab
BIO	104	Biology II and Lab

or

NATSC	204	Principles of Oceanography
CHEM	191, 192	Principles of Chemistry I and II and Labs
CHEM	201, 202	Environmental Chemistry I and II and Labs

and

Select 16 credit hours from
Chemistry courses at the 300 or 400 level

and/or

NATSC	401	Environmental Toxicology and Lab

Requirements for the Bachelor of Science in Chemistry with an Environmental Concentration (ACS certified curriculum)

CHEM	191, 192	Principles of Chemistry I and II and Labs
CHEM	301, 302	Organic Chemistry I and II and Labs
CHEM	311	Analytical Chemistry and Lab
CHEM	312	Instrumental Methods of Analysis and Lab
CHEM	320	Inorganic Chemistry and Lab
CHEM	390	Biochemistry and Lab
CHEM	391	Chemical Thermodynamics and Lab
CHEM	392	Quantum Chemistry and Lab
CHEM	421	Advanced Chemistry Lab I
CHEM	434	Advanced Environmental Chemistry
CHEM	450	Research in the Chemical Sciences
MATH	213, 214	Calculus I and II and Labs
PHYS	201, 202	Principles of Physics I and II and Labs

The Biochemistry Major

The biochemistry major offers students the opportunity to delve into the science that is at the interface of two distinct disciplines by learning about the chemistry of biology and the biological applications of chemistry. Students will be equipped for future work, research and study by being able to draw from experiences in both disciplines. They will be comfortable with the terminology in both disciplines and be able to use the latest techniques in the field. For those who wish to continue their studies in professional programs, they will be prepared and competitive for the career paths that they are choosing.

DEGREE REQUIREMENTS

Majors must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. Biochemistry majors must complete the following courses and sufficient electives to total at least 120 credits. Majors are encouraged to take Microbiology, Biotechnology, Bioethics and 3 credits of Internship/Research in order to obtain the biotechnology certification along with the B.S. in Biochemistry.

Requirements for the Bachelor of Science in Biochemistry:

CHEM	191, 192	Principles of Chemistry I and II and Labs
CHEM	301, 302	Organic Chemistry I and II and Labs
CHEM	311	Analytical Chemistry and Lab
CHEM	312	Instrumental Methods of Analysis and Lab
CHEM	320	Inorganic Chemistry and Lab

CHEM/ BIO	390	Biochemistry and Lab
CHEM	391	Chemical Thermodynamics and Lab
CHEM	435	Advanced Biochemistry
CHEM	423L	Advanced Biochemistry Lab
BIO	450	Research in Biochemical Sciences
MATH	213, 214	Calculus I and II and Labs
PHYS	201, 202	Physics I and II and Labs
BIO	103	Biology I and Lab
BIO	200	Genetics and Lab
BIO	325	Molecular Cell Biology and Lab
BIO	331	Bioinformatics and Lab

Plus an additional 8 credits from the following courses, at least one must be a Chemistry course.

BIO	315	Animal Physiology and Lab
BIO	323	Developmental Biology and Lab
BIO	330	Neurobiology
BIO	331	Bioinformatics and Lab
BIO	340	Biotechnology
BIO	370	Virology and Lab
BIO	380	Parasitology and Lab
BIO	392	Animal Nutrition
CHEM	392	Quantum Chemistry and Lab
CHEM	421	Advanced Chemistry Lab I
CHEM	431	Advanced Inorganic Chemistry
CHEM	432	Advanced Organic Chemistry
CHEM	433	Advanced Physical Chemistry
CHEM	434	Advanced Environmental Chemistry
CHEM	435	Advanced Biochemistry

**NOTE: Biology or Chemistry may not serve as a second major or minor for a Biochemistry major and Biochemistry may not serve as a second major or minor for a Biology or Chemistry major.*

Dual Degree in Chemistry and Pharm D.

Three-Plus-Four Chemistry-PharmD Dual Degree Program
Roger Williams University has partnered with Albany College of Pharmacy and Health Sciences (ACPHS Vermont Campus) to provide a dual Chemistry-PharmD degree program. Outstanding students who qualify for this special program may be able to complete all requirements for a baccalaureate degree in Chemistry (B.S. or B.A.) or Biochemistry (B.S.) and the Doctor of Pharmacy degree in seven years, as opposed to the traditional eight-year period of study. The program requires students to declare Chemistry or Biochemistry as their primary undergraduate major, and to take the pre-pharmacy courses at Roger Williams University, Feinstein College of Arts and Sciences. Chemistry or Biochemistry majors must satisfy the University Core Curriculum requirements, the College speech requirement, and complete a total of at least 120 credits including transfer credits from ACPHS. Students successfully completing the dual degree program will be eligible to participate in the commencement exercises of each institution.

Students are required to indicate their intent to pursue the Chemistry-PharmD dual degree program on their college application form. The student's application must be evaluated by the office of admissions at ACPHS for acceptance into the program as well. Full-time students who matriculate into the program in their freshman year and who maintain superior academic records with outstanding academic averages must formally declare at the beginning of their junior year to the Chair of the Chemistry and Physics Department their intent to apply to ACPHS. Students would complete the PCAT examination and the PharmCAS application to ACPHS by March 1 of their junior year. ACPHS Doctor of Pharmacy program is a full-time, four year program. Courses taken during the first year at ACPHS Vermont campus will transfer for credits for the Bachelor of Arts degree in Chemistry or an American Chemical Society approved Bachelor of Science degree in Chemistry or Biochemistry.

Students who matriculate at ACPHS must meet the following conditions:

- A student must have earned at least 90 credits in three years of study at Roger Williams University before beginning at the Albany College of Pharmacy and Health Sciences (Vermont campus).
- A student must successfully complete the required Pre-pharmacy courses at Roger Williams University, as specified in this catalog.
- All Core Curriculum requirements and pre-pharmacy course requirements must be met within those 90 credits.
- The student's cumulative grade-point average must be at least 3.0. No grade lower than a C (2.0) will count toward the 90 credits.
- The student must meet or exceed Albany College of Pharmacy and Health Sciences (Vermont campus) PCAT entry requirements.
- The student must successfully interview and complete a writing assessment as determined by the Albany College of Pharmacy and Health Sciences (Vermont campus).

The following are the required pre-pharmacy courses at Roger Williams University:

CHEM	191/L*	Principles of Chemistry I and Lab
CHEM	192/L*	Principles of Chemistry II and Lab
CHEM	301/L*	Organic Chemistry I and Lab
CHEM	302/L*	Organic Chemistry II and Lab
CHEM/BIO	390/L	Biochemistry and Lab
BIO	103/L*	Biology I and Lab
BIO	104/L	Biology II and Lab
BIO	230/L	Microbiology and Lab

*Select one Biology course at the 200 Level or above**

Select one of the following mathematics courses:

MATH	124	Basic Statistics
MATH	250	Introductions to Biostatistics
MATH	315	Probability and Statistics

and take

*MATH	213/L	Calculus I and Lab
PHYS	109/L	Physics I and Lab (Algebra based)
PHYS	110/L*	Physics II and Lab (Algebra based)

or

PHYS	201/L*	Physics I with Calculus and Lab
*PHYS	202/L*	Physics II with Calculus and Lab

and

PSYCH	100	Introduction to Psychology

COMM	210	Introduction to Public Speaking
WTNG	102	Expository Writing
WTNG	200 or 220	Critical Writing

** MATH 213, PHYS 201, and PHYS 202 are required for the Bachelor of Science degree in Chemistry or Biochemistry*

As part of the dual degree program, students who have been admitted to ACPHS will be candidates for an American Chemical Society approved Bachelor of Science degree in Chemistry or Biochemistry or a Bachelor of Arts degree in Chemistry from Roger Williams University once they have met the following additional requirements:

- Completion of the Chemistry or Biochemistry major degree requirements at Roger Williams University. (Details of the major degree requirements are found in this catalog.)

and

- Completion of the first year of the Doctor of Pharmacy at Albany College of Pharmacy and Health Sciences (Vermont campus).

Such candidates for the baccalaureate degree must file an application for degree with the University Registrar before registering for their fourth-year courses (first year ACPHS courses).

In completing the first year of coursework at ACPHS, a student in the Chemistry-PharmD dual degree program must pass all courses noted by an asterisk with a grade of C or better. These courses are those completed during the first year at ACPHS are:

Fall Semester	Credits	Spring Semester	Credits
*Pharmaceutics I	3	*Pharmaceutics II	3
*Physiology/ Pathophysiology I	4	*Physiology/ Pathophysiology II	4
*Immunology	3	Self Care/OTC	3
Pharmacy Skills Lab I	1	Pharmacy Skills Lab II	1
IPS Workshop I	1	IPS Workshop II	1
Foundations of Pharmacy	1	*Molecular Biology	3

In the event that a student does not successfully matriculate to ACPHS after three years of study at Roger Williams University, the dual degree program has been structured such that the Bachelor of Arts degree in Chemistry or the Bachelor of Science degree in Chemistry or Biochemistry requirements may be completed at Roger Williams University within a fourth year of study.

The Chemistry Minors

Requirements for the Minor in Chemistry

CHEM	191, 192	Principles of Chemistry I and II and Labs
CHEM	301, 302	Organic Chemistry I and II and Labs

and two of the following:

CHEM	311	Analytical Chemistry and Lab
CHEM	312	Instrumental Methods of Analysis and Lab
CHEM	320	Inorganic Chemistry and Lab
CHEM	390	Biochemistry and Lab
CHEM	391	Chemical Thermodynamics and Lab
CHEM	392	Quantum Chemistry and Lab

Requirements for the Minor in Environmental Chemistry

CHEM	191, 192	Principles of Chemistry I and II and Labs
CHEM	201, 202	Environmental Chemistry I and II and Labs
CHEM	311	Analytical Chemistry and Lab
CHEM	312	Instrumental Methods of Analysis and Lab

Majors in Communication

Communication is at the heart of being human and encompasses everything from how we create and maintain relationships to how we generate and distribute messages and information in our communities, in a workplace and around the world. Communication is essential to our identity and our culture. Within the framework of a sound liberal arts education, the Department of Communication offers students three exciting majors that help prepare them for careers in a wide variety of fields and industries: Communication and Media Studies, Journalism and Public Relations. All Communication majors should have good writing and verbal skills and should display a critical curiosity about the world.

The Communication & Media Studies major recognizes that communication does not occur in a vacuum and is always situated in a cultural context. It is designed to help students develop an awareness of this cultural interplay, helping them become competent and sensitive global citizens who can adapt and navigate successfully in the ever-changing, cross-cultural environment.

The Journalism major teaches students the craft of newsgathering, writing and reporting that can be applied to any platform (print, electronic or digital), cultivating a superior understanding of news in all its forms.

The Public Relations major prepares students for careers in corporate, not-for-profit and agency public relations. It provides hands-on learning (through working with real projects and clients and site visits) that helps students cultivate a sense of self, community, and professionalism.

Communication & Media Studies Major

The Communication & Media Studies major recognizes that we live in a world where national boundaries are disappearing as international and domestic concerns and issues intersect, interact and overlap. To ensure that our students are prepared for living and working in this new global community, the Communication & Media Studies curriculum is committed to examining the mutually constitutive relationship between culture and communication and its impact in a globally diverse and multicultural environment. Coursework in Communication & Media Studies examines the production, transmission, and reception of messages to inform, persuade, entertain, develop relationships and build community in an ever-changing, cross-cultural context.

Students undertaking a major in Communication & Media Studies:

- Learn theories, models, and concepts that investigate the relationship between culture and communication.
- Develop research skills relevant to the study of culture and communication.
- Cultivate a concern for communication ethics, social justice, and civic responsibility.

- Understand the dynamics related to communication technologies and new media and develop appropriate applied skills.
- Refine and foster writing skills, critical thinking skills, creativity, and problem-solving abilities.

DEGREE REQUIREMENTS

Majors pursuing the Bachelor of Arts in Communication & Media Studies must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, majors must successfully complete 13 major courses, including an internship and a sufficient number of electives to total 120 credits. Majors are encouraged to apply electives towards a minor or second major.

Foundation Courses:

COMM	100	Introduction to Communication Studies
COMM	165	Introduction to Visual Communication
COMM	240	Digital Communication: Technology, Modes & Methods
COMM	250	Intercultural Communication
COMM	265	Visual Rhetoric-Visual Culture
COMM	305	Mass Communication Theory and Criticism
COMM	310	Media Law and Ethics
COMM	330	International Communication
COMM	390	Qualitative Research Methods in Communication

and one of the following required Internships:

COMM	460	Internship
COMM	461	Washington Internship and Experiential Learning Seminar

and two (2) upper level courses in Communication & Media Studies from the following list:

COMM	365	Digital Media in a Global Context
COMM	375	Global Audiences, Global Consumers
COMM	380	Visual Media in a Cultural Context
COMM	385	Gender, Globalization, and the Media
COMM	432	Special Topics in Global Communication
COMM	462	Washington DC Global Communication Seminar
COMM	465	McLuhan's Global Village

The Journalism Major

At its core, Journalism is—regardless of the medium—a writing major. The purpose of the Journalism major is to teach students the craft of news gathering and writing. The curriculum begins with an emphasis on the rigor and traditions of news reporting before introducing tools and training for electronic-based media production. As students move through the major, they will add to their writing skills an appreciation for digital journalism. With completion of the Journalism major, students should have excellent writing and verbal skills, an understanding of media history and ethics, a proficiency in digital journalism and a superior understanding of news in all its forms.

DEGREE REQUIREMENTS

Students who declare Journalism as a major must complete COMM 101, COMM 310, and JOUR 170 with a grade of C- or higher in order to continue in the program.

Majors pursuing the *Bachelor of Arts* in Journalism must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, students must successfully complete 14 major courses, including a Portfolio and a sufficient number of electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

Foundation Courses

COMM	101	Introduction to Mass Media
COMM	240	Digital Communication: Technology, Modes & Methods
COMM	305	Mass Communication Theory and Criticism
COMM	310	Media Law and Ethics

and one of the following required Internships:

COMM	460	Internship
COMM	461	Washington Internship and Experiential Learning Seminar

Required Courses

JOUR	170	News I: Basic Journalism
JOUR	270	Journalism and Society
JOUR	355	Digital Journalism I
JOUR	370	News II: Advanced Journalism and Lab
JOUR	455	Digital Journalism II
JOUR	470	Journalism Capstone + Portfolio

and three (3) additional courses, at least one of which must be at the 300-level or above from the following offerings, some of which have prerequisites:*

JOUR	280	Feature Writing
JOUR	299	Special Topics in Journalism
JOUR	315	Introduction to Photojournalism
JOUR	320	Broadcast News
JOUR	430	Special Topics in Journalism
FILM	270	Documentary Film*
VARTS	261	Foundations of Photography
POLSC	303	Politics and the Media
POLSC	361	State and Local Government*

The Public Relations Major

The Public Relations curriculum teaches students to develop the brand and public image of organizations. It prepares students for careers in corporate, not-for-profit and agency public relations. Internships are integral to the Public Relations major. Junior and senior majors participate in multiple apprenticeships at more than 30 nearby organizations, including media outlets, public relations agencies and not-for-profit organizations.

DEGREE REQUIREMENTS

Majors pursuing the Bachelor of Arts in Public Relations must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, students must successfully complete 12 major courses, including an internship and a sufficient number of electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

Foundation Courses

COMM	101	Introduction to Mass Media
COMM	240	Digital Communication: Technology, Modes & Methods
COMM	305	Mass Communication Theory and Criticism
COMM	310	Media Law and Ethics

and one of the following required Internships:

COMM	460	Internship
COMM	461	Washington Internship and Experiential Learning Seminar

Required Courses

COMM	111	Writing for the Mass Media
COMM	220	Principles and Practices of Public Relations
COMM	340	Public Relations Research Methods
COMM	350	Public Relations Techniques
COMM	420	Public Relations Case Studies
MRKT	200	Marketing Principles

and

One MRKT elective at the 300 Level or above

The Global Communication Minor

COMM	100	Introduction to Communication Studies

and

Any five of the following (at least one must be at the 200-Level and two at the 300-Level or above)

COMM	165	Introduction to Visual Communication
COMM	250	Intercultural Communication
COMM	265	Visual Rhetoric, Visual Culture
COMM	330	International Communication
COMM	365	Digital Media in a Global Context
COMM	375	Global Audiences, Global Consumers
COMM	380	Visual Media in a Cultural Context
COMM	385	Gender, Globalization, and the Media
COMM	432	Special Topics in Global Communication
COMM	462	Washington DC Global Communication Seminar
COMM	465	McLuhan's Global Village
WTNG	300	Rhetoric and Cultural Differences

Creative Writing

The Creative Writing Major

The creative writing program leads to the *Bachelor of Fine Arts*. By dedicating their collegiate study to creative writing, students commit to becoming writers; they can expect to be treated as serious writers. As such, they will engage in the formal and rigorous study of craft through reading, revising, and developing the methodical and critical skills that assist in improving their own creative work as well as the work of others. If students apply themselves deliberately to the study of writing in their time at RWU, they can expect to establish solid foundations for these essential practices, common to all writers/artists.

Incoming freshmen are accepted to the creative writing program on the basis of a portfolio, containing both creative and analytical writing, submitted as part of the application process. Matriculating students may enter the creative writing program by earning a grade of B- or higher in CW 210 and CW 220, on the basis of a portfolio, or by recommendation of one or more full-time creative writing faculty members. (See: *Special Requirements for Applicants* section of the catalog.)

Each year, the creative writing program brings to campus such writers as Rick Moody, Kim Addonizio, Marjorie Agosin, Steve Almond, Ann Waldman, Tom Chandler, Stuart Dischell, Mark Halliday, Stewart O'Nan, Dan Chaon, Tobias Wolff, Jennifer Haigh and C.D. Wright who speak on literature and writing and read from their works.

DEGREE REQUIREMENTS

Creative writing majors must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, the creative writing major must successfully complete the fourteen (14) courses listed below and sufficient electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

Foundation Courses

CW	210	Form in Poetry
CW	220	Narrative in Writing the Short Story

Four (4) courses from the English major

Advanced Bridge Courses (Take two)

CW	350	Writers Reading Poetry Seminar
CW	360	Writers Reading Fiction Seminar
CW	440	Writing Contemporary Poetry
CW	450	The Use of Style in Writing Fiction

Advanced Breadth Courses (Take two)

CW	241	Introduction to Playwriting
CW	242	Screenwriting
CW	310	Creative Nonfiction
CW	330	Literary Publishing
CW	430	Special Topics in Creative Writing

Breadth Course in the Fine Arts (Take one)

(Some of these courses may have pre-requisites; refer to course descriptions for details)

DANCE	150	Introduction to Dance Technique
DANCE	161	Tap and Theatre Dance Styles I
DANCE	200	Elementary Contemporary Modern Technique and Improvisation I
DANCE	220	Intermediate Contemporary Modern Technique and Improvisation II
MUSIC	170	Basic Musicianship
VARTS	101	Foundations of Drawing
VARTS	231	Foundations of Sculpture
VARTS	241	Printmaking: Relief
VARTS	261	Foundations of Photography
VARTS	281	Foundations of Painting
VARTS	301	Advanced Drawing
VARTS	351	Intermediate Concepts of Photography
VARTS	352	Advanced Photography
VARTS	381	Painting: The Figure
DSGN	100	Introduction to Design Communication
DSGN	110	Introduction to Typography
THEAT	110	Acting I
THEAT	123	Design for the Theatre
THEAT	210	Acting II

Thesis Courses (Take both)

CW	480	Creative Writing Senior Seminar I
CW	481	Seminar II – The Thesis

The Creative Writing Minor

CW	210	Form in Poetry
CW	220	Narrative in Writing the Short Story

One 200 Level English course

Take one Advanced Bridge Course

CW	350	Writers Reading Poetry Seminar
CW	360	Writers Reading Fiction Seminar

Take one 400 Level Advanced Bridge Course

CW	440	Writing Contemporary Poetry
CW	450	The Use of Style in Writing Fiction

Take one Advanced Breadth Course

CW	241	Introduction to Playwriting
CW	242	Screenwriting
CW	310	Creative Non-Fiction
CW	330	Literary Publishing
CW	430	Special Topics in Creative Writing

English Literature

The English Literature Major

While the core of the English Literature major explores the British and American canon, the program also special topics courses based on student interest. These include world literatures in translation and literatures that focus on cultures, genres, periods, and themes representative of non-western as well as western perspectives. Studies occur in an environment marked by strong faculty commitment to student-centered education. Our students also benefit from interdisciplinary courses in Creative Writing, Theater, and/or Professional Writing, which may also count toward the English major. As a result, students are actively engaged in achieving individual excellence and are involved also in the larger life of formal and informal program activities in and out of class. Social elements of the program include a student mentoring program, a literature society, and a chapter of Sigma Tau Delta, the International Honor Society. The faculty keeps office doors open, and advisement is a keystone of the department. Students regularly attend national conferences to present their papers. The academic design of the curriculum fosters progressive intellectual development; depth and breadth of knowledge of literature and its many integrated contexts (especially philosophical, psychological, historical, aesthetic, and cross-cultural); and the assembly of critical thinking, analytical writing, argument and defense, research, presentation, and related skills, all of which advantage students for leadership roles, graduate studies, and professional careers not only in teaching, but in many other fields as well. All majors complete a capstone, year-long, senior thesis of publishable quality and present their findings in Senior Colloquium. The Department also hosts a yearly Career Night with returning majors providing tips for future career and internship opportunities and our web page updates students on a variety of paid and unpaid internship opportunities.

DEGREE REQUIREMENTS

Majors pursuing the *Bachelor of Arts* in English must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, majors must complete the following 14 courses as specified and sufficient electives to total 120 credits. Majors are encouraged to apply electives taken outside the major toward a minor or second major.

Foundation Courses

One English course at the 100 Level

ENG	210	Myth, Fantasy, and the Imagination
ENG	220	Literary Analysis

American Literature Requirement

ENG	240	Early American Literature: Pre Columbus Through the Civil War
ENG	260	American Realism, Naturalism, and Modernism

British Literature Requirement

ENG	270	British Literature I: From Beowulf to Gothic Literature
ENG	290	British Literature II: From Romanticism to Modernism
ENG	350	Shakespeare

Global Literature Requirement

ASIA	100	Foundations of Asian Studies
or		
ENG	320	Studies in Global Literature

English Elective Requirement

Select three (3) additional English Electives, two (2) must be at the 300/400 Level

Students may select a course at the appropriate level from the following interdisciplinary list to satisfy one (1) of the English Elective requirements

ASIA	100	Foundations of Asian Studies
CW	210	Form in Poetry
CW	360	Writers Reading Fiction Seminar
THEAT	334	Contemporary Drama
WTNG	301	The Rhetoric of Narrative
WTNG	302	Art of Writing: Forms of the Essay
WTNG	303	Environmental Rhetoric
WTNG	305	Writing the City
WTNG	322	Advancing Public Argument

Capstone Sequence

ENG	480	Senior Thesis I
ENG	481	Senior Thesis II

Secondary Education Requirement

EDU	412	Capstone – Adolescent Multicultural Literature

and

Elective Requirements

Select two (2) additional English Electives, one (1) must be at the 300/400 Level

Students may select one course at the appropriate level from the following interdisciplinary list to satisfy one (1) of the English Elective requirements

ASIA	100	Foundations of Asian Studies
CW	210	Form in Poetry
CW	360	Writers Reading Fiction Seminar
THEAT	334	Contemporary Drama
WTNG	301	The Rhetoric of Narrative
WTNG	302	Art of Writing: Forms of the Essay
WTNG	303	Environmental Rhetoric
WTNG	305	Writing the City
WTNG	322	Advancing Public Argument

The English Literature Minor

At Least two (2) English courses at the 100-200 level
At Least two (2) English courses at the 300-400 level
One English course at any level
and

ENG	350	Shakespeare

English as a Second Language (ESL)

ESL courses are designed for those students whose native language is not English and who need to gain and/or improve proficiency in English. Courses are provided at four levels of instruction: elementary, intermediate, high intermediate and advanced. Students should enroll for three classes (listening/speaking, reading, and composition) at the level determined by placement test performance. Note: In the summer, three levels of instruction are offered: beginning, intermediate and advanced.

Environmental Science

The Environmental Science Major

The Environmental Science major is an interdisciplinary program designed to develop an understanding of environmental processes and issues, and an awareness of our role as humans within the environment. The Environmental Science major encompasses several interrelated fields, including biology, ecology, chemistry, resource management, policy making, and natural science. Students graduating with this degree can expect to either proceed to graduate level study or enter the environmental workplace. A degree in environmental science presents numerous opportunities in the fields of resource management, ecological risk assessment, conservation biology and environmental education.

Students who declare Environmental Science majors must complete NATSC 103 and BIO 104 with an average grade of C- or higher in order to continue in the program.

Environmental Science majors pursuing the Bachelor of Science degree must complete two semesters of calculus and one semester of Biostatistics. The Bachelor of Arts degree requires MATH 250 and MATH 136 or above. A paper or other evidence of the student's ability to conduct investigations, use library resources, and write a report following a standard format is required in each advanced-level course. A 200- level or higher Critical Writing course is prerequisite to advanced courses and should be completed prior to the junior year.

Environmental Science majors must satisfy all University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, environmental science majors must successfully complete the following courses and sufficient electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

Foundation Requirements:

NATSC	103	Earth Systems Science and Lab
NATSC	203	Humans, Environmental Change and Sustainability
NATSC	204	Principles of Oceanography
BIO	104	Biology II and Lab
CHEM	191, 192	Principles of Chemistry I and II and Labs
MATH	250	Introduction to Biostatistics

and

MATH	213	Calculus I and Lab (B.S. degree)
MATH	214	Calculus II and Lab (B.S. degree)

or

MATH	136	Precalculus or above (B.A. degree)

Intermediate Level Requirements:

*BIO	240	Concepts of Ecology
*BIO	360	Limnology and Lab
CHEM	201, 202	Environmental Chemistry I and II and Labs
PHYS	201, 202	Principles of Physics I and II and Labs (B.S. degree)

or

PHYS	109, 110	Physics I and II and Labs (B.A. degree)

and

Environmental Science Upper Level Electives: Select five (5) courses chosen from list:

ANTH	222	Environmental Anthropology
BIO	230	Microbiology and Lab
BIO	312	Conservation Biology
CHEM	312	Instrumental Methods of Analysis
CHEM	434	Advanced Environmental Chemistry
ENGR	320	Environmental Engineering
ENGR	405	Air Pollution and Control
ENGR	407	Solid and Hazardous Waste Management
LS	200	Environmental Law
NATSC	301	Marine Resource Management
NATSC	305	Marine Geology
NATSC	310	Biogeochemical Cycling
NATSC	315	Meteorology and Climatology
NATSC	333	Environmental Monitoring and Lab
NATSC/BIO	375	Soil Ecology and Lab
NATSC	401	Environmental Toxicology and Lab
NATSC	469	Environmental Science Internship

and

Three (3) free electives for B.S.

**Note: Environmental Science majors may apply a maximum of two (2) courses from the major requirements towards minors in Biology or Marine Biology. Environmental Science majors may use a maximum of two (2) upper-level electives towards the elective requirements for majors in Biology or Marine Biology.*

The Environmental Science Minor

Requirements for the Minor in Environmental Science

BIO	104	Biology II and Lab
NATSC	103	Earth Systems Science and Lab
NATSC	203	Humans, Environmental Change and Sustainability

and

At least seven (7) credits from Environmental Science Upper

Level Electives (total of 18 credits):

ANTH	222	Environmental Anthropology
BIO	230	Microbiology and Lab
BIO	240	Concepts of Ecology
BIO	312	Conservation Biology

BIO	332	Fisheries Science
BIO	360	Limnology and Lab
BIO	367	Urban Ecosystems
CHEM	312	Instrumental Methods of Analysis
CHEM	434	Advanced Environmental Chemistry
CIS	350	Geographical Analysis of Data: An Introduction to GIS
ENGR	320	Environmental Engineering
ENGR	340	Sustainable Energy Systems
ENGR	405	Air Pollution and Control
ENGR	407	Solid and Hazardous Waste Management
LS	200	Environmental Law
NATSC	204	Principles of Oceanography
NATSC	301	Marine Resource Management
NATSC	305	Marine Geology
NATSC	310	Biogeochemical Cycling
NATSC	315	Meteorology and Climatology
NATSC	333	Environmental Monitoring
NATSC/ BIO	375	Soil Ecology and Lab
NATSC	401	Environmental Toxicology and Lab

The Film Studies Minor

The Film Studies Minor explores cinema and its relationship to broader social, cultural and political issues. The mission of the program is to allow students to explore film as a unique art form and as a medium that influences, and is influenced by, the context in which it is produced. Using an interdisciplinary framework, students within the minor have the opportunity to investigate both the professional aspects of cinematic studies—its evolution and the techniques of the filmmaking process—as well as critical approaches to the field, such as the relationship between cinema and other cultural productions, the international dimensions of the medium, and the power of visual culture in contemporary life. Therefore, the minor introduces students to the major issues in cinema—history, aesthetics, theory, and production—as grounded in the larger cultural and international factors that inform film, other modes of communication, and indeed our everyday lives. The goal is to have students become informed viewers of visual culture, equipped with critical skills that will be useful, not only in media careers, but in other aspects of life as well.

REQUIREMENTS:

FILM	101	Introduction to Film Studies
FILM	400	Curation and Festival Production

And any four (4) electives from the following, at least one of which is at 300-level or above, some of which have pre-requisites that must be met outside of the minor.

Production oriented courses:

VARTS	361	Digital Tools and Methods
VARTS	362	Film, Animation, and Video
MUSIC	311-314	World Cultures Through Music

Film Studies courses in the Humanities & Social Sciences:

AMST	318	Movies and Movie-going in America
COMM	380	Visual Media in a Cultural Context
ENG	351	Shakespeare on Film
FILM	270	Documentary Film
FILM	430	Advanced Topics in Film Studies
GER	210	Actors, Authors and Audiences
ITAL	210	Actors, Authors and Audiences
PHIL	181	Philosophy in Film
POLSC	309	Politics & Film
WTNG	230	Rhetoric of Film: Writing about Film

Foreign Languages

The Foreign Language Major

With television, telephone, E-mail, and the advent of the World Wide Web, it only takes a split second to communicate with anyone from around the world. Where once there was isolation among nations, today we are interdependent as never before. With this increasing global contact, however, comes a need to be able to communicate effectively, and it is no understatement to say that foreign language is a key that can open up the world to you. Knowledge of a language unlocks great works of world literature, enlarges our awareness of other cultures, and even enhances our understanding and appreciation of English.

Students are assigned the appropriate course based upon placement testing and previous language study. In addition to classroom activities, students at all levels are also expected to utilize the Language Lab for further training. It is the expectation of the Department that all students who complete the program will use their language proficiency in their future careers or in graduate study.

DEGREE REQUIREMENTS

Majors pursuing the Bachelor of Arts in a language must satisfy the University Core Curriculum requirements and the College speech requirement, COMM 210. Specific requirements of the language programs are outlined below. In addition, majors must complete sufficient electives to total 120 credits. Majors are encouraged to apply electives taken outside the major toward a minor or a second major. The three programs of study offered by the department are: Modern Language Studies, Latin-American Studies, and Classical Studies.

The Modern Language Studies major consists of at least 18 credits in the selected language, with 12 of those credits at the 300 level and two major electives to be chosen from a specified list of alternatives. In addition, students are required to pass a comprehensive examination during their final year and to complete a senior thesis related to their course of study.

The Latin-American Studies major consists of the same requirements as the Modern Language Studies major with the following changes:

- Students must choose either Spanish or Portuguese for the four 300 level course requirements.
- Students must complete at least one 300 level course in both Spanish and Portuguese.
- Both major electives must be related to Latin-American studies.

The Classics Concentration consists of the same requirements as the Modern Language Studies major with the following changes:

- Students must complete four courses at the 300 level in Latin.
- Students must complete at least one 300 level course (or equivalent) in German, French, or Italian.

- Both major electives must be related to classical studies.
- Students must complete two of the following courses: PHIL 251, AAH 121, any ancient history course, or any classical mythology course.

The Foreign Language/Secondary Education Dual Major

Students pursuing a dual major in Language and Secondary Education must satisfy the University Core Curriculum requirements, all Secondary Education requirements, the following Language requirements, and a sufficient number of electives to total 120 credits.

- The Foreign Language and Secondary Education Dual Major requires the completion of 30 credits of Language offerings.
- 12 credits must be completed in the target language at the 300-level or higher.
- Two Survey in Literature courses (338-339) must be completed in the target language.
- Students must complete LANG 430: Senior Thesis and satisfactorily complete a written and oral exit exam.
- 6 credits may be satisfied with elective courses (in translation) related to the target language, provided those credits are approved by the Department. For Modern Language Majors, the Senior Thesis will count as one of these two courses in translation, if the Senior Thesis is not completed in the target language.
- Students must complete at least one course in linguistics. This linguistic course will count as one of the two elective courses (in translation) if it is not delivered in the target language.

The Foreign Language Minor and Core Concentration

In order to gain a fundamental proficiency in a language while pursuing a major outside of the Department, students may choose to complete their Core Concentration or a minor in a language. Both programs are open to all majors and both fulfill the University Core Concentration requirements. In order to complete a Core Concentration in a language, students are placed at the appropriate level in their chosen language and are required to complete a minimum of three courses in one language with at least one course being at the 300 level (or above). Students pursuing a minor must complete the Core Concentration requirements and one additional course in the same language at the 300 level (or above). Core Concentrations are not permitted in a student's native language.

The Chinese Minor

In order to complete a minor in Chinese, students are placed at the appropriate level and are required to complete a minimum of three courses in the Chinese language, with at least one course being at the 300 level. Additionally students must complete one course from the listing below.

Note – Minors are not permitted in a student's native language.

Select one: Advanced Chinese Instruction

CHN	350	Advanced Chinese Topics
HIST	381	Critical Period and Topics in Asian History
PHIL	212	Eastern Philosophy
POLSC	430	Sp. Topics: China

Total of 18 credits

Graphic Design Communication

The Graphic Design Communication Major

Graphic Design is a professional discipline that synthesizes the creative process through distinct problem-solving methodologies, theories, and philosophies in order to develop an overall solution for a specific purpose and goal. A designer is curious about the world, interested in a variety of topics and typically is a life-long learner as they engage in research and analysis for every new challenge from different perspectives as critical thinkers and creative innovators. Therefore, the environment and academic expectations of a diverse plan of individualized study at RWU is an advantage for our graphic design communication graduates.

Our coaching methods integrate innovative teaching strategies to engage students in immersive, collaborative, and active learning in a contemporary blend of a liberal arts education integrating research, writing, and critical thinking skills with applied creative and technical skills. We expose students to the rigor and demands of a dynamic and rapidly evolving professional discipline on day one, in the foundation courses, and succinctly through the scaffolded curriculum requirements enabling students to discover methods that move from a designer as service provider to a designer as a cultural and economic collaborator.

We expose students to the practice and craft of Graphic Design on the ground level, assist in developing a portfolio in the foundation year that is continually evaluated through critique from professors and professionals alike, and encourage activity in the discipline through professional organizations and even immersive learning with community projects. Students who exhibit the propensity, proclivity, and passion for graphic design as majors will be mentored and must continue to meet base standards through evaluation in mandatory annual progressive portfolio reviews throughout their path in the program culminating in a final comprehensive portfolio and/or thesis. These mandatory reviews conducted by faculty and design professionals will typically occur at the end of each academic year for freshmen, sophomores, and juniors with a more intensive individualized critical analysis for students entering their final senior semester coursework. Any student who is not showing clear evidence of hitting certain benchmarks in the program, of growth in their work, or of continued development in technological skills will be notified in writing and mentored for a semester to improve their work for the next review.

At RWU, we recognize that many people may not realize the totality of the Graphic Design discipline until they have an opportunity to take a course. Therefore, we break down traditional boundaries allowing access to engage in the creative process in core concentration, minor

and a Bachelor of Arts major. In order to receive the best advising and matriculate thru the program effectively, we encourage declaration of the major as early as possible either upon admission to the University or once enrolled in a foundation level course.

DEGREE REQUIREMENTS

Majors pursuing the Bachelor of Arts in Graphic Design Communication must satisfy the University Core Curriculum requirements and the College speech requirement, COMM 210. Specific requirements of the program are outlined below. In addition, majors must complete sufficient electives to total 120 credits. Majors are encouraged to apply electives taken outside the major toward a minor or a second major.

There are twelve courses in the graphic design communication major. Nine of the requirements are studio courses in graphic design, which are hands-on courses taught in the graphic design communication lab. A lecture course on the history of graphic design, one internship, and a two-course sequence in one of the following areas is also required: anthropology, communication, computer information systems, or marketing. Graduating seniors display their work in the Senior Graphic Design Exhibition as part; of the Portfolio course (DSGN 450) to complete the major.

Required levels of academic achievement include a B average in all required graphic design courses.

Requirements for the Major

Graphic Design Courses:

DSGN	100	Introduction to Graphic Design Communication
DSGN	110	Introduction to Typography
DSGN	200	History of Design Communication
DSGN	210	Advanced Design Communication

Choose 3-300 level or special topics courses:

DSGN	300	Web Design Communication
DSGN	310	Brand Identity
DSGN	320	Publication Design
DSGN	430	Special Topics in Graphic Design

Note – Students must fulfill all of the above requirements prior to enrollment in DSGN 440

DSGN	440	Art Direction
DSGN	450	Portfolio
COOP	460	Internship

Electives

Choose one of the two-course sequences below:

Computer Information Systems

CIS	206	Introduction to Web Development
CIS	306	Web 2.0: Creative Expressive Web Sites

Marketing

MRKT	200	Principles of Marketing

And any 300-level marketing elective

Communication

COMM	101	Introduction to Mass Media
COMM	165	Introduction to Visual Communication

Anthropology

ANTH	100	Introduction to Cultural Anthropology

And any 200-level or above anthropology elective

The Graphic Design Communication Minor

DSGN	100	Introduction to Graphic Design Communication
DSGN	110	Introduction to Typography
DSGN	200	History of Design Communication
ANTH	100	Introduction to Cultural Anthropology

And two courses chosen from:

DSGN	210	Advanced Design Communication
DSGN	300	Web Design Communication
DSGN	310	Brand Identity
DSGN	320	Publication Design
DSGN	430	Special Topics in Graphic Design

History

The History Major

The study of history increases our capacity to think critically and to form independent judgments. Examination of various ages and cultures helps students understand the present world and intelligently anticipate the future.

The History Department encourages its majors to involve themselves in off-campus programs of study and internships, particularly the Department's Great Cities Program, which gives students the opportunity to experience directly and to enjoy the history and culture of some of the great cities of the world, such as London, Paris, Dublin, Jerusalem, Athens, Rome, Quebec City, Seoul and Mexico City.

DEGREE REQUIREMENTS

Majors pursuing the *Bachelor of Arts* in history must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, students must successfully complete the 14 courses listed below and a sufficient number of electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

HIST	101	History of Western Civilization I
HIST	102	History of Western Civilization II
HIST	151	United States History I
HIST	152	United States History II
HIST	203	Dimensions of History and Lab

History Electives:

Two Upper Level (300 or above) courses in European History
Two Upper Level (300 or above) courses in U.S. History
Two Upper Level (300 or above) courses in African, Asian and/or Latin American History
Two Upper Level (300 or above) History courses
and

HIST	420	Senior Seminar

Note: Upper-level American Studies courses may be used to satisfy United States History degree requirements.

The History/Secondary Education Dual Major

DEGREE REQUIREMENTS

Majors pursuing a dual major in History and secondary education must satisfy University Core Curriculum requirements, and the College speech requirement, COMM 210, all secondary education requirements, and the following 14 courses as specified

and sufficient electives to total 120 credits.

HIST	101	History of Western Civilization I
HIST	102	History of Western Civilization II
HIST	151	United States History I
HIST	152	United States History II
HIST	203	Dimensions of History and Lab

History Electives:

Two Upper Level (300 or above) courses in European History
Two Upper Level (300 or above) courses in U.S. History
Two Upper Level (300 or above) courses in African, Asian and/or Latin American History
Two Upper Level (300 or above) History courses

and

HIST	420	Senior Seminar

Note: Upper-level American Studies courses may be used to satisfy United States History degree requirements.

The History Minor

Any three of the following courses:

HIST	101	History of Western Civilization I
HIST	102	History of Western Civilization II
HIST	151	United States History I
HIST	152	United States History II

and three History electives at the 250- level or above.

International Relations

The International Relations Major

The international relations major seeks to promote a sophisticated understanding of the trans-boundary interactions of governments, organizations, cultures and people – both in terms of how such interactions exist today and how they can be improved in the future. In addition, the major seeks to help students cultivate practical analytical and communication skills that will foster professional excellence and personal achievement.

Because it is difficult to understand our dynamic and increasingly interdependent world through a single lens, the major works across multiple academic disciplines, while also providing students with the flexibility to focus upon subjects and themes of greatest interest to them. The major draws upon faculty and courses representing some twelve academic programs at RWU, including political science, history, economics, sociology, anthropology, communication, art and art history, and languages, among others.

To study international relations is to celebrate human endeavor, global diversity and new opportunities. At the same time, our world is deeply troubled. From the persistence of global poverty and disease to the threats posed by weapons of mass destruction and regional conflicts in Asia and the Middle East, global problems are many and often deeply disturbing. The aim of the international relations major is to give students the tools to flourish in the world while also encouraging students to use these tools to help make the world more secure, more prosperous, and more humane than it is at present. Students are encouraged to understand the world, as it really is, and also to engage themselves as global citizens working to make a difference.

DEGREE REQUIREMENTS

Majors pursuing the *Bachelor of Arts* in international relations must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, majors must complete five international relations foundation courses; a two-course sequence intended to promote intercultural negotiating skills; a minimum of eight thematically-related courses in one of four tracks: Globalization Studies; Culture and Identity; Area Studies: Europe; or Area Studies: Non-Western; and one final capstone course completing the major. Majors must demonstrate minimum proficiency in a foreign language, either by successful completion of courses at the 202-level or by test; and they must complete a sufficient number of general electives to total 120 credits. Independent study and study abroad are encouraged.

It is recommended that majors use core concentration requirements to enhance their knowledge of a single discipline or language—and to apply electives toward a related minor or second major.

Note: Double counting courses is not permitted in meeting requirements for the core concentration, a minor or a second major.

Foundation Requirements:

The following five courses are required of all majors and are prerequisites for many of the more advanced courses in the major.

POLSC	110	The US in World Affairs
ECON	112	Principles of Macroeconomics
HIST	102	History of Western Civilization II
SOC	100	Introduction to Sociology
POLSC	210	International Relations

Intercultural Negotiation Sequence:

All majors are required to take the following two courses. It is recommended that they be taken in the sequence which follows.

COMM	250	Intercultural Communication

Note: COMM 100 and COMM 101 are waived for IR majors as a prerequisite for COMM 250.

POLSC	335	International Negotiations

International Relations Tracks:

Majors are required to complete a minimum of eight thematically related courses from ONE of the following four tracks:

Track #1 – Globalization Studies

The *Globalization Studies* track examines ongoing transformations in international politics, economics and culture. The study of globalization focuses especially upon patterns of increasing interdependence and communication across cultures, as well as emerging systems of global governance and the roles of states, international organizations, multinational corporations and transnational activist networks. Courses are situated in fields such as political science, economics, sociology, anthropology, management studies, and environmental science.

Note: Courses marked with an "" may require a non-IR prerequisite.*

Requirements for this track:

POLSC	340	International Political Economy
MGMT	340	International Management
SOC	330	Globalization and Identity

Select One:

POLSC	346	Foreign Policies of Russia and China

or

POLSC	348	Rogue States, Allies, Regional Powers

Electives: Select Four electives drawn from:

AAH	122	History of Art and Architecture II
BIO	240	Concepts of Ecology*
BIO	312	Conservation Biology*
COMM	330	International Communication
ECON	350	International Trade*
ECON	360	International Macro Economics
POLSC	215	Strategy and National Security Policy
POLSC	221	Comparative Politics in the Third World
POLSC	327	Politics of the Middle East
POLSC	330	Revolution and Social Change
POLSC	334	United States and the Middle East
POLSC	346	Foreign Policies of Russia and China
POLSC	348	Rogue States, Allies, Regional Powers
POLSC	383	Global Environmental Politics
PSYCH	255	Social Psychology*
SOC	201	Social Stratification
SOC	350	Comparative Social Movements

Additional Elective Options are:

- Special topics courses and independent study with permission
- Participation in a Macro Seminar, Center for Macro Projects and Diplomacy.
- Courses from Study abroad or relevant internship. (A maximum of two could be counted against any two elective courses. Directly-related courses could, in addition, count against other IR courses.)
- Courses from the other tracks (up to two courses).

Track #2 – Culture and Identity

The *Culture and Identity* track explores how myriad cultural traditions around the globe have evolved and influenced each other throughout history and also shaped the formation of personal identity. While scholars today debate the possible emergence of a universal global culture, global communication has reinforced particular identities, attachments and allegiances along national, ethnic, religious and tribal lines. Courses are situated in fields such as anthropology, literature, sociology, communication, art and architecture, political science, psychology.

Note: Courses marked with an "" may require a non-IR prerequisite.*

Requirements for this track:

ANTH	100	Introduction to Cultural Anthropology

and

One Anthropology elective with International content (select one):

ANTH	220	Self, Culture and Society**
ANTH	356	World Cultures**
ANTH	380	Culture Change and Development**

***If a student selects either ANTH 220, ANTH 356 or ANTH 380, the student may not take the same course to fulfill the electives requirement below.*

and

SOC	330	Globalization and Identity
POLSC	321	Politics and Ethnic Conflict

and

Electives:

Select four electives drawn from:

ANTH	220	Self, Culture and Society
ANTH	356	World Cultures
ANTH	380	Culture Change and Development
AAH	122	History of Art and Architecture II
AAH	311	History of American Art*
AAH	312	History of Modern Art
AAH	313	Art and Architecture of Africa
AAH	323	Art and Architecture in the Islamic World
COMM	330	International Communication*
COMM	380	Visual Media in a Cultural Context*
ENG	290	British Literature II: From Romanticism to Modernism
ENG	301	Contemporary American Literature
ENG	320	Studies in Global Literatures*
ENG	360	Studies in Ethnic American Literature
MRKT	402	International Marketing*
PHIL	258	American Philosophy*
POLSC	302	Political Parties and Interest Groups*
POLSC	307	Gender in American Politics
POLSC	325	Modern European Politics
POLSC	327	Politics of the Middle East
POLSC	344	United States and the Middle East
POLSC	346	Foreign Policies of Russia and China
POLSC	348	Rogue States, Allies, Regional Powers
POLSC	383	Global Environmental Politics
PSYCH	255	Social Psychology*
PSYCH	335	Social and Emotional Development*
SOC	201	Social Stratification
SOC	230	Population and Society
THEAT	331	Modern Drama
THEAT	332	British Theatre and Performing Arts
THEAT	333	Asian Drama and Dance

Additional Elective Options are:

- Special topics courses and independent study with permission
- Participation in a Macro Seminar, Center for Macro Projects and Diplomacy.
- Courses from Study abroad or relevant internship. (A maximum of two could be counted against any two elective courses. Directly-related courses could, in addition, count against other IR courses.)
- Courses from the other tracks (up to two courses).

Track #3 – Area Studies: Europe

The *European Area Studies* track examines the history, politics, economics, literature, arts and cultural traditions of Europe. Particular attention is given to the pivotal role of Europe in shaping modernity as well as prospects for European-based international organizations, especially the European Union, to serve as prototypes in strengthening channels of global collaboration. The longstanding impact of Europe in propelling economic capitalism and political liberalism is examined alongside themes such as immigration and resurgent nationalism. Courses are situated in fields such as economics, history, political science, art and literature.

Note: Courses marked with an "" may require a non-IR prerequisite.*

Requirements for this track:

HIST	305	20th Century Europe

POLSC	120	Comparative Politics
POLSC	325	Modern European Politics
POLSC	346	Foreign Policies of Russia and China

Electives

Select four electives drawn from:

AAH	122	History of Art and Architecture II
ECON	360	International Macro Economics
ENG	320	Studies in Global Literatures
HIST	310	Studies in European History
HIST	331	19th Century Europe
PHIL	254	Contemporary Philosophy*
POLSC	326	Post Communist World
POLSC	340	International Political Economy
SOC	330	Globalization and Identity

Additional Elective Options are:

- Special topics courses and independent study with permission
- Participation in a Macro Seminar, Center for Macro Projects and Diplomacy.
- Courses from Study abroad or relevant internship. (A maximum of two could be counted against any two elective courses. Directly-related courses could, in addition, count against other IR courses.)
- Courses from the other tracks (up to two courses).

Track #4 – Area Studies: Non-Western

The *Non-Western Area Studies* track examines the history, politics, economics, literature, arts and cultural traditions of Asia, the Middle East, Africa and Latin America. Special attention is given to economic restructuring and political transitions to democracy in the aftermath of colonialism as well as communism. Courses are situated in fields such as anthropology, history, political science, sociology and management studies.

Note: Courses marked with an "" may require a non-IR prerequisite.*

Requirements for this track:

POLSC	120	Comparative Politics
POLSC	221	Comparative Politics in the Third World
POLSC	348	Rogue States, Allies, Regional Powers

Select one from:

HIST	381	Critical Periods and Topics in Asian History**
HIST	382	Critical Periods and Topics in African History**
HIST	383	Critical Periods and Topics Latin American History**

***If a student selects either HIST 381, HIST 382 or HIST 383, the student may not take the same course to fulfill the electives requirement below.*

Electives

Select four electives drawn from:

ANTH	356	World Cultures*
AAH	313	Art and Architecture of Africa
AAH	323	Art and Architecture in the Islamic World*
COMM	330	International Communication
ECON	360	International Macro Economics
HIST	381	Critical Periods and Topics in Asian History***
HIST	382	Critical Periods and Topics in African History***
HIST	383	Critical Periods and Topics Latin American History***

****A student may select one of HIST 381, 382 or 383 as an elective; which is in addition to the one HIST course required for the Non-Western track.*

PHIL	212	Eastern Philosophy*
POLSC	326	Post Communist World
POLSC	327	Politics of the Middle East
POLSC	330	Revolution and Social Change
POLSC	340	International Political Economy
POLSC	344	United States and the Middle East
POLSC	428	Mexican Politics
SOC	201	Social Stratification
SOC	330	Globalization and Identity

Additional Elective Options are:

- Special topics courses and independent study with permission.
- Participation in a Macro Seminar, Center for Macro Projects and Diplomacy.
- Courses from Study abroad or relevant internship. (A maximum of two could be counted against any two elective courses. Directly-related courses could, in addition, count against other IR courses.)
- Courses from the other tracks (up to two courses).

Capstone Course:

The capstone course is intended, in most cases, to reconnect students to the general interdisciplinary study of international relations; and to provide culmination—and real world context--for their personalized studies.

Note: Normally, to be taken second semester of senior year.

All majors are required to take either:

- A directed senior research project, independent study.
- Senior seminar, such as ANTH 460 Senior Seminar, HIST 420 Senior Seminar, or POLSC 460 Senior Seminar.

or

- POLSC 386 International Law and Organization—covering the management of international relations (including a substantial research paper).

Language and Study Abroad:

All students are required to demonstrate at least minimum proficiency in a foreign language, either by successful completion of courses at the 202-level or by test.

Students entering the major without a language are encouraged to use foreign language to meet the core concentration requirement.

Study abroad is strongly encouraged—consideration to be given with respect to substituting courses for the major, especially with respect to the tracked courses.

Note: As listed above under track electives, any two courses taken abroad or in a related internship could be used to count against up to two elective courses in a student's track provided they are international in content--even if the content of these courses does not substitute for the recommended electives.

Mathematics

The Mathematics Major

The mathematics curriculum provides preparation for graduate study and for a variety of careers in industry and government. There is enough flexibility in the program to allow a large choice of electives, and the program, when combined with further study in a second area, can provide an excellent foundation for graduate or professional study in the physical sciences, computer science, engineering, or business.

The major consists of 10 required courses, beginning with a two-semester calculus sequence These are followed by a five-course mathematics core and two major electives to be chosen from a specified list of alternatives. The capstone course of the program is a problem-solving seminar which is designed to draw upon all courses in the foundation and to develop the student's abilities in mathematical reasoning. Students are further advised to include courses in computer science and the history of mathematics in their studies.

Students wishing to teach mathematics at the secondary level must follow the Dual Major with Secondary Education and Mathematics. Students pursuing a double major in elementary education and mathematics may take either of the mathematics majors described below, but are encouraged to take the Dual Major with Secondary Education.

DEGREE REQUIREMENTS

Majors pursuing a *Bachelor of Science* in Mathematics must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, they must complete the following courses and a sufficient number of electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

MATH	213	Calculus I and Lab
MATH	214	Calculus II and Lab
MATH	221	Discrete Mathematics
MATH	331	Linear Algebra
MATH	351	Calculus of Several Variables
MATH	371	Real Analysis
MATH	390	Abstract Algebra
MATH	421	Problem Seminar

and two electives selected from: MATH 255, 301, 305, 315, 317, 330, 335, 340, 342, 370, 381, 431

The Applied Mathematics Major

The major consists of 12 mathematics courses and a two-course science sequence, both listed below. Interested students are advised to speak to the Mathematics Department Chairperson for information about research opportunities in the mathematical sciences or for help in choosing electives that will enhance their study.

DEGREE REQUIREMENTS

Majors pursuing a *Bachelor of Science* degree in Applied Mathematics must satisfy the University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, they must complete the following courses and a sufficient number of electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

Mathematics Core Courses:

MATH	213	Calculus I and Lab
MATH	214	Calculus II and Lab
MATH	221	Discrete Mathematics
MATH	331	Linear Algebra
MATH	351	Calculus of Several Variables

Required Foundation Mathematics Courses:

MATH	305	Mathematical Modeling
MATH	317	Differential Equations
MATH	342	Numerical Analysis

Select one Mathematical Analysis Course:

MATH	371	Real Analysis

or

MATH	381	Complex Analysis

and take:

MATH	255	Introduction to Mathematical Software

Select one Mathematical Statistics Course:

MATH	250	Biostatistics

or

MATH	315	Probability and Statistics

Capstone:

MATH	450	Research in Mathematical Sciences

Science Requirement: Select one of the following two course sequences:

BIO	103, 104	Biology I and II and Lab
CHEM	191, 192	Principles of Chemistry I and II and Lab
PHYS	201, 202	Physics I and II with Calculus and Lab

Note: The RWU catalog lists the CORE Science Requirement as either CORE 101 or a two-semester sequence of a lab science. The sequences in Biology, Chemistry or Physics listed above would satisfy this requirement.

The Mathematics and Secondary Education Dual Major

DEGREE REQUIREMENTS

Majors pursuing a dual major for secondary education must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, they must complete the following courses and a sufficient number of electives to total 120 credits.

**Note: There are no electives among the mathematics courses required for the double major with secondary education.*

MATH	213	Calculus I and Lab
MATH	214	Calculus II and Lab
MATH	221	Discrete Mathematics
MATH	315	Probability and Statistics
MATH	331	Linear Algebra
MATH	335	Topics for Secondary Mathematics Education
MATH	340	History of Mathematics
MATH	351	Calculus of Several Variables
MATH	390	Abstract Algebra
COMSC	110	Introduction to Computer Science I and Lab

The Mathematics Minor

MATH	213	Calculus I and Lab
MATH	214	Calculus II and Lab

and 3 additional mathematics courses.

Engineering students who wish to pursue a math minor would benefit by taking three of the following courses:

MATH	255	Introduction to Mathematical Software
MATH	305	Mathematical Modeling
MATH	315	Probably and Statistics
MATH	317	Differential Equations
MATH	331	Linear Algebra
MATH	330	Engineering Mathematics

or

MATH	351	Calculus of Several Variables
MATH	342	Numerical Analysis

Business students who wish to pursue a math minor would benefit by taking three of the following courses:

MATH	301	Linear Programming
MATH	315	Probability and Statistics
MATH	317	Differential Equations
MATH	331	Linear Algebra
MATH	342	Numerical Analysis

Science students who wish to pursue a math minor would benefit by taking three of the following courses:

MATH	255	Introduction to Mathematical Software
MATH	305	Mathematical Modeling
MATH	315	Probability and Statistics
MATH	317	Differential Equations
MATH	331	Linear Algebra
MATH	342	Numerical Analysis
MATH	351	Calculus of Several Variables

Computer Science students who wish to pursue a math minor would benefit by taking three of the following courses:

MATH	221	Discrete Mathematics
MATH	315	Probability and Statistics
MATH	331	Linear Algebra
MATH	342	Numerical Analysis
MATH	390	Abstract Algebra

The Computational Mathematics Minor

This Minor includes courses that emphasize practical computational methods and use of technology applied to problems in industry and the sciences. Note: Computational Mathematics may not serve as a minor for a Mathematics major.

MATH	213	Calculus I and Lab
MATH	214	Calculus II and Lab

and four of the following Mathematics courses:

MATH	221	Discrete Mathematics
MATH	255	Introduction to Mathematical Software
MATH	301	Linear Programming
MATH	305	Mathematical Modeling
MATH	317	Differential Equations
MATH	342	Numerical Analysis

or

MATH	331	Linear Algebra

Military Science

Army Reserve Officers Training Corps

Army Reserve Officers Training Corps (ROTC) is offered by the University and is available to all students. Physically qualified American citizens who complete the entire four-year program are eligible to be commissioned in the U.S. Army. Delayed entry into active service for the purpose of graduate study is available.

Military science course work is designed to complement other instruction offered at the University. Emphasis throughout is on the development of individual leadership ability and preparation of the student for future leadership roles in the Army. Professional military education skills in written communications, human behavior, history, mathematical reasoning, and computer literacy are fulfilled through required University Core Curriculum requirements and the military science curriculum.

There are three variations of ROTC available:

- *The Four-Year Program*: During the four-year program, students participate in required military science courses and activities. Attendance at a six-week advanced training camp is required between the third and fourth years. The eight courses required in this program are listed below.
- *The Two-Year Program*: The two-year ROTC program begins with a six-week Camp Challenge summer training session (with pay). After successful completion of Camp Challenge, the student enters the third year of ROTC and attends advanced camp during the next summer. Enlisted members of the Army National Guard or Army Reserves who have completed basic training can qualify for the two-year ROTC Simultaneous Membership Program.
- *The Three-Year Program*: The third variation consists of a three-year program for students who wish to enter ROTC during their sophomore year or who intend to complete their academic studies in three years. This program compresses the requirements for the basic course into one year.

Significant scholarship opportunities are available to students participating in the ROTC program. These scholarships are based on performance and not on financial need.

The Minor in Military Science

MS	101	Introduction to ROTC and the U.S. Army I
MS	102	Introduction to ROTC and the U.S. Army II
MS	201	Military Skills I
MS	202	Military Skills II
MS	301	Small Unit Leadership and Operations I
MS	302	Small Unit Leadership and Operations II
MS	401	Advanced Leadership and Management I
MS	402	Advanced Leadership and Management II

Note: A student with previous military training may be excused from MS 101 through and including MS 202.

Performing Arts Majors

The Dance/Performance Major

The Department of Dance and Performance Studies develops highly trained, creatively active and professionally oriented students with its unique curriculum. A Bachelor of Arts degree is offered in Dance/Performance. The program allows for individual attention from the faculty, all working professionals in the field.

Courses are offered in technique (Ballet, Contemporary, Modern, Mime, Movement Theatre, Ethnic and Social forms), choreography, history, pedagogy, movement analysis, kinesiology, performance techniques, and other special topic courses to keep students on the forefront of emerging topics of the field. The dance faculty guides students towards partnering the Dance major with another major/minor for a broad range of career options in addition to performance and choreography; examples include Dance/Psychology towards Dance and Movement Therapy, Dance/Secondary Ed for a Teaching Certification, Dance/Biology for Occupational or Physical Therapy, Dance/PR for work in the Communication field and Dance/Arts Management for non-profit or studio management. Our department offers live accompaniment for each technique class and gives opportunities for students to collaborate with our staff composer, facilitating crucial skills for work in professional dance fields. Students broaden their backgrounds in the related arts, foster perceptive appreciation and develop artistic discrimination. An audition is required for acceptance into the program.

An important option for Dance and Performance Studies majors is the semester-long Dancing in London Program. Students may spend the fall semester of their junior year in London working with an international faculty of technique teachers and choreographers. Students also attend dozens of dance and theater performances presented by British and international companies.

Each semester, the department welcomes to campus notable artists for teaching and choreographic residencies and performance collaborations. Artists have included Seán Curran, Doug Elkins, Molissa Fenley, Billy Siegenfeld, Meredith Monk, Kate Weare, Neta Pulvermarcher, Tiffany Mills, Christina Robson, Jean Abreu, Jason Aryeh, Hilary Easton, Takehiro Ueyama, Jorge Crecis, TJ Lowe and K.J. Holmes.

DEGREE REQUIREMENTS

The Dance/Performance major must satisfy University Core Curriculum requirements. In addition, majors must successfully complete the 42 credits listed below and sufficient electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major. Majors are also required to participate in a technique class every day and maintain a satisfactory level of competence. Progress is evaluated by faculty each semester.

Foundation Courses – Required – 9 credits

DANCE	101	The Creative Athlete
DANCE	290	Introduction to Choreography
DANCE	310	Dance History

Technique Studies Courses – Required – 15 credits

DANCE	210	Ballet I

and a minimum of 12 credits in Upper Level Technique courses taken from the following:

DANCE	211	Ballet II
DANCE	220	Intermediate Contemporary Modern Technique and Improvisation I
DANCE	221	Intermediate Contemporary Modern Technique and Improvisation II
DANCE	301	Intermediate Contemporary Modern Technique and Improvisation III
DANCE	302	Intermediate Contemporary Modern Technique and Improvisation IV
DANCE	320	Advanced Technique and Improvisation I
DANCE	321	Advanced Technique and Improvisation II
DANCE	401	Advanced Technique and Improvisation III
DANCE	402	Advanced Technique and Improvisation IV

A daily technique class in Modern, Jazz, and/or Ballet (credit or audit) is required of all majors.

Theory and Performance Studies Courses – 18 credits

Choose 6 out of the following 8 courses:

DANCE	131	Mime Workshop
DANCE	340	Performance Lab and Movement Analysis
DANCE	390	Advanced Choreography
DANCE	425	Kinesiology for Dancers
DANCE	435	The Performance Artist in Society
DANCE	440	Movement Theatre
DANCE	460	Teaching Techniques, Dance Pedagogy, and Musical Concepts

Note: Students completing Dance Teacher Certification are required to take DANCE 161 and DANCE 460.

The PK-12 Dance/Education Dual Major

DEGREE REQUIREMENTS

Majors pursuing a dual major in Dance and Education must satisfy University Core Curriculum requirements, and the College speech requirement, COMM 210, all education requirements, the following 45 credits as specified and sufficient electives to total 120 credits.

Foundation Courses – Required – 9 credits

DANCE	101	The Creative Athlete
DANCE	290	Introduction to Choreography
DANCE	310	Dance History

Dance Teacher Certification – Required 3 credits

*DANCE	161	Tap and Theatre Dance Styles I

Technique Studies Courses – Required – 15 credits

DANCE	210	Ballet I

and a minimum of 12 credits in Upper Level Technique courses taken from the following:

DANCE	211	Ballet II
DANCE	220	Intermediate Contemporary Modern Technique and Improvisation I
DANCE	221	Intermediate Contemporary Modern Technique and Improvisation II
DANCE	301	Intermediate Contemporary Modern Technique and Improvisation III

DANCE	302	Intermediate Contemporary Modern Technique and Improvisation IV
DANCE	320	Advanced Technique and Improvisation I
DANCE	321	Advanced Technique and Improvisation II
DANCE	401	Advanced Technique and Improvisation III
DANCE	402	Advanced Technique and Improvisation IV

A daily technique class in Modern, Jazz, and/or Ballet (credit or audit) is required of all majors.

Theory and Performance Studies Courses – 18 credits

Choose 6 out of the following 8 courses: DANCE 460 required

DANCE	131	Mime Workshop
DANCE	340	Performance Lab and Movement Analysis
DANCE	390	Advanced Choreography
DANCE	425	Kinesiology for Dancers
DANCE	435	The Performance Artist in Society
DANCE	440	Movement Theatre
*DANCE	460	Teaching Techniques, Dance Pedagogy, and Musical Concepts

**Note: Students completing Dance Teacher Certification are required to take DANCE 161 and DANCE 460.*

The Dance/Performance Minor

DANCE	101	The Creative Athlete

Four Dance Technique Classes or a total of twelve credits in Dance Technique. (Placement made through consultation with a member of the dance faculty.)

and one of the following:

DANCE	290	Introduction to Choreography
DANCE	310	Dance History
DANCE	350	British Dance and Performance Art: London
DANCE	425	Kinesiology for Dancers
DANCE	435	The Performance Artist in Society

The Music Major

The Music Major at Roger Williams University offers a solid foundation in music theory, the principle musical styles in western culture, and provides an introduction to the music of various world cultures. This degree program leads to a Bachelor of Arts in Music.

Students study the elements of music and explore their application in various compositional formats. They consider the evolution of popular music styles as well as the classical forms that have characterized and helped define western culture. The Roger Williams University Music Major offers two unique tracks that reflect the mission of the University. The "Music & Culture" track highlights performance and world culture through music, and the "Music & Technology" track explores 21st century developments in music, as influenced by new electronic and computer technologies.

The Music Major and Minor also include an Applied Music component, requiring private instrument, voice, and/or composition lessons, as well as participation in one of Music's for-credit ensembles. Although there is a lab fee for the private lessons, it is waived for students pursuing a Major or Minor in Music, as long as they remain in good standing. Eligibility for the fee waiver will be determined each semester by the Music faculty, and will depend on the student's progress, as measured by their end-of-semester lesson juries and their successful and timely completion of required Music courses for the Major or Minor.

DEGREE REQUIREMENTS

Students pursuing the *Bachelor of Arts in Music* must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. Music majors will be required to pass Music 170 Basic Musicianship with a C or better or, upon entrance to the program, demonstrate their knowledge in the basics of music theory through written and oral examination. In addition, all majors must complete the Foundation Requirement (24 credits) and the additional credits in either Track 1: Music and Culture (19 additional credits, 43 total) or Track 2: Music and Technology (20 additional credits, 44 total).

Foundation Requirements (24 credits, required of all majors):

Western Music Tradition (3 credits)

MUSIC	211	Evolution of Musical Style

Music Theory (12 credits all required)

(These courses lay the foundation in theory and basic skills for the study of Western Music. Music 170 Basic Musicianship or test-out is required before a student can enroll in Music 270.)

MUSIC	270	Music Theory and Composition I
MUSIC	271	Aural Skills I (1 credit, co-requisite with MUSIC 270)
MUSIC	370	Music Theory and Composition II
MUSIC	371	Aural Skills II (1 credit, co-requisite with MUSIC 370)
MUSIC	470	Music Theory and Composition III
MUSIC	471	Aural Skills III (1 credit, co-requisite with MUSIC 470)

World Culture Through Music Series (6 credits)

Select two (2) of the following courses:

MUSIC	310	Music in the USA
MUSIC	311	Music of Latin America and Caribbean
MUSIC	312	Music of China & Japan
MUSIC	313	Music of India & Middle East
MUSIC	314	Music of Indigenous Peoples

Final Project (3 credits)

The Final Project must be approved by Music faculty.
Select one of the following courses:

MUSIC	480	Thesis, Composition, or Recital
MUSIC	460	Internship

Track #1 – Music and Culture (19 additional credits)

Building on the Foundation courses, the Music and Culture track explores the role of music in the world today through performance and study of music history.

Music and Culture Requirements

Western Music Tradition (3 credits)

MUSIC	212	Great Personalities in Music

World Culture Through Music Series (3 credits)

One (1) course from the WCTM series (Music 310-314), taken in addition to the two required for the Music Foundation.

Music Elective (3 credits)

One additional 3-credit music course, 200-level or above. May not be fulfilled by Applied Music or Ensemble credits.

Applied Music Requirement

Note: Applied Music courses are each one credit and may be repeated for required totals.

Ensemble Requirement (take 4 credits from the following)

MUSIC	141	Chorus
MUSIC	151	Instrumental Ensemble

Music Lesson Requirement: (take 6 credits)

Students must take at least one (1) semester of piano lessons and at least four (4) semesters in their primary instrument, or voice or composition; the final one (1) credit may be in any area.

MUSIC	231	Piano
MUSIC	232	Guitar
MUSIC	233	Voice
MUSIC	234	Composition

Track #2 – Music and Technology (20 additional credits)

Music and Technology Requirements

Western Music Tradition (3 credits)

MUSIC	213	Music of the 20th Century and Beyond

Music Technology (9 credits)

MUSIC	220	Intro to Music and Computers
MUSIC	320	Electronic & Computer Music I
MUSIC	420	Electronic & Computer Music II

Music Elective (3 credits)

One additional 3-credit music course at the 200-level or above; may not be fulfilled by one-credit Applied Music or Ensemble courses.

Applied Music Requirement

Note: Applied Music courses are each one credit and may be repeated for required totals.

Ensemble Requirement (2 credits)

MUSIC	152	Digital Music Ensemble

Music Lesson Requirement: (3 credits)

Students must take at least one (1) semester of piano lessons and at least 2 semesters in their primary instrument, or voice or composition.

MUSIC	231	Piano Lessons
MUSIC	232	Guitar Lessons
MUSIC	233	Voice Lessons
MUSIC	234	Music Composition Lessons
MUSIC	239	Other Instrument Lessons

The Music Minor

MUSIC	161	The Art of Rock and Roll
MUSIC	170	Basic Musicianship
MUSIC	211	Evolution of Musical Style
MUSIC	212	Great Personalities in Music

And one of the following:

MUSIC	261	Jazz Styles and History
MUSIC	270*	Music Theory and Composition I
MUSIC	271*	Aural Skills I
MUSIC	299	Special Topics in Music
MUSIC	310	Music in the USA
MUSIC	311	Music of Latin America & Caribbean
MUSIC	312	Music of China & Japan
MUSIC	313	Music of India & Middle East
MUSIC	314	Music of Indigenous Peoples

*Note MUSIC 270 and MUSIC 271 must be taken together

and 3 credits from the following:

MUSIC	141	Chorus
MUSIC	151	Instrumental Ensemble
MUSIC	231	Piano Lessons
MUSIC	232	Guitar Lessons
MUSIC	233	Voice Lessons

The Performing Arts Major

The Performing Arts major involves an interdisciplinary study of dance, music, and theatre leading to a Bachelor of Arts degree in the Performing Arts. While each of the Performing Arts is a distinct discipline, they have historically drawn from each other in both theory and practice. The Performing Arts major is a cross disciplinary major encouraging students to broaden their perspectives and the range of their skills. It is intended for the liberal arts student seeking to attain a broad based knowledge of the performing arts and for the student seeking to build skills that cross traditional disciplines. Its practical application might be as a basis for a career in arts management, education, or as a foundation in such fields as musical theatre performance, which synthesize all the arts.

The major seeks to acquaint students with the commonalities shared by all three fields and to provide specialized understanding and mastery of two. The major also seeks to provide a solid understanding of the history and theory in the Performing Arts with experience in the practical application of the discipline through studio courses and through the department's performance programs. Students are encouraged to participate in the London Study Abroad program, which focuses on exposure to the Performing Arts.

Degree Requirements

Performing Arts Majors must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. Students should formulate a specific program of study in consultation with the Performing Arts faculty. Students must complete the requirements below, a minimum of 42 credits within the major and sufficient electives to total at least 120 credits.

Foundation Courses (19 credits required)

(these courses lay the foundations of theory and practice in each discipline)

Music:

MUSIC	170	Basic Musicianship or MUSIC 270 Music Theory & Composition I
MUSIC	211	Evolution of Musical Styles

Dance:

DANCE	101	Creative Athlete or DANCE 310 Dance History
DANCE	161	Introduction to Dance Technique (or higher)

Theatre:

THEAT	130	Art of the Theatre
THEAT	122	Stagecraft (1 credit)
THEAT	110	Introduction to Acting or THEAT 123 Design for the Theatre

23 additional credits in the Performing Arts

9 credits must be at the 300 level or above

A full list of courses and descriptions are found in the sections of the catalogue devoted to each discipline.

Interdisciplinary Requirement
Beyond the Foundation courses, 6 credits each must be from two different Program areas.
(In Music only a maximum of three credits in MUSIC 141 Chorus or MUSIC 151 Instrumental Ensemble may be used to fulfill this requirement.)

Theory/History Requirement
6 additional Credits in Theory/History from any program (these courses must be in addition to courses taken to fulfill the foundation requirement)

DANCE	101	The Creative Athlete
DANCE	290	Introduction to Choreography
DANCE	310	Dance History
DANCE	340	Performance Lab
DANCE	350	British Dance & Performance Art
DANCE	425	Kinesiology for Dancers
DANCE	435	The Performance Artist in Society
DANCE	440	Movement Theatre
MUSIC	212	Great Personalities in Music
MUSIC	270	Music Theory and Composition I
MUSIC	310	Music in the USA
MUSIC	311	Music of Latin America & Caribbean
MUSIC	312	Music of China & Japan
MUSIC	313	Music of China & Middle East
MUSIC	314	Music of the Indigenous Peoples
THEAT	230	Theatre History I
THEAT	231	Theatre History II
THEAT	330	Theatre of Shakespeare
THEAT	331	Modern Theatre and Drama
THEAT	332	British Theatre and Performing Arts
THEAT	333	Asian Drama and Dance
THEAT	334	Contemporary Drama
THEAT	431	Drama Theory and Criticism

The Performing Arts Minor

Minor in the Performing Arts: A total of 18 credits
Three credits from each of the three program foundation areas below (9-10 credits total):

Music:

MUSIC	170	Basic Musicianship
MUSIC	211	Evolution of Musical Styles
MUSIC	270	Music Theory & Composition I

Dance:

DANCE	101	Creative Athlete
DANCE	161	Introduction to Dance Technique (or higher)
DANCE	310	Dance History

Theatre:

THEAT	110	Introduction to Acting
THEAT	122	Stagecraft Lab
THEAT	123	Design for the Theatre
THEAT	130	Art of the Theatre

At least three credits must be from studio/performance courses from any program (below listed courses).

Dance:

DANCE	131	Mime Workshop
DANCE	150	Introduction to Dance Technique
DANCE	161, 162	Tap and Theatre Dance Styles I, II
DANCE	200, 201	Elementary Modern/Jazz Technique
DANCE	210, 211	Ballet I, II
DANCE	220, 221, 301, 302	Intermediate Modern/Jazz Technique
DANCE	225	Intermediate Technique: London
DANCE	314, 315, 316, 317, 318, 319	Repertory and Performance I-VI
DANCE	320, 321, 401, 402	Advanced Technique and Improvisation I, II, III, IV
DANCE	325	Advanced Technique: London

Music:

MUSIC	131	Piano Lessons – Non-Majors/Non-Minors Only
MUSIC	132	Guitar Lessons – Non-Majors/Non-Minors Only
MUSIC	133	Voice Lessons – Non-Majors/Non-Minors Only
MUSIC	141	Chorus
MUSIC	151	Instrumental Ensemble
MUSIC	170	Basic Musicianship
MUSIC	171	Basic Musicianship for Elementary Education and Lab
MUSIC	231	Piano Lessons – Majors/Minors Only
MUSIC	232	Guitar Lessons – Majors/Minors Only
MUSIC	233	Voice Lessons – Majors/Minors Only

Theatre:

THEAT	110	Acting I
THEAT	122	Stagecraft
THEAT	123	Design for the Theatre
THEAT	140, 141	Musical Theatre Workshop
THEAT	210	Acting II
THEAT	220	Intermediate Design
THEAT	300, 301	Drama in Production
THEAT	310, 311	Acting Studio
THEAT	312	Acting Workshop
THEAT	320, 321	Design Studio
THEAT	322	Theatre Design Workshop
THEAT	340	Directing

At least three credits must be from theory/literature courses from any program (listed below).

At least one of these courses must be at the 300 level or above.

DANCE	101	The Creative Athlete
DANCE	290	Introduction to Choreography
DANCE	310	Dance History
DANCE	340	Performance Lab and Movement Analysis
DANCE	350	British Dance & Performance Art: London
DANCE	425	Kinesiology for Dancers
DANCE	435	The Performance Artist in Society
DANCE	440	Movement Theatre
MUSIC	212	Great Personalities in Music
MUSIC	270*	Music Theory and Composition I
MUSIC	271*	Aural Skills I
MUSIC	310	Music in the USA
MUSIC	311	Music of Latin America & Caribbean
MUSIC	312	Music of China and Japan
MUSIC	313	Music of India & Middle East
MUSIC	314	Music of Indigenous Peoples

THEAT	230	Theatre History I
THEAT	231	Theatre History II
THEAT	330	Theatre of Shakespeare
THEAT	331	Modern Theatre and Drama
THEAT	332	British Theatre and Performing Arts
THEAT	333	Asian Drama and Dance
THEAT	334	Contemporary Drama
THEAT	431	Drama Theory and Criticism

The Theatre Major

Theatre is unique in the range and breadth of its areas of study. It has a rich history, literature, and body of critical theory as well as a number of skill areas where knowledge is put into practice. The sequence of courses in theatre is designed to provide an understanding of each of these areas. The program aims to provide each student with a well-rounded, general mastery of all areas of the art of theatre. In addition, study of the theatre opens a window to the history of our society and culture in a variety of historical contexts. As its particular focus and in keeping with the mission of Roger Williams University, the Theatre Department offers a liberal arts theatre degree with a strong emphasis on practical learning and professional skills.

The theatre program includes a major, a minor, and a Core Concentration. Beyond their more general studies, many students pursue specialization tracks through a series of courses and production experiences in the areas of performance or design. The tracks culminate in capstone experiences such as Senior Projects in performance, design, production, research or with professional internships.

From the beginning of their program, students' mastery of lessons learned in the classroom is supported by the Department's active production program. The Department offers a number of public performances each semester providing theatre students, the University community, and the region beyond the University with an exposure to a wide range of styles and types of theatre. During their four years at the University, students have the opportunity to work on and see a broad sampling of our theatrical heritage, ranging from the classics, such as Shakespeare and Greek tragedy, to plays drawn from the modern repertory. Special emphasis is given to the musical theatre.

Productions vary from student-directed one-act plays and Senior Projects to the larger and more elaborate faculty-designed-and-directed full-length plays. As part of their program, students are expected to participate in all aspects of the theatrical process: backstage, on stage, control booth, publicity, and front of house.

While the production program is an integral part of the theatre program, it is open to all students in the University regardless of their major course of study. The same is true of membership and participation in the Stage Company, the student drama club.

An important element in the overall design of the program is the semester-long London Theatre Program. Since 1971, theatre students have spent the fall semester of their junior year in London under the direction of the Roger Williams theatre faculty and a group of English theatre professionals. They see over 40 plays, concerts, dance events, and exhibitions, study the practical workings of various professional theatres and meet with a range of working theatre practitioners. The full schedule of classes taken by students in London combines theatre studies with courses that provide a broad background in the culture and history of England and Europe. These include field trips to every corner of London and many sites around England.

Many graduates of the theatre program pursue careers in a wide range of the theatrical arts: film, television, and the live theatre. Others have become educators. Theatre graduates can be found teaching on all levels, from elementary to university. Increasingly, those students interested in professional or teaching careers continue their studies through advanced academic and professional degrees in graduate schools throughout the country. But as befits a liberal arts program, many of our students take the research, analytical, organizational, and communication skills that are fundamental to the theatre arts and apply them to a wide variety of business and creative pursuits. Regardless of their ultimate career paths, theatre graduates take with them a deep appreciation of theatre as an art and of its place in our culture.

DEGREE REQUIREMENTS

Majors pursuing the Bachelor of Arts in theatre must satisfy all University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, the theatre major must successfully complete 43 credits from the requirements listed below and sufficient electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

THEAT	110	Acting I
THEAT	122	Stagecraft (1 credit)
THEAT	123	Design for the Theatre
THEAT	130	The Art of the Theatre
THEAT	140	Musical Theatre Workshop (2 credits)
THEAT	141	Musical Theatre Workshop (1 credit)
THEAT	200	Theatre Practicum (1 credit, taken 3 times)
THEAT	230	Theatre History I
THEAT	231	Theatre History II
THEAT	232	Stage Management
THEAT	340	Directing

Three Dramatic Literature/History/Theory courses taken from:

THEAT	330	Theatre of Shakespeare
THEAT	331	Modern Theatre and Drama
THEAT	332	British Theatre and Performing Arts
THEAT	333	Asian Drama and Dance
THEAT	334	Contemporary Drama
THEAT	431	Drama Theory and Criticism

6 credits of Theatre electives.

Students may choose to use their elective credits to concentrate in either the Acting or Design Track. The requirements for these tracks are:

Acting Track

THEAT	210	Acting II
THEAT	310	Acting Studio

Design Track

THEAT	220	Intermediate Design
THEAT	320	Design Studio

The Theatre Minor

THEAT	110	Acting I

THEAT	122	Stagecraft (1 credit)
THEAT	123	Design for the Theatre
THEAT	130	The Art of the Theatre

one of the following courses

THEAT	230	Theatre History I
THEAT	231	Theatre History II
THEAT	330	Theatre of Shakespeare
THEAT	331	Modern Theatre and Drama
THEAT	333	Asian Drama and Dance
THEAT	334	Contemporary Drama
THEAT	431	Drama Theory and Criticism

and

Five (5) credits of Theatre electives

Theatre Minor – London Option

THEAT	130	The Art of the Theatre

One Theatre three-credit elective and four approved three-credit courses taken as part of the London Theatre Program.

The London Theatre Program

Instituted in 1971 to provide theatre students with an opportunity to see the finest theatre in the world, the program serves a limited number of students from other academic areas as well and is offered in the fall semester of alternate academic years.

London is the ideal city for students of the theatre and drama. Not only does London offer a greater quantity of productions than one could experience elsewhere, but its theatre fare is also panoramic, encompassing a broad range of periods and styles. Attendance at a large number of events is a part of the program. Courses build on the opportunities that the English site provides with frequent field trips and guest speakers. In addition to their focus on British theatrical arts, courses are multi-disciplinary, offering a wide and varied experience of European history and culture.

Philosophy

The Philosophy Major

The philosophy major develops skills in careful reading, critical thinking, and clear, effective writing which enable the student to engage in the activity of philosophy. This program introduces students to the discipline, acquaints them with the world's major philosophic figures and the problems with which they wrestled, and encourages majors to pursue their own avenues of philosophic inquiry. Each student's program culminates with a senior thesis which demonstrates the student's ability to analyze and critically evaluate an important philosophical issue.

DEGREE REQUIREMENTS

Majors pursuing the *Bachelor of Arts* in philosophy must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, philosophy majors must successfully complete the 12 courses listed below and a sufficient number of electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

PHIL	200	Ethics
PHIL	205	Logic
PHIL	251	Ancient Philosophy
PHIL	253	Modern Philosophy
PHIL	310	Special Studies in Philosophy
PHIL	333	Epistemology
PHIL	366	Metaphysics
PHIL	480	Senior Seminar I
PHIL	481	Senior Seminar II

and three Philosophy electives

The Minor in Philosophy

PHIL	200	Ethics
PHIL	205	Logic
PHIL	251	Ancient Philosophy
PHIL	253	Modern Philosophy
PHIL	333	Epistemology

or

PHIL	366	Metaphysics

One Philosophy elective

Physics Studies

Physics is an important component of both a liberal and a technical education. Students of physics develop critical thinking and analytical reasoning skills, and come to appreciate the central role of physics in the development of science. The courses taught in this area present a clearly defined approach to science based on observation, quantitative experiments, and mathematical theory.

There are two alternative sequences of physics courses offered: PHYS 109 and 110, Physics I and II Algebra-Based, and PHYS 201 and 202, Physics I and II with Calculus. Check the requirements of your major to determine the required sequence.

The Minor in Physics

Physics is the fundamental science, providing a theoretical and mathematical foundation for all other fields of science. The modeling skills students learn by studying physics make it a useful and employable liberal arts field with a wide range of applications to biology, chemistry, medicine and health professions, mathematics, computer science, engineering, business, and law. Physics students are among the highest scorers on the MCAT and the LSAT. A physics minor with a range of available courses will allow a student to choose upper level physics classes with an emphasis on their own interests and future plans, enhancing any liberal arts or professional program with a solid mathematical, computational, and theoretical background in the field.

Physics minors will take a minimum of 18 credits in physics and math from the courses listed below.

Requirements for a Minor in Physics

PHYS	201	Physics I with Calculus and Lab
PHYS	202	Physics II with Calculus and Lab

and

Select 10 credits from the following courses:

PHYS	240	Introductory Astronomy & Lab
PHYS	320	Modern Physics
PHYS	330	Physical Oceanography with Lab
PHYS	350	Computational Physics
PHYS	420	Quantum Mechanics
PHYS	430	Special Topics in Physics
MATH	370	Advanced Calculus for the Physical Sciences

Political Science

The Political Science Major

The study of politics at RWU covers the institutions, processes and pre-dispositions by which human affairs are governed, both nationally and internationally. The program offers students a comprehensive and balanced selection of courses, exposing them to the traditional subfields of the discipline: American national politics, international relations, comparative politics, political theory, public administration, and public policy. Courses are designed to broaden student horizons and to improve student proficiency in critical analysis. Courses are also intended to provide a basis for intelligent citizenship, increase capacity for community service, and orient students toward a life-long interest in learning. Internships, independent study, and study abroad are encouraged. The study of politics at RWU develops skills that are useful for law school and legal careers, business careers, various international and public policy careers, as well as for careers in politics per se.

DEGREE REQUIREMENTS

Majors pursuing the *Bachelor of Arts* in political science must satisfy University Core Curriculum requirements and the College speech requirement, COMM 210. In addition, majors must complete three political science foundation courses; nine advanced courses, with at least four each from the American National Politics/Political Theory category and the International Relations/Comparative Politics category; plus a two-course research sequence in political science; plus a sufficient number of general electives to total 120 credits. Majors are encouraged to apply electives toward a minor or second major.

The three courses listed below are required of all majors and are prerequisites for advanced courses in the relevant subfields.

POLSC	100	American Government and Politics
POLSC	110	The United States in World Affairs
POLSC	120	Comparative Politics

Nine other political science courses are also required. At least four must be completed from each of the following two categories.

American National Politics

POLSC	200	The Constitution and American Politics
POLSC	202	Congress and the Legislative Process
POLSC	203	The American Presidency
POLSC	260	Public Administration
POLSC	301	Campaigns and Elections
POLSC	302	Political Parties and Interest Groups
POLSC	303	Politics and the Media
POLSC	304	Public Opinion
POLSC	305	Judicial Politics
POLSC	306	Political Attitudes and Behavior
POLSC	307	Gender in American Politics
POLSC	308	Race and Ethnicity in American Politics
POLSC	309	Film and Politics
POLSC	350	Political Theory
POLSC	361	State and Local Government
POLSC	362	Urban Politics
POLSC	375	Health Policy
POLSC	380	Public Policy
POLSC	383	Global Environmental Politics
POLSC	400	Washington Internship
POLSC	401	Washington Public Policy Seminar
POLSC	402	Washington Independent Research Project
POLSC	430	Special Topics (American National Politics or Political Theory topic)
POLSC	440	Independent Research Project

International Relations/Comparative Politics/Political Theory

POLSC	210	International Relations
POLSC	212	Model United Nations
POLSC	215	Strategy and National Security Policy
POLSC	221	Comparative Politics in the Third World
POLSC	309	Film and Politics
POLSC	321	Politics and Ethnic Conflict
POLSC	325	Modern European Politics
POLSC	326	Post-Communist World
POLSC	327	Politics of the Middle East
POLSC	328	Politics of Latin America
POLSC	330	Revolution and Social Change
POLSC	335	International Negotiation
POLSC	340	International Political Economy
POLSC	346	Foreign Policies of Russia and China
POLSC	348	Rogue States, Allies, and Regional Powers
POLSC	350	Political Theory
POLSC	383	Global Environmental Politics
POLSC	386	International Law and Organization
POLSC	428	Mexican Politics
POLSC	429	Cultures in Contact: Mexico Today
POLSC	430	Special Topics (International Relations or Comparative Politics topic)
POLSC	440	Independent Research Project

and

a two course research sequence – examining in depth a topic chosen by the student – completes the major:

POLSC	240	Research Methods in Political Science
POLSC	442	Senior Research Seminar

The Political Science Minor

POLSC	100	American Government and Politics

one of the following:

POLSC	110	The United States and World Affairs
POLSC	120	Introduction to Comparative Politics

and

Any four (4) upper-level courses provided that at least one of these is from the American National Politics category and one is from the International Relations/Comparative Politics category.

The Professional and Public Writing Minor

This minor aims to prepare students to write confidently and effectively in professional and public situations. Students can choose to focus on professional writing, where they analyze and produce genres required by employers; public writing, where they study and engage in meaningful social action through written texts; or a combination of courses tailored to the student's own interests. Students will write purposefully, imaginatively, and persuasively in, across, and beyond their college courses. The minor provides excellent preparation for students whether they are pursuing graduate school, law school, or want a significant edge in the professional world or within their communities.

Requirements for the Minor in Professional and Public Writing

WTNG	102	Expository Writing

and

Select two (2) WTNG courses at the 200 Level of above from the following list of courses

WTNG	200	Critical Writing for the Humanities and the Social Sciences
WTNG	220	Critical Writing for the Professions*
WTNG	230	Rhetoric of Film: Writing about Film*
WTNG	250	Advanced Composition*
WTNG	270	Travel Writing*
WTNG	299	Special Topics in Writing *

Select two (2) WTNG courses at the 300 Level or above from the following list of courses

WTNG	300	Rhetoric in a Global Context*
WTNG	301	The Rhetoric of Narrative*
WTNG	302	Art of Writing: Forms of the Essay*
WTNG	303	Environmental Rhetoric*
WTNG	305	Writing the City*
WTNG	311	Technical Writing*
WTNG	320	Writing for Business Organizations*
WTNG	321	Multimodal Writing in Public Spheres*
WTNG	322	Advancing Public Argument*

Select one (1) course at the 400 Level or above from the following list of courses

WTNG	400	Writing for Social Change
WTNG	430	Special Topics
WTNG	460	Writing Studies Internship
WTNG	470	The Writing Thesis/Portfolio

**This course meets the 200 level University writing requirement for the Core Curriculum.*

Psychology

The Psychology Major

Psychology majors possess the methods and skills that enable them to evaluate published research and think critically about their own ideas and those of others. They are prepared to apply these methods to the problems of community and of the larger society. They are capable of tolerance for the views of others and able to appreciate the value of diversity. The psychology graduate is well prepared for advanced study in psychology and other fields. In addition, the psychology graduate has the skills useful for a wide range of careers, including human resources, management, marketing, and the mental health professions.

DEGREE REQUIREMENTS

Majors pursuing the Bachelor of Arts in psychology must satisfy University Core Curriculum requirements, the College speech requirement, COMM 210; a mathematics course at the level of MATH 124 or above (MATH 124 is recommended); the courses listed below, and a sufficient number of electives to total 120 credits. Majors are encouraged to apply electives to a minor or second major.

PSYCH	100	Introduction to Psychology
PSYCH	240	Quantitative Analysis
PSYCH	340	Research Methods
PSYCH	440	Experimental Psychology with Laboratory
PSYCH	446	Seminar in Psychology
PSYCH	499	Applied Practicum in Psychology

Alternate Courses

Students are allowed to substitute one of the following courses for PSYCH 499 Applied Practicum in Psychology. Please note that PSYCH 451 Senior Thesis has a prerequisite of PSYCH 450 Research in Psychology.

PSYCH	498	Research Practicum in Psychology
PSYCH	451	Senior Thesis in Psychology

Students must take one course from each of the following content areas. At least three courses must be at the 300-level or higher.

Clinical/Psychopathology

PSYCH	250	Introduction to Theories of Personality
PSYCH	280	Introduction to Psychopathology
PSYCH	315	Introduction to Clinical Psychology
PSYCH	320	Forensic Psychology
PSYCH	356	Counseling: Theory and Skills

Diversity

PSYCH	220	Psychology of Women
PSYCH	230	Psychology of Men
PSYCH	295	Introduction to Cross-Cultural Psychology
PSYCH	360	Multicultural Psychology
PSYCH	395	Themes in Cultural Psychology
PSYCH	419	Psychology of Religion

Additional Six-Credits

Course Credits

Students take an additional six credits in psychology courses

Psychology 4+1 Program; Master of Arts in Forensic Psychology

The 4+1 Program will allow qualified undergraduate psychology majors the opportunity to begin advanced study during their senior year, thus enabling them to complete advanced study in forensic psychology in less time than would generally be required to complete a comparable advanced degree. In this newly developed program, undergraduate psychology majors will have the opportunity to begin working on a master's degree during their senior year and have those credits count for both the BA and MA degrees. Students discuss their plans to pursue this program with their advisor in their freshman year. Application into the program takes place through the psychology department with the assistance of the graduate program director early in the student's second year. During this time, admissions requirements are discussed along with the timeline for completing the GRE (typically in the student's third year as an undergraduate).

Preferred psychology courses in the following areas, prior to enrollment into the 4+1 Program are:

- Personality
- Abnormal
- Forensic
- Developmental
- Counseling

Students will enroll in 12-15 credits of graduate courses during their senior year, selected from the following list:

PSYCH	501	Research Design
PSYCH	502	Quantitative Methods I
PSYCH	503	Forensic Psychology
PSYCH	505	Introduction to Clinical Assessments: Objective Tests
PSYCH	509	Methods of Psychotherapy I
PSYCH	520	Developmental Psychopathology
PSYCH	521	Adult Psychopathology

The Psychology Minor

PSYCH	100	Introduction to Psychology

and five (5) additional Psychology courses, three of which must be at the 300-level or above.

Theatre Major – See Performing Arts Majors

University Writing Program

The University Writing Program, offered by the Department of Writing Studies, Rhetoric, and Composition, creates the intellectual atmosphere in which students can acquire rhetorical knowledge and strategies to write purposefully, incisively and ethically. Students and faculty in the program read closely and critically, explore rhetorical situations and cultural contexts, engage in inquiry, and study the elements of well-reasoned, persuasive discourse.

The program is designed around a set of scaffolded conceptual outcomes that encourage students to write successfully in a variety of contexts. Incoming first-year students who need additional support gaining academic literacy may be required to complete WTNG 100 – Introduction to Academic Writing, with a grade of C- or higher. The University Core Curriculum writing requirement is fulfilled by completing the following: WTNG 102 (with a grade of C- or higher) and a 200- or 300-level WTNG course (with a passing grade).

In Expository Writing, students develop a conceptual map of how writing works by building their rhetorical and writing-process knowledge and by fostering genre and discourse community awareness. In the 200- or 300-level WTNG course, students' understanding of the knowledge introduced in WTNG 102 is deepened through the analysis and production of academic, civic, and professional writing.

School of Education

Mission Statement

The Roger Williams University School of Education educates reflective leaders whose practice is grounded in a commitment to social justice, civil discourse, global citizenship and educational excellence for all students.

Undergraduate Programs

The School of Education at Roger Williams University offers majors and certification programs in Elementary and Secondary Education, and certificate to teach at the Middle School level. Regardless of program, students in the School of Education have opportunitities to acquire a rich background in educational history and philosophy, learning theory and development, and in the art and practice of teaching.

The Elementary Education Program major prepares students for a variety of possible career choices. Students may pursue certification to teach in Grades 1–6, or they may select the Educational Studies track. Students in the Elementary Certification track explore content, curriculum, and pedagogy across a broad spectrum of disciplines. In addition to the Elementary Education course sequence, Elementary majors complete the University Core Curriculum requirements and choose a Core Concentration. They also take required history, science, and mathematics courses in the Feinstein College of Arts and Sciences.

Undergraduates enrolled in the Secondary Education Program double-major in Education and in the content area they wish to teach. Secondary majors may earn certification to teach grades 7–12 in one or more of the following areas: English, Social Studies, Mathematics, Biology, General Science, or Chemistry. The School of Education also offers, through the secondary education program, a PK–12 certification in Foreign Language and Dance Education. Unlike the Elementary education majors, students in the Secondary program are not required to complete a Core Concentration. (Please refer to the Core Curriculum section of this catalog for the core concentration guidelines for double majors.)

Students who are seeking certification at either the Elementary or Secondary levels may elect to complete the courses required for the Middle School Certificate Program. In Rhode Island, a certificate to teach in a middle school (grades 5–8) requires that individuals be certified to teach at either the Elementary or Secondary level, complete at least 18-21 credit hours in the content area in which they wish to teach, and complete the three courses required for the Middle School Certificate.

The Educational Studies track is designed for students who are interested in education as a discipline but not seeking certification.

In addition to the Educational Studies course sequence, majors complete the University Core Curriculum requirements and choose a Core Concentration.

Graduate Programs

The Master of Arts in Literacy Program is a part-time, cohort-based course of study for teachers pursuing advanced certification as a Reading Specialist/Consultant. Applicants must hold a valid, active teaching license.

Certification

All certification-track teacher education programs at Roger Williams University are approved by the Rhode Island Department of Education. Under the National Association of State Directors of Teacher Education and Certification (NASDTEC) agreement, our graduates are eligible for certification in Rhode Island and all other states with the exception of Alaska, Iowa and Minnesota. Testing requirements for each state vary.

School of Education Faculty

The Roger Williams University School of Education faculty is composed of experienced academics and professionals from diverse educational disciplines. Faculty experience in elementary, middle, and secondary education classrooms contribute to their rich knowledge of subject matter and contemporary approaches to teaching. The faculty's dedication to educational theory and practice is further exemplified through varied research interests, numerous conference presentations, workshops, and publications, and dedication to professional development activities.

Administration
Robert W. McKenna, J.D. Interim Dean

Professors
Alan Canestrari, Ed.D.
Bruce A. Marlowe, Ph.D.
Rachel L. McCormack, Ed.D
Susan L. Pasquarelli, Ed.D.
Margaret Thombs, Ph.D.

Associate Professors
Evgenia (Jenny) Tsankova, Ed.D.
Kerri A. Ullucci, Ph.D.
Ann G. Winfield, Ph.D
Li-Ling Yang, Ph.D.

Guiding Principles for Education Curriculum Development

The teacher education programs at Roger Williams University are designed to utilize current theories, research, and practice in Elementary, Middle School and Secondary Education. Curriculum development is guided by both core beliefs and current state standards established for the preparation of beginning teachers. Every year the faculty evaluates and revises the curriculum based on student and faculty feedback, current trends in education, and national and state educational standards. Consequently, the professional education that students receive at RWU reflects cutting-edge educational research and practice.

Four core beliefs guide curriculum development in the Education Programs at RWU:

- A commitment to social justice, civil discourse, global citizenship, and educational excellence for all students;

- A commitment to a developmental approach to the education of both K-12 students and prospective teachers;
- A belief that teacher preparation programs should emphasize critical reflection with regard to learning outcomes for K-12 students and the performance of real teaching tasks;
- A belief that pre-service teachers learn about teaching from discussions of theory, research, and pedagogy, as well as from teaching experiences.

These core beliefs support a well-planned teacher education curriculum that helps students gain the pedagogical knowledge (knowledge of instruction), content knowledge (knowledge of subject matter), and pedagogical content knowledge (knowledge of discipline-specific teaching strategies) needed to provide a complete educational experience for children/adolescents. The curriculum allows students to design lesson plans and units to demonstrate teaching and assessment knowledge. Finally, it gives students school- and classroom-based experiences throughout their teacher education program.

Rhode Island Professional Teaching Standards

The teacher education programs are designed to ensure that students meet the Rhode Island Professional Teaching Standards (RIPTS). As prospective teachers, students must demonstrate knowledge and attainment of performance standards that are appropriate for professional teachers. Eleven standards serve as broad instructional and assessment goals for the teacher education programs. These standards are consistent with current theories and practices associated with high quality teacher preparation and performance.
They are:

1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.
2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures and tools of inquiry of the disciplines/content areas they teach.
3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
5. Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills and literacy across content areas.
6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.
7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.
8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss and investigate new ideas.
9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback and to plan future instruction.
10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.
11. Teachers maintain professional standards guided by legal and ethical principles.

Performance Assessment of Prospective Teachers

Fall 2016 School of Education Admission Requirements
In order for RWU students to declare Elementary or Secondary Education as a major, they must present evidence of having met the basic skills requirement as determined by the Rhode Island Department of Education (R.I.D.E.).

The basic skills requirement can be met in the following ways:

TEST NAME	*PASSING SCORE – Fall 2016*
Core Academic Skills for Educators	150 Math 156 Reading 162 Writing
SAT	Reading 500, Math 520, Writing 490
ACT	Reading 21, Math 20, English 20

On-going Performance Assessment Requirements
The School of Education uses a Performance Assessment System to monitor and evaluate student progress. As part of that system, students develop and maintain an assessment portfolio that is reviewed at each level of the curriculum:

Level I: Exploring the Profession – freshman year
Level II: Preparing to Teach – sophomore and junior years
Level III: Performing in the Classroom – senior year

The performance assessment is one of many measures the School of Education uses to evaluate students' progress toward meeting the Rhode Island Professional Teaching Standards (RIPTS). Matriculation in the program is contingent upon successful performance assessment reviews.

Throughout their programs, students plan, develop and experiment with instructional materials and strategies in both the University classroom and public school settings. As students proceed through coursework, they build their performance assessment portfolios, self-assess their pedagogical knowledge and skills, and set goals aligned with the RIPTS. Performance assessment evaluations are used to determine whether students are progressing toward meeting the standards and are used to move students from one curriculum level to another. In addition, education students must achieve a GPA of 2.75 or higher to enter Curriculum Level III: Performing in the Classroom.

Field experiences are required in all courses. The Elementary and Secondary programs include a minimum of 100 hours of Practicum and one full semester (14 weeks) of Student Teaching. During Student Teaching, students also enroll in a Student Teaching Seminar.

The State of Rhode Island requires all applicants for certification in Elementary and Secondary Education to pass the state licensure examination(s). Students typically take the licensure examination(s) before they matriculate to Curriculum Level III.

PROGRAM OF STUDIES

Elementary Education Certification Program Requirements

Level I: Exploring the Profession Coursework

EDU	200	Foundations of Education
EDU	202	Psychology of Learning and Development

Level II: Preparing to Teach Coursework

BIO	105/L	Life Science for Elementary Education and Lab
NATSC	105/L	Earth Science and Physical Science for Elementary Education and Lab
EDU	302	Literacy in the Elementary School I
EDU	303	Literacy in the Elementary School II
EDU	305	Classroom Applications of Technology at the Elementary and Middle School Level
EDU	316	Classrooms as Communities
EDU	318	Educational Reform and Policy
EDU	330	Issues in Multicultural Education
EDU	332	Responding to Diverse Learners
EDU	341	Science in the Elementary School
EDU	342	Teaching Inquiry Science in the Elementary School
EDU	349	Mathematics in the Elementary School I
EDU	350	Mathematics in the Elementary School II
EDU	355	Elementary and Middle School Level Special Education Practice
EDU	370	Social Studies in the Elementary School
EDU	372	Issues in Elementary Health Education

Level III: Performing in the Classroom Coursework

EDU	375	Elementary Education Practicum
EDU	450	Student Teaching
EDU	451	Student Teaching Seminar

Additional Required Courses:

HIST	151	U.S. History I
MATH	115	Math for Elementary Education I
MATH	116	Math for Elementary Education II
MUSIC	171	Basic Musicianship for Elementary Education and Lab

All students are required to have field experiences in a variety of settings, including experiences in urban schools.

Secondary Teacher Education Certificate Program Requirements

Level I: Exploring the Profession Coursework

EDU	200	Foundations of Education
EDU	202	Psychology of Learning and Development

Level II: Preparing to Teach Coursework

EDU	306	Classroom Applications of Technology at the Middle and Secondary School Level
EDU	330	Issues in Multicultural Education
EDU	356	Middle and Secondary School Level Special Education Practice
EDU	363	Literacy Across the Curriculum
EDU	373	Issues in Middle and Secondary Health Education

Three additional pedagogical content knowledge courses in the certification area, the third of which is taken simultaneously with Practicum, and is understood as belonging to Curriculum Level II:

Secondary Mathematics only:

EDU	390	Teaching Secondary Mathematics through Inquiry
EDU	391	Teaching Secondary Mathematics: Geometry, Data, and Trigonometry
EDU	414	Capstone: Mathematics Education

Secondary Science only:

EDU	392	Teaching Secondary Science through Inquiry
EDU	393	Standards-Based Science in the Secondary School
EDU	411	Capstone: Science Education

Secondary English only:

EDU	394	Teaching Reading and Literature in the High School
EDU	395	Teaching Writing in the High School
EDU	412	Capstone: Multicultural Adolescent Literature

Secondary Social Studies only:

EDU	384	Teaching World Geography
EDU	396	Social Science Thinking in Context
EDU	397	Social Science Inquiry in Context
EDU	413	Capstone: Ways of Knowing – History and Social Studies
POLSC	100	American Government and Politics
ECON	111	Principles of Microeconomics

PK-12 Foreign Language only:

EDU	398	Teaching Standards-based World Languages and Culture
EDU	399	Teaching Literacy to World Language Learners
EDU	415	Capstone: Foreign Language Education
LING	101	Introduction to Linguistics (required of Foreign Language/Secondary Education majors only)

PK-12 Dance only:

DANCE	460	Teaching Techniques, Musical Concepts, and Rhythmic Analysis
EDU	388	Teaching Ethnology and History of Dance
EDU	416	Capstone: Applications in Dance Methodology and Best Practices

Level III: Performing in the Classroom Coursework

EDU	376	Secondary Education Practicum
EDU	450	Student Teaching
EDU	451	Student Teaching Seminar

All students are required to have field experiences in a variety of settings, including experiences in urban schools.

The Educational Studies Program

In the Educational Studies major, students are prepared for productive careers and future study in a field committed to serving the larger community. Students in the Educational Studies major have a wide range of career and advanced education options in non-profit, corporate, as well as educational settings. An exciting element of the Educational Studies major is the opportunity it provides students to combine strong content background through required coursework and a core concentration with flexibility in participation in community service and internships, research, and intercultural exploration through education and other electives. For example, a student may choose the Foreign Language and Culture Concentration which affords him or her immersion in global and multicultural perspectives. The student may also choose among electives in educational research, content, pedagogy, and service that draw from a range of interdisciplinary areas. *Students are not prepared for a teaching certificate in this major.*

Required Courses

EDU	200	Foundations of Education
EDU	202	Psychology of Learning
EDU	308	Technology and Education
EDU	310	Curriculum Studies
EDU	312	Introduction to Educational Research
EDU	314	Applied Internship in Education I
EDU	316	Classrooms as Communities
EDU	318	Educational Reform and Policy
EDU	330	Issues in Multicultural Education
EDU	332	Responding to Diverse Learners
EDU	452	Applied Internship in Education II
EDU	453	Senior Thesis Seminar

Select 9 additional credits in EDU or other approved Electives

The Educational Studies Minor

EDU	200	Foundations of Education
EDU	202	Psychology of Learning
EDU	308	Technology and Education
EDU	310	Curriculum Studies
EDU	330	Issues in Multicultural Education

and

One course from the following list

EDU	312	Introduction to Educational Research
EDU	314	Applied Internship in Education I
EDU	316	Classrooms as Communities
EDU	318	Education Reform and Policy
EDU	332	Responding to Diverse Learners

Middle School Certificate Course Requirements

Successful matriculation in an Elementary or Secondary Education Program and the following coursework:

EDU	381/541	Young Adolescent Development
EDU	382/542	Middle School Curriculum and School Organization
EDU	383/543	Applied Middle School Instruction and Assessment

CRAF

School of Architecture, Art and Historic Preservation

Mission Statement

The School of Architecture, Art and Historic Preservation brings diverse individuals together into an educational community dedicated to the creation and stewardship of the built and cultural environments. We prepare students for leadership in professional practice, service and individual creative pursuits. We achieve this through multidisciplinary educational programs set within a collegial environment guided by the principles of inquiry, conscience and tolerance espoused by the University's namesake, Roger Williams. The School exists to prepare students from many backgrounds and experiences for a variety of roles within a global society, with its continuing need for educated citizens who have the knowledge, skills and commitment to improve our surroundings.

Educational Philosophy

The School is committed to balance between creation and conservation, aesthetic and technical pursuits, national and international perspectives, individual exploration and community involvement, classroom and lifelong learning. We work to achieve this balance through a variety of teaching situations – studios, lectures, seminars, internships, study abroad, field work, tutorials, public forums, required community service – which engage students, faculty, and those active in the field in close relationships.

We serve a continuum of student groups, building from a core of undergraduate, graduate and professional degree programs to include High School and Career Discovery, post-professional and continuing education opportunities. The School extends itself most fully as a center for the study of architecture, art and historic preservation by bringing people together around topics and works of international significance in public events, professional conferences and community-generated initiatives.

We view the worlds of knowledge and experience as open-ended. Education in the School therefore encourages the complementary pursuits of learning and practice, reflection and action, of accessibility and flexibility; along with a sense of perspective, adaptation, and transcendence. The skills which best serve these values incorporate intuition, critical thinking and problem solving; as well as abilities with spoken, written, graphic and spatial media. In a world of continuous technological change, which presents challenges to established cultures, these timeless values and skills endure. They exist as relevant tools for contemporary life and practice, and as a means toward advancing the cause of a humane and civilized environment for all.

Programs of Study

The School of Architecture, Art and Historic Preservation offers an array of undergraduate, graduate and professional degree programs in Architecture, Visual Arts Studies, Historic Preservation, and Art and Architectural History. Undergraduate students in all majors pursue parallel University Core Curriculum and Departmental Core studies in foundation years, before expanding into optional tracks and topical areas at advanced levels. Students are encouraged to assume increasing responsibility for the choice and direction of their inquiry and career path as they advance. Architecture majors complete the Departmental Core in pursuing either the four year Bachelor of Science degree, or the NAAB-Accredited Bachelor of Science/Master of Architecture professional degree sequence, which is normally completed in a 4+2 year advisement sequence, but other advisement options are available. Art and Architectural History majors complete a foundation of introductory and intermediate courses, before pursuing optional concentrations in Art History or Architectural History at the advanced level. They can also pursue a 4 + 1 BA/MA in Art and Architectural History advisement program. Historic Preservation majors complete a departmental core before advancing into focused studies in Field Training and Professional Practice, and can also pursue a 4+1 BS/MS in Historic Preservation advisement program. Visual Arts Studies majors can complete either a Bachelor of Arts in Visual Arts Studies or a professional Bachelor of Fine Arts in Visual Arts Studies program, for those interested in a more concentrated arts and studio experience. Foundation requirements followed by optional primary and secondary concentrations. All students in the School are encouraged to pursue minors throughout the University, and to select within the School from minors available in each major area.

MAJORS/DEGREE	Years Study	Credits	Professional Accreditation	Admissions Requirements
ARCHITECTURE				
B.S. in Architecture	4	120		Univ. Req., Portfolio
B.S in Architecture/ Master of Architecture sequence	5 ½–6	181	NAAB	Univ. Req., Portfolio; Mid-point review
Master of Architecture	3 ½	101	NAAB	B.A. or B.S. degree
ART				
B.A. in Visual Arts Studies	4	120		Univ. Req., Portfolio
BFA in Visual Arts Studies	4	120		Univ. Req., Portfolio
HISTORIC PRESERVATION				
B.S. in Historic Preservation	4	120		Univ. Req.
M.S. in Historic Preservation	1	32		B.A. or B.S. in Historic Preservation
M.S. in Historic Preservation	2	52		Univ. Req.
B.S./M.S. in Historic Preservation	5	152		Univ. Req.
J.D./M.S. in Historic Preservation	3–4	101–120		See Graduate Req.
ART AND ARCHITECTURAL HISTORY				
B.A. in Art + Architectural History	4	120		Univ. Req.
M.A. in Art + Architectural History	1	36		B.A. in Art + Architectural History
B.A./M.A. in Art + Architectural History	5	150		Univ. Req.

MINORS	*Courses*	*Credits*
Architecture	5	19
Visual Arts Studies	6	18
Historic Preservation	6	18
Art and Architectural History	6	18
GRADUATE CERTIFICATES		
Historic Preservation	5	19
Urban & Regional Planning	5	19

Facilities

The School of Architecture, Art and Historic Preservation is housed in Bristol in two facilities on the Roger Williams University campus, with additional space off-campus for advanced students in Visual Arts Studies. Architecture, Art and Architectural History, and Historic Preservation are located in an award-winning 45,000-square-foot building that opened in 1987, that was expanded in two phases by an additional 20,000 square-feet beginning in 2005. Kite-Palmer Associates, Providence, R.I., were selected to design the original building through a national competition sponsored by the National Endowment for the Arts, and William Kite Architects were again selected for the expansion. The building includes the Samsung Design Studio featuring 375 Architecture student workstations equipped with Samsung monitors connected into the University rCloud virtual desktop computing infostructure, review and seminar rooms, Design Computing Laboratory, Architecture Library, Photography Studio and Darkroom, a Woodworking Studio/Model Shop, Exhibition Gallery, a well-equipped Lecture Theater, seminar/classrooms and review space, equipped with Samsung interactive touch screens for presentations and work-in-progress, Building Materials and Conservation Lab, Digital Manufacturing Lab, and faculty offices. Art studios equipped for drawing, painting, sculpture and printmaking are located in the Art building. Lecture and classroom courses are held in shared University facilities in Bristol. Beginning in 2015, Roger Williams University Art studios, exhibition spaces and clay studio have been established in the former Byfield and Reynolds Schools in the Town of Bristol, alongside many practicing artists, designers and cultural organizations. Roger Williams University Florence Study Abroad includes a dedicated Architecture Design Studio for 32 students at the Palazzo Bangani, with classroom and design review space at the Palazzo Rucellai, a landmark of the Renaissance. Barcelona Study Abroad students in Architecture share facilities at the Barcelona Architecture Center.

Students have free access to software in computer labs and from their own devices, and to plotting. Available software packages in labs and on the rCloud include the complete Autodesk Suite (AutoCAD, Revit, Maya, 3D Studio Max), the Adobe Design Premium Creative Suite (Acrobat, Dreamweaver, Flash, Illustrator, InDesign and Photoshop, Form Z, Bonzai, Sketchup, Rhino, Final Cut Pro, Arch GIS, Multiframe, Flovent and CATT Acoustics packages for a variety of visualization, lighting, acoustics, energy and structural analysis activities. Students have access to video cameras, and mobile computing and projection stations, which can be relocated around the building in support of Design Studio Reviews, lectures, and class presentations. The laboratory space is able to be re-configured to accommodate individual seminar and design studio presentations. The entire Architecture Design Studio is networked for student laptop access from their desks, with the new graduate studio featuring wireless access.

The Architecture Library collection includes more than 24,000 books and 60,000 slides, a digital collection comprising over 80,000 images, and subscribes to over 200 periodicals and journals. The Historic Preservation collection, considered one of the best of its kind in New England, includes the H.R. Hitchcock Collection of American Architecture books on

microfilm, the complete HABS photographic collection, and international serials. The Woodworking Studio/Model Shop is configured to accommodate studio and lab classes, and is well-equipped to serve individual student use over extended hours.

Samsung Partnership

Thanks to a partnership with Samsung Electronics America, Inc. and NVIDIA, Roger Williams University is on the cutting edge of technology with industry-leading screen quality and a virtual desktop infrastructure (also known as the rCloud) that mirrors – and in some cases exceeds – the professional environment.

Available to students in the School of Continuing Studies and School of Architecture, Art and Historic Preservation, where each workstation is outfitted with a 27-inch LED monitor and anytime access to critical design software and advanced applications (including AutoCAD, Revit and Adobe Creative Suite, among others) via the rCloud, the enhanced technology is greatly improving design time and cohesion among students. In addition, 65-inch interactive whiteboards adorn meeting areas, yielding greater interaction among students and faculty in both schools.

Roger Williams is one of the first universities nationwide to implement this advanced technology program, and with early outcomes proving positive, is expanding the initiative campus-wide in 2014/15 in the University Learning Commons, and for the rCloud in all academic areas.

School of Architecture, Art and Historic Preservation Faculty

Stephen White, AIA, *Dean and Professor of Architecture*
Gregory Laramie, AIA, Associate Dean

ARCHITECTURE PROGRAMS
Majors include the four-year Bachelor of Science in Architecture degree, the 4+1.5-2 Bachelor of Science/Master of Architecture professional degree sequence, the Master of Architecture sequence for those with pre-professional degrees in Architecture from other institutions, and a post-professional Master of Science in Architecture with optional concentrations in the areas of Sustainable Design, Historic Preservation, Digital Media and Urban Design. An undergraduate minor is also available.

Distinguished Professor of Architecture and Historic Preservation:
Hasan-Uddin Khan

Professors:
Edgar G. Adams, Jr., Julian Bonder, Sarah Butler, Luis Carranza, Andrew Cohen, Gail G. Fenske, Nermin Kura, Philip Marshall, Eleftherios Pavlides, Jeffrey Staats, Mete Turan, Stephen White

Associate Professors:
Patrick Charles, Robert Dermody, Gary Graham, FAIA

Assistant Professors:
Nathan Fash, Anthony Piermarini, Anne Proctor, Jeremy Wells, Leonard Yui

ART AND ARCHITECTURAL HISTORY PROGRAMS
Majors include the *Bachelor of Arts* in Art and Architectural History, with concentration options in either Art History or Architectural History and the *Master of Arts* in Art and Architectural History. Minors are available in Art and Architectural History.

Professors:
Sarah Butler, Luis Carranza, Gail G. Fenske, Nermin Kura

Associate Professors:
Randall Van Schepen

Assistant Professor:
Anne Proctor

HISTORIC PRESERVATION PROGRAMS
Majors include the *Bachelor of Science* in Historic Preservation, and the *Master of Science* in Historic Preservation. Minors are available in Historic Preservation.

Distinguished Professor of Architecture and Historic Preservation:
Hasan-Uddin Khan

Professors:
Edgar G. Adams, Jr., Julian Bonder, Sarah Butler, Andrew Cohen, Nermin Kura, Philip Cryan Marshall, Eleftherios Pavlides, Stephen White

Associate Professors:
Randall Van Schepen

Assistant Professors:
Anne Proctor, Jeremy Wells

VISUAL ARTS STUDIES PROGRAMS
Majors include the both the liberal arts *Bachelor of Arts* in Visual Arts Studies, and the professional *Bachelor of Fine Arts* in Visual Arts Studies. Primary media concentrations are available within the *Bachelor of Fine Arts* in Film, Animation and Video; Painting, Drawing and Printmaking; Sculpture; or Photography and Digital Media. Minors are available in Visual Arts Studies in the concentration areas outlined above.

Professors:
Sarah Butler, Luis Carranza, Nermin Kura, Michael Rich, Jeffrey Silverthorne

Associate Professors:
Elizabeth Duffy, Murray McMillan, Anne Tait, Randall Van Schepen

Assistant Professor:
Anne Proctor

Special Programs

Degree programs in the School are supplemented by many special programs:

Teaching Firm in Residence/Visiting Professor Program
Since 2007, the School has hosted a unique Architecture Teaching Firm in Residence and Visiting Professor program, bringing the highest quality educators and practitioners to the Architecture Program. Teaching Firms and Visiting Professors have included MASS Design, Aamodt Plumb Architects, CBT Architects, Gray Organschi Architecture, Charles Rose Architects, Studio Luz, Ann Beha Architects, Perkins & Will, Kallmann McKinnell Wood, Brian Healy Architects, Taylor Burns Architects, Alex Anmahian Associates, designLAB; Paul Lukez Architects, Sasaki; Tangram Architects Amsterdam; Hernan Maldonado and Max Rohm, Buenos Aires.

Studio Critics and Lecturers
More than 250+ Visiting Critics and Lecturers attended Architecture design studio reviews, Visual Arts Studies critiques, and coursework across the school each year, supported through donor gifts, and through the School's operational funds. The Visiting Critic program is by far the most extensive professional-academic collaboration that takes place at the School, and one of the most important.

Public Events Series
The series introduces students, professionals and the public to the work and ideas of people celebrated in their fields, and helps establish a standard of excellence for the School through lectures, exhibitions and conferences.

Evening Lectures
Lecturers who have visited the School in the past several years include architects, landscape architects, artists, historians, critics and perservationists of national and international achievement. These include Charles Rose, Florencia Rodriguez, James O'Gorman, Tom Deininger, Michael Mills, Sally Cornelison, Lone Wiggers, Vladimir Belogolovsky, Jose Ramon Ramirez, Patricia Hillis, Sarah Walko, Anthony Piermarini, Brian Healy, Kyu Sung Woo, Lawrence Speck, Karl Daubmann, Kenneth Fampton, Shari Mendelson and Ilene Sunshine, Robert Miklos, Eve Andre Laramee, Mark Tsurumaki, David Burns, Natalie Kampen, Ciro Najle, Jess Frost, Suzanne Blier, R. Shane Williamson, Mark Foster Gage, Bart Mispelblom and Charlotte ten Dijke, Paul Lukez, Alan Organschi, Fernando Lara, Marty Doscher, Hunter Palmer, Ken Yeang, Mary Bergstein, Greg Pasquarelli, Jeff Talman, Nader Tehrani, Marlon Blackwell.

Endowed Historic Preservation Events Series
A generous anonymous bequest has permitted the establishment of an endowment to support public and special events programs related to Historic Preservation. Additional support from the Felicia Fund, the Newport Restoration Foundation, the Amica Foundation, and individual donors enhance the series. Since 2002, the fund has supported the RWU International Fellows Summer Program, focusing on interrelationships between regional and international historic preservation and architecture issues, as well Historic Preservation Endowed lectures, including Gustavo Araoz, Jean Carroon, Scott Simpson, T. Gunny Harboe, David Perkes, Michael Mills.

Exhibitions and Conferences
As part of the School's ongoing exhibition program of professional, alumni, and student work, many traveling exhibitions are brought to campus, supplementing the annual Student Academic Showcase and Visual Arts Studies Senior Show. Recent exhibitions have included "All Natural — Charles Rose Architects", "New Portraits", Tom Deininger, "The Clown is in Session", Kylie Wyman, "Lewis Tsurumaki Lewis — Recent Work", "SAAHP Architecture Faculty: Explorations and Realizations", "Be Brave", Eve Andre Laramee, "The Preservation Movement Then and Now", "Finders Keepers: Work by Shari Mendelson and Ilene Sunshine", "Tangram Works", Amsterdam, "Supersymmetry", Mark Foster Gage, "Shaded Cities", Charles Hagenah, "Building as a Radical Act: Gray Organschi Architecture", "In The Making", William Lamson Artist, "Movement" by Robert Siegel, "China Three Rivers Project" by Joy Garnett, "Seeking Intersections: Hernan Maldonado and Max Rohm, "Mouth to Mouth" by Jeff Talman, "Firenze XP: RWU Architecture Florence Program", "The Big Blue" by Tayo Heuser. Recent conferences include "Directions in 21st Century Preservation" co-sponsored by Historic New England, and "The Tectonics of Teaching", a conference of the Building Technology Educators Society (BTES), co-sponsored by NJIT.

Regional Resources
The nearby cities of Providence, Newport, Boston, and New Haven are excellent laboratories of design, and the sites of major works by 19th and 20th century architects and landscape architects such as Alvar Aalto, Walter Gropius, Louis Kahn, LeCorbusier, McKim Mead and White, Fredrick Law Olmsted, H.H. Richardson, I.M. Pei, Steven Holl, Frank Gehry, and Jose Lluis Sert. New England is an exceptional resource for the arts with many cultural institutions and extensive collections, and for preservation education as an extensively preserved historic environment. These traditional and contemporary environments are continually engaged by students in the School in field activities integrated with student coursework.

International and National Travel Opportunities
The School supports many special short-term travel opportunities for coursework each year to international and national sites of important for the schools majors. In recent years, this has included support for faculty-led trips to Istanbul, Barcelona, Mexico City, Athens, Paris, Egypt, Chicago, Washington DC and other sites.

Study Abroad Opportunities

The School of Architecture, Art and Historic Preservation sponsors undergraduate study abroad opportunities in Florence through a semester long study Abroad for all SAAHP majors, as well with the Barcelona Architecture Center for Architecture majors. Several three week Winter or Summer session programs are available to undergraduate and graduate students: in Art + Architectural History programs to Egypt, Cambodia and Japan; in Architecture to the Netherlands or Munich. Architecture semester long Graduate Study Abroad is available at Tsinghua University in Beijing, and in Barcelona at the Barcelona Architecture Center. Additionally, faculty periodically lead shorter study trips to other international sites as part of Roger Williams coursework.

Roger Williams University Semester Abroad in Italy Program
Beginning in Fall 1999, Roger Williams University established an Italian study abroad program in Rome, and in 2001 added a location in Florence. Students in the School's majors in Architecture, Visual Arts Studies, Historic Preservation, and Art and Architectural History may study in Florence either for a semester or a full year. The University program is based at the Institute for Fine and Liberal Arts at the Palazzo Rucellai, designed by Alberti. Facilities are supplemented for architecture students by a dedicated design studio facility. A full variety of courses in the arts and humanities, sciences, and social sciences is offered.

Summer Programs in Bristol

Summer Studies
Summer studies in each of the School's major and minor areas

are aimed at enrichment, acceleration and special projects in the interactive environment that characterizes summer study. A program of studies is scheduled each summer for students at the introductory, intermediate and advanced levels at the Bristol campus, with study abroad opportunities each summer as well.

Summer Academy in Architecture

The School of Architecture, Art and Historic Preservation offers an intensive four-week Summer Academy program in Architecture for high school students who have successfully completed their junior year of study, and who are interested in considering future college level studies. The program offers a variety of studio, seminar and field experiences, extracurricular activities and field trips. Students are advised on college admission processes and portfolio development in preparation for college applications. Supervised dormitory life, with student activities programming on evenings and weekends, is included in the program. Students receive college credit in ARCH 100, Exploring Architecture (3 credits), for successfully completing the Academy.

Summer Academy students study in the School's award-winning facilities alongside undergraduate and graduate students enrolled in School's Summer Programs. They are encouraged to participate in our Summer Public Events Series inclusive of Lectures and Exhibitions, and a major summer event, the International Fellows Program, which brings world-renowned practitioners and scholars to campus for a two-day conference.

International Fellows Program

The SAAHP International Fellows Program has focused broadly since its inception in 1999 on issues and practices dealing with the contemporary built environment. The sessions are aimed at mid-career and senior professionals who work with a distinguished international faculty. Fellows are drawn from the public and private sector, as well as from academic institutions. The program is purposely multi-disciplinary. One intensive session per year is held over a one to two day period, some of which are conducted in conjunction with other institutions add greater diversity to the offering. Recent programs include Sustaining the Built Heritage: International Preservation and Urban Conservation (2001); Extreme Architecture: Conservation and Revitalization (2002), International Architects: Asia featuring Charles Correa (2003), Building the Future: Difference in International and Local Urban Conservation and Development (2004), Value and Vision: International Scenarios for Architecture, Urban Conservation and Development (2005), Iconic Architecture and Places (2006), and Sustainable Urban Conservation and Development (2008). The next offering is anticipated in Summer 2015.

Architecture Programs

Architecture programs at Roger Williams University develop the broadly educated person through exposure to the liberal arts and humanities, while also offering rigorous professional training at the undergraduate and graduate levels, culminating in an accredited professional Master of Architecture degree.

Architecture is an integrative discipline that expresses human values through the design of the built environment. It considers a diverse range of issues at the scale of the region, site, space and detail in a way that speaks to the past, present, and possible sustainable futures. Architecture, as a profession, engages nature and culture, art and technology, service and practice, within both the local and global realms in a way that is respectful to the diversity of our increasingly pluralistic society.

Students acquire the design and technical skills and expertise needed to be effective as collaborators and leaders working across disciplines. They develop the strategic thinking and communication skills required to tackle the diverse range of issues that influence architectural discourse and practice, from those of sustainability and urbanism to historic preservation. Students are challenged at each stage of their education to consider the consequences of their actions in a culturally and environmentally responsive manner.

Students expand their scope and knowledge through the pursuit of minors at the undergraduate level and concentrations at the graduate level. Study abroad opportunities, community engagement, and close working relationships with faculty, visiting critics, and regional and international practitioners, enhance their education. The Roger Williams University architecture program fosters a lifelong engagement with critical issues, helping students to be active in enhancing their profession, their communities, and society at large.

Programs

The Architecture program offers pre-professional, professional and post-professional degree programs. The *Bachelor of Science* in Architecture degree program melds a liberal arts education with intensive pre-professional education leading to a professional *Master of Architecture* degree or to advanced studies in any number of related disciplines including Historic Preservation, and Art & Architectural History. The Master of Architecture program also accepts students from other pre-professional degree programs in Architecture. Students who have attended architecture-related undergraduate programs may also be considered for transfer credit in certain courses.

Professional Degree Program Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Roger Williams University offers the following NAAB-accredited degree programs:
M. Arch. (pre-professional degree + advanced undergraduate credits+ 38 graduate credits)
Next accreditation visit: 2018

SPECIAL ACADEMIC REGULATIONS

Professional Degree Threshold Review: Mid-Point and Advanced Reviews

Bachelor of Science/Master of Architecture 4+1.5-2 degree sequence

Students are required to have achieved a 2.67 cumulative GPA, and completed all required coursework in published program outlines, at the end of the five semester Architecture Core in order to continue directly toward completion of the Bachelor of Science/Master of Architecture professional degree sequence.

At the end of the 7th semester of study, students must successfully pass a Portfolio Review of Advanced Architectural Design Studio work. The portfolio may include other exemplary work from Architecture as well as other creative and research work.

Students pursuing the professional degree sequence subsequently complete all 500-600 level coursework at graduate academic standards, which include achieving a minimum passing grade of B- in any 500-600 level course, and a 3.0 cumulative GPA in all 500-600 level courses. Students with Senior Standing and who have achieved a 2.67 cumulative GPA may register for graduate coursework with approval of the instructor and the dean.

Re-application to Master of Architecture professional degree programs

Eligible students choosing not to pursue the professional degree, and those who are unsuccessful in meeting the above requirements, work to complete the four-year Bachelor of Science in Architecture degree, or pursue other options. Students who do not initially meet Professional Degree Threshold Review requirements may re-apply for admission to the professional degree sequence, following completion of additional coursework that improves their record, consistent with GPA and Portfolio Review levels outlined above.

Special Academic Regulations

B.S. in Architecture / Master of Architecture 4 + 1.5-2 program

The following regulations supplement standard RWU Graduate Academic Regulations.

Semester Course Load, Status and Aid Eligibility

To be classified as a full-time student, students must be enrolled in coursework totaling at least 9 credit hours at the graduate level per semester. To be eligible for financial aid, students must be enrolled in a minimum of 6 credit hours per semester. Bachelor of Science in Architecture/Master of Architecture students may not enroll in coursework totaling more than 17 credit hours per semester, with a normal graduate load of 12-14 credits.

Students pursuing the 4+1.5-2 degree subsequently complete all 500-600 level coursework at graduate academic standards, which include achieving a minimum passing grade of B- in any 500-600 level course, and a 3.0 cumulative GPA in all 500-600 level courses.

Change of Major/Internal Transfer Requirements

Students who are undeclared or are majors in other programs of the University interested in pursuing architecture must apply for admission to the program as internal transfer candidates in either Fall or Spring semester. Interested students should contact the Dean's Office for more information.

Grade Appeal-Studio Courses

A student may appeal a grade received in a studio course he or she believes to be inaccurate by making a written request to the Dean. The Dean then appoints a faculty panel, usually consisting of three faculty members, to hear the appeal. The panel consults with the student as well as the instructor. The student may bring another student's work for the panel to consider for comparative purposes. The panel carries out its deliberations in private, following discussion of the work by the panel, student, and instructor. The panel has the authority to maintain the grade, or to raise it. The panel's decision is final and is communicated to the student immediately.

Bachelor of Science in Architecture Degree Program

The four-year Bachelor of Science in Architecture degree serves both as a non-professional liberal arts degree, and as preparation for further graduate study in architecture and related fields. Students completing a Bachelor of Science in Architecture degree may apply to professional Bachelor of Architecture and Master of Architecture and Doctor of Architecture professional degree programs in order to fulfill their educational requirements toward professional registration in architecture.

DEGREE REQUIREMENTS

Students pursuing the four-year *Bachelor of Science* in Architecture degree program must successfully complete the following required courses and electives, in addition to the University Core Curriculum requirements.

Mathematics Requirement

MATH 136-Precalculus or MATH 213-Calculus I & Lab are required for all architecture majors and are a prerequisite for required courses in structures. Successful completion of one of these courses also fulfills the University's Core requirement in mathematics. Students are encouraged to complete the highest level of mathematics that they place into, in recognition of the fact that some Roger Williams University minors and graduate study options at other institutions may require calculus. Students seeking to complete a Minor in Structural Engineering must complete MATH 213 Calculus I and Lab.

Science Requirement

Architecture majors are required to complete PHYS 109-Physics I-Algebra Based and Lab or PHYS 201-Physics I-Calculus Based and Lab or ENGR 210, and either CORE 101 Science or BIO 104-Biology II or NATSC 103-Earth Systems Science and Lab. Both BIO 104 and NATSC 103 count toward the Core Concentration and Minor in Sustainability Studies.

Design

Students are required to complete the five-course Architectural Design Core Studio sequence, and one advanced architectural design studio. The Core consists of five sequential semesters addressing fundamental architectural design issues, and graphic and computer communications skills. An advanced architectural studio or a topical studio in urban issues completes the studio sequence.

ARCH	113	Architectural Design Core Studio I
ARCH	114	Architectural Design Core Studio II
ARCH	213	Architectural Design Core Studio III
ARCH	214	Architectural Design Core Studio IV
ARCH	313	Architectural Design Core Studio V
ARCH	413	Advanced Architectural Design Studio
or		
ARCH	416	Advanced Topical Design Studio: Urban

History/Theory

The History/Theory sequence is a combination of required

introductory and intermediate courses, and advanced elective options.

AAH	121-122	History of Art and Architecture I-II
ARCH	325	History of Modern Architecture
ARCH	322	Theory of Architecture

And one of the following Intermediate Level course options

ARCH	324	Evolution of Urban Form
ARCH	327	History of American Architecture
ARCH	328	Renaissance Architecture in Perspective
ARCH	329	History of Landscape Architecture
AAH	313	Arts and Architecture of Africa
AAH	321	Arts and Architecture in the Classical World
AAH	322	Arts and Architecture in the Medieval World
AAH	323	Arts and Architecture in the Islamic World
AAH	330	Topics in Art and Architectural History
HP	341	Pre-Industrial America
HP	342	Industrial America

Students may pursue advanced History/Theory electives from a menu of Architecture Electives options.

Environment and Human Behavior

The Environment and Human Behavior sequence is a two-part structure of required intermediate level courses, and advanced elective options.

ARCH	321	Site and Environment

Students may pursue advanced Environment and Human Behavior electives from a menu of Architecture Electives options.

Technical Systems

The Technical Systems sequence is intended to make students aware of practical and theoretical aspects of the interrelationships between materials, building systems, and structures, an understanding of which is essential for both functional and imaginative design.

ARCH	335	Structure, Form and Order
ARCH	231	Construction Materials and Assemblies I
ARCH	333	Building Systems: Equipment forBuildings

Students may pursue advanced Technical Systems courses from a menu of Architecture Elective options.

Practice and Professional Development

ARCH	101	Foundations of Architecture
VARTS	101	Foundations of Drawing
ARCH	287	Introduction to Computer Applications in Design

Students may pursue Advanced Practice and Professional Development courses from a menu of Architecture Elective options.

Architecture Electives

Completion of one Architecture Elective is required for graduation. Architecture Electives complement required coursework, providing an enhanced knowledge base in areas of faculty expertise. Students are also eligible to register for graduate level Architecture Electives during their senior year.

ARCH	430	Special Topics in Architecture
ARCH	461	Introduction to Landscape Architecture
ARCH	477	Architecture in Context
ARCH	478	Dutch Architecture: The Enduring 20th Century Legacy
ARCH	484	Construction Estimating and Scheduling
ARCH	487	Digital Modeling
ARCH	488	Computer Applications for Professional Practice

300 level or above Historic Preservation and Urban and Regional Planning Courses
500 level or above Architecture Electives (with permission)

Electives

Completion of two electives is required for graduation. Students are advised to apply one of these electives to expand the University Core Concentration into a minor.

Students are free to choose from the University's course offerings to satisfy this requirement. Pre-requisites for MATH 136 Precalculus (Math 117 College Algebra) and prerequisites for WTNG 102 Expository Writing, (WTNG 100 Introduction to Academic Writing) will not count as electives toward the Bachelor of Science in Architecture degree.

Bachelor of Science in Architecture / Master of Architecture 4+1.5-2 Degree Sequence

The *Bachelor of Science* in Architecture/*Master of Architecture* 4+1.5-2 degree program is an NAAB-accredited Architecture professional degree sequence. Students can expect to complete the degree program sequence through a program of five and one half or six years of study, though students may accelerate through summer study.

DEGREE REQUIREMENTS

Students pursuing the *Bachelor of Science* in Architecture/ Master of Architecture professional degree program must successfully complete the following required courses and electives, in addition the University Core Curriculum requirements. Students complete a minimum of 10 500-600 level courses and 38 credits at the graduate level.

Mathematics Requirement

Math 136 Precalculus or MATH 213 Calculus I and Lab are required for all Architecture majors, and are a prerequisite for required courses in the structures sequence. Successful completion of one of these courses also fulfills the University's Core requirement in mathematics. Students are encouraged to complete the highest level of mathematics that they place into, in recognition of the fact that some Roger Williams University minors and graduate study options at other universities may require calculus. Students seeking to complete a Minor in Structural Engineering must complete MATH 213 Calculus I and Lab.

Science Requirement

Architecture majors are required to complete PHYS 109-Physics I-Algebra Based and Lab or PHYS 201-Physics I-Calculus Based and Lab or ENGR 210, and either CORE 101 Science or BIO 104-Biology II or NATSC 103-Earth Systems Science and Lab. Both BIO 104 and NATSC 103 count toward the Core Concentration and Minor in Sustainability Studies.

Design

The design studio sequence consists of core studios, advanced undergraduate studios, comprehensive design studio, graduate studios, and a final graduate thesis design studio. The Core consists of five sequential semesters addressing fundamental architectural design issues, and graphic skills. This is followed by one semester of advanced architectural design studio and one advanced

topical studio in urban issues. At the graduate level, students undertake comprehensive design studio, and two additional graduate topical studios, before exploring a thesis topic of their own choosing for the final semester of the professional degree program.

ARCH	113	Architectural Design Core Studio I
ARCH	114	Architectural Design Core Studio II
ARCH	213	Architectural Design Core Studio III
ARCH	214	Architectural Design Core Studio IV
ARCH	313	Architectural Design Core Studio V
ARCH	413	Advanced Architectural Design Studio
ARCH	416	Advanced Topical Design Studio: Urban
ARCH	513	Comprehensive Project Design Studio
ARCH	515	Graduate Architectural Design Studio (two studios)
ARCH	613	Graduate Thesis Design Studio

History/Theory

The History/Theory sequence is a three-part structure of required introductory and intermediate courses, and advanced elective options. Students complete a two-course introductory survey of Art and Architectural History, followed by a History of Modern Architecture and Theory of Architecture requirements, one intermediate course in the History of Architecture chosen from a broad menu of options, and one advanced elective option:

AAH	121-122	History of Art and Architecture I-II
ARCH	325	History of Modern Architecture
ARCH	322	Theory of Architecture

and one of the following Intermediate Level Course Options

ARCH	324	Evolution of Urban Form
ARCH	327	History of American Architecture
ARCH	328	Renaissance Architecture in Perspective
ARCH	329	History of Landscape Architecture
AAH	313	Arts and Architecture of Africa
AAH	321	Arts and Architecture in the Classical World
AAH	322	Arts and Architecture in the Medieval World
AAH	323	Arts and Architecture in the Islamic World
AAH	330	Topics in Art and Architectural History
HP	341	Pre- Industrial America
HP	342	Industrial America

and one of the following:

ARCH	478	Dutch Architecture: The Enduring 20th Century Legacy
ARCH	530	Special Topics in Architecture
AAH	530	Special Topics (selected topics)
AAH	560	The Newport Seminar
ARCH	573	Modernism in the Non-Western World: A Comparative Perspective
ARCH	575	Contemporary Asian Architecture and Urbanism
ARCH	576	Theoretical Origins of Modernism
ARCH	577	The Skyscraper
HP	351	History and Philosophy of Historic Preservation
HP	391	Architecture and Historic Preservation Abroad
HP	530	Special Topics in Historic Preservation

Environment and Human Behavior

Environment and Human Behavior coursework develops student's skills and understanding relative to environment, social aspects and research methodology.

ARCH	321	Site and Environment
ARCH	522	Environmental Design Research

Technical Systems

The Technical Systems sequence gives students an essential understanding of the practical and theoretical interrelationships between the structural, environmental and enclosure systems of a building, and introduces them to various building materials, assemblies and services. Students complete seven required courses, including a three course structures sequence and two courses each in Construction Materials and Assemblies and in Environmental Systems.

ARCH	335	Structure, Form and Order
ARCH	434	Design of Structures I
ARCH	435	Design of Structures II
ARCH	231-331	Construction Materials and Assemblies I and II
ARCH	332	Acoustics and Lighting
ARCH	333	Building Systems: Electrical for Buildings

Practice and Professional Development

Practice and Professional Development coursework develops students' communication skills and understanding of the role of architects within society and in relation to the various participants in the building process. This sequence culminates with the Graduate Thesis Seminar, where students are asked to formulate an independent architectural investigation that engages a set of issues that further their understanding of Architecture as a cultural medium and as a profession.

VARTS	101	Foundations of Drawing
ARCH	101	Foundations of Architecture
ARCH	287	Computer Applications in Design
ARCH	488	Computer Applications for Professional Practice
ARCH	542	Professional Practice
ARCH	641	Graduate Thesis Research Seminar

Architecture Electives

In addition to the elective options outlined above in History/Theory, the completion of four Architecture Electives is required for graduation, with a minimum of three at the Graduate Level.

Undergraduate Architecture Electives

ARCH	430	Special Topics in Architecture
ARCH	461	Introduction to Landscape Architecture
ARCH	477	Architecture in Context
ARCH	478	Dutch Architecture: The Enduring 20th Century Legacy
ARCH	484	Construction Estimating and Scheduling
ARCH	487	Digital Modeling
ARCH	492	Writing About Architecture

300 Level or Above Historic Preservation and Urban and Regional Planning courses

Graduate Architecture Electives:

Graduate electives are grouped in the areas of Sustainable Design, Urban Design, Digital Media, Historic Preservation, and Urban and Regional Planning.

Sustainable Design: ARCH 521 Sustainable Design Seminar, ARCH 593 Sustainable Paradigms, ARCH 594 Urban Ecology, ARCH 533 Detailing the High-performance Envelope, ARCH 535 Introduction to Proactive Simulation, ARCH 536 Special Topics in Sustainable Design.

Urban Design: ARCH 572 Urban Design Theory, ARCH 594 Urban Ecology, ARCH 524 Evolution of Urban Form, ARCH 529 History of Landscape Architecture, ARCH 561 Landscape Architecture,ARCH 537 Special Topics in Urban Design.

Digital Media: ARCH 587 Advanced Computer Applications in Design, ARCH 586 Processing, ARCH 588 Digital Manufacturing, ARCH 589 4-D (Four Dimensional), ARCH 535 Intro to Proactive Simulation, ARCH 538 Special Topics in Digital Media.

Historic Preservation: HP 501 Fundamentals of Historic Preservation, HP 503 Principles of Architectural Conservation, HP 525 Preservation Economics, HP 530 Special Topics in Historic Preservation, HP 681L Historic Rehabilitation Workshop, HP 582L Architectural Conservation, HP 526 Preservation Law and Regulation.

Urban and Regional Planning: PLAN 501 Intro to Urban and Regional Planning; PLAN 521 GIS for Planning, Design and Construction; PLAN 582L Interdisciplinary Planning Workshop.

Graduate Architecture Electives: AAH 560 The Newport Seminar, ARCH 574 Regionalism in Architecture, ARCH 530 Special Topics in Architecture.

Electives

Completion of two electives outside of the major is required for graduation. Students are advised to apply one of these electives to expand the University Core Concentration into a minor.

Students are free to choose from the University's course offerings to satisfy this requirement. Prerequisites for MATH 136 Precalculus (MATH 117 College Algebra) and prerequisites for WTNG 102 Expository Writing (WTNG 100 Introduction to Academic Writing) will not count as electives toward the Bachelor of Science/Master of Architecture degree sequence.

Architecture Minor

Students wishing to explore the ideas and forms associated with architecture, yet not wishing to embark on the major, may elect to minor in this discipline.

ARCH	101	Foundations of Architecture
ARCH	113-114	Architectural Design Core Studio I and II
AAH	121-122	History of Art and Architecture I and II

Art and Architectural History

Roger Williams University offers an undergraduate Bachelor of Arts in Art and Architectural History degree, along with a Bachelor of Arts/Master of Arts in Art and Architectural History 4+1 Degree Program. A Master of Arts in Art and Architectural History of one year duration is available to students holding an undergraduate degree in historic preservation, and of two year duration for those who have completed an undergraduate degree in another field.

Mission Statement

The Art and Architectural History curriculum provides students with a comprehensive background for understanding both the visual arts and architecture in relation to society, culture, and history. The program employs a multidisciplinary approach to visual culture, drawing from the programs within the School or Architecture, Art, and Historic Preservation as well as from subject areas of anthropology, psychology, philosophy, and cultural studies. The synergy between these disciplines promotes awareness of the interconnectedness of the arts and of the close connection of materials and process with meaning. In addition to its focus on the built environment, the Art and Architectural History program provides an opportunity for students to study the philosophical, aesthetic, and social meanings of many other kinds of visual cultural products throughout history and to develop the intellectual tools necessary to engage in analytical and critical study of works of art and architecture. The program prepares students to pursue an academic or professional career within the field.

The program makes use of the rich museum and gallery environment of the region for course work as well as for student internships. Art and Architectural History courses offered through the Roger Williams University Florence Study Abroad Program are an exciting and valuable option in completing the major. Students majoring in Art and Architectural History are also encouraged to take those courses relevant to the history of cultures offered in the Feinstein College of Arts and Sciences.

The Art and Architectural History major is complementary to others offered in the School. Compact major requirements also allow students to easily complete a double major in any number of liberal arts fields, or certification program in Elementary or Secondary Education. The program prepares students for graduate study in Art and Architectural History, Museum Studies, Education, and careers in teaching, museum work, art conservation or the commercial art world.

Bachelor of Arts in Art and Architectural History

DEGREE REQUIREMENTS

The program leading to a *Bachelor of Arts* in Art and Architectural History is a 12-course, 36-credit major. The courses build upon a two-course introductory sequence, a seven-course intermediate level, two advanced seminars and a senior seminar or thesis. This flexible program is tailored to the particular interests and goals of each student who may, beginning at the intermediate level, develop a six-course concentration in either Art History or Architectural History.

Introductory Courses

AAH	121-122	History of Art and Architecture I-II

Intermediate Courses

AAH	305	Theory and Methods of Art and Architectural History

And six from the following menu of options

AAH	311	History of American Art
AAH	312	History of Modern Art
AAH	313	Arts and Architecture of Africa

AAH	317	Giotto to Leonardo
AAH	318	Michelangelo to Vasari
AAH	319	History of Italian Renaissance Art
AAH	320	The Art of Buon Fresco
AAH	321	Art and Architecture in the Classical World
AAH	322	Art and Architecture in the Medieval World
AAH	323	Art and Architecture in the Islamic World
ARCH	324	Evolution of Urban Form
ARCH	325	History of Modern Architecture
ARCH	327	History of American Architecture
ARCH	328	Renaissance Architecture in Perspective
ARCH	329	History of Landscape Architecture
AAH	330	Topics in Art and Architectural History
HP	341	Pre-industrial America
HP	342	Industrial America

Advanced Seminars

Three of the following:

AAH	421	Issues in Contemporary Art
AAH	423	Nature and Art
AAH	430	Special Topics in Art and Architectural History
ARCH	478	Dutch Architecture: An Enduring 20th Century Legacy
AAH	530	Special Topics in Art and Architectural History
AAH	560	The Newport Seminar
ARCH	573	Modernism in the Non-Western World
ARCH	575	Contemporary Asian Architecture and Urbanism
ARCH	576	Theoretical Origins of Modernism
ARCH	577	The Skyscraper

400 level courses in Art and Architectural History from the Institute for Fine and Liberal Arts of the Palazzo Rucellai.

or

AAH	450	Senior Thesis

Optional Concentration

Students may elect to pursue a six-course concentration from the intermediate courses and advanced seminars in either Art History or Architectural History.

Art History Concentration: six from AAH 311, AAH 312, AAH 313, AAH 317, AAH 318, AAH 319, AAH 321, AAH 322, AAH 323, AAH 330 (relevant topics), AAH 421, AAH 423, AAH 430 (relevant topics)

Architectural History Concentration: six from ARCH 324, ARCH 325, ARCH 327, ARCH 328, ARCH 329, AAH 321, AAH 322, AAH 323, AAH 330 (relevant topics), HP 341, HP 342, AAH 423, AAH 430 (relevant topics), ARCH 475, ARCH 530 (relevant topics), ARCH 573, ARCH 575, ARCH 576, ARCH 577

Bachelor of Arts in Art and Architectural History/ Master of Arts in Art and Architectural History 4+1 Degree Program

Students can expect to complete the degree program sequence through a program of five and one half or six years of study, though students may accelerate through winter intersession or summer study.

DEGREE REQUIREMENTS

For the *Bachelor of Arts* degree see Undergraduate Degree Requirements above.

In addition to the undergraduate program, students in the B.A./M.A. in Art + Architectural History 4+1 program must complete the minimum of 36 RWU credit hours at the graduate level and an internship through the SAAHP Career Investment Program. These 500- and 600-level courses include three-credit classes, a travel course (as an option) of three credits. See Master of Arts degree requirements below.

All accepted Master's students will, in conference with their advisor, develop a personal degree program to include electives from select, existing graduate-level offerings, as needed, in SAAHP (art and architectural history, historic preservation, and architecture) and related graduate programs in the university.

Students accepted to the Master's program who do not have a Bachelor of Arts in art and architectural history will, in conference with their advisor, develop a customized degree program to include, as needed, select, existing undergraduate-level courses that are already part of the B.A. in Art and Architectural History curriculum and/or university offerings.

Undergraduate coursework or language course work necessary to meet the graduate degree expectations will not count toward the Master's curriculum total. At least 30 graduate credits must be taken at RWU.

Master of Arts in Art and Architectural History

DEGREE REQUIREMENTS

Required Courses (3 credits)

AAH	505	Art and Architectural History Theory and Methods Seminar (3 cr.)

Elective Courses (33 credits)

Eleven from the following options:

AAH	520	Themes in World Arts and Architecture
AAH	521	Issues in Contemporary Art
AAH	522	Sacred Spaces
AAH	523	Nature and Art
AAH	530	Special Topics/Travel Course: Arts and Architecture of Time and Place
AAH	531	Topics in Art and Architecture of the Classical World
AAH	532	Topics in Art and Architecture of the Medieval World
AAH	533	Topics in Renaissance and Baroque Art and Architecture
AAH	534	Topics in Modern Art and Architecture
AAH	535	Topics in Art and Architecture of the Americas
AAH	536	Topics in Art and Architecture of Africa
AAH	537	Topics in Art and Architecture of Asia
AAH	538	Topics in Art and Architecture of the Islamic World
AAH	560	The Newport Seminar
AAH	650	Thesis
ARCH	573	Modernism in the Non-Western World
ARCH	576	Theoretical Origins of Modernism
ARCH	577	The Skyscraper

Thesis Option

The thesis represents the culminating intellectual experience in the Master's program. This written essay of publishable

quality is produced over two semesters of seminar work in the Research Methods and Thesis courses with an advisor in the area of the student's research interest. The end product will be evaluated by at least two Graduate Faculty members. Detailed guidelines for this research paper will be provided. Master's papers are presented at an end-of year, day-long public seminar and are accessioned by the University library to form an archive of collected student scholarly resources.

Course Distribution
All students must fulfill a distribution requirement. At least one course must be taken in four of the following eight areas of study with a minimum of one of the four in a region beyond Europe and the Americas:

Ancient Greek and Roman Art and Architecture
Byzantine and Medieval Art and Architecture
Renaissance and Baroque Art and Architecture
Modern European Art and Architecture
Art and Architecture of the Americas
Art and Architecture of Africa
Art and Architecture of Asia
Islamic Art and Architecture

Concentration in Art History or Architectural History
For the optional Master's degree concentration in art history or in architectural history, students may elect to focus on one of these two fields of study represented in the department. They must complete six of their twelve graduate courses in either Architectural History or Art History. The core course and thesis requirements are the same as the MA in the more integrated Master of Arts degree in Arts and Architecture.

Complementary Coursework
With the approval of their advisor, students may take courses in the culture, literature, history, and philosophy of their areas of interest. These courses, as well as language courses and studio art courses do not count towards the degree. In the second year of full-time study, or final year of part-time study, students must register for one research methods thesis course and one thesis seminar in which they work under the close supervision of a faculty advisor, thus completing the 36 credit requirement.

Foreign Languages
In addition to completing the required course work, each student must demonstrate mastery of intermediate level reading proficiency in one foreign language related to their research interests by completing two courses at the intermediate level in that language or by equivalent certification through examination.

Student Internship and Employment
Through the graduate program every student is required to complete an Internship through the SAAHP Career Investment Program which provides students with a supervised practical environment in which to practice professional skills at a governmental office or agency, nonprofit museum or gallery, or private arts institution. This experience may lead to future positions in the field.

4+1 Bachelor of Arts + Master of Arts Threshold Review: Junior Year Review
Students are required to have achieved and maintained a 2.67 cumulative GPA through the end of the sixth semester in order to enter directly into the 4+1 Bachelor of Arts/Master of Arts in Art and Architectural History Degree Program. All B.A. in Art and Architectural History students are reviewed for achievement of these standards at this time, and notified of their eligibility to continue with the 4+1 sequence. Students must notify the school of their intention to pursue this 4+1 track.

Students pursuing the 4+1 Bachelor of Arts/Master of Arts in Art and Architectural History degree sequence subsequently complete all 500-600 level coursework at graduate academic standards, which include achieving a minimum passing grade of B- in any 500-600 level course, and a 3.0 cumulative GPA in all 500-600 level courses. Students with Senior Standing and who have achieved a 2.67 cumulative GPA may register for graduate coursework with approval of the instructor and the dean.

Graduate Course Grading, GPA and Graduation Requirements
The minimum passing grade in graduate-level courses is a B- (2.67). The minimum GPA for M.A. in Art and Architectural History graduate students is 3.0.

Duration of Study
Full-time students are expected to complete all requirements for the MA degree in two years. Part-time completion of the MA is also possible; part-time students typically complete the degree in three to five years. With careful planning, undergraduate students or incoming graduate students with advanced standing, and in consultation with their advisor, can complete the degree requirements in an accelerated time-frame. For example, courses may be taken in winter sessions or as the program develops, in summer mini-mesters, or summer sessions. The program for all MA candidates is determined in discussion with the student's advisor and is a mix of seminar and lecture courses.

The Art and Architectural History Minor

AAH	121-122	History of Art and Architecture I-II

Two Intermediate Courses from the Art and Architectural History Major
Two additional courses from the Art and Architectural History Major, a minimum of one at the 400 level or above.

Historic Preservation

Roger Williams University offers an undergraduate Bachelor of Science in Historic Preservation degree, along with a Bachelor of Science/Master of Science in Historic Preservation 4+1 Degree Program. A Master of Science in Historic Preservation of one year duration is available to students holding an undergraduate degree in historic preservation, and of two year duration for those who have completed an undergraduate degree in another field.

Students gain an understanding of the field in the greater context of history; the built environment; cooperative community engagement; work with allied professions; on-site documentation, archival research, and design; philosophy, standards and practice. The program introduces research and documentation, architectural conservation, preservation planning and heritage management. These are put into practice through field-based workshops, assignments and internships—all in partnership with area and national organizations and

firms. In recognition of the multi-disciplinary nature of the field, historic preservation electives are offered across multiple academic disciplines.

Bachelor of Science in Historic Preservation Degree Program

DEGREE REQUIREMENTS

Undergraduate majors successfully complete all University Core Curriculum requirements, required coursework in the major, and sufficient electives to total a minimum of 120 credits. Students also complete a non-credit internship to fulfill the University's Feinstein Service Learning Requirement.

Major requirements are divided into three program areas: foundation courses; building styles, technology and culture; and field training and professional practice. Required foundation and upper-level courses are available from select courses throughout the University.

Foundation Courses

ARCH	101	Foundations of Architecture
HIST	151	United States History I: From Colonial Times to Reconstruction
HIST	152	United States History II: Reconstruction to the Present
HP	150	Introduction to Historic Preservation
HP	175	Historic Building Documentation
HP	301	Principles of Architectural Conservation
HP	302	Principles of Preservation Planning
PLAN	301	Intro to Urban and Regional Planning

Building Styles and Technology

AAH	121	History of Art and Architecture I
AAH	122	History of Art and Architecture II
HP	160	American Buildings in the Western Tradition
HP	341	Pre-Industrial America
HP	342	Industrial America

Field Training and Professional Practice

HP	324L	Archival Research
HP	351	History and Philosophy of Historic Preservation
HP	382L	Architectural Conservation Lab
PLAN	382L	Interdisciplinary Planning Workshop
HP	525	Preservation Economics

For Honors Students

HP	451	Senior Thesis Project

Bachelor of Science/Master of Science in Historic Preservation 4+1 Degree Program

The Bachelor of Science/Master of Science in Historic Preservation 4+1 program, totaling 150 credits, is also available to qualified applicants.

DEGREE REQUIREMENTS

Bachelor of Science and Master of Science students must successfully complete all University Core Curriculum requirements and all B.S./M.S. program requirements totaling 152 credits, a non-credit internship requirement to fulfill the University's Feinstein Service Learning Requirement, and a non-credit internship at the graduate level.

Undergraduate major requirements are divided into three program areas: foundation courses; building styles, technology and culture; and field training and professional practice. Required foundation and upper-level courses are available from select courses throughout the University.

Foundation Courses

ARCH	101	Foundations of Architecture
HIST	151	United States History I: From Colonial Times to Reconstruction
HIST	152	United States History II: Reconstruction to the Present
HP	150	Introduction to Historic Preservation
HP	175	Historic Building Documentation
HP	301	Principles of Architectural Conservation
PLAN	301	Introduction to Urban and Regional Planning

Building Styles, Technology and Culture

AAH	121	History of Art and Architecture I
AAH	122	History of Art and Architecture II
HP	160	American Buildings in the Western Tradition
HP	341	Pre-Industrial America
HP	342	Industrial America

Field Training and Professional Practice

HP	324L	Archival Research
HP	351	History and Philosophy of Historic Preservation
HP	382L	Architectural Conservation Lab
PLAN	382L	Interdisciplinary Planning Workshop
HP	525	Preservation Economics

For Honors Students

HP	451	Senior Thesis Project

Course offerings toward the Master of Science in Historic Preservation component of the 4+1 Degree Program

Core Courses

HP	501	Fundamentals of Historic Preservation
HP	524L	Archival Research
HP	525	Preservation Economics
HP	526	Preservation Law and Regulation
HP	542	Professional Practices in Historic Preservation
HP	551	History and Philosophy of Historic Preservation
HP	569	Preservation Internship
HP	582L	Architectural Conservation Lab
HP	631	Preservation Graduate Thesis Seminar
HP	651	Graduate Thesis in Historic Preservation
HP	681L	Historic Rehabilitation Workshop
PLAN	582L	Interdisciplinary Planning Workshop

Historic Preservation Electives

In consultation with their advisor, students select three graduate-level electives from the following:

ARCH	530	Special Topics in Architecture (selected topics)
ARCH	542	Professional Practice
ARCH	572	Urban Design Theory from the Industrial Revolution to the Present
ARCH	573	Modernism in the Non-Western World: A Comparative Perspective

ARCH	576	Regionalism in Architecture
ARCH	576	Theoretical Origins in Modernism
ARCH	577	The Skyscraper
ARCH	581	Construction Contract Documents
ARCH	593	Sustainable Paradigms
AAH	530	Special Topics in Art + Architectural History (selected topics)
HP	530	Special Topics in Historic Preservation
LEAD	501	Leaders and the Leadership Process
LEAD	502	Communication Skills for Leadership Roles
LEAD	503	Data Management and Analysis for Organization Leaders
LEAD	505	Budgeting and Finance in Complex Organizations
LEAD	506	Human Resource Management for Organizational Leaders
LEAD	507	Strategic Leadership in a Globalized World
LEAD	509	Negotiation Strategies
LEAD	510	Stakeholders Relations in Complex Organizations
PA	501	Foundations of Public Administration: Legal and Institutional
PA	502	Foundations of Public Administration: Theoretical
PA	503	Quantitative Methods in Public Administration
PA	504	Public Policy and Program Evaluation
PA	505	Public Budgeting and Finance
PA	506	Public Personnel Management
PA	511	Public Organizations
PA	512	Intergovernmental Relations
PA	514	Urban Administration and Management
PA	516	Grant Writing and Management
PLAN	501	Intro to Urban and Regional Planning
PLAN	521	GIS for Planning, Design and Construction

4+1 Bachelor of Science + Master of Science Threshold Review: Junior Year Reviews

Students are required to have achieved and maintained a 2.67 cumulative GPA through the end of the sixth semester in order to enter directly into the 4+1 Bachelor of Science/Master of Science in Historic Preservation Degree Program. All B.S. in Historic Preservation students are reviewed for achievement of these standards at this time, and notified of their eligibility to continue with the 4+1 sequence. Students must notify the school of their intention to pursue this 4+1 track.

Students pursuing the 4+1 Bachelor of Science / Master of Science in Historic Preservation degree sequence subsequently complete all 500-600 level coursework at graduate academic standards, which include achieving a minimum passing grade of B- in any 500-600 level course, and a 3.0 cumulative GPA in all 500-600 level courses. Students with Senior Standing and who have achieved a 2.67 cumulative GPA may register for graduate coursework with approval of the instructor and the Dean.

Graduate Course Grading, GPA and Graduation Requirements
The minimum passing grade in graduate-level courses is a B- (2.67). The minimum GPA for M.S. in Historic Preservation graduates is a 3.0.

Registration in Courses
Students pursuing the Master of Science in Historic Preservation who are enrolled in graduate courses may also be enrolled in undergraduate courses during the same semester. In their first year and in consultation with the program director, students in the two-year program select undergraduate and/or graduate 'bridge' courses from offerings in historic preservation. With permission of the Dean, undergraduate students in the program may take graduate courses that are part of the program.

Historic Preservation Minor

HP	150	Introduction to Historic Preservation
HP	351	History and Philosophy of Historic Preservation

Four of the following courses (of which two must be HP 300 level or above):

HP	160	American Buildings in the Western Tradition
HP	175	Historic Building Documentation
HIST	151	United States History I: From Colonial Times to Reconstruction
HIST	152	United States History II: Reconstruction to the Present

HP 300/400/500-level courses

AAH	430/530	Special Topics in Art and Architectural History (selected topics)
ARCH	430/530	Special Topics in Architecture (selected topics)

Visual Arts Studies

The Visual Arts program at Roger Williams University prepares students for future careers in the arts with an interdisciplinary spirit and a global perspective. Uniquely located within a community of architects, preservationists and historians, the Visual Arts program plays an active role in bridging the disciplines of the school.

The Visual Arts faculty consists of active artists who share their experience with students through lively and challenging discussions and critiques. Media exploration is encouraged throughout the program and culminates in the creation of a cohesive body of work that reflects the individual student's interests.

Emphasis of study is placed on historical as well as contemporary theories in the arts so that students may better place their own artwork within a larger context. Balancing craft and conceptual agility, and new and traditional media, the Visual Arts program positions graduates to engage in an increasingly interdisciplinary world.

Degree Requirements
Roger Williams University offers both the Liberal Arts degree Bachelor of Arts and the Professional degree Bachelor of Fine Arts in Visual Arts Studies with an opportunity to develop an area of media concentration within the Professional Degree. Students pursuing the Bachelor of Arts and the Bachelor of Fine Arts in Visual Arts Studies must satisfy the University Core Curriculum requirements in addition to the major requirements. Bachelor of Arts candidates must successfully complete the 17 courses required for the major as well as sufficient electives to total the 120 credits necessary for the Bachelor of Arts degree. Majors are encouraged to apply electives toward a minor or second major. Bachelor of Fine Arts candidates must successfully complete the 28 courses

required for the Bachelor of Fine Arts degree. Visual Arts students will have a portfolio of their work reviewed by a faculty committee at mid-program and again at the end of the program in a Capstone Review. Senior Visual Arts Studies majors must submit a written thesis, participate in an exhibition and produce a portfolio of their work during their last year at the University.

Intersections Program

The Intersections program is an ongoing, weekly seminar, required of all VARTS majors throughout their college career. Designed to build a sense of community among the students, the program provides a forum for lively discussion around a range of issues in the arts. Lectures, demonstrations, presentations or round-table discussions with students, faculty and guest artists stimulate an ongoing dialogue meant to complement the studio processes of the Visual Arts program. The mandatory requirement of the Intersections program is waived for students studying abroad.

Bachelor of Arts Major Program Requirements

Foundation Course Requirements, 4 courses, 12 credits

VARTS	101	Foundations of Drawing
VARTS	231	Foundations of Sculpture
VARTS	261	Foundations of Photography
VARTS	281	Foundations of Painting

Intermediate Studios, 5 courses, 15 credits

The Intermediate Studio sequence is a two-part structure of 2 required courses + 3 intermediate studio options including at least one advanced studio option. Students complete all five required + elective studio courses:

VARTS	361	Digital Tools and Methods
VARTS	392	Mixed Media

Students select three (3) elective studios including at least one VARTS studio course at the 400 level or above:

VARTS	201	Drawing The Figure
VARTS	203	Renaissance Drawing Techniques
VARTS	204	Renaissance Drawing Techniques: The Human Figure
VARTS	232	Intermediate Sculpture
VARTS	241	Printmaking: Relief
VARTS	242	Printmaking: Intaglio
VARTS	282	Oil Painting
VARTS	301	Advanced Drawing
VARTS	330	Special Topics in Visual Art
VARTS	333	Advanced Sculpture
VARTS	351	Intermediate Concepts in Photography
VARTS	352	Advanced Photography
VARTS	362	Video and Animation
VARTS	363	Digital Media in 3D: Object and Spaces
VARTS	364	Intermediate Film, Animation, and Video
VARTS	381	Painting The Figure
VARTS	382	Renaissance Apprentice Workshop
VARTS	383	The Art of Buon Fresco
VARTS	430	Special Topics in Visual Art
VARTS	431	Topics in Sculpture
VARTS	451	Topics in Photography/Digital Media
VARTS	464	Advanced Film. Animation and Video
VARTS	469	VARTS Coop
VARTS	472	Visual Arts Thesis
VARTS	481	Topics in Painting/Drawing/Printmaking
VARTS	530	Special Topics in Visual Arts

Seminars, 3 courses, 3 credits

VARTS	190	VARTS Intersections I
VARTS	290	VARTS Intersections II
VARTS	390	VARTS Intersections III

Advanced Studies, 3 courses, 11 credits

VARTS	471	Visual Arts Professional Practices
VARTS	491	Inter-media Workshop (4 credits)
VARTS	492	Senior Studio (4 credits)

History/Theory, 2 courses, 6 credits

AAH	121	History of Art and Architecture I
AAH	122	History of Art and Architecture II

Bachelor of Fine Arts Major Program Requirements

Foundation Course Requirements, 4 courses, 12 credits

VARTS	101	Foundations of Drawing
VARTS	231	Foundations of Sculpture
VARTS	261	Foundations of Photography
VARTS	281	Foundations of Painting

Intermediate Studios, 11 courses, 33 credits

Students complete the two required, then nine additional concentration and elective studio courses.
Two Required courses:

VARTS	361	Digital Tools and Methods
VARTS	392	Mixed Media

Concentration and Elective Studios

4 intermediate studios, including at least one advanced studio, and 5 additional Visual Arts elective studios. To create the optional media concentration, a sequence of 4 courses must be in the same media area, i.e.: Film, Animation and Video; Painting, Drawing and Printmaking; Photography and Digital Media or Sculpture including at least one VARTS studio course at the 400 level. Elective studios may be from any of the other media areas.

Film, Animation and Video

VARTS	362	Animation and Video
VARTS	363	Intermediate Concepts in Digital Media*
VARTS	364	Intermediate Film, Animation, and Video
VARTS	451	Topics in Photography/Digital Media*
VARTS	464	Advanced Film, Animation and Video
VARTS	451	Topics in Photography/Digital Media*

Painting, Drawing and Printmaking

VARTS	201	Drawing The Figure
VARTS	203	Renaissance Drawing Techniques
VARTS	204	Renaissance Drawing Techniques: The Human Figure
VARTS	241	Printmaking Relief
VARTS	242	Printmaking: Intaglio
VARTS	282	Oil Painting
VARTS	301	Advanced Drawing
VARTS	381	Painting The Figure
VARTS	382	Renaissance Apprentice Workshop
VARTS	383	The Art of Buon Fresco
VARTS	481	Topics in Painting/Drawing/Printmaking

Photography and Digital Media

VARTS	351	Intermediate Concepts in Photography
VARTS	352	Advanced Photography

VARTS	363	Digital Media in 3D: Objects and Spaces
VARTS	451	Topics in Photography/Digital Media*

Sculpture

VARTS	232	Intermediate Sculpture
VARTS	333	Advanced Sculpture
VARTS	431	Topics in Sculpture

*May be applied to either the Film, Video and Animation or Photography and Digital Media Concentrations

Additional Intermediate studio options may be applied to all concentration areas:

VARTS	330	Special Topics in Visual Art
VARTS	430	Special Topics in Visual Art
VARTS	530	Special Topics in Visual Art

Seminars, 3 courses, 3 credits

VARTS	190	VARTS Intersections I
VARTS	290	VARTS Intersections II
VARTS	390	VARTS Intersections III

Advanced Studies, 5 courses, 17 credits

VARTS	469	VARTS COOP
VARTS	471	Visual Arts Professional Practices
VARTS	472	Visual Arts Thesis
VARTS	491	Inter Media (4 credits)
VARTS	492	Senior Studio (4 credits)

History/Theory, 5 courses, 15 credits

AAH	121	History of Art and Architecture I
AAH	122	History of Art and Architecture II

Students select 2 History/Theory courses from the following menu:

AAH	305	Theory and Methods of Art and Architectural History
AAH	311	American Art
AAH	312	Modern Art
AAH	313	African Art
AAH	315	Art of Buon Fresco
AAH	317	Giotto to Leonardo
AAH	318	Michelangelo to Vasari
AAH	319	History of Italian Renaissance Art
AAH	320	The Art of Buon Fresco
AAH	321	Arts & Arch of the Classical World
AAH	322	Arts & Arch of the Medieval World
AAH	323	Arts+Arch Islamic World
ARCH	324	Evolution of Urban Form
ARCH	325	History of Modern Architecture
ARCH	327	American Architecture
ARCH	328	Renaissance Architecture
ARCH	329	Landscape Arch
AAH	330	Special Topics in Art and Architectural History
FILM	101	Introduction to Film Studies
HP	341	Pre-Industrial America
HP	342	Industrial America

and:

AAH	421	Issues in Contemporary Art

Visual Arts Studies Minor

Visual Art Studies Minors are available in Concentration areas of Film, Animation and Video; Painting, Drawing and Printmaking; Photography and Digital Media and Sculpture. Film, a widely interdisciplinary subject, is located in both the Communications Program and the Visual Arts Studies Program. Both programs work closely together to host a film curriculum that is both diverse and focused. The Communications program emphasizes film culture and history. The Visual Arts Studies Program emphasizes film production.

Requirements

Minor in Visual Art Studies: Film, Animation and Video

FILM	101	Introduction to Film Studies
VARTS	361	Digital Tools and Methods
VARTS	362	Animation and Video
VARTS	364	Intermediate Film, Animation, and Video

and two of the following:

VARTS	330	Special Topics in Visual Art
VARTS	363	Digital Media in 3D: Object and Spaces
VARTS	392	Mixed Media
VARTS	430	Special Topics in Visual Art
VARTS	451	Topics in Photography/ Digital Media
VARTS	464	Advanced Film, Animation and Video
VARTS	530	Special Topics in Visual Art Studies
COMM	380	Visual Media in Cultural Context
FILM	400	Curation and Festival Production

Minor in Visual Arts Studies: Painting/Drawing/Printmaking

VARTS	101	Foundations of Drawing
AAH	121	History of Art and Architecture I
VARTS	281	Foundations of Painting

and three of the following:

VARTS	201	Drawing The Figure
VARTS	241	Printmaking Relief
VARTS	242	Printmaking: Intaglio
VARTS	282	Oil Painting
VARTS	301	Advanced Drawing
VARTS	330	Special Topics in Visual Art
VARTS	381	Painting The Figure
VARTS	392	Mixed Media
VARTS	430	Special Topics in Visual Art
VARTS	481	Topics in Painting/Drawing/Printmaking
VARTS	530	Special Topics in Visual Arts Studies

Minor in Visual Arts Studies: Sculpture

VARTS	101	Foundations of Drawing
AAH	121	History of Art and Architecture I
VARTS	231	Foundations of Sculpture

and three of the following:

VARTS	232	Intermediate Sculpture
VARTS	330	Special Topics in Visual Art
VARTS	333	Advanced Sculpture
VARTS	392	Mixed Media
VARTS	430	Special Topics In Visual Art
VARTS	431	Topics in Sculpture
VARTS	530	Special Topics in Visual Arts Studies

Minor in Visual Arts Studies: Photography/Digital Media

AAH	121	History of Art and Architecture I
VARTS	261	Foundations of Photography
VARTS	361	Digital Tools and Methods

and three of the following:

VARTS	330	Special Topics in Visual Art
VARTS	351	Intermediate Photography
VARTS	352	Advanced Photography
VARTS	363	Digital Media in 3D: Object and Spaces
VARTS	392	Mixed Media
VARTS	430	Special Topics in Visual Art
VARTS	451	Topics in Photography/ Digital Media
VARTS	530	Special Topics in Visual Arts Studies

Mario J. Gabelli School of Business

Mission Statement

The Mario J. Gabelli School of Business emphasizes excellence in classroom engagement and experiential learning opportunities to develop independent thinkers who understand the responsible and global application of theory to practice.

Overview

The Gabelli School of Business offers seven business majors, each leading to a Bachelor of Science degree: Accounting, Business Law (3+3), Economics, Finance, International Business, Management and Marketing. The business majors are accredited by AACSB International – The Association to Advance Collegiate Schools of Business. In addition, allied majors are offered in Web Development (BS) and Economics (BA). Minor programs of study are offered in Accounting, Arts Management, Business, eBusiness, Economics, Finance, Management, Marketing, and Web Development.

The Gabelli School of Business was named in honor of Mario J. Gabelli, Wall Street investor and founder of The Gabelli Funds, Inc., of Rye, N.Y., in October 1995. Mr. Gabelli, Chairman and CEO of Gabelli Asset Management, Inc., is a member of the University's Board of Trustees.

Classes in the Gabelli School of Business facilitate student learning through close and continuing interaction with faculty. The faculty conducts classes using a variety of pedagogical approaches: lecture, case analysis and discussion, team projects, visiting executive lectures, and student presentations. Faculty also provide academic and career advising.

Opportunities for semester-long internships and involvement with the Roger Williams' Community Partnerships Center, the Business Engagement Center, and the Gabelli School's Small Business Institute enable students to work with organizations where they apply classroom learning to business and governmental situations and gain practical experience. Gabelli School of Business students participate in a wide variety of learning opportunities including participation in national, discipline-based competitions, direct interactions with business organizations, and semester abroad programs.

The student business fraternity, Delta Sigma Pi, is a co-educational, professional organization that fosters the study of business and encourages scholarship, social activity, and service. The fraternity invites business leaders to speak on campus, performs community service activities, and is represented at regional and national fraternity conventions. Outstanding junior and senior business scholars may be inducted into Beta Gamma Sigma, the official business honor society of AACSB International.

Facilities

The Mario J. Gabelli School of Business is housed in its own building. Faculty offices, classrooms and computer labs are located throughout the building; administrative offices can be found on the first floor. The Robert F. Stoico FirstFed Financial Services Center, a high-tech classroom/trading room, is located near the building's main entrance, and is available to all Gabelli students. The University maintains state-of-the-art computing labs and is a leader in applying cloud-based computing to education through its r-Cloud initiative.

Mario J. Gabelli School of Business Faculty

The faculty is comprised of experienced academics and professionals serving as experts to business enterprises, government agencies and not-for-profit organizations. They are dedicated teachers who have contributed to knowledge about business theory and practice, authored papers in academic and business practitioner publications and engaged in scholarship and professional development activities. Their practitioner experiences contribute to and enhance classroom learning. A strong cadre of practitioner faculty further enhances the student experience at the Gabelli School.

Administration:
Susan M. McTiernan, D.M., Dean, Associate Professor of Management
Edward C. Strong, Ph.D., Associate Dean, Associate Professor of Marketing
Barbara L. Grota, Ph.D., Assistant Dean, Assistant Professor of Management

Professors:
Richard Bernardi, Accounting; Susan Bosco, Management; Lana K. Brackett, Marketing; Mark Brickley, Computer Information Systems; Benjamin N. Carr, Marketing; Alan Cutting, Computer Information Systems; Jerry W. Dauterive, Economics; Maria Kula, Economics; Thomas Langdon, Business Law; Brett McKenzie, Computer Information Systems; Michael Melton, Finance; Kathleen S. Micken, Marketing; Priniti Panday, Economics; Ferd Schroth, Computer Information Systems; Minoo Tehrani, International Business and Management

Associate Professors:
Matthew Gregg, Economics; Rupayan Gupta, Economics; Thomas Lonardo, Business Law; Scott P. Mackey, Finance; John McQuilkin, Accounting; Robert Rambo, Accounting; Lynn Ruggieri, Accounting; Elizabeth Volpe, Management; Miao Zhao, Marketing

Assistant Professors:
Farbod Farhadi, Management; Alexander Knights, Management; Geraldo Matos, Marketing; Sara Shirley, Finance; Mark Wu, Finance

Special Academic Regulations

1. Graduation GPA Requirement: In addition to meeting the overall University GPA of 2.0 required for graduation, students majoring in one of the areas offered by the Gabelli School of Business must earn a cumulative GPA of 2.0 in all Business Core courses and all courses taken in Accounting, Computer Information Systems, Economics, Finance, Management, and Marketing.
2. Restrictions for non-majors and non-minors: Students who have not formally declared a major or minor in the Gabelli School of Business may only register for 100 or 200 level courses offered by the School. Exceptions to this restriction

are made for students who have formally declared a major or minor which requires 300+ level business courses.

3. Internal Transfer Policy: Students who are formally admitted to Roger Williams University, but who have declared a major other than one of the business majors (Accounting, Economics (BS), Finance, International Business, Management or Marketing) offered by the Gabelli School of Business or who have not yet declared a major are welcome to apply. You must be an enrolled Roger Williams University student in good academic standing to be eligible for transfer to the School of Business. The Gabelli School of Business has a selective internal transfer admission policy. A School faculty committee reviews each application for evidence of strong, consistent academic performance.

There are two admissions cycles each year as shown in the table below:

CYCLE	DEADLINE	NOTIFICATION	EFFECTIVE
Fall	1 December	15 January	Spring
Spring	1 May	15 June	Fall

Applicants are encouraged to take the following courses prior to or during the semester they submit their application:

1. MATH 141 Finite Mathematics and/or MATH 124, Statistics
2. WTNG 102 Expository Writing
3. BUSN 100 Enterprise
4. ECON 111, Principles of Microeconomics and/or ECON 112, Principles of Macroeconomics
5. CIS 102 Computer Applications in Business and/or CIS 105, Data Analysis & Analytics with Excel

The Gabelli School accepts students with strong academic records and good recommendations, but may need to deny admission because of enrollment limitations: The school reserves the right to refuse admission to any applicant.

The admissions decision may be positive (admission granted), negative (admission denied), or, in a limited number of instances, recommend reapplication. In the case of a recommendation to reapply, the admissions decision letter will spell out the steps the applicant should take to reinforce his candidacy (e.g., take an additional business course or courses).

Application forms for transfer to a major in Accounting, Economics (BS), Finance, International Business, Management, or Marketing in the Gabelli School of Business are available in the Dean's Suite, Room 109, School of Business, or online at the school's web site.

Course of Study

The common requirements for graduation with the Bachelor of Science degree for all business majors include completion of the University Core requirements, the Business Core requirements and open electives as follows:

I. University Core Curriculum requirements: the five-course interdisciplinary Core (Core 101 - 105); the Feinstein Service Learning requirement; three skills courses (Business majors take MATH 141 or MATH 207 or an equivalent, WTNG 102, and WTNG 220 or an equivalent); the Core Interdisciplinary Senior Seminar; and a Core Concentration, five courses chosen by the student from alternatives listed in the Core Curriculum section of this Catalog.

II. Business Core requirements (14 courses)

ACCTG	201	Accounting I: Financial
ACCTG	202	Accounting II: Managerial
BUSN	100	Enterprise
BUSN	305	Legal Environment of Business I
CIS	102	Computer Applications in Business
CIS	105	Data Analysis & Analytics with Excel
ECON	111	Principles of Microeconomics
ECON	112	Principles of Macroeconomics
FNCE	301	Financial Management
MATH	124	Basic Statistics
MGMT	200	Management Principles
MGMT	330	Operations Management
MGMT	499	Business Policy
MRKT	200	Marketing Principles

III. International Dimension Course

In order to insure that School of Business graduates have taken coursework focusing on the global business environment, all business majors are required to take at least one of the following courses:

ACCTG	350	International Accounting
ECON	330	Economics of Developing Countries
ECON	340	Economic Growth
ECON	350	International Trade
ECON	360	International Macroeconomics
FNCE	360	International Finance
IB	250	International Business: European Union
MGMT	340	International Management
MGMT	355	International Organizational Behavior
MRKT	340	International Marketing

This requirement is waived for students who have had a study-abroad experience for which the student earned 3 or more college-level credit hours.

IV. All course requirements for at least one major - see listing for each major on following pages.

V. Electives: A sufficient number of electives to bring the total number of credit hours to at least 120. Students are encouraged to apply electives toward a minor or a second major.

The Accounting Major

The accounting major prepares students to become professional accountants and begin careers in large or small businesses, public accounting, government or private practice. The accounting program has a practical orientation, and accounting majors examine, in depth, the contemporary accounting systems that are used to fulfill the information needs of shareholders, managers, taxing authorities and others. All accounting majors gain hands-on, real-world accounting experience as interns. Accounting majors are encouraged to pursue one or more professional accounting certificates (CPA, CMA, CFM, CIA, CFE) after graduation.

DEGREE REQUIREMENTS

In addition to satisfying all University Core Curriculum and Business Core requirements, accounting majors must complete the following courses:

ACCTG	304	Intermediate Accounting I
ACCTG	305	Intermediate Accounting II
ACCTG	308	Federal Income Tax I: Individual
ACCTG	309	Federal Income Tax II: Partnerships and Corporations
ACCTG	334	Cost Accounting
ACCTG	405	Auditing
ACCTG	406	Advanced Accounting
ACCTG	469	COOP in Accounting

One 300/400 level Accounting (ACCTG) elective

The Economics Major

A degree in economics enables students to deepen their understanding of the national and world economies as well as to develop economic analysis skills for careers in business, banking, investments, law, and government. The School of Business offers the choice of a BA degree or a BS degree in Economics. The B.A. program (Liberal Arts track) offers students the methodology and analytical techniques appropriate for graduate work in economics and related professions such as public administration, and law. It provides a foundation for research and analysis in academic and government institutions.

The B.S. program (Business track) is oriented toward the techniques and background appropriate for the business world. It prepares students for graduate work in Business (M.B.A.) and economic analysis within the business community. Students pursuing the B.S. program will complete all core business classes in management, marketing, accounting, and finance.

DEGREE REQUIREMENTS

Both the BA and BS Economics majors must complete the University Core Curriculum requirements; both programs require two mathematics courses (1) MATH 141 or equivalent and (2) MATH 124.

The BS Program (Business Track) major requires students to complete all courses in the Business Core, ECON 211 ECON 212 2, and ECON 303 and five 300-400 level Economics electives.

The BA Program (Liberal Arts Track) major requires students to complete ECON 111, ECON 112, ECON 211, ECON 212 ECON 303, and five 300-400 level Economics electives. Students following this track are encouraged to adopt a second major or a minor.

The Finance Major

This major will prepare students for a variety of positions in the finance industry, including positions in insurance companies, mutual fund firms, investment companies, brokerage houses, and banks.

DEGREE REQUIREMENTS

In addition to satisfying the University Core Curriculum and Business Core requirements, finance majors must complete the following courses:

FNCE	325	Principles of Investments
FNCE	350	Financial Statement Analysis
FNCE	360	International Finance
FNCE	401	Advanced Financial Management

Four 300/400 level Finance (FNCE) electives

FNCE majors may select one of the following courses to satisfy one of the 4 required FNCE electives:

ECON	211	Intermediate Microeconomics
ECON	212	Intermediate Macroeconomics
ECON	303	Introduction to Econometrics
ACCTG	304	Intermediate Accounting I

The International Business Major

The international business major's vision is to prepare students to become global business experts with cutting-edge expertise and knowledge for successful careers in international business. Our mission is to provide students with a unique curriculum in combination with applied skills and a focus on the European Union marketplace as the largest trade partner of the U.S.

DEGREE REQUIREMENTS

In addition to satisfying the University Core Curriculum and Business Core requirements, international business majors must complete the following:

Required Courses

MRKT	340	International Marketing
MGMT	340	International Management
FNCE	360	International Finance

One of the following

ECON	330	Economics of Developing Countries
ECON	340	Economic Growth
ECON	350	International Trade
ECON	360	International Macroeconomics

Participation in a Roger Williams University Exchange/Summer Program or IB 469 COOP in International Business

Elective Courses

A total of four additional courses must be completed.

(a) Three courses in subjects related to the European Union. Specific courses fulfilling this requirement include:

IB	250	International Business: European Union
IB/MGMT	303	Business in Emerging Markets
IB	306	International Business and Trade Disputes
IB	429	Community Partnership Center International Business Studies
IB/MGMT	450	Multinational Corporations: European Union
IB	430	Special Topics (Studies in European Union)
IB	469	COOP: International Business

(b) One course focusing on diversity or international topics. Specific courses fulfilling this requirement include:

ANTH	356	World Cultures
COMM	250	Intercultural Communication
COMM	330	International Communication
FREN	220	Perspectives on Culture: The French
GER	220	Perspectives on Culture: The Germans
HIST	281	A Survey of East Asian History
HIST	281	Modern East Asian History
HIST	282	A Survey of Modern African History
ITAL	220	Perspectives on Culture: The Italians
POLSC	221	Comparative Politics in the Third World
POLSC	335	International Negotiation
POLSC	346	Foreign Policies of Russia and China
POLSC	348	Rogue States, Allies, Regional Powers

POLSC	386	International Law and Organization
POLSC	326	Post-Communist World
POLSC	428	Mexican Politics
POLSC	429	Cultures in Contact: Mexico Today
POR	220	Perspectives on Culture: The Portuguese
SOC	330	Globalization and Identity
SPN	220	Perspectives on Culture: The Spanish

Language Requirement

International Business majors are required to have competency in a language other than English. Students who are native speakers of English may fulfill the language competency requirement of the International Business Major through one of the following methods:

1. Placement at a 201 level course in a foreign language
2. Completing an International Studies Program (RWU or abroad) Including:
   a. Two language courses at any level
   b. Three courses in areas such as Culture and Civilization, Art, History, Political Science, Dance, Music, Film, and other courses in Liberal Arts related to the country of the selected language

The Management Major

The Management program graduates students who view the problems of enterprise management from a broad perspective and who are sensitive to the impact that management decisions have throughout an organization. The program integrates courses from all critical functional areas. Graduates pursue careers in a vast array of business organizations, large and small, including their own entrepreneurial ventures.

DEGREE REQUIREMENTS

In addition to satisfying the University Core Curriculum and Business Core requirements, management majors must complete the following courses:

MGMT	302	Organizational Behavior
MGMT	310	Human Resource Management
MGMT	469	Management Coop
Management Electives		four courses (any Management (MGMT) courses, exclusive of Business Core requirements)
Business/Non-Business Electives		two courses (any ACCTG, BUSN, FNCE, IB, MGMT or MRKT course, exclusive of Business Core requirements, or any other course)

The Marketing Major

The Marketing major focuses on the many aspects of marketing and the ways in which organizations administer and control their resources to achieve marketing objectives. Courses emphasize the dynamic nature of marketing in a global economy and the need for organizations to be consumer oriented.

Students are encouraged to register for at least one marketing internship as part of their elective courses. Internships and special topics courses may be repeated for additional academic credit.

DEGREE REQUIREMENTS

In addition to satisfying the University Core Curriculum and Business Core requirements, marketing majors must complete one of the following two tracks: Marketing Communication or Marketing Analysis.

Marketing Communication Track

MRKT	301	Advertising Principles

and

one of the following four courses:

MRKT	302	Advertising Campaigns
MRKT	360	Marketing on the Web (cross-listed as CIS 360)
MRKT	402	Advertising Campaigns Practicum
MRKT	469	Marketing Internship

One of the following:

MRKT	401	Advertising Campaigns Research
MRKT	402	Advertising Campaigns Practicum
MRKT	420	Marketing Seminar
MRKT	469	Marketing Internship
BUSN	435	Small Business Institute

A Marketing Independent Study

Any four of the following:

MRKT and 300- or 400-level MRKT courses

CIS	350	Geographic Analysis of Data
IB	469	International Business Internship
BUSN	408	Business Ethics
BUSN	435	Small Business Institute

** Please note: Because the content varies each time, students may count MRKT 469 Marketing Internship, MRKT 430 Special Topics, and Independent Studies multiple times as MRKT Electives.*

Marketing Analysis Track

MRKT	305	Marketing Research

and

MRKT	315	Qualitative Marketing Research

or

MRKT	401	Advertising Campaigns Research

One of the following:

MRKT	401	Advertising Campaigns Research
MRKT	402	Advertising Campaigns Practicum
MRKT	420	Marketing Seminar
MRKT	469	Marketing Internship
BUSN	435	Small Business Institute

A Marketing Independent study

Any four of the following:

Any 300 or 400 level MRKT courses

CIS	350	Geographic Analysis of Data
IB	469	International Business Internship
BUSN	408	Business Ethics
BUSN	435	Small Business Institute

** Please note: Because the content varies each time, students may count MRKT 469 Marketing Internship, MRKT 430 Special Topics, and Independent Studies multiple times as MRKT Electives.*

The Web Development Major

The Web Development program is hands-on and project-based. In our program students begin working on actual projects for real clients in their sophomore year. This learning approach not only provides a more natural and exciting learning environment, it ensures that graduates have the knowledge and expertise needed along with the "people skills" that often define success in the real world. Students graduate with a portfolio representing three years of real projects they have completed for actual clients.

Web Development majors at Roger Williams University learn how to develop Web sites using traditional as well as cutting edge (Web 2.0) tools and techniques. Our projects emphasize applying those techniques to solve real world problems and create real world opportunities. The principles of Responsive Web Design (RWD) are followed to create sites and applications for mobile as well as wide screen displays. Search engine optimization (SEO) and social media techniques are used to maximize site traffic and Web analytics are employed to measure and optimize the effectiveness of client websites.

In addition to satisfying the University Core Curriculum requirements, Web Development majors must complete eight CIS courses (three of which are electives) and at least two courses from a list of options. Students must also elect to complete a minor in one of the following areas: Marketing, Business, Management, Economics, Accounting, Finance; or complete a second major in any area.

Required Courses:

CIS	102	Computer Applications in Business
CIS	200	Introduction to Computer Programming: Animation and Games
CIS	206	Introduction to Web Development
CIS	299	Web Development Center I

(3) CIS Electives at the 300 or 400 level.

CIS	469	Web Development Internship

At least two (2) of the following:
(*Courses marked with an asterisk have prerequisites)

* COMM	111	Writing for the Mass Media
COMM	165	Introduction to Visual Communication
* COMM	240	Electronic Communication: Technology, Modes and Methods
* DSGN	110	Introduction to Typography
* DSGN	300	Web Design Communication
* JOUR	315	Introduction to Photojournalism
* JOUR	355	Digital Journalism I
MRKT	200	Marketing Principles
* MRKT	360	Marketing on the Web
MRKT	401	Advertising Campaigns Research
MRKT	402	Advertising Campaigns Practicum
VARTS	261	Foundations of Photography
VARTS	361	Digital Tools and Methods

1 or 2 CIS Elective(s) at the 300 or 400 level

Three-Plus-Three Business Law Program

The Three-Plus-Three Business Law Program is jointly sponsored by the Mario J. Gabelli School of Business and the Roger Williams University School of Law allowing outstanding students to complete all requirements for both a baccalaureate degree in business administration and the Juris Doctor Degree in six years, as opposed to the traditional seven-year period of study. The modified course of study for the Three-Plus-Three Business Law Program student continues to preserve the distinctive hallmarks of Roger Williams University's liberal arts approach to education. The program requires students to declare Business as their primary undergraduate major, and to take the core business school courses common to all business majors at the Mario J. Gabelli School of Business. Instead of choosing a specific business discipline as a major and taking business courses within that field, the student can substitute first year law school courses and commit to take law school electives in business related areas to meet major and elective requirements.

Selection for the Three-Plus-Three Program

Students who are accepted into the Mario J. Gabelli School of Business may apply for the Three-Plus-Three (3+3) program during their third semester. Applications to participate in the Program will be considered based on superior academic records including performance on the SAT examination, secondary school graduating class rank and scholastic achievement during the student's first two years at Roger Williams University. The application includes the following:

a. a personal statement of the applicant expressing interest in the Program and explaining scholastic achievement to date as an undergraduate at RWU;

b. a signed statement by the applicant indicating that he or she presents no serious character or fitness issues that would prevent admission to the Three-Plus-Three Program or admission to the School of Law;

c. a copy of the applicant's high school transcript with documentation stating the applicant's SAT score and secondary school graduating class rank; and

d. a current transcript of undergraduate courses completed.

During their third semester, interested students will be required to submit an essay describing how their proposed core concentration will fit into their overall plan of study and how that core concentration will assist them in preparing for graduate legal education.

Admission into the undergraduate component of the Program will be determined by the University Pre-Law Advisory Committee with the advice of representatives from the Mario J. Gabelli School of Business, including the Mario J. Gabelli School of Business Pre-Law Advisor. Transfer students who have completed prior study at another higher education institution are not eligible to apply to the Three-Plus-Three Business Law program.

Satisfactory Progress in Three-Plus-Three Program

Roger Williams University undergraduate students admitted into the Three-Plus-Three Program must demonstrate superior academic performance in order to remain in good standing in the Program. That performance must meet the following criteria:

a. Achieve a minimum grade of B- in the following courses: ECON 111, ECON 112, WTNG 102, WTNG 220, CORE 102, and CORE 104;

b. At the end of the sophomore year, students must have earned a minimum of 56 credits with at least at 3.5 cumulative grade point average and must present no serious character and fitness issues;

c. At the end of the junior year, students must have earned a minimum of 90 credits, with at least a 3.5 cumulative grade point average, must have satisfied all requirements of the Modified Undergraduate Course of Study for the Program, must have taken the LSAT during their junior year and, must present no serious character and fitness issues.

Failure to maintain these criteria will result in the inability to apply for, or result in the automatic removal from the Program.

During their third year, students accepted into the Three-Plus-Three Business Law program are required to take three undergraduate business electives. In selecting these courses, students may use one of the following strategies:

1) Focus in one discipline
   a) Take three 300-400 level courses in a single functional area
   b) The student would be responsible for any prerequisites required by these courses.
2) Focus in International Business
   a) Take the following courses which focus on international business
      i) MGMT 340
      ii) MRKT 340
      iii) FNCE 360
3) General Business
   a) Take three 300-400 level courses in two or three functional business areas.
   b) Courses must be selected to fulfill a specific purpose, such as industrial or career focus.

Students following the B.S./J.D. program will be considered candidates for the B.S. degree following the completion of the first year in law; i.e., the fourth year of the program. Such candidates for the B.S. must file an application for degree with the University Registrar before registering for their fourth-year courses (first year Law School courses).

Acceptance into Roger Williams University School of Law
Students enrolled in the Program must apply to the School of Law during the fall of their junior year. It is recommended that they sit for the LSAT during the October administration but no later than the December LSAT test administration of that year. Students enrolled in the Program who satisfy all undergraduate requirements, who achieve an LSAT score that is at or above the School of Law's median accepted score for the previous year, and who present no serious character and fitness issues will be guaranteed admission to the Roger Williams University School of Law.

Minors

The Accounting Minor

The Accounting minor is a specialized concentration in the technical area of accounting. After gaining competence in the fundamentals of financial accounting and financial management, students can select from a variety of elective courses that focus either on the accounting information used in external reports to shareholders or the accounting information used to facilitate decision making within organizations.

Requirements

ACCTG	201	Financial Accounting
ACCTG	202	Managerial Accounting
*ACCTG	304	Intermediate Accounting I

And three additional 300 or 400 level Accounting (ACCTG) courses (excluding ACCTG 429 Community Partnerships Center Accounting Studies and ACCTG 469 Accounting Internship/COOP).

**Prerequisite requirement must be met prior to enrolling in this course.*

The Arts Management Minor

The Arts Management Minor is a multi-disciplinary minor designed for art majors or business students who are interested in a possible career in support of the arts. Students from the arts programs would be introduced to financial management of arts organizations, technology applications, business management, and marketing. Students with a business major will meet the arts focus through a core concentration in the arts (VARTS, MUSIC, DANCE, THEAT, CREATIVE WRITING or FILM STUDIES MINOR). All students have the opportunity to apply learning and practice through an internship or other project-based experience at an arts organization. The capstone course will engage all students with practitioners from performing and visual arts organizations and provide grounding in issues common to managing any arts institutions from smaller troupes or galleries to larger civic venues and museums.

Required courses (Non-business majors):

ACCTG	209	Financial Management for the Art
MRKT	200	Marketing Principles
MGMT	200	Principles of Management
CIS	202	Technology for the Arts
COOP	469	Internship
BUSN	401	Arts Management Capstone

Required courses (business majors):
A declared Core Concentration in Visual or Performing Arts, Creative Writing, or a minor in Film Studies
COOP 469 or BUSN 469 Internship
BUSN 401 Arts Management Capstone

The Business Minor

The Business minor is designed for students majoring in areas outside the Mario J. Gabelli School of Business who wish to enhance their academic experience by acquiring business knowledge and skills. The minor consists of six courses in the Mario J. Gabelli School of Business. Specifically, students must complete these courses:

ACCTG	201	Accounting I: Financial
CIS	102	Computer Applications in Business
or		
CIS	105	Data Analysis & Analytics with Excel
ECON	111	Principles of Microeconomics
or		
ECON	112	Principles of Macroeconomics
MGMT	200	Management Principles
MRKT	200	Marketing Principles

The sixth course may be any course offered by the Mario J. Gabelli School of Business. At least three of the classes required for the Business minor must be taken at Roger Williams University.

The eBusiness Minor

The eBusiness minor is a hands-on program designed to enhance a student's ability to express ideas and conduct business using the World Wide Web. Students learn how to combine communications and marketing theory with Web building technology and graphic design principles to create Web sites that engage the visitor and effectively communicate the intended message.

Requirements: Any six of the following:

CIS	206	Introduction to Web Development
CIS	306	Creating Expressive Websites
CIS	350	Geographic Analysis of Data: An Introduction to GIS

A CIS elective at the 200-level or above

COMM	101	Introduction to Mass Media
DSGN	100	Introduction to Design Communication
MRKT	200	Marketing Principles

The Economics Minor

The Economics minor familiarizes students with the tools of economic analysis and their application at the individual, firm, national, and global levels. Coursework in the minor emphasizes problem solving and analytical skills. An economics minor is relevant for students desiring careers in all fields of business and government and those seeking to further their education in graduate and professional schools.

Requirements

ECON	111	Principles of Microeconomics
ECON	112	Principles of Macroeconomics
ECON	211	Intermediate Microeconomics
ECON	212	Intermediate Macroeconomics

and two Economics (ECON) electives at the 300 or 400 level

The Finance Minor

The Finance minor provides students with background in financial institutions, instruments, markets, and services.

Requirements

FNCE	301	Financial Management (Prerequisites: MATH 124, MATH 141, ACCTG 201, ECON 101)
FNCE	325	Principles of Investment
FNCE	360	International Finance
FNCE	401	Advanced Corporate Finance

and two Finance electives

The Management Minor

The Management minor provides students with an appreciation of the people and managerial skills necessary to ensure productive and satisfied organizational members and the accomplishment of organizational goals.

Requirements

MGMT	200	Principles of Management

Five MGMT electives (excluding MGMT 330 and MGMT 499)

The Marketing Minor

The Marketing minor introduces students to marketing concepts and the organization, analysis, strategy, tactics, and resources required to apply that knowledge in profit and non-profit situations. Six courses are required.

MRKT	200	Marketing Principles

and any five of the following:

MRKT	any 300 or 400 level MRKT courses	
CIS	350	Geographic Analysis of Data
IB	469	International Business Internship
BUSN	408	Business Ethics
BUSN	435	Small Business Institute

The Web Development Minor

The Web Development minor serves as a value-added component for students whose major is in an area outside web development. Students gain competence in basic computer packages (spreadsheets, graphics, database, and programming), the elements of business conducted via the Web, and select a subset of the CIS courses that best enhance their education and their professional prospects.

CIS	102	Computer Applications in Business
CIS	105	Data Analysis & Analytics with Excel
CIS	206	Introduction to Web Development

and three Computer Information Systems (CIS) electives

Leica

School of Engineering, Computing and Construction Management

Mission Statement

The mission of the School of Engineering, Computing and Construction Management is to deliver the highest quality undergraduate professional educational experience enabling our graduates to excel in the practice of their professional discipline or the pursuit of an advanced degree.

School Goals

In order to satisfy the mission, the faculty members of the School of Engineering, Computing and Construction Management have identified the following School goals:

- Deliver educational programs that are nationally accredited, continuously assessed and improved, and inspire excellence in students, faculty and staff.
- Maintain an atmosphere that enhances education through student-oriented learning, effective content, pedagogy and mentorship.
- Develop students who take responsibility for their education, embrace professional development and develop a global perspective on their profession.
- Develop a committed and diverse faculty who understand and apply current and future trends in their disciplines.
- Maintain a work environment in which staff and faculty take initiative and receive recognition for their achievements.
- Support the mission and core values of Roger Williams University.

Overview

The School of Engineering, Computing, and Construction Management (SECCM) offers three majors, each leading to the Bachelor of Science degree: Computer Science, Construction Management, and Engineering. The Engineering major is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). The American Council for Construction Education (ACCE) accredits the Construction Management major.

The academic programs are designed to provide our graduates with flexibility and competency in the pursuit of their career goals. The curriculum reflects the needs of today's graduates. In today's work place, successful professionals must be able to adapt to rapid technological change, communicate and interact effectively with diverse populations, and unite post-graduate educational and professional experiences into future vision. All of our programs incorporate the University Core Curriculum, which assures students of an extensive and effective background in the social sciences and humanities. The Computer Science and Engineering programs augment this Core with substantial requirements in mathematics, the physical sciences, engineering science, and engineering design. The Construction Management program adds a technical core with courses in mathematics and science, business and management, computer skills, and construction knowledge.

Even though the programs are highly structured, some flexibility is possible through elective courses. This is especially true in the Engineering Program where, through appropriate elective course selection, a specialization in civil, computer, electrical, or mechanical engineering may be earned. In consultation with their academic advisors, students may also design a Custom Engineering program.

All three programs encourage students to participate in an internship experience. Internships may be arranged during an academic semester or during summer or winter breaks. The University Career Center helps students find and obtain intern opportunities.

In the SECCM, students have the opportunity and are encouraged to belong to the Engineering Student Club and the Construction Management Student Club. These clubs maintain an affiliation with several professional societies to include: the American Society of Civil Engineers (ASCE); the American Society of Mechanical Engineers (ASME); the Institute for Electrical and Electronic Engineers (IEEE); the Construction Management Association of America (CMAA); the Associated General Contractors of America (AGCA); the Mechanical Contractors Association of America (MCAA); Sigma Lambda Chi, the Construction Management honor society; the United States Green Building Council (USGBC); and, the Society of Women Engineers (SWE). These clubs participate in a wide variety of activities that include student competitions, community service, and interaction with local professional organizations. In addition to the educational benefits and networking opportunities, these clubs provide an environment in which students interact socially outside of the classroom with their fellow students and faculty.

Applicants for the SECCM programs should possess a strong background in mathematics and science. All applicants should have completed four years of high school mathematics including algebra, geometry, trigonometry, and analytical geometry or pre-calculus. Two years of science, including physics, should have been completed.

Facilities

The School of Engineering, Computing and Construction Management is housed in a building near the center of the campus. The building is equipped with modern facilities, including classrooms, seminar and discussion rooms, an auditorium, engineering and construction laboratories, computer laboratories and special project rooms.

"Hawkworks", our remote facility located in downtown Bristol, provides space for engineering design project fabrication and laboratory space for construction management laboratory courses.

School of Engineering, Computing and Construction Management Faculty

Robert A. Potter, Jr., Dean
B. Gokhan Çelik, Construction Management Program Coordinator
Janet L. Baldwin, Engineering Program Coordinator
Anthony S. Ruocco, Computer Science Program Coordinator

Professors:

Khalid Al-Hamdouni, Chunyan Bai, Janet L. Baldwin, Frederick E. Gould, Ram S. Gupta, Robert A. Potter, Jr., Anthony S. Ruocco, Matthew R. Stein

Associate Professors:
Gilbert C. F. Brunnhoeffer, III, B. Gokhan Çelik, Michael J. Emmer, Amine Ghanem, Charles R. Thomas, Koray Özer

Assistant Professors:
Sonya J. Cates, Lillian C. Jeznach, Nicole M. Martino, Benjamin McPheron, William J. Palm, Charles Thangaraj

Staff:
James Dorothy, Marygrace Staton

The Computer Science Major

The Computer Science major is designed to prepare students for either professional employment in the computer science and programming fields or for graduate study in computer science. Students receive a thorough grounding in modern computer science theory and learn how this theory can be applied to the design of complex software systems.

The curriculum begins with a year-long introduction to the art and science of computer programming, using the Java language. This introduces concepts of object-oriented programming, development and analysis of algorithms, and principles of software design.

The student's intermediate years involve the study of how hardware is constructed and organized, the nature and development of programming languages, the study of efficient data structures and algorithms, and the theoretical study of the computational process. Experience is gained using procedural, functional, logic, and object-oriented programming languages. At each stage, appropriate mathematics is used as a method of describing and reasoning about computing systems.

The student's final year is devoted to using this foundation to design and engineer major software projects in areas such as compiler and operating system design, computer graphics, or artificial intelligence.

Incorporated into the major is a strong mathematics and natural science component. Calculus, discrete mathematics, and probability and statistics form the nucleus of a math program that earns the graduate a core concentration in mathematics. The program also includes a minimum of three semesters of lab-based science. Students may elect to earn a minor in mathematics (by taking a sixth mathematics course) or to take a fourth science course.

The Computer Science Program is designed to enable graduates to anticipate and to respond effectively to the uncertainties of a changing technological, social, political and economic world. Specific program educational objectives and outcomes include:

Program Educational Objectives
During the first few years after graduation, we expect our graduates to:

1. Apply disciplinary knowledge and skill to analyze, design, implement, and test solutions to applied problems individually and in diverse teams. Present solutions using the variety of media that best promotes understanding.
2. Continue to grow intellectually and professionally in the computing sciences and appreciate the continuous pursuit of knowledge in other areas of interest.
3. Use knowledge and draw on experiences relevant to current and emerging needs in computing sciences and recognize the social, ethical, and cultural impact of technology in a global setting.
4. Serve as an exemplar and ambassador of the RWU Computer Science program, strengthening its tradition of excellence, by becoming active in professional societies and organizations and by volunteering within your community.

Program Outcomes
We expect our graduating students to possess:

a. an ability to apply knowledge of computing and mathematics appropriate to the discipline
b. an ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
c. an ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
d. an ability to function effectively on teams to accomplish a common goal
e. an understanding of professional, ethical, legal, security and social issues and responsibilities
f. an ability to communicate effectively with a range of audiences
g. an ability to analyze the local and global impact of computing on individuals, organizations, and society
h. recognition of the need for and an ability to engage in continuing professional development
i. an ability to use current techniques, skills, and tools necessary for computing practice
j. an ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices
k. an ability to apply design and development principles in the construction of software systems of varying complexity

DEGREE REQUIREMENTS
The major in computer science leads to the Bachelor of Science degree. Students normally complete a minimum of 121 credits, including satisfaction of all University Core Curriculum requirements. The approved outline is as follows:

First Year (14 credits) – Fall

COMSC	110	Introduction to Computer Science I & Lab (4 credits)
CORE	102	Challenges of Democracy (3 credits)
MATH	221	Discrete Mathematics (4 credits)
WTNG	102	Expository Writing (3 credits)

First Year (15 credits) – Spring

COMSC	111	Data Structures & Lab (4 credits)
CORE	103	Human Behavior in Perspective (3 credits)
MATH	213	Calculus I & Lab (4 credits)

Science course sequence & lab (first course) (4 credits)
(BIO 103 or CHEM 191 or PHYS 201)

Second Year (17 credits) – Fall

COMSC	210	Principles of Computer Organization & Lab (4 credits)
COMSC	335	Theory of Computation (3 credits)
CORE	104	Literature, Philosophy, and the Examined Life (3 credits)

MATH	214	Calculus II & Lab (4 credits)
WTNG	220	Critical Writing for the Professions (3 credits)

(BIO 104 or CHEM 192 or PHYS 202)

Second Year (16 credits) – Spring

COMSC	230	Principles of Programming Languages (3 credits)
COMSC	340	Analysis of Algorithms (3 credits)
CORE	105	Aesthetics in Context: The Artistic Impulse (3 credits)
MATH	315	Probability & Statistics (3 credits)

Science course sequence & lab (second course) (4 credits)

Third Year (15–16 credits) – Fall

COMM	210	Introduction to Public Speaking (3 credits)
COMSC	330	Software Design (3 credits)
COMSC	420	Principles of Operating Systems (3 credits)

Specialization Elective (3/4 credits)
Additional science course with lab (CORE 101 is not acceptable (4 credits)

Third Year (15–16 credits) – Spring

COMSC	440	Language Translation & Compiler Design (3 credits)

Specialization Elective (3/4 credits)
Specialization Elective (3/4 credits)
Math Elective 200 Level or above (3/4 credits)
Free Elective (3 credits)

Fourth Year (15–16 credits) – Fall

COMSC	490	Integrated Senior Design I (3 credits)
CORE		Core Interdisciplinary Senior Seminar (3 credits)
SEC	230	Networking and Telecommunication (3 credits)

Specialization Elective (3/4 credits)
Math Elective 200 Level or above (3/4 credits)
or
Science Elective (3/4 credits)

Fourth Year (13 credits) – Spring

COMSC	401	Computer Science Senior Seminar (1 credit)
COMSC	492	Integrated Senior Design II (3 credits)
SEC	231	Advanced Networking (3 credits)

Specialization Elective (3/4 credits)
Free Elective (3 credits)

Total: 121–124 Semester Credits

Computer Science Specializations

The Digital Systems Specialization

The Digital Systems Specialization is only for students majoring in Computer Science. This specialization is well suited to those computer science majors who enjoy working with control systems or with the interaction of software and electronic devices.

Required Courses:

ENGR	240	Circuit Theory and Lab
ENGR	270	Digital Systems Design and Lab

And three courses from the following list, three of which must be above the 300 level:

ENGR	260	Engineering Electronics and Lab
ENGR	424	Digital Systems Processing
ENGR	430	Special Topics in Electrical or Computer Engineering (with permission of advisor)
ENGR	445	Dynamic Modeling and Control
ENGR	450	Mechatronics

The Mathematics Specialization

The Mathematics Specialization is only for students majoring in Computer Science. This specialization is well suited to those computer science majors who are interested in pursuing advanced studies or careers in the analytical aspects of computing. Students interested in a dual major with Mathematics should select this specialization.

Required Courses:

MATH	255	Introduction to Math Software

And four courses from the following list:

MATH	301	Linear Programming
MATH	305	Math Modeling
MATH	317	Differential Equations
MATH	331	Linear Algebra
MATH	342	Numerical Analysis
MATH	351	Calculus of Several Variables
MATH	370	Advanced Calculus for Physical Sciences
MATH	371	Real Analysis
MATH	381	Complex Analysis

The MATH courses that the student selects for the specialization cannot be used to satisfy the core concentration.

The Custom Program Specialization

The Custom Specialization is only for students majoring in Computer Science. This specialization is well suited to those computer science majors who wish as broad an educational experience as possible. It is also well suited to those who may wish to focus their electives to pursue a minor in the network security field.

The student must select five advisor approved courses from among those courses with COMSC, ENGR, SEC, CIS, or MATH designations. All must be above the 200-level and three must be above the 300- level. The mathematics course(s) a student selects as electives cannot be used to satisfy the Mathematics Core Concentration requirement or the MATH/Science requirement.

The Construction Management Major

Construction management represents an industry that organizes or brings together numerous independent businesses and trades to create and build. The constructor works closely with owners, engineers, architects and sub-contractors throughout the construction process to assure timely completion of a project. Our program provides education in technical aspects, such as graphics, equipment, materials, planning and estimating techniques; extensive computer applications exposure; and, the fundamentals of business management techniques. Upon completion of the plan of study, all students will have also earned a Minor in Business.

Construction careers are broadly diversified. Graduates of this program find employment in many parts of the construction industry, including residential, commercial, and industrial

sectors, as well as infrastructure and heavy construction. Typical careers include supervising construction projects, estimating and cost control, scheduling, and project management.

Roger Williams University is a member of the Associated Schools of Construction, an organization devoted to the development and enhancement of construction education. The Construction Management Program is accredited by the American Council for Construction Education (ACCE). Specific program educational objectives and outcomes include:

Program Educational Objectives

During the first few years after graduation, we expect our graduates to:

1. Demonstrate exemplary technical knowledge and skills while achieving success as a practicing constructor and leader and always displaying the highest standards of ethical conduct.
2. Value the concept of life-long learning and continue to grow intellectually while keeping informed of new concepts and developments in the construction process.
3. Advance the construction management profession by becoming actively involved in professional associations and societies, serving in professional and community volunteer positions, and acting as a role model for the future generation of constructors and the Roger Williams University Construction Management students.

Program Outcomes

We expect our graduating students to be able to:

1. Create written communications appropriate to the construction discipline.
2. Create oral presentations appropriate to the construction discipline.
3. Create a construction project safety plan.
4. Create construction project cost estimates.
5. Create construction project schedules.
6. Analyze professional decisions based on ethical principles.
7. Analyze construction documents for planning and management of construction processes.
8. Analyze methods, materials, and equipment used to construct projects.
9. Apply construction management skills as a member of a multidisciplinary team.
10. Apply electronic-based technology to manage the construction process.
11. Apply basic surveying techniques for construction layout and control.
12. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
13. Understand construction risk management.
14. Understand construction accounting and cost control.
15. Understand construction quality assurance and control.
16. Understand construction project control processes.
17. Understand the legal implications of contract, common, and regulatory law to manage a construction project.
18. Understand the basic principles of sustainable construction.
19. Understand the basic principles of structural behavior.
20. Understand the basic principles of mechanical, electrical and piping systems.

DEGREE REQUIREMENTS

The major in construction management leads to the Bachelor of Science degree and normally consists of 130 credits, including satisfaction of all University Core Curriculum requirements. The approved outline is as follows:

First Year (16 credits) – Fall

CNST	100	Introduction to Construction Management (3 credits)
CNST	116	Computer Applications for Construction (3 credits)
CORE	102	Challenges of Democracy (3 credits)
MATH	136	Pre-Calculus (4 credits)
WTNG	102	Expository Writing (3 credits)

First Year (16 credits) – Spring

CNST	130	Plans, Specifications and Building Codes (3 credits)
CNST	200	Construction Methods and Materials & Lab (4 credits)
CORE	103	Human Behavior in Perspective (3 credits)
MATH	207	Applied Calculus (3 credits)
WTNG	220	Critical Writing for the Professions (3 credits)

Second Year (17 credits) – Fall

ACCTG	201	Accounting I: Financial (3 credits)
CHEM	191	Chemistry I & Lab (4 credits)
CNST	201	Advanced Construction Methods and Materials & Lab (4 credits)
COMM	210	Introduction to Public Speaking (3 credits)
CORE	104	Literature, Philosophy, and the Examined Life (3 credits)

Second Year (16 credits) – Spring

CNST	250	Construction Equipment (3 credits)
CNST	260	Construction Estimating and Scheduling (3 credits)
CORE	105	Aesthetics in Context: The Artistic Impulse (3 credits)
ECON	111	Principles of Microeconomics (3 credits)
PHYS	109	Physics I Algebra based and Lab (4 credits)

Third Year (16 credits) – Fall

CNST	302	Surveying and Lab (4 credits)
CNST	321	Advanced Building Estimating (3 credits)
ENGR	210	Engineering Statics (3 credits)
MGMT	200	Management Principles (3 credits)

Core Concentration #1 (3 credits)

Third Year (18 credits) – Spring

CNST	304	Applied Structures (3 credits)
CNST	450	Construction Planning and Scheduling (3 credits)
CORE		Core Interdisciplinary Senior Seminar (3 credits)
MATH	124	Basic Statistics (3 credits)
MRKT	200	Marketing Principles (3 credits)

Core Concentration #2 (3 credits)

Fourth Year (16 credits) – Fall

CNST	445	Construction Project Management and Safety & Lab (4 credits)
CNST	475	Construction Project Control (3 credits)

LS	220	Fundamentals of Contract Law (3 credits)
or		
BUSN 305	Legal Environment of Business I (3 credits)	
Core Concentration #3 (3 credits)		
Core Concentration #4 (3 credits)		

Fourth Year (15 credits) – Spring

CNST	455	Mechanical/Electrical Design (3 credits)
CNST	480	Capstone Project, Ethics and New Technology (3 credits)
CM Elective (3 credits)		
Business Elective (3 credits)		
Core Concentration #5 (3 credits)		

Total: 130 Semester Credits

The business elective must be selected from one of the following courses: ACCTG 304, ENGR 335, FNCE 301, MGMT 336, and MRKT 335.

The Engineering Major

The purpose of the Engineering major is to develop in students the necessary knowledge and analytical skills for professional engineering practice or for successful graduate studies. The Engineering program is characterized by breadth but permits study in depth, to include attaining a specialization in civil, computer, electrical, or mechanical engineering. The Engineering major also provides for flexibility to address the unknown challenges of the 21st century. In consultation with an academic advisor, students may design a Custom Specialization to prepare for emerging fields not immediately definable with traditional specializations.

Engineers apply the principles of mathematics and the laws of natural science to analyze, design, develop and devise improvements that benefit humanity. The Engineering program consists of a course of study in mathematics, science, and engineering fundamentals during the first two years of study. Students then tailor their program to their own specific needs by selection, with the assistance of their advisor, of appropriate elective courses constituting a specialization. The resulting curriculum is designed to achieve a balance between science and engineering, to provide an understanding of the economic and social implications of engineering activity, and to develop creative talents. This program includes the necessary topics found on the Fundamentals of Engineering exam.

The Engineering program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). Specific program educational objectives and outcomes include:

Program Educational Objectives

During the first few years after graduation, we expect our graduates to:

1. Possess an inquisitive mind, demonstrate excellence in technical knowledge and skills, achieve success as a practicing engineer or graduate student, and apply the highest ethical standards in all pursuits.
2. Value the concept of, and demonstrate through practice, activities and actions that contribute to continual intellectual growth.
3. Advance the engineering profession by becoming actively involved in professional associations and societies, serving in professional and community volunteer positions, acting as a role model for the future generation of engineers, and assisting the SECCM Engineering Program in achieving its mission and goals.

Program Outcomes

We expect our graduating students to possess:

a. an ability to apply knowledge of mathematics, science, and engineering
b. an ability to design and conduct experiments, as well as to analyze and interpret data
c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
d. an ability to function on multi-disciplinary teams
e. an ability to identify, formulate and solve engineering problems
f. an understanding of professional and ethical responsibility
g. an ability to communicate effectively
h. an understanding of the impact of engineering solutions in a global, economic, environmental, and societal context
i. a recognition of the need for, and an ability to engage in lifelong learning
j. a knowledge of contemporary issues
k. an ability to use the techniques, skills and modern engineering tools necessary for engineering practice

DEGREE REQUIREMENTS

The major in Engineering leads to the Bachelor of Science degree. Students normally complete a minimum of 124 credits, including satisfaction of all University Core Curriculum requirements and meeting the requirements of one of the available Engineering Specializations. The approved outline is as follows:

First Year (16 credits) – Fall

COMM	210	Introduction to Public Speaking (3 credits)
CORE	102	Challenges of Democracy (3 credits)
ENGR	110	Engineering Graphics and Design (3 credits)
MATH	213	Calculus I & Lab (4 credits)
WTNG	102	Expository Writing (3 credits)

First Year (17 credits) – Spring

CORE	103	Human Behavior in Perspective (3 credits)
ENGR	115	Computer Applications for Engineering (3 credits)
MATH	214	Calculus II & Lab (4 credits)
PHYS	201	Physics I & Lab (4 credits)
WTNG	220	Critical Writing for the Professions (3 credits)

Second Year (17 credits) – Fall

CHEM	191	Chemistry I & Lab (4 credits)
CORE	104	Literature, Philosophy, and the Examined Life (3 credits)
ENGR	210	Engineering Statics (3 credits)
MATH	317	Differential Equations (3 credits)
PHYS	202	Physics II & Lab (4 credits)

Second Year (17 credits) – Spring

CHEM	192	Chemistry II & Lab (4 credits)
CORE	105	Aesthetics in Context: The Artistic Impulse (3 credits)
ENGR	220	Engineering Dynamics (3 credits)
ENGR	300	Mechanics of Materials & Lab (4 credits)
MATH	315	Probability & Statistics (3 credits)

Third Year (16–17 credits) – Fall

ENGR	240	Circuit Theory & Lab (4 credits)
ENGR	320	Environmental Engineering (3 credits)
ENGR	330	Thermodynamics (3 credits)
MATH elective		200 Level or above (3 credits)
ENGR Elective		(3/4 credits)

Third Year (13–16 credits) – Spring

ENGR	305	Fluid Mechanics & Lab (4 credits)
ENGR Elective		(3/4 credits)
ENGR Elective		(3/4 credits)
ENGR Elective		(3/4 credits)

Fourth Year (13–14 credits) – Fall

CORE		Core Interdisciplinary Senior Seminar (3 credits)
ENGR	401	Engineering Senior Seminar (1 credit)
ENGR	335	Engineering Economic Analysis (3 credits)
ENGR	490	Engineering Design I (3 credits)
ENGR Elective		(3/4 credits)

Fourth Year (15–19 credits) – Spring

ENGR	492	Engineering Design II (3 credits)
ENGR Elective		(3/4 credits)
ENGR Elective		(3/4 credits)
ENGR Elective		(3/4 credits)
ENGR Elective		(3/4 credits)

Total: 124–133 Semester Credits

Engineering electives must be selected to meet the requirements of one of the available Engineering Specializations.

Mathematics elective requirement excludes the following courses: MATH 335, MATH 340, MATH 450, and MATH 451.

The Civil Engineering Specialization

The Civil Engineering Specialization (including focused study in Structural Engineering and Environmental Engineering) is only for students majoring in Engineering.

Required Courses:

ENGR	313	Structural Analysis
ENGR	409	Structural Design
ENGR	412	Water Resources Engineering & Lab
ENGR	414	Geotechnical Engineering & Lab
ENGR	415	Water and Wastewater Treatment
ENGR	418	Construction Engineering
ENGR	420	Transportation Engineering

And two courses from the following list:

ENGR	405	Air Pollution and Control
ENGR	407	Solid and Hazardous Waste Management
ENGR	413	Advanced Structural Analysis
ENGR	430	Special Topics (with permission of advisor)
CHEM	201	Environmental Chemistry & Lab
CNST	302	Surveying & Lab

The Computer Engineering Specialization

The Computer Engineering Specialization is only for students majoring in Engineering.

Required Courses:

COMSC	110	Introduction to Computer Science & Lab
COMSC	111	Data Structures & Lab
ENGR	260	Engineering Electronics & Lab
ENGR	270	Digital Systems Design & Lab
ENGR	424	Digital Signal Processing
ENGR	430	Sp Tp: Microprocessors
ENGR	430	Sp Tp: VLSI

And two courses from the following list:

COMSC	210	Principles of Computer Organization & Lab
COMSC	230	Principles of Programming Languages
COMSC	340	Analysis of Algorithms
COMSC	420	Principles of Operating Systems
ENGR	430	Special Topics (with permission of advisor)
ENGR	450	Mechatronics
PHYS	350	Computational Physics

The Electrical Engineering Specialization

The Electrical Engineering Specialization is only for students majoring in Engineering.

Required Courses:

ENGR	260	Engineering Electronics & Lab
ENGR	270	Digital System Design & Lab
ENGR	360	Signals and Systems
ENGR	370	Microprocessors
ENGR	424	Digital Signal Processing
ENGR	445	Dynamic Modeling and Control
ENGR	460	Electromagnetic Theory

And two courses from the following list:

ENGR	340	Sustainable Energy Systems
ENGR	430	Sp Tp: VLSI
ENGR	430	Special Topics (with permission of advisor)
ENGR	433	Heat Transfer
ENGR	450	Mechatronics
PHYS	320	Modern Physics

or

PHYS	350	Computational Physics

The Mechanical Engineering Specialization

The Mechanical Engineering Specialization is only for students majoring in Engineering.

Required Courses:

ENGR	310	Material Science
ENGR	332	Machine Design
ENGR	350	Theory and Design of Mechanical Measurements
ENGR	433	Heat Transfer
ENGR	445	Dynamic Modeling and Control

And four courses from the following list:

ENGR	260	Engineering Electronics & Lab
ENGR	340	Sustainable Energy Systems

ENGR	430	Sp Tp: Finite Element Analysis
ENGR	430	Special Topics (with permission of advisor)
ENGR	431	Mechanical Vibrations
ENGR	432	Manufacturing and Assembly
ENGR	437	Acoustics
ENGR	442	Biomechanics
ENGR	450	Mechatronics

The Custom Program Specialization

The Custom Program Specialization is only for students majoring in Engineering.

Nine courses are required, at least five of which are at the ENGR 300/400-level. A student must form a committee of three engineering faculty who will review and approve of the program plan no later than first semester of the student's third year.

Minors Offered by the School of Engineering, Computing and Construction Management

The Computer Science Minor

The Computer Science minor is designed to provide students with an in-depth familiarization with the computer science domain. Students will learn high-level programming skills and the basic theory associated with the discipline. The minor is well-suited for students majoring in mathematics and education. Graduates can apply this minor as an underpinning for exploiting technology as it pertains to their primary degree.

Required Courses:

COMSC	110	Introduction to Computer Science & Lab
COMSC	111	Data Structures & Lab
COMSC	210	Principles of Computer Organization & Lab
and		
COMSC	230	Principles of Programming Languages
or		
MATH	221	Discrete Mathematics
and		
COMSC	Elective	300-level or above

The Construction Management Minor

The Construction Management minor is a six-course program particularly appropriate for students whose major is architecture or business. The courses in the minor are designed to provide students with the skills and basic knowledge required to move into an entry-level professional construction industry position. Estimating, scheduling, and project management are some of the courses that make up the minor.

Required Four Courses:

CNST	130	Plans, Specifications and Building Codes
or		
ARCH	287	Introduction to Computer Applications in Design
and		
CNST	200	Construction Methods and Materials & Lab
or		
ARCH	231	Construction Methods and Assemblies I
and		
CNST	260	Construction Estimating and Scheduling

Select three:

CNST	250	Construction Equipment
CNST	302	Surveying & Lab
CNST	321	Advanced Building Estimating
CNST	450	Construction Planning and Scheduling
CNST	445	Construction Project Management and Safety
CNST	455	Mechanical and Electrical Design for Buildings

The Engineering Biomechanics Focus Minor

The Engineering Biomechanics Focus minor provides an introduction to solid and fluid mechanics, materials science, and data acquisition theory and practice, and then applies these topics to biomechanical problems such as human and animal movement, injury prevention and rehabilitation, and the design and analysis of prosthetics. The minor is well-suited for Biology and Marine Biology majors who wish to understand the physical origins of anatomy and physiology, for pre-med students interested in orthopedics, or for anyone seeking an engineering perspective on biology.

The Biomechanics Focus minor consists of six courses and is for non-engineering majors only:

Required Courses*:

ENGR	210	Engineering Statics
ENGR	300	Mechanics of Materials and Lab
ENGR	305	Fluid Mechanics and Lab
ENGR	310	Materials Science
ENGR	350	Theory and Design of Mechanical Measurements
ENGR	442	Biomechanics

**Some of these courses may require additional prerequisites*

The Engineering Environmental Focus Minor

The Engineering Environmental Focus minor exposes students to most areas of environmental engineering, including water and wastewater treatment, hydrology, and air pollution. This minor supplements the learning in other related majors, such as environmental science, biology, marine biology, and sustainability. It provides the student with an engineering background to enhance their career options.

The Environmental Engineering Focus minor consists of six courses and is for non-engineering majors only:

Required Courses*

ENGR	210	Engineering Statics
ENGR	305	Fluid Mechanics and Lab
ENGR	320	Environmental Engineering
ENGR	405	Air Pollution and Control
ENGR	412	Water Resources and Lab
ENGR	415	Water and Wastewater Treatment

**Some of these courses have additional prerequisites*

The Engineering Robotics Focus Minor

The Engineering Robotics Focus minor consists of six courses and is intended for non-engineering students desiring some technical experience in the area of robotics. The minor builds prerequisite skills in mechanical design, electronics and computer programming and culminates in a senior-level Mechatronics course where students design, build and program a robot to perform an assigned task autonomously.

Required Courses*

ENGR	110	Engineering Graphics and Design
ENGR	115	Computer Applications for Engineering
COMSC	110	Introduction to Computer Science & Lab
ENGR	240	Circuit Theory & Lab
ENGR	260	Engineering Electronics & Lab
ENGR	450	Mechatronics

**Some of these courses have additional prerequisites*

The Structural Engineering Minor

The structural engineering minor consists of five courses emphasizing engineering principles and their applications in buildings. This minor is especially well suited for students majoring in architecture who desire a stronger technical understanding of structural design. Engineering majors are not permitted to pursue this minor.

Required Courses:

ENGR	210	Engineering Statics
ENGR	300	Mechanics of Materials & Lab
ENGR	313	Structural Analysis
ENGR	409	Structural Design I

Select one:

ENGR	413	Advanced Structural Analysis
ENGR	414	Geotechnical Engineering & Lab

FORENSICS
BAUSCH & LOMB

School of Justice Studies

Mission Statement

The School of Justice Studies is dedicated to providing students with a top-quality education that will prepare them to successfully meet the challenges facing modern justice system professionals. The faculty and administration of the School of Justice Studies are committed to academic and professional excellence. Our goal is to develop one of the very best programs for justice system education in the United States.

Objectives:

1. The members of the School of Justice Studies are committed to excellence in teaching in order to prepare students to assume leadership positions in the U.S. justice system;
2. The faculty and administration of the School are committed to professional excellence and advancing the state of knowledge in the Criminal Justice discipline through commitment to the dissemination and publication of original research;
3. The members of the School of Justice Studies recognize that the disciplines represented in the School are applied social sciences. Therefore, the School is responsive to the needs of the professional justice system community and has developed a positive relationship with justice system agencies throughout the region. This will enable students to gain a variety of professional experiences as an essential part of their education.

Overview

The School of Justice Studies offers Bachelor of Science degrees in Criminal Justice, Forensic Science, Legal Studies, Cybersecurity and Networking, Security Assurance Studies, the Three Plus Three Programs in Legal Studies and Criminal Justice, the Four Plus One Program in Criminal Justice, minors in Criminal Justice, Digital Forensics, Legal Studies, and Cybersecurity and Networking, and an undergraduate certificate in Digital Forensics. Master of Science degrees are offered in Criminal Justice, Cybersecurity, Leadership, and Public Administration. The School also offers graduate certificates in Digital Forensics, Leadership, Public Management and Health Care Administration and the Joint Master of Science in Cybersecurity/Juris Doctorate. The final component of the School the Justice System Training and Research Institute, is a resource for applied research and provides training programs for members of the justice system community.

Facilities

The School of Justice Studies is located in the Feinstein College of Arts and Sciences building, which houses the Dean's office, faculty offices, and classrooms. The graduate programs in public administration and leadership are offered on the Metro Campus. The University maintains a state-of-the-art computing facility, which includes access to the Internet, CD-ROM data, color printers, color scanners, and laser printers.

School of Justice Studies Faculty

Robert W. McKenna, M.S., J.D., *Interim Dean and Assistant Professor of Criminal Justice, Director, Justice System Training & Research Institute*

Professors:
Kathleen Dunn, J.D., Ph.D., *Criminal Justice*
Robert Engvall, J.D., Ph.D., *Criminal Justice*
Jeffrey A. Jenkins, J.D., Ed.D., *Criminal Justice*
Yolanda M. Leott, Ph.D., *Criminal Justice*
P. Christopher Menton, Ed.D., *Criminal Justice*
Lisa L. Newcity, J.D., *Legal Studies, Director of Legal Studies Program*
Doug White, CISSP, CCE, Ph.D., *Forensics, Networking and Security, Director of FANS*
Thomas E. Wright, J.D., *Legal Studies*

Associate Professors:
Julie Coon, Ph.D., *Criminal Justice*
Michael Hall, Ph.D., *Public Administration, Director of Master of Science in Public Administration & Leadership*
Thomas Lonardo, J.D., *Security Assurance Studies*
Tricia Martland, J.D., *Legal Studies*
Melissa Russano, Ph.D., *Criminal Justice*
Sean Varano, Ph.D., *Criminal Justice*

Assistant Professor:
Michael Fowler, Ph.D., *Forensics, Networking and Security*
Katrina Norvell, Ph.D., *Public Administration*

The Bachelor of Science in Criminal Justice

The Criminal Justice program introduces students to the theory and practice of the United States criminal justice system. The goals of the program include:

- Providing a professional education combined with an integrated liberal arts curriculum that teaches critical thought, analytical reasoning, and scholarly writing;
- Preparing students who wish to pursue careers which include federal, state, and municipal law enforcement, professional human services, including counseling, probation and parole, corrections, and the legal profession;
- Providing students the opportunity to develop intellectual skills that will enable them to pursue lifelong learning;

Students pursuing the *Bachelor of Science* degree in criminal justice must satisfy the University Core Curriculum requirements, 11 required criminal justice courses, 3 additional criminal justice electives, 8 required courses from other departments, and a sufficient number of electives to total at least 120 credit hours. Students are encouraged to apply electives toward a minor or second major.

Requirements in the Major

CJS	105	Introduction to Criminal Justice
CJS	106	Applied Concepts in Justice Studies
CJS	150	Policing in America
CJS	201	Substantive Criminal Law
CJS	204	Constitutional Law
CJS	254	Research Methods for Criminal Justice
CJS	308	Criminology

CJS	320	Criminal and Civil Procedure in the US Courts
CJS	330	Corrections in the United States
CJS	403	Juvenile Justice
CJS	420	Justice Studies Capstone

Elective Requirements

Any three additional Criminal Justice courses

Requirements in Other Departments

NATSC	226	Forensic Science
COMM	210	Introduction to Public Speaking

Two of the following:

POLSC	100	American Government and Politics
PSYCH	100	Introduction to Psychology
SOC	100	Introduction to Sociology

Two courses from one of the following areas:

Political Science, Psychology, or Sociology

Two additional courses from the College of Arts and Sciences (Required skills courses, or their prerequisites, and other required support courses for the major, cannot be used to satisfy this requirement).

The Bachelor of Science in Legal Studies

In recognition of the fact that the law has a profound effect our everyday experiences as members of a democratic society, the Legal Studies program at Roger Williams University is designed to provide students with education in the law and the American justice system. The undergraduate study of law provides students with the foundation necessary to engage in the democratic process and political debate, to understand and appreciate the significance of our liberties, and to engage in civil discourse about the changing circumstances and challenges that face our society and our world.

The academic focus in this program is on the development of a student's capacity for critical thought, analytical reasoning, and scholarly writing. The Legal Studies degree prepares students who are interested in entering the legal field immediately upon graduation with the skills and knowledge that would be of benefit to any number of employers in the public and private sector. The Legal Studies program also provides students with the kind of analytical skills, writing proficiency, and academic discipline necessary to future success in law school or in pursuing a graduate degree.

The goals of the program include:

- Incorporating an interdisciplinary approach to the undergraduate study of the law through a dual major requirement within the College of Arts and Sciences, and through "required support courses" from other academic disciplines within the University;
- Preparing students for further graduate study by creating a centralized and structured program that provides education, advisement, and guidance to law school candidates;
- Prepare students wishing to pursue careers in the legal profession or other related occupations such as arbitrator, mediator, patent agent, title examiner, legislative assistant, lobbyist, political office holder, corporate executive, journalist, educator, abstractor, claims examiner, compliance and enforcement inspector, occupational and safety health worker, social worker, legal psychology expert, and jury consultant;
- Enhancing and enriching the total educational experience by helping students from all academic disciplines develop critical thinking and reasoning abilities, a sense of justice, and an appreciation for the role of the law as an important tradition in Western thought.

The Legal Studies Program incorporates a secondary major requirement within the *Bachelor of Science* program, which ensures an interdisciplinary approach to the study of law at the undergraduate level. Undergraduates who wish to earn a *Bachelor of Science* in Legal Studies must complete the University Core Curriculum, the Legal Studies course sequence, and the course sequence for a second major of their choice within the College of Arts and Sciences. Students who are planning to pursue law school are strongly advised to discuss their choice of second major with their advisor. Students currently earning an undergraduate degree may enroll in the program as a Legal Studies major at the discretion of the appropriate deans.

The Legal Studies Program offers many innovative approaches to legal education, including:

- the use of computers and computer databases including Westlaw, Lexis, and CD ROM collections;
- internship programs with law firms and government agencies;
- participation in the Mock Trial program using the University's law school facilities;
- membership in the RWU Pre-Law Chapter of Phi Alpha Delta, International Law Fraternity;
- participation in community service projects promoting service to others and commitment to promoting access to justice.

Students pursuing the *Bachelor of Science* degree in Legal Studies must satisfy the University Core Curriculum requirements, 11 required major courses, three required courses from other departments and the requisite courses for a second major in the Feinstein College of Arts and Sciences.

Requirements in the Major

LS	101	The American Legal System
CJS	204	Constitutional Law
LS	209	Legal Methods I
LS	215	Legal Methods II
CJS	320	Crim./Civ. Proc. In U.S. Courts
LS	345	Ethics and Professional Responsibility
LS	425	Senior Thesis in Legal Studies
LS	469	Legal Studies Practicum

Elective Requirements

Any three additional Legal Studies courses

Requirements in Other Departments

POLSC	100	American Government and Politics
PHIL	205	Logic

Any 300+ level writing course

Requisite Courses for Second Major in the Feinstein College of Arts and Sciences.

Note: The Legal Studies Major is not approved by the American Bar Association and is not intended to prepare students to work as Paralegals.

Note: The Legal Studies Program is not affiliated with the Paralegal Studies Program offered through the University's School of Continuing Studies. Continuing Studies students in the Paralegal Studies Major cannot satisfy Program degree requirements by taking Legal Studies Program courses in the day division.

The Bachelor of Science in Forensic Science

Forensic Science is an interdisciplinary degree program which provides students the opportunity to select either a track in biology or chemistry while pursuing courses in criminal justice. This approach provides both the applied and theoretical knowledge for our students so that they are qualified and prepared to pursue a variety of careers in forensics.

Students pursuing the Bachelor of Science degree in Forensic Science must satisfy the University Core Curriculum and Interdisciplinary Core requirements, the required major courses based on track selection (biology or chemistry), a 2 semester math sequence, and a sufficient number of electives to total at least 120 credit hours.

Requirements in the Major – Biology Track

(Students in this track cannot declare a double major, minor or core concentration in Biology)

BIO 103/L & BIO 104/L	Biology I & II and Labs
BIO 200	Genetics and Lab
BIO 215/L & BIO 216/L	Human Anatomy and Physiology I & II and Labs
BIO 230	Microbiology and Lab
BIO 340	Biotechnology and Lab
CHEM 191/L & CHEM 192/L	Principles of Chemistry I & II and Labs
PHYS 109/L & PHYS 110/L	Physics I & II and Labs
CJS 105	Introduction to Criminal Justice
CJS 210	Law of Evidence
CJS 320	Criminal and Civil Procedure in the Courts
CJS 405	Criminal Investigations
NATSC 226	Forensic Science and Lab

and

a minimum of five (5) Forensic Science Electives which may include FSI 430 – Special Topics in Forensic Science

Requirements in Other Departments

Select one (1) of the following statistics courses:
Math 124 or Math 207 or Math 315

and complete

Math 213/Lab	Calculus I and Lab.

Requirements in the Major – Chemistry Track

(Students in this track cannot take CHEM 450 as the CHEM elective)
(Students in this track cannot minor in Chemistry or double major with the B.A. in Chemistry or the B.A. in Environmental Chemistry)

CHEM 191/L & CHEM 192/L	Principles of Chemistry I & II and Labs
CHEM 301/L & CHEM 302/L	Organic Chemistry I & II and Labs
CHEM 311	Analytical Chemistry and Lab
CHEM 312	Instrumental Methods of Analysis and Lab
CHEM 390	Biochemistry and Lab
CHEM elective	
PHYS 109/L & PHYS 110/L	Physics I & II and Labs
BIO 103/L	Biology I and Lab
CJS 105	Introduction to Criminal Justice
CJS 210	Law of Evidence
CJS 320	Criminal and Civil Procedure in the Courts
CJS 405	Criminal Investigations
NATSC 226	Forensic Science and Lab

and

a minimum of five (5) Forensic Science Electives which may include FSI 430 – Special Topics in Forensic Science

The Bachelor of Science in Cybersecurity and Networking

This degree program, designed by faculty and industry professionals, which provides students with the opportunity to study aspects of computing and technology related to TCP/IP networking, telecommunication, and computer security. In particular, this program allows for a broad background in both technology security as well as basic networking skills during the first three years of study and then allows the students to develop a focus area which serves as a major. The focus area serves to provide the student with specific skills in a variety of suggested areas which will lead to a range of diverse careers using technology and security in industry.

This program focuses on hands-on knowledge of computers, routers, switches, and other technologies as a basis for study and adds a security focus to provide insight into the technology needs of modern corporations who deal with both hacking, internal threats, error and audit as part of the IT specialization.

The program is IT oriented but security driven and should provide students with a diverse resume suitable to jobs such as network administration, IT security specialist, firewalling support, penetration testing, packet analysis, and other IT support roles within the networking, security, or IT departments of the organization.

Students pursuing the Bachelor of Science degree in Cybersecurity and Networking must satisfy the University Core Curriculum requirements, 13 required major courses, a 12 credit focus area of courses at the 300 and 400 level, MATH 124, 6 requirements in other departments, and a sufficient number of electives to total at least 120 credit hours.

Requirements in the Major

SEC	100	Introduction to Personal Computer Hardware
SEC	200	Introduction to Computer Security Techniques
SEC	230	Networking and Telecommunications
SEC	231	Advanced Networking
SEC	300	Security Techniques II
SEC	320	Digital Forensics I
SEC	330	Penetration Testing I
SEC	340	Code, Codemakers and Codebreakers – A Beginning Class for Cryptography
SEC	432	Network Analysis
SEC	433	Specialized Networking Skills
SEC	450	Law for Networking, Security and Forensic Professionals
SEC	469	Internship in Networking and Security

Required Focus Area

Students must select a 12 credit focus area of SEC courses at

the 300 level or above. Examples of focus areas include digital forensics, general networking, networking and security, or security audit. Other technology courses may be considered in discussion with the student's advisor.

Requirements in Other Departments

COMM 210
ECON 111 or ECON 112 or ACCT 201
BUSN 408 or SEC 451
COMSC 110/Lab
COMSC 111/Lab
SEC 205 or SEC 210
MATH 124

Additional Recommended Courses

MATH 213 and MATH 214

The Bachelor of Science in Security Assurance Studies

The Security Assurance Studies major is designed to develop security professionals capable of making sound decisions, lifelong learning, and the ability to deal with the global, national, and local issues which are a dynamic function of many different components of civilization. Security is an area which can take on many forms. Traditionally, the idea of security referred specifically to areas of law enforcement or government service in the protection of secrets and personnel. Today, security transcends all these areas to encompass many disciplines as well as to provide many avenues to career success.

This major allows students to focus on the area of study which interests them most. The major's mission is two-fold:

i. To prepare students for a career in security, where the preparation is sufficiently broad to allow choices and opportunities as to which direction the study may take.
ii. To prepare students for specialized work through focus in a particular area of security with advanced coursework.

This major is interdisciplinary in nature. In this program, students will complete an inter-disciplinary study of security and a 4-course focus in an approved area of security assurance (e.g. Foreign Languages, Computer Science, etc). Students will study a variety of disciplines to provide a broad exposure to the many different areas of security assurance: business, justice studies, ethics, logic, political science, psychology, communications, and technology.

Degree Requirements

Students pursuing a bachelor of science degree in Security Assurance Studies must satisfy the University Core Curriculum requirements, the major required courses listed below, and a sufficient number of electives to total at least 120 credit hours.

Major Courses:

COMM	210	Introduction to Public Speaking
PHIL	205	Logic
PHIL	200	Ethics
ECON 111 or ECON 112		
MATH	124	Statistics

Political Science

POLSC	110	The United States in World Affairs
POLSC	210	International Relations

Security Assurance Studies

SEC	100	Introduction to Personal Computer Hardware
SEC	200	Introduction to Computer Security Techniques
SEC	320	Digital Forensics I
SEC	450	Law for Networking, Security, and Forensic Professionals
SEC	499	Senior Colloquium

Criminal Justice and Legal Studies

CJS 105 or LS 101

CJS	201	Substantive Criminal Law
CJS	210	Law of Evidence
CJS	320	Civil and Criminal Procedures in U.S. Courts
CJS	424	Securing the Homeland

Psychology

PSYCH	100	Introduction to Psychology
PSYCH	240	Quantitative Analysis
PSYCH	250	Introduction to Theories of Personality
PSYCH	320	Forensic Psychology
PSYCH	340	Research Methods

or

CJS	254	Research Methods for Criminal Justice

Students will also complete the following:

- a Focus Study consisting of five classes that will be proposed to an advisor for approval. This set of five courses is arranged between the advisor and student. At least 3 of the courses must be upper division.
- an internship in security which complements the Focus Study area.

The Minor in Criminal Justice

The criminal justice minor is designed to provide students with a basic understanding of the criminal justice system and to allow students to develop an appreciation of criminal justice as a social science. This minor is not available to students enrolled as legal studies or criminal justice majors.

Requirements in the Minor

CJS	105	Introduction to Criminal Justice
CJS	308	Criminology
CJS	320	Criminal and Civil Procedure in the US Courts

Any three additional criminal justice courses

The Minor in Digital Forensics

The minor in Digital Forensics allows students the option to pursue study in the area of professional Digital Forensic examinations, which includes both acquisition of evidence, analysis of pc based evidence, mobile device evidence, and legal issues related to Digital Forensics.

Requirements in the Minor

SEC	320	Digital Forensics I
SEC	400	Advanced OS and Hardware
SEC	420	Digital Forensics II
SEC	421	Digital Forensics III
SEC	450	Law for Networking, Security and Forensic Professionals

and

One additional 200 level or above SEC or COMSC course

The Minor in Legal Studies

The legal studies minor is designed to provide students with exposure to the study of law. This minor is not available to students enrolled as legal studies or criminal justice majors.

Requirements in the Minor

LS	101	The American Legal System
LS	209	Legal Methods I
CJS	320	Criminal and Civil Procedure in the US Courts

Any three additional legal studies courses at the 200 level or above

Note: The minor in legal studies is not approved by the American Bar Association and is not intended to prepare students to work as Paralegals.

The Minor in Cybersecurity and Networking

The networking and security minor is available to all students.

Requirements in the Minor

SEC	100	Introduction to Personal Computer Hardware
SEC	200	Security Techniques
SEC	300	Security Techniques II
SEC	450	Law for Networking, Security and Forensic Professionals

Any two additional SEC; Networking and Security courses at the 300 or 400 level.

Certificate in Digital Forensics

This certificate is open to day and continuing study students. Day school students shall receive the certificate with their degree upon graduation.

Requirements in the Certificate in Digital Forensics

SEC	320	Digital Forensics I
SEC	400	Forensic Hardware and Acquisition
SEC	420	Digital Forensics II
SEC	421	Digital Forensics III
SEC	450	Law for Networking, Security and Forensic Professionals

Criminal Justice 4 + 1 Program

This program allows exceptional undergraduate, criminal justice majors the opportunity to earn six graduate credits during their senior year and the remainder of the course requirements for the Master's of Science in Criminal Justice in a single, post-graduate year. This is an accelerated program for students who intend to study criminal justice full-time at the graduate level. Students who are accepted into this program take two graduate courses in their senior year (one in the fall and one in the spring). The remaining ten courses are completed as a matriculated graduate student. Application to the program takes place in the student's junior year. It is strongly recommended that students who are interested in this program speak with the graduate director of the Master's of Science in Criminal Justice in their sophomore year to discuss admission requirements.

Three-Plus-Three Program

Outstanding students who qualify for this special program may be able to complete all requirements for a baccalaureate degree and the Juris Doctor degree in six years.

Full-time students who matriculate at the University in their freshman year and who maintain superior academic records with outstanding academic averages and superior scores on the Law School Admission Test (LSAT) may apply to the Roger Williams University School of Law in their junior year. All undergraduate graduation requirements, excluding all Legal Studies requirements with the exception of LS 101 and either LS 209 or LS 215, should have been completed or the courses for completion should be in progress. The Legal Studies major will be completed using courses taken during the first year of law school. Students must have completed a minimum of 90 credits toward the undergraduate degree prior to beginning law school in the fall semester. After commencement the graduation coordinator will confirm that a minimum of 30 credits were successfully completed in the Law School. At that point the undergraduate degree will be posted.

- A student must have earned at least 90 credits in three years of study at Roger Williams University before beginning at the School of Law.
- All Core Curriculum requirements and major requirements must be met within those 90 credits.
- The student's cumulative grade-point average must be at least 3.0 with no grade lower than a C (2.0).
- The student must have a LSAT score that is at or above the median accepted score for RWU School of Law for the previous year.

In completing the first year of work in the School of Law, a student in the Three-Plus-Three program must pass all law courses with a grade-point average of at least 2.0. It is mandatory that all non-law academic work toward the combination degree be completed before any work in law is undertaken.

Those interested in pursuing the Three-Plus-Three Program must contact the Dean of Admissions at the School of Law and the Dean of the School of Justice Studies, no later than the end of the freshman year. This program is not available to transfer students.

Study Abroad Programs

The School of Justice Studies also offers two study abroad programs. The first is a full semester abroad experience at the University of Westminster. The second is a two course summer abroad program in Europe. More detail can be found in the Study Abroad section of this catalogue or through the Study Abroad Office.

FIRST AID
STATION

School of Continuing Studies

Mission Statement

The School of Continuing Studies (SCS) is committed to providing lifelong learning educational opportunities for part-time adult and continuing education students interested in degree completion, career enhancement, and personal enrichment. It provides a variety of degree and certificate programs through several delivery formats to students located both locally or at a distance. The SCS seeks to meet the diverse educational needs of its students and to ensure that its offerings reflect the high quality and learning outcomes promoted by the University.

Overview

- *Accelerated Degree Completion*. The SCS offers accelerated degree completion for students seeking a degree or the completion of a certificate program through the many sources of "advanced standing" credit and the variety of course delivery options available to eligible students. Generally, students can pursue their programs with minimal interference to their employment, family, and personal commitments.
- *Transfer Credit*. Academic credit may be awarded to eligible students for prior college attendance, military training and experience, CLEP or other standardized exams, non-traditional learning experiences, and standardized and non-standardized credit documentation (prior learning assessment).
- *Bachelor and Certificate Programs*. The SCS offers a wide variety of courses, certificate programs and programs leading to baccalaureate degrees.
- *A 'TriFlex' Schedule*. The SCS's course delivery options allow students to choose from three different types of course offerings: Classroom courses (which meet on a regular weekly basis scheduled either late afternoons, evenings, or Saturdays), Directed Seminars (which meet 4-6 times per semester and normally use online instruction between classroom meetings), and Online courses (which have no class meetings and provide comprehensive online instruction).
- *Convenient Scheduling of Classes*. Classes are scheduled at convenient times and locations, the Providence Campus, the Newport Naval Base, and main campus is Bristol.
- *Distance Learning Options*. The SCS offers many distance learning courses and bachelor degree programs to distant students. These options serve students who are geographically removed from the campus and who are unable to spend long periods of time in residential study.
- *Continuous Advisement*. Academic advisement is available throughout the year. The SCS advisement process establishes a working relationship between each student and an assigned Academic Liaison.

The Academic Liaison and the Advisement Process

Each student is assigned an Academic Liaison and must meet with (or communicate with) his or her advisor to complete a variety of activities, as they relate to admissions, registration, and enrollment. Students are urged to meet with their advisor to discuss their educational and career interests and goals.

- Advisors review and explain the requirements for a degree or certificate; determine how much eligible credit may be granted through such program options as transfer credit, CLEP exams, military training and experience, and credit documentation; and estimate how many courses and how long it might take to complete degree programs.
- The advisor will assist with the formation of a degree plan and complete an assessment of the student's status including a listing of requirements already completed and those which need to be completed.
- The advisor is responsible for guiding the student through the stages of the academic program and identifying the appropriate courses and learning experiences.
- The advisor has primary responsibility for the student, from the formulation of the student's degree plan to its completion. Advisors also assist students by: arranging learning experiences through which the student can achieve his or her goals; verifying that a student's records are kept current; communicating with instructors and adjunct faculty and others involved in the student's program; recommending the assignment of credits and the awarding of the degree; and discussing career goals.

Meetings with Academic Liaisons take place on any of the University's campus or at appropriate off-campus sites and/or by telephone or electronic communication. The SCS offers continuous advisement throughout the year.

Prior Learning Assessment Credit Documentation

Students in the SCS are eligible to receive credit for life and work experiences which align to college-level learning, applied skills, and competencies which can be properly documented and verified. Through the credit documentation process, it is possible to earn as many as 90 credits. Such credit becomes a permanent part of a student's record upon completion of at least 30 credits at Roger Williams University as a SCS student. Students who wish to pursue prior learning credit are assisted by the Director of Prior Learning Assessment – Credit Documentation. Some eligible credit may be granted through the University's recognition of standardized non-collegiate learning experiences (standardized credit documentation). Students should consult with their Academic Liaison and follow up with the Director of Credit Documentation to learn more about this program. Guidelines and student instructions about all forms of Credit Documentation are available from the Director of Prior Learning Assessments - Credit Documentation. Please note all credit documentation must be submitted a year prior to expected graduation date.

Students may be awarded up to 90 credits toward their degree using one or more of the following:

- Transfer Credit: As much as three years of applicable college credit (90 credits) may be transferred from work completed previously at other accredited colleges or universities, with a grade of C or higher; up to 60 credits may be transferred from institutions that only offer associate degrees. Students transferring in with a conferred Associates degree may transfer in up to 66 credits.
- Military Training: As much as three years of college credit (90 credits) may be granted for military training and/or experience.
- Prior Learning Assessment – Credit Documentation: As much as three years of college credit (90 credits) may be granted for work experience, personal enrichment, and/or participation in conferences and workshops. Only a grade of "P" (pass) will be awarded to a course that has been documented.
- College Level Examination Program: As much as three years of college credit (90 credits) may be granted for successful completion of CLEP tests and/or other standardized exams recognized by the American Council on Education. A wide variety of subjects can be tested. To qualify for CLEP credit, students must have been out of high school for at least three years and must not have earned equivalent course credit at RWU or another institution of higher education. Students need to achieve the scores recommended and published by the American Council on Education.

Academic Requirements and General Requirements for a Degree

All degree programs require the successful completion of a minimum of 30 credits as an enrolled student at the University, and all baccalaureate degree programs require a minimum of 120 credits through any combination of study and learning experiences, including credit for previous college work, Credit Documentation, CLEP or other exams, and military training and experience. Students must complete their last five courses at RWU.

University Catalog. All students should read the University catalog carefully for additional information, requirements, and/or policies which may apply to them.

Matriculation. Students wishing to pursue a program leading to a degree offered by the University must follow application procedures and be considered by the University as a matriculating student admitted to a specific degree program.

Non-Matriculation. Students may enroll in courses offered by the University even though they are not pursuing a degree. Non-matriculating students may earn college credit if they have followed proper application and registration procedures, but they cannot be considered for a degree unless they matriculate.

Declaration of a Major. All matriculating students are required to declare a major. Students wishing to change the major in which they are enrolled must consult an Academic Liaison and file a Curriculum Declaration form.

Declaration of a Minor. Bachelor degree candidates may, at their option, declare a minor after consultation with an Academic Liaison at the time of their initial registration. Students wishing to change the minor in which they are enrolled must consult with an Academic Liaison; this should be done prior to the submission of a Degree Application form.

Declaration of a Certificate. Bachelor degree candidates may, at their option, declare their intent to complete a Certificate, after consultation with an Academic Liaison at the time of their initial registration. Students wishing to change the certificate in which they are enrolled must consult with an Academic Liaison; this should be done prior to the submission of a Degree Application form.

Rate of Progress. Students taking courses through the SCS must pass at least 50 percent of those courses taken during each academic year (September 1 through August 31). Students not meeting these requirements will be placed on probation following the first semester of unsatisfactory performance

Students returning after a minimum of one semester absence under this policy will be on probation. They must pass all courses attempted and achieve a minimum GPA of 2.0 in order to continue.

Semester Course Limit (Part-Time and Full-Time Study). Students should regulate their academic loads according to the amount of time available and required for class attendance, outside preparation, and successful course completion. Depending upon the program and the number of credits taken, students may be considered full-time and charged the appropriate tuition rates.

Transfer of Credits after Matriculation. Matriculating students wishing to take courses at other institutions and transfer credit to Roger Williams University must obtain permission of an Academic Liaison, file a Request to Attend another College form with the SCS, and submit an official transcript upon course completion. Credit for courses completed successfully with a grade of C or better will be posted to the student's record. Grades earned will not be recorded and will not affect the student's GPA. The last five courses in a student's degree program must be completed at RWU.

Incomplete Grades. With faculty approval, students have up to 1-1/2 years (3 full semesters, not including summer) to complete a course for which a grade of an incomplete (I) was assigned.

All students should become familiar with the academic requirements which apply to them and their chosen program of study. Students should read the University catalog carefully and consult with their Academic Liaisons regarding all of the requirements which may apply to them. All students seeking a degree should be given a degree plan listing requirements which have been satisfied as well as requirements which need to be completed.

The Educational Process

Enrollment takes place within the University's regular Fall and Spring Semesters, as well as the Summer Sessions, providing enrollment opportunities throughout the entire year. Students

in the SCS are eligible to enroll in many of the University's day and evening classroom course offerings on the main campus, at other satellite or University locations, or online. Through the TriFlex schedule, students may be offered such enrollment options as traditional classroom courses; directed seminars and online courses. In some cases, students may also enroll in internships and independent study courses. "Course offerings are may be delivered in classroom, online, and via hybrid formats. Online and hybrid instruction use the University's online learning management system, Bridges. On occasion and when warranted, class presentations may be delivered to students via DVD or by other electronic methods."

Students are not required to complete an on-campus residency. In addition to the other academic and program requirements which may apply to a specific program, degree or major, all students in the SCS are required to complete a minimum enrollment requirement of thirty (30) credits at the University. These credits can be completed in the classroom, online, or through a hybrid course.

Steps in the Educational Process

- Student review of information and programs from the School Continuing Studies.
- Submission of the SCS application and application fee.
- Meeting (communication) with an Academic Liaison.
- Selection of program of study.
- Development of a degree plan.
- Program enrollment and course registration.
- Completion of courses as outlined on the degree plan.
- Completion of other requirements as outlined on the degree plan.
- Degree Completion/Graduation.

General Requirements for the Associate Degree

All students seeking a baccalaureate degree must complete:

- A minimum of 60 credits* (through any combination of study and learning experiences, including credit for previous college work, credit documentation, CLEP or other exams, and military experience).
- A minimum enrollment requirement of 15 credits taken at the University.
- A major academic program or concentration.
- A 2.0 average in all courses carrying a letter grade.
- A 2.0 average in all required major courses.
- A 2.0 average in all required minor courses (if minor is included in a student's program).
- SCS general education requirements.*
- The last five remaining courses in your degree of study must be completed at RWU.
- All financial requirements must be met.

*61 for an Associate in Paralegal Degree

General Requirements for the Baccalaureate Degree

All students seeking a baccalaureate degree must complete:

- A minimum of 120* credits (through any combination of study and learning experiences, including credit for previous college work, credit documentation, CLEP or other exams, and military experience).
- A minimum enrollment requirement of 30 credits taken at the University.
- A major academic program or concentration.
- A 2.0 average in all courses carrying a letter grade.
- A 2.0 average in all required major courses.
- A 2.0 average in all required minor courses (if minor is included in a student's program).
- SCS general education requirements.*
- The last five remaining courses in your degree of study must be completed at RWU.
- All financial requirements must be met.

*121 for a Bachelor of Science in Paralegal

Transfer students should consult with an advisor to determine how the transfer guidelines apply to the general education requirements.

The general education requirements consist of courses from the arts, humanities, sciences, mathematics, and the social sciences. The University's degree programs, including general education, provide students with communications skills; the ability for critical and logical analysis, scientific and quantitative reasoning; and the capability for continuing education. The general education requirements are designed to assure that all students have an awareness of and breadth of exposure to the disciplines and fields of study associated with communications skills, and the traditional liberal arts and general education areas and domains within higher education.

All SCS students are required to complete a minimum of one-fourth of their degree requirements in general education (e.g., the equivalent of thirty semester hours in a bachelor degree program, or the equivalent of fifteen semester hours in an associate degree program). General Education requirements may be satisfied by credits granted for students' prior college attendance, CLEP examinations, military training and experience (as recommended by the American Council on Education), and credit documentation. Students transferring with a baccalaureate degree shall be considered as having met the general education requirements.

Based on University guidelines, advisors determine which transfer courses may be considered equivalent to general education courses. After assessing the general education requirements which may be satisfied through their various sources of advanced standing, students who need general education courses are advised to enroll in courses designated as the University's General Education courses (skills and interdisciplinary core courses) whenever they are scheduled or available in the SCS as classroom or online course offerings. In addition to RWU's skills and interdisciplinary core courses, courses may also be taken from the categories associated with the examinations of the College Board's College-Level Examination Program (CLEP) to satisfy general education requirements. These categories include materials and subjects commonly taught during the first two years in many of the nation's colleges and universities,

and they include English Composition, Mathematics, Science, Humanities/Fine Arts, and Social Sciences/ History. These areas correspond to the University's general education curricular categories as reflected in the skills and interdisciplinary core courses.

The general education requirements shall include the following: two writing courses (including Expository Writing and a second writing course, e.g. Critical Writing for the Professions); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, and Social Science, as well as three liberal art electives.

Students who have attended accredited institutions may transfer credits for successfully completed courses (C or better and courses with Pass or Satisfactory grades if such grades are equivalent to C or better). Academic liasons determine the application of transfer credit to degree and program requirements. Such determinations may be based on comparability of depth and content to courses offered at the University, as well as other considerations. Transfer students must consult a SCS academic liaison to determine how the transfer guidelines apply to the Skills and General Education requirements. Students who have not successfully completed college-level courses in expository writing or post-algebraic mathematics may be required to take placement tests in writing and/or mathematics prior to enrollment in such courses.

Graduation with Honors

Students should note that honorary distinctions at graduation are available only to qualified students who have successfully completed a minimum of 54 semester credit hours of study through residency or course enrollment at Roger Williams University. Accordingly, degrees with honors are as follows:

- Honors (cum laude), awarded to those students who have attained a GPA of not less than 3.4;
- High Honors (magna cum laude), awarded to those students who have attained a GPA of not less than 3.6;
- Highest Honors (summa cum laude), awarded to those students who have attained a GPA of not less than 3.8.

Financial Aid

Accepted students in the SCS who take a minimum of six (6) credits per semester are eligible for financial aid. In addition, various forms of military tuition assistance are usually available to service members..

Adult Education Scholarships

The School Continue Studies makes several scholarships available each academic year to eligible students enrolled in the SCS. The amount of each scholarship may vary from one year to another. This scholarship program is based on a combination of financial need and academic promise; however, prior academic experience and community service will be taken into consideration. Applications for these scholarships may be obtained through the administrative offices of the SCS at times announced throughout the year.

Registration

In order to register for classes, it is necessary for students to contact their Academic Liaisons. Although online registration options exist, advisor contact is essential to initiate a student's online registration Although online registration options exist, advisor contact is essential to initiate a student's online registration

DEGREES OFFERED

The School of Continuing Studies offers the following undergraduate degrees. (Campus Based)

Bachelor of Science:
Criminal Justice
Cyber Security and Networking
Emergency Medical Services (EMS)
Management
Paralegal Studies**
Public Administration

Bachelor of General Studies:
Community Development
Health Care Administration
Humanities
Individualized Concentration
Industrial Technology
Psychology
Social and Health Services
Social Science
Technology Leadership and Management

The School of Continuing Studies offers the following Online undergraduate degrees.

Bachelor of Science:
Criminal Justice
Cybersecurity & Networking
Paralegal Studies**
Public Administration

Bachelor of General Studies:
Community Development
Health Care Administration
Humanities
Individualized Concentration
Industrial Technology
Psychology
Social and Health Services
Social Science
Technology Leadership and Management

***A minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting (face-to-face).*

Note: None of the Paralegal Studies offerings are affiliated with the Legal Studies Program offered by the University's day division. Only the Paralegal Studies degree and certificate programs are ABA approved.

Online Certificate Programs

Case Management	(undergraduate level)
Community Development	(undergraduate level)
Corporate Communication	(undergraduate level)
Gerontology	(undergraduate level)
Health Services Administration	(undergraduate level)
Health Care Paralegal*	(post baccalaureate level)
Municipal Management	(undergraduate level)
Nursing Home Administrator	(post baccalaureate level)
Nurse Paralegal*	(post baccalaureate level)
Paralegal Studies*	(post baccalaureate level)
Technology, Design and Production	(undergraduate level)

**A minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting (face-to-face).*

Campus Based Certificate Programs

The following certificate programs are available through the School of Continuing Studies for campus-based students.

Case Management	(undergraduate level)
Community Development	(undergraduate level)
Corporate Communication	(undergraduate level)
Environmental, Occupational Safety and Health	(undergraduate level)
Gerontology	(undergraduate level)
Health Care Paralegal	(post baccalaureate level)
Health Services Administration	(undergraduate level)
Municipal Management	(undergraduate level)
Nursing Home Administrator	(post-baccalaureate level)
Nurse Paralegal*	(post baccalaureate level)
Paralegal Studies*	(post baccalaureate level)
Technology, Design and Production	(undergraduate level)

Campus Based Graduate Certificate Programs

Sustainable Community and Economic Development	(graduate level)

**A minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting (face-to-face).*

ASSOCIATE DEGREES

Associate degrees are normally available to eligible students enrolled in baccalaureate degree programs within the University's continuing education programs. Students interested in an associate degree options should speak with their advisors regarding specific requirements and eligibility. Associate degrees recipients are not recognized at the May commencement, but they are recognized at a ceremony conducted by the SCS.

Associate Degree Programs

Associate of Arts
Associate of Science
Associates in Science in Criminal Justice
Associates in Science in Paralegal Studies*

**A minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting (face-to-face).*

BACHELOR DEGREE PROGRAMS

Bachelor of Science in Criminal Justice

This program is designed for people working in criminal justice or law enforcement or those who seek employment in such areas.

Total Major Credits .....42 credits

Required Courses (33 credits)

CJS	105	Introduction to Criminal Justice
CJS	106	Applied Concepts in Justice Studies
CJS	150	Policing in America
CJS	201	Substantive Criminal Law
CJS	204	Constitutional Law
CJS	254	Survey of Methods for Criminal Justice
CJS	308	Criminology
CJS	320	Criminal and Civil Procedure in the US Courts
CJS	330	Corrections in the United States
CJS	403	Juvenile Justice
CJS	420	Justice Studies Capstone

Major Electives (9 credits)

Any three additional Criminal Justice courses.

Requirements in Other Departments .....24 credits

IDS	210	Effective Speaking Across Audiences

Two of the following:

POLSC	100	American Government and Politics
PSYCH	100	Introduction to Psychology
SOC	100	Introduction to Sociology

Two courses from one of the following areas: Political Science, Psychology, or Sociology

Three additional courses from the College of Arts and Sciences (Required skills courses, or their prerequisites, and other required support courses for the major, cannot be used to satisfy this requirement).

Core Curriculum .....21 credits

Includes two writing courses (including, Expository Writing and Critical Writing); Basic Statistics; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, and Social Science; and additional liberal arts electives for a total of 30 credits.

Electives.....33 credits

Total Credits required to Graduate .....120 credits

Bachelor of Science in Emergency Medical Services

This program is intended for students employed in positions associated with emergency medical services administration, public health, or who seek employment in such areas.
The Baccalaureate in Emergency Medical Services will be delivered in a blended format containing existing courses and newly created courses. Courses will be delivered in a hybrid direct seminar or online format utilizing asynchronous and synchronous methods in order to expand access to the programs for students participating via distance learning. The Baccalaureate in Emergency Medical Services will be delivered utilizing a group of required courses, with the option of two

tracts (EMS Administration & EMS Public Health) which will provide broader appeal to prospective students. The courses currently offered in the existing catalog will continue to be delivered as in previous semesters. Personnel in EMS and Public Health have already expressed interest in becoming adjunct faculty to facilitate the program.

Major Requirements (all tracks: 21 credits):

EMS	101	Introduction to Health Professions
EMS	121	EMT Basic (6 credits)
PA	360	Communication in Organizations
SHS	411	Grant Writing
SHS	413	Moral & Ethical Issues of Health Care
SHS	454	Social & Health Services Research Methods

EMS Administration Track (21 credits)

PA	362	Public Personnel Administration
PA	363	Public Financial Administration
EMS	401	EMS Administration I
EMS	402	EMS Administration II
HCA	320	Human Resource Development
EMS	499	Capstone

Public Health Track (18 Credits)

EMS	301	Health Information Systems and Technology
EMS	302	Public Health Culture and Diversity
EMS	303	Public Health Emergency Preparedness
PA	340	Public Policy
or		
PH	201	Public Health Essentials
SHS	105	Introduction Public Health
EMS	499	Capstone

Para-medicine Track (33 Credits)

EMS	211	EMT Paramedic I (6 credits)
EMS	212	EMT Paramedic II (6 credits)
EMS	311	EMT Paramedic III (6 credits)
EMS	313	Paramedic Practicum I (6 credits)
EMS	314	Paramedic Practicum II (6 credits)
EMS	499	EMS Capstone (3 credits)

General Education: two Writing courses; a Mathematics Skills course; and at least one approved course from each of the following categories: Natural Science, Humanities, History, Fine Arts, Social Science; and additional liberal arts electives for a total of 30 credits.

Electives..... up to 66 credits

Total Credits required to Graduate .....120 credits

The Bachelor of Science in Cybersecurity and Networking

This degree program, designed by faculty and industry professionals, which provides students with the opportunity to study aspects of computing and technology related to TCP/IP networking, telecommunication, and computer security. In particular, this program allows for a broad background in both technology security as well as basic networking skills during the first three years of study and then allows the students to develop a focus area which serves as a major. The focus area serves to provide the student with specific skills in a variety of suggested areas which will lead to a range of diverse careers using technology and security in industry.

This program focuses on hands-on knowledge of computers, routers, switches, and other technologies as a basis for study and adds a security focus to provide insight into the technology needs of modern corporations who deal with both hacking, internal threats, error and audit as part of the IT specialization.

The program is IT oriented but security driven and should provide students with a diverse resume suitable to jobs such as network administration, IT security specialist, firewalling support, penetration testing, packet analysis, and other IT support roles within the networking, security, or IT departments of the organization.

Students pursuing the Bachelor of Science degree in Cybersecurity and Networking must satisfy the University Core Curriculum requirements, 13 required major courses, a 12 credit focus area of courses at the 300 and 400 level, MATH, 6 requirements in other departments, and a sufficient number of electives to total at least 120 credit hours.

Required Courses

SEC	100	Introduction to Personal Computer Hardware
SEC	200	Introduction to Computer Security Techniques
SEC	230	Networking and Telecommunications
SEC	231	Advanced Networking
SEC	300	Security Techniques II
SEC	320	Digital Forensics I
SEC	330	Penetration Testing I
SEC	340	Code, Codemakers and Codebreakers – A Beginning Class for Cryptography
SEC	350	Law for Networking and Forensic Professionals
SEC	432	Network Analysis
SEC	469	Internship in Networking and Security

Required Focus Area

Students must select a 12 credit focus area of SEC courses at the 300 level or above. Examples of focus areas include digital forensics, general networking, networking and security, or security audit. Other technology courses may be considered in discussion with the student's advisor.

Requirements in Other Departments

IDS 210
ECON 111 or ECON 112 or ACCT 201
BUSN 408 or SEC 451
COMSC 110/Lab
COMSC 111/Lab
SEC 205 or SEC 210
MATH 124

Additional Recommended Courses

MATH 213 and MATH 214

Three additional courses from the College of Arts and Sciences (required skills courses, or their prerequisites, and other required support courses for the major, cannot be used to satisfy this requirement).

Core Curriculum ..... 30 credits

Includes two writing courses (including, Expository Writing or the equivalent); a Mathematics skills course; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, and Social Science; and additional liberal arts electives for a total of 30 credits.

Electives ..... 20 credits

Total Credits required to Graduate .....120 credits

Management

(See Management section of the catalog)

Bachelor of Science in Public Administration

This program prepares students for government service on the federal, state, or local level, for employment in nonprofit organizations, and for careers which require various administrative skills. Its courses focus on such areas as budgeting, personnel and financial administration, the management of organizations, public services, law, political and government institutions, ethics, and global awareness.

Total Major Credits .....36 credits

Required Courses (27 credits)

POLSC	100	American Government and Politics
PA	201	Public Administration
PA	202	Studies in Public Administration
PA	305	State and Local Government
PA	306	City Management
PA	340	Public Policy
PA	362	Public Personnel Administration
PA	363	Public Financial Administration
PA	364	Organizational Theory and Management

Major Electives (9 credits)

Select three courses in public administration, political science, or other approved areas.

Core Curriculum ..... 30 credits

Includes two writing courses (including Expository Writing and Critical Writing for the Professional); a Mathematics skills course; Effective Speaking Across Audiences and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, and Social Science; and additional liberal arts electives for a total of 30 credits.

Electives.....54 credits

Total Credits required to Graduate .....120 credits

The Minor in Public Administration

This program requires the completion of the following six (6) courses:

POLSC	100	American Government and Politics
PA	201	Public Administration
PA	202	Studies in Public Administration (or approved substitute)

Any three additional courses in Public Administration

Total Minor Credits .....18 credits

Bachelor of Science in Paralegal Studies

The Paralegal Studies program is a practice-oriented course of study designed to prepare students as paralegals. As the legal industry experiences transformation due to economic and technological changes, opportunities for accomplished and technically-savvy paralegals have increased significantly. Paralegal students receive education in many different facets of substantive law, including the litigation, criminal law, legal databases and alternative dispute resolution. The Paralegal Studies Program combines academic rigor with legal and technical competencies to develop well-rounded legal professionals. Our graduates pursue successful careers as paralegals in legal, corporate, non-profit, or government organizations, and many continue to law school.

In 1998, the Paralegal Studies program was approved by the American Bar Association (ABA). The majority of the courses are available via distance education, but in accordance with ABA requirements, a minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting (face-to-face). Paralegals are prohibited from the practice of law except when allowed by law or court rule.

Total Major Credits ..... 46 credits

Required Courses (37 credits)

PLS	100	Introduction to Law and Legal Studies
PLS	101	Criminal Law for the Paralegal
PLS	110	Emerging Technologies and the Legal Environment
PLS	120	Law in Contemporary Society
PLS	210	Legal Research and Writing I
PLS	211	Legal Research and Writing II
PLS	221	Law of Contracts
PLS	222	Law of Business Organizations
PLS	310	Litigation I
PLS	311	Litigation II
PLS	400	Legal Ethics (1 Credit)
PLS	401	Paralegal Internship
PLS	420	Legal Capstone Course

Major Electives (9 credits)

Select three courses in Paralegal Studies course electives.

Core Curriculum ..... 30 credits

Includes two writing courses (including Expository Writing and Critical Writing for the Professional); a Mathematics skills course; Effective Speaking Across Audiences and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, and Social Science; and two additional liberal arts electives for a total of 30 credits.

Electives.....45 credits

Total Credits required to Graduate ..... 121 credits

Bachelor of General Studies in Community Development

The BGS in Community Development is designed for practitioners in community development. Courses provide students with an opportunity to develop skills and knowledge in dynamic, multi-disciplinary, field. The coursework is designed to support current practitioners who are seeking to build on their professional experience. Alternatively, those new to the field can select courses to help develop skills to prepare for careers.

Total Major Credits .....24 credits

Required Courses (15 credits)

CD	220	Elements and Issues in Community Development
CD	350	Housing and Development Skills
CD	351	Sustainable Economic and Community Development
CD	352	Non-Profit Management
CD	440	Public Administration Practicum*

*The practicum may be satisfied through either the documentation of community development employment or experience or through learning experiences acquired by placement.

Major Electives (9 credits)
Select three courses from the areas of leadership and non-profit management, housing, planning and development skills, and community economic and social development, with advisor approval.

Core Curriculum ..... 30 credits

Includes two writing courses (including Expository Writing or the equivalent); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science, and IDS 210; and additional liberal arts electives for a total of 30 credits.

Electives..... 66 credits

Total Credits required to Graduate .....120 credits

Bachelor of General Studies in Health Care Administration

This program is intended for students employed in positions associated with health care administration or who seek employment in such areas. Aside from other requirements for the baccalaureate degree, students pursuing the health care administration program must complete the core curriculum, the following 8 courses, and sufficient electives to total 120 credits

Total Major Credits .....24 credits

Required Courses (18 credits)

HCA	105	Introduction to Public Health
HCA	352	Social and Health Services Policy
HCA	413	Moral and Ethical Issues in Health Care
HCA	415	Health Care Administration I
HCA	416	Health Care Administration II
SHS	454	Social and Health Services Research Methods

Major Electives (6 credits selected from Social and Health Services courses Core Curriculum.....(30 credits)

Includes two writing courses (including, Expository Writing or the equivalent); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science; and additional liberal arts electives for a total of 30 credits.

Electives..... 66 credits

Total Credits required to Graduate .....120 credits

Bachelor of General Studies in Humanities

This program is intended for students with an interest in more than one field of study within the Humanities. Aside from other requirements for the baccalaureate degree, students pursuing the Humanities program must complete the core curriculum requirements, the following 8 courses, and sufficient electives for a total 120 credits.

Total Major Credits .....24 credits

Required Courses (24 credits)
Courses must be selected from at least two but no more than three areas in the humanities. There cannot be more than four courses from a single discipline.
Four (4) courses at the 100 or 200 level
Four (4) courses at the 300 or 400 level

Core Curriculum ..... 30 credits

Includes two writing courses (including, Expository Writing or the equivalent); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science, and additional liberal arts electives for a total of 30 credits.

Electives..... 66 credits

Total Credits required to Graduate .....120 credits

Bachelor of General Studies in Individualized Concentration

This program is intended for students with an interest in pursuing an individualized and personalized program of studies not available in other degree programs. Admission to an Individualized Concentration is limited to students who are at least 21 years of age and who have not been enrolled at RWU as a full-time student within the prior academic year. Such programs must constitute a cohesive grouping of courses reflecting an academic rationale or focus. At least half of such courses must be completed at RWU and at least half must be at the 300 level or above.

Total Major Credits .....24 credits

Required Courses (24 credits)
With the assistance of one or more advisors, students select eight courses from various areas of study, half of which must be at the 300 level or above.

Core Curriculum ..... 30 credits
Includes two writing courses (Expository Writing, Critical Writing for the Professions); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science; and additional liberal arts electives for a total of 30 credits.

Electives..... 66 credits

Total Credits required to Graduate .....120 credits

Bachelor of General Studies in Industrial Technology

This concentration is designed for people with technical

and/or managerial backgrounds who are employed in manufacturing or service industries, or who seek employment in such industries.

Total Major Credits .....24 credits

Required Courses (18 credits)

TLM	119	Manufacturing Processes
TLM	255	Studies in Technology
TLM	455	Production Planning
TLM	457	Workplace Safety and Health Management
TLM	458	Quality Control
TLM	472	Senior Program

Major Electives (6 credits)

Select two courses in industrial technology, with the approval of an advisor.

Core Curriculum ..... 30 credits

Includes two writing courses (including, Expository Writing or the equivalent); a Mathematics skills course; Effective Speaking Across Audiences ; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science; and additional liberal arts electives for a total of 30 credits.

Electives..... 66 credits

Total Credits required to Graduate .....120 credits

Bachelor of General Studies in Psychology

Our student learning outcomes center encourages development of a deep and broad knowledge base in the discipline of Psychology. We also provide a foundation to develop skills needed to design and evaluate research, foster critical thinking, enhance appreciation of diversity, promote awareness of ethical issues in Psychology, and prepare you for success in a wide range of careers, including graduate study. In addition to other requirements for the baccalaureate degree, students pursuing the Psychology program must complete the core curriculum requirements, eight courses, and sufficient electives for a total 120 credits.

Total Major Credits .....24 credits

Required Courses (9 credits)

PSYCH	100	Introduction to Psychology
PSYCH	240	Quantitative Analysis
PSYCH	340	Research Methods

Major Electives (15 credits)

Select five courses in Psychology.

Core Curriculum ..... 30 credits

Includes two writing courses (Expository Writing, Critical Writing for the Professions); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science; and additional liberal arts electives for a total of 30 credits.

Electives..... .66 credits

Total Credits required to Graduate .....120 credits

Bachelor of General Studies in Social and Health Services

This program is intended for students employed in social service agencies and health care facilities, or those seeking employment in such areas. Aside from other requirements for the baccalaureate degree, students pursuing the social and health services program must complete the core curriculum requirements, the following 8 courses, and sufficient electives to total 120 credits.

Total Major Credits .....24 credits

Required Courses (9 credits)

SHS	100	Foundations of Social & Health Services
SHS	352	Social and Health Services Policy
SHS	454	Social and Health Services Research Methods

Major Electives (15 credits)

Select five courses in Social and Health Services.

Core Curriculum ..... 30 credits

Includes two writing courses (including, Expository Writing or the equivalent); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science; and additional liberal arts electives for a total of 30 credits.

Electives..... 66 credits

Total Credits required to Graduate .....120 credits

Bachelor of General Studies in Social Science

This program is intended for students with an interest in more than one area within the social sciences. Aside from other requirements for the baccalaureate degree, students pursuing the Social Science program must complete the core curriculum requirements, the following 8 courses, and sufficient electives for a total 120 credits.

Total Major Credits .....24 credits

Required Courses (24 credits)

Courses must be selected from at least two but no more than three areas in the social sciences.
There cannot be more than four courses from a single discipline.
Four (4) courses at the 100 or 200 level
Four (4) courses at the 300 or 400 level

Core Curriculum ..... 30 credits

Includes two writing courses (including, Expository Writing or the equivalent); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science; and additional liberal arts electives for a total of 30 credits.

Electives..... 66 credits

Total Credits required to Graduate .....120 credits

Bachelor of General Studies in Technology Leadership and Management

This concentration is designed for people with technical

and/or managerial backgrounds who are employed in manufacturing, service, or technology-related industries, or who seek employment in such industries. The program will provide students with a foundation of leadership, strategic, and technology management skills. Because of the available electives, this program allows students the opportunity to focus on specific industries such as technology management, manufacturing, healthcare, environment and safety, or public administration.

Total Major Credits .....24 credits

Required Courses (24 credits)
At least five courses must be completed at RWU

TLM	255	Studies in Technology
TLM	342	Total Quality Management (Six Sigma)
TLM	430	Special Topics (Ethics in Science and Technology)
TLM	430	Special Topics (Lean Manufacturing)
TLM	455	Production Planning
TLM	457	Workplace Safety and Health Management
TLM	472	Senior Project

Major Electives (3 credits)

Select one course in Technology Leadership and Management

Core Curriculum ..... 30 credits

Includes two writing courses (Expository Writing, Critical Writing for the Professions); a Mathematics skills course; Effective Speaking Across Audiences; and at least one approved course from each of the following categories: Natural Science, Humanities, Fine Arts, Social Science; and additional liberal arts electives for a total of 30 credits.

Electives..... 66 credits

Total Credits required to Graduate .....120 credits

ASSOCIATE DEGREE PROGRAMS

Associate in Arts

Students must complete

- A minimum of 60 credits, 15 of which must be taken at the University, through any combination of study and learning experiences, including credit for previous college work, credit documentation, CLEP or other exams, and military experience,
- Successful completion of the Skills Courses (Expository Writing and Critical Writing for the Professional, and one advanced second writing course 200 or above, Effective Speaking AcrossAudiences; and the Mathematics course requirement) and two of the five Core Curriculum courses,
- Sufficient electives to total 60 credits, which for the Associate in Arts degree should include courses from the arts and ,sciences and for the Associate in Science degree should include courses from the professional studies,
- A 2.0 average in all courses carrying a letter grade,
- All financial requirements must be met.

Associate in Science

Associate of Science in Criminal Justice

This program is designed for people working in criminal justice or law enforcement or those who seek employment in such areas.

Required Courses (24 credits)
Major Requirements

CJS	105	Intro. To Criminal Justice
CJS	106	Applied Concepts in Criminal Justice
CJS	150	Policing in America
CJS	200	Criminalistics
CJS	201	Substantive Criminal Law
CJS	204	Constitutional Law
CJS	254	Survey Methods in Criminal Justice

One Criminal Justice Elective

Core Curriculum ..... 21 credits

WTNG	102	Expository Writing
WTNG	220	Critical Writing/Professions
MATH	124	Basic Statistics or higher
IDS	210	Effective Speaking Across Audiences

Natural Science**
Humanities**
Fine Arts**
Social Science
Liberal Arts Elective
** Must take one 3-credit course from one of these areas: Natural Science, Humanities, Fine Arts

Electives..... 15 credits

Total Credits required to Graduate .....61 credits

Associate of Science in Paralegal Studies

The Paralegal Studies program is a practice-oriented course of study designed to prepare students as paralegals. As the legal industry experiences transformation due to economic and technological changes, opportunities for accomplished and technically-savvy paralegals have increased significantly. Paralegal students receive education in many different facets of law, including the use of computers, legal databases and alternative dispute resolution. The Paralegal Studies Program combines academic rigor with legal and technical competencies to develop well-rounded legal professionals. Our graduates pursue successful careers as paralegals in legal, corporate, non-profit, or government organizations, and many continue to law school.

In 1998, the Paralegal Studies program was approved by the American Bar Association (ABA). Some courses are available via distance education, but in accordance with ABA requirements, a minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting (face-to-face). Paralegals are prohibited from the practice of law except when allowed by law or court rule.

Total Major Credits .....25 credits

Required Courses (22 credits)

PLS	100	Introduction to Law and Legal Studies
PLS	101	Criminal Law for the Paralegal

PLS	110	Emerging Technologies and the Legal Environment
PLS	210	Legal Research and Writing I
PLS	221	Law of Contracts
PLS	222	Law of Business Organizations
PLS	310	Litigation I
PLS	400	Legal Ethics (1 Credit)

Major Electives (3 credits)
Select one course in Paralegal Studies course electives.

Core Curriculum ..... 21 credits

Includes two writing courses (Expository Writing and Critical Writing for the Professional) a Mathematics skills course; Effective Speaking Across Audience; Social Science; one liberal arts electives and at one of the following approved courses from the following categories: Natural Science, Humanities, Fine Arts.

Electives ..... 15 credits

Total Credits required to Graduate ..... 61 credits

CERTIFICATE PROGRAMS

Certificate in Case Management

This program provides knowledge and skills relevant to the provision of case management services in a variety of health care settings. The program is designed for individuals who are employed in the field of case management and who are in the process of obtaining certification in case management. The required courses prepare students to sit for certification examinations. Students in this program may matriculate into the Social and Health Services program if they wish to apply these courses toward the Bachelor of Science.

Required Courses

HCA	413	Moral and Ethical Issues in Health Care
SHS	328	Crisis Intervention
SHS	238	Introduction to Biostatistics
or		
PLS	250	Workers' Compensation
SHS	457	Seminar in Case Management
HCA	459	Seminar in Managed Care

Certificate in Community Development

This professional certificate in Community Development is designed for people who are seeking to develop or strengthen their core skills and knowledge of the field. Coursework focuses on the integration between public policy and community based practice, with an emphasis on preservation and development of affordable housing, managing community based organizations, programs and projects and the core theories and principles that guide community development practitioners in their day-to-day work.

Required Courses (5 courses)

CD	220	Elements and Issues in Community Development
CD	352	Non-Profit Management
or		
CD	350	Housing and Development Skills
or		
CD	351	Sustainable Economic and Community Development

and

Three (3) Electives chosen by the student and his/her Academic Liaison, from the areas of leadership and non-profit management; housing, planning and development skills; and community economic and social development.

The program was designed in partnership with the Housing Network of Rhode Island. Students are expected to satisfy the requirements of an internship with the Housing Network or an affiliated community development organization. This requirement may be satisfied through the documentation of community development employment experience or through learning experiences acquired by placement.

Certificate in Corporate Communication

This program is an intensive learning experience that will prepare you to be a flexible communicator and practitioner with excellent management, research, writing technical and social skills. This program is well suited for anyone looking to make a career change, move up in his/her career or just wants to better his/her communication skills. Regardless of your career path, communication skills are important. All organizations need employees with strong management skills, the ability to communicate persuasively, create collateral and online messages, and motivate others. The Certificate in Corporate Communications provides you the opportunity to learn, practice and hone you skills so you are ready to make an impact in the organization of your choice. Throughout the program, you'll gain knowledge from other students and acquire important professional skills from hands-on exercises. You'll also learn from expert instructors. Corporate Communications is a career-focused program that emphasizes public relations research, a global perspective, and active learning.

Required Courses (5 courses)

STCOM	100	Introduction to Persuasive Techniques
STCOM	220	Corporate Communications
STCOM	350	Digital & Social Media
PA	360	Communication in Organizations
STCOM	420	Strategic Planning

Certificate in Digital Forensics

This certificate is open to day and continuing study students. Day school students shall receive the certificate with their degree upon graduation.

Requirements in the Certificate in Digital Forensics

SEC	320	Digital Forensics I
SEC	400	Forensic Hardware and Acquisition
SEC	420	Digital Forensics II
SEC	421	Digital Forensics III
SEC	450	Law for Networking, Security, and Forensic Professionals

Certificate in Environmental and Occupational Safety and Health

This program provides individuals with the technical and professional knowledge and skills required to improve health and safety practices in the workplace. The program is designed to increase the knowledge and expertise of personnel associated with the field of occupational safety and health. Enrollment in a degree program is not required for enrollment in the certificate program. However, students interested in pursuing a degree may apply the credits earned through this certificate program to selected baccalaureate degree programs.

Required Courses (12 credits)

TLM	215	Hazardous Materials Safety Management
TLM	275	Principles of Industrial Hygiene
TLM	357	Occupational Safety and Health Regulatory Issues
TLM	457	Workplace Safety and Health

Electives (6 credits)

TLM	241	Introduction to Environmental Studies
TLM	242	Introduction to Solid and Hazardous Waste Management
TLM	325	Methods and Materials of Occupational Safety & Health Education
TLM	328	Ergonomics
TLM	411	ISO 14000 Series of International Environmental Standards
PLS	250	Workers' Compensation

Certificate in Gerontology Certificate

This certificate is practice-orientated, preparing students for work in the field or credentialing students already working in the field. Students will be drawn from a wild range of public and private agencies involved in the programming and care of older people. Many student would be able to complete this certificate as part of their elective courses with in degree programs, graduating with a degree with both a concentration and a certificate.

Required Courses (5 courses)

SHS	120	Introduction to Gerontology
SHS	310	Social Gerontology
SHS	320	End of Life
SHS	322	Multi-Cultural Perspectives on Aging
SHS	408	Counseling Theory & Skills
HCA	413	Moral and Ethical Issues in Health Care
SHS	451	Geriatric Mental Health Care Management
and		
SHS	440	Social & Health Services Practicum
or		
SHS	430	Special Topics in Gerontology

Certificate in Health Services Administration

Designed for adults working (or seeking to work) in health services, public health, health education, or health care administration fields, in either the private sector or the public sector (federal, state, or local government or non-profit organizations) who need to upgrade skills or attain additional credentials. A baccalaureate degree is not required, and prospective students may pursue the certificate alone or both the certificate and the BGS degree in Social and Health Services.

Required Courses (5 courses)

SHS	100	Foundations of Social & Health Services

and

Select four (4) of the following:

HCA	105	Introduction to Public Health
HCA	411	Grant Writing
HCA	413	Moral and Ethical Issues in Health Care
HCA	415	Health Care Administration I
HCA	416	Health Care Administration II

Certificate in Municipal Management

Designed for adults working (or seeking to work) in municipal and local government settings who need to upgrade skills, acquire new skills, or attain additional credentials. Prospective students may be interested in both the certificate and an undergraduate degree. Many may already have college degrees but which may not be appropriate to their employment duties and responsibilities.

Required Courses (5 courses)

PA	201	Public Administration
PA	305	State and Local Government
PA	306	City Management
PA	430	Special Topics (topics in local government budgeting and finance, urban planning, human resource management, program evaluation and service delivery, etc.)

And one of the following:

PA/HCA	411	Grant Writing
PA	360	Communication in Organizations

Certificate in Technology, Design & Production

This Certificate brings together what all individuals, leaders and managers – whether in healthcare, private industry, or government- need to understand in modern work to be effective contributors, and specifically focuses on the interconnection of technology and leading people. By developing a deep understanding of how organizations and people build innovation, physical product and human connections, students can gain immediate and long-term development opportunities. After reviewing the overlapping areas of technology and society, students will study cases of innovation through the Design-For-Lean-Six-Sigma lens making real-world understanding of Lean & Six Sigma possible. The certificate program consistently invites students to think about how communication as technology evolves should be adjusted and shaped as a leader or manager works with virtual teams, in-house teams, vendors and partners. Students completing this five course certificate will have developed an awareness of manufacturing processes,

operational design and product management and may consider the experience a way to enhance a current role at work or prepare for promotion within an organization or even build upon the certificate by entering the Technology, Leadership & Management Degree program.

Required Courses (5 courses)

TLM	110	Technology and Society
TLM	119	Manufacturing Process
IDS	210	Effective Speaking Across Audiences
TLM	342	Total Quality Management
TLM	455	Production Planning

POST BACCALAUREATE CERTIFICATES

Healthcare Paralegal Certificate

This program is designed to provide paralegal education and the skills necessary for students with a medical background to expand their careers into the legal arena. It is open to students who have previously earned 60 hours of credit or baccalaureate or associate degree, and who have at least 4000 hours of nursing experience. Students will learn substantive law and procedural practices. This program is designed to allow the graduates to meet the needs of that sector of the business community which requires expertise in medical as well as legal issues, including law firms, hospitals, insurance companies, consulting firms, government agencies, and health care systems. The successful graduate will be able to bring specialized medical training and experience to the legal field, particularly in litigation-related practice, and will be able to apply legal knowledge and skills to health-care related occupations such as risk management. Ten courses are required for the certificate. Studies for this certificate program may be combined with courses in the bachelor degree programs in Paralegal Studies or Social and Health Services. Paralegals are prohibited from the practice of law except when allowed by law or court rule. **This program is approved by the American Bar Association. A minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting**.

Required Courses

PLS	100	Introduction to Law and Legal Studies
PLS	235	
or		
PLS	250	Worker's Comp
and		
PLS	236	Medical and Legal Malpractice
PLS	210	Legal Research & Writing I
PLS	211	Legal Research & Writing II
PLS	310	Litigation I
PLS	311	Litigation II
HCA	413	Moral and Ethical Issues in Health Care
HCA	415	Health Care Administration I
HCA	416	Health Care Administration II

Nurse Paralegal Certificate

This program is designed for registered nurses interested in training in performing legal tasks and the application of nursing knowledge to legal services. It is open to registered nurses who have previously earned 60 hours of credit or a baccalaureate or associate degree, and who have at least 4000 hours of nursing experience. Ten courses are required for the certificate. Studies for this certificate program may be combined with courses in the bachelor degree programs in Paralegal Studies or Social and Health Services. This program is approved by the American Bar Association. Paralegals are prohibited from the practice of law except when allowed by law or court rule. A minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting.

Required Courses

PLS	100	Introduction to Law and Legal Studies
PLS	210, 211	Legal Research and Writing I, II
PLS	235	Torts
PLS	236	Medical and Legal Malpractice
PLS	310, 311	Litigation I, II
HCA	413	Moral & Ethical Issues in Health Care
HCA	415	Health Care Administration I

And one of the following:

PLS	250	Workers' Compensation
HCA	416	Health Care Administration II

Nursing Home Administration Certificate

This certificate is practice-oriented, preparing students for work in the field or credentialing students already working in the field. Students will be drawn from a wide range of public and private agencies involved in programming and care of older people. Many students would be able to complete this certificate program as part of their elective courses within degree programs and graduate with a BGS degree with a concentration and a certificate in a specialized area.

HCA	320	Human Resource Development
HCA	350	Financial Management of a Long Term Care Facility
HCA	460	Long Term Care Administration
SHS	324	Multi-Cultural Perspectives on Aging
HCA	413	Moral & Ethical Issues in Health Care
SHS	421	Social Gerontology
SHS	430	Special Topics in Social & Health Services
or		
SHS	440	Practicum

Certificate in Paralegal Studies

This program is open to students who have previously earned a baccalaureate degree. Under exceptional circumstances, this requirement may be waived. The applicant must petition the Paralegal Studies Department and submit supporting documents which must include evidence of a significant combination of college achievement and law-related work experience.

Of the following requirements, half must be completed at the University. New students may begin during any semester.

This program is approved by the American Bar Association. Paralegals are prohibited from the practice of law except when allowed by law or court rule. A minimum of 10 semester credits of legal specialty courses must be taken in a traditional classroom setting.

PLS	100	Introduction to Law and Legal Studies
PLS	210	Legal Research and Writing I
PLS	211	Legal Research and Writing II
PLS	221	Law of Contracts
PLS	222	Law of Business Organizations
PLS	235	Torts
PLS	310	Litigation I
PLS	311	Litigation II
PLS	400	Legal Ethics (1 credit)

and
Two PLS Electives

Note: None of the Paralegal Studies offerings are affiliated with the Legal Studies Program offered by the University's day division. These include the bachelor and associate degree programs as well as the certificate programs. Continuing Studies students in the Paralegal Studies programs will not satisfy degree or certificate requirements by taking Legal Studies Program courses. Only the Paralegal Studies degree and certificate programs are ABA approved.

GRADUATE CERTIFICATES

Sustainable Community Development and Economic Development

The graduate certificate provides specialized skills at a graduate level. Students will have the opportunity to develop key skills and knowledge that includes project design, planning, implementation, management, and evaluation for work in nonprofit organizations, planning, community reinvestment, policy-making and government regulatory agencies, among others. The Certificate requires five (5) three-credit courses within the Community Development concentration. These include four required courses and one elective.

Required:

CD	521	Social Theories of Community-Base Practice
CD	552	Organizational Leadership, Management and Change in Community-Based Organizations
CD	554	Introduction to Project Design, Implementation and Evaluation
CD	555	Fundamentals of Mixed Methods Research in Community-Based Practice

Electives:

CD	530	Special Topics in Sustainable Community and Economic Development
CD	522	Fundamentals of Urban Ecology and Healthy Communities
CD	540	Community Development Practicum

(With the approval of their advisor, students may select an elective (at the 500 level or higher) in other disciplines such as Criminal Justice, Historic Preservation, and Public Administration.)

Graduate Study

Graduate Study

The Roger Williams University community recognizes that, in today's global society, there is an increasing need for knowledge and skills beyond the baccalaureate level in many fields and disciplines. As a result, graduate education at Roger Williams University seeks to provide advanced preparation and continuing educational opportunities for students in a select number of academic fields.

Our graduate programs are designed to prepare advanced students for independent thought and critical thinking, and to foster team-building and collaborative skills. Thus, graduate education at Roger Williams University enriches the lives of students seeking life-long learning experiences, and provides opportunities for stimulating study and a focus on creativity and critical analysis.

Our programs are designed for both full and part-time students, and courses are available at a wide variety of times and in many different formats. Roger Williams University prides itself on outstanding library resources, excellent computing facilities, and small classes taught by world-class professors. Research is obviously an important component of graduate education, and our students have the opportunity to participate in independent investigation and mentored studies and research projects with experienced faculty, all of which can lead to presentations and publications. In short, Roger Williams University seeks to provide graduate study of an exemplary nature in selected disciplines for especially capable, professionally-oriented students.

Graduate Admissions

All applicants for graduate programs must hold an earned bachelor's degree from a regionally accredited university. Candidates holding degrees from institutions outside the United States will be evaluated on an individual basis at the discretion of Roger Williams University. All applicants must submit official transcripts of all previous undergraduate coursework, a personal statement discussing relevant past experiences and educational and/or career goals, a completed and signed application, and the $50 application fee, in addition to any program-specific requirements, which may include two or three letters of recommendation, an entrance examination such as the GRE or Praxis I, an admissions interview, resumé, or portfolio. Please refer to the individual program documents to learn the specific requirements for your program. In certain circumstances, a credential may be waived with approval from the appropriate dean.

Graduate Admission Categories

There are two categories of Graduate admission at Roger Williams University: degree or certificate seeking admission, and visiting/non-degree seeking admission.

Types of Graduate Admission for Degree and Certificate Seeking Students

Full Admission Status: Students who submit all required application materials and meet the minimum academic criteria set forth by the appropriate dean and faculty may be considered for full admission. Full admission will be granted to students upon full review by the appropriate dean and/or faculty committee. RWU reserves the right to require students to take undergraduate prerequisites and to successfully complete them at a prescribed minimum grade in their initial semester or semesters of enrollment as a condition of continued participation in the program.

Probationary Acceptance Status: Upon the recommendation of the appropriate dean, applicants who have submitted all required admission documentation, but do not meet program requirements for full admission and show potential for succeeding at the graduate level, may be offered probationary admission on a temporary basis. Applicants admitted on a probationary status may register for no more than a total of nine credits of graduate coursework over no more than two consecutive semesters, provided all required coursework toward an earned bachelor's degree has been completed. Students admitted on a probationary basis to complete undergraduate prerequisites must successfully complete the assigned prerequisite coursework prior to beginning courses in a graduate program. Probationary students must receive a grade of "B" (3.0) or better in all coursework to be considered for full admission. Under no circumstance will undergraduate degree requirements be waived. Probationary status may not be continued for more than one year, and is subject to the terms set by the graduate admissions committee. Students admitted under a probationary status are not eligible for financial aid.

Conditional Acceptance Status: Applicants who have not submitted all required credentials for graduate admission, but who meet the requirements for admission, may be offered conditional admission. Conditionally admitted students may take up to three (3) courses for a maximum of one semester of study before submitting remaining application requirements to the Office of Graduate Admission. If the graduate application requirements are not fully met prior to the end of the first semester, students will be administratively withdrawn and must reapply to continue in a graduate program. Students will not be granted conditional acceptance without undergraduate transcripts and proof of an earned bachelor's degree. Applicants to the Architecture, Clinical Psychology, Cybersecurity, Forensic Psychology and Teaching programs are not eligible for conditional acceptance. Under no circumstances will undergraduate degree requirements be waived. Conditionally admitted students are not eligible for financial aid.

Visiting/Non-Degree Seeking Admission

Students interested in graduate coursework for personal or professional enrichment, or who wish to eventually apply to a degree program, may enroll in up to two graduate level courses as a non-degree student. Individuals are encouraged to contact both the Office of Graduate Admission and the Program Director for guidance in course selection, especially in circumstances where the student intends to apply for a degree or certificate program at a later time. Students must meet the prerequisite requirements for individual classes.

Successful completion of non-degree coursework does not guarantee admission into any graduate degree or certificate program. Additional coursework beyond two (2) classes as a non-degree student must be approved by the appropriate dean.

To apply, students must complete the graduate application form and submit an official undergraduate transcript reflecting a conferred bachelor's degree. Additionally, students may be asked to provide official transcripts from any and all colleges and universities attended to confirm completion of prerequisite classes and aid in properly advising the student. Upon approval of both the Office of Graduate Admission and the appropriate dean, the student will be allowed to register for the approved course(s). If a student intends to continue on to a full degree or certificate program after the completion of two (2) classes, s/he must apply to the full degree or certificate program and submit all required documents for a completed application. With the approval of both the Office of Graduate Admission and the appropriate dean, students may be accepted into a full degree program and become a fully-matriculating student. A maximum of two (2) classes taken while in a non-matriculated status can be applied to a full degree program. Coursework taken above two (2) classes while in a non-matriculated status cannot be applied to a full degree program. A maximum of one (1) class taken while in a non-matriculated status can be applied to a graduate certificate program. Coursework taken above one (1) class while in a non-matriculated status cannot be applied to a graduate certificate program.

Due to the nature of the programs and curriculum, applicants to the Clinical Psychology, Cybersecurity, Forensic Psychology and Teaching programs are unable to accept students as non-matriculating or visiting students.

Visiting/Non-degree seeking students are not eligible for Federal, State or Roger Williams University grants, financial aid or student employment, nor are they eligible to live in University housing. They will be charged at a per-credit rate plus relevant fees as determined by the University. Visiting students must meet all University deadlines and requirements including adherence to all University academic regulations, providing proof of health insurance and fulfilling all financial obligations to the University.

Enrolling in a Graduate Course as an RWU Undergraduate

Registered full-time Roger Williams University undergraduate students must obtain the permission of the appropriate dean if they wish to enroll in a graduate course. A completed graduate course cannot replace a degree, major, or core undergraduate course requirement without written approval from the appropriate dean being filed with the University Graduation Coordinator. If students subsequently apply to the program in which the course was taken, at the time of application they must petition in writing the appropriate dean for a waiver of that course. The decision of the dean is final. If a waiver is granted, the total number of credit hours required for the master's degree is not reduced. Notification of the waiver will be sent in writing from the dean to the Registrar.

Admissions Process for International Students

International students are eligible to apply to graduate programs if they have successfully completed the equivalent of a United States bachelor degree program and have the appropriate diplomas and/or satisfactory results on transcripts or examinations. In addition to general and program-specific graduate admission requirements, international students are required to submit:

ORIGINAL and FINAL Undergraduate Transcripts

All applicants must submit ORIGINAL college/university scholastic records.

- Transcripts must show completion of a U.S.-equivalent Bachelor's degree
- Transcripts must be originals with school seal and signature from a school official. Copies (with or without a school stamp), emails, and faxes of transcripts in any form are not acceptable
- Transcripts must be sent directly to RWU from the institution of attendance in a sealed and stamped envelope. Transcripts sent directly from the applicant will not be accepted
- Submission of falsified documents is grounds for denial of admission or dismissal from the University.

Official Foreign Transcript/Credential Evaluation

Applicants with non-U.S. credentials are required to submit a course-by-course evaluation of their transcripts, completed by a professional foreign credential evaluation company such as World Education Services (WES), although applicants may use any foreign credential service that is a member of NACES (http://www.naces.org/members.htm). International applicants who completed a Bachelor's degree in the U.S. are not required to submit a transcript evaluation, but are required to have original transcripts from each college that awarded credit toward a Bachelor's degree sent to the Office of Graduate Admission.

English Proficiency Requirement

International applicants are required to be proficient in English as a condition for admission. Applicants who attended at least three years of undergraduate study in the U.S., completed their degree in the U.S., completed their degree in an English-based curriculum outside of the U.S., or are from a country where the official language is English are exempt from this requirement. Proof of English proficiency can be submitted using one of the options below.

TOEFL (Test Of English as a Foreign Language)

Note: this report must be an original (not a copy) and must be sent directly from ETS (cannot be sent by the applicant). Original TOEFL Score Report with results greater than or equal to:

85	iBT (internet-Based Test)
225	CBT (Computer-Based Test)
565	PBT (Paper-Based Test)

IELTS (International English Language Testing System)

Note: this report must be an original (not a copy) and must be sent directly from IELTS (cannot be sent by the applicant).

Original IELTS Score Report with results greater than or equal to 6.5 bandwidth.

As of February 1, 2011, a Certificate showing completion of Level 112 at an ELS center is not acceptable as proof of English language proficiency.

Financial Aid

To be considered for financial aid, graduate students must submit a Free Application for Federal Student Aid (FAFSA) to the Federal Processor after January 1st – the suggested deadline is March 15th and have it submitted to the Financial Aid Office. The Roger Williams University Title IV code # is 003410. Students are strongly urged to complete the FAFSA online at www.fafsa.ed.gov.

Students receiving federal financial aid must complete a FAFSA form each year of study, and may also be asked to provide the Financial Aid Office with copies of the previous year's tax returns, including all schedules. All graduate students are considered to be of independent status. Parents' financial information is not considered when determining eligibility for federal student aid.

Student Loans

Student loan programs provide the majority of funding for graduate students. There are three types of loans that allow you to borrow up to your cost of attendance and enter repayment six to nine months after graduation.

1) Federal Direct Unsubsidized Loan Program – provides students with an attractive, low interest loan. A graduate student is eligible for up to $20,500 annually in Stafford Loan funds. Students must submit a Free Application for Federal Student Aid (FAFSA) to determine eligibility
2) The Federal Direct Graduate Plus Loan is available to fill the gap between the Federal/Direct Stafford Loans and the total cost of attendance. This is a credit based loan and students must have a satisfactory credit history to qualify.
3) Private loans such as those offered by Rhode Island Student Loan Authority, and Sallie Mae are also meant to fill the gap between the Federal Stafford loans and total cost of attendance. Each program has different terms and eligibility requirements, but a satisfactory credit history is essential to qualify for private loans. Students must be taking a minimum of 6 credits per semester to be eligible.

Graduate School Academic Policies and Procedures

Academic Integrity Pledge

We, the students of Roger Williams University, commit ourselves to academic integrity. We promise to pursue the highest ideals of academic life, to challenge ourselves with the most rigorous standards, to be honest in any academic endeavor, to conduct ourselves responsibly and honorably, and to assist one another as we live and work together in mutual support.

Breaches of Academic Integrity

Roger Williams University exists to foster the mature pursuit of learning, which is premised upon the exercise of mutual trust and honest practice when representing data, findings and the sources of ideas used in an academic exercise. The University expects students to observe these principles of academic integrity that ensure the excellence of their education and the value of their diploma.

Examples of breaches of academic integrity include but are not limited to:

Cheating: Using or attempting to use unauthorized materials, information or citation in any academic exercise. Examples include, but are not limited to

- Copying from another student on exams or assignments;
- Altering graded exams of assignments and resubmitting them for a new grade;
- Submitting the same paper for two classes without both instructors' written permission.

Fabrication: Unauthorized falsifications or invention of any information or citation in any academic exercise. Examples include, but are not limited to

- Using made-up citations in papers or other assignments;
- Representing collaborative work as the result of individual effort;
- Collaborating on graded assignments beyond the extent authorized by the instructor.

Plagiarism: Plagiarism is best defined as the incorporation of words and ideas of another person in an attempt to claim that person's work as one's own. Thus, plagiarism fails to engage in civil, scholarly discourse. It is sometimes a form of intellectual theft and is always a form of intellectual fraud.

In its worst form, plagiarism may consist of directly copying large or small portions of either printed or online works, or, as frequently happens in schools, written papers of another student, without properly crediting the source(s) from which they came. There are, however, more subtle forms of plagiarism as well. Paraphrasing, which is the process of using alternative expressions to communicate the meaning of another author's words, is also a form of plagiarism, unless the sources of those ideas are acknowledged. Roger Williams University provides resources and advice to students to help avoid plagiarism. See How to Avoid Plagiarism (http://library.rwu.edu/howdoI/plagiarism.php) and the Cite Right Manual (www.rwu.edu/academics/centers/cad/writing/resources/citeright.htm). Students are encouraged to consult their instructor if they have questions regarding proper documentation of sources and avoiding plagiarism. Examples of plagiarism include, but are not limited to

- Quoting or paraphrasing someone else's work without correct citation;
- Copying work of another and representing it as your own;
- Purchasing a paper, essay or other work;
- Having someone else do your work for you.

Fraud: Altering, forging, or encouraging another person to alter or forge, official records of the institution, or assisting others in

such activities. Examples of fraud include, but are not limited to

- Taking an exam for someone else;
- Changing the grade on an assignment and representing it as the original.

Willful Damage: Damaging another's creative work or property. Facilitating Academic Dishonesty: Assisting or aiding someone else in committing a breach of academic integrity. Examples include, but are not limited to

- Allowing another student to copy a paper, problem set, exam or other assignment that is meant to be completed individually;
- Taking an exam or completing an assignment for another student;
- Obtaining a copy of an exam ahead of time for oneself or another student.

Consequences of a Breach of Academic Integrity

Civil discourse and the entire academic project depend on mutual trust among the community of scholars that is Roger Williams University. Even a minor breach of academic integrity diminishes that trust. Accordingly, the consequences of a breach of academic integrity, depending on severity, include:

- Failure on the assignment on which the breach occurred;
- Failure of the class in which the breach occurred;
- Academic probation for one semester;
- Suspension for one semester;
- Separation (dismissal) from the Roger Williams University community.

Academic Conduct Committee

The University Academic Conduct Committee is empowered to investigate and adjudicate all cases of suspected breaches of academic integrity. This committee will also serve as the record keeper of all academic integrity breaches. The University Academic Conduct Committee may, as part of its deliberations, consider a student's prior breaches of academic integrity on file. The University Academic Conduct Committee shall establish and publish by-laws and procedures pertaining to its own operations

Committee Composition

The University Academic Conduct Committee shall be composed of one elected faculty representative from each school or college (including one from each CAS division), two representatives elected by the Student Senate, and one administrator (ex officio) from Academic Affairs.

Procedure for Dealing with Alleged Breaches of Academic Integrity

1. A faculty member who suspects a breach of academic integrity shall investigate, including opportunity for the student to answer the allegation. Upon finding evidence of a breach of academic integrity, a faculty member may elect to penalize the offending student by
   - Issuing the student a formal warning
   - Failing the student on the assignment on which the breach occurred
   - Failing the student in the class in which the breach occurred
2. The faculty member must communicate directly with the student via RWU e-mail, with copies sent to the Dean's office of the faculty member, and to the dean of the student's major, if different. Documentary evidence of the breach of academic integrity must also be forwarded to the dean's office.
3. The Dean's office will inform the student of her/his right of appeal, along with the forms to be completed to initiate the appeal process.
4. The Deans' offices will forward all actions taken by faculty regarding academic integrity violations, along with all corresponding documentary evidence, to the Office of the Academic Provost, which shall serve as a clearinghouse.
5. Students may appeal any penalty for a breach of academic integrity enforced by a faculty member to the University Academic Conduct Committee by notifying the Dean's office, the faculty member, and the University Academic Conduct Committee in writing within 21 days of the final action of the faculty member.
6. The University Academic Conduct Committee shall hear student appeals of faculty actions concerning academic integrity. The decision of the University Academic Conduct Committee will be communicated to the student, to the Dean, and to the faculty member in writing via RWU e-mail. Student(s) may appeal a decision of the University Academic Conduct Committee to the Office of the Provost within 21 days of the decision. The Provost's decision is final.
7. Upon finding recurring or particularly egregious instances of breaches of academic integrity by a student, the Office of the Provost reserves the right to levy
   - Academic probation for one semester
   - Suspension for one semester
   - Separation (dismissal) from the Roger Williams University community.

Academic Standards

Students are responsible for knowing and complying with the academic regulations of the University. Each College and School has an Academic Standards Committee that serves as the appeal committee for students requesting exceptions to academic policy. An Academic Standards Petition may be obtained from the appropriate dean's office or at http://www.rwu.edu/about/university-offices/registrar/frequently-used-forms. Petitions must be completed and submitted to the dean of the school or college in which the exception is housed. In cases when a deviation to an academic requirement or regulation occurs, students may submit a Request for a Program Adjustment to the appropriate dean.

Right of Appeal

In cases where an academic regulation or requirement constitutes a hardship, students may submit an Academic Standards Petition to the appropriate dean. Any appeal is subject to review by the appropriate dean and designated Academic Affairs officer, whose decision shall be final.

Appeals must be filed no later than one semester after the semester in which the course was taken, or the event that is the basis for the appeal, occurred. Unless an appeal is filed within this period, it will not be considered.

Withdrawal, Leave of Absence, Medical Leave of Absence - Changes to Student Enrollment Status

Students who wish to change their enrollment status at the University are required to adhere to the following procedures:

Withdrawal from the University

- Students must notify the Advising and Peer Mentorship Office and complete the exit interview process.
- Students who plan to process a withdrawal should refer to the Financial Information section of this catalog for information regarding policies governing the refund of tuition and fees.
- Students who withdraw from the University after the last day to drop a course without a W (withdrawal) grade will be graded at the end of the semester by their professor(s).
- Advising and Peer Mentorship submits a Change of Status Form to the Registrar's Office and notifies the appropriate offices.
- Students who follow procedure for withdrawal and who are in good academic standing may request their reinstatement to the university through Advising and Peer Mentorship. Students must submit their request for reinstatement 30 days prior to the start of the term for which they intend to enroll.

Non-medical Leave

The application for a non-medical leave of absence must be initiated in the Advising and Peer Mentorship prior to the beginning of the semester. If a leave is granted, the Advising and Peer Mentorship will notify the appropriate offices.

A student on academic leave of absence may apply for a one-semester extension only prior to the start of the subsequent semester, otherwise, will be considered withdrawn from the university. Students who study away/visit out, must follow the procedure for a non-medical leave.

Medical Leave

A student may apply to the Office of Student Life for a medical leave of absence from the University for one full semester. Students are limited to one medical leave of absence during matriculation at the University. Applications are due no later than December 1 for the fall semester and May 1 for the spring semester. Students must complete a medical leave of absence form and submit a letter outlining why they are requesting the leave. The request must be supported by documentation from a physician or psychologist. The student is expected to be in treatment while they are on leave. When requesting readmission, the student should complete a request for readmissions form and submit a letter outlining how they have spent their time away preparing to return. The physician or psychologist responsible for treatment must provide a recommendation supporting readmission of the student.

When students are approved for a medical leave, they receive grades of W and are withdrawn from enrolled classes for any subsequent semester/s. Students should consult with the office of financial aid to discuss financial implications and contact their academic advisor to determine the impact on their academic program. Students are also encouraged to look into the possible health insurance implications.

Requests are reviewed and the student will be notified of the decision in writing. The University reserves the right to place restrictions on a student's leave and/or readmission.

Administrative Withdrawal

Students who are not registered for a subsequent semester within 30 days of the last day of final exams according to the Academic Calendar will be administratively withdrawn from the University.

Students who do not follow the procedure for withdrawal must follow the reinstatement process by contacting Advising and Peer Mentorship. If readmitted, they must enter under the requirements of the University Catalog for the year they re-enter unless determined otherwise by the student's dean.

Students who leave the University on academic or non-academic probation may be considered for reinstatement; all requests require the approval of their school/college dean.

Students who follow procedure for withdrawal and who are in good academic standing may request their reinstatement through Advising and Peer Mentorship. Students must initiate their reinstatement prior to the start of the term for which they intend to enroll.

Reinstatement

All students seeking reinstatement from a Leave of Absence or Withdrawal, initiate this process through Advising and Peer Mentorship prior to the start of the semester they wish to enroll. The condition of the separation will determine the process a student follows.

Withdrawal

Students, who officially withdraw from the university and wish to reinstate, are required to contact Advising and Peer Mentorship. The Dean of the School or College must approve the reinstatement prior to any action being taken. This includes course selection, registration, and housing assignments.

Administrative Withdrawal

Students who failed to follow the withdrawal process resulting in an administrative withdrawal must contact Advising and Peer Mentorship prior to the start of the start of the semester they wish to return, to initiate the reinstatement process. The Dean of the School or College must authorize the reinstatement prior to any action being taken. If students are readmitted they must enter under the requirements of the University Catalog for the year, they re-enter unless determined otherwise by the students' dean. Students are required to contact their Dean or Academic Advisor to review their academic record and receive permission to register for classes.

Medical Leave

A student returning from an approved Medical Leave must provide a recommendation from the physician or psychologist responsible for treatment supporting readmission to the university. Students must contact the Dean of Students to initiate the process to return to the university.

Non-medical Leave

A student on a non-medical leave may apply through the Advising and Peer Mentorship. Students who fail to initiate a return after one semester are automatically withdrawn from the University and must contact the Advising and Peer Mentorship to subsequently return to the University. All reinstatements require a school Dean's approval prior to selecting and enrolling for a subsequent term.

University Transcripts

The University transcript is an official document reflecting a student's cumulative academic record. An official transcript is reproduced on colored paper stock bearing the seal of the University and is issued directly to the person or institution specified by the student. All transcripts are issued in accordance with the Family Educational Rights and Privacy Act of 1974 and may not be released to a third party without the prior written consent of the student.

A fee of $5.00 per transcript must be remitted and all outstanding debts satisfied prior to release of the transcript. Requests for transcripts should include dates of attendance or graduation, name at time of attendance and specific school, declared major, and student's RWU ID number.

E-transcripts are issued within 24 hours; for students attending prior to 1991, paper copies are processed in five business days of receipt of request. However, during certain periods, mailing of transcripts may be delayed by an additional three or four days. To avoid delays in forwarding transcripts to colleges, graduate schools, employers, and government agencies, students are advised to request transcripts well in advance of their deadlines for application, reimbursement, or incentive pay.

Degree Application

Students who believe they are ready to receive their degree from Roger Williams University are required to complete a formal degree application. (See Academic Calendar for specific dates). These applications are available on-line or in the Registrar's Office. Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Graduate students who will have satisfied all degree requirements by the end of the Spring Semester, including Incomplete grades and have the cumulative grade-point average in the semester before graduation of 3.0 or higher, may participate in the Hooding Ceremony and Commencement. Degrees conferred reflect the graduation date that follows the student's successful completion of all degree requirements; degrees are conferred in December, May, and August.

Deadlines for Non-Classroom Graduation Requirements

Students must adhere to deadlines for comprehensive examinations, submission of all elements of the thesis process, and any other program requirements.

Transfer of Graduate Credit

Subject to approval by specific graduate programs, graduate students may in some instances transfer graduate credit for courses taken at other institutions into their graduate degree programs at Roger Williams University. A minimum grade of "B" is required for transfer. A student may transfer a maximum of six credits toward a master's degree or three credits toward a graduate certificate. Under no circumstances can any student transfer more than the stated maximum number of credits without written approval from the school dean. Further, the credits must have been earned within the past three years, and must come from an accredited institution. Transferred credits are not calculated into the student's grade point average.

Time to Complete Master's Degree Requirements

All graduate certificate and degree program requirements must be satisfied within 60 months from the first day of the first semester of matriculation. When required, comprehensive examinations, language examinations, thesis requirements, etc. must also be successfully completed within this time frame. Degree candidates must register for all terms during which they are pursuing the degree, including terms after classroom course work is completed.

Registration for Courses

Pre registration is held for returning, degree seeking /visiting graduate and joint admissions students in November for the Winter and Spring semesters, and in April for the Summer and Fall semesters. During the advising period, held two weeks prior to registration, a student meets with his/her advisor to review the student's progress towards their meeting specific degree requirements.

Students may register online using the myRWU student portal, or may register in person at Registrar's Office. Before attending any class, students must officially register and satisfy all financial obligations to the University. The University reserves the right to deny admission to class to any student who has not registered or remitted full payment of tuition and fees.

Add/Drop Procedure

Adding a Course

All graduate courses added after the first week of classes must be approved by the course instructor using the Add/Drop form. The last day to add a course is noted in the University Academic Calendar.

Dropping a Course

Courses dropped during the add/drop period are deleted from the student's academic record. Dropping a course may, in some instances, impact financial aid awards. The last day to drop a course is noted in the University Academic Calendar.

Withdrawal from a Course

After the add/drop period has ended, graduate students may officially withdraw from a course by submitting an Add/Drop form before the date designated in the University Academic Calendar for the semester or session involved. A grade of W is recorded, and students are responsible for all tuition and fees. Credit is not assigned.

Cancellation of Courses

Courses available each semester via the MyRWU portal. The University reserves the right to cancel sections and to change course offerings, instructors, locations, and meeting times.

Calendar Policy

Graduate programs follow the University's Academic Calendar, which is maintained by the Office of the University Registrar.

Variable Content Courses

Variable content courses rotate topics on a regular basis. Although the course number remains the same, variable content courses may be retaken provided that the topic is not repeated. A course that is re-numbered or re-titled but retains its original content is not considered a variable content course, and may not be repeated for duplicate credit.

Graduate Program Grading System

Graduate programs at Roger Williams University employ the grading system and GPA calculations as prescribed in the RWU

General Catalog. Minimum passing grade in any graduate level work is B-. Individual Schools or Colleges may require a higher minimum passing grade. For details refer to relevant sections of the RWU University Catalog.

Grade	Description	Grade Points
A	Excellent	4.00
A-	Very Good	3.67
B+	Good	3.33
B	Average	3.00
B-	Fair	2.67
F	Failure	0.00

The following designations may be applied but are not calculated in the GPA:

P	Pass	NS	Not Submitted by Instructor
I	Incomplete	L	Lab Participant
W	Withdrawal	T	Transfer
AU	Audit		

Culminating Projects, Examinations, and Theses
All graduate degree programs will include both graduate level course work and some sort of culminating intellectual experience. The exact nature of this culminating experience will obviously vary from program to program, but all graduate degree programs must have such a component. The culminating work could be an exhibition, a research study, a comprehensive examination, a research thesis, or a project, depending on the needs and expectations of the graduate degree program. The end product must be evaluated by at least two Graduate Faculty members. Individual programs / schools may issue their own detailed regulations in addition to these general guidelines.

Incomplete Grades
An Incomplete grade (I) may be given at the discretion of the instructor. The time by which missing work must be completed is also at the discretion of the instructor; however, this time period may not extend beyond the last day of classes of the subsequent academic semester in which the incomplete was earned. If a course is not successfully completed by this deadline, the incomplete will automatically be changed to a grade of "F" (Failure).

All work must be completed prior to graduation, including resolution of any grades of incomplete. The students' academic record is sealed on the date the degree is conferred.

Repeated Courses
A course may be repeated for credit with permission of the dean if a grade of B- or less is received on the first attempt. If a student receives a second grade of B- or less in the repeated course, the course may be repeated only once more. The grade for the repeated course is calculated in the GPA in place of the initial grade(s) provided that the course is taken at Roger Williams University and the grade in the repeated course is higher than the previous grade(s). The previous grade(s) remains on the record, but neither the previous grade(s) nor the credits are calculated.

All applicable tuition and fees are charged and must be paid for all repeated courses.

Right of Grade Appeal
A graduate who formally appeals a course grade must do so in writing within one semester of receiving the grade. Correspondence should be addressed to the professor and a copy sent to the dean of the college or school in which the course is offered.

A change of grade may be made if the professor and dean both approve and sign a Change-of-Grade form, which is forwarded to the Registrar. If either the professor or the dean disapproves of the change of grade, the student has the right to appeal to the college or school Academic Standards Committee within two weeks of receiving written disapproval. Students may not appeal a grade subsequent to the award date of their degree.

Mid-Semester Warning Grades
Warning grades are issued to graduate students receiving a B- or below at the discretion of the course instructor. It is the student's responsibility to meet with their academic advisor and the instructor of any course in which a warning grade is issued to discuss ways to improve the quality of their work, and seek help from all available campus resources.

Final Grades/Holds on Student Records
Holds may be placed on a student's record for a variety of reasons, incomplete submission of required documents, outstanding balances, etc. The hold may prohibit registration, viewing of grades, obtaining transcripts or receiving a diploma, depending on the type of hold. Students may view the type of hold on their account via MyRWU student portal.

Graduate Academic Good Standing
Students must maintain a cumulative grade point average of 3.0 or higher to remain in satisfactory academic standing. However, no more than 20% of credits for course work attempted that carries a grade below B will be applied toward graduation requirements.

Failure to meet the Academic Standards policy in any semester will result in academic probation.

Academic Sanctions
Academic Probation: Students who fail to meet the minimum requirements for GPA are placed on probation for the one semester, fall or spring, immediately following an unsatisfactory academic performance. Probation formally warns students of the need to increase their focus on their academic programs and to take personal responsibility for addressing their deficiencies. Probationary students who do not make adequate progress in addressing their deficiencies are subject to suspension or dismissal.

Academic Suspension: Academic Suspension is noted on students' transcripts and are for one semester, either fall or spring. During the suspension period student may not live on campus or be registered for courses. Students are automatically suspended when they fail to meet Academic Good Standing requirements after a total of three semesters. Students may also be suspended if they fail to make adequate progress in restoring their Academic Good Standing during a semester they are on probation.

Academic Dismissal: Academic Dismissal is noted on a students' transcript and cannot be appealed. Receiving more

than two grades of Incomplete or failing to complete degree requirements within the specified period constitutes grounds for dismissal from the program. Graduate students who fail to attain satisfactory academic standing within two semesters will be administratively withdrawn from the graduate program, unless an exemption is granted by the Dean of the appropriate College or School. Such an exemption may not be granted more than once for any particular graduate student. Only the Dean of the appropriate College or School can administratively withdraw an enrolled graduate student. Students will be dismissed from the University if their GPA is below 3.0 after two semesters. Deans, in consultation with faculty members, may dismiss a student without first placing a student on suspension.

Determination of Sanctions and Notification

Determination of suspensions and dismissals are made by the academic deans in consultation with their school/college faculty members. Notification of suspension or dismissal occurs shortly after the end of an academic semester by e-mail using the students' RWU e-mail address and immediately followed by an overnight mail delivery sent from the dean of each school/college. Notifications of probation are sent shortly thereafter by standard USPS.

Appeal of Sanctions

Probation may be appealed only when students can document for their school dean that there was an error in fact or if the completion of incomplete grades restored their Academic Good Standing.

Appeals of academic suspension or dismissal are heard by the University Academic Appeals Committee at a fixed time in the months of January and June. The committee is composed of school/college deans, a faculty member selected by the Academic Standards and Policies Committee of the Faculty Senate, and two representatives from the Student Affairs Division. A chair of the University Appeals Committee is appointed by the Provost. The Center for Student Academic Success is a resource students may use for suggestions to draft their appeal.

Appeals, either in writing or in person are heard by the committee. If an appeal is granted the student may return to the University, on probation. The University Academic Appeals Committee may stipulate individual performance requirements and restrictions for the next semester as a condition of granting an appeal. All decisions of the University Academic Appeals Committee are made on the day the appeal is heard or read. All decisions are final.

Graduate Programs

SCHOOL OF EDUCATION

Advanced Certification Programs

Middle School Certificate

The Middle School Certificate is a three-course sequence for licensed teachers leading to endorsement in the state of Rhode Island as a middle school teacher (grades 5-8) in one of the following content areas: Mathematics, English, Science, Social Studies, or Foreign Languages. Teacher candidates in Elementary or Secondary education at both the graduate and undergraduate levels, as well as certified Elementary or Secondary school teachers are eligible for this program and the resulting certification. Candidates must have completed at least 21 semester hours in the content areas of Mathematics, English, Science, or Social Studies.

The program consists of nine credits of course work and a supervised field experience in a middle school:

1) EDU 541: Young Adolescent Development
2) EDU 542: Middle School Curriculum and School Organization
3) EDU 543: Applied Middle School Instruction and Assessment

Applying to the Middle School Certificate

To be considered for admission to the Middle School Certificate sequence, applicants must submit the following:

1. Official transcripts of all undergraduate and graduate coursework.
2. Completed "Non-matriculated Graduate Application."

Master of Arts in Literacy Education

The Roger Williams University Master of Arts in Literacy Education is a 31-credit program, leading to certification as a PK-12 Reading Specialist/Consultant in Rhode Island and in member states of the Interstate Certification Compact (ICC).

The program is part-time, and graduate students take at least one course each fall, spring, and summer semesters and travel in cohort groups. A new cohort group begins each fall with students matriculating in EDU 610: Introduction to Literacy Research. All learning experiences are guided by the National Standards for Reading Professionals as set forth by the International Reading Association.

The program includes nine courses, clustered into three Curriculum Levels, and arranged in a developmental sequence: Level I, Explorations; Level II, Investigations; and Level III, Professionalism. In Level I, Explorations, candidates develop a knowledge base and participate in field experiences in two introductory courses. In Level II, Investigations, candidates develop expertise in instructional and assessment skills that are critical to their roles as literacy professionals. In Level III, Professionalism, candidates build on the broad based knowledge they developed in the first two phases and prepare to assume and carry out leadership roles as literacy professionals.

Applying to the Master of Arts in Literacy Program

To be considered for admission to the Master of Arts in Literacy degree program, applicants must hold an earned Bachelor's Degree from an accredited college or university and a current valid teacher's license. To apply, submit the following:

1. Official transcripts of all undergraduate and graduate coursework.
2. Personal statement (two double-spaced pages maximum) explaining why you want to become a literacy specialist.
3. Two letters of recommendation attesting to your potential to succeed in graduate school and to work with children.
4. Current resume or CV.
5. Copy of current teacher's certificate or license.

6. If your first language is not English, an official report of TOEFL or IELTS results.
7. Completed application form accompanied by the $50 application fee.

The School of Education also requires a personal interview as part of the admissions process.

Requirements for the Master of Arts in Literacy Education
(All courses are three credits unless otherwise indicated)

Curriculum Level 1: Explorations

EDU	610	Introduction to Literacy Research
EDU	616	Research-Based Literacy Practices I: Writing Across the Curriculum, K-12

Curriculum Level 2: Investigations

EDU	618	Literature for Children and Young Adults
EDU	620	Research-Based Literacy Practices II: Reading Across the Curriculum, K-12
EDU	622	Research-Based Literacy Practices III: Preparing Strategic Readers, K-12
EDU	634	Assessment of Reading and Writing Difficulties
EDU	638	Clinical Experience in Literacy Education *(6 credits)*

Curriculum Level 3: Professionalism

EDU	650	Leadership for Literacy Professionals
EDU	654	Advanced Literacy Research Seminar *(4 credits)*

SCHOOL OF JUSTICE STUDIES

Master of Science in Criminal Justice

The Master of Science degree in Criminal Justice program (36 credit hours) prepares graduates to formulate justice system policy and serve effectively as administrators to United States justice system agencies. The master's program permits students to explore the fields of Criminology, examining the nature and causes of crime, and Justice System Management, which focuses on modern administrative theory, legal issues in personnel administration, and the management of criminal justice agencies. Students must complete a series of core courses, which provide a solid foundation in modern justice system theory and practice. By the time students have completed the core requirements, they must choose one of two tracks: Thesis or Non-Thesis. This choice will impact the number of electives they take and whether they enroll to take the Comprehensive Examination or Thesis hours. Students may enroll either on a full-time or part-time basis in these degree programs.

Applying to the Master of Science in Criminal Justice Program
To be considered for admission to the Master of Science in Criminal Justice degree program, applicants must hold an earned Bachelor's Degree from an accredited college or university. To apply, submit the following:

1. Official transcripts of all undergraduate and graduate coursework.
2. Personal statement (two double-spaced pages maximum) describing your interest in Criminal Justice, relevant past experiences and career goals.
3. Two letters of recommendation attesting to your potential to succeed in graduate school.
4. If your first language is not English, an official report of TOEFL or IELTS results.
5. Completed application form accompanied by the $50 application fee.

Note: Applicants with an overall GPA below 3.00 (B) are strongly encouraged to take either the GRE or MAT; applicants for the Joint M.S./J.D. must apply separately to the School of Law, and must submit an LSAT score.

Course Requirements for the Master of Science in Criminal Justice
(All courses are three credits unless otherwise indicated)

Thesis Option:

CJS	501	Criminal Justice System Overview
CJS	503	Survey of Research Methods
CJS	505	Legal Issues in the U.S. Justice System
CJS	509	Crime and Public Policy
CJS	511	Criminological Theory
CJS	513	Analysis of Criminal Justice Data
CJS	605	Thesis (up to 6 credits)

CJS Electives (4-6 courses)

Non-Thesis Option:

CJS	501	Criminal Justice System Overview
CJS	503	Survey of Research Methods
CJS	505	Legal Issues in the U.S. Justice System
CJS	509	Crime and Public Policy
CJS	511	Criminological Theory
CJS	513	Analysis of Criminal Justice Data

CJS Electives (6 courses)
Comprehensive Exam (no credit given)

Joint Master of Science in Criminal Justice/ Juris Doctorate
Offered with the RWU School of Law. Full-time enrollment required.

Drawing on the strengths of the Roger Williams University School of Law as well as the School of Justice Studies, RWU offers a concentrated joint degree program for students interested in criminal justice. The dual degree program allows matriculated students to complete the Juris Doctor (JD) and the Master of Science in Criminal Justice (MSCJ) in an accelerated period of study. To earn the degree students must complete 78 credits at the School of Law and 24 credits in the School of Justice Studies. The School of Law and the School of Justice Studies will each accept 12 transfer credits from the other. The effect of these credit transfers between the School of Law and the School of Justice Studies would be to reduce the overall time needed to complete both degrees from four and a half years to three and a half years, assuming full-time study.

Note: Applicants applying for the Joint M.S./J.D. degree must apply to and earn acceptance into the Graduate School of Justice Studies and the School of Law separately. Applicants who intend to pursue the joint degree must so indicate on the application for admission. Applications should be submitted sufficiently in advance of the application deadline to assure adequate processing

time at both Schools. Ordinarily, applications to each school would be filed simultaneously, even if the student will not be taking courses at both schools during the first year of study. However, a student matriculated in either the M.S. or J.D. program could apply to the other school in order to pursue the joint degree prior to the end of the first year of study.

Transferable Course Requirements for the Joint M.S./J.D. Degree Program:

The four Justice Studies courses that are transferable to the School of Law are:
1) CJS 503 Survey of Research Methods
2) CJS 509 Crime and Public Policy
3) CJS 511 Criminological Theory
4) CJS 513 Analysis of Criminal Justice Data

The four School of Law courses that are transferable to Justice Studies are:
1) LAW 623 Criminal Law
2) LAW 627 Criminal Procedure - Investigation
3) LAW 682 Criminal Procedure - Adjudication
4) A LAW elective from one of the following: LAW 631 Administrative Law, LAW 681 Advanced Evidence, LAW 860 Criminal Defense Clinic, LSM 890 Seminar in Domestic Violence

Visit the School of Justice to see the full degree plan.

Master of Science in Cybersecurity

This program works to provide students with a thorough grounding in the technology and practice of cybersecurity. The program focuses on development of career professionals wishing to document their skillset, develop their skills in this arena, or improve on their security skill set related to technology. Ideal candidates have some technical background or are willing to pursue study prior to beginning the program to develop their technology background. The program is designed around industry certs and standards and shall provide a diverse background leading to entry level careers (for those transitioning from other areas) and career advancement (for those with prior background in technology). The program is taught online using virtual environments to support simulation and analysis of operating systems. Theory and practice are both considered critical components of the program. Students shall complete a limited on site matriculation for a capstone project and a thesis demonstrating research capabilities.

Applying to the Master of Science in Cybersecurity Program
Students should submit an application to the University which includes copies of transcripts (which include: clear indication of the receipt of an undergraduate degree; indication of completion of 2 computer programming courses and two networking courses within the last 10 years or a plan to complete these courses as a deficiency; and a copy of a local BCI (or equivalent document; BCI documents can normally be obtained from a local police agency or other State of Federal institution, assistance from RWU may be obtained for this portion of the application if necessary).

Course Requirements for the Master of Science in Cybersecurity

CJS	542	Digital Forensics I
CJS	545	Law for Forensics Professionals
SEC	600	CyberSecurity Essentials I
SEC	605	Auditing of Networking, Security and Technology
SEC	615	Intrusion Detection: Firewalling and Defense
SEC	620	Malware: Analysis and Malicious Software
SEC	625	Pen Testing and Incident Response
SEC	630	CyberIntelligence and Cybersecurity

One Elective from SEC 500 or 600 courses (or other approved elective)

SEC	650	Cybersecurity Research and Thesis

Joint Master of Science in Cybersecurity/ Juris Doctorate Offered with the RWU School of Law.

Drawing on the strengths of the Roger Williams University School of Justice Studies and School of Law, RWU offers a concentrated joint degree program for students interested in cybersecurity. The dual degree program allows matriculated students to complete the Master of Science in Cybersecurity (MSCyber) and Juris Doctor (J.D.) in an accelerated period of study. The School of Justice Studies and the School of Law will each accept 12 transfer credits from the other. The effect of these credit transfers between the School of Justice Studies and the School of Law would be to reduce the overall time needed to complete both degrees in a shortened amount of time, assuming full-time study.

Applicants applying for the Joint M.S./J.D. degree must apply to and earn acceptance into the Graduate School of Justice Studies and the School of Law separately. Applicants who intend to pursue the joint degree must so indicate on the application for admission. Applications should be submitted sufficiently in advance of the application deadline to assure adequate processing time at both Schools. Ordinarily, applications to each school would be filed simultaneously, even if the student will not be taking courses at both schools during the first year of study. However, a student matriculated in either the M.S. or J.D. program could apply to the other school in order to pursue the joint degree prior to the end of the first year of study.

Transferrable Course Requirements for the Joint MSCyber/J.D. Degree Program

The four School of Justice Studies courses that are transferable to the School of Law are:
CJS 542 Digital Forensics I
SEC 600 Cybersecurity Essentials I
SEC 605 Auditing of Networking, Security and Technology
SEC 630 Cyberintelligence and Cybersecurity

The four School of Law courses that are transferrable* to the School of Justice Studies are four courses from the below list:

LAW	760	Constitutional Law II
LAW	627	Criminal Procedure: Investigation
LAW	677	Privacy
LAW	740	Intellectual Property
LAW	794	National Security
LAW	797	Corporate Counsel Externship & Corporate Counsel Seminar

*Students must earn a grade of B or better in these courses for them to transfer to the MSCyber program.

Students must contact either the program director or dean for a course degree plan.

Graduate Digital Forensics Certificate

The study of digital forensics is a growing field for both law enforcement as well as corporate employees. Within this five course certificate students will understand NTFS and FAT Operating Systems, be able to develop sound evidence for presentation in court and be able to manage evidence in a safe and acceptable fashion.

Applicants must hold a bachelor's degree from a regionally accredited college or university in order to be eligible for Graduate Certificate Admission.

Admission requirements are:

1. Application Form
2. Official transcripts for all previous undergraduate and graduate work
3. All University required fees

Required Courses:

CJS	540	Digital Forensics Hardware and Acquisition
CJS	542	Digital Forensics I
CJS	543	Computer Forensics II
CJS	544	Computer Forensics III
CJS	545	Law for Forensics Professionals

*Graduate Cyberspecialist Certificate**

This certificate allows individuals with a technical background to expand their cybersecurity skillset with technical coursework in the program.

Applicants must hold a bachelor's degree from a regionally accredited college or university in order to be eligible for Graduate Certificate Admission.

Applicants must have completed two networking and two programming courses within the last 10 years.

Other admission requirements are:

1. Application Form
2. Official transcripts for all previous undergraduate and graduate work
3. All University required fees

Required Courses:

SEC	615	Intrusion Detection: Firewalling and Defense
SEC	620	Malware Analysis and Malicious Software
SEC	625	Pen Testing and Incident Response

*Graduate Cybersecurity Certificate**

This certificate allows individuals the opportunity to explore cybersecurity without the technical requirement commitment.

Applicants must hold a bachelor's degree from a regionally accredited college or university in order to be eligible for Graduate Certificate Admission.

Other admission requirements are:

1. Application Form
2. Official transcripts for all previous undergraduate and graduate work
3. All University required fees

Required Courses:

SEC	600	CyberSecurity Essentials I
SEC	605	Auditing of Networking, Security, and Technology
SEC	630	CyberIntelligence and Cybersecurity

*A student may be awarded the Master of Science in Cybersecurity after the successful completion of the three certificates, Digital Forensics, Cyberspecialist, and Cybersecurity.

Master of Science in Leadership (M.S.)

The Master of Science in Leadership is a 36-credit hour program designed for individuals who seek to acquire or update dynamic leadership skills that can create high performance organizations. The program is designed to prepare students to address the challenges that organizations are likely to face in the globalized, technological world of the 21st Century. Students will apply new paradigms, techniques and methods to promote creativity, innovation, improvisation and adaptation. Leadership skills acquired from the curriculum include communication, negotiation, the leadership process, accountability, inclusive excellence leadership, and strategic leadership. The Master of Science in Leadership program seeks to create the following competencies:

- A clear understanding of the political, social, economic, and cultural environments in which a leader must operate
- An awareness of personal leadership strengths and weaknesses and strategies to improve deficits
- Strategic planning using resource allocation, sound research, data analysis and innovation
- Insight into international perspectives through the use of case studies of non-U.S. developed and developing countries
- The ability to make leadership decisions which are ethical, efficient, and informed by research, evaluation, and diagnoses of situations
- Effective leadership of diverse groups through the accurate use of supportive organizational mechanisms and the ability to identify and address forces that detract from effective diversity leadership
- The ability to apply leadership skills and behaviors to build the human, social, intellectual, and financial capital for the sustainability of their organizations
- The skills to lead groups and organizations in the design and implementation of new paradigms, effectively utilizing leadership to enhance the reputation of organizations in domestic and global contexts

Courses within the curriculum cover the leadership process, communication skills, diversity management, research, budgeting, organizational performance and conflict resolution. The 12-course sequence provides students with leadership principles as a foundation and adds skill areas important for leading complex organizations in global and community contexts. Students pursue critical thinking and analysis skills to add to the leadership principles. The students will complete the

Leadership program with leadership analysis projects requiring self-assessment and research skills.

Applying to the Master of Science in Leadership
To be considered for admission to the Master of Science in Leadership degree program, applicants must hold an earned Bachelor's Degree from an accredited college or university. To apply, submit the following:

1. Official transcripts of all undergraduate and graduate coursework.
2. A career statement (two double-spaced pages maximum) describing your interest in leadership, career goals, and anticipated contributions to the Master of Science in Leadership at Roger Williams University.
3. Two letters of recommendation attesting to your potential to succeed in graduate school.
4. A current resume.
5. If your first language is not English, an official report of TOEFL or IELTS results.
6. Completed application form accompanied by the $50 application fee.

Course Requirements for the Master of Science in Leadership
(All courses are three credits unless otherwise indicated)

Required Courses:

LEAD	502	Communication Skills for Leadership Roles
LEAD	503	Data Management and Analysis for Organizational Leaders
LEAD	504	Inclusive Excellence and the Leadership Role
LEAD	505	Budgeting and Finance in Complex Organizations
LEAD	506	Human Resources Management for Organizational Leaders
LEAD	507	Strategic Leadership in a Globalized World
LEAD	508	Developing Creative High Performance Organizations
LEAD	509	Negotiation Strategies
LEAD	510	Stakeholder Relations in Complex Organizations
LEAD	511	Organizational Dynamics
LEAD	590	Research in Leadership
LEAD	599	Capstone in Leadership

Elective Coursework:

LEAD	530	Special Topics in Leadership

Certificate in Leadership:

Students interested in exploring graduate study in leadership through a shorter course of study should consider a Graduate Certificate program in Leadership. Students may earn a Certificate in Leadership to complement their professional credentials. A separate application process is required.

Applying to the Graduate Certificate Program in Leadership
Applicants must hold a bachelor's degree from a regionally accredited college or university in order to be eligible for Graduate Certificate Admission. Admission requirements are:

1. Admissions application;
2. Official transcripts for all previous undergraduate and graduate work;
3. Proof of undergraduate bachelor's degree from a regionally accredited college or university;
4. Possible admissions interview depending on the background of the student;
5. Any required application fees

Admission into the Graduate Certificate program will not be granted to those without a complete application including an appropriate bachelor's degree. Roger Williams University reserves the right to refuse admission and/or to require undergraduate bridge or prerequisite courses.

The Leadership Certificate is composed of five courses selected from the following list:

LEAD	501	Leaders and the Leadership Process
LEAD	502	Communication Skills for Leadership Roles
LEAD	503	Inclusive Excellence and the Leadership Role
LEAD	507	Strategic Leadership in a Globalized World
LEAD	510	Stakeholder Relations in Complex Organizations
LEAD	530	Special Topics in Leadership

Master of Public Administration (MPA)

The Master of Public Administration program (MPA) is a 36-credit hour program designed for individuals employed or interested in service in federal, state, local, regional, and international government, non-profit and non-governmental organizations. Non-profit organizations include museums, membership associations, and other 501 (c) (3) institutions. Non-profit organizations also include hospitals, clinics, and nursing homes. The curriculum is based on the standards of the National Association of Schools of Public Affairs and Administration (NASPAA). The MPA Program seeks to create competencies for the student in line with those of NASPAA.

At the completion of the degree students should be competent to:

1. manage in public organizations
2. participate in and contribute to the policy process
3. analyze, synthesize, think critically, solve problems, and make decisions
4. communicate and interact with diverse groups and in diverse settings

The degree program will also emphasis the following public service values:

1. Accountability
2. Transparency
3. Respect for citizen privacy
4. Ethical actions and values
5. Participatory process

Courses within the curriculum are grouped into four areas: core courses, areas of concentration, research/internship, and capstone experience. The six-course core sequence provides students with the knowledge and skills needed to become effective public managers. Students then pursue a greater depth of study in a four course concentration in either public management or health care administration. Following the core course sequence and the chosen concentration,

students complete either an internship (pre-service students) or a research course (in-service students). The 36-credit hour curriculum is completed with a capstone project of the student's own design guided by faculty advisement. As students' progress through the Program they are encouraged to draw on the full array of research opportunities available through the MPA and allied resources as they consider their capstone project.

Applying to the MPA Program

To be considered for admission to the *Master of Public Administration* degree program, applicants must hold an earned Bachelor's Degree from an accredited college or university. To apply, submit the following:

1. Official transcripts of all undergraduate and graduate coursework.
2. Career statement (two double-spaced pages maximum) describing interest in Public Administration/Management, career goals, and contributions to the Master's Program in Public Administration at Roger Williams University.
3. Two letters of recommendation attesting to your potential to succeed in graduate school.
4. Current resume.
5. If your first language is not English, an official report of TOEFL or IELTS results.
6. Completed application form accompanied by the $50 application fee.

Course Requirements for the Master of Public Administration

(All courses are three credits unless otherwise indicated)

Required Courses:

PA	501	Foundations of Public Administration: Legal and Institutional
PA	502	Organizational Dynamics
PA	503	Data Management and Analysis
PA	504	Public Policy and Program Evaluation
PA	505	Public Budgeting & Finance
PA	506	Public Personnel Management

Choose an area of specialization and complete four courses. Either:

Public Management Concentration Courses (complete four (4) of the eight (8) courses)

PA	512	Intergovernmental Relations
PA	513	Public Administration and Public Law
PA	514	Urban Administration and Management
PA	515	Ethics in Public Administration
PA	516	Grant Writing and Management
PA	517	Computer Applications for Public Managers
PA	518	Program Evaluation
PA	530	Special Topics in Public Administration

or:

Health Care Administration Concentration Courses (complete four (4) of the six (6) courses)

PA	530	Special Topics in Health Care Administration
PA	550	Health Care Administration
PA	551	Public Policy and Politics in Health Care Administration
PA	552	Trends and Issues in Health Administration
PA	553	Economics of Health and Medical Care
PA	554	Health Informatics

Internship/Research Requirement and Directed Study Requirement

PA	590	Research in Public Administration
PA	599	Directed Study in Public Administration

Certificates in Public Management and Health Care Administration:

The student may earn an MPA and a certificate. Students enrolled in the MPA may take a fifth course in either of the two concentrations and apply for a certificate in the chosen concentration.

Certificate in Leadership:

Students in the MPA may add a Leadership Certificate to complement their MPA and selected concentration. The Leadership Certificate is composed of five additional courses. The Leadership Certificate is described under the *Master of Science* in Leadership.

COLLEGE OF ARTS AND SCIENCES

Master of Arts in Clinical Psychology

A two-year, full-time, 45 or 60 credit-hour program, the Master of Arts in Clinical Psychology is designed to prepare students to provide mental health services in community-based, residential, or in-patient settings. Students may also prepare for further training at the doctoral level. Students are trained in clinical assessment, psychological testing, the diagnosis of mental disorders, treatment planning, individual and group interventions, research design and statistical analysis, and program evaluation. For students planning to pursue licensure as a Mental Health Counselor in Rhode Island, the course of study will be for three years and will require 12 credits hours of practicum and a year of internship.

Academic Program

The Master of Arts in Clinical Psychology curriculum is arranged along three tracks: (1) Practitioner/General-Clinical, 60 credit hours (for students seeking specialized training in clinical psychology prior to entering the work force as a master's level counselor); (2) Practitioner/Forensic Track, 60 credit hours (for students seeking training in forensic psychology to prepare for clinical practice as a master's level counselor in a forensic mental health setting); (3) Thesis, 45 credit hours (for students seeking master's level research training in preparation for future study toward a doctoral degree in clinical psychology).

In the 60-credit practitioner track, the Master of Arts in Clinical Psychology prepares students for careers as licensed mental health counselors in general clinical or forensic mental health settings. In the 45-credit thesis track, the program prepares students for further academic training at the doctoral level in clinical psychology. In addition, the Master of Arts prepares students with training in research

design, clinical assessment and intervention. The program also provides students internship/practicum experiences that will promote and develop professional skills in clinical or forensic psychology.

Applying to the Master of Arts in Clinical Psychology Program
Applicants must have an undergraduate degree in Psychology or related field, and must have satisfactorily completed undergraduate courses in Statistics and Research Methods. Students are required to apply for a specific track on their application. To apply, applicants must submit the following documents to the Office of Graduate Admission:

1. Official transcripts of all undergraduate and graduate records
2. Statement of Purpose (two double-spaced pages maximum) describing your interest in clinical psychology, career goals, and how you can positively contribute to the graduate program at Roger Williams University
3. Official report of Graduate Record Examination (GRE) scores sent directly by the Educational Testing Service (ETS). The ETS School Code for Roger Williams University is 3729
4. Three letters of recommendation attesting to your academic accomplishments and potential to succeed in graduate school
5. If applicant's first language is not English, an official report of TOEFL or IELTS results
6. Completed application form accompanied by the $50 application fee

Applications are accepted for Fall start only; the application deadline is March 15th.

General Clinical Track (60 credits)

The course curriculum in the General Clinical Track provides students with the breadth and depth of training necessary to be a competent and effective master's level clinician. Students then select five electives from various areas within clinical psychology. Finally, students take six credits of Practicum and six credits of Internship for a minimum of 60 credits.

Internships and practicums are available at a variety of mental health sites including psychiatric inpatient programs and community mental health centers and agencies. Clinical training is provided in areas of intake assessments, treatment and discharge planning, psychological testing, diagnostic assessments, individual and group psychotherapy, and crisis management and intervention.

Course Requirements for the Master of Arts in Clinical Psychology–General Clinical Track (60 credits)

Required courses: 27 credits

PSYCH	501	Research Design
PSYCH	505	Introduction to Clinical Assessment: Objective Tests
PSYCH	509	Methods of Psychotherapy I
PSYCH	513	Vocational Counseling
PSYCH	514	Helping Relationships
PSYCH	515	Introduction to Group Counseling
PSYCH	532	Multicultural Competence in Psychological Practice
PSYCH	534	Advanced Developmental Psychology
PSYCH	550	Professional Ethics in Psychology

An additional assessment course: 3 credits

PSYCH	512	Child Assessment

A psychopathology course: 3 credits (choose from the following):

PSYCH	520	Developmental Psychopathology
PSYCH	521	Adult Psychopathology

Advanced electives: 15 credits from the following:

PSYCH	510	Quantitative Methods II
PSYCH	519	Methods in Psychotherapy II
PSYCH	530	Special Topics in Psychology
PSYCH	531	Family Violence
PSYCH	535	Group Dynamics: Methods & Design
PSYCH	540	Advanced Personality Psychology

Clinical Practicum I (PSYCH 591) and II (PSYCH 592): 6 credits
Clinical Internship (PSYCH 598): Students take PSYCH 598 twice for 6 credits

Forensic Track (60 credits)

The course curriculum in the Forensic track includes specialized courses in Forensic Psychology, Law and Psychology, and Forensic Assessment with adults and/or children. Students then select three electives within clinical psychology. Finally, students take six credits of Practicum and six credits of Internship for a minimum of 60 credits.

Internships and practicums are available at a variety of forensic sites including court clinics, sex offender treatment programs within secure correctional setting, juvenile detention and treatment facilities, and community-based mental health settings working with persons with mental disorders who are involved with the criminal justice system. Clinical training is provided in the areas of risk assessment, diagnostic assessments, treatment and risk management planning, individual and group psychotherapy, sex offender treatment and risk reduction, and reentry planning and community services for juvenile and adult offenders

Course Requirements for the Master of Arts in Clinical Psychology–Forensic Track (60 credits)

Required courses: 33 credits

PSYCH	501	Research Design
PSYCH	503	Forensic Psychology
PSYCH	504	Psychology and the Law
PSYCH	505	Introduction to Clinical Assessment
PSYCH	509	Methods of Psychotherapy I
PSYCH	513	Vocational Counseling
PSYCH	514	Helping Relationships
PSYCH	515	Introduction to Group Counseling
PSYCH	532	Multicultural Competence in Psychological Practice
PSYCH	534	Advanced Developmental Psychology
PSYCH	550	Professional Ethics in Psychology

An additional assessment course: 3 credits (choose from the following):

PSYCH	506	Assessment in Criminal Law
PSYCH	512	Child Assessment

A psychopathology course: 3 credits (choose from the following):

PSYCH	520	Developmental Psychopathology
PSYCH	521	Adult Psychopathology

Advanced electives: 9 credits (choose from the following):

PSYCH	519	Methods in Psychotherapy II
PSYCH	530	Special Topics in Psychology
PSYCH	531	Family Violence
PSYCH	535	Group Dynamics: Methods & Design
PSYCH	540	Advanced Personality Psychology

Clinical Practicum I (PSYCH 591) and II (PSYCH 592): 6 credits
Clinical Internship (PSYCH 598): Students take PSYCH 598 twice for 6 credits

Clinical Thesis Track (45 credits)

The course curriculum in the Clinical Thesis Track focuses on training students in research in preparation for their thesis and further training at the doctoral level in clinical psychology. Students are also required to take six credits of Research Practicum or Directed Research and six credits of Thesis for a minimum of 45 credits.

Course Requirements for the Master of Arts in Clinical Psychology–Thesis Track (45 credits)

Required courses: 24 credits

PSYCH	501	Research Design
PSYCH	502	Quantitative Methods I
PSYCH	505	Introduction to Clinical Assessment
PSYCH	509	Methods of Psychotherapy I
PSYCH	514	Helping Relationships
PSYCH	532	Multicultural Competence in Psychological Practice
PSYCH	534	Advanced Developmental Psychology
PSYCH	550	Professional Ethics in Psychology

An additional assessment course: 3 credits

PSYCH	512	Child Assessment

A psychopathology course: 3 credits (choose from the following):

PSYCH	520	Developmental Psychopathology
PSYCH	521	Adult Psychopathology

Advanced electives: 3 credits (choose from the following):

PSYCH	519	Methods in Psychotherapy II
PSYCH	530	Special Topics in Psychology
PSYCH	531	Family Violence
PSYCH	535	Group Dynamics: Methods & Design
PSYCH	540	Advanced Personality Psychology

Research Practicum (PSYCH 595) or Directed Research (PSYCH 596):
**Note Students take PSYCH 595 or 596 twice for 6 credits*
Thesis (PSYCH 597):
**Note Students take PSYCH 597 twice for 6 credits*

Master of Arts in Forensic Psychology

A two-year, full-time, 45 credit program, the Master of Arts in Forensic Psychology is designed to prepare students for doctoral training in clinical/forensic or experimental/applied legal psychology. Students will be trained in clinical assessment and psychological testing, the diagnosis of psychopathology, treatment planning, individual and group interventions, research design and statistical analysis and program evaluation. Research Practicum or Directed Research and a Thesis are required.

The eleven course core sequence provides students with the breadth and depth of knowledge and training needed to be a competent psychological scientist in forensic/legal psychology. Students are also required to take six credits of Research Practicum or Directed Research and six credits of Thesis for a minimum of 45 credits.

Applying to the Master of Arts in Forensic Psychology Program

Applicants must have an undergraduate degree in Psychology or related field, and must have satisfactorily completed undergraduate courses in Statistics and Research Methods. To apply, applicants must submit the following documents to the Office Graduate Admission:

1. Official transcripts of all undergraduate and graduate records
2. Statement of Purpose (two double-spaced pages maximum) describing your interest in forensic psychology, career goals, and how you can positively contribute to the graduate program at Roger Williams University
3. Official report of Graduate Record Examination (GRE) scores sent directly by the Educational Testing Service (ETS). The ETS School Code for Roger Williams University is 3729
4. Three letters of recommendation attesting to your academic accomplishments and potential to succeed in graduate school
5. If applicant's first language is not English, an official report of TOEFL or IELTS results
6. Completed application form accompanied by the $50 application fee

Applications are accepted for fall start only; the application deadline is March 15th.

Course Requirements for the Master of Arts in Forensic Psychology (45 credits)

Required Courses: 27 credits

PSYCH	501	Research Design
PSYCH	502	Quantitative Methods I
PSYCH	503	Forensic Psychology
PSYCH	504	Psychology and the Law
PSYCH	505	Introduction to Clinical Assessment
PSYCH	509	Methods of Psychotherapy 1
PSYCH	532	Multicultural Competence in Psychological Practice
PSYCH	534	Advanced Developmental Psychology
PSYCH	550	Professional Ethics in Psychology

An additional assessment course: 3 credits (choose from the following):

PSYCH	506	Assessment in Criminal Law
PSYCH	512	Child Assessment

A psychopathology course: 3 credits (choose from the following):

PSYCH	520	Developmental Psychopathology
PSYCH	521	Adult Psychopathology

Research Practicum (PSYCH 595) or Directed Research (PSYCH 596):
**Note Students take PSYCH 595 or 596 twice for 6 credits*
Thesis (PSYCH 597):
**Note Students take PSYCH 597 twice for 6 credits*

Master of Arts in Forensic Psychology 4+1

The 4+1 Program will allow qualified undergraduate psychology majors the opportunity to begin advanced graduate study during their undergraduate program, enabling them to complete advanced study in forensic psychology in less time than would generally be required to complete a comparable advanced degree. In this newly developed program, undergraduate psychology majors will have the opportunity to begin working on a master's degree during their undergraduate program and have those credits count for both the BA and MA degrees. Students discuss their plans to pursue this program with their advisor in their freshman year. Students apply for admission to the graduate program in their junior year and are only eligible for the 45-credit thesis programs. Refer to the Undergraduate Psychology section of this catalog for the application and admission process, as well as degree requirements. The BA and the MA are conferred on the same date.

SCHOOL OF ARCHITECTURE, ART & HISTORIC PRESERVATION

Master of Architecture (M.Arch.)

The School of Architecture, Art and Historic Preservation offers the Master of Architecture professional degree program for entering graduate students who hold a pre-professional B.A. or B.S. in Architecture degree. Our goals include preparing students to enter the profession of architecture, to prepare for licensure, to provide for a sufficient depth of understanding of the components of architectural practice and to understand the diverse nature and variety of roles for architects in relation to other fields. The program encourages the mastery and skillful integration of environmental, social, historical, artistic, technical, and philosophical concerns into carefully scaled designs that enhance their context.

Students develop design, visual and digital communication skills; knowledge of building techniques; and an understanding of human problems in a variety of local, regional and international contexts. In a world of continuous technological change, these timeless values and skills exist as relevant tools for contemporary life and practice, and as a means toward advancing the cause of a humane and civilized environment for all.

Applying to the Master of Architecture (M.Arch.) Program
Applicants must hold a B.A. or B.S. (*) in Architecture degree program with a GPA of 3.0 or higher from a school of architecture that offers this degree as part of the accredited professional degree program sequence(**). Applicants from other undergraduate programs may be considered for admission, but would be expected if admitted to complete coursework inclusive of coverage of all Student Performance Criteria outlined in the NAAB Conditions of Accreditation. To apply, submit the following:

1. Official transcripts of all undergraduate and graduate coursework
2. Personal statement (two double-spaced pages maximum) explaining your interest in obtaining the Master of Architecture degree
3. Two letters of recommendation attesting to your potential to succeed in graduate school
4. Portfolio containing examples of your work (see below)
5. If your first language is not English, an official report of TOEFL or IELTS results
6. Completed application form accompanied by the $50 application fee

The portfolio may include exemplary work from Architecture as well as other creative and research work, and in total should convince the review committee that you are capable of producing independently conceived studio work at a high level of achievement. The portfolio should be in a compact format, no larger than 8.5" x 11", either in a notebook, portfolio binder or a bound document. Portfolios should contain at least four to six representative Architecture studio projects that should demonstrate:

- developed degree of competence in architectural design
- ability to organize programmatic content
- commitment to professionalism in the studio

Placement decisions will be communicated to accepted students as part of the Graduate Admissions Review process, along with a projected outline of studies toward graduation.

(*) Placement in the Master of Architecture program's Architectural Design Studio sequence is subject to review of academic transcripts from the applicants' B.A. or B.S. degree, and portfolio submittal. Accepted students may expect to complete a minimum of 4 Architectural Design Studios at Roger Williams University, depending on the number of undergraduate Architectural Design Studios completed previously.

(**) Placement in the Master of Architecture program coursework is subject to review of academic transcripts from the applicant's B.A. or B.S. degree. Accepted students must complete all student performance criteria for the accredited degree as outlined in the National Architectural Accrediting Board (NAAB) Conditions of Accreditation. This may include completion of additional coursework that is listed as undergraduate coursework at Roger Williams University. For specifics, please refer to the B.S. in Architecture/Master of Architecture 4+2 program requirements listed previously.

Course Offerings towards the Master of Architecture Degree

ARCH	413	Advanced Architectural Design Studio
ARCH	416	Advanced Topical Design Studio: Urban
or		
ARCH	516	Graduate Topical Design Studio: Urban
ARCH	434	Design of Structures I
ARCH	435	Design of Structures II
ARCH	488	Computer Applications for Professional Practice
ARCH	513	Comprehensive Project Design Studio
ARCH	515	Graduate Architectural Design Studio (two required)
ARCH	522	Environmental Design Research
ARCH	542	Professional Practice
ARCH	641	Graduate Thesis Research Seminar
ARCH	613	Graduate Thesis Studio

Electives: One Advanced History/Theory Elective, and four Architecture Electives, with three minimum at the graduate level

Architecture Elective Options

History/Theory Advanced Level Course Options:

ARCH	478	Dutch Architecture: The Enduring 20th Century Legacy
ARCH	530	Special Topics in Architecture
ARCH	573	Modernism in the Non-Western World: A Comparative Perspective
ARCH	575	Contemporary Asian Architecture & Urbanism
ARCH	576	Theoretical Origins of Modernism
ARCH	577	The Skyscraper
AAH	430	Special Topics in Art and Architectural History (selected topics)
AAH	530	Special Topics in Art and Architectural History (selected topics)
HP	351	History and Philosophy of Historic Preservation
HP	391	Architecture and Historic Preservation Abroad

Graduate Architecture Electives: Four Required (a minimum of three at the graduate level):
Students are encouraged to look at these electives as a means to explore various concentrations available within the MS in Architecture program. Graduate electives are grouped in the areas of Sustainable Design, Urban Design, Digital Media and Historic Preservation. In addition some Integrative Core MS in Architecture courses are available as Architecture Electives. Students from other pre-professional programs may apply one undergraduate Architecture Elective to this requirement; otherwise all four should be taken at the Graduate level.

Sustainable Design: ARCH 521 Sustainable Design Seminar, ARCH 593 Sustainable Paradigms, ARCH 594 Urban Ecology, ARCH 533 Detailing the High-performance Building Envelope, ARCH 535 Introduction to Proactive Simulation, ARCH 536 Special Topics in Sustainable Design.

Urban Design: ARCH 572 Urban Design Theory from the Industrial Revolution to the Present, ARCH 594 Urban Ecology, ARCH 524 Evolution of Urban Form, ARCH 529 History of Landscape Architecture, ARCH 561 Landscape Architecture; Theory and Practice, ARCH 537 Special Topics in Urban Design.

Digital Media: ARCH 587 Advanced Computer Applications in Design, ARCH 586 Processing, ARCH 588 Digital Manufacturing, ARCH 589: 4-D (Four Dimensional), ARCH 535 Intro to Proactive Simulation, ARCH 538 Special Topics in Digital Media.

Historic Preservation: HP 501 Fundamentals of Historic Preservation, HP 503 Principles of Architectural Conservation, HP 525 Preservation Economics, HP 530 Special Topics in Historic Preservation, HP 681L: Historic Rehabilitation Workshop, HP 582L Architectural Conservation, HP 526: Preservation Law and Regulation.

Urban and Regional Planning: PLAN 501 Intro to Urban and Regional Planning, PLAN 521 GIS for Planning, Design and Construction, PLAN 582L Interdisciplinary Planning Workshop.

Graduate Architecture Electives: ARCH 574 Regionalism in Architecture, ARCH 530 Special Topics in Architecture.

Graduate Course Grading, GPA and Graduation Requirements
The minimum passing grade in SAAHP graduate level courses is a B- (2.67). The minimum GPA for Master of Architecture graduates is a 3.0 in 500 and 600 level courses. Students entering Roger Williams University after completing undergraduate studies at other institutions graduate with the *Master of Architecture* degree.

Registration in Graduate Courses
Students pursuing the *Master of Architecture* program who are enrolled in graduate courses may also be enrolled in undergraduate courses during the same semester, due to the nature of the continuity between undergraduate and graduate levels of study in many US professional degree programs in architecture. Students are encouraged to complete all undergraduate course requirements as soon as practicable, but not at the expense of interrupting Architecture program curriculum sequences.

Professional Degree Program Accreditation
In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the *Bachelor of Architecture*, the *Master of Architecture*, and the *Doctor of Architecture*. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. *Doctor of Architecture* and *Master of Architecture* degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Roger Williams University offers the following NAAB-accredited degree programs:

M. Arch. (pre-professional degree + 38 graduate credits)

Next accreditation visit: 2018

Master of Arts in Art and Architectural History (M.A.)

In our increasingly interconnected world, where the skills of visual literacy and the critical analysis and stewardship of our environment become ever more important, the Master of Arts degree program in Art and Architectural History offers a dynamic curriculum focusing on the communicative power of the arts and architecture and a celebration of the local and the global creative achievements of humankind. This program allows students to pursue critical integrative studies of art and architecture spanning the globe and throughout time. Uniquely situated in the School of Architecture, Art and Historic Preservation, the faculty with expertise in regional, national and international subject areas, bring together visual culture, studio arts, history, architecture and historic preservation into an integrated humanist learning environment. This program-based experience is enriched by the larger context of the University's fine and performing arts, with connections to related academic fields and dynamic area studies on the University's Bristol campus and abroad. And the rich cultural resources of the New England region coupled with

the University's global engagement and robust world-wide partnerships encourages connections between near and far, across commonalities and differences.

Students achieve an advanced ability to understand, explain, interpret, and teach the meaning and communicative power of art, architecture and other fields of visual culture. They pursue classroom study, travel, and practical internships as integral facets of the program. They have the opportunity to complete their studies in two years, in an accelerated time-frame or on a part-time basis. Students enrolling with an earned Bachelor's degree from another institution enroll in the two-year program.

The Master's degree in Art and Architectural History prepares students for two primary career paths. One is advanced scholarship. Upon completion of the M.A., students interested in a life of scholarship will be able to enroll in Ph.D. programs to pursue academic careers. A second career path is professional and would enable M.A. recipients to pursue curatorial positions in museums, art galleries, and private collections, as well as provide expertise in institutions such as art auction houses, architectural and design agencies and historic sites.

The Master of Arts in Art and Architectural History is comprised of a minimum of 36 graduate credits, including one required foundational three-credit class, eleven three-credit seminars, and one internship. (12 courses/36 credits, language proficiency, internship) At least 30 credits must be taken at RWU.

Applying to the Master of Arts in Art and Architectural History

Applicants must hold a bachelor's degree from an accredited college or university. To apply to the M.A. in Art and Architectural History Program, submit the following to the Office of Graduate Admission:

- Official transcripts of all undergraduate and graduate course work
- Personal Statement (two-double-spaced pages, maximum) describing your interest in art and architectural history, career goals and how you can positively contribute to the Master's Program in Art and Architectural History at Roger Williams University
- Two letters of recommendation attesting to your potential to succeed in graduate school
- Current résumé
- If your first language is not English, an official report of TOFEL or IELTS results
- Completed application form accompanied by the $50 application fee

Applications are reviewed on a rolling basis.

Course offerings toward the Master of Arts degree in Art and Architectural History

Required Courses (3 credits)

Students complete the following required courses:

AAH	505	Art and Architectural History Theory and Methods Seminar

Elective Courses (33 credits)

Eleven from the following options:

(All courses are three credits unless otherwise indicated)

AAH	520	Themes in World Arts and Architecture
AAH	521	Issues in Contemporary Art
AAH	522	Sacred Spaces
AAH	523	Nature and Art
AAH	530	Special Topics/Travel Course: Arts and Architecture of Time and Place
AAH	531	Topics in Art and Architecture of the Classical World
AAH	532	Topics in Art and Architecture of the Medieval World
AAH	533	Topics in Renaissance and Baroque Art and Architecture
AAH	534	Topics in Modern Art and Architecture
AAH	535	Topics in Art and Architecture of the Americas
AAH	536	Topics in Art and Architecture of Africa
AAH	537	Topics in Art and Architecture of Asia
AAH	538	Topics in Art and Architecture of the Islamic World
AAH	560	The Newport Seminar
AAH	650	Thesis
ARCH	573	Modernism in the Non-Western World
ARCH	576	Theoretical Origins of Modernism
ARCH	577	The Skyscraper

Thesis Option

The thesis represents the culminating intellectual experience in the Master's program. This written essay of publishable quality is produced over two semesters of seminar work in the Research Methods and Thesis courses with an advisor in the area of the student's research interest. The end product will be evaluated by at least two Graduate Faculty members. Detailed guidelines for this research paper will be provided. Master's papers are presented at an end-of year, day-long public seminar and are accessioned by the University library to form an archive of collected student scholarly resources.

Course Distribution

All students must fulfill a distribution requirement. At least one course must be taken in four of the following eight areas of study with a minimum of one of the four in a region beyond Europe and the Americas:

Ancient Greek and Roman Art and Architecture

Byzantine and Medieval Art and Architecture

Renaissance and Baroque Art and Architecture

Modern European Art and Architecture

Art and Architecture of the Americas

Art and Architecture of Africa

Art and Architecture of Asia

Islamic Art and Architecture

Concentration in Art History or Architectural History

Students may wish to concentrate in either Art or Architectural History. For such a concentration students must complete six of their twelve graduate courses in either Architectural History or Art History. The core course and thesis requirements are the same as the MA in the more integrated Master of Arts degree in Arts and Architecture.

Complementary Coursework

With the approval of their advisor, students may take courses in the culture, literature, history, and philosophy of their areas of interest. These courses, as well as language courses and studio

art courses do not count towards the degree. In the second year of full-time study, or final year of part-time study, students must register for one research methods thesis course and one thesis seminar in which they work under the close supervision of a faculty advisor, thus completing the 36 credit requirement.

Foreign Languages
In addition to completing the required course work, each student must demonstrate mastery of intermediate level reading proficiency in one foreign language related to their research interests by completing two courses at the intermediate level in that language or by equivalent certification through examination.

Student Internship and Employment
Through the graduate program every student is required to complete an Internship through the SAAHP Career Investment Program which provides students with a supervised practical environment in which to practice professional skills at a governmental office or agency, nonprofit museum or gallery, or private arts institution. This experience may lead to future positions in the field.

Graduate Course Grading, GPA and Graduation Requirements
The minimum passing grade in graduate-level courses is a B- (2.67). The minimum GPA for M.A. in Art and Architectural History graduate students is 3.0.

Duration of Study
Full-time students are expected to complete all requirements for the MA degree in two years. Part-time completion of the MA is also possible; part-time students typically complete the degree in three to five years. With careful planning undergraduate students or incoming graduate students with advanced standing, and in consultation with their advisor, can complete the degree requirements in an accelerated time-frame. For example, courses may be taken in winter sessions or as the program develops, in summer mini-mesters, or summer sessions. The program for all MA candidates is determined in discussion with the student's advisor and is a mix of seminar and lecture courses.

Master of Science in Historic Preservation (M.S.)

Building on its three-decades-old undergraduate program, Roger Williams University now offers a Master of Science in Historic Preservation. A two-year, 52-credit program is available to qualified students holding a bachelors degree. A one-year (minimum), 32-credit program is available to students holding a bachelor's degree in historic preservation. A least 30 graduate credits must be taken at Roger Williams University.

The mission of the Historic Preservation Program is to provide an education that empowers individuals to work with and to help others while realizing their own personal and professional potential. Classes, community-based work and field experience specific to preservation are coupled with a strong liberal-arts education. To mirror the environment we help preserve and to prepare students for diverse careers, the program couples a multi-disciplinary approach with a rigorous core of field-based professional preservation offerings.

Students gain an understanding of the field in the greater context of history, the built environment, cooperative community engagement, work with allied professions; documentation and research, and design, philosophy, standards and practice. The program includes preservation history and philosophy, planning, law and regulation, economics and heritage management. Studies are placed into practice through field-based workshops, assignments and an internship—all in partnership with area and national organizations and firms.

Applying to the Master of Science in Historic Preservation Program
Applicants must hold a bachelor's degree from an accredited college or university. To apply to the M.S. in Historic Preservation Program, submit the following to the Office of Graduate Admission:

- Official transcripts of all undergraduate and graduate course work
- Personal Statement (two double-spaced pages, maximum) describing your interest in preservation, career goals and how you can positively contribute to the Master's Program in Historic Preservation at Roger Williams University
- Scholarly research paper, 10 pages minimum, with sources cited employing a conventional style
- Two letters of recommendation attesting to your potential to succeed in graduate school
- Current résumé
- If your first language is not English, an official report of TOFEL or IELTS results
- Completed application form accompanied by the $50 application fee

Applications are reviewed on a rolling basis.

Course offerings toward the Master of Science in Historic Preservation Degree

Required Courses

HP	501	Fundamentals of Historic Preservation
HP	524L	Archival Research
HP	525	Preservation Economics
HP	542	Professional Practice in Historic Preservation
HP	526	Preservation Law and Regulation
HP	551	History and Philosophy of Historic Preservation
HP	569	Preservation Internship
HP	582L	Architectural Conservation
HP	631	Historic Environment Research Method
HP	681L	Historic Rehabilitation Workshop
PLAN	682L	Interdisciplinary Planning Workshop
HP	651	Preservation Graduate Thesis

Historic Preservation Electives
In consultation with their advisor, students select three graduate-level electives from the following:

ARCH	530	Special Topics in Architecture (selected topics)
ARCH	542	Professional Practice
ARCH	572	Urban Design Theory from the Industrial Revolution to the Present
ARCH	573	Modernism in the Non-Western World: A Comparative Perspective
ARCH	576	Regionalism in Architecture

ARCH	576	Theoretical Origins in Modernism
ARCH	577	The Skyscraper
ARCH	581	Construction Contract Documents
ARCH	593	Sustainable Paradigms
AAH	530	Special Topics in Art + Architectural History (selected topics)
HP	530	Special Topics in Preservation
LEAD	501	Leaders and the Leadership Process
LEAD	502	Communication Skills for Leadership Roles
LEAD	503	Data Management and Analysis for Organization Leaders
LEAD	505	Budgeting and Finance in Complex Organizations
LEAD	506	Human Resource Management for Organizational Leaders
LEAD	507	Strategic Leadership in a Globalized World
LEAD	509	Negotiation Strategies
LEAD	510	Stakeholders Relations in Complex Organizations
PA	501	Foundations of Public Administration: Legal and Institutional
PA	502	Foundations of Public Administration: Theoretical
PA	503	Quantitative Methods in Public Administration
PA	504	Public Policy and Program Evaluation
PA	505	Public Budgeting and Finance
PA	506	Public Personnel Management
PA	511	Public Organizations
PA	512	Intergovernmental Relations
PA	514	Urban Administration and Management
PA	516	Grant Writing and Management
PLAN	501	Intro to Urban and Regional Planning
PLAN	521	GIS for Planning, Design and Construction

Graduate Course Grading, GPA and Graduation Requirements

The minimum passing grade in graduate-level courses is a B- (2.67). The minimum GPA for M.S. in Historic Preservation graduates is a 3.0.

Registration in Courses

Students pursuing the Master of Science in Historic Preservation who are enrolled in graduate courses may also be enrolled in undergraduate courses during the same semester. In their first year and in consultation with the program director, students in the two-year program may select 'bridge' courses from undergraduate and/or graduate offerings. With permission of the Dean, undergraduate students in the B.S./M.S. in Historic Preservation program may take graduate courses that are part of the program.

Joint Juris Doctor/Master of Science in Historic Preservation

Offered with the School of Law. Full-time enrollment required.

The Joint Juris Doctor (J.D.)/Master of Science (M.S.) in Historic Preservation program is designed to provide an accelerated path to a J.D. degree and an M.S. in Historic Preservation degree through an electives credit-swapping structure that allows for 3 law courses (9 credits) to count toward the M.S. degree and 4 to 5 M.S. in HP courses (12 to 17 credits) to count toward the J.D. degree, depending on whether or not a student has a prior B.S. in Historic Preservation. Other than changes in allowable electives, which are detailed below, the existing requirements for the J.D. and M.S. programs described in the University Catalog and School of Law Catalog remain the same. Students who enter the joint-degree program with a B.S. in Historic Preservation can potentially complete the joint degree in three years (with winter/summer coursework) and in four years otherwise.

Note: Applicants applying for the Joint J.D./M.S.H.P. degree must apply to an earn acceptance into the School of Architecture, Art and Historic Preservation and the School of Law separately. Applicants who intend to pursue the Joint degree must so indicate on the application for admission. Submit applications sufficiently in advance of the application deadline to assure adequate processing time at both schools. Applications to each school normally need to be filed simultaneously, even though students will normally only be taking courses in the School of Law for the first year. (This sequence is required due to School of Law prerequisites for electives.) Students who are currently matriculated into the B.S. in Historic Preservation program in the School of Architecture, Art and Historic Preservation must notify the Dean and Program Director by the end the junior year to indicate their intent to enroll in the Joint J.D./M.S.H.P. program, contingent on maintaining a 2.67 average or greater.

Three-year Joint J.D./M.S. in Historic Preservation

The joint degree can be completed in three years for students matriculated into the J.D. and M.S.H.P. programs who also have a B.S. in Historic Preservation from an accredited National Council for Preservation Education (NCPE) member institution, with the assumption that coursework would need to be taken in the summers and/or winters as well as the normal fall and spring semesters. The School of Law accepts 12-14 M.S.H.P. program credits towards J.D. program requirements and the School of Architecture, Art and Historic Preservation accepts 9 J.D. program credits towards the M.S.H.P. program for a total of 101-103 combined credits instead of 122 if the degrees were pursued separately.

Four-year Joint J.D./M.S. in Historic Preservation

If a student is not entering the program with a B.S. in Historic Preservation, it is still possible to complete the joint degree in an accelerated timeframe of four years, with the assumption that coursework would need to be taken in the summers and/or winters as well as the normal fall and spring semesters. The School of Law accepts 15-17 M.S.H.P. program credits towards the J.D. program and the School of Architecture, Art and Historic Preservation accepts 9 J.D. program credits towards the M.S.H.P. program for a total of 118-120 combined credits instead of 142 if the degrees were pursued separately.

Applying to the Joint Juris Doctor/Master of Science in Historic Preservation Program

Each program requires a separate application. Refer to the application requirements for each individual program in the University Catalog and the School of Law Catalog. When applying for the J.D. and M.S.H.P. programs concurrently the application fee for the M.S. program will be waived (only the application fee for the J.D. program is required).

Students who are currently matriculated in the J.D. program or the 2-year M.S.H.P. program and are in their first year of coursework are eligible to apply to the program in which they are not matriculated for consideration for the Joint

J.D./M.S.H.P. program. Students who are currently matriculated in the 1-year M.S.H.P. program cannot apply to the Joint J.D./M.S.H.P. program.

Allowed electives for credit swap between the Juris Doctor and Master of Science in Historic Preservation programs
The following courses will count toward both the J.D. and M.S.H.P. program elective requirements.

School of Law courses that satisfy M.S.H.P. degree elective requirements (choose 9 credits):
- Law 631 Administrative Law (3)
- Law 673 Environmental Law: Natural Resources (3)
- Law 728 Human Rights (3)
- Law 770 International Law (3)
- Law 743 Land Use Planning (3)
- Law 747 Legal Drafting: Commerce Real Estate Development and Finance Law (3)

School of Architecture, Art and Historic Preservation courses that satisfy a portion of the J.D. degree elective requirement (12-17 credits will be applied to J.D. elective requirements depending on whether or not the student is matriculated into the 1-year or 2-year M.S.H.P. program)
- HP 501 Fundamentals of Historic Preservation (3)
- HP 525 Preservation Economics (3)
- HP 542 Preservation Professional Practice (3)
- HP 526 Preservation Law and Regulation (3)
- HP 551 History and Philosophy of Historic Preservation (3)
- HP 681L Historic Rehabilitation Workshop (4)
- PLAN 521 GIS for Planning, Design and Construction
- PLAN 582L Interdisciplinary Planning Workshop (4)

Required coursework sequence for various degree entry points
- Students who are not previously matriculated in the J.D. program or the 2-year M.S.H.P. program and are then matriculated into the Joint J.D./M.S.H.P. program take required first-year law courses for the J.D. program for their first year and thereafter complete another two or three years of mixed law and historic preservation coursework. The second year of students' coursework consists entirely of historic preservation courses with subsequent years consisting of mixed historic preservation/law coursework.
- Students matriculated into the Joint J.D./M.S.H.P. program who have a B.S. in Historic Preservation from an accredited NCPE member institution and are in their first year of the J.D. program take mixed historic preservation/law courses for the next two years.
- Students who are already matriculated in the 2-year M.S.H.P. program and are in their first year of coursework and are then subsequently matriculated into the Joint J.D./M.S.H.P. program spend the next year completing the first year course sequence required by the J.D. program. The final three years thereafter consists of mixed law and historic preservation coursework.

Shared requirement for M.S. program thesis and J.D. writing project
The thesis required for the M.S. program satisfies the J.D. program's writing requirement. The student is required to have at least one thesis reader from the School of Law faculty.

Shared internship/public service requirement
Students who complete the 140-hour internship required of the M.S.H.P. program that focuses on historic preservation and law and incorporates at least 50 hours of non-remunerated activities satisfies the internship requirement of the M.S. program and the public service requirement of the J.D. program. (Reimbursement of expenses is allowed.)

Graduate Certificate in Historic Preservation

The Graduate Certificate in Historic Preservation provides students with a foundation in the theory and practice of the conservation of historic buildings, structures, places, and landscapes. Depending on potential career paths, students can choose coursework that addresses local history research, law, economics, materials conservation, planning, and architectural and construction management practice. Potential areas of employment in which a student could use the skills gained through this certificate include architecture and landscape architecture, construction, planning and environmental review, historic site administration, and advocacy in local, state, and federal governmental agencies, non-profit advocacy organizations, and private consulting firms.

Admission
External Applicants for the Graduate Certificate in Historic Preservation must hold a bachelor's degree from a regionally accredited college or university in order to be eligible for Graduate Certificate Admission. Other admission requirements for external applicants are:
1. Application Form
2. Official transcripts for all previous undergraduate and graduate work
3. All University required fees

Internal applicants who are enrolled in other RWU Graduate Degree Programs may sign up for the Graduate Certificate in Historic Preservation through a Curriculum Declaration Form, and complete a Graduate Degree and a Graduate Certificate program concurrently.

Required Courses (2 courses/6 credits)

HP	501	Fundamentals of Historic Preservation (3)
HP	551	History and Philosophy of HP (3)

Electives from the menu below:

Historic Preservation Elective Options (3 courses/9 to 13 credits)

HP	503	Principles of Architectural Conservation (3)
HP	524L	Archival Research (4)
HP	525	Preservation Economics (3)
HP	530	Special Topics in Historic Preservation (3)
HP	542	Preservation Professional Practices (3)
HP	526	Preservation Law and Regulation (3)
HP	582L	Architectural Conservation Lab (4)
HP	681L	Historic Rehabilitation Workshop (4)
PLAN	501	Introduction to Urban and Regional Planning (3)
PLAN	582L	Interdisciplinary Planning Workshop (4)

Graduate Certificate in Urban and Regional Planning

The graduate certificate in planning provides existing students and working professionals with the option of deepening knowledge of urban, regional, and community planning principles and processes that will complement existing skills and knowledge. Required and elective courses are based on core concepts of sustainability and smart growth in order to provide a strong foundation for planning in a world of diminishing resources, environmental degradation, and climate change. Students who complete the certificate will have an understanding of the theory of planning, stakeholder engagement, land use and physical planning and its relationship to urban design, environmental/heritage conservation, transportation planning, sustainable development, planning law, and principles of equity and social justice. Potential areas of employment in which a student could use the skills gained through this certificate include architecture, landscape architecture and planning practices, in local governmental agencies, non-profit advocacy organizations, private consulting firms, and policy institutes.

Admission

External Applicants for the Graduate Certificate in Urban and Regional Planning must hold a bachelor's degree from a regionally accredited college or university in order to be eligible for Graduate Certificate Admission. Other admission requirements for external applicants are:

1. Application Form
2. Official transcripts for all previous undergraduate and graduate work
3. All University required fees

Internal applicants who are enrolled in other RWU Graduate Degree Programs may sign up for the Graduate Certificate in Urban and Regional Planning through a Curriculum Declaration Form, and complete a Graduate Degree and a Graduate Certificate program concurrently.

Required Courses (4 courses/13 credits)

PLAN	501	Introduction to Urban and Regional Planning
ARCH	524	Evolution of Urban Form*
or		
ARCH	572	Urban Design Theory*
PLAN	521	GIS for Planning, Design and Conservation
PLAN	582L	Interdisciplinary Planning Workshop

Electives from the menu below:

Urban and Regional Planning Elective Options (one course)

ARCH	529	History of Landscape Architecture
ARCH	530	Special Topics (with prior approval)
ARCH	536	Special Topics in Sustainable Design *(with prior approval)*
ARCH	537	Special Topics in Urban Design
ARCH	561	Landscape Architecture: Theory and Practice
ARCH	593	Sustainable Paradigms
ARCH	594	Urban Ecology
CD	521	Social Theories of Community-Based Practice
CD	530	Special Topics in Sustainable Community and Economic Development
CD	552	Organizational Leadership, Management, and Change in Community-Based Organizations
CD	554	Introduction to Project Design, Implementation, and Evaluation
CD	555	Fundamentals of Mixed Methods Research in Community-Based Practice
HP	501	Fundamentals of Historic Preservation
HP	525	Preservation Economics
HP	526	Preservation Law and Regulation
HP	530	Special Topics (with prior approval)

**Both ARCH 524 and ARCH 572 may be taken with one counting as the required elective.*

SCHOOL OF ENGINEERING, COMPUTING AND CONSTRUCTION MANAGEMENT

Master of Science in Construction Management

The *Master of Science* in Construction Management builds on the resources of an ACCE-accredited undergraduate Construction Management program as well as the extensive interaction with the construction industry's most vibrant companies. The MS in CM Program is designed for experienced construction management working professionals with high potential for advancement into executive roles. Courses in the program will be taught by faculty drawn from across the university and from industry.

Enrolled as a cohort, students will follow a sequential, two-year course of study. This innovative program will employ a blended learning model that incorporates on-line, classroom and residential instruction, including two short-term, intensive practica consisting of lectures, computer-based simulation, and team problem-solving that will encourage and promote student interaction with peers in the program.

The program is results-oriented, emphasizing the development of strong student competencies in financial and planning expertise for complex construction projects; optimizing change in the global marketplace; managing interdisciplinary teams; and research and problem-solving skills appropriate for executive level construction management responsibilities.

Developed in collaboration with leading construction companies, this program is designed to meet the current and emerging needs of the global construction industry.

Mission and Vision

The mission of the MS in CM Program is to provide a superior post-graduate educational experience that will enhance the graduate's ability to contribute to the construction enterprise at the highest levels.

The vision for the MS in CM program is to be nationally recognized as the premier post-graduate program for construction professionals.

Program Educational Objectives

During the first few years after graduation, we expect our graduates to:

1. Demonstrate exemplary technical and leadership knowledge and skills while achieving success as a construction executive within a design, construction, or owner organization, always displaying the highest standards of ethical conduct.
2. Value the concept of life-long learning and continue to grow intellectually while keeping informed of new concepts and developments in the construction industry.
3. Assume a leadership role in the advancement of the construction management profession and community outreach activities, while serving as a role model for the future generation of constructors and the Roger Williams University Construction Management students.

Program Outcomes

We expect our graduating students to possess:

a. the ability to optimize the value of change in a global construction marketplace.
b. the skill to command multiple interdisciplinary teams, on multiple projects through the preconstruction, construction, and close-out stages of a project.
c. the disciplinary and interpersonal expertise required to execute construction projects in an economic, environmental and societal context.
d. excellent research and problem solving skills applied to construction executive level tasks.

Eligibility Requirements

While some of the students applying for the MS in CM program will be recommended and sponsored by their employers in the construction industry, the program does accommodate recent graduates from construction management, engineering, business and architecture programs. In addition to a baccalaureate degree in one of the disciplines mentioned above (or a baccalaureate degree in a related discipline and extensive experience in the construction industry) prospective candidates should have:

- Experience in the construction industry.
- Demonstration of adequate mathematics skills evidenced by satisfactory course work in calculus, probability and statistics and engineering economics or operations research/systems analysis or performance on the GRE Exam.
- Personal statement describing your career goals and the support expected from your current employer for your participation in the program.

Degree Requirements

Graduate study in Construction Management program leads to the Master of Science degree. The program consists of 36 credit hours or 12 each, 3-credit courses. The program will be completed in a two-year period with students (operating as a cohort) beginning in the fall semester by taking two courses; an on-line course and a classroom course. The typical course of study is illustrated below.

First Year (6 credits) – Fall

CNST	510	Modeling and Simulation Techniques for Construction Management – *3 credits (on-line)*
CNST	540	Sustainable Construction – *3 credits (on-line)*

First Year (3 credits) – Winter

CNST	515	Project Enterprise Management and Control I – *3 credits (residential practicum)*

First Year (6 credits) – Spring

CNST	525	Pre-Construction Planning and Project Delivery – *3 credits (on-line)*
CNST	555	Advanced Construction Law – *3 credits (on-line)*

First Year (3 credits) – Summer

CNST	565	Customer Development and Winning the Construction Project– *3 credits (on-line)*

Second Year (6 credits) – Fall

CNST	520	Construction Negotiation – *3 credits (on-line)*
CNST	545	Construction Organization, Control and Logistics – *3 credits (on-line)*

Second Year (3 credits) – Winter

CNST	560	Enterprise Management and Control II – *3 credits (residential practicum)*

Second Year (6 credits) – Spring

CNST	530	Personnel Management and Law – *3 credits (on-line)*
CNST	570	Financial Planning for Construction Projects – *3 credits (on-line)*

or

CNST	590	Master's Thesis Research – 3 credits (on-line)
CNST	595	Research Project – 3 credits (on-line)

Second Year (3 credits) – Summer

Choose from one course below:

CNST	550	Special Topics in Construction Management – *3 credits (on-line)*
CNST	580	Advanced Construction Safety & Risk Management – *3 credits (on-line)*
CNST	585	Topics in International Construction – *3 credits (on-line)*
CNST	595	Research Project (required for Master's Thesis) – *3 credits (on-line)*

Total: 36 semester credits

Master of Studies in Law

See law.rwu.edu/academics/curriculum/msl.

School of Law

School of Law

MISSION AND GOALS OF THE SCHOOL OF LAW

The mission of the School of Law is to promote justice and the rule of law through education, scholarship, and service.

In furtherance of its mission, the School of Law seeks to:

1. Provide an excellent legal education to men and women who aspire to the practice of law or to other occupations in which both they and society-at-large will benefit from their understanding of and dedication to the law. An excellent legal education teaches not only legal doctrine, policy, history and theory, but also how to think critically about justice and the law.
2. Make meaningful contributions to legal scholarship. Meaningful contributions are those that provide original analysis or information to those who are interested in justice and the law, including lawyers, judges, legislators, policy-makers, scholars, journalists and the public-at-large.
3. Provide service to the legal profession and the wider community in ways that advance justice and the rule of law.

Overview

At the Roger Williams University School of Law, we train future lawyers to uphold the responsibilities of the profession, so that their integrity and passion join with scholarship, creativity and diligence in the practice of law to make a positive impact in the community.

Rigorous academic discussion led by nationally known scholars, exposure to lawyering skills, unique learning opportunities with leaders of the bench and bar, and service to the community create a solid foundation for nurturing intellectual curiosity and practical achievements. The School of Law emphasizes personal mentoring and hands-on experience with practicing professionals, in a cooperative atmosphere of spirited debate.

Graduates of the School of Law join the ranks of alumni in positions serving the bench and advising private clients in firms large and small, as well as practicing law with private corporations, public and social service organizations, or in government agencies.

Regardless of your area of practice interest, the Roger Williams University School of Law provides the tools needed to succeed professionally, honor the profession and contribute to society. If you are willing to engage your passion, mind and heart, you are ready to join the Roger Williams Law community.

Admission to School of Law

For information on admissions, call the School of Law Admissions Office at (401) 254-4555 or 1-800-633-2727 and ask for the catalog. The catalog is also available online at http://law.rwu.edu.

All candidates for admission must take the Law School Admission Test (LSAT). For examination dates and sites, call the Law Services of the Law School Admission Service in Newtown, Pa., at (215) 968-1001.

Students and Faculty

The law school boasts an outstanding faculty of dynamic teachers, noted scholars, and accomplished lawyers. Our faculty have practiced law with large firms in major metropolitan cities; with small firms in rural county seats; in legal aid societies; with the U.S. Department of Justice and the United Nations. They have debated legal issues on national television, been quoted in a broad range of print and electronic media (both in the U.S. and abroad), and briefed cases in the U.S. Supreme Court. Their wide-ranging scholarship has been published by major presses and law reviews and cited by other scholars and courts at all levels, including the U.S. Supreme Court. The faculty is also active in prestigious law reform organizations on the national level, such as the American Law Institute and American Society of Comparative Law, as well as a range of state law-reform activities.

Library and Facilities

The law school occupies a modern, multi-million dollar facility, located on a beautiful waterfront campus and built specifically for legal instruction. All academic and administrative activities for law students are centralized in this four-level building: from the naturally lit law library to the trial and appellate moot courtrooms and classrooms, from the registrar to faculty offices, from the student organization complex to the Bistro and lounge. Law students learn, study, and socialize in a comfortable and professional environment specifically suited to their needs.

The 35,000-square-foot Law Library contains approximately 300,000 volumes in print and microform and 3,500 serial titles. Library holdings include federal and state reports, statutes, and session laws for all fifty states; an extensive collection of legal periodicals; U.S. Supreme Court records and briefs; and selected government documents. The library also subscribes to a variety of online and web-based databases including LexisNexis and Westlaw. Electronic resources can be accessed from three separate computer labs or from personal computers.

The School of Law also maintains a complete suite of offices housing its clinical program at the University's Metro Center in Providence, Rhode Island, close to the courthouses in which the law students represent clients as student-attorneys.

Law Clinics and Joint Degrees

The law school offers a variety of specialized programs designed to enhance learning. Advanced students provide legal services to those in need who cannot afford counsel. Students

assist clients in the Business Start-Up Clinic, the Criminal Defense Clinic, the Immigration Legal Clinic and the Veterans Disability Appeals Field Clinic under the close supervision of nationally known educators. Students prepare cases for trial, negotiate settlements, and try cases before courts and administrative agencies. In addition, because Roger Williams School of Law is the only law school in the state, students have many distinctive opportunities to learn practical skills through externships with a broad range of state and federal law offices.

The law school's Marine Affairs Institute is a focal point for the exploration of legal, economic, and policy issues raised by the development of the world's oceans and coastal zones. The Institute sponsors a variety of programs of interest to both students and members of the profession, and – through the Sea Grant Legal Program – students research and present to environmental groups in Rhode Island and across the country.

Students interested in deepening their education may pursue joint degree programs leading to the award of a Juris Doctor from the School of Law and a Master of Marine Affairs, or a Master of Science in Labor Relations and Human Resources, from the University of Rhode Island. Roger Williams University also offers a joint Juris Doctor with a Master of Science in Criminal Justice, a Master of Science in Historic Preservation or a Master of Science in Cybersecurity.

Course Descriptions

ACCOUNTING

ACCTG 201 – Accounting I: Financial
A study of the fundamentals of accounting, with an emphasis on the use of economic data in the decision-making process. Topics covered include: forms of business organizations, financing options, and financial statement analysis. The ability to analyze financial statements is the overall goal of this course. Topics include inventory, property (plant and equipment/natural resources/intangibles), liabilities, stockholder equity, investments, statement of cash flows. *(3 credits) Fall, Spring*

ACCTG 202 – Accounting II: Managerial
Prerequisite: ACCTG 201
Continuation of ACCTG 201(101), with an emphasis on the application of accounting principles to specific problem areas in managerial accounting as well as accounting for manufacturing operations, and cost-volume-profit analysis. *(3 credits) Fall*

ACCTG 209 – Financial Management for the Arts
Fulfills a requirement in the Arts Management Minor for students on the arts track.
This course will not substitute for any of the Accounting courses required by business students.
This is a one-semester course intended for non-business students minoring in Arts Management. This course is a study of the fundamentals of accounting and finance with an emphasis on the use and presentation of economic data in the decision making process in arts organizations. Topics covered include: cash and internal controls, receivables, property, liabilities, investments, cash flows and cash flow budgets, cost-volume-profit and break-even point analysis, capital budgets, financing options and financial statements for both profit and not-for-profit arts organizations. *(4 credits) Spring, Alternate Years*

ACCTG 304 – Intermediate Accounting I
Prerequisite: ACCTG 201
A deeper study of financial accounting principles, technical principles, and procedures of financial accounting. Topics include accounting principles and professional practice; information processing and the accounting cycle; revenue and expense recognition: income measurement and reporting; financial statements and additional disclosures; future and present values of cash flows; cash and short-term investments; receivables; inventories; cost and flow assumptions; inventories; special valuation methods; plant assets; depreciation; intangible assets. *(3 credits) Fall*

ACCTG 305 – Intermediate Accounting II
Prerequisite: ACCTG 304 or consent of instructor
Topics include long-term investments; long-term debt; contributed capital, retained earnings; dividends; current liabilities and contingencies, other elements of stockholder equity; treasury stock and EPS. *(3 credits) Spring*

ACCTG 307 – Accounting Information Systems
Prerequisites: ACCTG 202, CIS 101, CIS 102
Study and use of computerized general ledger, receivables, payables, payroll, and inventory systems. Topics include the examination of a variety of system design, implementation and control issues faced by contemporary business organizations. *(3 credits) Fall*

ACCTG 308 – Federal Income Tax I: Individual
Prerequisite: ACCTG 202
Introduction to and survey of the Federal tax laws and the Federal revenue system as they apply to individual taxpayers. Topics include calculation of gross income, exclusions, deductions, credits, and computations. *(3 credits)*

ACCTG 309 – Federal Income Tax II: Partnerships and Corporations
Prerequisite: ACCTG 308
Applies concepts and skills of the first semester to the special problems involved in business tax returns. Topics include capital gains taxation, partnership, corporate, and specially taxed corporations. Introduction to "hands-on" tax research in the library. Students complete complex tax returns. *(3 credits) Spring*

ACCTG 310 – Fraud Examination
Prerequisite: ACCTG 202
This course introduces concepts and techniques useful for accountants, managers, business owners and criminal investigators. The course will cover the principles and methodology of fraud detection and deterrence. It covers many types of financial statement fraud including asset misappropriation, fraudulent financial statements, tax fraud and electronic fraud. Topics include skimming, cash larceny, check tampering, billing schemes, payroll and expense reimbursement schemes, and the detection, prevention, investigation and resolution of various types of fraud. Real cases and situations will be used to enhance the real world nature of the course. *(3 credits) Summer*

ACCTG 325 – International Financial Reporting
Prerequisites: ACCTG 202
Advanced Financial Reporting introduces and examines the international accounting standards as promulgated by the International Accounting Standards Board located in London. The SEC is scheduled to adopt the IFRS for U.S. companies and we will focus on the differences between current GAAP rules and the IFRS rules as applied to the recognition, measurement and reporting of assets, liabilities, revenue and expenses. *(3 Credits) Winter Intersession*

ACCTG 334 – Cost Accounting
Prerequisite: ACCTG 202 or consent of instructor
Emphasizes basic concepts involving cost accumulation, costs for planning and control, and cost-based decision analysis. Covers job order, process and standard costs, as well as an introduction to cost-volume-profit analysis and relevant costs. *(3 credits) Fall*

ACCTG 350 – International Accounting
Prerequisite: ACCTG 202
A study of financial accounting for multinational companies reporting under International Financial Reporting Standards (IFRS). The convergence of U.S. Generally Accepted Accounting Principles (GAAP) and IFRS serves as a foundation for this course. Topics include the effects of financial reporting, international taxation, and international financial statement analysis on a multinational reporting entity. *(3 credits) Summer*

ACCTG 405 – Auditing
Prerequisite: ACCTG 305
Examines auditing theory and real-world practice. Topics include generally accepted auditing standards, internal control, statistical sampling, as well as audit objectives, reporting and procedures. *(3 credits) Spring*

ACCTG 406 – Advanced Accounting
Prerequisite: ACCTG 305
Coverage of accounting for partnerships; introduction of the concepts of non-profit accounting, including governmental, schools, and other forms; fiduciary situations; business segments; installment sales; consignments; troubled debt restructuring; and corporate dissolutions. *(3 credits) Fall*

ACCTG 411 – Ethics in Accounting and Auditing
Prerequisite: ACCTG 201 and 202
The course is a one-semester course. The course is a study of the impact of ethics on accounting and auditing. Topics covered include: ethical problems, codes of ethics, audit risk and materiality, international auditing standards, evidential matter, fraud considerations, auditor independence, a profession in crisis, whistle-blowing, ethics and politics, ethics and tax accounting, international ethical issues in accounting, gender differences in ethical perceptions, and the composition of boards. *(3 credits) Fall, Alternate Years*

ACCTG 429 – Community Partnerships Center Accounting Studies
This course involves a project selected by the Community Partnerships Center and the Business School Dean as an Accounting project. The students will work with a professor and possibly students from other disciplines to fulfill a task requested by a regional company, organization, or governmental unit. Specific project details vary and will be announced prior to preregistration for each semester. *(3 credits)*

ACCTG 430 – Special Topics in Accounting
Prerequisite: Consent of instructor
Selected topics in areas chosen by students in consultation with their instructor. This experience is intended to provide an advanced level of course work or research in accounting. *(3 credits) Special Offering*

ACCTG 469 – Accounting Coop
Prerequisites: Senior standing in accounting and consent of instructor
Designed to grant academic credit to students who work on a part-time basis in selected positions, usually without financial remuneration. Students may select from a wide variety of positions offered at local businesses, accounting firms, consulting firms, non-profit organizations, and government agencies. *By arrangement*.

AMERICAN STUDIES

AMST 100 – Approaches to the Study of American Society and Culture
Fulfills a course requirement in the American Studies Core Concentration
This course serves as an introduction to the field of American Studies by examining the ways that transnational borders, global interconnectedness, and intersections of identity affect people's experiences in America. Using a variety of sources, such as popular culture, material culture, and the built environment, and viewing them through diverse lenses, such as race, class, gender, sexuality, and religion, students begin to learn and apply the skills of retrieval, evaluation, analysis and interpretation of written, visual, and aural evidence in the construction of well-argued narratives. *(3 credits) Fall, Spring*

AMST 201 – American Studies Research Methods
Fulfills a requirement in the American Studies major and minor
Prerequisite: AMST 100 or consent of instructor.
This course trains students in the theory and practice of American Studies research methods. It focuses on collection, evaluation, analysis and synthesis of written, aural, and visual primary sources, and the application of interdisciplinary methodologies in creating and presenting topics of inquiry from diverse perspectives. *(3 credits) Fall, Spring*

AMST 301 – Junior Community Colloquium
Fulfills a requirement in the American Studies major.
Prerequisite: AMST 100, AMST 201, at least Junior standing or consent of the instructor.
Students engaged in community based service projects will analyze their service within the context of a common group of readings that explore contemporary social issues in the United States and their relationship to community stewardship and grassroots organizing. Students will complete their service project and attend weekly colloquium meetings throughout the semester. Exact readings/topics addressed in the course may vary depending on the nature of the service projects that are undertaken. *(3 credits) Fall, Spring*

AMST 318 – Movies and Moviegoing in American Culture
Fulfills a course requirement in the American Studies Core Concentration
An examination of movies and the process of moviegoing in American life historically and in the present. This course will consider the way the United States has been and is currently being portrayed, to Americans as well as those outside the country, on film. A variety of genres will be considered as we endeavor to understand the way our culture is portrayed and the significance of this portrayal in American history and its impact on contemporary life and culture. *(3 credits) Special Offering*

AMST 331 – Culture and Gender
Fulfills a course requirement in the American Studies Core Concentration
A cross-cultural analysis of gender expectations as these are articulated in different human societies. Focuses on the various views of human nature that organize social practices and the resulting differences in adult male/female relationships and in the assignment of temperament, activities, functions, status, and power. *(3 credits) Special Offering*

AMST 340 – Ethnic Cultures in America
Fulfills a course requirement in the American Studies Core Concentration
This course will examine the development and impact of the ethnic cultures in the United States. There will be an historical component of the course as we consider how the current array of ethnic cultures in the U.S. developed, but the majority of the course will be focused on contemporary ethnic cultures in America as well as the collective impact of "the ethnic" on Americans and American culture in general. *(3 credits) Special Offering*

AMST 370 – Topics in Race, Gender, and Sexuality in America
Fulfills a course requirement in the American Studies Major, Minor, and Core Concentration
Pre- or Co-requisite: AMST 100
This variable topics course will explore the significance and impact of race, gender and/or sexuality in American life and culture, past and present. Each section of the course will focus on a specific topic and/or interpretation of these elements of the American experience, individually or in combination with each other. This is a variable content course and may be repeated for credit, but students may study a single topic only once. *(3 credits) Fall, Spring*

AMST 371 – Topics in Ethnicity, Class and Region in America
Fulfills a course requirement in the American Studies Major, Minor, and Core Concentration
Pre- or Co-requisite: AMST 100
This variable topics course will explore the significance and impact of ethnicity, class and/or region in American life and culture, past and present. Each section of the course will focus on a specific topic and/or interpretation of these elements of the American experience, individually or in combination with each other. This is a variable content course and may be repeated for credit, but students may study a single topic only once. *(3 credits) Fall, Spring*

AMST 372 – Topics in American Material and Popular Culture
Fulfills a requirement in the American studies major, minor and core concentration
Pre or Co-requisite: AMST 100 or consent of instructor.
This variable topics course will explore the significance and impact of material and/or popular culture in American life and culture, past and present. Each section of the course will focus on a specific topic and/or interpretation of these elements of the American experience, individually or in combination with each other. This is a variable content course and may be repeated for credit, but students may study a single topic only once. *(3 credits) Fall, Spring*

AMST 373 – Topics in American Ideas and Institutions
Fulfills a requirement for the major, minor, or core concentration
Pre- or Co-requisite: AMST 100
This variable topics course will explore the significance and impact of various ideas and institutions; for example, transcendentalism, education, or religion, in American life and culture, past and present. Each section of the course will focus on a specific topic and/or interpretation of these elements of the American experience, individually or in combination with each other. This is a variable content course and may be repeated for credit, but students may study a single topic only once. *(3 credits) Fall, Spring*

AMST 420 – Senior Seminar I
Fulfills a requirement for the major, minor, or core concentration
Prerequisite: AMST 100, AMST 201, and Senior standing or consent of the instructor.
In this course, students will prepare to complete their program in American Studies through a) revisiting their coursework in the program, as well as any other coursework they choose to include, in order to synthesize the interdisciplinary connections across their undergraduate program, and b) read and analyze advanced common readings to provide further context and breadth of understanding of the field and their work in it. Students will demonstrate their mastery in both written and oral form. *(3 credits) Fall*

AMST 421: –Senior Seminar II
Fulfills a requirement in the American Studies major.
Prerequisite: Successful completion (C or higher) of AMST 420
Students will complete an original research project on a topic of their choosing (in consultation with the instructor). Completion of this significant piece of scholarship will reflect the student's mastery and understanding of American Studies as a field and will contribute new insight into the nature of American life and culture. Students will be required to present and defend their final project at a senior showcase. *(3 credits) Spring*

AMST 430 – Topics in American Studies
Forum for experimenting with new ideas, topics, and themes; topics or themes developed and studied by interested majors in conjunction with faculty. *(3 credits) Special Offering*

ANTHROPOLOGY

ANTH 100 – Introduction to Cultural Anthropology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Fulfills a course requirement in the Graphic Design Core Concentration
Cultural Anthropology examines the diversity of beliefs, values, structures and practices in the vast range of human social life in the contemporary world. This course introduces the principal concepts, methods and ethics that anthropologists employ to study culture and cross-cultural diversity by engaging ethnographic case studies, films and practical research exercises. Specific topics may include economic adaptation, political organization, kinship, gender, ethnicity, language, art religion and issues in applied anthropology. *(3 credits) Fall, Spring*

ANTH 200 – Native North Americans
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
A survey of native North American peoples. One group from each of the ten subculture areas is considered ethnographically. Topics may include Kwakiuti of the Northwest Coast, the Cheyenne of the Plains and the Iroquois of the Eastern Woodlands. The course introduces contemporary social problems related to the reservation system and urban migration. *(3 credits) Fall, Spring*

ANTH 205 – Religious Diversity in Global Perspectives
Fulfills a course requirement in the Anthropology + Sociology Core Concentration.
This course is a cross-cultural exploration of religious belief, myth, and ritual. The course emphasizes anthropological research and perspectives, but also draws on interdisciplinary sources. Specific topics include the origins and functions of religion in society, diverse interpretations of the supernatural, the symbolic meanings of myth and ritual, the roles of religious specialists, and religious experience. Assignments examine religious belief and practice within particular cultural contexts as well as in comparison to other cultures in the global context. *(3 credits) Fall*

ANTH 212 – Studies in Anthropology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
Field methods: offered in conjunction with pre-approved study abroad programs. Emphasizes methodologies for collecting data. *(3 credits) Special Offering*

ANTH 220 – Self, Culture and Society
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
Study of the role of culture in the formation of personality and the problems of individual adjustments to the demands of culture. *(3 credits) Fall*

ANTH 222 – Environmental Anthropology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
Explores the principles through which non-human environments shape human cultures and cultures in turn affect their environments. Students will become familiar with how a range of societies comes into relation with their environments both through their material transformations of ecosystems and the ideological and symbolic frameworks through which peoples envision human-nature interactions. Topics will include indigenous environmental knowledge, sustainable development, interspecies relations, environmental governance regimes, gender relations, and the global environmental movement. *(3 credits) Alternate Fall*

ANTH 230 – Political Anthropology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
An overview of questions of power and politics through an anthropological perspective, with special attention on inequality and violence in the non –Western world. Anthropologists have long been concerned with how different cultures organize themselves politically; in this course, we build from classical topics towards an investigation of how differences in power and political inequalities manifest themselves in the daily lives of people throughout the world. The course material blends a broad range of theoretical approaches to studying power with the close detail of ethnographic case studies. *(3 credits) Spring*

ANTH 240 – Ethnology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
Ethnology is a study of human cultures from a comparative perspective. This course surveys global diversity by examining cultural differences and similarities in a variety of societies across the world. Through systematic cross-cultural comparisons of specific dimensions of society (e.g. family structure, gender roles) students will gain an understanding of the role culture plays in shaping human thought, behavior and social organization. *(3 credits) Special Offering*

ANTH 244 – The Anthropology of Sport
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
This course is an introduction to anthropology of sport. In the first third of the course students will learn about history of the anthropology of sport and see how each of five subfields of anthropology examines sport. During the rest of the course students will examine a variety of case studies through books and films, not only about North American sports and culture but also outside our borders, including Europe, South America and Asia. *(3 credits) Fall*

ANTH 260 – The Anthropological Lens
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
How do anthropologists investigate culture? What makes anthropology unique as a social science? The aim of this course is to provide an overview of perspectives and trends in cultural and social anthropology. Students will be introduced to some of the major theories that inspire and inform anthropological analysis and discover what makes anthropology distinctive among the social sciences. While the course is historical and chronological in organization, our central concern will be with how anthropologists have defined the field, the kinds of questions they have asked, and the methods used to attempt to answer those questions. *(3 credits) Fall, Spring*

ANTH 270 – Global Health
Cross-Listed as PH 270
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Fulfills a course requirement in the Public Health minor
Prerequisite: ANTH 100
The public health subfield of Global Health examines illnesses that affect human populations across national boundaries. This course introduces the subfield and emphasizes social science perspectives on the social, cultural, and political-economic forces that influence global health problems. Specific topics include longstanding health problems such as malaria and tuberculosis as well developing issues such as emerging infectious diseases and climate change. *(3 credits) Spring*

ANTH 299 – Special Topics in Anthropology
Prerequisite: ANTH 100
Examines topics from the subfields of cultural anthropology. Initiated by student demand, interest of instructor, or timelines of offering. *(3 credits) Special Offering*

ANTH 300 – Reading Ethnographies
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
Ethnography has always been the distinctive characteristic of cultural and social anthropology. The focus of this class will be on reading ethnographies to learn about different types of ethnography, as well as explore the writing process for ethnography. It is a seminar style course which will raise questions concerning research, writing, data collection, ethics, the role of researcher, effects on the researched community and contributions to the professional field. The class will include relevant analytical experiences based on reading, research, and writing. *(3 credits) Alternate Fall*

ANTH 310 – Applied Anthropology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
This course focuses on the advocacy and intervention components of anthropology. Students will enhance their assessment skills through an in-depth analysis of problems and solutions for particular cultures. Readings will address issues such as identifying local needs, promoting culturally appropriate responses to change, and protecting the rights of marginalized people. *(3 credits) Alternate Spring*

ANTH 351 – Cultures of Latin America
Prerequisite: Fulfills a course requirement in the Anthropology + Sociology Core Concentration.
Prerequisite: ANTH 100
This course introduces students to anthropological work on and ethnographic practice in Latin America. It covers a wide range of topics and aims to provide a solid background to the array of analytical perspectives anthropologists have drawn upon in their scholarly engagement with the region. Course includes a broad historical overview of the cultural and historical diversity of the region, as well as contemporary case studies of cultural transformations within specific countries. *(3 credits) Alternate Spring*

ANTH 356 – World Cultures
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100
Survey of world cultures designed to develop understanding of the ways in which diverse people around the world view their own worlds. Focus will depend on faculty expertise and student interest. *(3 credits) Alternate Spring*

ANTH 370 – Medical Anthropology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: ANTH 100; recommended SOC 300.
This course examines the ways that culture shapes the meaning of health and illness in everyday life by engaging the study of Medical Anthropology. This vast subfield of cultural anthropology encompasses the investigations of the cultural construction of health and illness, mind-body interaction, the social relations of healing, and the political-economy of health care, among other more specific topics. The course material merges theoretical and applied approaches to explore research of both Western biomedical and non-western medical traditions as they shape diagnosis, treatment and the experience of suffering. Assignments incorporate instruction in the qualitative methods used in this subfield of cultural anthropology. *(3 credits) Alternate Years*

ANTH 380 – Culture Change and Development
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisites: ANTH 100
Focuses on change that is inherent in all cultures. This course will examine how anthropologists have explained the ways cultures change, by theorizing, for example, processes of evolution, diffusion, and domination, and addressing the long-term positive and negative implications. *(3 credits) Alternate Fall*

ANTH 430 – Special Topics
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisites: ANTH 100
Study of special topics in anthropology. Topics determined by student needs and the availability of appropriate instruction. *(3 credits) Special Offering*

ANTH 454 – Qualitative Methods
Prerequisites: ANTH 260 (C- or higher) or SOC 260; (C- or higher)". Open to Anthropology + Sociology Majors; junior standing or consent of instructor.
An overview of anthropological and sociological research methods. Provides an introduction to research design beginning with the

concepts and principles of social research. Includes instruction in the development of research questions, sampling, measurement validity and reliability, hypothesis testing, and data collection and analysis with an emphasis on ethnographic techniques. Students will engage in fieldwork as part of the requirements for this class. *(3 credits) Fall*

ANTH 460/SOC 460 – Senior Seminar
Cross-listed as SOC 460
Prerequisite: ANTH 454 (C- or higher)
This course is designed to foster a deeper understanding of anthropology and sociology. Students will be required to produce research suitable for presentation at a student-research conference and/or publication in either anthropology or sociology student-level research journals. Topics will be determined by the expertise of the instructor and student interest. *(3 credits) Spring*

AQUACULTURE AND AQUARIUM SCIENCE

AQS 260 – Principles of Aquatic Animal Husbandry and Lab
Fulfills a Marine Biology elective in the Applied category
A survey of the captive fish and invertebrates encountered in the trade of marine ornamentals and the conservation issues surrounding their use. Care and Maintenance focusing on the compatibility, propagation potential, captive breeding, culture challenges and advancements in technology will be examined. Course will cover important aspects of species acquisition, collection and transfer, as well as special husbandry needs of selected organisms. The laboratory will focus aquatic animal health issues as they relate to holding animals in captivity. *(4 credits) Fall*

AQS 262 – Aquarium System Design and Life Support and Lab
Fulfills a Marine Biology elective in the Applied category
There is a strong and broad-based need from many education, research and commercial organizations for information on the planning, design, construction and operation of seawater systems. Unfortunately, an understanding of biology or engineering alone is not likely to result in a practical, working system design. Biologists generally do not understand the mechanical and hydraulic aspects of design, while engineers do not typically appreciated the biological considerations. This course is intended to provide the technical knowledge and practical experience that will enable students to design successful systems on a variety of scales. Lecture portion will focus on design issues, while laboratory will concentrate on water quality and toxicity as part of the need to provide life support to seawater systems. *(4 credits) Spring*

AQS 306 – Principles of Museum Exhibit Development
This course will introduce students to the basic aspects of successful exhibit design and methods for conveying educational information to the general public in an aquarium or museum setting. The course will include an introduction to commonly used materials and techniques; the incorporation of good graphic design; and the distillation of educational concepts into interesting and informative materials. This course will be led by the design team at the New England Aquarium, and will involve the creation of exhibits for actual use in a public setting. It is anticipated that the communication and design skills acquired in this course will be applicable to a wide variety of not-for-profit environmental and educational organizations. *(3 credits) Alternate Fall*

AQS 314 – Field Collection Methods (Bahamas)
Fulfills a Marine Biology elective in the Applied category
This three credit course is organized as a ten day off-campus program offered through the New England Aquarium. Each Spring, the Aquarium organizes a field identification and collecting trip to Cay Sal bank in the Bahamas. For this course, the trip will be timed to coincide with the RWU Spring Break, and one of the RWU Faulty will accompany the students. Up to 15 students can sign up to work alongside Aquarium professionals as the collect and identify reef fish and invertebrates. The trip includes accommodations and up to 5 dives/day abroad the R/V Coral Reef II, meals and beverages, and a dive in the Aquarium's Giant Ocean Tank. Students will increase their fish identification skills, learn about conservation efforts in the Bahamas, and participate in on-going reef conservation studies. *(3 credits) Spring*

AQS 346 – Principles of Hatchery Management and Lab
Fulfills a Marine Biology elective in the Applied category
The aquaculture industry relies on hatcheries production facilities that nurture young aquatic organisms to the point where their survival is assured. Hatcheries include facilities dedicated to the production of almost any fresh or saltwater aquatic species including: shellfish, tropical marine fish, trout, abalone, and seaweed. This course is intended to support an education in aquaculture and give students practical experience in the operation of all aspects of hatchery. The content of this course will depend on the instructor, but will focus on either shellfish or marine ornamental production as these are the two main production facilities that currently operated at the university. This course will be very hands-on and include important aspects of animal husbandry and production. *(4 credits) Alternate Fall*

AQS 352 – Public Aquarium Management
This course will instruct students in all aspects of the management of a large public aquarium facility. This includes how to maintain a healthy life support system for display organisms as well as an overview of the management of staff, interns and volunteers, financial considerations, corporate structure, regulatory requirements, permitting, marketing and all aspects of operating a large not-for-profit organization. This will be accomplished through examination of the operations and management structure of the New England Aquarium and will rely on tours of the facility and a series of seminars offered by the key departmental heads at the facility. It is anticipated that the skills acquired in this course can be applicable to a wide variety of not-for-profit environmental and educational organizations. *(3 credits) Special Offering*

AQS 420 – New England Aquarium Internship
Prerequisites: Junior-level in good standing; Overall GPA of 2.8 of higher; Acceptance to the NEAq internship program
Registration for this course is limited to students who have been accepted for a semester long internship at the New England Aquarium (NEAq) in Boston, Ma. Internships at NEAq offer college students experience in areas ranging from veterinary services and animal husbandry to communications and program development. Each Internship will include: 1) an active research component that requires 15-20 hours per week in a laboratory setting under the direction of a research scientist at the New England Aquarium (NEAq) and 2) an animal husbandry experience of 15-20 hours per week at the NEAq with responsibilities that will familiarize students with the daily operation and maintenance required in running a large public aquarium. The duties of this experience may include feeding animals, cleaning tanks and equipment, and providing treatment for diseased animals. *(8 credits) Fall, Spring, Summer*

AQS 430 – Topics in Aquarium Science and/or Lab
Prerequisites: Consent of Instructor
Advanced-level topics of importance in aquarium science. *(1-4 credits) Special Offering*

AQS 450 – Research in Aquaculture/ Aquarium Science
Prerequisites: Consent of instructor
Original independent research in aquaculture and/or aquarium science. Research projects are chosen in consultation with a faculty research advisor. May be repeated for credit *(1-3 credits) Offered on demand*

ARCHITECTURE

ARCH 100 – Exploring Architecture
Enrollment limited to high school students who have completed their junior year and high school students who have completed their sophomore year with permission at the time of application.
A four week introduction to architectural issues, concepts, and basic design methodology for high school students interested in understanding architecture as a possible area of college study and career. Course instruction is via workshops and individualized studio critique emphasizing freehand drawing, design exercises, field trips, lectures and portfolios. The grade is based on overall performance with special emphasis on the quality of a major project. *(3 credits) Summer*

ARCH 101 – Foundations of Architecture
A classroom-based introduction to the nature of the architectural endeavor, and the means used to make architecture. Lectures and explorations of issues of public and private space, architectural composition, and the multiple responsibilities architects face in society in relation to a diversity of users and clients, the site, and the public realm will form the basis for classroom discussion, and written and graphic assignments. *(3 credits) Fall, Spring*

ARCH 113 – Architectural Design Core Studio I
A rigorous introduction to the fundamentals of architecture and design utilizing iterative exercises grouped around nine design topics developed and presented in two and three-dimensional media. Repetition reinforces the mastering freehand drawing, drafting and model making skills. Lectures introduce formal principles underlying each project group: geometric composition, scale and proportion, architectural elements, space definition, analytical diagramming, color, and solar orientation to study light and shadow. The emphasis is on abstract design but the course ends with the design of a scaled and inhabited space. Minimum passing grade average of "C" required in ARCH 113-114. *(5 credits) Fall, Spring*

ARCH 114 – Architectural Design Core Studio II
Prerequisite: ARCH 113
This course continues the first semester's focus on elemental design principles and visual communication, but initiates a departure from the abstract realm of design into the tangible world of built architectural form. The projects and their supporting lectures examine the language of architecture through exercises exploring fundamental architectural design principles: spatial organizations, circulation and movement, simple structural and enclosure systems, spatial articulation, site response and solar orientation. To ensure clarity and understanding, all building programs are simple but evocative, and project sites vary from rural to urban and from flat to sloped. Minimum passing grade average of "C" required in ARCH 113-114. *(5 credits) Spring, Summer*

ARCH 213 – Architectural Design Core Studio III
Prerequisite: ARCH 114
Core Studio III concentrates on the exploration of a rational design methodology through the process of analysis, synthesis and transformation. Through a series of short exercises and comprehensive projects, students are encouraged to develop a conceptual basis for their work, with an emphasis on site, climate and the environment, along with the principles of organization, including spatial hierarchy, circulation and structure, as determinants of architectural form. Students will quickly generate multiple viable solutions for each project and will present their work in a variety of formats from quick conceptual sketches and models to carefully crafted drawings. There will be a concentration on the design of space in section and an ongoing study of the quality of light. Students explore the potential of the sites they visit through in-depth inquiries and are introduced to design in an urban context. There is an emphasis on three-dimensional visual communication skills and the start of the integration of computer drawings into the studio. A series of theme based faculty lectures will augment the studio work. Students are required to present a digital portfolio at the middle and end of the semester. Minimum passing grade of "C" is required. *(5 credits) Fall*

ARCH 214 – Architectural Design Core Studio IV
Prerequisite: ARCH 213, MATH 136 or higher
This studio continues to develop the students' design process and explores the concepts and strategies that have the capacity to significantly determine building form. Particular emphasis will be placed on the relationship of design to program, structure and materials through the study of dwellings. Special attention will be paid to an understanding of human scale and its impact upon design. Short sequential exercises enable students to develop an understanding of the use of different materials and their structural implications. Bearing wall, columnar (including free-plan) and modular building systems will be studied. These shorter problems will be followed by a longer assignment that uses different urban sites in a variety of locations as the catalyst for an investigation into how the fundamental human need for shelter is affected by regional and cultural precedents and particular climatic conditions. Students are asked to address basic environmental issues by considering passive strategies for heating and cooling. The development of graphic, computer and three-dimensional communication skills development are also continued. Faculty lectures will be integrated into the semester and a digital portfolio will be required. Minimum passing grade of "C" required. *(5 credits) Fall*

ARCH 231 – Construction Materials and Assemblies I
Prerequisite: Sophomore standing
This course is an introductory overview to the "art of making buildings." The student shall survey materials and methods used in building construction for foundation, wall, floor, roof, enclosure & interior finish systems and their employment in the design process for traditional, nontraditional and sustainable building environments with emphasis on architectural expression. The major physical systems found in buildings and design constraints that influence them will be examined in the context of wood and masonry construction. The course also dedicates a substantial portion of its time to the examination of building envelope concepts as the locus of design resolution between technical and architectural realms. The course engages ARCH 214 Architectural Design Core Studio IV as a means to integrate materials and assemblies in students' design thinking. *(3 credits) Spring*

ARCH 287 – Introduction to Computer Applications in Design
Prerequisite: Sophomore Standing
An introduction to computer systems – software and hardware, and their application in architecture. Emphasis is placed on learning how the computers can assist in the design process by modeling, visualizing and analyzing building designs. Introduction to drafting and three-dimensional modeling. *(3 credits) Fall*

ARCH 313 – Architectural Design Core Studio V
Prerequisite: ARCH 214
The focus of this studio is upon the integration of building form, structure as space-generator, construction materials & assemblies and sustainability themes in architectural design. The studio also engages the continued refinement of four broad areas of architectural design education: (1) development of a theory base; (2) development of design methods and studio skills; (3) urban issues; and (4) development of a fuller appreciation for the understanding of construction technology and its function as a

medium for architectural design. Minimum passing grade of "C" required. *(5 credits) Fall, Summer*

ARCH 321 – Site and Environment
Prerequisite: Sophomore standing
This course presents an overview inventory of all the factors/systems that may be encountered in any analysis of site conditions. The student will be presented with a general description of how each factor operates and procedures to maintain or improve the quality of the site environment. This course promotes a value system based upon the preservation of both natural and cultural ecology. Value and meaning flow from a concept of sustainability at all levels of cultural and environmental interaction. *(3 credits) Fall*

ARCH 322 – Theory of Architecture
Prerequisite: AAH 121-122, ARCH 325
The intention of this course is to familiarize students with a variety of historical, theoretical and methodological issues that have structured contemporary understanding and criticism of architecture. The class introduces students to the polemics and debates of the post-war period, the developments and influence of non-Western modern architecture, post-modernism, the theoretical investigations centered around structuralism and post-structuralism, the development of the various schools of architectural theory in the 1970s and 1980s, and contemporary theoretical and critical positions. *(3 credits) Fall, Spring*

ARCH 324 – Evolution of Urban Form
Prerequisite: AAH 121-122 or URBN 100
Cross-listed with ARCH 524
Examines and analyzes the evolution of urban form, from neolithic villages to cities of the emerging modern era. Addresses why cities have taken the forms they have, and their formal, physical, and spatial elements. Students consider urban structure and dynamics relative to architectural expression, building types, and urban open spaces. *(3 credits) Annually*

ARCH 325 – History of Modern Architecture
Prerequisite: AAH 121-122 or URBN 100 or permission of instructor
This course on modern architecture examines buildings, cities, and landscapes in relation to the visual arts, culture, politics, and technological and social change. It begins with the origins of modern architecture in Western Europe, and continues with an exploration of key 19th-century architects and theorists. It highlights the 20th-century avant-gardes and concludes with the crystallization of modern architecture in the West and around the world. The course seeks to explain the modern not only as a visual phenomenon, but also as an intellectual, philosophical, and cultural idea. *(3 credits) Fall, Spring*

ARCH 327 – History of American Architecture
Prerequisite: AAH 121-122 or permission of instructor
Examines American Architecture and architectural thought from 1800 to the 1960s. The course is organized around a series of key themes. Special emphasis will be placed upon architecture as a force within, and a manifestation of American culture at large. *(3 credits) Annually*

ARCH 328 – Renaissance Architecture
Prerequisite: AAH 121-122 or permission of instructor
A detailed exploration of the architecture of Italy from c. 1400 to 1580 within the context of the institutions, values and ideals that emerged during the civilization of the Renaissance, as well as analysis of how and why various aspects of Renaissance architecture influenced buildings, designs, and theories up to the 20th century. The course will focus upon accounting for the evolving motivations and goals that embodied the spirit of the ages to be examined. Architectural theory, as reflected in surviving treatises by Renaissance and Renaissance-inspired theorists, shall be analyzed not only for their architectural content, but also as the primary documents that reflect the changing attitudes and applications of Renaissance humanism and the revival of Classical antiquity. *(3 credits) Annually*

ARCH 329 – History of Landscape Architecture
Prerequisite: AAH 121-122 or permission of instructor
Co-Listed with ARCH 529
History of Landscape Architecture is a survey of the development of man's relationship to and shaping of the land. This course will survey the landscape and gardens from the beginnings of civilization until contemporary times, although the primary emphasis will be on the Italian Renaissance, the gardens of France in the age of Louis XIV, and the English garden. The course will also include contributing cultures, such as China, India and Japan, as well as study the growth of parks in the 19th century, particularly in the United States. *(3 credits) Annually*

ARCH 331 – Construction Materials and Assemblies II
Prerequisite: ARCH 231
This continuation of Construction Materials and Assemblies I provides students with the awareness and understanding necessary for the selection of materials, components and assemblies for the design and construction of buildings. The course explores traditional and non-traditional building techniques, methods and materials selection with particular emphasis on steel, concrete, and glass in relation to fabrication and assembly methods, historical influences, function, sustainability, and architectural expression. Issues of materials' embodied energy as well as recyclability and disassembly are also considered. The course also dedicates a substantial portion of its time to the examination of building envelope concepts as the locus of design resolution between technical and architectural design realms. Detailing issue includes optimization of the building's thermal performance. The course engages with ARCH 313 Architectural Design Studio Core V as a means to integrate materials and assemblies issues in the student's design thinking. *(3 credits) Fall*

ARCH 332 – Acoustics and Lighting
Prerequisite: Junior standing
This course addresses three of the many form generators in architecture, the acoustical, day lighting and artificial lighting environment. It also addresses the soft and hard technologies that support the creation of these environments using "rules of thumb", analytical calculations and modeling. The course provides an introduction and conceptual understanding of these subjects. Sustainability is embedded in the nature of the subjects with a particular emphasis on energy conservation, integration of natural and artificial systems; the affect on contemporary practice, and the emerging roles of architectural careers and consultants in these disciplines.

The course is subdivided into three equal offerings: acoustical principles and practical applications in buildings that affects site selection and evaluation of buildings and their orientation on a site and shaping of space for sound control, all done in conjunction with case studies. The second and third parts deal with natural or day lighting and artificial lighting with an emphasis on the their integration through design. Basic principles are introduced, design procedures outlined, calculating methods reviewed, case studies and the use of physical and computer modeling investigated. The students will gain a sufficient basic understanding of acoustical, day lighting and artificial lighting design in order to feel confident in making these concerns an inherent part of their design process. *(3 credits) Spring*

ARCH 333 – Building Systems: Equipment for Buildings
Prerequisite: Junior standing
This course provides a basic study of the mechanical, sanitary, water supply, sewage disposal, heating, ventilating, air conditioning, fire protection and electrical equipment and systems used in buildings. The student learns the basics of active and passive heating, cooling

and ventilating systems, load calculations, life safety ventilation, psychometrics, plumbing, storm drainage, fire protection systems, and electrical, energy codes and management with discussion of energy conservation and construction budgeting as well as M & E construction documents.

Particular emphasis is given to systems integration. First is the recognition that buildings consist of seven component systems; space planning, structural, mechanical, electrical, plumbing (including fire protection); enclosure, and fitments (fixtures and furniture). Second is the need to consider these systems as early in the design process as possible. Design considerations such as points of origin, generating equipment, distribution devices, delivery mechanisms, control systems and energy usage are studied. Sustainability is embedded in the nature of these subjects with a particular emphasis on energy conservation and efficient design practices. Where possible "rules of thumb" sizing and diagramming techniques are examined and technical design development are explored from the point of view of, energy efficiency, the architect's design and the engineering consultant's criteria. Classroom lectures, case studies (on hard and soft technologies) and a field trip are used to expand on the reading assignments and to provide a general introduction and overview of the subject. *(3 credits) Fall*

ARCH 335 – Structure, Form and Order
Prerequisites: MATH 136 or 213 and PHYS 109, 201 or ENGR 210
Introduces the fundamental concepts of structural form and behavior through a combination of lectures and studio exercises. Basic structural forms and their taxonomy will be studied in nature and through history, using visual presentations, readings, and hands-on experiments. Load paths and basic load tracing through common structural systems will be investigated. An introduction to vector based force representation will also be covered as a continuation of topics covered in Physics. In addition the students' studio projects will be utilized for assignments. The development of a strong structural vocabulary will also be stressed. *(3 credits) Fall*

ARCH 413 – Advanced Architectural Design Studio
Prerequisite: ARCH 231,313, 325, 335;
Pre/Co-requisite: ARCH 322
Students may select from a number of thematically focused directed studios in order to fulfill the Advanced Architectural Design Studio requirement for the Bachelor of Science and BS + Masters of Architecture degree programs. Students completing a Bachelor of Science are required to take either an Advanced Architectural Design Studio or an Advanced Topical Design Studio. Minimum passing grade of "C" required. *(5 credits) Fall, Spring, Summer*

ARCH 416 – Advanced Topical Design Studio: Urban
Prerequisite: ARCH 231,313, 325, 335
This advanced design studio examines the role of Architecture as a critical component of the larger built environment and of the public realm. As such, the projects engaged within this studio focus on issues and concerns impacting local and/or global communities. This studio also explores the role of architecture in relation to allied disciplines such as Urban Design, Historic Preservation, Planning and Landscape Architecture, and in relation to the various formal and informal constituencies that influence the shape of the urban fabric. This course is cross-listed with Arch 516 Graduate Topical Design Studio: Urban Minimum passing grade of "C" required. *(5 credits) Fall, Spring, Summer*

ARCH 430 – Special Topics in Architecture
Architecture Elective
Prerequisite: Junior Standing
Variable content course dealing with significant aspects and themes in Architecture, in the areas of history/theory of architecture, environmental and behavior; technical systems, and professional practices. *(3 credits) Special Offering*

ARCH 434 – Design of Structures I
Prerequisites: ARCH 335
A numeric and graphical approach to the design and analysis of basic structural systems. Basic principles of mechanics: forces, equilibrium, geometric properties of areas, material properties, support conditions, stress strain relationships will be presented. The selection and configuration of efficient structural systems for common building types will be emphasized. Projects requiring the design and analysis of simple funicular structures will be assigned. *(3 credits) Fall, Spring*

ARCH 435 – Design of Structures II
Prerequisites: ARCH 434
A qualitative and quantitative analysis of structural materials, structural members, and structural assemblies. Emphasizes the fundamental design principles of wood, steel and concrete structures. Foundation and lateral load resisting systems will be studied. Case studies of significant architectural structures will be assigned to develop design and analytical skills, including the use of structural analysis software. The integration of the structural system with other systems within the building and its relationship to the enclosure system will be addressed. Advanced structural technologies, such as tensile, shell, and high-rise systems will be introduced. *(3 credits) Fall, Spring*

ARCH 461 – Landscape Architecture: Theory and Practice
Architecture Elective
Prerequisites: ARCH 313, ARCH 321, and junior standing
Co-Listed with ARCH 561
Introduces the theoretical underpinnings and design processes of landscape architecture as a discipline and as a contemporary practice. Modes of interpreting, inventorying, and working with the landscape and the materials used in landscape construction will be examined. Class lectures, case study research and simple design exercises will look at landscape design at multiple scales. The central role of landscape design as an integral component of sustainable development practices will also be examined *(3 credits) Annually*

ARCH 477 – Architecture in Context
Architecture Elective
Prerequisite: Junior standing
Through a variety of study and documentation techniques, students examine the architecture and urbanism of the Study Abroad setting as important cultural manifestations of a people and their history. Readings and lectures by University and local faculty provide historical or theoretical background for students' on-site observations. The current practice of architecture will likewise be illuminated by visits with local practitioners and tours of their work. Through an appreciation of the range of issues, which can influence architectural and urban form in the study abroad setting, it is hoped that students will be able to reflect more objectively on their own culture, environment and creative processes. *(3 credits) May be offered Fall, Spring, Summer as part of Study Abroad programs.*

ARCH 478 – Dutch Architecture: The Enduring 20th Century Legacy
Architecture Elective
Prerequisite: ARCH 325, junior standing
Dutch architecture of the 20th century provides a unique grounding for the study of modern architecture's ideas, development and buildings. Dutch architecture of the last century may be seen as a laboratory for the examination of a contemporary society's environment and social advancement. Topics will explore and examine the thematic evolution of 20th century architectural ideals in Holland as expressed by significant architects' writings and buildings. A lecture-seminar format promotes the idea that themes of the past century

continue to be advanced in contemporary Dutch architectural theory and practice. *(3 credits) Fall*

ARCH 484 – Construction Estimating and Scheduling
Architecture Elective
Prerequisites: ARCH 231, ARCH 331
An introduction to the fundamentals of construction estimating and scheduling. Conceptual, square foot, systems and unit price estimates will be studied along with basic CPM scheduling theory to include bar charts and network schedules. *(3 credits) Spring*

ARCH 487 – Digital Modeling
Architecture Elective
Prerequisites: ARCH 287 and completion of the Architecture Core Program
This course will emphasize the development and use of architectural computer models as various phases within the design process, from conceptual sketches through design realization. Students will learn modeling, lighting and rendering applications using significant architectural and design works as references. A variety of programs will be investigated. *(3 credits) Fall*

ARCH 488 – Computer Applications for Professional Practice
Prerequisites: ARCH 287 and completion of the Architecture Core program
The course is structured to explore new modes of contemporary practice, specifically Integrated Project Design/Delivery, and the role of B.I.M. (Building Information Modeling) as it pertains to design and decision-making in contemporary architectural practice. This course will explore the use of B.I.M. and related analytical tools to get immediate feedback on buildings systems and sustainability alternatives that can inform the design process. We will focus on developing proficiency in the use of B.I.M. software while at the same time looking at how this tool and related computer technologies are changing the way that information is generated and utilized within the practice environment. Collaborative Projects with other disciplines explore how information, including cost, scheduling and building material usage, is shared among the various parties involved in the design and construction process. *(3 credits) Fall, Spring*

ARCH 490 – Cultures in Contact (A Study Abroad Seminar)
(Offered in several programs; see advisor or Dean of the college or school which is appropriate for your major)
Prerequisite: Junior standing
Cultures in Contact is designed as a companion course to those off-campus study programs offered by a variety of majors at Roger Williams University. Students learn how to focus their observations of another culture in order to deepen and expand their understanding of the country and culture in which they are studying and to reflect critically upon their own cultures as well. *(3 credits) Special Offering*

ARCH 501 – Elements and Principles of Architectural Design
Co-requisite: ARCH 511 Graduate Core Design Studio I
This course is a companion to ARCH 511 Graduate Core Design Studio I. It is and introduction to the essential elements of architecture and the basic principles of its composition. Design and conceptual thinking skills will be developed through lectures, diagramming and case study analysis of important architectural precedents. These assignments will further skills development work being conducted within the companion studio course. *(3 credits) Summer*

ARCH 511 – Graduate Core Architectural Design Studio I
Co-requisite: ARCH 501 Elements and Principles of Architectural Design
This course is an intensive introduction to architectural design and the basic skills needed to analyze and communicate architectural design intentions using 2d and 3d representational techniques. The course will introduce principles of two and three-dimensional composition within the context of basic architectural issues of shelter, space and tectonics. Compositional issues of scale, proportion, organization, hierarchy, movement, color and light will be developed through lectures, sketch assignments and fully rendered architectural explorations. Issues of site, shelter and tectonics will be explored through a variety of abstract conditions from urban to rural and level to sloping sites. *(5 credits) Summer*

ARCH 512 – Graduate Core Architectural Design Studio II:
Prerequisite: ARCH 511 Graduate Core Architectural Design Studio I
This studio course builds on Graduate Studio I by introducing more complex notions of site, climate and culture while also integrating more complex programmatic and tectonic responses to user needs. More complicated notions of building organization, spatial hierarchy, circulation, structure and enclosure will be explored in plan and in section. A variety of sites will serve as the catalyst for an investigation of how the fundamental need for shelter and material expression are affected by regional and cultural traditions and particular climatic conditions. The urban site is explored through a focus on the buildings relationship to the public realm and to the varied programs that animate it in plan and are elaborated on in the sectional development of the building. Faculty lectures will be integrated into the semester and a digital portfolio will be required. *(5 credits) Fall*

ARCH 513 – Comprehensive Project Design Studio
Prerequisite: ARCH 331, 332, 333, 413, 416, 435
This studio will provide the opportunity for advanced students working individually and/or in small groups, to bring all components of their architectural education together to focus on an architectural design problem/project. Students will fully assess an architectural problem, designated site and relevant precedents in order to establish appropriate design criteria. Advancing the problem/project through conceptual, schematic and design development stages students will respond to programmatic, structural and environmental systems, accessibility and life-safety issues. They will advance their design resolution from site response, building materials and assemblies selection and attention to sustainable design criteria to the detailed development key spaces. Each individual or group will prepare construction contract documentation, drawings and outline specifications, for key components of the design project. Students will prepare a project assessment to evaluate the appropriateness of their problem/project design response to the architectural program and related cultural and environmental issues. *(5 credits) Fall, Spring, Summer*

ARCH 515 – Graduate Architectural Design Studio
Prerequisite: Completion of ARCH 413, ARCH 416, ARCH 331, 332, 333, 434
Students may select from a number of directed studios in fulfilling the Graduate Architectural Design Studio requirement for the Master of Architecture degree. Offerings at this level are enriched by studios focusing on topics such as urban design, housing, sustainable design, contemporary technologies, interior architecture, historic preservation and others. *(5 credits) Fall, Spring, Summer*

ARCH 516 – Graduate Topical Design Studio: Urban
Prerequisite: Enrollment in the MS in Architecture program or permission of instructor
This graduate design studio examines the role of Architecture as a critical component of the larger built environment and of the public realm. As such, the projects engaged within this studio take on issues and concerns impacting local and/or global communities. This studio also explores the role of architecture in relation to allied disciplines such as Urban Design, Historic Preservation, Planning and Landscape Architecture, and in relation to the various formal and informal constituencies that influence the shape of the urban fabric. As the graduate offering of Arch 416 lectures and reviews are shared; however, grading criteria, assignments and the quality of design / research will reflect graduate level coursework and achievement expectations. *(5 credits) Fall, Spring*

ARCH 521 – Sustainable Design Seminar
Prerequisite: Graduate standing or Senior standing w/ permission of the instructor
This seminar covers core concepts of sustainable building, development and land use. Topics will include trends in green building legislation on local and national levels; researching sustainable products, materials, systems and technologies; case studies of high performance buildings and architectural design; integration of architecture and MEP systems; the U.S. Green Building Council's Leadership in Energy and Environmental Design building rating program (LEED); the relationship between 'green' building in context and transportation and land use; indoor air quality, daylight and natural ventilation; tools for sustainable design analysis; existing building assessment and improvement; balancing the costs and benefits of sustainable design. *(3 credits) Fall*

ARCH 522 – Environmental Design Research
Prerequisite: Senior standing
Environmental Design Research introduces diverse theoretical approaches and research methods, for assessing inhabited environments with cultural, social and energy sustainability criteria. Readings include contributions from environmental psychology, anthropology, sociology, and cross-cultural studies as well as energy assessment literature. A semester long fieldwork project is undertaken to observe, conduct interviews and report to local architects and their clients how their buildings are used and experienced by diverse groups of inhabitants. *(3 credits) Spring*

ARCH 524 – Evolution of Urban Form
Prerequisite: AAH 121-122 or permission of instructor
Cross-listed with ARCH 324
Examines and analyzes the evolution of urban form, from Neolithic villages to cities of the emerging modern era. Addresses why cities have taken the forms they have, and their formal, physical, and spatial elements. Students consider urban structure and dynamics relative to architectural expression, building types, and urban open spaces. As the graduate offering of Arch 324 lectures are shared; however, grading criteria, assignments and quality of independent research will reflect graduate level coursework and achievement expectations. *(3 credits) Annually*

ARCH 529 – History of Landscape Architecture
Prerequisite: AAH 121-122 and Senior Standing w/ permission of instructor or dean
Cross-listed with ARCH 329
History of Landscape Architecture is a survey of the development of man's relationship to and shaping of the land. This course will survey the landscape and gardens from the beginnings of civilization until contemporary times, although the primary emphasis will be on the Italian Renaissance, the gardens of France in the age of Louis XIV, and the English garden. The course will also include contributing cultures, such as China, India and Japan, as well as study the growth of parks in the 19th century, particularly in the United States. As the graduate offering of Arch 329, lectures are shared; however, grading criteria, assignments and quality of independent research will reflect graduate level coursework and achievement expectations. *(3 credits) Annually*

ARCH 530 – Special Topics in Architecture
Architecture Elective
Prerequisite: Graduate standing in B.S./ M. Arch. Program, or Senior standing with permission of the instructor
Variable content course dealing with significant aspects and themes in Architecture, in the areas of history/theory of architecture, environmental and behavior; technical systems, and professional practices. *(3 or 4 credits) Special Offering*

ARCH 533 – Detailing the High-Performance Building Envelope
Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing w/ permission of the instructor or Dean
The course examines the issues associated with designing high-performance building enclosures both at a conceptual level and at a detailed level. Concepts of advanced building envelopes that are integrated with other building systems are examined. Tools and methods for assessing the life cycle of an assembly, for choosing materials and for optimizing façade configurations to achieve satisfying internal comfort, thermal, light, and acoustic performance are studied. Modes of assembly that minimize heat loss are evaluated using computational tools. Field trips to fabrication facilities and construction sites cast light on production processes. The dynamics of the interaction between architect and façade consultant and specifier are also investigated. *(3 credits) Spring*

ARCH 535 – Introduction to Proactive Simulation
Prerequisite: Graduate standing or Senior standing w/ permission of the instructor
The elective course is an introduction to building performance simulation (BPS) methods and tools. It is concerned with the proactive integration of BPS within the design process. The course will introduce the students to the workings of several software tools that complement each other in the area of energy, bulk air flow, and lighting simulation. The course also brings Integrated Project Delivery concepts and methods to bear and critically examines the role of project data management into emerging design methodologies. The course prepares students to think strategically when approaching modeling as a well as developing an ability to examine critically modeling outputs. The course is grounded in reality by also introducing on-site data acquisition and building post-occupancy evaluation techniques. *(3 credits) Spring*

ARCH 536 – Special Topics in Sustainable Design
Architecture Elective
Prerequisite: Graduate standing in Architecture or Senior standing w/ permission of the instructor
Special Topics in Sustainable Design is a variable content course dealing with significant aspects of Sustainable Design in Architecture. *(3 or 4 credits) Special Offering*

ARCH 537 – Special Topics in Urban Design
Architecture Elective
Prerequisite: Graduate standing in Architecture, or Senior standing w/ permission of the instructor
Special Topics in Urban Design is a variable content course dealing a significant aspect and themes in Urban Design such as Urban Ecology, Community Development, Planning or Landscape Architecture. *(3 or 4 credits) Special Offering*

ARCH 538 – Special Topics in Digital Media
Architecture Elective
Prerequisite: Graduate standing in Architecture, or Senior standing w/ permission of the instructor
Special Topics in Digital Media is a variable content course dealing with a significant aspect or theme in Digital Media as it relates to architectural design, theory, or practice. *(3 or 4 credits) Special Offering*

ARCH 542 – Professional Practice
Prerequisite: Senior standing
Introduces students to architectural business and practice management; codes, regulations and laws; administration of the construction contract; and emphasizes the architect's professional and legal responsibilities. Also addresses the traditional arrangements for project design and construction, and difference in relationships with the client between the design and construction phases. Lectures, discussions, and assignments address each subject in order to develop

an understanding of the moral, legal and general responsibilities of the design professional. *(3 credits) Fall, Spring*

ARCH 561 – Landscape Architecture: Theory and Practice
Architecture Elective
Cross-listed with Arch 461
Prerequisites: ARCH 321, and senior standing
Introduces the theoretical underpinnings and design processes of landscape architecture as a discipline and as a contemporary practice. Modes of interpreting, inventorying, and working with the landscape and the materials used in landscape construction will be examined. Class lectures, case study research and simple design exercises will look at landscape design at multiple scales. The central role of landscape design as an integral component of sustainable development practices will also be examined. As the graduate offering of Arch 461 lectures are shared; however, grading criteria, assignments and the quality of independent research will reflect graduate level coursework and achievement expectations. *(3 credits) Annually*

ARCH 572 –Urban Design Theory from the Industrial Revolution to the Present
Architecture Elective
Prerequisite: Senior standing
The Industrial Revolution brought about the radical transformation of the traditional city. We will examine the changes that brought about the rise of the Industrial City, and look at the wide array of reactions to it –utopian and otherwise- including the modern movement. We will then consider the legacy of the modern movement and the post-modern critique. Finally we will consider the dynamic processes that continue to shape the contemporary city and have caused the more recent restructuring of our metropolitan regions and fostered the growth of "Global Cities". Challenges such as urban sprawl, the decline of the public realm, and the degradation of the natural environment will be considered in the light of "The Edge City", "The Informational City", "Sustainable Urbanism" and "Landscape Urbanism". Theories of Urban Design will be examined not purely as formal operations, but also as products of a particular historical, social, political and economic context. Special attention will be given to the identification of those urban ideas or values whose persistence, in the face of tremendous change, place them at the core of any future consideration of the form of the city and the role of architecture within it. (3 credits) Fall

ARCH 573 – Modernism in the Non-Western World: A Comparative Perspective
Architecture Elective
Prerequisite: ARCH 325 or AAH 323, Senior standing
Provides an in-depth examination of modern architecture in the non-Western world, i.e., outside the United States and Europe. The major thrust of the course is to investigate critically how modernism has disseminated and/or articulated in the non-Western world. Discusses the works of predominant urban designers and architects, key theoreticians, Western and non-Western, in different parts of the world as manifested from the times of its emergence during the Colonial period to the present time. Elaborates upon varied perceptions of and theoretical approaches to modernity, bringing students up to date on present responses to global architecture. *(3 credits) Fall*

ARCH 574 – Regionalism in Architecture
Architecture Elective
Prerequisite: Senior standing
Provides the necessary theoretical framework to examine the processes that result in the regional particularization of architecture as well as substantive knowledge of architectural context and architectural practice in various regions of the world. Addresses the value and significance of the way local conditions contribute to the formation of architecture, and critically distinguishes between the various ways architects have tried to express regional identity. *(3 credits) Spring*

ARCH 575 – Contemporary Asian Architecture & Urbanism
Architecture Elective
Prerequisites: Senior Standing in the B.S./M.Arch or Urban Studies CORE concentration and minor
Twentieth-Century architecture in Asia, from the Middle-east to Indonesia has gone through several stages; from modernism and nationalism, and in the latter half, to issues of regionalism, historicism, "Islamic architecture" and a synthesis of all these. In the 21st century globalization is reflected in new buildings and cities, and notions of cultural and environmental sustainability have come to the forefront. The seminar examines the influences and frameworks – both societal and personal – that form the architectures, architects and their work, and the milieu within which urban places are conceived. The seminar assists in the difficult task of interpreting and understanding current and emerging urban development and building design in rapidly changing societies. Given that the 21st century might well be the century of India and China this discourse is of great relevance to architecture worldwide. *(3 credits) Fall*

ARCH 576 – Theoretical Origins of Modernism
Architecture Elective
Prerequisites: ARCH 325, Senior standing
This course introduces students to some of the key theorists who laid the philosophical groundwork for modern architecture, among them Laugier, Durand, Ruskin, Viollet-le-Duc, Morris, Wagner, and Loos. It emphasizes close readings of original theoretical texts and evaluation of subsequent critical assessments. It analyzes thematically the concerns of modern thinkers as they emerge and then transform across time – rationalism, the artist as romantic individualist, architecture as an agent of social reform, the craft ideal, organicism, the questions of ornament and style. Lectures and discussions explore the theorists' pivotal ideas, their influence on the contemporary world of architectural practice, and their relation to the intellectual, social, and political predicaments of the day. *(3 credits) Alternate Spring*

ARCH 577 – The Skyscraper
Prerequisite: Senior standing in the B.S./M.Arch. program or in the Urban Studies Minor
The course explores the skyscraper in historical perspective, beginning with mid-19th century developments in American technology and urbanization and ending with the recent phenomenon of the skyscraper as export, as shown in the continuing competition for height in the cities of the Middle East and the Pacific Rim. It examines key stages in the development of the skyscraper in relation to technological innovations and economic change as well as in reference to architects' theoretical ideals, urban visions, and imaginative reinterpretations of the building type. As a modern phenomenon bound up with the culture of cities, the skyscraper serves as a compelling lens through which to assess architecture's engagement with the experience of modernity, in light of literature, the fine arts, photography, and film. *(3 credits) Annually*

ARCH 586 – Processing
Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing w/ permission of the instructor and introductory CAD experience (ARCH 287) or its equivalent
The course explores Algorithmic Design and Associative Modeling in Architecture. Computational Geometry is explored using Generative Algorithm-based methodologies, or Parametric Design. Investigations into form generation using parametric variables to understand the behavior of multiple architectural systems, such as assembly logics, material characteristics and manufacturing constraints

in the definition of simple components are then proliferated into larger systems and assemblies. Instead of drawing objects, Generative Algorithmic modeling employs numbers, mathematics and calculations as base data to generate form with infinite results. Hundreds of formal variations can be made by adjusting basic geometrical parameters. *(3 credits) Fall*

ARCH 587 – Advanced Computer Applications in Design
Architecture Elective
Prerequisites: ARCH 287 and Graduate standing or permission of instructor and Dean
Advanced computer aided design using high-end interactive three-dimensional software, with particular emphasis on animation, modeling, dynamic and rendering techniques, as they relate to architectural design and production processes. *(3 credits) Fall*

ARCH 588 – Digital Manufacturing
Architecture Elective
Prerequisites: ARCH 287 and Graduate standing or permission of instructor or Dean
Advanced CAD-CAM (Computer Aided Design – Computer Aided Manufacturing), Rapid Prototyping and Reverse Engineering techniques are explored as Digital Manufacturing techniques, in relationship to architectural design and production processes. *(3 credits) Spring*

ARCH 589 – 4D
Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing with permission of the instructor and introductory CAD experience (ARCH 287) or its equivalent.
The course explores Digital Cinematography using Animation principles and toolsets in a time-based 3-D modeling software. In addition to Turntable, Motion Path, Motion Trail, Animation Snapshot & Sweeps, Keyframe, non-linear and advanced animation editing tools (Graphing, Trax, Dope Sheet, Blends & Expressions) are explored. Project investigations center on 4-D (fourth dimension), or time-based space (the spatialisation of time) using parametric variables to control and understand the behavior of multiple architectural logics in the definition of a scripted narrative, or storyboard. Cinematic techniques are analyzed and applied to a filmic short authored to DVD, including Titles, Direction (Choreography), CG, MoCap (Motion Capture) / Chroma key, Post Production, Sound and Credits sequencing. Advanced experience with Modeling is assumed. *(3 credits) Spring*

ARCH 593 – Sustainable Paradigms
Architecture Elective
Prerequisites: Senior standing
Sustainable Paradigms is a graduate architectural elective seminar/ lecture course that primarily focuses on the interdependencies of ecological, social, cultural, economic and technological issues pertaining to architectural/urban/landscaped environments. It views them in a holistic manner and examines existing values/paradigms on sustainability and focuses on emerging conditions to rethink, reevaluate and update our relationship with nature and resources while appropriating innovative sustainable technologies and renewable means for attaining a better quality of life. The course explores how sustainable principles are applied to both integrated design and construction, as well as to the assessment of existing built environments, including building envelope and technical building systems. Its primary goal is to demonstrate, through cases, how sustainability issues can be part of planning efforts, from macro (global, regional social and cultural in urban and suburban contexts) to micro scale (local; as part of community, at home or work place). The course will also investigate and develop research methodologies to evaluate local/regional environments using sustainability criteria. *(3 credits) Fall*

ARCH 594 – Urban Ecology
Prerequisite: Graduate standing or Senior standing w/ permission of the instructor
Urban Ecology focuses on issues of sustainable urbanism and examines the interdependencies of social, cultural, ecological, economic and technological variables that pertain to the planning and design of sustainable communities in urban spaces. The course holistically explores how several nested scales of design interventions can synergistically produce more livable and ecologically viable urban environments. The course investigates and develops research methodologies to evaluate local / regional environments including global contexts using sustainability criteria to help the designer tackle brown / grey field redevelopment and retrofit / restructure existing urban environments according to sustainability standards. *(3 credits) Spring*

ARCH 601 – Graduate Colloquium
Prerequisite: Graduate standing in M.Sc. in Architecture
The colloquium is a required course for all Master of Science in Architecture students. The course introduces the program, its peoples and their research interests in diverse concentration areas. It is aimed at orienting students within an environment of broad intellectual inquiry. The student begins to chart a research agenda and explore potential research agendas/interests with advisors. Preceded with assigned readings prior to class start and followed by a final paper, the course unfolds as an intensive two-week long seminar in which ideas, viewpoints, and methods of inquiry across areas of concentration are discussed. As common core course, it prepares the student for graduate-level inquiry in the area of concentration, while also situating their investigation within a broader collaborative and interdisciplinary framework. The course balances time spent with students and faculty in all concentrations and time with faculty and an advisor in the student's concentration area. *(3 credits) Summer*

ARCH 606 – Field Research Seminar
Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing w/ permission of the instructor
The Field Research Seminar takes students in the field (locally, regionally, nationally or abroad) to meet with professionals, visit and document existing state of the art projects. As a common core course in the Master of Science in Architecture, it helps the student to become acquainted with precedents, buildings, technologies, design methods, and actors in the area of concentration, while also acknowledging the interdisciplinary context around the area of concentration. Some site and office visits are common across several areas of concentration while others are unique to one area of concentration. Students prepare a document synthesizing their research. Non-resident students can take the course has a hybrid online course with limited on-site presence and independent field research. *(3 credits) Summer*

ARCH 613 – Graduate Thesis Design Studio
Prerequisite: ARCH 513, 515, 641
Arch 613 is focused on the development of a thesis project in the design studio from the proposition put forward and developed in the research seminar, and its subsequent documentation through the production of a thesis project document. The thesis is more than simply the student's final project- It is a final project that demonstrates competence at integrating building systems and materials, social, formal and urbanistic concerns into the design of a building, yet goes beyond this to make a speculative proposition about what architecture should be. *(5 credits) Fall, Spring*

ARCH 616 – Collaborative Workshop
Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing w/ permission of the instructor
In this course, students from diverse areas of concentration work collaboratively on a design problem with multiple dimensions

(ecological, urban, architectural, etc) rooted in the reality of a community (local, domestic or abroad). Under the guidance of a faculty in her/his area of concentration, each student contributes to the collaborative effort from the particular point of view of her/his area of concentration. The workshop uses data collected in the Field Research Seminar (ARCH 606). The workshop produces a coherent design proposal that capitalizes on the synergistic integration of the various viewpoints and methodologies found in each area of concentration. Students learn to work in multidisciplinary teams and learn leadership skills in complex, reality-based, multidimensional design problems. Each student contributes to the, research and design effort and to the preparation of the workshop's final report and graphic documentation. *(4 credits) Summer*

ARCH 633 – Independent Graduate Research Thesis
Prerequisites: Graduate standing in M.Sc. in Arch., ARCH 641 Graduate Research Seminar
This course is tailored for Master of Science in Architecture students who do not desires to do a studio-based design thesis but are interested in doing a written thesis under the guidance of an advisor in their area of concentration. Students engage in thorough research over at least a semester and prepare a written document synthesizing their research. The thesis should clearly relate to the area of concentration. Student can also work with a second advisor in the same or another discipline or area of concentration to broaden the scope of their inquiry. Dual-degree M.Arch./MSc. in Arch. students must complete this course concurrently to their design-based M.Arch. thesis (ARCH 613). Dual degree students should refer to the directives on requirements to complete the written thesis with the M.Sc. in Arch. program coordinator. *(3 credits) Spring*

ARCH 641 – Graduate Thesis Research Seminar
Prerequisite: Completion of two ARCH 413 studios
A graduate research seminar which investigates through readings, discussions, and faculty and student presentations, issues which should be at the core of the development of an independent thesis project proposal, and which are critical for full engagement with the profession of Architecture and the pursuit of lifelong learning:-Ideas/ Values: Theoretical, Philosophical and Ethical Concepts; -Site: The Physical and Cultural Context; -Use/Habitation: Programming, Project definition and Project Planning; -Materials/ Technology: Integration of Concepts and Properties; -Creativity/ Communication: Design Thinking, Visual and Verbal Communication. *(3 credits) Fall, Spring*

ART AND ARCHITECTURAL HISTORY

AAH 121 – History of Art and Architecture I
Fulfills a course requirement in the Art and Architectural History Core Concentration
An introduction to the visual cultures of the ancient and medieval worlds, including Africa, the Americas, Europe, the Middle East and Asia. Key issues and monuments focus the discussion, and works of art, including painting, sculpture and architecture, are examined in relation to their political, religious and social contexts. *(3 credits) Fall, Spring, Summer*

AAH 122 – History of Art and Architecture II
Fulfills a course requirement in the Art and Architectural History Core Concentration
A continuation of History of Art I, this course introduces the visual cultures of Africa, the Americas, Europe, the Middle East and Asia beginning with the Renaissance and ending with our own modern day. Using key issues and monuments as the focus of discussion, the works of art covered include painting, photography, film, sculpture and architecture. Emphasis is placed on the political, religious and social contexts of the object, as well as the artistic process. *(3 credits) Fall, Spring, Summer*

AAH 305 – Theory and Methods of Art and Architectural History
Prerequisite: AAH 121-122
Cross-listed with AAH 505
This course will deepen the students' understanding of the modes of analysis in the history of the arts and architecture and their philosophical bases, including connoisseurship, iconography, theories of the evolution of art, psychoanalysis, the psychology of perception, issues of gender and ethnicity, and theories of art criticism. Critical discussion of readings and writing will be stressed. *(3 credits) Annually*

AAH 311 – History of American Art
Fulfills a course requirement in the Art and Architectural History Core Concentration
Prerequisite: AAH 121-122
Survey of the history of painting, sculpture, and the "minor arts" in the United States to show how these arts have expressed American ways of living and how they have been related to American ideas. *(3 credits) Spring*

AAH 312 – History of Modern Art
Fulfills a course requirement in the Art and Architectural History Core Concentration
Prerequisite: AAH 121-122
A survey of modern art from 1863-1963 that examines the major movements of the historical avant-garde in painting, sculpture, and photography. Major themes include the construction of gender, the notion of the primitive, expression, approaches to abstraction, responses to the city, art and politics in the 1930s, and the post-World War II cultural shift from Europe to America. Aspects of modernism as an international phenomenon will be addressed by reference to work from the urban centers of Europe, central Europe and Russia, the USA, South America, and Asia. *(3 credits) Fall*

AAH 313 – Arts and Architecture of Africa
Fulfills a course requirement in the Art and Architectural History Core Concentration
Prerequisite: AAH 121-122
A survey of the arts of Sub-Saharan Africa, including painting, sculpture, textiles, architecture and performance arts. Special emphasis is placed on these arts in the context of ritual. We will discuss perceptions and ideologies which have shaped the study of African Art and influenced our present understanding of the continent. *(3 credits) Alternate Spring*

AAH 315 - The History and Theory of Photography
This course will introduce students to the history of one of the most important modern image making technologies, photography. Since its arrival in the 1830s, photography has challenged traditional definitions of art as well as participated in broader social developments through its implementation in surveillance, control, as well as personal self-Đexpression. This course will trace the development of the field of photographic practice from the 1830s to its contemporary and digital manifestation today. In addition to a survey of artistic movements, technological developments, and producing agents, the course will cover the often-Đconflicting theoretical accounts of the nature of this medium and its role in modern and contemporary culture. The wide variety of photographic expressions, from documentary to fashion to advertisements to art, creates a problem for photography's position in relation to traditional art history. This methodological problem, locating the cultural space in which photography operates, is also central to this course's thematic. *(3 Credits) Annually*

AAH 319 – History of Italian Renaissance Art
Fulfills a course requirement in the Art and Architectural History Core Concentration
Prerequisite: AAH 121-122
The major artists who created the Italian Renaissance style in painting, sculpture and architecture are considered in their cultural context. Topics include the formation of the Renaissance style, the significance of subjects and forms based on Classical Antiquity, the development of the High Renaissance by Leonardo da Vinci, Raphael and Michelangelo, and the interconnectedness of Renaissance art forms. *(3 credits) Spring*

AAH 321 – Art and Architecture in the Classical World
Fulfills a course requirement in the Art and Architectural History Core Concentration
Prerequisite: AAH 121-122
An in-depth investigation of Classical arts within the context of the institutions, values, and ideas that emerged in the civilizations of Ancient Greece and Rome. Analyzes special topics in ancient architecture such as the art and architectural theory and practice of antiquity, with the intent of accounting for the goals and aspirations of specific cultures, societies, and patrons. Topics investigate how Classical societies interacted with each other and with other cultures outside the sphere of Western civilization. Geographical areas of examination include mainland Greece and the Mediterranean islands, Asia Minor, Italy, North Africa, and Western Europe; the time frame spans from circa 750 BC to circa 500 AD. *(3 credits) Annually*

AAH 322 – Art and Architecture in the Medieval World
Fulfills a course requirement in the Art and Architectural History Core Concentration
Prerequisite: AAH 121-122
An in-depth investigation of the arts of the Middle Ages within the context of the institutions, values, and ideas that emerged in the civilization of the Early Christian, Byzantine, and Western Medieval era. Analyzes special topics in Medieval art and architecture such as art and architectural theory and practice of the Middle Ages, with the intent of accounting for the goals and aspirations of specific cultures, societies, and patrons. Topics investigate how medieval cultures interacted with each other, and with other cultures outside the sphere of Western civilization. Geographical areas of examination include Western and Eastern Europe, Asia Minor, and North Africa; the time frame spans from circa 300 to circa 1500 AD. *(3 credits) Annually*

AAH 323 – Art and Architecture in the Islamic World
Fulfills a course requirement in the Art and Architectural History Core Concentration
Prerequisite: AAH 121-122
Explores the syncretic nature of Islamic arts and architecture having taken root in very diverse cultural and geographic areas spanning the Middle East, North Africa, Spain, Sub-Saharan Africa, the Indian subcontinent, and Far East Asia. Lectures and readings will investigate the impact of Islamic regulations on religious and secular architecture, and will discuss the importance of concepts such as decoration and ornamentation. The development of a specific artistic approach, giving rise to an emphasis on geometry, calligraphy and "the arabesque" shall be investigated through examples from architecture, fiber arts, metal work, glass, ceramics, stucco and stone carving, and miniature painting. *(3 credits) Annually*

AAH 324 - Art and Architecture of the Italian Renaissance
Prerequisites: AAH 121 and AAH 122 or permission of the instructor
During the Italian Renaissance, artists and architects produced works for their cities, for courts and rulers, and for one another. While this course addresses the major monuments of Italian Renaissance, questions about viewership and audience will drive our inquiry, as we consider "for whose eyes was this monument constructed?" Artists and architects increasingly took this question of viewership into account, and so we will examine the objects and structures they created as embedded within their local cultural, intellectual, and political contexts. *(3 Credits) Annually*

AAH 330 – Topics in Art and Architectural History
Fulfills a course requirement in the Art and Architectural History Core Concentration
Prerequisite: AAH 121-122
Variable content course dealing with the interactions of arts and architecture in different parts of the world at various time periods. *(3 credits) Special Offering*

AAH 421 – Issues in Contemporary Art
Fulfills Visual Arts Studies major requirement and a course requirement in the Art and Architectural History Core Concentration and/or minor
Prerequisite: AAH 121-122 and one 300 level AAH course
Cross-listed with AAH 521
A course addressing major conceptual and thematic concerns in art since the 1960s. Movements and approaches covered include: Minimalism, Conceptualism, Appropriation, Installation, Abstraction, Video, Photography, and Performance. The themes explored range from racial and sexual identity, to globalization, to public space, to the environment, to outsider art. Course content will be presented in the form of works of art from the 1960s to the present, critical essays that contextualize the work and field trips to galleries, openings, museums and studios. Satisfies Feinstein Service Learning in Visual Arts Studies, and Art and Architectural History. *(3 credits) Spring*

AAH 430 – Special Topics in Art and Architectural History
Prerequisite: AAH 121-122 and one 300 level AAH course
Variable content course dealing with significant aspects and themes in the development of Art and Architectural History, such as art institutions and historiography, the nature of creativity and originality, the making of the art object, self-representation and the artist's identity, architecture and worship, representations of the body, rituals and public space, representing nature, and symbols of authority. *(3 credits) Special Offering*

AAH 450 – Senior Thesis
Prerequisite: Senior standing, consent of AAH program faculty and Dean
Optional course for senior-level Art and Architectural History majors; designed to study an issue or topic in depth. Students are required to produce a work of historical research suitable for publication in student-level journals in Art and Architectural History. Topics determined by the expertise of the instructor and the anticipated interests of the students. *(3 credits) Annually*

AAH 505 – Art and Architectural History Theory and Methods Seminar
Cross-listed with AAH 305
This required seminar for all first year Master's students is designed to deepen the students' understanding of the modes of analysis in the history of the arts and architecture and their philosophical bases. The structure of the seminar combines reading and analysis of seminal texts produced by the major theorists and critics working in the given method/theory under discussion. Specific assignments and student-led discussion will probe the origins of connoisseurship, iconography, theories of the evolution of art, psychoanalysis, the psychology of perception, issues of gender and ethnicity, and theories of art and architectural criticism. Focusing on primary readings in each of the specific methodologies covered in summary fashion in the undergraduate course, students will then apply an array of methodologies to actual works of art and architecture critically analyzing their explanatory success or lacunae. *(3 credits) Annually*

AAH 520 – Themes in World Arts and Architecture
This seminar embraces the creative production of cultures from around the world as they explore concepts of space, materiality, time, ritual, power and performance. The course is committed to the examination of art and architecture as a global phenomenon which requires a reconfiguration of our traditional approaches to the study of their history. The seminar, is global in scope and course content, serves as a vessel for participation by a group of leading scholars and thinkers within the framework of the seminar's presentations, scholars whose up-to-date understandings of the arts and architecture in today's globalized world will be presented in brief taped interviews. Selected themes of universal importance for each session will be discussed and illustrated by consideration of specific cultures, yet will tie together the arts and architecture of the world. Awareness of the connection between the local and the global contexts will lead to study of monuments and topics drawn from the far distant past and far distant places, but will also foster investigation of the international context of the arts and the global connections of artists and architects. Along the way, students will critically evaluate the traditional stories of art and architecture with their geopolitical and periodical boundaries and habits of mind. *(3 credits) Annually*

AAH 521 – Issues in Contemporary Art
Cross-listed with AAH 421
Modernism and Post-Modernism have formed our cultural reality for the past 50 years. This course will investigate the origins, meaning and development of these ideas in the arts of the late 20th and early 21st centuries. We will examine the artist role in the community, the power and poetics of the creative process in the contemporary world, and the changing nature of arts reception within a multi-cultural society. Visits to galleries and artists' studios are an integral part of the course. *(3 credits) Spring*

AAH 522 – Sacred Spaces
"That which is sacred manifests itself as something wholly different from the profane." Mircea Eliade
Throughout history and around the world, common places have been transformed into sacred ones. How does a place take on sacred significance? Why do people treat a place as extraordinary? How is sacred significance sustained? This seminar examines the arts and architecture which are the material statement of intangible things, the embodiment of that which is immaterial. Students investigate ritual, pilgrimage, and devotion as human actions through which the object, seemingly ordinary, is transformed and becomes something else through the manifestation of the sacred, something extraordinary. *(3 credits) Annually*

AAH 523 – Nature and Art
An interdisciplinary seminar where students will have the opportunity to investigate and question how nature, through our perception of it, becomes a cultural construct. The concepts of Natural History, Landscape, Body Perception, Biophilia and Environmental Ethics are some of the core issues that will be discussed in this seminar. Various aspects of the natural world will be analyzed in relation to how artists or trends, from different cultures and time periods, have been used and inspired by them and how we might still continue to do so today. *(3 credits) Annually*

AAH 530 – Special Topics in Art + Architectural History
Prerequisite: Graduate standing, or Senior Standing with permission of the instructor
Variable content course dealing with significant themes, periods and individuals in Art + Architectural History. The course is offered in a graduate seminar format, with graduate academic and scholarly expectations as well as support for faculty and student pursuits. The course may be taken more than once depending on topical content. *(3 credits) Special Offering*

AAH 531 – Topics in Art and Architecture of the Classical World

AAH 532 – Topics in Art and Architecture of the Medieval World

AAH 533 – Topics in Renaissance and Baroque Art and Architecture

AAH 534 – Topics in Modern Art and Architecture

AAH 535 – Topics in Art and Architecture of the Americas

AAH 536 – Topics in Art and Architecture of Africa

AAH 537 – Topics in Art and Architecture of Asia

AAH 538 – Topics in Art and Architecture of the Islamic World

AAH 560 – The Newport Seminar
The course will examine the history of American arts through the study of the material culture of Newport, Rhode Island. Newport's history, like any other, can be written in more than one way. On the one hand, Newport is a microcosm of the development of the fine arts in America. In this version of the history, the aesthetic development of Newport reaches its zenith in the Gilded Age. However, this interpretation of Newport's history omits much. Newport's story is shaped by many – and not all of them are elites. We will examine the "thick" history of Newport by looking not only at high style arts but also at commonplace objects as well. We will develop an understanding of the making of a specific place over a long span of time, from the colonial period to the present. In creating our history, we will take an interest in a broad spectrum of the arts. American arts flourished in Newport. We will look at architecture and landscapes as well as at painting, sculpture, art glass, and furniture. Our goal is not only to recognize works of art as exemplars of a specific style but also to understand who made the objects and why. *(3 credits) Annually*

AAH 569 – Art and Architectural History Internship
Provides students with a supervised practical environment in which to practice professional skills at a governmental office or agency, nonprofit museum or gallery, or private arts institution. The internship is designed to be academically significant and related to the student's professional development as an art and architectural historian. Each student is responsible for seeking and finding an internship. To facilitate the search process, students work with faculty and our network of community partners, alumni and other professionals. An internship is formalized through a work plan and agreement between the host organization and student, under direction of faculty. Experiences are monitored through regular communication and weekly documentation. Student completes 140 hours of service at cooperating agency. The internship is evaluated through interim and final reports from the intern and supervisor and a formal presentation by the student. *(Non-credit, Pass/Fail)*

AAH 650 – Thesis
For students working independently on their Masters thesis. To be eligible, a student must have a minimum 3.3 GPA through two semesters and apply by the end of their third semester. *(3 credits) Spring*

BIOLOGY

BIO 103 – Biology I and Lab
Fulfills a course requirement in the Biology Core Concentration
BIO 103/104, may be used to fulfill the Core Curriculum science requirement
**Students in the Biology and Marine Biology programs must have a C-average in BIO 103 and BIO 104 to continue in these programs.* Designed as a foundation for science-based disciplines, this course begins with a survey of basic chemistry as it applies to the structure and function of cells. An exploration of cellular physiology includes organelle function, metabolic processes and human organ systems highlighted as an example of the integrated workings of different cell types. The laboratory reinforces the concepts of the class and includes techniques in biological chemistry, microscope use and instrumental analysis. *(4 credits) Fall*

BIO 104 – Biology II and Lab
Fulfills a course requirement in the Biology Core Concentration
BIO 103/104 or BIO 104/NATSC 226 may be used to fulfill the Core Curriculum science requirement
**Students in the Biology and Marine Biology programs must have a C-average in BIO 103 and BIO 104 to continue in these programs.*
This course highlights the mechanisms of evolution, the diversity of life, population, and the principles of ecology. Laboratory and field exercises reinforce these concepts and develop technical and analytical skills. *(4 credits) Spring*

BIO 105 – Life Science for Elementary Education and Lab
This course is designed as a foundation in the biological sciences for future elementary school teachers. The goal of this course is for future teachers to gain a better understanding of major biological principles and processes so that they will be more comfortable with and proficient in teaching life science in the elementary classroom. As such, this course focuses on science content and not science pedagogy, though the teaching of biology in the classroom will be discussed. Topics will include basic cell biology, the flow of energy and material through living systems, genetics and heredity, basic human development, mechanisms of evolution, the diversity of life, and the principles of ecology. The laboratory reinforces the concepts of the class and provides students with a hands-on, inquiry-based introduction to the process of science. *(4 credits) Fall*

BIO 200 – Genetics
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 103, BIO 104, and CHEM 191, or consent of instructor
Fundamental concepts of inheritance, variation, mutation, and evolution. Examples selected from both the plant and animal kingdoms best illustrate various topics in Mendelian, population and molecular genetics. *(4 credits) Fall, Spring*

BIO 204 – Introduction to Marine Biology
Marine biology is the application of basic biological principles (e.g., cell biology, physiology, biomechanics, biodiversity, behavior, ecology, etc.) to marine organisms and their environments. This course will introduce marine ecosystems with emphasis on the physiological adaptations, body types and behavioral strategies of resident species. Patterns of diversity will be examined taxonomically and geographically, and biological interactions will be considered in relation to many different species, including our own. *(3 credits) Fall, Spring*

BIO 210 – Botany and Lab
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 103 and BIO 104 or NATSC 103, or consent of instructor
Survey course investigating systematic, evolutionary, and functional development of plants. In all categories the focus is on the interrelationship of the plant kingdom and its environment. *(4 credits) Alternate Spring*

BIO 215 – Human Anatomy and Physiology I and Lab
Prerequisites: BIO 103 and BIO 104, or consent of instructor
This course is the first of a two-semester course sequence in human anatomy and physiology. Over the course of this semester we will explore and study the anatomy and functioning of the integumentary, skeletal, digestive, muscular and nervous systems of the human body. Laboratory work includes vertebrate dissections, and investigation of physiological processes in humans and other vertebrates. *(4 credits) Fall*

BIO 216 – Human Anatomy and Physiology II and Lab
Prerequisite: BIO 215 or consent of instructor
This course is the second of a two-semester course sequence in human anatomy and physiology. Over the course of this semester we will explore and study the anatomy and functioning of the sensory organs, endocrine, cardiovascular, respiratory, urinary and reproductive systems of the human body. Laboratory work includes vertebrate dissections, and investigation of physiological processes in humans and other vertebrates. *(4 credits) Spring*

BIO 220 – Marine Vertebrate Zoology and Lab
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Prerequisites: BIO 103 and BIO 104 or NATSC 103, or consent of instructor
Comparative survey of the evolution, physiology, behavior, adaptations, and natural history of marine fish, reptiles, birds, and mammals. Course emphasizes animals found locally in Narragansett Bay. *(4 credits) Fall*

BIO 225 – Evolution
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 103 and BIO 104 or NATSC 103, or consent of instructor
Examines evidence for evolution from a variety of sources in addition to the major principles and mechanisms involved. Open to non-science students as well as science majors. *(3 credits) Fall*

BIO 230 – Microbiology and Lab
Fulfills a course requirement in the Biology Core Concentration
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: BIO 103 and BIO 104 or NATSC 103; or consent of instructor
Survey of microorganisms, emphasis on bacteria and the medical aspects of microbiology. Study of cultivation, methods of identification, and ecological activities of bacteria. *(4 credits) Fall*

BIO 231 – Bioethics: Life, Health and Environment
Fulfills a course requirement for the Bioethics Certificate
This course does not fulfill a course requirement in the Biology major, minor or core concentration.
Prerequisites: BIO 103 or CORE 101 or consent of instructor
The ethical, legal and social implications of recent advances in biological research, environmental issues and technological applications generate discussions between scientists, politicians, lawyers, clergy and citizens throughout the world. Bioethics is a comprehensive interdisciplinary course about biomedical and environmental legal and ethical practice. Students will discuss the conflicts what arise in society that biologists/biotechnologists face when working in biotechnology, human and animal health, environmental health and ethical research practices in basic/applied science. Through critical thinking and "real case" scenarios students will be able to reach an appropriate course of action to understand and resolve bioethical concerns in society. *(3 credits) Alternate Fall*

BIO 240 – Concepts of Ecology
Fulfills a course requirement in the Biology Core Concentration
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: BIO 103 or NATSC 103, and BIO 104; or consent of instructor
Focuses on effects and controls of pollution in the environment, conservation, and natural population controls. For the non-science as well as the science major. *(3 credits) Spring*

BIO/MATH 250 – Introduction to Biostatistics
Cross-listed with MATH 250
Fulfills the statistics requirement for the Biology, Marine Biology and Environmental Science Majors
Prerequisites: MATH 136, BIO 104 and sophomore standing or consent of instructor
The course is a team-taught introductory course in statistics with applications to biological problems. Students will learn statistical concepts and the technical details behind those concepts as well as when and how to apply particular procedures. This class is a mix of theoretical understanding of statistical principles and problem application using statistical software. Particular topics include the following: Measures of the central tendency and of dispersion and variability, hypothesis testing, Analysis of Variance and linear, multiple and polynomial regression. *(3 credits) Fall*

BIO 255 – Survey of Marine Autotrophs
Prerequisite: BIO 103, BIO 104. Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Marine autotrophs constitute an evolutionarily diverse assemblage of organisms, encompassing the smallest forms of life on earth, as well as some of the largest. This course explores the diversity and evolution of those organisms who, through photosynthesis, source nearly all complex life with sugar and oxygen. The biodiversity of benthic and planktonic marine autotrophs in coastal and open oceans will be studied, including examination of the local micro- and macroscopic marine floras. *(3 credits) Spring, Alternate Years*

BIO 302 – Ichthyology and Lab
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204; or consent of instructor
Provides a comparative examination of the evolution, morphology, physiology, and natural history of fishes from diverse habitats (freshwater, estuarine, and marine). Correspondingly, an underlying theme of the course is the behavioral and functional adaptations of fishes that allow these animals to survive in different environments. While course material provides students with an application of the tremendous diversity that exists among fishes, particular emphasis is placed on species inhabiting local areas. Upon completing the course, students will first understand the ecology and evolution of fishes, and second, recognize the challenges imposed on fishes and the means by which groups have adapted to their specific environment. Moreover, laboratory sessions include comparative studies of selected examples and field trips to local environments. *(4 credits) Alternate Spring*

BIO 304 – Herpetology
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 103 or NATSC 103; BIO 104; or consent of instructor
A phylogenetic survey of reptiles and amphibians emphasizing structure, evolution, reproduction, life history, environmental physiology, and behavior. A series of lectures/discussions is supplemented by field study of local fauna and preserved specimens. *(3 credits) Alternate Spring*

BIO 305 – Neotropical Marine Biology
Prerequisite: At least one biology course at RWU and Consent of Instructors
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Neotropical Marine Biology is a field-intensive course focused on the emergence of the Central American Isthmus as a significant geological event that shaped the evolution of tropical marine organisms. Students will study the tremendous biodiversity harbored in Panamanian waters while studying the evolutionary processes that have shaped Panamanian environments over the past three million years. The course offers hands-on opportunities to study core concepts of biology in a tropical setting. *(4 credits) Winter Intersession, Alternate Years*

BIO 310 – Tropical Ecology
Prerequisite: At least one Biology course or consent of instructor
Fulfills a Marine Biology elective in the Organismal and Ecology category
Examines diversity of life in a tropical region including exploration of coral reefs, sandy shores, mangrove swamps, and freshwater habitats. May also include special area in-depth investigations of student interest. *(3 credits) Winter Intersession, Alternate Years*

BIO 312 – Conservation Biology
Fulfills a course requirement in the Biology and Environmental Science Core Concentrations
Prerequisite: BIO 104; or consent of instructor
This course provides an overview of contemporary conservation biology as an interdisciplinary field that investigates human-environment relationships as they relate to the preservation and restoration of biodiversity from local to global scales, inclusive of species, their populations' gene pools, and ecosystems. Topics to be analyzed include: causes of biodiversity loss; ecosystem services; population ecology, genetics and management; design and management of conservation landscapes; restoration ecology; sociocultural aspects of conservation issues; and examples of conservation success. *(3 credits) Alternate Fall*

BIO 315 – Animal Physiology and Lab
Fulfills a course requirement in the Biology Core Concentration
Fulfills a Marine Biology elective in the Organismal and Ecology category
Prerequisites: BIO 103 and BIO 104; or consent of instructor
This course examines how animals work, and how their physiology allows them to function in their particular environment. It combines classical comparative physiology with physiological ecology, looking at the physiological bases of energy metabolism, respiration, circulation, locomotion, and integration in both vertebrate and invertebrate animals in a variety of environments, including extreme habitats like the deep ocean, deserts, and polar climates. In the laboratory, students test physiological concepts based on data collected from live subjects (invertebrate and vertebrate). *(4 credits) Alternate Spring*

BIO 320 – Marine Ecology and Lab
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: BIO 103 or NATSC 103 and BIO 104 or NATSC 204, CHEM 191 and 192 or consent of instructor
Senior-level, advanced study of the marine habitat, using the field as a laboratory in conjunction with scheduled classroom discussions and lectures. Problems of an ecological nature are studied and guidance provided by faculty. *(4 credits) Alternate Fall*

BIO 323 – Developmental Biology and Lab
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 200; or consent of instructor
Comprehensive introduction to the molecular and cellular aspects of development emphasizing cellular differentiations, reproduction, morphogenesis, and growth regulation. *(4 credits) Alternate Fall*

BIO 325 – Molecular Cell Biology and Lab
Fulfills a course requirement in the Biology Core Concentration and the Biotechnology Certificate
Prerequisites: BIO 200 or consent of the instructor
This course examines the logic and mechanisms of gene regulation and the key experiments that revealed how oncogenes and tumor suppressor genes control the cell cycle. The molecular basis for cell signaling, cell adhesion, cytoskeleton dynamics, and organization of the extracellular matrix, are reviewed. In the laboratory students carry out experiments with mouse cells in order to learn the techniques of mammalian cell culture, flow cytometry, immunoblotting and immunofluorescence. Microarray technology and its application to the diagnosis of disease is also examined. *(4 credits) Spring*

BIO 330 – Neurobiology
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 103 and 104, MATH 213, CHEM 301, Recommended: BIO 200 and BIO 325
This survey of the fundamental ideas of neuroscience examines four major topics: i) the molecular biology, biochemistry and physiology of neurons and synapses; ii) development and evolution of the major sensory and motor pathways in vertebrates; iii) information processing in the visual system; and iv) artificial neural networks. Students will carry out a number of experiments using either computer simulations or live material (earthworms). *(3 credits) Alternate Spring*

BIO 331/COMSC 331 – Bioinformatics and Lab
Cross-listed as COMSC 331
Fulfills a course requirement in the Biology Core Concentration and Biotechnology Certificate
Prerequisite: BIO 200 and COMSC 110 or consent of instructor
The course reviews the fundamental concepts of molecular and evolutionary biology, with a focus on the types of questions that lend themselves to computer analysis. In web-based exercises students will become familiar with the content and format of the most commonly used databases and learn to query them with the associated search engines. Some of the basic algorithms used to compare and order sequence data will be presented, along with the programs that are used to evaluate the inferred patterns statistically and to present them graphically. A weekly computer-programming lab will train students to write simple scripts to extract sequence information from databases and to search for specific patterns within these data. *(4 credits) Alternate Spring*

BIO 332 – Fisheries Science
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204; or consent of instructor
A multidisciplinary course that examines the biology, ecology, and population dynamics of aquatic fishery resources. This information is further integrated with the study of human socioeconomics in an effort to better understand the management and conservation of exploited fisheries. Topics covered in the class include: fish life history characteristics and population dynamics; stock assessment and identification; socioeconomics; fishing gear technology and its impact on populations, communities, and ecosystems; and strategies for management and conservation. *(3 credits) Fall, Alternate Years*

BIO 333 – Biochemistry for the Life Sciences
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 200 and CHEM 301.
This is a one-semester, lecture-only Biochemistry course that covers the fundamental concepts of modern biochemistry using examples of particular relevance for students who wish to pursue careers in the biological sciences and health professions. This course does not satisfy the prerequisite for CHEM 435 Advanced Biochemistry. Students who have completed BIO/CHEM 390 may not register for BIO 333. *(3 credits) Spring*

BIO 335 – Invertebrate Zoology and Lab
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204; or consent of instructor
Emphasizes classification, life history, and ecology of invertebrates. Includes field trips to local areas to acquaint students with the inshore fauna of Rhode Island and the Northeastern coast. *(4 credits) Spring*

BIO 340 – Biotechnology and Lab
Fulfills a course requirement in the Biology Core Concentration
Prerequisite: BIO 200 or BIO 325 or CHEM 301 or consent of instructor
Laboratory-intensive course. Students acquire the core set of skills involved in cloning specific genes. Techniques include the purification of DNA and RNA molecules; analysis of their size by gel electrophoresis; enzymatic amplification of DNA by PCR; construction of recombinant DNA molecules; detection of specific genes by Southern hybridization and DNA sequencing. Application of these techniques to the areas of evolutionary biology, forensics, and medicine are illustrated. *(4 credits) Alternate Spring*

BIO 345 – Aquaculture
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Fulfills a Marine Biology elective in the Applied category
Prerequisite: NATSC 204 or consent of instructor
Introduces the basic principles of aquaculture. Surveys the variety of aquatic plant and animal culture technologies currently in play throughout the world. Provide students with the knowledge and skills necessary to address and solve common problems encountered in aquatic farming. *(3 credits) Alternate Fall*

BIO 350 – Marine Mammalogy
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Prerequisites: BIO 103, and BIO 104 or NATSC 103 or consent of instructor
A survey of the biology of marine mammal groups, the cetaceans, pinnipeds, sirenians, polar bears and sea otters. Topics to be discussed include systematics, evolution, natural history, physiology, behavior, reproduction, anatomy, and current issues in marine mammal conservation. *(3 credits) Spring*

BIO 355 – Marine Phycology and Lab
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Prerequisite BIO 103, and BIO 104 or NATSC 103 or consent of instructor
Study of marine algae and their biology. Correlated laboratory and field studies, and independent investigations of unsolved problems concerning the relationship of the algae and their environment. *(4 credits) Fall*

BIO 356 – Biology of Plankton and Lab
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Fulfills a Marine Biology elective in the Organismal and Ecology category
Prerequisite BIO 103, and BIO 104 or NATSC 103, or consent of instructor
Despite their small size, plankton constitute one of the largest components of the world's biomass. As primary producers and primary consumers, planktonic organisms are the essential food source at the base of marine and freshwater food webs. Plankton also play important roles in nutrient recycling and in regulating the concentration of atmospheric gases such as carbon dioxide and oxygen. This survey course will investigate the biology and ecology of marine planktonic organisms including systematic studies of select planktonic groups (e.g. Diatoms, Dinoflagellates, Copepods), ecological studies of marine phyto and zooplankton (e.g. harmful algal blooms, grazing) and discussions of environmental parameters that affect primary and secondary production and plankton distribution. The laboratory portion of the course will emphasize methodologies for sampling, collecting, handling and culturing planktonic organisms. Several class research projects will

precede a 4-5 week research project to be completed independently in consultation with course instructors. *(4 credits) Alternate Spring*

BIO 360 – Limnology and Lab
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204, CHEM 191 and 192; or consent of instructor
Examines flora and fauna in freshwater and estuarine environments and their interrelationships with the physical and chemical properties of these waters. *(4 credits) Alternate Fall*

BIO 362/PSYCH 362 – Animal Behavior
Cross-listed as PSYCH 362
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: PSYCH 100, BIO 103, and BIO 104 or NATSC 103; or consent of instructor
Proseminar course. Emphasizes common challenges that various species face. The mechanisms responsible for behavior, including sensory receptors, filters, neurobiology and the endocrine system are discussed. The development of behavior, as well as behavior genetics and evolution are examined. Students then focus on communication and adaptations for survival, and social organization in animal groups. Students present the results of a literature search. *(3 credits) Fall, Spring*

BIO 363 – Immunology
Fulfills a course requirement for the Biology Core Concentration
Prerequisite: BIO 200 and CHEM 301, or permission of the instructor
This course examines the development and function of the immune system in health and disease. Our understanding of immunology derives from a combination of physiological, biochemical and genetic analyses that have elucidated the mechanism of innate immunity, the generation of antibody diversity, and cellular basis for adaptive immunity. Evaluation: Problem sets, semester exams, presentation of a research article and a cumulative final exam. *(3 credits) Spring, Alternate Years*

BIO 370 – Virology and Lab
Fulfills a course requirement in the Biology Core Concentration
Fulfills a Marine Biology elective in the Molecular category
Prerequisites: BIO 103, BIO 104, and BIO 200 or consent of instructor
An introduction to the basic biology of viruses. Selected human, animal, insect, and plant viruses will be studied using principles from genetics, cell biology, immunology, ecology and evolutionary biology. The use of viruses in molecular biology, gene therapy and biological control will be discussed. Laboratory work includes the study of viral life cycles as well as techniques used in the detection and isolation of viruses. *(4 credits) Spring*

BIO 375/NATSC 375 – Soil Ecology
Cross-listed as NATSC 375
Fulfills a course requirement in the Biology Core Concentration
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: BIO 104, and one of BIO 240, 320 or 360; or consent of instructor
This course serves as an in-depth exploration of soils as unique habitats for life with a focus on understanding variables that affect the abundance, diversity and interactions of terrestrial organisms and, in turn, their influence on soli physicochemical properties, biochemical cycles and other variables that impact the well-being and sustainability of human societies (e.g. agricultural production, clean water availability). Topics to be covered include soil food webs, microbial ecology, soil aggregate formation, carbon and nitrogen cycling, relationships between soils and aboveground ecology, and the effects of human activities on soil biodiversity. During laboratory sessions, students will explore the basic biology of soil organisms, conduct research projects, and learn methods for sampling soils and soil organisms in the field. *(4 credits) Alternate Fall*

BIO 376 – Urban Ecosystems
Prerequisite: BIO 104, junior standing, or consent of instructor
Fulfills a course requirement in the Biology, Environmental Science, Sustainability Studies and Urban Studies Core Concentrations
Examination of urbanized environments from a natural science perspective with an emphasis on how natural and human cultural variables interact to affect ecological patterns and processes. Also focuses on how ecological theories and data pertain to the sustainable management of urbanized ecosystems that conserve biodiversity and ecosystem services and promote human well-being. *(3 credits) Alternate Spring*

BIO 380 – Parasitology and Lab
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 103 and BIO 104; or consent of instructor
Comprehensive study of parasites of man and domestic animals including morphology, life cycles, pathogenesis, control, and laboratory diagnosis. Examines cultural, political, social, and economic factors involved in parasitic diseases. *(4 credits) Alternate Spring*

BIO 390/CHEM 390 – Biochemistry and Lab
Cross-listed as CHEM 390
Fulfills a course requirement in the Biology Core Concentration
Prerequisites: BIO 103 and CHEM 301 and 302
Study of the metabolism of the chemical constituents of living matter with emphasis on mechanisms regulating the synthesis and degradation of these chemical entities in biological systems. *(4 credits) Fall*

BIO 392 – Animal Nutrition
Fulfills a course requirement in the Biology and Marine Biology Core Concentration
Prerequisites: BIO 103 or consent of instructor
This course will introduce the student to the science of nutrition. Lectures and discussions will focus on the role nutrition plays in animal health and production. Topics to be covered include comparative digestive anatomy and physiology; overview of nutrients and their digestion, metabolic utilization, and balance; feeding standards for domestic animals; feedstuffs and feed formulation; and other topics of nutritional concern in animal husbandry. *(3 credits) Alternate Spring*

BIO 393 – Animal Nutrition Laboratory
Prerequisites: BIO 103 or consent of instructor, must be taken concurrently with BIO 392
This laboratory course is designed as a supplement to BIO 392 – Animal Nutrition for those students who require a more in-depth experience in Animal Nutrition. The laboratory course will undertake a semester-long traditional feed research trial, where the student will maintain animals on selected feeds, evaluate animal production in the context of comparing feeds, and conduct a series of traditional feed analysis protocols to characterize the feeds being evaluated. *(1 credit) Alternate Spring*

BIO 430 – Topics in Biology and/ or BIO 430L – Topics in Biology Lab
Fulfills a course requirement in the Biology Core Concentration
Prerequisite: Consent of instructor
Advanced-level topics of importance in biology, determined by interest of the students in consultation with faculty. This course may be repeated for credit, but students may not study the same subject more than once. *Variable Credit (1-4 credits) Special Offering*

BIO 440 – Current Research Topics in Biology
Prerequisite: Successful completion (C or higher) of BIO 200 and one additional 300-level BIO course, or consent of instructor
Reading recent primary literature, students will investigate one new area of ground-breaking biological research throughout the semester. Topics will be offered on a rotating basis and may include gene therapy, molecular evolution, HIV and the immune system, the genetics of learning and behavior, biological pattern formation, the biology of cancer. This course may be repeated for credit, but students may study a single topic only once. *(3 credits) Special Offering*

BIO 450 – Research in the Biological Sciences
Original independent research in biology or marine biology. Project chosen in consultation with a research advisor. May be repeated for credit. *(1-3 credits) Offered on demand*

BIO 451 – Senior Thesis
Prerequisites: Prior departmental approval of a research proposal. 3.3 GPA or permission of the department, and BIO 450
This course serves as a capstone experience for outstanding students majoring in biology or marine biology. Working closely with a faculty mentor, students engage in original research on a topic of their choice. The research may involve laboratory experiments, field work, or computer simulations. This course provides experience in designing and conducting experiments, critically analyzing data, reviewing published scientific literature and communicating scientific information. The culmination of the course is a formal written thesis and a public oral presentation. *(3 credits) Fall, Spring*

BUSINESS

BUSN 100 – Enterprise
Focuses on the process of taking an idea for a product or service, chosen based upon each student's personality and interests, and transforming that idea into an enterprise plan which addresses the production, marketing, and administrative management of the enterprise's product or service. *(3 credits) Fall, Spring*

BUSN 305 – Legal Environment of Business I
Prerequisite: Junior standing
Examines the major areas of law that concern contemporary business decision-makers. The law is placed in its historical, social and business context. Topics include an introduction to the legal system, contracts, government regulation of business, torts, product liability, employment and consumer law. *(3 credits) Fall, Spring*

BUSN 306 – Legal Environment of Business II
Prerequisite: BUSN 305
This course will focus on selected topics in business law and the impact of modern business statutes, regulations, case decisions, and international treaties on both foreign and domestic business activities. A basic understanding of the foundations of business law and the American legal system is required. The course will cover specific legal topics within and outside of Gabelli students individual areas of interest (e.g., CIS, marketing, management, finance); as such, students should gain a broader yet more detailed understanding of how contemporary business activities are affected by legal and regulatory systems. *(3 credits) Spring, Alternate Years*

BUSN 401 – Arts Management Capstone
Required for the Arts Management Minor
Prerequisite: Non Business majors - All required courses in the Arts Management minor must be completed with the exception of the internship which may be done concurrently.
Prerequisite: Business Majors 100 and 200 level Business Core courses, 4 of the 5 courses completed in a core concentration in Visual Arts Studies, Dance, Music, Theatre, Creative Writing or the Film Studies Minor. Junior or senior standing required.
This concluding course in the Arts Management program provides integration of leadership, management, and experience in the arts by completing a major project. Using the seminar model, this course examines issues germane to the arts, including: the legal environment, public policy considerations, and fundraising. Field experiences, such as visits to gallery openings and other arts venues and guest lectures from performing arts directors and other practitioners, complement the academic focus in the visual and performing arts. *(3 credits) Spring*

BUSN 408 – Business Ethics
Prerequisite: Junior standing or consent of instructor
Explores the ethical and social issues that confront people in working in organizations. Examines representative frameworks for ethical decision-making, both Western and non-Western. The course is applied in its orientation and provides experience-making decisions about ethical and social issues using these frameworks as guides. *(3 credits) Spring*

BUSN 430 – Special Topics in Business
Prerequisite: Consent of instructor
Topics in areas chosen by students in consultation with their instructor. An advanced level of course work or research in business. *(3 credits) Special Offering*

BUSN 435 – Small Business Institute
Prerequisites: Junior standing and consent of the SBI coordinator
A community outreach program in which students apply academic knowledge to solve real-world business problems. Formal reports demonstrating oral and written communication skills are important components of the course. *(3 credits) Fall, Spring*

BUSN 469 – Business Coop
Prerequisite: Junior standing and consent of instructor
Designed to grant academic credit to students who work on a part-time basis in selected positions, usually without financial remuneration. Students may select from a wide variety of positions offered at local businesses, consulting firms, non-profit organizations and government agencies. *(3 credits) Fall, Spring*

CHEMISTRY

CHEM 190 – Introduction to Chemical Principles
Prerequisite: Entrance by examination, Concurrent enrollment in MATH 117 or higher or consent of instructor
This course is designed for students with limited background in chemistry who plan to take additional chemistry courses to satisfy degree requirements for chemistry, biology, marine biology, or engineering programs. There is no laboratory associated with this course and this course does not fulfill chemistry requirements for science or engineering majors or minors. *(3 credits) Fall*

CHEM 191 – Principles of Chemistry I and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisite: Placement by examination. Concurrent enrollment in, or completion of, MATH 136 or higher or departmental approval.
CHEM 191 and 192 may be used to fulfill the Core Curriculum requirement in science
Primarily intended for science majors. Examines the development of such concepts as the structure of matter, the chemical bond, the gas laws, and solutions. Laboratory is an integral part of the course. *(4 credits) Fall*

CHEM 192 – Principles of Chemistry II and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisite: Successful completion (C- or higher) of CHEM 191
CHEM 191 and 192 may be used to fulfill the Core Curriculum requirement in science
Continuation of Chemistry 191L, intended primarily for science majors. Emphasizes thermodynamics, kinetics, equilibrium concepts, electrochemistry, and some organic chemistry. Laboratory is an integral part of the course. *(4 credits) Spring*

CHEM 201 – Environmental Chemistry I and Lab
Fulfills a course requirement in the Chemistry and Environmental Science Core Concentration
Prerequisites: CHEM 191 and 192
Examines the human impact of global environmental chemical products and processes. Uses system concepts to define the boundaries and essential inputs and outputs of each subsystem. Primary emphasis on the hydrosphere and the lithosphere, with major concentration on water pollution, solid waste management, hazardous wastes, and pesticides. *(4 credits) Fall*

CHEM 202 – Environmental Chemistry II and Lab
Fulfills a course requirement in the Chemistry and Environmental Science Core Concentration
Prerequisites: CHEM 191 and 192
This portion of the sequence concentrates on air pollution and energy. Emphasizes the biosphere and the atmosphere, and the consequences of burning fossil fuels. *(4 credits) Spring*

CHEM 301 – Organic Chemistry I and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisite: Entrance by examination and successful completion of CHEM 192
Examines the theory and basic principles of the common organic functional groups. Topics include: hydrocarbons, alkyl halides, aromatic compounds, and stereochemistry. Laboratory emphasizes organic qualitative analysis. *(4 credits) Fall*

CHEM 302 – Organic Chemistry II and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisite: CHEM 301
Continuation of CHEM 301. Topics include: spectroscopic structural determination, alcohols, acids, and their derivatives; aldehydes and ketones; amines; and bio-organic compounds. Laboratory is project-oriented and emphasizes synthesis and instrumental techniques. *(4 credits) Spring*

CHEM 311 – Analytical Chemistry and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisite: CHEM 192
Theory and applications of quantitative analytical techniques, including gravimetric, volumetric, and potentiometric analysis. Theory and application of separation techniques are included. Laboratory includes volumetric and potentiometric analysis and chromatographic techniques. *(4 credits) Fall*

CHEM 312 – Instrumental Methods of Analysis and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisite: CHEM 311 or consent of instructor
Co-requisite: CHEM 302
Theory and practice of modern instrumental methods with emphasis on optical techniques, nuclear magnetic resonance (NMR) and mass spectrometry. In the laboratory, atomic absorption, infrared spectroscopy, ultraviolet and visible absorption spectroscopy, NMR and mass spectrometry methods are used. *(4 credits) Spring*

CHEM 320 – Inorganic Chemistry and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisites: CHEM 301, 302 or consent of instructor.
Examines the major underlying principles of inorganic chemistry. Topics include the systematic chemistry of the elements, electronic structure of atoms, bonding, structure, reactivity and spectroscopy of inorganic compounds. The chemistry of coordination, organometallic and biologically important inorganic compounds is also examined. The laboratory develops new experimental techniques and provides experimental data to support the theoretical discussion. *(4 credits) Fall*

CHEM 390/BIO 390 – Biochemistry and Lab
Cross-listed BIO 390
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisites: CHEM 301, 302
Study of the metabolism of the chemical constituents of living matter with emphasis on mechanisms regulating the synthesis and degradation of these chemical entities in biology systems. *(4 credits) Fall*

CHEM 391 – Chemical Thermodynamics and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisites: CHEM 192, MATH 214 or consent of instructor and/or PHYS 201 (may be taken concurrently)
Examines the chemistry of energy, efficiency, and equilibria. Included are the laws of thermodynamics and their applications to chemical phenomena, kinetic theory of gases, phase equilibria, chemical kinetics, and chemical equilibria. The laboratory illustrates the principles of physical chemistry with an emphasis on modern spectroscopic methods. *(4 credits) Fall*

CHEM 392 – Quantum Chemistry and Lab
Fulfills a course requirement in the Chemistry Core Concentration
Prerequisites: CHEM 192, MATH 214, and PHYS 202 (PHYS may be taken concurrently)
Examines the construction of the atom, atomic and molecular orbital theory, quantum mechanics and chemical kinetics. Applications include harmonic oscillator, molecular modeling, and the theoretical basis for spectroscopy. The laboratory illustrates the principles of quantum mechanics with an emphasis on electronic and vibrational spectroscopic methods and molecular modeling. *(4 credits) Alternate Spring*

CHEM 421 – Advanced Chemistry Lab I
Prerequisite: Junior or Senior standing; or consent of instructor
An advanced, integrated laboratory designed to provide the upper-level chemistry student with additional exposure to modern experimental techniques. Experiments typically involve physical measurement, analysis, synthetic methods, spectroscopy, and computer data analysis. May be repeated for credit. *(1 credit) Fall, Spring*

CHEM 422 – Advanced Chemistry Lab II
Prerequisite: Junior or Senior standing; or consent of instructor
Continuation of CHEM 421. Experiments typically involve physical measurement, analysis, synthetic methods, spectroscopy, and computer data analysis. May be repeated for credit. *(1 credit) Offered on demand*

CHEM 423 – Advanced Biochemistry Lab
Co-requisite: CHEM 435 or consent of instructor
I Integration of classic and modern experimental techniques in biochemistry designed to complement the principles and concepts learned in Biochemistry. *(1 credit) Spring*

CHEM 430 – Topics in Chemistry
Prerequisite: Consent of instructor
Offers a series of topics at the advanced level or topics of importance in contemporary chemistry. Topics determined by students in consultation with faculty. *(3 credits) Special Offering*

CHEM 431 – Advanced Inorganic Chemistry
Prerequisites: CHEM 320, 392; or consent of instructor
Emphasizes kinetics as a tool to probe mechanistic details of inorganic reactions, and develops the theoretical framework for the spectroscopy and magnetism of atoms and complexes. Group theory and coordination chemistry are also emphasized. *(3 credits) Alternate Spring*

CHEM 432 – Advanced Organic Chemistry
Prerequisites: CHEM 302; a C or Higher in CHEM 302 or consent of instructor
Advanced course in kinetics, mechanisms, and stereo-chemical aspects of organic reactions. Structure and reactivity are discussed in terms of modern bonding theory. *(3 credits) Spring*

CHEM 433 – Advanced Physical Chemistry
Prerequisites: CHEM 302,391, or consent of instructor
Treatment of quantum mechanics in chemistry at a level beyond the qualitative manner given in the introductory Physical Chemistry course. Emphasizes principles of quantum chemistry, especially as applied to chemical bonding and to spectroscopy. Prepares students for work in modern inorganic, organic, and biotechnology fields. *(3 credits) Alternate Spring*

CHEM 434 – Advanced Environmental Chemistry
Prerequisites: CHEM 391; or consent of instructor
Examines the principles of aquatic chemistry. Topics include: equilibrium processes in natural waters, including multi-system equilibria; complexation; oxidation-reduction; surface chemistry; kinetic control vs. thermodynamic control of these processes; and some aspects of sediment chemistry. *(3 credits) Alternate Fall*

CHEM 435 – Advanced Biochemistry
Prerequisite: CHEM/BIO 390
A study of enzyme functions and metabolism (biosynthesis and breaking down) of biomolecules and how they are used to obtain or store energy. Emphasis will be placed on how the different metabolic pathways are interrelated and how they are regulated. *(3 credits) Spring*

CHEM 450 – Research in the Chemical Sciences
Prerequisite: Open only to qualified students with consent of a research advisor
Research and directed readings. Project chosen in consultation with the research advisor. May be repeated for credit. *(1- 3 credits) Offered on demand*

CHEM 451 – Senior Thesis
Prerequisites: Prior departmental approval of a research proposal, 3.3 GPA, and CHEM 450
This course serves as a capstone experience for outstanding students majoring in chemistry. Working closely with a faculty mentor, students engage in original research on a topic of their choice. The research may involve laboratory experiments, field work, or computer simulations. This course provides experience in designing and conducting experiments, critically analyzing data, reviewing published scientific literature, and communicating scientific information. The culmination of the course is a formal written thesis and a public oral presentation. *(3 credits) Fall, Spring*

CHINESE

CHN 101 – Elementary Chinese I
Fulfills a course requirement in the Chinese Core Concentration
Prerequisite: Not open to native speakers of Mandarin
This is the first course of a two semester sequence in the first year modern Standard Chinese (Mandarin) for students who have no previous exposure to the Chinese language. Students are introduced to the sounds of Mandarin, basic grammar, vocabulary, and the Chinese writing system. By the end of the first semester, students are expected to be able to conduct basic conversations, read simple texts or conversations, and write simple sentences in Chinese. *(3 credits) Fall*

CHN 102 – Elementary Chinese II
Fulfills a course requirement in the Chinese Core Concentration
Prerequisite: Placement by examination or successful completion (C or higher) of the appropriate Elementary I language course, Not open to native speakers of Mandarin
The second course in a two sequence in first year modern Standard Chinese (Mandarin) for students who have no previous exposure to the Chinese language. Students are introduced to the sounds of Mandarin, basic grammar, vocabulary, and the Chinese writing system. By the end of the second semester, students will have completed training in basic conversation skills, writing and reading, and they will be able to conduct simple conversations on a wide variety of topics in Chinese. *(3 credits) Spring*

CHN 201 – Intermediate Chinese I
Fulfills a course requirement in the Chinese Core Concentration
Prerequisite: Placement by examination or successful completion (C or higher) of the appropriate Elementary II language course, Not open to native speakers of Mandarin
This is the first course of a two semester sequence in second year modern Standard Chinese (Mandarin) which extends fundamental skills developed in the elementary modern Standard Chinese(Mandarin) courses. Proficiency based instruction. Emphasis is placed upon students enlarging their vocabulary, speaking, reading and writing with more complex structures. *(3 credits) Fall*

CHN 202 – Intermediate Chinese II
Fulfills a course requirement in the Chinese Core Concentration
Prerequisite: Placement by examination or successful completion (C or higher) of the appropriate Intermediate I language course, Not open to native speakers of Mandarin
The second course of a two semester sequence in second year modern Standard Chinese (Mandarin) which extends fundamental skills developed in the elementary modern Standard Chinese(Mandarin) courses. Proficiency based instruction. Emphasis is placed upon students enlarging their vocabulary, speaking, reading and writing with more complex structures. *(3 credits) Spring*

CHN 311 – Advanced Chinese Conversation
Fulfills a course requirement in the Chinese Core Concentration
Prerequisite: Placement by examination or successful completion (C or higher) of the appropriate Intermediate II language course, Not open to native speakers of Mandarin
This is a third year modern Standard Chinese (Mandarin) course that emphasizes the improvement of spoken language skills and helps students engage actively in constant, meaningful communication within various contexts of Mandarin. *(3 credits) Fall*

CHN 350 – Advanced Topics
Fulfills a course requirement in the Modern Language Minor and Core Concentration
Prerequisite: Knowledge in Chinese is strongly recommended.
This variable content course is designed to introduce students to areas of Chinese culture, trends and movements outside the scope of literature. Topics include Chinese cinema, Chinese business, and Chinese literary criticism. *(3 credits) Special Offering*

COMMUNICATION

COMM 100 – Introduction to Communication Studies
Introduction to Communication Studies is a survey course. We will explore the various areas of the communication discipline. Specifically, we will focus on communication processes and practices within media, intercultural/global, interpersonal, organizational, group, and public communication contexts. This course is aimed at understanding the breadth of the communication field by examining communication concepts, models, theories and applications. *(3 credits) Fall, Spring*

COMM 101 – Introduction to Mass Media
Introduces students to the information age and its significance in our personal and professional lives. Students explore mass communication from the perspective of modern media including advertising, film, journalism, public relations, radio/television and the Internet.
The role of international communication in a global economy and information age is also introduced. *(3 credits) Fall, Spring*

COMM 111 – Writing for the Mass Media
Prerequisite: WTNG 102
Co-requisite: COMM 101
Provides students with a broad introduction to selected communication formats in print and broadcast journalism, mass communication and public relations. Weekly written assignments and writing workshops with an emphasis on self-editing. Prepares students to write effectively for the various mass media, including the print and electronic news media. *(3 credits) Fall, Spring*

COMM 165 – Introduction to Visual Communication
Fulfills a course requirement in the Global Communication core concentration and minor
This course is an elementary introduction to the principles of visual communication. Students are introduced to theories of perception, Gestalt, cognitive load, concepts of form, pattern, color, composition and function while exploring basic problem solving strategies in two-dimensional space. Emphasis is on the development of visual awareness and visual literacy as it concerns the creation of accurate and responsible messages. *(3 credits) Fall, Spring*

COMM 210 – Introduction to Public Speaking
Note: Does not satisfy a requirement in the Global Communication core concentration
Emphasizes effective speaking techniques for public as well as everyday situations. Focuses on identifying, organizing, and presenting facts, opinions, and values to a variety of audiences. *(3 credits) Fall, Winter Intersession, Spring, Summer*

COMM 220 – Principles and Practices of Public Relations
Prerequisites: COMM 101 and COMM 111
An introduction to the field of public relations: its theoretical origins, scope and principles. Discussion focuses on public relations theory, practices and planning process. It also examines the role of public relations in both for-profit and not-for-profit industries. Ethical decision making, on-line communication and career opportunities are also addressed. *(3 credits) Fall, Spring*

COMM 240 – Digital Communication: Technology, Modes & Methods
Prerequisites: COMM 100 or COMM 101
The focus of this course is usable design of the well-crafted message using print and presentation electronic media with the appropriate tools. While this course develops a working knowledge of print-based communication technologies widely used today, including professional use of word -processing, spreadsheets, multi-media presentations, image editing and layout tools, the emphasis is on learning how to rapidly learn new online technologies to solve media production problems and stay abreast of the technology curves. *(3 credits) Fall, Spring*

COMM 250 – Intercultural Communication
Prerequisite: COMM 100 or COMM 101
The field of intercultural communication examines the ways in which communication creates and represents social orders and cultural identities. In this course students will gain a theoretical understanding of intercultural communication and apply theoretical/conceptual frameworks to real and hypothetical cases of cross cultural (mis)communication and representation. The relationship between communication and culture will be explored in order to understand how communication does not simply transmit cultural information but constitutes and maintains cultural realities. Further, students will learn to identify the different components of intercultural communication and how these impinge on intercultural encounters in the workplace and the larger community. *(3 credits) Fall, Spring*

COMM 265 – Visual Rhetoric – Visual Culture
Prerequisite: COMM 100 or COMM 101
Fulfills a course requirement in the Global Communication core concentration and minor
How do pictures—both moving and still—create for us an almost palpable world of objects and events? How do we create meaning from the many visuals presented to us on a daily basis? The emerging fields of visual rhetoric and visual culture encompass and overlap with many areas in visual studies: semiotics, persuasion, photography, art, and cultural studies. In this course students will ask two questions that frame the visual conversation: "How do images act rhetorically upon viewers?" and "What is the response of individuals and groups to the various forms of visual media within a given culture?" *(3 credits) Annually*

COMM 299 – Special Topics in Communication
Prerequisite: COMM 100 or COMM 101
Examines topics from the various content areas of Communication suitable for a first or second year level. Initiated by student demand, interest of instructor, or timeliness of offering. The course, not the topic, may be repeated for credit. *(1-3 credits) Special Offering*

COMM 305 – Mass Communication Theory and Criticism
Prerequisites: COMM 100; or COMM 101 and COMM 111
Reviews factors that have shaped the nature of contemporary mass media, their content and their audiences. Examines theories of the process and effects of mass communication and how they relate to the goals and activities of professional communicators. *(3 credits) Fall, Spring*

COMM 310 – Media Law and Ethics
Prerequisites: COMM 100 or 101; at least junior standing or consent of instructor
Provides study of legal and ethical issues encountered by writers, editors, and publishers. Topics include freedom of the press, libel, invasion of privacy, obscenity, advertising, broadcast regulation, and the evolution of ethical standards in media. *(3 credits) Fall, Spring*

COMM 330 – International Communication
Prerequisite: COMM 100 or COMM 101, and junior standing
International communication examines the role of media and communication technologies in the changing global political economy. This course will introduce students to the different media systems around the world. By both analyzing the content and context of these various media systems, students will gain a keen appreciation and understanding of cultural difference in the production and reception of media texts, audiences, and institutions. Further, students will explore the complex roles of western media and communication technology in the international arena and discuss specific aspects and issues with regard to their historical, political, and economic ramifications. *(3 credits) Spring*

COMM 340 – Public Relations Research Methods
Prerequisites: COMM 220 and COMM 305
Introduction to the philosophy and process of social-scientific research and the most common methods used to study mass communication especially as they apply to the practice of public relations and marketing communication. Includes a variety of research methods, an examination of data analysis procedures, and an analysis of mass communication issues. *(3 credits) Fall, Spring*

COMM 350 – Public Relations Techniques
Prerequisite: COMM 220
Introduces students to the various skills and techniques employed by public relations professionals, including writing for public relations, media relations, special events, and crisis management. Students get hands-on experience understanding the uses of, and preparing copy for, news releases, news kits, advertisements, collateral materials, annual reports, speeches, audio/visual scripts and Public Service Announcements. *(3 credits) Fall, Spring*

COMM 360 – Communication in Organization
Cross-listed as PA 360
Prerequisites: COMM 100 or COMM 101
A study of the nature and importance of communication in complex organizations such as corporations and agencies. Topics include communication theory, theory of organizations, managing communication in organizations, and effects of communication on behavior and attitudes. *(3 credits)*

COMM 365 – Digital Media in a Global Context
Fulfills a course requirement in the Communication & Media Studies major, and the Global Communication Minor and core concentration
Prerequisites: COMM 100 and junior standing or consent of instructor
Digital Communication is the fastest growing sector of digital media worldwide. As Marshall McLuhan predicted, the Global Village, as it is constructed on the Internet, is increasingly made up of virtual centers where people congregate and communicate, and where national and social boundaries disintegrate. From Kalamazoo to Korea, online environments draw millions of users and create virtual world and "dirt world" economies. This course examines online communication such as social computing, multi-player environments and other digital communication technologies in order to develop digital media literacy and to cultivate ethical digital practices. *(3 credits) Spring, Alternate Years*

COMM 375 – Global Audiences, Global Consumers
Fulfills a course requirement in the Communication & Media Studies major, and the Global Communication Minor and core concentration
Prerequisites: COMM 100 or COMM 101 and junior standing or consent of instructor
Given the increase in transnational movement of media content, the concept of the "audience" has now taken on international dimensions. We can now conceive of audiences in national and international contexts, as spread across nations around the world, and as interacting with media texts produced by global media industries. Global Audiences, Global Consumers addresses all these facets of international audiences, looking specifically at how the unique social and cultural characteristics of international media audiences/consumers influence how they interpret transnational media texts. The course will examine, on one hand, the extent to which audiences around the globe adapt transnational media content to their particular lives, and, on the other hand, how they "buy into" the dominant (Western) worldviews of these texts. Throughout the course, students will 1) get a sense of the breadth of the field of audience studies by examining the development of this field across numerous disciplines, and 2) take an in-depth look at international audience studies by exploring representative research studies in this area. *(3 credits) Fall, Alternate Years*

COMM 380 – Visual Media in a Cultural Context
Prerequisite: COMM 100 or COMM 101, and junior standing
Culture mediates visually between individuals and their society. Visual media takes the form of films, paintings, web sites, interactive media, video and advertising. In this course we explore visual media in a cultural context by examining visual cues and patterns and their significance as we try to identify a society's cultural aesthetic. We look at what is unique to a culture and what is seemingly universal. We try to identify our own cultural filters, and increase our awareness of other filters and their underlying values. We ask, "What is cultural reality?" and examine how cultural collisions act as a catalyst in shaping the self, family, community and the culture at large. *(3 credits) Spring*

COMM 385 – Gender, Globalization and the Media
Fulfills a course requirement in the Communication & Media Studies major, and the Global Communication Minor and core concentration
Prerequisite: COMM 100 and junior standing or consent of instructor
This course examines how definitions of gender and sexuality are reproduced, negotiated and deployed in the context of globalization and the transnational flows of media and marketing messages. By reading a range of theoretical texts, case-studies and analysis, students will understand some of the larger debates in globalization as reflected through the lens of gendered identities and sexuality. *(3 credits) Alternate Years*

COMM 390 – Qualitative Research Methods in Communication
Prerequisite: open to Communication & Media Studies Majors only with at least Junior standing, or consent of instructor
This course is designed to give students an introduction to the qualitative methods used in the communication discipline. The course will cover qualitative research methods such as ethnographic approaches in communication and rhetorical/historical/textual criticism that include analysis of cultural artifacts such as books, movies, videos, magazines, etc. *(3 credits) Fall*

COMM 401 – Entertainment Public Relations
Prerequisite: COMM 220 and COMM 305
This course is designed to allow students to explore public relations strategies in the specific industry of entertainment, both in the critical context of the related communication and media theories, and as a practical management technique. Students will be able to apply communication theory and management skills to both traditional and emerging media and develop specific skills necessary for the entertainment industry. Students explore case studies from the experts while critically examining the inner workings of the industries involved. Finally, students will learn how to conceptualize and execute key communication strategies to achieve specific industry/organizational goals within the entertainment realm. *(3 credits) Special Offering*

COMM 402 – Media Relations
Prerequisite: COMM 350 or consent of instructor.
The course examines the relationship between organizations and the media. Students intent on becoming public relations practitioners must understand the dynamics and functions of modern media and become adept at managing stories, interacting with reporters, developing media strategies, and building relationships and messages. Students learn the practical application of radio and television interviews, press conferences, corporate media training and crisis communication methods. *(3 credits) Special Offering*

COMM 420 – Public Relations Case Studies
Prerequisite: COMM 350
Through the use of case studies, explores the trends and issues affecting large organizations. Examines crisis management, public affairs communication, consumer affairs, employee relations, environmental problems and issues of multinationals. Emphasis is on placing students in managerial, decision-making roles that require them to apply strategic communication planning and implementation to successfully address organizational issues and concerns. *(3 credits) Fall, Spring*

COMM 431 – Special Topics in Public Relations
Prerequisites: COMM 220 and junior standing; or consent of instructor
Emphasizes specialized areas related to public relations not regularly offered by the University. The variety of possible topics may include, but are not limited to: Public Relations for the Entertainment Industry, Public Relations for the Sports Industry, Public Relations in Non-profit Settings, New Technologies and Public Relations, Media and Persuasion. *(1-3 credits) Special Offering*

COMM 432 – Special Topics in Global Communication
Prerequisites: COMM 250 and junior standing; or consent of instructor
Emphasizes specialized areas related to global communication not regularly offered by the University. The variety of possible topics may include, but is not limited to: International Journalism, International Public Relations, The Global Entertainment Media Marketplace, and Emerging Communication Technologies and the Global Economy. *(3 credits) Fall, Spring*

COMM 450 – Research in Public Relations
Prerequisites: 3.00 GPA in major and junior standing or consent of instructor.
Students work closely with a faculty supervisor in a self-defined and self-directed study of an aspect of public relations. Students are encouraged to select a focus which demonstrates original and critical thinking, and contributes to available scholarship. Research results are in many cases of publishable quality and/or serve as the basis for scholarly presentations to professional groups. The course may be repeated for credit not to exceed 9 credit hours. *(1-3 credits) Offered on demand*

COMM 460 – Internship
Prerequisites: Junior or senior standing, COMM 250, and a 2.33 GPA in Communication courses
Grants academic credit to students who work on a part-time basis in selected positions, usually without financial remuneration. Students select from a variety of positions offered at local radio and television stations, local newspapers, public relations offices, numerous not-for-profit organizations and government agencies. *(3 credits) Fall, Spring*

COMM 461 – Washington Internship & Experiential Learning Seminar
Prerequisite: At least Junior standing; either COMM 220 or COMM 250; and a minimum GPA of 2.33 in Communication courses; approval by the RWU Washington semester Communication advisor.
Fulfills Internship requirement in the Communication majors.
Participants in the Roger Williams University Washington experiential learning program work four days a week for the entire semester as interns at placements arranged, after extensive consultation with the students, by the Washington Center (WC) that occur either in Washington D.C. or in one of their Internship Abroad locations. Interns perform such work as research, attending meetings, writing reports, preparing briefings and other Communication related tasks. The experiential seminar, which meets weekly, provides an academic context in which students discuss, reflect upon and analyze their internship experiences, and relate those experiences to their major and other college courses. Interns design a learning plan, do an organizational analysis, write a reflective journal, and compile a "portfolio of learning" that is presented at the end of the term. The journal is reviewed regularly by the Center or Institute instructor. All materials are evaluated at the end of the term by an RWU faculty member. *(9 credits) Fall, Spring, Summer*

COMM 462 – Washington Global Communication Seminar
Prerequisite: At least Junior standing, COMM 100 or COMM 101; approval by the RWU Washington semester Communication advisor.
Fulfills a course requirement in the Communication & Media Studies major, and the Global Communication Minor and core concentration.
Offered by faculty at the Washington Center for Experiential Learning as part of the Roger Williams University Semester in Washington, D.C. program. Seminar topics vary from semester to semester, and are chosen in consultation with the Washington Center Academic Advisory Board. Among topics offered in recent semesters applicable to the Global Communication program are "Global Policy Issues: the U.S., China and the World," "International Organizations and Humanitarian Law," "International Human Rights," Global Health Intersections: Women's Health and Pandemics," "Peaceful Solutions: Alternatives to Violence," "Citizenship in a Multicultural Society." *(3 credits) Fall, Spring, Summer*

COMM 463 – Washington DC Media Seminar
Prerequisite: At least Junior standing, COMM 100 or COMM 101; completion of interdisciplinary core and writing requirements; approval by the RWU Washington semester Communication advisor.
Offered by faculty at the Washington Center as part of the Roger Williams University Semester in Washington, D.C. program. Seminar topics vary from semester to semester, and are chosen in consultation with the Washington Center Academic Advisory Board. Among topics offered in recent semesters applicable to the Communication program are "The Mass Media and National Politics," "Media, Ethics and the Movies," "Strategic Communication for the Policy-Making Arena," "Fundraising in the 21st Century," "How Washington Really Works: Government and Business in the New Economic Reality," "Campaigning for a Cause: how Advocacy Groups Change the World." *(3 credits) Fall, Spring, Summer*

COMM 464 – Washington DC Independent Research Project
Prerequisite: At least Junior standing, COMM 100 or COMM 101; completion of interdisciplinary core and writing requirements; approval by the RWU Washington semester Communication advisor.
This project is undertaken while students are participating in the Roger Williams University Washington semester program. The project is developed before the student leaves the Bristol campus, in consultation with faculty in the Communication program. It is supervised during the student's time in Washington by a member of the Washington Center faculty. The project, based on the student's internship work, requires academic research of the organization for which the student is working while in Washington. *(3 credits) Fall, Spring, Summer*

COMM 465 – McLuhan's Global Village: Media & Culture in the 21st Century
Prerequisite: COMM 100, and junior standing or consent of instructor
This seminar course examines the media of the 21st century through a media ecological lens using deep readings in two of McLuhan's works, *The Global Village* and *Understanding Media*. Written in the latter half of the 20th century, McLuhan's works display a prescience that makes them relevant in this digital age. Will the Internet make us a global village? Or will it fragment our societies? What does it mean to be human in this age of digital media technology? Readings in works by McLuhan scholars Paul Levinson, Robert Logan and others bring McLuhan's ideas into the 21st century. *(3 credits) Spring Alternate Years*

COMPUTER INFORMATION SYSTEMS

CIS 100/SEC 100 – Introduction to Personal Computer Hardware
Cross-listed as SEC 100
This course introduces the fundamentals of personal computer (PC) hardware. This hands-on course exposes the student to technology from a practical perspective. In the course, students will build a personal computer, install networking components, and learn about basic networking and connectivity. In addition, students will install two different operating systems in their computer and a variety of other utility and application software. An additional supply fee will be assessed for this course. *(3 credits) Fall*

CIS 102 – Computer Applications in Business
Introduces students to the elements of business conducted via the Web, which is the paradigm of 21st century business transactions. Focused on the development of a database in Access and the design and deployment of a Web site, this course integrates the information management and communications aspects of the digital business environment. Taught in an interactive hands-on computer classroom. *(3 credits) Fall, Spring*

CIS 105 – Data Analysis & Analytics with Excel
Excel has established itself as an important tool for the analysis of data and for the building of models that solve business problems. With the addition of the data mining toolbar, Excel becomes a tool for analyzing large, complex sets of data, while remaining within a software environment familiar to many business users. This course moves students from the fundamental skills of functions, graphing and various ways of manipulating, presenting and analyzing data – to the extremes of working with enormous quantities of data. These large datasets can be analyzed with data mining tools that have the potential of finding patterns and clusters of data that could provide a business with a strategic advantage. While we briefly discuss the underlying algorithms, our focus is on the use of tools to help a business make sense of the massive amounts of data generated by today's digital environment. *(3 credits) Fall, Spring*

CIS 200 – Introduction to Computer Programming: Animation and Games
This course for non-majors and majors introduces the basic concepts of computer programs in a visual environment. Beginning with program flow, the course introduces data description, control structures, and object oriented techniques. By focusing on algorithmic thinking, the course offers a mode of critical thinking that has become increasingly important as computers become ubiquitous. *(3 credits)*

CIS 202 – Technology for the Arts
Fulfills a course requirement in the Arts Management Minor.
Taught in a hands-on computing lab, this course introduces students to the common computing technologies and their applications in the context of managing an arts organization. The course covers the basics of computing technologies with an emphasis on the internet. Cases and projects center on issues in arts management and include: budget preparation and presentation; customer communications and customer relations, fundraising support and management, electronic promotion and media management. *(3 credits) Fall, Summer I*

CIS 206 – Introduction to Web Development
This course offers a practical hands-on approach to designing, creating and uploading sites for the Web. Using applications such as Macromedia Dreamweaver and Macromedia Fireworks, students in this course construct a multi-page Web site complete with links to other sites, photographs they have scanned and enhanced, and graphics and animations they have created. Students learn how images, audio and video are represented digitally and transmitted on the Web, and how to optimize information to provide visitors with quick response and high quality. Offered in an interactive hands-on computer classroom. *(3 credits) Fall, Spring*

CIS 299 – Web Development Center I
Students enrolling in this course must be able to create and implement web pages using CSS, but students from other majors are encouraged to enroll. Students form multidisciplinary teams to design and develop a web presence for an actual client. Teams compete for the client's business just as a real-world web design and development firm must do. Team members bring their own expertise to bear in seamlessly integrating the web site within a Content Management System. This project requires the application of your existing skill set and the acquisition of new skills. Employers are increasingly looking for graduates with real-world experience working in multi-disciplinary teams. The Web Development Center provides that experience. The team project becomes part of each student's professional portfolio. *(3 credits)*

CIS 305 – Doing Business on the Web
Prerequisite: Junior Standing
Offered in a computer classroom, this "hands on" course introduces students to the tools and concepts necessary to develop and plan an online business, and to implement the website. Myriad business on the web considerations and issues are examined by reviewing actual internet case studies throughout the semester, e.g., Amazon.com. A significant component of the course is the study of extant web businesses which have succeeded and others that have failed. Case studies familiarize students with many of the best and worst web practices. Issues of web development are explored including legal considerations, marketing strategy, management techniques, accounting methodology, and financial practices. Students determine most aspects of their own small business including business goals, web software, internet server provider, website design, search engine strategy, and website testing. The website promotes and tracks its own effectiveness; in addition, inventory, if any, and customer transactions are maintained and monitored by interacting with, and updating, the student created database. Students launch and promote their business website on a commercial server that allows web access for mock transactions by students and faculty. In addition, students will test and further develop their website in Google's simulated business web environment. *(3 credits) Fall, Spring*

CIS 306 – Web 2.0: Creating Expressive Web Sites
Prerequisite: CIS 206
This course covers how to bring a web site to life with animations, transforms and transitions. Add audio, video, media queries, gradients, Web fonts and shadows. Creative implementations with HTML5, CSS3, jQuery and Javascript are covered. *(3 credits)*

CIS 325 – Web Client: JavaScript
Prerequisite: CIS 206
Modern web sites are a blend of technologies. Hypertext Markup Language and Cascading Style Sheets define the appearance of web pages. Active Server Pages (ASP) or similar systems such as php, jsp or cfm are used to provide access to databases stored on web servers. JavaScript is the dominant language for controlling web page behavior on the client side of the system. JavaScript provides a way to validate form data, handle rollover effects, rotate advertisement content, generate dynamic menus and a host of other effects users have come to expect. By the end of this course you will be comfortable writing JavaScript, reading JavaScript code written by others and using widely available JavaScript libraries and APIs (such as the Google Maps API) as part of your web development efforts. *(3 credits)*

CIS 335 – Database Management
Prerequisite: at least Sophomore standing
Students with CIS 210 are not eligible to take this course except for grade replacement
This hands-on course introduces students to the world of relational databases in the context of web development by taking students on a step-by-step journey through the process of database design and implementation. In this course you will learn about data organization strategies, entities and attributes, tables and relationships, primary and foreign keys, normalization, integrity constraints, and hardware characteristics and constraints. The database implementation uses a mainstream database such as MySQL, that runs on Macintosh, Windows, or Unix systems. Relations to web languages such as PHP, JASON, or PERL are also considered. Theory is immediately put into practice as you apply each new concept and technique to your own database and web projects. Offered in an interactive hands-on computer classroom. *(3 credits) Fall*

CIS 350 – Geographic Analysis of Data: An Introduction to GIS
Prerequisite: Junior standing
This course is a hands-on introduction to GIS. A Geographic Information System (GIS) is a tool for creating maps and for doing spatial analysis – that is, asking your maps questions and getting maps to assist in decision-making and problem solving. Typical applications include customer, crime, pollution and voting maps. You will learn to use existing geographic data sets and to incorporate your own data. You will build maps with multiple layers in an attempt to support an argument or to solve a problem that relates to your specific discipline. *(3 credits)*

CIS 360 – Marketing on the Web (cross-listed as MRKT 360)
Prerequisites: CIS 206 and MRKT 200 (CIS 206 may be taken concurrently)
Examines how the Internet is altering the exchange of goods and services between buyers and sellers. Investigates the role of the Internet as an integral element of marketing strategies, incorporating a critical evaluation of electronic commerce strategies. As students create their web site(s) they study, experiment with, and discover the elements of effective business Web site design, the principles of marketing research on the web, and methods of implementing marketing communications strategies via the Web. Offered in an interactive hands-on computer classroom. *(3 credits) Spring*

CIS 375 – Data Communications and Networking
Prerequisite: Introductory Course in Computing
Introduction to basic data communications concepts and their application to local area networks through lectures, discussions of case studies, and hands-on projects. Experience with both peer-to-peer and client/server networks. *(3 credits) Fall*

CIS 399 – Web Development Center II
Prerequisite: CIS 299 – Web Development Center I
Web Development Center II continues the experience of Web Development Center I (CIS 299). In the second semester students take on a management and mentoring role in the project, possibly as a team leader. Mentor/managers play a larger role in formulating project strategy and in the interface between your team and the client. They also take charge of site promotion including search engine optimization (SEO) strategy and the design and implementation of effective landing pages. The team project will become part of each student's professional portfolio. *(3 credits)*

CIS 403 – Systems Analysis and Design
Prerequisite: CIS 335
Students learn to translate user requirements into finished computer applications. Principles of structured systems analysis and design are explored utilizing case study method. Topics include the role of the analyst, the activities and products associated with a structured systems development project, and the use of specification tools such as Data Flow Diagrams, and Entity Relationship Diagrams. Implemented with state-of-the-art CASE software tools. *(3 credits) Spring*

CIS 425 – Webserver: Scripting and Database Connectivity
Prerequisites CIS 200 and CIS 206 or permission of instructor.
Would you use Facebook if everyone could see all your information? How do Netflix and Amazon decide what other titles you might be interested in? Twitter can send a text message to your phone. How does that work? All these features are created using server-side techniques. In this practical hands-on course you'll use tools such as Dreamweaver, Blend, Expression Web and Visual Studio, MySQL and SQL Server to create Web sites that incorporate features like these. *(3 credits)*

CIS 429 – Community Partnerships Center Web Development Studies
This course involves a project selected by the Community Partnerships Center and the Business School Dean as a Web Development project. The students will work with a professor and possibly students from other disciplines to fulfill a task requested by a regional company, organization, or governmental unit. Specific project details vary and will be announced prior to preregistration for each semester. *(3 credits)*

CIS 430 – Special Topics in Web Development
Prerequisite: Consent of instructor
Selected topics provide study in areas chosen by students in consultation with faculty. Provides an advanced level of course work or research in web development. *(3 credits) Special Offering*

CIS 469 – Web Development Coop
Prerequisites: Senior standing in Web Development and consent of instructor
This course is designed to prepare students for the transition from academia to the real world, and to allow them to "sample the water" of their chosen profession. Prior to starting their internship, students are guided through the experience of preparing a resume, conducting a job search for an appropriate position, and applying for a position. Students select from a wide variety of positions offered at local businesses, computer companies, consulting firms, non-profit organizations, and government agencies. During the semester students perform meaningful tasks, usually without financial remuneration for their company, either individually or a part of a team. Students receive feedback and guidance from their employers, their RWU Career Services advisor, and their faculty sponsor. *(3 credits) Fall, Spring*

CIS 499 – Web Development Center III
Prerequisites CIS 399 – Web Development Center II
Web Development Center III is the capstone experience begun in Web Development Center I (CIS 299). Third-semester students direct the project strategy and the interface between the team and the client. In addition, they ensure that appropriate analytics are in place to evaluate the degree to which the site meets the site goals. Third-semester students also evaluate and select appropriate technology, including the Content Management System and custom coding options, and develop and integrate a social media (Facebook, Google+, etc.) strategy to complement the site's Web strategy. The team's project becomes part of each student's professional portfolio. *(3 credits)*

COMMUNITY DEVELOPMENT

CD 101 – Strategies in Community and Neighborhood Revitalization
This course provides an introduction to the field of community development. As an introductory course, students will explore how community development practitioners function as agents of change within the cultural, social, and ecological systems that they work. It is intended for students with seeking an introduction to the field. *(3 credits)*

CD 220 – Elements and Issues in Community Development
Overview of the concepts, theories and applications in the field of community development. This is the foundation course for the Community Development program, but it is appropriate for all students interested in a comprehensive look at the elements required to understand what makes for successful communities, from housing to education, to social services and infrastructure. *(3 credits) Fall, Summer*

CD 252 – Roles and Systems in Community Based Organizations
This course focuses on organizational concepts and theories that are typically used in community based organizations settings and their impact on practice with particular emphasis on the relationship between the mission, bureaucracy and programs of community development agencies. *(3 credits)*

CD 350 – Housing and Development Skills
Blends the academic framework of theory and analysis of housing policy with skills-oriented instruction. Using readings, class discussions, guest speakers, lecturers, and class journals, the course explores key subject areas related to housing and development, including housing theory, planning, data analysis, assessment of housing needs, community participation, stakeholders, roles, negotiation, codes, construction procurement, homelessness, financing, foreclosures, tenant and management issues, sustainable design, regionalism and other issues. *(3 credits)*

CD 351 – Sustainable Economic and Community Development
Explores key subject areas related to sustainable economic development, including business creation and retention, microenterprises, co-ops, job creation, asset development, sector analysis, the connection between economic development and social health. Examines the role that community development professionals can and should play in ensuring that economic development occurs in a sustainable manner. *(3 credits)*

CD 352/MGMT 352 – Non-Profit Management
Cross-listed as MGMT 352
The course provides students with an overview of the role of the non-profit sector in the United States, as well as comprehensive exposure to the various elements of managing a non-profit organization. Governance, personnel, finance, planning and service delivery will be examined and best practices located. Students emerge from this course better able to face the challenges of working in and managing a non-profit organization. *(3 credits) Spring*

CD 401 – Research Methods in Community Based Practice
Prerequisites: CD 351, CD 352
This course will provide an introduction to research methods used in the social sciences and their application to community based practice. This will include case studies, experiments, and surveys; Students will have the opportunity to learn specific research skills and how to develop empirically sound conclusions about social phenomena that they observe. Specific emphasis will be placed on how community practitioners investigate program and project outcomes. Students will apply this knowledge to a field-based project. *(3 credits)*

CD 430 – Special Topics in Community Development
Study of special topics in community development. Topics will be determined by current trends in the field. *(3 credits)*

CD 440 – Public Administration Prcaticum
Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
An internship experience within a public agency or non-profit organization designed to acquire, apply, or utilize administrative knowledge and skills. *(3 credits)*

CD 521– Social Theories of Community Based Practice
This class investigates community and economic development theories within the context of classical and contemporary economic and social theories. Since community development is an inter-disciplinary field, students in this course will consider theories as diverse as location and place theories, micro- and macro-economics, structural-functional and conflict social theories, among others and how they are used, on a daily basis by community based practitioners. Students will formulate a basic theory of change to be applied in community-based practice. *(3 credits)*

CD 522 – Fundamentals of Urban Ecology and Healthy Communities
This course examines components and relationships within urban ecosystems. From both a historic and contemporary vantage point, students will explore the different stakeholders that make up the urban neighborhood environment, the relationships among and between them and how community and economic development initiatives can positively impact the health of a community. *(3 credits)*

CD 530 – Special Topics in Sustainable Community and Economic Development
This course provides students the opportunity to explore, in greater depth, timely and significant topics influencing, affecting and/or impacting the field of community development. The course may be taken more than once depending on topical content. *(3 credits)*

CD 540 – Practicum in Sustainable Community and Economic Development
This course provides students with the opportunity to gain credit for practical, field, experience in community based organizational settings. *(3 credits)*

CD 552 – Organizational Leadership, Management and Change in Community Based Organizations
Community Development, by definition, is a method of improving communities. Community development organizations are the agents of change. This course provides an introduction to the basic principles of organizational management and leadership as applied in community based, nonprofit agencies. Students will have the opportunity to develop a better understanding of their own competencies as leaders and managers and how these can be expanded and developed to be a successful organizational leader. *(3 credits)*

CD 554 – Introduction to Project Design, Implementation and Evaluation in Community Based Practice
In this course, students will develop proficiency in using logic models as a tool for designing, monitoring and evaluating community based

interventions. Students will identify a community or neighborhood problem and develop a preliminary project design using a logic model template. Students will also examine best practice models of formative and summative program evaluations. *(3 credits)*

CD 555 – Fundamentals of Mixed Methods Research in Community Based Practices
When designing and planning or evaluating a program, community based practitioners are likely to use different research methods. Some mixture of quantitative and qualitative research is used to identify and define community problems and/or measure the outcomes of interventions. Students will develop a foundational understanding of investigative and evaluative research methodology. The focus of the course will be on the application of mixed methods research in community-based practice. Students will conduct a literature review; develop research questions and a research design based on the work they completed in CD 552 and CD 554. *(3 credits)*

COMPUTER SCIENCE

COMSC 110 – Introduction to Computer Science & Lab
A broad-based introduction to the core concepts of computer science with an emphasis on program design. Topics include basic algorithms and data structures, recursion, event-handling, and object-oriented concepts. The course employs the Java programming language to develop interactive applets designed to run within the student's World Wide Web home page. *(4 credits) Fall*

COMSC 111 – Data Structures & Lab
Prerequisite: COMSC 110
This course is designed to build on the student's basic programming knowledge. Major emphasis is placed on object-oriented design, programming methodology, data structures, and abstract data types as tools for analysis, design, and implementation of software modules to meet specified requirements. Students will learn and employ several well-known data structures and algorithms. Techniques of searching, sorting, recursion, and hashing will be examined. Data structures such as sets, heaps, linked lists, stacks, queues, and trees will covered. There is an introduction into the consideration of complexity and efficiency of algorithms. Students will implement software solutions by employing problem decomposition and selecting the appropriate algorithms and abstract data types. *(4 credits) Spring*

COMSC 210 – Principles of Computer Organization & Lab
Prerequisites: COMSC 111 or permission of instructor
Presents a detailed picture of contemporary computer systems with an emphasis on their hierarchical structure and the interplay between their hardware and software subsystems. Topics include digital logic; the architecture of processor, memory, and I/O subsystems; and the implementation of HLL abstractions. Parallel and RISC architectures may also be examined. Programming is in C/C++ and assembly language. *(4 credits) Fall*

COMSC 230 – Principles of Programming Languages
Prerequisites: COMSC 111 or permission of instructor
Examines fundamental issues in the design, implementation and use of modern programming languages, while emphasizing alternative problem-solving paradigms and languages developed for exploiting them. Topics include procedural, functional, declarative, and object-oriented languages; the specification of syntax and semantics; and language implementation issues. Several modern languages are used to illustrate course topics. *(3 credits) Spring*

COMSC 330 – Principles of Software Design
Prerequisite: COMSC 230, COMSC 340
The course introduces principles of modern software design paradigms and concepts. Software design techniques and life-cycles are emphasized. Process models, requirement analysis, module design, coding, testing, and associated metrics are covered. Software project management, including cost and schedule estimation is incorporated into the course. *(3 credits) Fall*

COMSC 331/BIO 331 – Bioinformatics & Lab
Cross-listed as BIO 331
Fulfills a course requirement in the Biology Core Concentration and Biotechnology Certificate
Prerequisite: BIO 200 and COMSC 110 or consent of instructor
The course reviews the fundamental concepts of molecular and evolutionary biology, with a focus on the types of questions that lend themselves to computer analysis. In web-based exercises students will become familiar with they content and format of the most commonly used databases and learn to query them with the associated search engines. Some of the basic algorithms used to compare and order sequence data will be presented, along with the programs that are used to evaluate the inferred patterns statistically and to present them graphically. A weekly computer-programming lab will train students to write simple scripts to extract sequence information from databases and to search for specific patterns within these data. *(4 credits) Alternate Spring*

COMSC 335 – Theory of Computation
Prerequisites: COMSC 111, MATH 221 or permission of instructor
Students with COMSC 240 are not eligible to take this course except for grade replacement
Formal models of computation provide the framework for analyzing computing devices, with the goal of understanding the types of computations, which may be carried out on them. Finite and pushdown automata and the classes of languages, which they recognize, occupy the first part of the course. The remainder of the course addresses Turing machines, recursive functions, Church's Thesis, undecidability, and NP-completeness. *(3 credits) Fall*

COMSC 340 – Analysis of Algorithms
Prerequisites: COMSC 111, MATH 221 or permission of instructor
Students with COMSC 220 are not eligible to take this course except for grade replacement
This course studies analysis of algorithms and the relevance of analysis to the design of efficient computer algorithms. Algorithmic approaches covered include greedy, divide and conquer, and dynamic programming. Topics include sorting, searching, graph algorithms, and disjoint set structure. NP-completeness and approximation algorithms are also introduced. *(3 credits) Spring*

COMSC 360 – Mobile Application Programming
Prerequisites: COMSC 110 and COMSC 210
This course introduces design and implementation of applications for different mobile devices with focus on Android platform. Students will learn how to set up mobile applications development environment and how to code, run and debug a variety of mobile applications, including user interfaces, activities, persistent data, audio, and animations etc. using software emulators. Previous Java programming skills required. *(3 credits) Spring*

COMSC 401 – Computer Science Senior Seminar
Prerequisite: Senior standing or permission of the instructor
This seminar will meet once each week and will include all seniors majoring in computer science. Practicing professionals will present seminars on topics of current interest. Topics typically addressed will include professional ethics, state-of-the-art developments, business practices and procedures. Speakers will be drawn from the business,

government and academic communities. Students will be required to maintain a journal and to participate in a professional reading program. *(1 credit) Spring*

COMSC 410 – Artificial Intelligence
Prerequisites:COMSC 230 and COMSC 340
The objective of the course is to introduce the basic concepts of artificially intelligent systems. Topics include knowledge representation, search strategies, control, and pattern recognition. Formal logic, natural language understanding, and ''expert'' systems are covered along with their applications in science, medicine, and mathematics. Special attention is given to fundamental AI representation and problem-solving techniques. An introduction to expert system ''shells'' and other AI languages is provided. *(3 credits) Spring*

COMSC 420 – Principles of Operating Systems
Prerequisites: COMSC 210 and COMSC 340
Students with COMSC 320 are not eligible to take this course except for grade replacement
Examines problems which arise when limited machine resources must be shared among many contending processes; the software and hardware solutions which have been devised to address these problems; the algorithms and data structures used to implement disk files systems, memory management, multiple concurrent processes, and inter-process communications. Also considers efficiency and security issues, as well as the relationship between machine architecture and system software design. *(3 credits) Fall*

COMSC 440 – Language Translation and Compiler Design
Prerequisites: COMSC 230, COMSC 335 and COMSC 340
Students with COMSC 310 are not eligible to take this course except for grade replacement
Examines the design and implementation of compilers as an application of algorithms, data structures, and formal language theory in a software engineering context. The lexical analysis, parsing, code generation, and optimization of programs written in a block-structured language are used to illustrate many concepts from earlier courses. Students implement a translator for a subset of a well-known programming language. *(3 credits) Spring*

COMSC 450 – Special Topics
Prerequisite: Senior standing or permission of the instructor
Independent Study. This course is designed to allow advanced seniors in computer engineering and computer science to pursue more advanced study or research on selected topics under the supervision of a faculty member. Regular meetings, written reports, and final exam or term paper are required.

COMSC 490 – Integrated Senior Design I
Prerequisites: COMSC 210, COMSC 330, and senior standing
This course provides experience in the integration of math, science, engineering and computer science principles into a comprehensive computer science client-based design project. Open-ended problems emphasizing a multidisciplinary approach to total system design providing multiple paths to a number of feasible and acceptable solutions that meet the stated performance requirements. Design teams are required to generate alternatives, make practical approximations, perform appropriate analysis to support the technical feasibility of the design and make decisions leading to an optimized system design. *(3 credits) Fall*

COMSC 492 – Integrated Senior Design II
Prerequisite: COMSC 490
A continuation of Integrated Senior Design I, students will be expected to develop a working prototype. Working closely with a faculty advisor, student teams will conduct periodic review presentations for their client ensuring the design meets the clients' needs and expectations. The course objectives include the delivery of a successful project to the client by the end of the semester. *(3 credits) Spring*

CONSTRUCTION MANAGEMENT

CNST 100 – Introduction to Construction Management
An introduction to college and the construction industry. The course will discuss the responsibilities of successful college students and industry professionals. The course will analyze the cultural context of construction, emphasizing its centrality in the evolution and expansion of the built environment. Current "mega" projects, industry trends and technologies, and behavioral expectations will all be discussed. *(3 credits) Fall*

CNST 116 – Computer Applications for Construction
Uses the computer for formulation, analysis and solution of typical construction management problems. Special attention is given to spreadsheet packages and AutoCAD that are used in subsequent construction management and science courses. *(3 credits) Fall*

CNST 130 – Plans, Specifications and Building Codes
The fundamental study of all construction documents to include: drawings, specifications and building codes. The student will examine the relationship among drawings, specifications and codes and how to use the included design information to perform a quantity takeoff, an estimate, or build a project. *(3 credits) Spring*

CNST 200 – Construction Methods and Materials and Lab
A discussion of the behavior and properties of materials commonly used for construction, including wood, aggregates, Portland cement, and metals. Examines basic construction techniques of building materials and components including form work, steel erection and wood framing. *(4 credits) Spring*

CNST 201 – Advanced Construction Methods and Materials and Lab
Prerequisite: CNST 200
Advanced studies in construction building materials and components. Emphasizes comprehensive analysis of material with respect to design, specifications, construction methods, testing, and inspection. Testing of soils, asphalt, concrete. Structural and behavioral characteristics, engineering properties, measurements, and applications of construction material. *(4 credits) Fall*

CNST 250 – Construction Equipment
Prerequisite: CNST 116, ENGR 115 or permission of instructor
Emphasis on engineering construction equipment to include categorization by design and function. Students will learn to calculate engineering equipment operation and maintenance costs using the time value of money, apply engineering fundamentals of earth moving to the implementation of engineering equipment, and perform engineering equipment production estimating. *(3 credits) Spring*

CNST 260 – Construction Estimating and Scheduling
Prerequisites: CNST 116 and CNST 201
An introduction to the fundamentals of construction estimating and scheduling. Conceptual, square foot, systems and unit price estimates will be studied and basic CPM scheduling theory to include bar charts and network schedules. *(3 credits) Spring*

CNST 302 – Surveying and Lab
Prerequisite: MATH 136
Theory and practice of plane and route surveying involving the use of tape, transit, and level for measuring traverses, determining topography, sectioning. Includes site layout and design, and vertical and horizontal curves. *(4 credits) Fall*

CNST 304 – Applied Structures
Prerequisite: ENGR 210
Emphasizes torsional and bending behavior of members and resulting internal stresses; combined stresses; beam sections, beam deflections, and beam design considerations; elastic buckling, column analysis, and column design considerations; approximate analysis of indeterminate structures. *(3 credits) Spring*

CNST 321 – Advanced Building Estimating
Prerequisite: CNST 260
Detailed unit price cost estimating including quantity takeoff, labor, material and equipment unit pricing, and computer applications. The course will also examine bidding strategies, worker and equipment productivity, and value engineering. *(3 credits) Fall*

CNST 430 – Special Topics in Construction Management
Prerequisite: Permission of instructor
Selected topics determined by student needs and/or the availability of appropriate instruction. *(3 credits) Special Offering*

CNST 445 – Construction Project Management and Safety & Lab
Prerequisite: CNST 260
Organization and management theory applied to the construction process, including leadership functions, ethical standards, project planning, organizing and staffing. Safety procedures and equipment. OSHA requirement for construction. *(4 credits) Fall*

CNST 450 – Construction Planning and Scheduling
Prerequisite: CNST 260, MATH 124
Various network methods of project scheduling including AOA, AON Pert, bar-charting, line-of-balance, and VPM techniques. Microcomputers used for scheduling, resource allocation, and time/cost analysis. Lecture, lab. *(3 credits) Spring*

CNST 455 – Mechanical and Electrical Design for Buildings
Prerequisite: Junior standing
A basic study of the primary mechanical and electrical equipment and systems used in buildings. Design principles for selecting and sizing various systems are stressed throughout the course. Mechanical topics include plumbing, heating, ventilating, air conditioning, water supply, fire protection, and sanitary sewer systems. Electrical topics include basic principles of electricity, single and three phase systems, transformers, branch circuits and feeders and residential and commercial illumination. *(3 credits) Spring*

CNST 460 – Construction Management Internship
Prerequisite: Permission of advisor
This course is designed to prepare students for the transition from student to professional by formalizing experience gained in employment. To register for this course, students must comply with the guidelines established by the RWU Center for Career & Professional Development for internships. Students who successfully complete the internship in compliance with Center for Career & Professional Development standards will have the course entered on their transcripts along with the name of the firm in which the internship was taken. *(0 credit)*

CNST 465 - Sustainable Construction
Prerequisites: SUST 301 or SUST 401 or CNST 450
Cross-Listed with CNST 540
This course develops an awareness of environmental problems created by construction projects. The course also examines the means and methods of addressing these problems in a "green" way. Sustainability must be addressed on a life-cycle basis from the origins of the building materials, through the construction process, ending with the eventual disposal of the project. Topics include: LEED history and application; life-cycle costing; energy measurement; sustainable site planning and; "green" technologies; sustainability as a value-engineering exercise; the methods and means of sustainable construction; "green" site logistics; educating the sustainable work force; sustainable construction and public relations. *(3 credits) Spring*

CNST 475 – Construction Project Control
Prerequisites: CNST 321, CNST 450
An examination of the activities involved in the effective management of single and multiple construction projects. The course includes the study of basic control theory, the preparation of control models, the collection of actual production data, the computation of project performance, and the determination of appropriate corrective action. *(3 credits) Fall*

CNST 480 – Capstone Project, Ethics and New Technology
Prerequisites: Senior standing and permission of instructors
Students will work with an industry advisor to develop a preconstruction plan for an actual construction project. At a minimum, this plan would include a project estimate and schedule, field and home office organization, a site logistics plan and a schedule of values. A formal presentation will be made to an industry panel. The course also addresses professional ethics through a case study and includes a research paper requirement. *(3 credits) Spring*

GRADUATE COURSES

CNST 510 – Modeling and Simulation Techniques for Construction Management
Prerequisites: Graduate standing or permission of instructor
Delivery: Online
As construction projects become larger, more sophisticated, more complicated, and fast-tracked, the requirement for mathematical analysis and prediction of the outcome moves from being important to being critical for the success of the project. This course will introduce the student to useful techniques of analysis that require inexpensive, readily available software tools. This course explores the following topics: risk assessment, analysis and management; decision-making for probabilistic events; Total Quality Management (TQM) and Statistical Process Control (SPC); linear programming for project planning; game theory applications in the construction industry; and, simulation modeling of construction projects. *(3 credits) Fall*

CNST 515 – Project Enterprise Management and Control I
Prerequisite: Permission of instructor
Delivery: Residential practicum
Today's construction executive must understand the business of the construction enterprise. Working in a case study format, students will explore the various elements of the construction business to include: strategic planning, work acquisition, project control, financial management, and human relations. Course is offered in a practicum format. *(3 credits) Special Offer*

CNST 520 – Construction Negotiations
Prerequisites: Graduate standing or permission of instructor
Delivery: Online
No construction project is ever built to the plans and specifications generated at the start. No set of plans and specifications ever accurately reflects what the owner had in mind. Conflicts are inevitable in the construction process. Every project participant must realize these facts and develop ways to resolve the conflicts to produce a good product with the maximum amount of satisfaction on the part of all participants. This course will evaluate techniques that can produce the product and the satisfaction quotient desired. Topics include: alternate methods of dispute resolution; methods of managing client expectations; professional practice and ethics; teambuilding methods; common characteristics of

successful leaders; a consideration of personal network systems; communication in its many forms; goal alignment – how to do it and why it is important; managing meetings; and, current project successes and failures. *(3 credits) Fall*

CNST 525 – Pre Construction Planning and Project Delivery
Prerequisites: Graduate standing or permission of instructor
Delivery: Online
Successful construction projects require significant project collaboration; owners, designers, and constructors all come to the project with different visions that must be aligned. Early in the project the owner's needs are balanced by the reality of cost and schedule. Concurrently, the inherent risks are identified and a decision is made as to how the project is best delivered. The course will examine the alternate methods of project delivery as well as the technologies that can be used to maximize project value. A particular focus will be placed on estimating and scheduling during the pre-construction stage of a project to include Building Information Management (BIM) and other tools that can be used to maximize value and improve constructability. *(3 credits) Special Offer*

CNST 530 – Personnel Management and Law
Prerequisites: Graduate standing or permission of instructor
Delivery: Online
One of the largest cost elements in any construction project is the cost of personnel. The penalties incurred if the letter and the spirit of the current laws affecting personnel management are not observed are potentially devastating to the cost and schedule for any construction project. This course will examine the current requirements and trends for the personnel laws governing the construction industry. Topics include: typical employment contract requirements for management personnel and building trades personnel; the impact of "work rules" on estimating and scheduling; "trade-offs" for modifying various "work rules" and determining the legality of the managers' ability to modify "work rules"; the economic impacts of "work rules" and "trade-offs"; case studies in labor relations and labor relations effects on bidding and executing construction contracts; salient decisions in labor law from the US Courts system in the last twelve months and how they are likely to affect the construction industry; recent trends in international labor law or labor law in a single foreign country to compare and contrast how the construction industry operating in a foreign environment will be affected. *(3 credits) Spring*

CNST 540 – Sustainable Construction
Cross Listed with CNST 465
Prerequisites: Graduate standing or permission of instructor
Delivery: Distance Delivery
This course develops an awareness of environmental problems created by construction projects. The course also examine the means and methods of addressing these problems in a "green" way. Sustainability must be addressed on a life-cycle basis from the origins of the building materials, through the construction process, ending with the eventual disposal of the project. Topics include: LEED history and application; life-cycle costing; energy measurement; sustainable site planning and; "green" technologies; sustainability as a value-engineering exercise; the methods and means of sustainable construction; "green" site logistics; educating the sustainable work force; sustainable construction and public relations. *(3 credits) Fall, Spring*

CNST 545 – Construction Organization, Control and Logistics
Prerequisites: Graduate standing or permission of instructor
Delivery: Distance Delivery
This course addresses the analysis and control of construction projects using advanced techniques for budgeting and scheduling. Topics include: hierarchical company organizations with line and staff components in the control and logistical support of construction projects; response cycle time for company organizations; cost control schemes for allocating resources to construction activities; the administrative overhead costs for control and logistical processes; the susceptibility of a logistical support system to fraud; and, the applicability of a control and logistical support system to joint ventures. *(3 credits) Fall, Spring*

CNST 550 – Special Topics in Construction Management
Prerequisites: Graduate standing or permission of instructor
Delivery: Arranged with instructor
Selected topics determined by student needs and/or the availability of appropriate instruction. *(3 credits) Special Offering*

CNST 555 – Advanced Construction Law
Prerequisites: Graduate standing or permission of instructor
Delivery: Distance Delivery
An examination of the legal system and the maxims of law, as applicable to the construction industry. The course will primarily focus on United States law, but will also address construction in an international environment. The course will look at the bidding and award of construction projects, dispute resolution, delays and acceleration, differing site conditions, bonding, insurance and contract interpretation. Topics include: bidding requirements for public works projects; changed conditions for public works projects; arbitration requirements for contract disputes; liens and lien release requirements; criminal investigations; regulatory infringement investigation; and, reporting requirements for progress payments. *(3 credits) Fall, Spring*

CNST 560 – Project Delivery II
Prerequisite: Permission of instructor
Delivery: Residential practicum
Continuation of the topics presented in CNST 515 with special emphasis on the emerging paradigm of Integrated Project Delivery *(3 credits) Winter*

CNST 565 – Customer Development and Winning the Construction Project
Prerequisites: Graduate standing or permission of instructor
Delivery: Distance Delivery
This course examines techniques of customer development, marketing, assessment of growth and its impact on the organization, assessment of integrating new technology in company operations and integrating these functions into the construction management team. Topics include: the referral system; publicizing successful projects and using that success for future projects; the role of the satisfied customer in winning future work; the cost and the value of keeping all stakeholders satisfied with the results of a construction project; the skill set of a construction project salesman and how it differs from the engineer, the accountant, and the constructor; and, case studies of winning profitable and unprofitable construction contracts. *(3 credits) Summer*

CNST 570 – Financial Planning for Construction Projects
Prerequisites: Graduate standing or permission of instructor
Delivery: Distance Delivery
Financial planning prior to the design of a major construction project is required to determine the feasibility of the project. The assembly of the resources of all the participants prior to commitment to a project assures the owners and the constructors that the project success is attainable. This course will review the similarities and differences in financial requirements for large national and international construction projects. Topics include: the financial framework for a construction project prior to the bid phase; the risk involved in funding a major construction project and developing funding alternatives to accommodate the risks identified; a collaborative approach to dealing with the owner of a construction project during

the planning phase to alleviate funding issues; incentives for the constructor to provide the maximum feasible or the minimum feasible amount of funding for a construction project; sources of funding for a construction project (owner, vendor, sub-contractor, etc.); "what if" analyses that allow the Constructor to plan for contingencies during the construction process; and, assigning a quality value to any profit gained. *(3 credits) Fall, Spring*

CNST 580 – Advanced Construction Safety and Risk Management
Prerequisites: Graduate standing or permission of instructor
Delivery: Online
This course examines the uniqueness of the construction project and its challenges to safety. Topics include: the nature of the safety legislative and regulatory framework; divergent safety attitudes of construction parties; compressed work schedules and their impact on safety; how to calculate and apply the experience modification rate; how to manage safety in a continually changing work environment; practical ways to better educate the work force; OSHA policies and procedures applicable to construction; design with safety in mind; and, safety applied to site logistics plans. *(3 credits) Summer*

CNST 585 – Topics in International Construction
Prerequisites: Graduate standing or permission of instructor
Delivery: Online
Special considerations in international construction include, but not limited to, local laws; regulations, multiple government, private, and NGO funding sources; multiple stake holders (local populations, governments, quasi-government institutions, supra-government organizations, and private institutions); and political currents govern the planning and conduct of large construction projects. This course will provide an introductory summary of the challenges and rewards in International Construction. *(3 credits) Summer*

CNST 590 – Master's Thesis Research
Prerequisites: Graduate standing or permission of instructor
Delivery: Distance Delivery
With the approval of his or her advisory committee, the student conducts independent research and analysis. The thesis is presented orally and in writing and in compliance with the guidelines of Roger Williams Graduate School. Research and analysis must be of a specific, approved topic relating to construction management such as "The Selection of the Most Effective Manner of Managing Sustainable Construction Projects". This course will present research methods required to complete the Master's Thesis and must be taken in conjunction with CNST 595, Research Project. *(3 credits) Fall, Spring*

CNST 595 – Research Project
Prerequisites: Graduate standing or permission of instructor
Delivery: Arranged with advisor
A course offered for research in a Construction Management topic approved by the instructor. The product of the course will be an original research paper completed by the student with the advice of the instructor. *(3 credits) Fall, Spring, Summer*

CONTINUING STUDIES

SCS 430 – Special Topics in Continuing Studies
A Special Topic allows students to engage in courses that cut across concentration offerings in the School of Continuing Studies. These courses can be inter/intra disciplinary or multi-disciplinary. They offer students the opportunity to: intentionally and thoughtfully examine modern day issues through multiple, cross-cutting lenses; work within or across disciplines to solve problems; engage in critical thinking to inform and communicate professional judgments and practice. *(3 credits) Spring, Fall, On-Line delivery*

SCS 440 – Continuing Studies Practicum
Prerequisite: at least Junior standing
A Junior or Senior project -based experience that allow students to thoughtfully and intentionally engage in intra/inter disciplinary and/or multi-disciplinary work that integrates theory and practice – praxis. The course may be repeated for credit up to two times, consecutively or concurrently. *(3 credits) Fall, Spring, On-line delivery*

CORE CURRICULUM

CORE 101 – Scientific Investigations
Students must register concurrently for lecture (CORE 101) and lab (CORE 101L).
This interdisciplinary course explores important issues of societal and personal relevance by evaluating testable ideas through experimentation and literature-based research in lecture and laboratory settings. Students will use the process of science to generate data and synthesize new ideas to come to evidence-based conclusions that will illuminate responses to the three core questions: Who am I, what can I know, and given what I know, how should I act? Lecture content will vary across sections to reflect the expertise of instructors from the breadth of scientific disciplines including astronomy, biology, chemistry, environmental science, geology, oceanography, physics, public health, and sustainability studies, among others. The laboratory experience complements the lecture by providing students with hands-on opportunities to use the scientific method as they lead their own research investigations. *(4 credits) Fall, Spring*

CORE 102 – Challenges of Democracy
This course, which is taught primarily by faculty from the Departments of History & American Studies and Politics & International Relations, investigates the roots of current democratic thought through the study of primary source material dating from antiquity to the present. Other sources of inquiry may include scholarly analyses, films and documentaries, and works of the imagination including literature and art. Upon completion of the course, students will be able to explain, evaluate and critique the key concepts from these primary source readings and demonstrate how these concepts are expressed in the modern world. Special attention will be paid to the student's ability to apply this knowledge to such topics as political institutions, activism and national identity.
(3 credits) Fall, Spring, Summer

CORE 103 – Human Behavior in Perspective
A study of the individual in society, this course draws from disciplines such as psychology, sociology, and anthropology in order to demonstrate the idea that multiple perspectives and frames of reference broaden our understanding of specific behaviors. A focus on cultural diversity will be a central feature throughout the course. The course also proposes a model for critical thinking about human behavior in general. Students explore the limitations of a single point of view and the benefits of information derived from multiple vantages as they consider key existential questions: Who am I? What can I know? And, based on what I know, how should I act? *(3 credits) Fall, Spring*

CORE 104 – Literature, Philosophy, and the Examined Life
This course explores central questions related to the examined life—Who am I? What can I know? How should I act?—through literary and philosophical texts. Participants practice close reading and logical reasoning as methods for understanding how literary and philosophical texts convey meaning. Common readings include selected dialogues by Plato.

CORE 105 – Aesthetics in Context: The Artistic Impulse
This course examines a variety of masterworks and artists from the western traditions of art, dance, music, and theater. The course situates art and artists in historical perspective, emphasizes Classicism, Romanticism, Modernism and relates them to contemporary modes of expression. Works of art will be presented in context, so the impact of historical circumstance and cultural expectation on the creative artist will be apparent. Students will respond through oral and written analysis to masterworks studied in class and to works experienced at outside performances. While all sections of the course will include historic masterworks from the fields of art, theater, dance, and music, specific content of individual sections will reflect the interests and expertise of the professor. Throughout the semester, we also examine the work and ideas we study in order to explore the role, meaning and implications of questions that have shaped the human experience: Who am I? What can I know? How should I act? *(3 credits) Fall, Spring*

CORE 430 – Special Topics in Liberal Studies
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
A variable -content Core Interdisciplinary Senior Seminar that builds upon the foundation of the five-course interdisciplinary Core. Each offering addresses a topic of recognized academic and educational significance, situates the topic in interdisciplinary contexts, makes connections between the domains of the freshman-sophomore Core, pursues inquiry into the course topic and its context through primary, substantive and Representative texts, and organizes the Seminar Topic according t o one or more of the following schemes: great ideas, cultures, figures, or works (Western and/or non-Western). *(3 credits)*

CORE 441 – Disease and Society
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
Throughout history, disease epidemics have had a profound impact on societies. In this course, students explore how five diseases (bubonic plague, smallpox, tuberculosis, malaria, and HIV) have influenced the art, literature, science, and behavior of cultures through time. We examine how individuals and societies try to regain control and bring order back from the chaos and confusion that disease can leave in its wake.

Readings include, but are not limited to, works by Boccaccio, Defoe, Boorstin, Jenner, Koch, Sontag, Mann, and Shilts; reports issued by the Center for Disease Control; and current scientific articles. *(3 credits)*

CORE 442 – Prejudice and Institutional Violence
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
In this course we explore the conditions that promote some of the most devastating aspects of human experience. We also look at the options available to citizens, minority and majority members, caught in the complex web of interpersonal relations in these societies. The Holocaust and other genocides will be used to assess cultural commonalities. We approach these events from an interdisciplinary perspective drawing on the historical antecedents, scientific contributions, uses of art and literature, philosophical rationales, propaganda campaigns, and social scientific orientations. Discussion concludes with an exploration of ways by which individual prejudice can be reduced and with an investigation of measures which may prevent further episodes of genocide. Texts include: Night/Dawn, Conscience and Courage, short stories by Singer, Books of Evil. *(3 credits)*

CORE 443 – The Proper Order of Things?
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
From the Monopoly board game to the Periodic Chart, we take the world we live in and put it in order. Understanding how things are categorized gives us a power over our world and finding a new way to order our world results in ground breaking discoveries. Just think of the scientific advances made possible once we understood that the planets revolve around the Sun instead of the Earth! This course investigates the history of set structures and categories established in our own primarily European-based culture, and compares them with how people organize their world in other cultures of contemporary and ancient Asia, Africa, Oceania and Native America.

Readings include selections from: Mark Francis and Randolph Hester, Jr. (eds.), The Meaning of Gardens: Ideas, Place and Action (on landscape design); Ivan Karp and Steven Lavine, Exhibiting Cultures: The Poetics and Politics of Museum Display (on classification of artifacts); Martin W. Lewis and Karen Wigen, The Myth of the Continents: A Critique of Metageography (on classifications of geography and mapping); Harriet Ritvo, The Platypus and the Mermaid, and Other Figments of the Classifying Imagination; Nathan Spielberg and Bryon D. Anderson, Seven Ideas that Shook the Universe; Mark Turner, The Literary Mind; and excerpts from contemporary films: Party Girl, Angels and Insects, A Day on the Grand Canal With the Emperor of China. *(3 credits)*

CORE 444 – Perspectives in World Culture
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
All societies share in the struggle between the forces of order and chaos. In this course students explore this struggle, examining cross-cultural connections between Western culture and the cultures of India and China and investigating the similarities and differences among these cultures.

Readings include selections from: Time Frames in History, Our Oriental Heritage, Rig Veda, Kathopanisad, Arthashastra, Asoka's Rock Edicts, The Gandhi Reader, Saints of India, The Koran, I Ching, Anthologies of Chinese Literature, Mao's Red Book, Sources of Chinese Traditions, Chinese Civilization: A Source Book, and China, A New History. *(3 credits)*

CORE 445 – Creating the American Image: 1919-1941
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
The common materials selected for this seminar are works created by Americans during the period of study that reflects the developing American image contemporary with their time. Additionally, students undertake and present the results of independent research on significant individuals, events, and trends of the period to broaden the area of class inquiry. Weekly discussion focuses on assessing and combining information from all sources to find common threads that connect this pivotal time period with our own.

Readings include: *The Beautiful and Damned* by F. Scott Fitzgerald; *Arrowsmith* by Sinclair Lewis; *Their Eyes Were Watching God* by Zora Neale Hurston; *The Grapes of Wrath* by John Steinbeck. *(3 credits)*

CORE 446 – Visions of Utopia: Dreams and Delusions
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
Literally, the word "utopia" means "no place." Yet, throughout history, people have imagined they could establish an ideal community in this temporal world of time and space. Often, the societies they envisioned were more just, prosperous, spiritual, beautiful, or compassionate than those that existed; at other times, what they proposed could only be characterized by the greed, cruelty, and ignorance it would engender.

Participants in this course will study "utopia" as a concept and a theme, a theory and a practice. This survey will take us from the

pages of Thomas More's Utopia to the ungoverned virtual space of the Internet. In the process, we will consider the way knowledge of utopias and dystopias shapes our world view and forms our ethos.

Readings include: The Handmaid's Tale by Margaret Atwood, Looking Backward by Edward Bellamy, Herland by Charlotte Perkins Gilman, Utopia by Thomas More, The Republic by Plato, Walden Two by B.F. Skinner, and Night by Elie Wiesel. *(3 credits)*

CORE 447 – Cultural Creations: Women Across Time
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
This course attempts to open our minds and imaginations to the complex subtleties of underlying gender assumptions implicit in gender/role "assignments." From the first moments of our history, we human beings have categorized our surroundings, including our very selves, in an attempt to order our chaotic world. Stereotyping-reducing a complexity to a simple, easily identifiable formula, becomes an integral part of that ordering, a sort of communication "shorthand." Sexual stereotyping becomes, for most civilizations, the basis not only for social structuring and division of labor, but also for value judgments and moral justification. Through the interdisciplinary lens – archeological, anthropological, artistic, economic, legal, literary, historical, philosophical, religious and scientific, this course seeks to unearth the complex beginnings and plot the evolution of sexual definition from prehistory to present day. *(3 credits)*

CORE 449 – Environmental Ethics
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
Whereas ethics examines the interaction of humans with humans, Environmental Ethics examines the interaction of humans with nature. This is a relatively young field of study originating from a series of highly visible, interdisciplinary conflicts over resource management and conservation biology. It took years for society to recognize that we have the ability to irreversibly alter the environment, and even longer for us to develop a conscience over the result. Although we might like to think that the application of logical, objective scientific reasoning to environmental problems will lead to correct decisions, this is rarely the case. This course will introduce students to the philosophical, social, political, legal, economic and aesthetic considerations of environmental policy decisions. Students will come to understand the science behind a series of diverse environmental topics and then examine and balance the alternative perceptions that present themselves. This will engender discussion and reflection on the central questions of the RWU Core program (Who am I? What can I know? Based on what I know, how should I act?) as applied to environmental policy decisions. *(3 credits)*

CORE 450 – Are We of It or Against It? People and Their Planet in the 21st Century
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
Artists, poets, novelists, filmmakers, photographers, scientists, historians and policymakers all attend to the relationships between people and their natural surroundings. Those in the creative arts tend to focus on the glory of nature often with little reference to, or even a conscious avoidance of, the role people play in nature; those in the social and physical sciences examine humanity's increasingly intrusive interactions with nature. In this course we will investigate the place of humans in nature through the lens of multiple disciplines. We will read selections from nature writers and poets, including Wait Whitman, Annie Dillard, Barry Lopez, Edward Abbey and W.S. Merwin. Photographers Ansel Adams and Galen Rowell and the painters of the Hudson River school will join these writers to draw our attention to the complexity, beauty and interrelatedness of the natural world. The work of scientists, historians and policy analysts will serve as a counterpoint to these works as they draw out attention to the negative impact of human activity on the natural world. *(3 credits)*

CORE 451 – It's All Greek to Us
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
A Core Senior Seminar tracing the origins of the modern world back to its Greek roots. It is from the Greeks, more than from any other source, that the western world traces its origins. Our religions, our science, our literature, our philosophy, our artistic and dramatic forms, and our governmental concepts are all reflections (or, in some cases, rejections) of ideas and practices that can be traced to the world of the ancient Greeks (Hellenic and Hellenistic). This course will study those enduring traditions. Readings include The Iliad, The Wine-dark Sea: Why the Greeks Matter, and selections from Greek history, drama, and philosophy. *(3 credits)*

CORE 452 – Collecting Ourselves: Why We Build, Preserve and Display Collections
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
Through readings, discussion, presentation, field trips and a research paper, this seminar will explore who we are and what we value through the collections we build. Gathering, preserving and displaying will be explored through psychological, social, scientific, historical, economic, aesthetic and political lenses. Students will read significant texts from a wide variety of disciplines addressing the particular problems of collecting in diverse fields of inquiry. Using the theories, ideas, and approaches gleaned from various disciplinary sources, students will understand how their own field of study is effected by the moral, esthetic, and social issues of collecting, saving, and displaying culturally or personally significant objects. This history of collecting, its personal and political motivations, as well as the ethical and scientific questions raised by collecting everything from paintings to biological specimens to postage stamps will be studied. *(3 credits)*

CORE 456 – The Internet & the Digital Revolution
Prerequisite: Core Senior Seminar, required for graduation
Core 101 through Core 105 and at least sixth semester standing
Social commentators in the humanities and sciences have characterized our age of disruptive change as the "Knowledge Revolution", "Third Industrial Revolution", or the "Information Revolution". The clearest example of these changes lies in the Internet with its gargantuan storehouse of data, terrestrial ubiquity, and vast communication reach. Creating and disseminating digital data is the keystone to this revolution. This course examines the origins of the internet, from Jacquard's loom of the 1840 to the World Wide Web of today, from Morse's communication with coded pulses to the interlinked fiber optic networks, and from the barter of goods in the marketplace to eBay and iTunes. The course examines the ramifications of these technologies through texts on areas such as the arts, science, education, culture, privacy, crime, national security, the economy, gaming and politics. Participants are expected to lead and participate in seminar discussions on these topics. Participants are expected to have access to the internet, through either a computer or smartphone. *(3 credits)*

CORE 457 – Families and Society
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
This course serves as a capstone to the Core Curriculum at Roger Williams University. The Core Curriculum centers on three questions: Who am I? What can I know? Based on what I know, how should I act? Families often define who we are, what we know, and how we think we should act. This course explores the reciprocal influences of families on society and of society on the family. We explore the meaning of family across time and culture. This will include depictions

and discussions of families in the arts, sciences, social sciences, and literature, as well as a consideration of the future of the family for individuals and society. *(3 credits)*

CORE 458 – Technology, Self and Society
Prerequisite: Core Senior Seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
This is not a technical course. Rather, it looks at how a technology emerges and may extend beyond its intended purposes. Today's college student has been surrounded by technology since birth. Portable music devices have more storage capabilities than was conceivable for desktop computers in the mid-90's. Technology is becoming more and more ingrained into the fabric of our daily lives. This course looks at the impact of technology beyond everyday devices. How did this happen and what does it mean for you as an active participant within a global society? Beyond computers themselves, the course explores other emerging technologies and the issues they raise, including technological impact on culture, ethics, privacy, and security in a global environment. *(3 credits)*

CORE 459 – Popular Culture and Globalization
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
This Core Interdisciplinary Senior Seminar will explore how popular culture and globalization have had, and continue to have, an impact on our lives (on both a local and a global scale). The nature of popular culture itself, as a particular kind of culture, will be examined and various examples of popular culture will be considered. The nature of globalization, as both a historical and contemporary phenomenon, will also be addressed as a topic in and of itself. Through examining these two significant forces separately and in relationship to each other we will gain a greater understanding of how these two phenomena influence our lives and the world in which we live. This understanding will allow us to more fully answer the central core questions: Who am I? What do I know? Based on What I know, what should I do? *(3 credits)*

CORE 461 – Researching Race
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
Does the election of Barack Obama in 2008 signal a turning point in better understanding race, and the practice of racism, in the United States? Has the US overcome its history of differential treatment according to race and culture? In this course, students will take the long view of the history of race in the United States, how racism is operationalized, and the impacts of such bias, both on people of color and Whites. Additionally, students will engage in research on race and racism. Through this research, students will fuse the theoretical with the lived racialized experiences of those in our country/community. *(3 credits)*

CORE 462 – Sexual Identities
Prerequisite: Core seminar, required for graduation
Core 101 through Core 105 and at least sixth semester standing
This course explores the private and public dimensions of sexual identity from a variety of disciplinary perspectives. Students examine how sexual identities are shaped by historical, social, and cultural factors and how sexual identities affect an individual's relationship to community, the state, the law, medicine, etc. Course texts are drawn from the fields of history, psychology, sociology, legal studies, biology, philosophy, literature, cinema, fine art, feminist theory, critical race theory, gay and lesbian studies, queer theory, and transgender studies. *(3 credits)*

CORE 463 – Innovation and Invention
Prerequisite: Core seminar, required for graduation
Core 101 through 105 and at least sixth semester standing
This course explores the patterns and processes of innovation that humans have developed to transform existing ideas into new ones. Over the course of the semester, students will investigate theories, techniques, and stories of innovation from across the disciplines; consider ethical questions surrounding innovation; and learn how to employ strategies of invention to develop new ideas, create new things, and respond in new ways to complex contemporary problems. *(3 credits)*

CREATIVE WRITING

CW 100 – Survey of Creative Writing
Prerequisite: Placement into WTNG 102
An introductory course covering three major genres of creative writing: poetry, fiction, and drama. Students will both discuss and begin to implement the techniques of writing and lay the foundation for study of the relationship between critical reading and the creative process. Requirements include, but are not limited to: participation in lectures, workshops and discussions, as well as building both a portfolio and annotated bibliography which will continue to develop through each additional creative writing course. Creative expectations are completing writing exercises that fully reflect the focused study of the course. *(3 credits) Fall, Spring*

CW 210 – Form in Poetry
Fulfills a course requirement in the Creative Writing Core Concentration
This foundation course is a critical study of the essential poetic forms (villanelle, sonnet, sestina, etc.) and how the forms relate to the contemporary voice through critical reading of established writers and appropriate texts. Through both seminars and writing workshops, the class combines the critical study of published writing and the development of student work to learn how form and the history of form creates the basis for all poetry. Students will be exposed to essential works by writers such as John Berryman, Elizabeth Bishop, T.S. Elliot, Phillip Larkin, Robert Lowell, Sylvia Plath, Frank O'Hara, Theodore Roethke, and William Carlos Williams. Creative expectations are no more than three revised poems that fully reflect the focused study of the course. *(3 credits) Fall, Spring*

CW 220 – Narrative in Writing the Short Story
Fulfills a course requirement in the Creative Writing Core Concentration
This foundation course is a critical study of the elements of narrative structure and design in the short story, such as character development, point of view, tone, setting, plotting, and time management. Through both seminars and writing workshops, the class combines the critical study of published writing and the development of study work to learn how narrative not only affects the short story, but becomes the short story. Students will be exposed to essential works by writers such as, James Baldwin, Raymond Carver, Anton Chekhov, Tim O'Brien, Flannery O'Conner, John Updike, and Alice Walker. Creative expectations are no more than two revised short stories that fully reflect the focused study of the course. *(3 credits) Fall, Spring*

CW 241 – Introduction to Playwriting
Fulfills a course requirement in the Creative Writing Core Concentration
All creative writers can benefit from studying playwriting by learning how to advance a plot through dialogue. This course will engage in a critical study of major contemporary playwrights, such as, David Mamet, Sam Shepherd, Eugene O'Neill, Tony Kushner, and August Wilson. Through that study, students will learn how to take the essential dramatic elements (dialogue, characterization, structure) and

craft original monologues and scenes, culminating in an original one-act play. *(3 credits) Spring*

CW 242 – Screenwriting
Fulfills a course requirement in the Creative Writing Core Concentration.
Covers the basics of writing for the screen, including elements of conceptualization, shooting, editing and finishing of a short film on a subject of the student's choosing. Students work on dialog, plotting and scene-building, toward a final project of a 30-minute short film script. Includes some viewing of short films.
(3 credits) Fall, Alternate Years

CW 310 – Creative Nonfiction
Fulfills a course requirement in the Creative Writing Core Concentration
Prerequisite: CW 210, CW 220, and a 200 or 300 Level Writing course
Students write a craft analysis paper on memoirs and personal essays by such authors as Jo Ann Beard, Lucy Grealy, James Baldwin, and Harry Crews. Later, they produce and workshop their own personal writing. *(3 credits) Fall, Spring*

CW 330 – Literary Publishing
Prerequisite: At least second semester sophomore status
This course offers students opportunities to develop and apply real-world skills in publishing towards the production of a high-quality national art & literary magazine. This class seeks dedicated students from across disciplines to be responsible for all levels of magazine production from maintaining up-to-date records, and designing ad copy, print magazine layout, and a Web site, to slushing submissions, proofreading, copy editing, corresponding with authors, and distributing the final product. Through demonstrated achievement and commitment, students may rise through the following ranks over time: Editorial Assistant, Assistant Poetry Editor, Assistant Fiction Editor, Assistant Production Editor, Managing Editor. This course may be taken more than once for credit. *(3 credits) Fall, Spring*

CW 345 – Advocacy Seminar
Fulfills a course requirement in the Creative Writing Core Concentration
Prerequisite: WTNG 102
This is a faculty-supervised experiential project-based advocacy course on behalf of detained, imprisoned or missing scholars and/or writers. Projects and skills include research on human rights, academic freedom and global culture, writing (e.g. case dossiers and letters), public presentations, governmental relations. Cases for the class typically extend beyond a single semester. This course can be repeated for elective credit. This course may be taken for variable credits 1-3.
(1-3 credits) Fall, Spring

CW 350 – Writers Reading Poetry Seminar
Fulfills a course requirement in the Creative Writing Core Concentration
Prerequisite: CW 210, CW 220, and a 200 or 300 level Writing Course
The course focuses on the slender volume and what constitutes a book of poetry (not collected or selected) written by a single author. Several books of poetry are examined through lenses such as subject matter, language, and form as launching points for discussing the relationships between poems across a manuscript. Critical reading includes essays written by practicing poets probing issues related to tone, syntax, tension, voice, lineation, etc. Such reading forms the pivot for discussion of published books and student poems. The combined classroom/workshop environment applies concepts and discussions of critical essays, published books, and poems to a group of poems written by each student. Both academic and creative writing are required. *(3 credits) Fall, Spring*

CW 360 – Writers Reading Fiction Seminar
Fulfills a course requirement in the Creative Writing Core Concentration
Prerequisite: CW 210, CW 220, and a 200 or 300 level Writing Course
It is a tried and true maxim that the best way to learn to write is to read. In this course, students will learn to "read as writers." Through studying writers that compose the contemporary canon, students will learn to read a work by its various technical craft elements. This class helps students bridge the critical analysis of the writing process with the development of their own writing skills. Students will be exposed to essential works of writers such as, Toni Morrison, Junot Diaz, Sherman Alexie, Chang-Rae Lee, and Sandra Cisneros. *(3 credits) Fall, Spring*

CW 430 – Special Topics
Fulfills a course requirement in the Creative Writing Core Concentration.
Prerequisites: A 200 or 300 level Writing course; CW 210, and CW 220.
To enhance the variety of upper level offerings, this breadth course studies specific subjects that are outside the standard creative writing curriculum. Topics offered on a rotating basis include, but are not limited to the following: Adaptation: From Words to Pictures; Linguistics for the Writer; Nonfiction Sports Writing; Humorous Nonfiction; A Life's Work: Studying a Major Writer; Region and Craft: How Place Shapes Writing. The course but not the topic may be repeated for credit *(3 credits) Fall, Spring*

CW 440 – Writing Contemporary Poetry
Fulfills a course requirement in the Creative Writing Core Concentration
Prerequisite: CW 350 or CW 360 and a 200 or 300 level Writing Course
The course organizes the American tradition in poetry historically, focusing on the gifts of criticism, influence, imitation, and revolution. This study is organized around various schools and styles of American poetry, primarily from the mid-twentieth century to the present, including poetry in translation. In addition to reading poetry, students will read and study texts that address issues related to the writing of poetry in the present day. The course assists students in identifying a poetic lineage for themselves and articulating that chain of influence by way of academic writing/discussion, their own poems, and in conversations about student-generated work. Both academic and creative writing are required. *(3 credits) Spring*

CW 450 – The Use of Style in Writing Fiction
Fulfills a course requirement in the Creative Writing Core Concentration
Prerequisite: CW 350 or CW 360 and a 200 or 300 level Writing Course
The use of style can be as essential to conveying a story's meaning as the individual narrative components. In this course, students will read works by authors such as, Michael Cunningham, Philip Roth, Colson Whitehead, Paul Auster, Milan Kundera, and E. Annie Proulx to see how stylized writing becomes part of the meaning of the work. Students will also present their own works in a workshop format, applying the analytical discussion of the assigned readings to their own writing and revision process. Creative expectations are no more than three short stories that fully reflect the focused study of the course. *(3 credits) Fall*

CW 480 – Creative Writing Senior Seminar I
Prerequisite: Consent of Instructor
The first semester of the Creative Writing Seminar brings graduating seniors together to study focused themes, questions, and issues in the disciplines of creative writing through the context of revising the creative work that will complete the thesis. Out of these explorations will grow the focus for the senior thesis, including a "Thesis Plan" that includes a critical topic, an abstract, potential resources, and a detailed revision plan for creative work *(3 credits) Fall*

CW 481 – Senior Seminar II – The Thesis
Prerequisite: CW 480 or consent of instructor.
The second semester of the creative writing major's senior capstone course continues the revision of the creative portion of the senior thesis. A substantial amount of study is also devoted to developing themes for the critical thesis and its bridge to the creative work, as well as writing and revising it throughout the semester. The annotated bibliography is also completed during this course to complete the portfolio. The culmination of the class is a defense of the critical thesis before a panel of faculty and peers. The class also prepares students for a public reading of creative works that meets their graduation requirements. *(3 credits) Spring*

CRIMINAL JUSTICE ~ Undergraduate Courses

CJS 105 – Introduction to Criminal Justice
An overview of the American criminal justice system. Discusses in detail the individual components of the criminal justice system, including the police, the courts, and corrections. Designed not only to provide basic understanding of our legal system, but also to provoke thinking on key legal and criminal justice issues such as the death penalty and mandatory sentencing laws. *(3 credits) Fall, Spring*

CJS 106 – Applied Concepts in Justice Studies
This course seeks to provide students with a better understanding of the relationship between criminal justice and legal studies, the place of justice studies within the university curriculum, and the role of these fields in American society. Within this context, the course has the general goal of improving students' ability to think, write, and speak about justice studies. Specific topics for the focus of these activities include the literature of criminal justice and the law, becoming facile with the language and terminology in the field, ethics and academic integrity, and the meaning of justice in America and the world. *(3 credits) Spring*

CJS 150 – Policing in America
Review of the history of policing and police functioning, with regard to contemporary social issues. Special focus on related research into police functioning. *(3 credits) Spring*

CJS 200 – Introduction to Criminalistics
Offered only through the School of Continuing Studies. Instruction in the collection and preservation of physical evidence found at a crime scene. *(3 credits) Fall, Spring*

CJS 201 – Substantive Criminal Law
Prerequisite: CJS 105
An introductory analysis of substantive criminal law, emphasizing common law and modern statutory applications of criminal law. Course topics include the nature of substantive law, the distinction between the criminal and civil justice systems, the elements of crimes, and the essential components of crimes including wrongful criminal acts (actus reus), criminal intent (mens rea), causation and harm. This course also considers the insanity defense, entrapment and several other defenses to crimes that are used in the U.S. legal system. *(3 credits) Fall*

CJS 203 – Criminal Procedure
Prerequisite: CJS 105 or permission of instructor
Considers the development of procedural due process in the United States. Analyzes in detail United States Supreme Court decisions in Fourth, Fifth, and Sixth Amendment cases. Course topics include search and seizure, the right to be free from self-incrimination, double jeopardy, the right to counsel, the right to a speedy and public trial, and other aspects of procedural due process. *(3 credits)*

CJS 204 – Constitutional Law
Prerequisite: CJS 105 or LS 101
An analysis of civil liberties and civil rights in the United States. Course topics include religious liberty, free speech, equal protection of law, the right to privacy, and due process of law. *(3 credits) Spring*

CJS 207 – Law and Family
Prerequisite: CJS 105
The course examines the nature of the relationship between the law and families in the United States. The course focuses on an analysis of how the law structures marital and familial relationships and how, in turn, society's changing definitions and conceptions of marriage and family impacts both criminal and civil law. The course examines the proper boundaries of state intervention in people's most private relationships and highlights how family law and changes in family law both shape and reflect some of society's most strongly held social values. Topics include marital privacy, child-parent relationships, divorce, child support and custody, domestic violence, and intra-family crime. *(3 credits)*

CJS 210 – Law of Evidence
Prerequisite: CJS 105, CJS 201
An analysis of common law and the rules of evidence applicable in criminal cases including presumptions and inferences, direct and circumstantial evidence, relevance, the hearsay rule and its exceptions, character evidence, and the rape shield statutes. *(3 credits)*

CJS 212 – Police Community Relations
Prerequisite: CJS 150; SOC 100 recommended
An analysis of the theory, procedures and practices associated with the police functions of service, maintenance of order, and crime reduction within the community. Topics include the role of the police in a changing society, police discretion, and community relations in the context of our changing culture. *(3 credits)*

CJS 216 – Organized Crime
Prerequisites: CJS 105
An in-depth study of organized crime in the United States. Examines sociological theories and trends in an attempt to understand the reasons for the existence of organized crime. Attention also given to policies and practices of law enforcement in response to organized crime. *(3 credits)*

CJS 218 - Comparative Criminal Justice
Fulfills an Elective requirement for the major in Criminal Justice.
Prerequisite: CJS 105; or consent of instructor
This course adopts a comparative perspective in the examination of criminal justice systems in several countries. By comparing criminal justice systems outside the U.S. with our own criminal justice system, students become aware of the wide range of legal traditions that exist across the world, and come to understand the impact that history, culture and tradition have on the development of substantive and procedure criminal law. The course also examines the impact of international and transnational crime on society, and the increasing need for international cooperation in addressing crimes such as drug trafficking, human trafficking, and terrorism. The course also introduces students to the International Criminal Court, and its role in prosecuting states and individuals accused of genocide, war crimes, and crimes against humanity. *(3 credits)*

CJS 254 – Survey of Methods in Criminal Justice
Prerequisite: CJS 105
This course is an introduction to the methodology, design, and research techniques used in the fields of criminal justice and criminology. Course topics include sampling, research designs, ethical considerations in research, survey construction, interviewing and proposal writing. *Spring*

CJS 305 – Drugs, Society, and Behavior
Prerequisite: CJS 105
Issues related to the use and abuse of drugs in American society. Topics include effects of drugs on the human nervous system; addictions and their treatments; legalization; the social and political meanings of abuse, addiction, rehabilitation; and education/prevention methodologies. *(3 credits)*

CJS 307 – Violence and the Family
Prerequisite: CJS 105
This course examines the historical roots of domestic violence, society's evolving responses and costs of domestic violence as well as the role of the criminal justice field. *(3 credits)*

CJS 308 – Criminology
Prerequisites: CJS 105
Examines classical and contemporary criminological theories, their historical development and empirical basis, as well as their significance to the criminal justice process and the rehabilitation, deterrence, processing, and punishment of offenders. *(3 credits) Fall*

CJS 320 – Civil and Criminal Procedure in the US Courts
This course examines the history, traditions, philosophy and ethical dilemmas underlying the courts in the United States justice system. Students will be introduced to: the origins and developments of the United States courts; the issues of subject matter and geographic jurisdiction of the state and federal courts, the dynamics of the courthouse workgroups consisting of attorneys, judges, and litigants; and the processes related to the prosecution of criminal and civil cases in federal and state courts. *(3 credits) Spring*

CJS 322 – Police Administration
Offered only through the School of Continuing Studies
Principles of administration, management, organization structure, and the responsibilities and interrelationships of administrative and line-and-staff services. Analyzes the functional divisions of a modern police operation in its application to the public safety needs of the community, consideration of alternative and comparative models of law enforcement organization. *(3 credits)*

CJS 330 – Corrections in the United States
Prerequisite: CJS 105; or consent of instructor
Current correctional thought and practices in the United States, the evolution of modern correctional practices in the United States, and an overview of correctional treatment in different types of institutions and in the community. *(3 credits) Fall*

CJS 331 – Special Problems in Corrections Administration
Prerequisite: CJS 330
Problems in developing correctional programs within the institution and in the community. Topics include prisons and prisoners; old and new prison designs; the emerging rights of prisoners; the development of community corrections as a new expression of the community's concern for the incarcerated; and specialized kinds of programs for persons who are in need of supportive services while their freedom of movement is denied. *(3 credits)*

CJS 332 – Community Based Corrections
Prerequisite: CJS 330
Addresses the origins, features, and problems associated with probation and parole as background to the presentation of model programs. Topics include investigation and classification of participants; community protection rehabilitation; rules of supervision; and the benefits and drawbacks of these systems; intermediate interdiction programs, including intensive supervision, electronic monitoring, community service systems, and shock incarceration projects. *(3 credits)*

CJS 342 – Legal Psychology
Prerequisites: Psych 100 and CJS 105
The application of social science research methods and psychological knowledge to contemporary issues in the criminal justice system. Topics include: eyewitness memory, scientific jury selection, police identification procedures, jury decision making, credibility of witness testimony, the social scientist as an expert witness, and research methods used by legal psychologists. *(3 credits)*

CJS 402 – Women and the Criminal Justice System
Prerequisites: CJS 105, CJS 308
A detailed study of crime and justice as it pertains to the female offender. Examines the variations and patterns in female criminality, women's victimization, and women's experiences in the criminal justice system as victims, offenders and employees, and theoretical interpretations of female criminality. *(3 credits)*

CJS 403 – Juvenile Justice
Prerequisites: CJS 105, CJS 308; CJS 320 recommended
Addresses problems and issues pertaining to youth offenders and how they are processed by the police, courts, and corrections. Features the interrelatedness of theory, policies and practices, as well as assessment of their long-range impact on procedures. Focuses on the intake and court process; nominal and conditional sanctions to include community-based intervention; diversion; probation; and custodial sanctions through juvenile correctional systems. *(3 credits) Fall*

CJS 405 – Introduction to Criminal Investigation
Prerequisite: CJS 105, CJS 201
An overview of criminal investigative techniques. This course will explore the lawful reconstruction and successful investigation of a crime using three primary sources of information: physical evidence, records, and people. Areas of study include: investigating crimes against persons and property, crime scene evidence, witness interviews and interrogations, case preparation, and the role of the investigator in the judicial process. *(3 credits)*

CJS 406 – Crime and Punishment
Prerequisite: CJS 105, CJS 308
A historical overview of the ways in which people have been punished for their crimes. Special focus will be given to the theoretical foundations of punishment, methods of punishment, famous criminals, and the death penalty. *(3 credits)*

CJS 407 – Terrorism
Prerequisite: CJS 105, CJS 308
This course will cover all aspects of terrorism. It will explore anti- and counter-terrorism methods in depth. Topics will include the organization and operation of terrorists, their goals, financing, exploration and the role of the media. An in-depth examination of the most violent terrorist acts will allow students to gain insight and knowledge of how the acts occurred as well as the errors made that could have prevented them. It will include acts of domestic terrorism including the Bombing of the World Trade Center, Murrah Federal Building, and the violence that is occurring in schools. The class will follow events as they occur and examine the predictions of experts. *(3 credits)*

CJS 408 – Social Justice
Prerequisites: CJS 105, CJS 106
Social Justice investigates the relationships among and between social policy, the concept of justice and the practice of the criminal justice system. This course examines how social policy pursues different potential visions of social justice and how those visions are defined. Race, ethnicity, gender, power and marginalization issues will be addressed, particularly with regard to how those realities are affected by and how they affect the criminal justice system. Inequality and the relatively new concept of restorative justice will be examined as

a means of addressing both real and perceived inequities within the criminal justice system. *(3 credits)*

CJS 410 – Independent Study
Students may choose to work independently with a Criminal Justice faculty member on a topic chosen by the student and the faculty member. This work may involve directed reading and weekly meetings and/or an intensive directed research project. *(3 credits) Special Offering*

CJS 420 – Justice Studies Capstone
Prerequisite: Senior standing or permission of the instructor. This course is cross-listed with LS 420.
This is a Capstone course for the justice studies major. Students integrate knowledge of theoretical concepts and practical application of research methods, writing for the legal and criminal justice professions, and selected specialty areas in the law and criminal justice through assigned readings, seminar discussion, and the completion of assigned projects. *(3 credits) Spring*

CJS 424 – Securing the Homeland
Prerequisites: CJS 105, CJS 106, CJS 308 or consent of instructor
Critical analysis of homeland security perspectives, practices, and strategies through a broad review of systemic social (dis)organization including the criminal justice role, education/training, media, and community processes. *(3 credits)*

CJS 426 – Disaster Management and Relief
Prerequisites: CJS 105, CJS 106, CJS 308, CJS 424, or consent of the instructor
Review of the best international practices employed in managing disaster and providing relief from terrorist or other criminal attacks. Scientifically informed approaches toward individual and community response, and government/law enforcement challenges and successes will be examined. *(3 credits)*

CJS 427 – Youth Gangs
Prerequisites: CJS 105, CJS 308 or permission of instructor
This course is intended to give students a foundation in core issues related to the topic of youth gangs in the United States. The course will provide students with a historical perspective of gangs; identify the challenges associated with defining gangs, and the related challenges with measuring the prevalence of gangs and gang crime in the United States. The course will also cover theoretical explanations for the causes of gangs and the effectiveness of different system responses intended to prevent gangs. *(3 credits)*

CJS 428 – Crime Prevention
Prerequisites: CJS 105, or URBN 100
This course will examine the theoretical basis and application of crime prevention techniques, with an emphasis on routine activity theory, rational choice, crime patterns, defensible space, crime prevention through environmental design and situational crime prevention. A wide range of problems and potential solutions will be explored. The strengths, weaknesses, and ethics of crime prevention approaches will also be assessed. *(3 credits)*

CJS 429 – Criminal Law Cases and Controversies
Prerequisites: CJS 201
This course is a seminar on current topics in the criminal law. By focusing on criminal cases that are before the courts and criminal laws that are the subject of legislative activity, the course gives students an opportunity to apply their knowledge of crime to factual situations that are in the news. It also examines the extent to which criminal laws impact individual behavior and public policy. Students are expected to have a basic understanding of substantive criminal law. *(3 credits)*

CJS 430 – Special Topics in Criminal Justice
Study of special topics in criminal justice. *(3 credits)*

CJS 450 – Research in Criminal Justice
This course is open to students pursuing research on a specific topic in criminal justice. Students may work on an existing/ongoing faculty-led project or may work on an original, student-led project. Permission of criminal justice faculty research advisor is required to register for this course. This course may be repeated for credit (1-3 credits). Offered on demand.

CJS 469 – Justice Studies Practicum
Prerequisites: Completion of 60 credits and consent of internship coordinator
The Justice Studies Practicum is a combined field experience and academic seminar course, in which the field component is oriented toward the student's career and professional development while the academic component requires students to relate their conceptual classroom learning to practical application in the field. This course may be taken for a maximum of six credit hours and is open to Criminal Justice and Legal Studies majors. *(3 credits) Fall, Spring, Summer*

CJS 501 – Criminal Justice System Overview
An analysis of the criminal justice system in the United States, focusing on the police, the courts and the corrections system. Controversial issues facing the justice system are considered in detail. *(3 credits)*

CJS 503 – Survey of Research Methods
An introduction to methodology, design and research techniques in the behavioral sciences. Course topics include sampling theory, hypothesis development and theory construction. *(3 credits)*

CJS 505 – Legal Issues in the United States Justice System
An overview and analysis of the most important legal issues in the U.S. Justice System. Topics include constitutional law, criminal law, corrections law, and administrative law. *(3 credits)*

CJS 509 – Crime and Public Policy
A critical analysis of crime control policies in the United States. Course topics include a discussion of the policy-making process in the criminal justice system and recent crime control trends. *(3 credits)*

CJS 511 – Criminological Theory
An intensive overview and analysis of the major criminology theories. Beginning with 18th and 19th century theorists this course focuses primarily on the evolution of sociological constructions of criminality. *(3 credits)*

CJS 513 – Analysis of Criminal Justice Data
Prerequisite: CJS 503
An introduction to statistical analysis in the behavioral sciences. The practical application of various analytical techniques to the social science research process is emphasized. *(3 credits)*

ELECTIVE COURSES

CJS 510 – Constitutional Issues in Criminal Law
This course focuses on the rights of suspects in criminal procedures. A detailed analysis of individual rights under the Fourth, Fifth, Sixth, and Eighth Amendments to the U.S. Constitution is developed. *(3 credits)*

CJS 515 – Psychological Factors in Crime Causation
A discussion of the psychological, psychoanalytic and social factors that produce deviant behavior. Techniques of social control, treatment and the prevention of social deviance are also considered. *(3 credits)*

CJS 516 – Legal Issues in Personnel Administration
An analysis of legal issues facing the contemporary justice system agency administrator, including labor-management relations. Additional course topics include employment discrimination, sexual harassment. *(3 credits)*

CJS 517 – Correctional Systems and Practices
An examination of contemporary issues in correctional administration. This course presents an analysis of various theories of penology, as well as corrections policy formulation and the administration of corrections agencies., employee drug testing and vicarious liability. *(3 credits)*

CJS 518 – Special Problems in Criminal Justice Management
This course focuses on special problems facing the modem justice system agency administrator. A case study format is often used to emphasize the practical nature of this course. Students are encouraged to develop novel solutions to the dilemmas facing justice system administrators. *(3 credits)*

CJS 519 – The Juvenile Justice System
An examination and analysis of the juvenile justice system. Particular attention is directed to the development of juvenile justice system policy and the treatment of juvenile offenders in the contemporary justice system. *(3 credits)*

CJS 521 – Drugs in Society
An analysis of this important social issue. Physical and psychological aspects of addiction are discussed. Historical and contemporary policies to regulate and control the use of drugs are analyzed. Students are asked to evaluate modem drug policy and propose alternative policies. *(3 credits)*

CJS 523 – Organized Criminal Enterprises
This course presents a detailed analysis of organized crime in the U.S. Course topics include the history of organized crime, transitions in the structure of organized crime, justice system responses to organized crime, relevant statutory, law, and modern techniques used to investigate criminal enterprises. *(3 credits)*

CJS 524 – Homeland Security
Review of the historic and current law enforcement functions, role, education/training, and community-oriented approaches to scientific risk assessment and preparedness in the context of homeland security. *(3 credits)*

CJS 526 – Managing Crisis and Disaster
Coverage of international crisis and disaster; criminal justice agencies' post-crisis/disaster response is investigated as are efforts to address the management of practitioner and community recovery. *(3 credits)*

CJS 527 – Violence and the Family
This course focuses on the problem of domestic violence in the United States. The causes of domestic violence and the various treatment modalities developed for offenders are analyzed. The recent movement to require the arrest and incarceration of those suspected of domestic violence is considered. *(3 credits)*

CJS 528 – Special Topics in Criminal Justice
Faculty and students select specific, contemporary justice system issues for detailed analysis. This course may be retaken to a maximum of six credits hours, provided the topic is different each time. *(3 credits)*

CJS 529 – Directed Research in Criminal Justice
Prerequisite: Faculty member and Dean's approval
This course is designed for graduate students who have demonstrated the ability to conduct individual research involving specific justice system issues. Students must have the approval of a faculty member and the Dean of the School of Justice Studies prior to enrolling in this course. It may be retaken to a maximum of six credit hours. *(3 credits)*

CJS 530 – Women and Crime
The purpose of this course is to extend our knowledge about crime and the justice process as it pertains to the female offender. More specifically, this course examines variations and patterns in female criminality, women's victimization, and women's experiences in the Criminal Justice system as victims and offenders, theoretical interpretations of crime and victimization, and women in policing, the legal profession, and corrections. *(3 credits)*

CJS 531 – Witnesses, Suspects and Investigative Interviewing
This course involves the study of human behavior within the American legal and criminal justice systems, focusing on the study of social, cognitive, developmental and clinical psychology as applied to these systems. This course will primarily address memory issues and investigative interviewing of witnesses and criminal suspects. *(3 credits)*

CJS 532 – Psychology and the Legal System
This course involves the study of human behavior within the American legal and criminal justice systems, focusing primarily on the study of social, cognitive, developmental and clinical psychology as applied to these systems. This course will address a variety of legal psychology topics, including forensic issues (e.g., insanity, competency, child custody, criminal profiling), jury issues (e.g., pretrial publicity, nullification, selection), and punishment issues (e.g., prisons, death penalty, sex offenders). *(3 credits)*

CJS 533 – Crime Prevention
This course will examine the theoretical basis and application of crime prevention techniques, with an emphasis on routine activity theory, rational choice, crime patterns, defensible space, crime prevention through experimental design and situational crime prevention. A wide range of problems and potential solutions will be explored. The strengths, weaknesses, practicality, policy challenges, and ethics of crime prevention approaches will also be assessed. Further, this course will include a close examination of the methodological issues surrounding the evaluation of crime prevention research studies. *(3 credits)*

CJS 534 – Youth Gangs
This course is intended to give students a foundation in core issues related to the topic of youth gangs in the United States. This course will place the problems of gangs and youth violence in a broader historical context that allows the students to fully understand macro-level causes of problems, but also responses to problems. The course will also cover the key theoretical perspectives traditionally used to explain the development and continuation of gangs in communities across the United States. Finally, the will provide in-depth coverage of the policy responses traditionally used to combat gangs and why such strategies are generally found to have limited effectiveness. The course will encourage students to consider all of these issues when crafting public policy responses to 'gang problems.' *(3 credits)*

CJS 539 – Advanced Issues in Criminal Justice Policy
Prerequisites: CJS.501,503,505, 510 & 511
The purpose of this course is to provide students with a comprehensive overview of the policy making process. Students will be expected to understand how to identify pressing criminal justice policy issues, understand how to conduct a thorough problem analysis, and devise a

research-based initiative intended to create planned change. *(3 credits) Summer*

CJS 540 – Digital Forensics Hardware and Acquisition
This course provides an introduction to types of computer hardware and the techniques involved in digital forensic acquisition of evidence for use in court, civil matters, and other forms of investigation. The course focuses on behavior, chain of custody, documentation, and preparation of evidence as well as the use of common tools to acquire forensic images of media in both laboratory and crime scene type environments. *(3 credits)*

CJS 542 – Digital Forensics I
Prerequisite: CJS 540 or permission of instructor
This course introduces students to techniques in common practice for the examination of digital media, the presentation of evidence, and the preservation of evidence for use in trials or private practice. This course focuses on exposure of the various common tools and simple case work to provide an overview of digital forensics. The course is suitable for most students as an elective and is required as a component of the DFC certificate. *(3 credits)*

CJS 543 – Computer Forensics II
Prerequisite: CJS 542
This course is hands on in the laboratory and focuses on complete understanding of the operating systems approach to file storage and management for forensics recovery (NTFS and FATS). The course solves casework using low level recovery and manual recovery of deleted files and continues to concentrate on the presentation of cases in both written and verbal formats. Students will complete casework and provide at least one oral examination. *(3 credits)*

CJS 544 – Computer Forensics III
Prerequisite: CJS 543
This course is hands on in the laboratory and focuses on complete understanding of the cell phones, cameras, and other hand held devices which are commonly found in forensics casework but require special handling due to their proprietary nature. The course includes work on actual cell phones and PDA as well as special handling techniques necessary to preserve evidence in these cases. Specific topics may vary as technology changes. *(3 credits)*

CJS 545 – Law for Forensics Professionals
This course specifically focuses on the rights, ethics, and policy in accordance with both US and International law in terms of the practice of digital forensics. Discussion include areas of law which may specifically apply to forensic professionals (e.g. 4th Amendment), ethics, and other areas which typically emerge having an impact on a digital case. *(3 credits)*

CJS 605 – Master's Thesis
Prerequisites: CJS 503 and CJS 513
The completion and defense of the thesis. A student electing to complete a thesis must enroll in CJS 605 in the semester during which he or she will graduate. Prerequisite: Faculty member and Director of Graduate Studies approval. This can only be repeated one time, and the student must be registered in a section of this the semester in which they plan to graduate. *(3 credits)*

CYBERSECURITY AND NETWORKING

SEC 100/CIS 100 – Introduction to Personal Computer Hardware
Cross-listed as CIS 100
This course introduces the fundamentals of personal computer (PC) hardware. This hands-on course is taught in a laboratory and exposes the student to technology from a practical perspective. In the course, students will build a personal computer, install networking and operating systems components, learn basic networking, and testing methodologies. In addition, students will install two different operating systems in their computer and learn to use various testing and applications software. *(3 credits) Fall*

SEC 200 – Introduction to Computer Security Techniques
Prerequisites: SEC 100 or permission of instructor
This course is an introduction to techniques used in business for managing the security component of information technology. Focus is on the development and maintenance of cyber-security, information assurance, and the security organization. Students will study both strategic and tactical approaches to security development and analysis. The course includes laboratory exercises in penetration testing, network analysis, and other hands-on security techniques. *(3 credits) Fall*

SEC 205 – C++ Programming
This is a basic programming course to introduce technology professionals to the C and C++ language particularly as they relate to GCC/G++. Basic algorithms and structures are covered but with a focus on the use of C++ in networking scripts, linux based platforms, and application troubleshooting in systems. *(3 credits) Fall, Spring*

SEC 210 – Linux Shell Scripting
Prerequisites: COMSC 110
This course introduces students to scripting as a programming tool. Scripting is commonly used as a mechanism for network administration in many different environments and basic skills in this area will strengthen the student's knowledge of both operating systems and command line interfaces. Scripting in bash, ksh, csh are components as well as an introduction to basic database tools in mysql. *(3 credits) Spring*

SEC 220 – Database Design and Implementation
The course focuses on the design and implementation of relational database systems. It introduces fundamental principles of databases; the relational model (entities and attributes, tables and relationships), conceptual design (primary and foreign keys), data organization strategies (normalization and integrity constraints) and query. Activities focus on building databases, the design process, tools for presenting and critiquing design models and integration with the web. *(3 credits) Spring*

SEC 230 – Networking and Telecommunications
Cross-listed as CIS 375
Prerequisite: SEC 100, COMSC 110 or permission of instructor
Introduction to basic data communications concepts and their application to local area networks through lectures, discussions of case studies, and hands-on projects. The class focuses on the TCP/IP model of networking and the various details involved in packet based networks and the exchange of electronic information over a variety of media. *(3 credits) Fall*

SEC 231 – Advanced Networking
Cross-listed as CIS 380
Prerequisites: SEC 230 or permission of instructor
This is a course in applied networking which focuses on the development of networking solutions in organizations. This course uses hands-on routing, switching and cabling to develop skills in connectivity, firewalling, and server administration in the DMZ. Additional material focuses on the development of various routing technologies and protocols as well as inter and intra network communications. *(3 credits) Spring*

SEC 300 – Security Techniques II
Prerequisite: SEC 200 or permission of the instructor
This course focuses on the ISACA COBIT methodology used in the exams like CISA and develops the idea of audit and assurance for technology professionals who may be required to oversee, develop, or conduct such audits in compliance with Federal or other legislation which may impact their organization. *(3 credits)*

SEC 320 – Digital Forensics I
Prerequisite: SEC 200 or permission of instructor
This course introduces students to techniques used in law enforcement and corporate litigation to recover and examine electronic media in a forensically sound fashion. The course includes the use of commercial forensics packages and the development of full analysis of media for presentation to corporate security officers, law enforcement, or the legal system. Students will learn to examine hardware, maintain chain of custody, create forensic images, analysis forensic images, and develop analytical reports for presentation. The course is typically offered online but has hands on lab components. *(3 credits) Fall*

SEC 330 – Penetration Testing I
Prerequisite: SEC 200 or permission of instructor
A technical, hands-on course focused on hacking and counter-hacking methods. The course revolves around tools using in exploiting weaknesses in a typical network environment (pen tests) and the defense and correction of these weaknesses. Topics include physical security, social engineering, reconnaissance, scanning, exploits, web server hacking, server hardening, securing networks, and vulnerability testing. *(3 credits) Spring*

SEC 340 – Codes, Codemakers and Codebreakers – A Beginning Class for Cryptography
Prerequisites: SEC 200 or permission of instructor
This course is a historical introduction to the evolution of cryptography intended for a general audience. Introduction to technical terms and foundations of cryptography is accompanied by story-telling from the cipher of Mary Queen of Scots, to Vigenere cipher, then to cracking the enigma of WWI, then to Lorenz cipher and Colossus during WWII, till the potential Quantum cryptography. We follow the development of codes and code-breaking from military espionage in ancient Greece to deciphering hieroglyphics via the Rosetta stone to modern computer ciphers. Frequency analysis, one-time-pad security, and public key cryptography will be introduced in this course. *(3 credits) Spring*

SEC 400 – Forensic Hardware and Acquisition
Prerequisite: SEC 100 or permission of instructor
This course focuses on both configuration and management of networked platforms from a troubleshooting perspective. Students are expected to install and manage a variety of operating systems to simulate a working network in a production environment. The course was designed with security and forensics professionals in mind. This course is typically offered online. *(3 credits) Fall*

SEC 405 – Firewalling and Defense
Prerequisite: SEC 330 and SEC 340 or permission of instructor
This course is hands on in the laboratory and focuses on the development of successful firewall strategies for both border and internal usage. The course uses Cisco IOS, Linux Based IP Tables and Shorewall, as platforms for development of firewall rule sets. Students will utilize skills from SEC 330, SEC 210, etc. to model, develop, and test these strategies in the lab.

SEC 420 – Digital Forensics II
Prerequisite: SEC 320 or permission of instructor; SEC 400 (may be taken simultaneously)
This course focuses on complete understanding of the operating systems approach to file storage and management for digital forensics recovery. The course solves casework using low level recovery and manual recovery of deleted files and continues to concentrate on the presentation of cases in both written and verbal formats. Students will complete typical forensics casework. The course is typically offered online. *Spring*

SEC 421 – Digital Forensics III
Prerequisite: SEC 420 or permission of instructor
This focuses on the understanding of the cell phones, cameras, and other hand held devices which are commonly found in forensics casework but require special handling due to their proprietary nature. The course includes work on actual cell phones and PDA as well as special handling techniques necessary to preserve evidence in these cases. Specific topics may vary as technology changes. The course is typically offered online. *(3 credits) Summer*

SEC 430 – Special Topics: Networking and Security
Study of special topics in networking and security. Topics determined by student needs and availability of appropriate instruction. *(3 credits) Special Offering*

SEC 432 – Network Analysis
Prerequisite: SEC 231 or permission of instructor
This course is hands-on in the laboratory and focuses on the development of telecommunications networks in a conceptual sense. The course primarily focuses on the development of tools, presentation, budget, and other testing methodology to adequately plan and design both simple and complex networks in the production environment. Includes testing of basic designs and simulation. *(3 credits)*

SEC 433 – Specialized Networking Skills
Prerequisites: SEC 405 and SEC 432
This is a course which transitions students who have completed firewalling and SEC 432 into more advanced skills using alternative products to Cisco IOS. The course adds new skills into the networking specialists toolkit. *(3 Credits) Spring*

SEC 440 – Cryptography
Prerequisite: SEC 340 or permission of instructor
A continuation of SEC 340, this course introduces classical and modern cryptography principles, practices, and its application to network security based on the appreciation of historical cryptology. Topics include symmetrical/ asymmetrical cryptology (such as DES and AES), message authentication and digital signatures (RSA). *(3 credits)*

SEC 450 – Law for Networking, Security and Forensic Professionals
Prerequisite: SEC 350 & Junior Standing
This course specifically focuses on rights, ethics, and policy in accordance primarily with US law in terms of the practice of digital forensics and security. Discussions include areas of law which may specifically apply to forensics or networking/security professionals (e.g. 4th Amendment, Evidence, International law,) and other legal areas which typically have an impact on a digital case. This course may be offered online. *(3 credits) Spring*

SEC 451 – Intelligence in War, Business, and Law Enforcement
Prerequisite: Permission of instructor
This course familiarizes students with the basics of intelligence as a tool of decision making in three disciplines: national security, business, and law enforcement. Students will learn common intelligence principles and practices for each discipline, as well as departures from those commonalities and expected outcomes from

the use of intelligence. Although this is a survey course, students will be given exposure to practical issues of intelligence where they will learn to judge the effectiveness of practice and development of intelligence. *(3 credits) Fall*

SEC 452 – Cyberwarfare
Prerequisite: Permission of Instructor
This course investigates the use of cyber warfare as a tool of national policy and national defense using recent events real world conflicts in a case study format. It is meant to place the acts of cyber attack and defense (denial of service, firewalls, etc.) in the context of an overall campaign of such actions used to defend or advance national or global political goals. Key features of this course will be learning to dissect choices of targets, plans of attack and defense, indication and warning, and lessons learned. This course is suggested as an elective for students in Penetration Testing and Networking. *(3 credits) Spring*

SEC 469 – Internship
Students in Forensics, Networking & Security and Security Assurance Studies majors are required to complete a 3 credit internship in their area of study. Students should register for SEC 469 once they have arranged their internship with the employer. This course requires approval of the internship coordinator. Grading is Pass/Fail. *(3 credits)*

SEC 480 – Accelerated Programming
Prerequisites: By permission only
This is a course to assist graduate students in fulfilling the prerequisite requirements for computer programming to enter the Masters in Cybersecurity Program. It covers the material content necessary for advanced study. This course is NOT available to students enrolled in the undergraduate program in SEC of COMSC. The course covers fundamentals of structured and object programming, debugging, and design using a variety of programming languages. *(3 credits)*

SEC 490 – Accelerated Networking
Prerequisites: By permission only
This is an accelerated course in TCP/IP Networking which is designed to fulfill the prerequisites of the Masters Degree Program in Cybersecurity admissions requirements. This course is NOT available to undergraduate students in the SEC or SAS programs. The course focuses on the CCENT/CCNA curriculum to develop the networking knowledge necessary for the study of Cybersecurity in the graduate program. *(3 credits)*

SEC 499 – Senior Colloquium
Review of current trends and projections in various focus areas of security, including the role of professionals in education, training, and risk policy analysis. *(3 credits)*

SEC 500 – Introduction to Cybersecurity
This course will introduce new students to cybersecurity terminology, concepts, procedures, and issues. Students will be introduced to both a professional security certification and subject matter covered in greater depth in subsequent courses. Additionally students will be exposed to researching and assessing cyber threats as they pertain to three major avenues of employment in the cybersecurity field: government, business, and law enforcement. *(3 credits)*

SEC 528 – Special Topics in Cybersecurity
Prerequisite: None
Study of Special Topics in Cybersecurity. Topics determined by student needs and availability of appropriate instructors. *(3 credits) Special Offering*

SEC 600 – CyberSecurity Essentials I
This is a basic course in Cybersecurity to introduce new students to the concepts involved in technology ranging from physical security of technology assets to secure programming and networking concepts. Audit and assurance are also components of this type of course. The course introduces terms as well as best practice guidelines in the Cybersecurity arena. Students holding existing degrees in technology, security, or closely related areas, or a CISSP, may substitute any SEC elective. *(3 credits) Online course offered regularly*

SEC 605 – Auditing of Networking, Security, and Technology
Fulfills a requirement for the M.S. in Cybersecurity
This is a course which develops the skill of the student to prepare and present audits of technology resources as typically required of Sarbannes Oxley, HIPAA, and other legislation. The focus of the course is developed from ISACA and other resources commonly used in the development of audit materials in the Cybersecurity workplace. Students who have completed SANS AUD 507 or various audit credentials (viz. CISA) may substitute another SEC elective. *(3 credits) Annually*

SEC 615 – Intrusion Detection: Firewalling and Defense
Prerequisite: SEC 600
Fulfills a requirement for the M.S. in Cybersecurity
This course focuses on the techniques used to manage networking devices which typically are considered preventative in nature. The course utilizes hands on virtual laboratories to allow students to examine sophisticated devices such as ASA firewalls and explore how these devices may be used to control access to resources as well as methods to test, audit, and analyze the outcomes of attacks. *(3 credits) Annually*

SEC 620 – Malware Analysis and Malicious Software
Prerequisite: SEC 600
Fulfills a requirement for the M.S. in Cybersecurity.
This course focuses on the practice of dissecting malware at both the software and packet level to develop skill in an analysis of both systems and network traffic. Students will study malicious code and develop approaches to analysis of malware items in various containers. *(3 credits) Annually*

SEC 625 – Pen Testing and Incident Response
Prerequisite: SEC 600
Fulfills a requirement for the M.S. in Cybersecurity.
This course is designed to provide a foundation of security principles, current security topics and research of security challenges in real world applications. The student will study existing best practice guidelines and develop new ways to analyze technology for security flaws and at the same time develop an understanding of the needs when responding to security violations and compromise. *(3 credits) Annually*

SEC 630 – CyberIntelligence and Cybersecurity
Prerequisite: SEC 600
Fulfills a requirement for the M.S. in Cybersecurity
The overall goal of this course is to explore the current state of national cyber security as currently led by the National Security Agency. This is a macro-level course designed to show students of network security how what they have learned about system and network security contribute to a much larger security picture. Students will learn about US Cybersecurity strategy and why intelligence agencies are a major player in current efforts. *(3 credits) Annually*

SEC 650 – Cybersecurity Research and Thesis
Prerequisite: At least 24 hours completed in the M.S. in Cybersecurity.
Fulfills the requirements for the M.S. in Cybersecurity
This is a capstone course which requires the student to develop research in conjunction with a faculty advisor that is suitable for peer reviewed publication within the Cybersecurity field. Students will spend at least 16 classroom hours (this is planned to be 4, 4 hour Saturdays in Providence) on campus during this term to discuss

research and develop their ideas. Students will provide a defense of their research to complete the course using one of three specified methods. *(3 credits) Annually*

DANCE/PERFORMANCE

DANCE 101 – The Creative Athlete
Fulfills a course requirement in the Dance Core Concentration
Examines creative process and artistic expression in relation to the athleticism of movement. Topics include important movement principles, theories, techniques, and styles. Emphasizes understanding the body as a means of communication. Athletic skills applied to these principles and creative projects. In addition, students attend live concerts of selected movement artists and write critiques of the performances. *(3 credits) Fall*

DANCE 131 – Mime Workshop
Explores the fundamental techniques and philosophies of mime. Strong focus on the concept of body isolation and the relationship to stage movement and character development. Solo and ensemble mime pieces are constructed and critiqued. *(3 credits) Fall, Spring*

DANCE 150 – Introduction to Dance Technique
Fulfills a course requirement in the Dance Core Concentration.
Explores dance as an art form through familiarization of the student with various contemporary dance techniques. Emphasizes the acquisition of basic dance skills and the development of kinesthetic perception, energy qualities, and rhythmic awareness. No dance training required. *(3 credits) Fall, Spring*

DANCE 161, 162 – Tap and Theatre Dance Styles I, II
Explores dance idioms as they are used in performance. Includes study of tap and period social dance (Charleston, Swing-Lindy, the Blues, Cake Walk, Viennese Waltz, etc.). *(3 credits) Fall, Spring*

DANCE 200, 201 – Elementary Contemporary Modern Technique and Improvisation I, II
Fulfills a course requirement in the Dance Core Concentration
Introduces students to the physical and expressive rigor of contemporary modern dance and improvisation by exploring the basic principles of efficient motion. Sound body alignment will be stressed; strength, flexibility, and endurance challenged; basic locomotive patterns explored, and musicality enhanced. In addition to building the kinesthetic skills of students, this course also introduces students to movement as an art form with diverse stylistic, somatic, and cultural influences. *(DANCE 200: 3 credits; DANCE 201: 3 credits) Fall, Spring*

DANCE 210, 211 – Ballet I, II
Prerequisites: DANCE 200, 201; or consent of instructor
The study of ballet at elementary and high-intermediate levels. Emphasizes ballet's relationship to modern dance. Work in barre, adagio, and petite and grand allegro combinations. *(DANCE 210: 3 credits; DANCE 211: 1 credit) Fall, Spring*

DANCE 220, 221, 301, 302 – Intermediate Contemporary Modern Technique and Improvisation I, II, III, IV
Prerequisites: DANCE 200, 201; or consent of instructor for higher level
High-intermediate-level dance technique. Emphasizes further development of each student's technique and fosters increased performance ability through the study of more complex kinesthetic patterns, anatomical integration, and improvisation. *(DANCE 220: 3 credits; DANCE 221, 301 and 302: each 1 credit) Fall, Spring*

DANCE 225 – Intermediate Technique: London
Prerequisites: DANCE 301, 302; or consent of department faculty
Designed for students who must complete additional technical work on the intermediate level. In addition to class performance, students increase knowledge of techniques associated with modern, ballet and dance masters. *(3 credits) Fall London only*

DANCE 290 – Introduction to Choreography
Fulfills a course requirement in the Dance Core Concentration
Prerequisites: DANCE 200, 201; or consent of instructor
Introduces basic concepts of choreography through the elements of space, time, and energy. Daily assignments emphasize composition, analysis, performance, and evaluation of compositional works. Includes studio performance at the end of the semester. *(3 credits) Fall*

DANCE 299 – Special Topics in Dance
Fulfills a requirement in the Dance Core Concentration
Examines topics in Dance practice, theory and performance, suitable for first and second year level, initiated by student demand, interest of instructor, or timeliness of offering. The course, but not the topic may be repeated for credit. *(1-3 credits) Special Offering*

DANCE 310 – Dance History
Fulfills a course requirement in the Dance Core Concentration
Examines the history and development of Western theatrical dance; from the European Court Ballets of the 16th century to the Americanization of Ballet in the 20th C, from the rise of Modern Dance at the turn of the 20th C to the Post Modern Movement of the 1960's- and to the contemporary state of both forms. Via readings, video/film viewings, research projects and discussions students will examine the evolution of various modes of creative expression, development of technical form and socio-political contexts. They will develop understandings of how dance technique and expression rise and are reflections of both the individual and society. *(3 credits) Fall*

DANCE 314, 315, 316, 317, 318, 319 – Repertory and Performance I-VI
(by audition only)
Provides qualified students extensive repertory and performance experience with the RWU Dance Theatre. Students work with visiting guest artists and faculty choreographers on a regular basis, perform in on- and off-campus concerts, and travel to the American College Dance Festivals for workshops and performances. One credit will be assigned for each semester's work up to a maximum of six semesters. Auditions are held each semester. Interested students must see the department faculty concerning audition requirements. *(each 1 credit) Fall, Spring*

DANCE 320, 321, 401, 402 – Advanced Technique and Improvisation I, II, III, IV
Prerequisites: DANCE 301, 302; or consent of instructor for higher levels
Designed for the serious student of dance. Focuses on advanced technical work, repertory, and the development of performance quality. *(DANCE 320: 3 credits; DANCE 321, 401, 402: each 1 credit) Fall, Spring*

DANCE 325 – Advanced Technique: London
Prerequisites: DANCE 320, 321; or consent of department faculty
Offered to students who exhibit special talents in the field of dance. Each will be required to challenge and maximize his or her abilities in technique, improvisation, and repertory. *(3 credits – 1 credit applied to upper level technique requirement for Dance majors) Fall, London only*

DANCE 340 – Performance Lab and Movement Analysis
Prerequisite: At least junior standing or consent of instructor
Students will be introduced to and apply movement analysis theories as tools for performance development. Each student will explore creating and performing for a variety of audiences in a range of environments. *(3 credits) Fall or Spring*

DANCE 350 – British Dance and Performance Art: London
Co-requisite: THEAT 490
(Students pursuing a Core Concentration in dance may substitute this course for THEAT 350.)
Offers opportunities to see dance, movement theatre, and performance art in Britain, and to study the cultural influences of Britain on these performing arts. Students attend several performances a week, participate in group discussions, and complete written reports. *(London) (3 credits) Fall*

DANCE 390 – Advanced Choreography
Prerequisite: DANCE 290; or consent of instructor
This course will use knowledge of compositional tools to further investigate movement as a language of artistic expression. Students will approach their work through embodied research, refined by inquiry-based choreographic strategies. Experimentation with movement sourcing and structuring will be emphasized. In the process, students will further develop their own movement aesthetic, vocabulary and voice. *(3 credits) Fall or Spring*

DANCE 410 – Independent Study
Individualized study in dance/performance through special arrangement with the department faculty or the academic advisor. *(1-3 credits)*

DANCE 425 – Kinesiology for Dancers
Prerequisite: At least sophomore standing or consent of instructor
Fulfills a course requirement in the Dance Core Concentration
The structure and function of the human body and awareness of its innate capabilities in movement. Analyzes voluntary, observable movement and the factors that underlie individual performances and learning differences through basic kinesiological principles. *(3 credits) Spring*

DANCE 430 – Advanced Topics in Dance
Prerequisites: At least sophomore standing or consent of the instructor.
Fulfills a course requirement in the Dance core concentration
Examines advanced topics in Dance practice, theory and performance, suitable for upper level students, initiated by student demand, interest of instructor, or timeliness of offering. The course, but not the topic may be repeated for credit. *(1-3 credits) Special Offering*

DANCE 435 – The Performance Artist in Society
Prerequisite: At least junior standing
Fulfills a course requirement in the Dance Core Concentration.
Focuses on the influence of performance artists in society beginning with the artistic revolutions during the Victorian era and concluding with current trends in the performance art fields. Examines how the philosophies and theories of these artists are reflected in their work and how they ultimately impact the development of new performance art directions. *(3 credits) Fall or Spring*

DANCE 440 – Movement Theatre
Prerequisites: DANCE 131, DANCE 290; or consent of instructor
Explores movement theatre techniques and styles. Students use their skills in dance, mime, pantomime, and acting to develop original performance pieces. Creative assignments involve masks, text, puppetry, props, video, and costumes. Requires a final project which serves as a substantial component for the course. *(3 credits) Fall*

DANCE 460 – Teaching Techniques, Dance Pedagogy and Musical Concepts
Prerequisites: At least junior standing or consent of instructor
Presents various teaching theories and principles for dance, improvisation, and creative movement to prepare students for structuring classes on various levels and for different populations. The physics of dance and movement and its application to alignment and proper technical development will be studied. Students are acquainted with musical and sound resources, structures, and rhythmic analysis. *(3 credits) Fall or Spring*

EAST ASIAN STUDIES

ASIA 100 – Foundations of Asian Studies
This course provides an introduction to the broad historical, cultural and philosophical events and traditions of this important geopolitical region that includes China, Japan, and Korea among other important states. Attention to major historical, political and economic developments over time, as well as to the cultural and philosophical underpinnings that characterize the region. The course raises questions about the roles and interactions of Asian countries internationally in the 21st century global context. *(3 credits) Spring*

ASIA 299 – Special Topics in East Asian Studies
Prerequisite: Fulfills a course requirement in the East Asian Studies Minor
This is a variable topics interdisciplinary course that will allow students to explore specific topics or periods important to the study of East Asia on an introductory/intermediate level. Focus may be on one or more countries and may include a regional or global focus. Readings will include both primary and secondary sources. Possible topics may include: Communist China in Literature, Art and Film; Imperialism of Island Countries: Japan and Great Britain; The Silk Road; Women in East Asian History, Society and Culture; etc. *(3 credits) Spring*

ASIA 430 – Special Topics in East Asian Studies
Fulfills a course requirement in the East Asian Studies Minor. This course may substitute for ASIA 450 with permission of the East Asian Studies Minor Advisor
Prerequisites: ASIA 100; at least junior standing or consent of instructor
This is a variable topics interdisciplinary seminar that allows in-depth study of a specific topic or period relevant to the study of East Asia. Students will read primary and secondary sources and complete a research paper. *(3 credits) Special offering*

ASIA 450 – Colloquium in Asian Studies
Prerequisite: ASIA 100 and completion of 4 additional courses required for East Asian Studies minor, or consent of instructor
Fulfills a course requirement for the East Asian Studies minor
This course is devoted to topics related to cultural, philosophical and political traditions of East Asian civilizations from ancient to modern times. Depending on the instructor, the course will integrate art, culture, economics, history, language, philosophy, politics, and/or religion of selected East Asian societies to a study of the region as a whole. This capstone course for East Asian Studies will integrate the coursework, knowledge, skills and experiences of students to employ a trans-disciplinary understanding of the region coupled with substantive research, analysis and presentation. *(3 credits) Spring*

ECONOMICS

ECON 111 – Principles of Microeconomics
Students who have completed ECON 102 will not receive credit for ECON 111
An introduction to the modern market economy as a system of dealing with the problem of scarcity and choices made by individuals and businesses. Topics include resource allocation, price mechanism, supply and demand, optimizing economic behavior, costs and revenue, various market structures, market failure, government intervention and comparative advantage. The basic tools of microeconomic analysis will be applied to topics of current interest such as minimum wage legislation and competition policy. *(3 credits)*

ECON 112 – Principles of Macroeconomics
Students who have completed ECON 101 will not receive credit for ECON 112
An introduction to the study of the national economy. The measurement, causes, and implications of inflation, unemployment, and recessions are examined, as are the effects of government fiscal and monetary policies. Topics covered include the Keynesian and Classical theories of output and price determination, the Federal Reserve System, and the application of macro theories to events of current interest. *(3 credits)*

ECON 211 – Intermediate Microeconomics
Students who have completed ECON 202 will not receive credit for ECON 211
Fulfills a course requirement in the economics core concentration.
Prerequisite: ECON 111 and mathematics at level of Math 117 or above
Introduces a deeper analysis of individual markets: the function of prices in a market economy; economic decision making by producers and consumers; and market structure. Topics discussed include consumer preferences and consumer behavior, production theory and costs, monopoly and resource pricing. *(3 credits)*

ECON 212– Intermediate Macroeconomics
Students who have completed ECON 201 will not receive credit for ECON 212
Fulfills a course requirement in the economics core concentration.
Prerequisite: ECON 112 and mathematics at level of MATH 117 or above
Provides a deeper analysis of the basic characteristics, institutions, and activities of contemporary market economies. Topics discussed include inflation, unemployment, government monetary and fiscal policy, full employment and economic growth. *(3 credits)*

ECON 303 – Introduction to Econometrics
Fulfills a course requirement in the economics core concentration.
Prerequisites: ECON 111 and 112; MATH 141 or equivalent; MATH 124.
An introduction to the use of statistical methods to estimate and test economic models, with emphasis on the linear regression model. The course is a hands-on approach, stressing applications to empirical problems in economics. Hypothesis testing and inference from both bivariate and multivariate regression models will be stressed in the class. *(3 credits)*

ECON 310 – Monetary Economics
Fulfills a course requirement in the economics core concentration.
Prerequisite: ECON 112
This course provides an overview of the financial system, with an in-depth examination of the structure, tools, and goals of a central bank in a market economy. Topics covered include the mechanism by which interest rates are determined; the money supply process and the determinants of money demand; banking regulations and financial innovations; and the effect of financial market disturbances on the economy. The structure and policies of the U.S. Federal Reserve will be compared to other major central banks, including the European Central Bank. *(3 credits) Special Offering*

ECON 320 – Resource and Environmental Economics
Fulfills a course requirement in the economics core concentration.
Prerequisite: ECON 111 or ECON 112
This course examines how under certain situations free markets rather than government intervention are the best method to protect the environment. This is a unique way of looking at resources and environmental problems since most pundits believe that markets cause these problems. This class is a survey of the arguments in support of what is commonly referred to as "free market environmentalism." The purpose of the course is to reveal how economists, in particular free market environmentalists, view resource and environment problems and how they would create environmental policy. *(3 credits)*

ECON 330 – Economics of Developing Countries
Fulfills a course requirement in the economics core concentration.
Prerequisite: ECON 112
This course focuses on the development challenges faced by the developing and the least developed countries in the world. Topics studied are poverty, inequality, unemployment, population growth, illiteracy, urbanization, environmental degradation, health, and international relations with the developed world. Real world development experience and possible policy options in dealing with these problems are part of the course, along with relevant classic economic models of development. *(3 credits)*

ECON 340 – Economic Growth
Fulfills a course requirement in the economics core concentration.
Prerequisite: ECON 112
Differences in countries' income levels and growth rates will be explored using both theoretical and empirical frameworks. The main questions to be addressed: what causes differences in living standards and economic growth over time and across countries; which policies can sustain and achieve growth? Topics include the stylized facts of growth, the role of physical and human capital and technology. *(3 credits)*

ECON 350 – International Trade
Fulfills a course requirement in the economics core concentration.
Prerequisite: ECON 111
This course considers international trade in theory and in practice. Issues addressed include why nations trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas and other instruments of protection; NAFTA, WTO and economics integration; and the costs and benefits of international migration. The special trade-related problems of developing countries and the history of the international trading system are also discussed. *(3 credits)*

ECON 360 – International Macroeconomics
Fulfills a course requirement in the economics core concentration.
Prerequisite: ECON 112
This course provides an understanding of the current international monetary system, capital flows, and macroeconomic policy decisions in an open economy. Topics include the balance of payments, foreign exchange markets, speculative currency attacks and arbitrage. Government policies under fixed and flexible exchange rates will be analyzed. Contemporary issues such as the role of the International Monetary Fund, European Monetary Union, the debt crisis, and financial crises in Mexico and South East Asia are examined. *(3 credits)*

ECON 370 – Public Finance
Prerequisite: ECON 111
In a perfectly competitive world governments are unnecessary as they could not enhance economic efficiency. However, in the real world markets may fail to deliver economic efficiency (market failure) opening the possibility that government can improve efficiently. Further, free markets sometimes provide grossly unequal rewards for citizens, and the governments may formulate policies to provide a "fairer" distribution of resources. This course deals with government intervention in markets and the economics of the public sector. We will also study how government policy is affected by voter behavior. This course will examine, among others, the topics of externalities, public goods, solutions to market failure, theories of taxation, and benefit -cost analysis. *(3 credits), Alternate Fall*

ECON 380 – Economics of Conflict and Global Security
Fulfills an upper division elective requirement for a B.A or B.S in Economic; serves as an elective requirement for other Business majors
Prerequisite: ECON 111
This course deals with the role of economics in managing and mitigating international conflict and raising the level of international security. The economic challenges to the provision and maintenance of

a level of global security that is conducive to the growth, integration, and development of the world economy will be studied in this course. Theoretical and empirical models that help us understand the dynamics of global conflict process, the cost of conflict, issues in conflict management, and the mechanics of global security provision will be investigated. Important policy issues facing governments and international organizations that undertake to enhance international security will also be covered. *(3 credits) Spring Alternate years*

ECON 429 – Community Partnerships Center Economics Studies
This course involves a project selected by the Community Partnerships Center and the Business School Dean as a Economics project. The students will work with a professor and possibly students from other disciplines to fulfill a task requested by a regional company, organization, or governmental unit. Specific project details vary and will be announced prior to preregistration for each semester. *(3 credits)*

ECON 430 – Special Topics in Economics
Fulfills a course requirement in the economics core concentration.
Prerequisite: Consent of instructor
Selected topics provide study in areas chosen by students in consultation with faculty. Provides an advanced level of course work or research in economics. *(3 credits) Special Offering*

ECON 469 – Economics COOP
Prerequisites: Junior standing and consent of instructor
This course provides academic credit for a supervised professional experience in a field related to economics. *(1-3 credits) By arrangement*

EDUCATION

EDU 200 – Foundations of Education
The course enables students to explore the profession and decide whether they want to become teachers. The curriculum examines historical, philosophical, and social issues of teaching and learning through selected readings, class discussions, and student research. This course includes a field experience in an urban public school. Students are required to write and present research on a current issue in education and to compile a "culture of the school" report based on their field experiences. *(3 credits) Fall, Spring*

EDU 202 – Psychology of Learning and Development
This course explores how learning is influenced by development, experience, and maturation. The major focus is on the interaction of cognitive, cultural, and personality factors in development from early infancy to adulthood. The roles of motivation, intelligence, and socio-economic status receive considerable attention. Students evaluate distinct theories of learning and discuss the vital role that teachers play in the development and assessment of their students' learning. This course includes a field experience in an urban public school. *(3 credits) Fall, Spring*

EDU 302 – Literacy in the Elementary School I
Prerequisites: EDU 200 and EDU 202
This course examines the emergence and development of young children's knowledge of the English Language Arts. The major focus of this course is the teaching of reading and the teaching of speaking and listening strategies in formal and informal group contexts. The course examines current theories of teaching literacy and literacy practice as defined in contemporary standards. Students use technology as a tool for locating literacy teaching materials. Field experiences in this course include participating in a voluntary reading program or working with a child in a public school. *(3 credits) Fall*

EDU 303 – Literacy in the Elementary School II
Prerequisites: EDU 200, EDU 202 and EDU 302
This course builds on EDU 302: Literacy in the Elementary School I. In Literacy II, participants continue their exploration of teaching the English Language Arts. The primary focus is theories and practices related to writing instruction, including: (1) the forms and types of writing; (2) the process of writing; and (3) the English Language Arts conventions. A second focus is performance based literacy assessment. Participants learn how to design and implement a reading/writing performance assessment based on current standards. Field experiences include tutoring through a voluntary reading program and conducting a literacy performance assessment in a public school. This course is taken prior to, or concurrently with EDU 355. *(3 credits) Spring*

EDU 305 – Classroom Applications of Technology at the Elementary and Middle School Level
Prerequisites: EDU 200 and EDU 202
This course is required of all elementary education majors. EDU 305 addresses all of the National Education Technology Standards for Teachers (NETS-T). The course covers technology integration and assessment strategies at the elementary and middle school levels, legal and ethical issues in technology, assistive technology, technology planning and funding, as well as the use of a wide variety of hardware and software applications. *(3 credits) Fall, Spring*

EDU 306 – Classroom Applications of Technology at the Middle and Secondary School Level
Prerequisites: EDU 200 and EDU 202
This course is required of all secondary education majors. EDU 306 addresses all of the National Education Technology Standards for Teachers (NETS-T). The course covers technology integration and assessment strategies at the secondary and middle school levels, legal and ethical issues in technology, assistive technology, technology planning and funding, as well as the use of a wide variety of hardware and software applications. *(3 credits) Fall*

EDU 308 – Technology and Education
Fulfills a course requirement for the undergraduate Educational Studies program.
Technology is an important component of educational experiences in all settings. Students will explore the uses of technology to facilitate communication, perform research, and enhance learning experiences in the chosen specialty field. Students will also learn about legal and ethical issues in technology and digital citizenship. This course is required for the Educational Studies major, minor, and core concentration. This course addresses all of the National Technology Standards for Teachers (NETS-T). *(3 credits) Fall, Spring, Summer I, Winter Intersession*

EDU 310 – Curriculum Studies
Prerequisite: EDU 200 and EDU 202
Fulfills a requirement for the Educational Studies Major
Course provides students with a comprehensive perspective on the field of curriculum studies including, but not limited to, the historical, political, autobiographical, gendered, racial, social, philosophical, theological, institutional, and international dimensions of curriculum studies. *(3 credits) Fall, Spring, Summer I, Winter Intersession*

EDU 312 – Introduction to Educational Research
Prerequisite: EDU 200, 202
Fulfills a requirement in the Elementary Education major.
This is an introductory course in the fundamental principles of educational research. Students will explore general concepts from the qualitative and quantitative research paradigms, as well as more teacher and classroom-specific approaches (e.g., action research) particular to the field of education. Considerable time will be devoted to reviewing published findings in order to investigate the extent to

which educational research is used to inform educational decision-making at both the policy and individual classroom level. *(3 credits) Fall, Spring, Summer I, Winter Intersession*

EDU 314 – Applied Internship in Education I
Prerequisite: EDU 200, 202, 308, 310, and junior standing
Fulfills a requirement in the Elementary Education major.
The purpose of this required 50-hour applied internship course for the Educational Studies majors is two-fold: (1) for students to explore and work within an educational site congruent with their desired professional goals; and, (2) for students to attend a weekly classroom seminar designed to provide deep understanding of work-place literacy and professionalism. This internship experience and companion seminar is intended to be exploratory in nature, allowing students to determine if they wish to pursue a career in this area. *(3 credits) Fall, Spring, Summer I, Winter Intersession*

EDU 316 – Classrooms as Communities
Prerequisite: EDU 200 and EDU 202
Fulfills a requirement in the Elementary Education major
The primary purpose of this course is to introduce students to the ways in which collaborative models and strategies can be used to help teachers to build and maintain a strong sense of community (both within and outside of their classrooms). Course topics also include an examination of the role of culture, family structure, and socioeconomic status on children's success as well as an assessment of current theories of social-emotional development and behavioral self-regulation. *(3 credits) Fall, Spring*

EDU 318 – Educational Reform and Policy
Prerequisite: EDU 200 and EDU 202
Fulfills a requirement in the Elementary Education major
This course examines how U. S. education policy has evolved and is currently designed and implemented. Students will develop an understanding of policymaking frameworks, which draw substantially from public and private sector interests. The course emphasizes the interplay between institutions, political leaders, special interest groups, public agencies, and the cultural ideals and assumptions that give shape to public policy and action. The course will provide opportunities for in-depth examination of current educational and social policy. Students will be expected to consider and debate divergent stances on key educational issues and will be challenged to think carefully about the underlying theory and empirical evidence that supports, or contests, various reforms. Educational Reform and Policy explores fundamental constructs relevant to the role of education in society both inside and out of K-12 schooling. *(3 credits) Fall, Spring*

EDU 330 – Issues in Multicultural Education
Prerequisites: EDU 200 and EDU 202
This course introduces students to multicultural educational theory and practice in the United States. Topics include racial and ethnic diversity, linguistic and cultural diversity, religious diversity, social class diversity, and exceptionalities, as well as discussion of such issues as racism, sexism, ageism, ableism, and other expressions of bias. *(3 credits) Fall, Spring*

EDU 332 – Responding to Diverse Learners
Prerequisite: EDU 200 and EU 202 and EDU 330
Fulfills a requirement in the Elementary Education major
Building on student learning in EDU 330, EDU 332 brings diversity to the classroom by investigating strategies and techniques to best educate all learners. In this course, students will learn how to best support students of color, children in poverty and English language learners. Particular attention will be paid to culturally relevant pedagogies, building on student assets, the basics of language acquisition and the creation of culturally appropriate materials and curricula. *(3 credits) Fall, Spring*

EDU 341 – Science in the Elementary School
Prerequisites: EDU 200 and EDU 202
Must be taken concurrently with or after EDU 302
Prospective teachers explore ideas and approaches to teaching science and assessing student learning which are based on the national science standards. Applications of inquiry are introduced as the central classroom experience for helping students learn about key science concepts. Selected topics lend themselves to an interdisciplinary approach to teaching and learning. *(3 credits) Fall, Spring*

EDU 342 – Teaching Inquiry Science In the Elementary School
Prerequisites: EDU 341
This course prepares students to teach inquiry-based science in elementary classrooms. Students will apply their knowledge of science content and inquiry as a pedagogical practice to evaluate elementary science curricula, to plan and deliver in an inquiry science unit, and to assess children's learning in various guided field experiences. Students will work closely with their internship teachers and reflect on and gain powerful insights into inquiry-based science teaching and learning in the elementary school. *(3 credits) Spring*

EDU 349 – Mathematics in the Elementary School I
Prerequisites: EDU 200 and EDU 202
This course is the first of a two-courses sequence that emphasizes instructional methodologies, strategies, activities, assessment, and materials for teaching mathematical concepts and skills in grades K-6. Participants explore key mathematical topics in the areas of problem solving, whole numbers operations, number theory, and rational numbers. Field experiences include observing students in school setting during math instruction and conducting clinical interviews with children. Prospective elementary teachers examine current research, national and state standards, curriculum materials, and the use of math manipulatives in instruction. *(3 credits) Fall, Spring*

EDU 350 – Mathematics in the Elementary School II
Prerequisites: EDU 200, EDU 202 and EDU 349
This course builds upon EDU 349 and emphasizes instructional methodologies, strategies, activities, assessment, and materials for teaching mathematical concepts and skills in grades K-6. Participants explore key mathematical topics in the areas of patterns, relations and functions, geometry, measurement, data and probability. Field experiences include attending a local math education conference and teaching a math lesson in an elementary school. Prospective elementary teachers continue to examine current research, national and state standards, curriculum materials and the use of math manipulatives in instruction. *(3 credits) Fall, Spring*

EDU 355 – Elementary and Middle School Level Special Education Practice
Prerequisites: EDU 200 and EDU 202
In this course, prospective teachers examine the characteristics of elementary and middle school students with the most prevalent disabilities (e.g., learning disabilities, communication disorders) and learn about differentiating instruction in mixed ability classrooms. Considerable time is spent reading about, and discussing the educational rights of children and young adolescents with disabilities, and the legal obligations of their schools and teachers. The primary emphasis in EDU 355, however, is on what research indicates about how best to plan, manage, and evaluate learning effectively in diverse classroom settings, as this is what good teachers must do regardless of their politics about mainstreaming and inclusion. *(3 credits) Fall*

EDU 356 – Middle and Secondary School Level Special Education Practice
Prerequisites: EDU 200 and EDU 202
Taken concurrently with EDU 376.
This course is concerned primarily with those instructional and behavioral strategies shown by research to have the most positive impact on young people with disabilities. Prospective teachers in EDU 356 examine the psychological and educational characteristics of adolescents with disabilities; review the educational rights of these students and the legal obligations of their schools and teachers; and learn about, and demonstrate, proven and/or promising instructional approaches. *(3 credits) Spring*

EDU 363 – Literacy Across the Curriculum
Prerequisites: EDU 200 and EDU 202 and Junior standing only
This course is based on the premise that America's literacy dilemma can be solved if each and every teacher were to play a role in its resolution. In essence, content area literacy is the domain of all secondary content area teachers. This course explores contemporary theories and classroom practice in regard to content area reading and writing. It is designed to provide practical reading and writing instructional strategies that are tied directly to a student's potential literacy difficulties, comprehension of secondary textbooks and supplementary materials, persuasive and descriptive writing, and writing research reports. This course is suitable for both pre-service and in-service teachers. *(3 credits) Fall*

EDU 370 – Social Studies in the Elementary School
Prerequisites: All advanced methods courses
This final course in Curriculum Level II is designed to be a culmination of all prior education coursework. Participants explore theoretical principles and procedures which lead to the instructional practice of social studies in the elementary school. This course also emphasizes the tenets of cooperative learning, the development of content area integrated units, and the use of the Internet in the classroom. In addition, literacy across the curriculum practices are once again reviewed to bring participants to a clear understanding of how literacy is integrated throughout the school day. Current standards for literacy are revisited and National Standards for Social Studies are reviewed. Field experiences include observing a social studies lesson in a local public school and analyzing the lesson using a lesson analyzer template. *(3 credits) Fall*

EDU 372 – Issues in Elementary Health Education
Prerequisites: EDU 200 and EDU 202
This course is designed to enable prospective teachers to become knowledgeable in the national and Rhode Island Health Education Standards for elementary students. The Rhode Island Health Frameworks are used as content standards for this course. Topics which are explored include: health promotion, disease prevention, health-enhancing behaviors, and issues regarding substance abuse and child abuse. *(1 credit) This course is offered in two Saturday sessions during the Fall and Spring*

EDU 373 – Issues in Middle and Secondary Health Education
Prerequisites: EDU 200 and EDU 202
This course explores topics in health education, including tobacco, alcohol and other drug use, mental and emotional health, sexuality and family life, personal safety and disease prevention and control. It is designed to provide participants with sound, basic knowledge and sensitivity to some of the most difficult issues they may confront during their professional lives, and to assist them in developing appropriate skills relative to these issues. *(1 credit) This course is offered in two Saturday sessions during the Fall and Spring*

EDU 375 – Elementary Education Practicum (Field Experience)
Prerequisites: Consent of the Office of Field Experiences
This course is designed to prepare pre-service teachers for student teaching. Students are introduced to the continuum of teacher development and are placed in a public school for a minimum of 100 hours of in-class participation. Students perform several teaching activities during the semester and University Clinical Supervisors visit participants in their school settings. Toward the end of Practicum, students prepare an oral presentation, reviewing their growth as prospective teachers and demonstrating their readiness to student teach. The presentation is made before a review panel composed of faculty members and field-based professionals. *(3 credits) Fall, Spring, Winter Intersession*

EDU 376 – Secondary Education Practicum (Field Experience)
Prerequisites: Consent of the Office of Field Experiences
This course is designed to prepare pre-service teachers for student teaching. Students are introduced to the continuum of teacher development and are placed in a public school for a minimum of 100 hours of in-class participation. Students perform several teaching activities during the semester, and University Clinical Supervisors visit participants in their school settings. Toward the end of practicum, students prepare an oral presentation, reviewing their growth as prospective teachers and demonstrating their readiness to student teach. The presentation is made before a review panel composed of faculty members and field-based professionals. *(3 credits) Fall, Spring, Winter Intersession*

EDU 380 – Special Topics in Education
In-depth study of some aspect of education. Specific focus varies from semester to semester. Provides an advanced level of course work or research in education. May be repeated for credit, but students may study a single topic only once. *(1-3 credits) On Demand*

EDU 381 – Young Adolescent Development
This course provides students with an opportunity to examine the key physical, psychological, and social needs changes that characterize the developmental stages of young adolescence. Emphasis is placed on understanding issues related to the complexities of this unique phase of development within the context of middle school classroom environments. *(3 credits)*

EDU 382 – Middle School Curriculum and School Organization
This course investigates contemporary middle school curricula, programs, and policies. Emphasis is placed on the creation and implementation of developmentally appropriate organizational and curricular practices. Students also examine the underlying philosophy and mission of middle school education. *(3 credits)*

EDU 383 – Applied Middle School Instruction and Assessment
Prerequisites: EDU 381 and EDU 382
Middle level teaching and learning strategies are discussed in this course. Topics include interdisciplinary instruction, working in collaborative teams, and mentorships. Emphasis is placed on the design, development, and implementation of standards-based instruction and performance-based assessment. Students complete a 60-hour supervised field placement as part of this course. *(3 credits)*

EDU 384 – Teaching World Geography
Prerequisite: This course fulfills a requirement for Secondary History and Social Studies.
None Students describe physical and cultural perspectives and the influence of geography on the events of past and present with emphasis on contemporary issues; investigate the processes that shape patterns in the physical environment; analyze how location affects economic systems and activities; how these processes influence the world's political divisions; compare how culture shapes regional

and national characteristics; and how technology and human modifications impact the physical environment. *(3 credits) Fall, Spring, Summer I, Summer II, Winter Intersession*

EDU 388 – Teaching Ethology and History of Dance
Prerequisites: EDU 200 and EDU 202
This course for PK-12 Dance Education majors focuses on how social, historical and cultural movements affect dance as an art form, and how dance serves important societal functions, Methodologies for research, reconstruction, and teaching social historical, concert and world dances in public education are presented and linked to appropriate standards. *(3 credits) Spring*

EDU 390 – Teaching Secondary Mathematics through Inquiry
Prerequisites: EDU 200 and EDU 202
This course reviews the concepts taught in the secondary school mathematics classroom in the areas of number and operations, number theory, and algebra, patterns and functions. The course emphasizes demonstration of instructional methodologies, uses of instructional materials, and demonstration of a variety of representations in problem solving to prepare pre-service teachers to teach and communicate mathematical ideas in an authentic and meaningful way. Participants are also introduced to national and state standards regarding mathematics learning and instruction. Field experiences include observing adolescents in school settings during math instruction, interviewing students, and leading a group mathematical activity. *(3 credits)*

EDU 391 – Teaching Secondary Mathematics: Geometry, Data, and Trigonometry
Prerequisites: EDU 200, EDU 202, EDU 390
This course reviews the concepts taught in the secondary school mathematics classroom in the areas of geometry, data and probability, and trigonometry. The course emphasizes demonstration of instructional methodologies, uses of instructional materials, and demonstration of a variety of representations in problem solving to prepare pre-service teachers to teach and communicate mathematical ideas in an authentic and meaningful way. Participants continue to use national and state standards regarding mathematics learning and instruction. 15 hours of fieldwork include co-teaching and teaching assignments. *(3 credits)*

EDU 392 – Teaching Secondary Science through Inquiry
Prerequisites: EDU 200 and EDU 202
Preparation to teach inquiry-based science involves learning how to plan, deliver, and assess appropriate curricula and student learning. This course enables students to apply their knowledge of science content and inquiry as a pedagogical practice, and general best practices with respect to science laboratory activities and safety. In addition, students participate in a variety of field experiences and reflect on them to gain powerful insights into science teaching and learning in the secondary school. *(3 credits)*

EDU 393 – Standards-Based Science in the Secondary School
Prerequisites: EDU 200 and EDU 202
This course provides students with exemplary experiences that are designed to prepare them for successfully teaching science at the secondary level. Because science teaching is a complex activity that is best learned through experience, course participants design and test instructional approaches to teaching and assessing science, guided by the National Science Education Standards. In addition, students participate in a variety of field experiences, under the guidance of professionals, and reflect on them in order to gain powerful insights into science teaching and learning in the secondary school. *(3 credits)*

EDU 394 – Teaching Reading and Literature in the High School
Prerequisites: EDU 200 and EDU 202
This course is designed for undergraduates enrolled in a secondary English Education Program. The main objective is to explore current theories and best practices of English literacy instruction and assessment. Topics include: reading fluency, reading comprehension, and reader response theories and practice. Because English literacy is a complex topic, course participants are actively engaged in designing instructional materials and organizational possibilities for building an active literate classroom environment. Field experiences add to participants' knowledge of adolescent literacy processes. *(3 credits)*

EDU 395 – Teaching Writing in the High School
Prerequisites: EDU 200 and EDU 202
This course is designed for undergraduates enrolled in a secondary English Education program. The main objective is to explore theories and best practices of writing instruction and assessment. Topics include the components of writing instruction: the process and context, the writing genres, and the application of English language conventions; and the study of English language structure, semantics, and morphology. Course participants are actively engaged in a writer's workshop while learning how to design one for their own classrooms. Field experiences focus on media and writing curriculum. *(3 credits)*

EDU 396 – Social Science Thinking in Context
Prerequisites: EDU 200 and EDU 202
This course focuses primarily on the current state of social studies education in the United States. Is the teaching of the social sciences and history primarily a collective memory exercise intended to pass on a particular version of the past? Is social studies education a interdisciplinary exercise intended to prepare students to think critically about the past and present? Students examine how the answers to these questions inform the nature of social science thinking, knowledge, and the teaching of the discipline. Field experiences include observing the teaching and learning of social science and history in grades 7-12 as well as co-teaching a direct instruction lesson with a cooperating teacher. *(3 credits) Spring*

EDU 397 – Social Science Inquiry in Context
Prerequisites: EDU 200 and EDU 202
The primary focus of this course is to enhance the engagement of students through inquiry-based teaching and learning in the secondary classroom. The course offers a rich variety of ideas and resources for teachers regarding historical thinking, the selection of content, methods, problem solving, deliberative discussion, the use of primary sources, and ways to assess students' learning. Teachers of history will discover and explore ways to activate the "historian" present in all students, heighten historical consciousness, and help students think critically about historical events. Field experiences include observing the teaching and learning of history in the high school classroom as well as co-teaching an inquiry-based lesson with a cooperating teacher. *(3 credits)*

EDU 398 – Teaching Standards-based World Languages and Culture
Prerequisites: EDU 200 and EDU 202
The primary focus of this course is communicative language learning The primary focus of this course is to enhance the engagement of students through inquiry-based teaching and learning in the secondary social studies classroom. The course offers a rich variety of ideas and resources for teachers regarding social science thinking, the selection of content, methods, problem solving, deliberative discussion, the use of primary sources, and ways to assess students' learning. Teachers of the social sciences and history will discover and explore ways to activate the "social scientist" present in all students and help students think critically about world events, past and present in an interdisciplinary and integrative manner. Field experiences include observing the teaching and learning of history

in the high school classroom as well as co-teaching an inquiry-based lesson with a cooperating teacher. *(3 credits) Fall*

EDU 399 – Teaching Literacy to World Language Learners
Prerequisites: EDU 200 and EDU 202
The primary focus of this course is communicative language learning and teaching to promote best practice in literacy instruction in a second language. The emphasis is on high school levels III-V and Advanced Placement. The course is designed to provide prospective world language teachers with the skills necessary to apply sound educational and language acquisition theories to the teaching and assessment of reading comprehension and the writing process. The examples of these organizing principles of language learning and instruction will come from intermediate to advanced second language learners of a world language. In addition, this course requires secondary world language teacher candidates to complete 15 hours in the field observing the teaching and learning of a language as well as planning and teaching a cultural or literary lesson with a cooperating teacher in a high school setting. *(3 credits)*

EDU 411 – Capstone: Science Education
Prerequisites: EDU 200, 202, 392, 393, or consent of instructor.
This is the culminating science education course for undergraduates who are pursuing secondary science teacher certification. Proper management of all aspects of the science classroom is the principal focus of this capstone course. Since it is taught in conjunction with Practicum, many course topics relate directly to the manner in which science programs are implemented in high schools. New topics include high-stakes testing and curriculum integration. Other areas such as assessment, inquiry, and instructional design that were introduced during earlier courses are explored in greater depth. *(3 credits)*

EDU 412 – Capstone: Multicultural Adolescent Literature
Prerequisites: EDU 200, 202, 394, 395, or consent of instructor.
This course is designed as the capstone experience for undergraduates enrolled in a secondary English Education program. The three main objectives for this course are: (1) to explore traditional, contemporary and multicultural fiction, non-fiction, and media appropriate for adolescents; (2) to explore classroom contexts for talking about books and media in the high school classroom; and (3) to explore components of a culturally responsive classroom community. Field experiences add to participants' knowledge of creating a culturally responsive high school English classroom. *(3 credits)*

EDU 413 – Capstone: Ways of Knowing – History and Social Studies
Prerequisites: EDU 200, 202, 396, 397, or consent of instructor.
Ways of Knowing – History and Social Studies is an instructional methodology course designed to expose students to the basic principles, ideas, and classroom practices that lead to engaging teaching and learning of history/social studies at the secondary level. Students examine and describe the nature of social studies instruction in the secondary school. Students demonstrate an understanding of the social studies content area through the observation and delivery of standards-based instruction, and they critically reflect upon the practice of teaching and learning social studies for all students. *(3 credits)*

EDU 414 – Capstone: Mathematics Education
Prerequisites: EDU 200, 202, 390, 391, or consent of instructor.
Students enroll in this course at the same time as Practicum. Specific emphasis is on the culture of the classroom, and teaching and assessment strategies for motivating, engaging, and challenging students in the mathematics classroom. The course focuses on implementing problem solving strategies, flexible grouping, questioning strategies, and applying assessment tools. *(3 credits)*

EDU 415 – Capstone: Foreign Language Education
Prerequisites: EDU 200, 202, 398, 399, or consent of instructor.
This capstone course is an advanced methodology course designed to extend teacher candidates' growing understanding of the organizing principles and classroom best practices that lead to communicative language learning for secondary students. The course has a 15-hour field component that must be completed, independent of the hours devoted to Practicum. This course will assist teacher candidates in improving their own practice in meeting the Rhode Island Professional Teacher Standards (RIPTS) and the ACTFL/NCATE Foreign Language Teacher Standards. Candidates also examine, describe and critically reflect on the role of new research in guiding practice. Taken concurrently with EDU 376, Secondary Education Practicum. *(3 credits)*

EDU 416 – Capstone: Applications in Dance Methodology and Best Practices
Prerequisites: DANCE 460 and EDU 388, or consent of instructor
This course for PK-12 Dance Education majors provides further study of methodology and best practices in teaching and learning as they apply to dance. Using the question, "How do best practice educational methodologies apply in dance education?" students will investigate not only similarities with other disciplines but with differences and special concerns for dance educators and their students Taken simultaneously with EDU 376, Practicum *(3 credits) Fall*

EDU 430 – Children and Books
Introduction to multicultural trade books, classic and contemporary, for children from birth to age nine. Students examine and evaluate both text and illustrations in a variety of genres: concept books, folktales, fantasy, historical fiction, poetry, informational books, etc. *(3 credits) Spring*

EDU 450 – Student Teaching
Prerequisites: EDU 375 or EDU 376
Student Teaching takes place over one full semester and involves at least 14 weeks of teaching. As with Practicum, this is a supervised experience. University Clinical Supervisors observe participants in their school settings, meet students in seminars, and collaborate with field-based practitioners to mentor, support, and finally to evaluate student performance. *(12 credits) Fall, Spring*

EDU 451 – Student Teaching Seminar
Prerequisites: EDU 375 or EDU 376
This course is designed to complement the student teaching experience and is a required component of that experience. Students reflect on their practice in relation to the continuum of teacher development and the Rhode Island Professional Teaching Standards (RIPTS). *(2 credits) Fall, Spring*

EDU 452 – Applied Internship in Education II
Prerequisite: EDU 200, 202, 314 and senior standing
Fulfills a requirement in the major.
The purpose of this required applied internship course for the Educational Studies majors is two-fold: (1) for students to work and be supervised within an educational site congruent with their desired professional goals; and, (2) for students to attend a weekly classroom seminar designed to provide deep understanding of situated learning and communities of practice. This internship experience and companion seminar is intended to be vocational in nature, affording students an opportunity to immerse themselves in a potential career field. *(3 credits) Fall, Spring, Summer I, Winter Intersession*

EDU 453 – Senior Thesis Seminar
Prerequisite: Senior standing
Fulfills a requirement in the major.
The purpose of this thesis seminar course is to help Educational Studies majors design, conduct, write up and present an independent research project in fifteen weeks. Your project may investigate any topic related to educational studies, but it must focus on an original researchable question using primary sources and appropriate research methods. *(3 credits) Fall, Spring*

EDU 501 – Foundations of Educational Research
This course examines historical, philosophical, and social issues of teaching and learning through selected readings, class discussions, and student research. Students learn to interpret and analyze qualitative and quantitative research and to write and present a review of the research on a current issue in education. Field experiences in diverse settings are required. *(3 credits)*

EDU 502 – Foundations in Educational Research: Perspectives in Social Justice
This course provides an overview of the historical, sociological, psychological, political and economic influences on education in America. Students will acquire knowledge and gain insights into how societal and educational structures, policies, and practices affect student learning and outcomes. The course is designed to offer students a theoretical and conceptual grounding in the historical, sociopolitical and philosophical underpinnings of education for diverse populations in the United States. Students will explore such matters as equality, equity, diversity and social identity, and how these concepts are an integral part of schooling in a democratic society. This interdisciplinary approach allows students to reflect upon education in a way that understands that school settings are not neutral, but play a dominant role in the cultural and structural features of society, in particularly as it relates to power structures within our society. *(2 credits) Summer*

EDU 503 – Research in Learning and Development
This Educational Psychology course provides an opportunity to study recent research related to human development and its influence on teaching/learning processes. The foci of this course include language, cognition, social/emotional development, temperament and personality. Emphasis is also placed on concepts related to understanding and evaluating standardized tests, performance assessments, and other means of measuring learning and development. Field experiences in diverse settings are required. *(3 credits)*

EDU 504 – Psychology of Development and Learning
This course focuses on knowledge of the development of children that is critical for skillful teaching. The creation of an environment that will nurture and challenge children can only be accomplished when a teacher can appreciate a child's developmental abilities and needs. The foci of this course include language, cognition, social/emotional development, temperament and personality. The role of culture, motivation, intelligence, and socio-economic status will also receive considerable attention. The course will be run as a seminar. *(3 credits)*

EDU 507 – Introduction to Elementary Literacy Practices I
Prerequisites: EDU 501 or EDU 502 and EDU 503 or EDU 504
This course examines the emergence and development of young children's knowledge of the English Language Arts. The major focus of this course is the teaching of reading, speaking, and listening strategies in formal and informal multicultural contexts. The course lays groundwork of knowledge by examining current research in teaching literacy and literacy practice as defined in the Rhode Island Grade Level Expectations (GLE's). Field experiences in this course include participating in a voluntary reading program or working with a child in a public school. Students must also demonstrate competence in using instructional technology. *(3 credits)*

EDU 508 – Multicultural Education/Urban Education
Fulfills a course requirement for the MAT in Elementary Education
Schools continue to be places where race and language stratification are played out, in both structural and individual ways. Despite efforts to address discrimination in schools, the educational experiences of children of color continue to be unequal. It is this phenomenon that this course will address. *(3 credits) Fall*

EDU 509 – Standards-based Science in the Elementary Classroom
Prerequisites: EDU 501 or EDU 502 and EDU 503.
Taken concurrently with EDU 504 in the Residency Program
This course explores current research and practice related to standards-based science. It advocates authentic use of the inquiry-based methods. Course participants are immersed in science laboratory approaches and classroom procedures for exploring science with children. In addition, students use available technological resources for the teaching of science. This course integrates state standards and the National Science Education Standards. Field experiences include working in settings with diverse learners. *(3 credits)*

EDU 511 – Standards-based Mathematics in the Elementary Classroom
Prerequisites: EDU 501 or EDU 502 and EDU 503 or EDU 504
This course investigates the concepts and computation methods taught in the elementary school classroom. Specific emphasis is on the demonstration of instructional methodologies, the uses of instructional materials, and demonstration of a variety of representations in problem-solving in preparing pre-service teachers to teach and communicate mathematical ideas in an authentic and meaningful way. Participants are also introduced to Rhode Island Grade Level Expectations (GLE's) and the National Council of Teacher of Mathematics Standards. Field experiences include observing children in school settings during math instruction and designing and teaching a math lesson in a classroom. Students must also demonstrate competence in using instructional technology. *(3 credits)*

EDU 512 – Fieldwork in an Urban Community
This course introduces candidates to the foundational skills of reflective practice by combining four weeks of intensive fieldwork in an urban community with weekly seminar meetings. The seminar provides a framework and the philosophical underpinnings for students to make meaning of their interactions with children. Students will observe and work with elementary-aged students individually as well as in small and large groups. Readings and seminar discussions will focus on such topics as teacher identity, learning environments, equity in the classroom, second language acquisition, student/teacher relationships, and the connections between language and culture. Students will share their thinking, practice, and learning outcomes in a culminating presentation. The course will be co-taught by Gordon and Roger Williams University faculty members. *(2 credits) Summer II*

EDU 513 – Contemporary Issues in Health Education
This course is designed to enable prospective students to become knowledgeable in the K-12 National and Rhode Island Health Education Standards. The Rhode Island Health Frameworks are used as content standards for this course. Topics explored include: health promotion, disease prevention, health-enhancing behaviors, and issues regarding substance abuse and child abuse. This course meets on two Saturdays during each semester. *(1 credit)*

EDU 515 – Introduction to Elementary Literacy Practices II
Prerequisite: EDU 507
This course builds on EDU 507: Elementary Literacy Practices I. In Literacy II, participants continue their exploration of teaching

the English Language Arts. The primary focus is the research and practice related to writing instruction including: (1) the forms and types of writing, (2) the process of writing, and (3) the English language arts conventions. A second focus of this course is performance-based literacy assessment. Participants learn to design and implement a reading/writing performance assessment based on the Rhode Island Grade Level Expectations (GLE's). Field experiences include tutoring through a voluntary reading program and a one-time visit to a public school to conduct a literacy performance assessment. Students must also demonstrate competence in using instructional technology. *(3 credits)*

EDU 517 – Introduction to Special Education Research and Practice
Prerequisites: EDU 501 and EDU 503
This course examines the research regarding the assessment and intervention of special education students. Course participants become familiar with Public Law 94-142 "mainstreaming" though the most current initiatives affecting the educational practice of inclusion. Instructional strategies and student mediation activities suitable for special needs students placed in a regular (inclusion) setting are emphasized. Participants are also taught to read Individual Education Plans (IEP's) and participate in a school environment observing or intervening on the behalf of a special needs student with an IEP. Students must also demonstrate competence in using instructional technology. *(3 credits)*

EDU 518 – Research and Practice in the Inclusive Classroom: A field-based Experience
This course examines the civil liberties of students with disabilities, and the legal obligations of their schools and teachers. The characteristics of students with the most prevalent disabilities—and the full continuum of placement options and services available to them—will receive considerable attention. Central to our discussions will be case studies that highlight many of the ethical dilemmas teachers invariably face, as they try to balance the social and academic needs of children with federal law, state policy, and local school practice. Our primary emphasis, however, will be on how to plan, manage, and evaluate learning effectively in diverse classroom settings. *(4 credits) Winter Intersession*

EDU 519 – The Integrated Arts Curriculum
Prerequisites: EDU 501 and EDU 503
This course explores theories regarding art education and the cognitive, behavioral, and social benefits of integrating arts across the multicultural curriculum. The course also emphasizes strategies and resources for teaching art, music, and movement education in the elementary school. Specific emphasis is on learning how to integrate these subjects into the school's core curriculum. The course also explores classroom management techniques in conjunction with these activities. A culminating unit on a thematic topic helps participants to learn to design interdisciplinary units of instruction. This course uses the Rhode Island Arts Frameworks. Students must also demonstrate competence in using instructional technology and working in the field with diverse learners. The course includes a field experience. *(3 credits)*

EDU 520 – Studio Experience: Methods and Materials in Art Education
This course is taught in a studio setting and is designed to introduce students to the visual arts through looking at, discussing, and making art. Visual arts are an integral part of life and essential to an individual's education. The arts can promote attitudes of understanding, respect, and tolerance. They provide insight into cultures and foster appreciation of the accomplishments and multiple perspectives of others. The artistic and conceptual development of children will be covered as students engage in a series of workshop experiences with a range of materials. Each class will focus on a particular theme and introduce artists, concepts and techniques. Students will learn to translate and transfer these experiences into their own teaching. Strategies for integrating art with other disciplines will also be covered in this course. *(2 credits) Spring*

EDU 521 – The Thematic Elementary Curriculum: Social Studies and Literacy
This final methods course is designed to be a culmination of all elementary education MAT course work and supports students' continued development toward teaching in a global and culturally diverse world. Participants explore theoretical principles and procedures which lead to the instructional practice of social studies in the elementary school. In addition, literacy across the curriculum practices are once again reviewed to bring participants to a clear understanding of how literacy is integrated throughout the school day. Current standards for literacy are revisited and National Standards for Social Studies are reviewed. Field experiences include working in a multicultural setting. Students must also demonstrate competence in using instructional technology. *(3 credits)*

EDU 522 – Multicultural Children's Literature
This course examines children's multicultural literature for emerging multicultural practitioners. Students will study and utilize multicultural literature for children from first through sixth grade. Various genres will be critically examined in relation to visual literacy and the social implications of characterization and authorial voice for specific grade levels. An introduction to selective bibliographic tools and review media will be included to provide students with the skills to become effective evaluators and teachers of multicultural literature. Class presentations and media resources will provide background for discussions of various literary genres represented in contemporary writings for children and their applications for classroom use. *(2 credits) Fall*

EDU 526 – Internship and Seminar I
The internship and accompanying seminar form the backbone of the year-long teacher residency experience. This experience is divided into Fall (EDU 526) and Spring (EDU 606) segments. In EDU 526, student interns work in classrooms with their cooperating teachers four full days/week. Weekly seminar meetings provide a framework for examining the philosophical underpinnings necessary for making meaning of everyday classroom experiences and teaching practices. The curriculum is based on the Rhode Island Professional Teaching Standards (RIPTS) and the Gordon School Guiding Principles of Multicultural Practice, and progress is measured using the continuum of teacher development. Time is built in for reflection and guided inquiry, applications of theory learned in course work, and discussion of data and other forms of evidence gathered in classrooms. Interns are encouraged to pose and answer questions, and develop and refine their practice. *(4 credits) Fall*

EDU 533 – Technology in the 21st Century Classroom
This course is required of all students in the MAT and Gordon MAT programs. EDU 533 addresses all of the National Education Technology Standards for Teachers (NETS-T). The course covers technology productivity tools for teachers, legal and ethical issues in technology, assistive technology, and the use of a wide variety of hardware and software applications. *(1 credit) Fall, Spring, Winter Intersession*

EDU 534 – Multimedia for the 21st Century Classroom
This course is required of all students in the MAT and Gordon MAT programs. EDU 534 addresses all of the National Education Technology Standards for Teachers (NETS-T). The course covers applicable legal and ethical issues in technology and assistive technology, the integration of multimedia in the curriculum, and the use of a wide variety of hardware

and software applications for creating multimedia. *(1 credit) Fall, Spring, Summer I, Winter Intersession*

EDU 535 – Technology Curriculum Development and Field Experience
This course is required of all students in the MAT program. EDU 535 addresses all of the National Education Technology Standards for Teachers (NETS-T). The course applies the knowledge and skills learned in EDU 533 and 534 for the purposes of lesson planning and curriculum development. This course includes a teaching field experience. *(1 credit) Fall, Spring, Summer I, Winter Intersession*

EDU 541 – Young Adolescent Development
This course provides students with an opportunity to examine the key physical, psychological, and social needs changes that characterize the developmental stages of young adolescence. Emphasis is placed on understanding issues related to the complexities of this unique phase of development within the context of middle school classroom environments. *(3 credits)*

EDU 542 – Middle School Curriculum and School Organization
This course investigates contemporary middle school curricula, programs, and policies. Emphasis is placed on the creation and implementation of developmentally appropriate organizational and curricular practices. Students also examine the underlying philosophy and mission of middle school education. *(3 credits)*

EDU 543 – Applied Middle School Instruction and Assessment
Prerequisite: EDU 541 and EDU 542
Middle level teaching and learning strategies are discussed. Topics include interdisciplinary instruction, working in collaborative teams, and mentorships. Emphasis is placed on the design, development, and implementation of standards-based instruction and performance-based assessment. Students complete a 60-hour supervised field placement. *(3 credits)*

EDU 601 – Graduate Practicum in Elementary Education
Prerequisite: Completion of Course Work
This course is designed to prepare pre-service teachers for student teaching. Students are introduced to the continuum of teacher development and are placed in a public school for a minimum of 100 hours of in-class participation. Students perform several teaching activities during the semester, and University Clinical Supervisors visit participants in their school settings. Toward the end of Practicum, students prepare an oral presentation, reviewing their growth as prospective teachers and demonstrating their readiness to student teach. The presentation is made before a review panel composed of faculty members and field-based professionals. *(3 credits)*

EDU 603 – Graduate Student Teaching in Elementary Education
Prerequisite: Completion of Course Work and EDU 601
Student teaching takes place over one full semester of at least 14 weeks. University supervisors meet students in seminars, and collaborate with field-based practitioners to mentor, support, and finally to evaluate student performance. *(12 credits)*

EDU 604 – Graduate Student Teaching Seminar
Prerequisite: Completion of Course Work and EDU 601
This course is designed to complement the student teaching experience, and is a required component of that experience. Students examine their practice in relation to the continuum of teacher development and the Rhode Island Professional Teaching Standards (RIPTS) as they reflect upon their student teaching practice. *(3 credits)*

EDU 606 – Internship and Seminar II
The Spring Internship and Seminar form the second part of the year-long teacher residency experience. Students continue to examine their practice in relation to the Rhode Island Professional Teaching Standards (RIPTS) and the Gordon School Guiding Principles of Multicultural Practice, and use the continuum of teacher development as they reflect upon their practice. Weekly seminar meetings and course work offer a framework and the philosophical underpinnings necessary for making meaning of everyday classroom experiences. Course assignments are connected to experiences in the classroom, enabling interns to apply what they have learned and receive immediate feedback. With time built in for reflection and guided inquiry, interns will apply theory, collect evidence, pose and respond to questions, and develop and refine their practice. Guest speakers will provide knowledge of professional organizations and other opportunities for continued professional development. *(4 credits) Spring*

EDU 607 – Introduction to Exceptionality Research
In this course, students review, analyze, and interpret research in atypical human growth and development. Our central focus will be on the academic literature related to the etiologies and characteristics of students with the most prevalent disabilities (i.e., learning disabilities, disorders of attention, speech and language disorders, mild mental retardation, and emotional and behavioral disabilities). *(3 credits) Summer*

EDU 608 – Legal and Ethical Foundations of Special Education
In this course, students will uncover the most salient social, historical and legal foundations of special education and examine current issues confronting the field, such as full inclusion, disability rights, and professional ethics. Our initial concern will focus on the civil liberties of students with disabilities, and the legal obligations of their schools and teachers. Central to our discussions will be case studies that highlight many of the ethical dilemmas teachers invariably face, as they try to balance the social and academic needs of children with federal law, state policy, and local school practice. *(3 credits) Summer*

EDU 610 – Introduction to Literacy Research
This is the first course offered in the Master of Arts Literacy Program and must be taken before any other courses. Students learn how to read, interpret, and analyze qualitative and quantitative research while surveying the historical and current perspectives of literacy research and practice. This course takes a scholarly look at the field of literacy through the lenses of the fields of language, literacy, cognitive psychology, and cultural anthropology. *(3 credits) Fall*

EDU 612 – The Power and Promise of Inclusive Classrooms
Virtually every classroom in the United States contains at least one child with a disability, a fact that presents both challenges, and great promise for regular classroom teachers and children alike. The primary emphasis of this course is on how to plan, manage, and evaluate learning effectively in diverse classroom settings, as special educators are increasingly asked to design, consult, and collaborate with regular classroom teachers who must often educate students with disabilities in mainstream settings. To this end, we will review research-based instructional practices appropriate for students with disabilities who are mainstreamed in regular classroom environments. *(3 credits) Fall*

EDU 613 – Cultivating Pro-Social Behavior
In this course, students will examine current theories of social-emotional development as well as the most prevalent disorders of emotional control and behavioral self-regulation. Our primary focus, however, will be on research-supported strategies for facilitating the development of pro-social behavior in children who struggle with low self-concept, behavioral inhibition, social isolation, and/or reciprocal social interaction. *(3 credits) Fall*

EDU 614 – Developing Language and Literacy
This course surveys research and practice in regard to developmental language acquisition as well as development of the school/

communication processes. Implications of ethnic, linguistic, and cultural differences among learners for language learning are emphasized. *(3 credits) Summer*

EDU 616 – Research-Based Literacy Practices I: Writing Across the Curriculum, K-12
Prerequisite: EDU 610
In this course, students analyze current research on K-12 writing instruction and the essential link between reading and writing practices. The primary learning outcomes are the best practices related to writing instruction, intervention and assessment of the following: 1) narrative and expository genres; 2) a process approach to writing; and 3) the English Language Arts conventions. Participants also explore writing workshop discourse communities as defined by constructivist literature as well as best practices for the English language learner (ELL). *(3 credits) Spring*

EDU 618 – Literature for Children and Young Adults
This is a survey course of literature for children and young adults. Students study literature for children beginning with young toddlers through adolescents. Various genres are examined in relation to aesthetic criteria, social implications, and appropriate audiences. An introduction to selective bibliographic tools and in review media is included. Class presentations, guest lectures, and media resources provide background for discussions of various literacy genres represented in traditional and contemporary writings for children and young adults and their application to classroom use. *(3 credits) Summer*

EDU 620 – Research-based Literacy Practices II: Reading Across the Curriculum, K-12
This course connects research to practice relative to the principles of reading instruction and intervention in content area reading. Specific emphasis is on cognitive strategy instruction and the effect it has on K-12 students' metacognition of reading comprehension processes. Learning outcomes inside research-based best practices in the teaching of vocabulary and comprehension of expository text. Accommodations for the English language learner are examined. *(3 credits) Summer*

EDU 622 – Research-Based Literacy Practices III: Preparing Strategic Readers, K-12
This course connects research to practice relative to the principles of reading instruction and intervention. Students will demonstrate understanding of current research and best practices of strategic reading instruction in the following areas: phonological awareness, phonetic awareness, phonics, fluency, and comprehension of narrative text. Students survey the principles of emergent literacy; a balanced literacy program; and the components of a literature environment. Accommodations for the English language learner are examined. *(3 credits) Fall*

EDU 634 – Assessment of Reading and Writing Difficulties
This course addresses the fundamental principles of instruction and assessment for learners with difficulties in reading and writing and focuses on assessment, evaluation and interventions. Topics include observation techniques, the running record, portfolios, the administration and interpretation of individual and group tests, formal and informal assessment instruments, the development of individual informal instruments, and intervention strategies. Students are required to work with two learners who have demonstrated difficulties in reading and writing: one child and one young adult. *(3 credits) Spring*

EDU 635 – Assessment and Planning
This course examines how assessment practices and data from diagnostic testing are used to inform curriculum and instructional approaches for children with mild/moderate disabilities. Students will learn how to administering, score, and interpret, a variety of tests of cognitive ability and academic achievement. The course will include an examination of formal and informal assessment strategies, including the use of individually administered norm-referenced instruments, curriculum-based assessments, interview techniques, behavioral observation, and functional behavioral assessment. *(3 credits) Fall*

EDU 638 – Clinical Experiences in Literacy Education
This course offers students clinical experience with school-age children and adults with difficulties in reading, writing, and related language arts. Students examine and utilize methods of assessment and intervention. They also learn how to adapt commercially prepared testing materials and intervention techniques to the developmental level, diagnosed needs, and cultural and linguistic backgrounds of pupils. Students document procedures and progress and write detailed case studies. (6 credits) *Summer*

EDU 650 – Leadership for Literacy Professionals (including Professional Practicum)
This course addresses the basic responsibilities of the reading consultant/specialist. Topics include organization and supervision of reading and language arts programs; selection of instructional materials; evaluation of classroom instruction; planning and implementing staff development; working with teachers to organize and manage language arts classrooms; and consulting with various groups within the school community. Students are required to spend a minimum of 35 hours in an approved field experience working directly with a reading consultant. *(3 credits) Fall*

EDU 651 – Special Education Internship
Under the direction of the school principal and special education supervisor, the special education intern will provide direct instruction as well as instructional support to students with mild-moderate disabilities in individual and small group settings. Interns will also work collaboratively with parents, general education teachers, instructional aides, and other professionals as appropriate in order to plan, deliver, manage, and evaluate the instruction of students with disabilities in mainstream settings. Interns will also assist in the development of Individual Education Programs (IEP) and participate in special education meetings and in the preparation of required special education paperwork. *(9 credits) Spring*

EDU 652 – Internship Seminar: Building Home, School, and Community Partnerships
The field seminar is taken in conjunction with EDU 006 Special Education Internship and takes as its focus the special education intern's experience in the field. Special emphasis is placed on the development of collaborative relationships with the families of children with disabilities as well as with relevant school personnel, other professionals, and community agencies. *(3 credits) Spring*

EDU 654 – Advanced Literacy Research Seminar
This course focuses on current issues in reading, writing, and language though the development of comprehensive tasks. Students work on individual tasks under the guidance of the seminar professor(s). *(4 credits)*

EMERGENCY MEDICAL SERVICE

EMS 101 – Introduction to Health Professions
Prepares the student for an administrative position as a high level, or chief officer, in an EMS agency. This course will cover aspects of government structure, strategic planning, leadership, marketing, risk & human resource management, and financial management.

EMS 121 – EMT Basic
Prerequisite: Completion of a 6-hour American Heart Association for Health Care Providers or the Red Cross Professional Rescuer and consent of the SCS Dean
Students will learn Skills in Basic Life Support, Respiratory Emergencies, Trauma Emergencies, vehicle extrication, and a new section on Terrorism awareness as it pertains to EMS. There will also be sections on medication administration, use of Automated External Defibrillators, and ambulance operations. Students will also be required to document 8 hours of observation time in a hospital Emergency Room. *(6 Credits) Fall, Spring, Summer I*

EMS 211 – EMT Paramedic I
Prerequisite: EMT 121 and consent of the SCS Dean
This course is part one of the four part sequence required for students to sit for the National Paramedic Certification Exam
This Program consists of over 172 hours of classroom lecture/didactic and the start of 50 hours of clinical setting training and demonstration of skill. In addition a significant time is spent riding on an approved 911 rescue. It also requires several hours of hospital internship. Persons must be currently certified as a Basic EMT to be accepted in this course. This Paramedic course builds on basic EMT training and helps prepare students for certification as a paramedic. *(6 Credits) Fall, Spring, Summer I*

EMS 212 – EMT Paramedic II
This course is part two of the four part sequence required for students to sit for the National Paramedic Certification Exam.
This Program consists of over 172 hours of classroom lecture/didactic and the start of 50 hours of clinical setting training and demonstration of skill. In addition a significant time is spent riding on an approved 911 rescue. It also requires several hours of hospital internship. This Paramedic course helps prepare students for certification as a Paramedic. *(6 credits) Fall, Spring, Summer*

EMS 301 – Health Information Systems and Technology
Prepares the student for an administrative position as a high level, or chief officer, in an EMS agency. This course will cover aspects of government structure, strategic planning, leadership, marketing, risk & human resource management, and financial manage. *(3 credits)*

EMS 302 – Public Health Culture and Diversity
Prepares the student for an administrative position as a high level, or chief officer, in an EMS agency. This course will cover aspects of government structure, strategic planning, leadership, marketing, risk & human resource management, and financial management. *(3 credits)*

EMS 303 – Public Health Emergency Preparedness
Prerequisite: Junior Standing
Prepares the student for an administrative position as a high level, or chief officer, in an EMS agency. This course will cover aspects of government structure, strategic planning, leadership, marketing, risk & human resource management, and financial management. *(3 credits)*

EMS 311 – EMT Paramedic III
Prerequisite: EMS 211
This course is part three of the four part sequence required for students to sit for the National Paramedic Certification Exam.
This Program consists of over 172 hours of classroom lecture/didactic and the start of 50 hours of clinical setting training and demonstration of skill. In addition a significant time is spent riding on an approved 911 rescue. It also requires several hours of hospital internship. This Paramedic course helps prepare students for certification as a Paramedic. *(6 credits) Fall, Spring, Summer*

EMS 312 – EMT Paramedic IV
Prerequisite: EMS 311
This course is part four of the four part sequence required for students to sit for the National Paramedic Certification Exam.
This Program consists of over 172 hours of classroom lecture/didactic and the start of 50 hours of clinical setting training and demonstration of skill. In addition a significant time is spent riding on an approved 911 rescue. It also requires several hours of hospital internship. This Paramedic course helps prepare students for certification as a Paramedic. *(6 credits) Fall, Spring, Summer I*

EMS 313 – Paramedic Practicum I
Prepares the student for entry in to the Paramedic career by reviewing and reinforcing concepts, demonstrating practical application in a controlled hospital or facility setting. This course will culminate with completion of the minimum required hours and skills, and competency determination by the program and medical director. *(6 credits)*

EMS 314 – Paramedic Practicum II
Prerequisite or Co-requisite EMS 313
Prepares the student for entry in to the Paramedic career by reviewing and reinforcing concepts, demonstrating practical application in a controlled hospital or facility setting. This course will culminate with completion of the minimum required hours and skills, and competency determination by the program and medical director. *(6 credits)*

EMS 370 – Principles of Emergency Management and Emergency Operations Centers
Prerequisite or Co-requisite EMS 313
This course provides students with an introduction to the principles of emergency management including the federal guidelines of the National Incident Management System (NIMS) and the standards of the Incident Command System (ICS), and provides a clear up-to-date understanding of how an EOC should operate within the guidance of various federal and national programs. *(3 credits)*

EMS 401 – EMS Administration I
Prepares the student for an administrative position as a high level, or chief officer, in an EMS agency. This course will cover aspects of government structure, strategic planning, leadership, marketing, risk & human resource management, and financial management. *(3 credits)*

EMS 402 – EMS Administration II
Prerequisites: EMS 401
Prepares the student for an administrative position as a high level, or chief officer, in an EMS agency. This course will cover aspects of government structure, strategic planning, leadership, marketing, risk & human resource management, and financial management. *(3 credits)*

EMS 482 – Evacuation, Mass Care, and Sheltering
Prerequisites: EMS 370
This course provides students with an emphasis in planning for human care in disasters, examines specific disaster scenarios, such as pandemics, that requires mass care, mass evacuation, or the need for temporary short or long term sheltering. *(3 credits)*

EMS 483 – Recovery and Continuity of Operations
Prerequisites: EMS 482
This course provides students with a look into governmental efforts at long-term community recovery from a natural disaster. In most cases, this consists of rebuilding the physical aspects of the community such as vital community services and infrastructure and creating housing to replace that which has been lost. The course teaches us how to understand how communities develop and/or decay in an extreme natural hazard event. The course will study how the appreciation of community dynamics and the consequences of extreme events enables

us to identify critical points for policy intervention at appropriate levels of government. *(3 credits)*

EMS 499 – EMS Capstone
Prepares the student for entry in to the Emergency Medical Service career by reviewing and reinforcing concepts, demonstrating practical application using research and critical decision making in such positions as a high level, or chief officer, in an EMS agency. This course will culminate with a presentation to peers and professionals in the EMS field. *(3 credits)*

ENGINEERING

ENGR 110 – Engineering Graphics and Design
Pre or Co-requisite: MATH 136
An introduction to the engineering design process and SolidWorks. Student teams engage in the conception, design and construction of a working engineering project. *(3 credits) Fall, Spring*

ENGR 115 – Computer Applications for Engineering
Prerequisite: ENGR 110
Formulation, analysis and solution of typical engineering problems using computers. Topics include spreadsheet problem solving, algorithmic process, flow chart development, and programming. *(3 credits) Fall, Spring*

ENGR 210 – Engineering Statics
Prerequisites: MATH 207 or MATH 213 and PHYS 109 or PHYS 201
Study of static equilibrium of forces acting on particles and rigid bodies in two and three dimensions using vector algebra, free-body diagrams, centroids, and moments of inertia. Applications to simple structures. This course will present Engineering applications of many of the concepts introduced in Physics I. *(3 credits) Fall, Spring*

ENGR 220 – Engineering Dynamics
Prerequisite: ENGR 110, ENGR 210
Co-requisite: MATH 214
Topics include: kinematics and dynamics of particles and rigid bodies in plane motion; work-energy and impulse-momentum principles. *(3 credits) Spring*

ENGR 240 – Circuit Theory and Lab
Prerequisites: ENGR 115
Co-requisite: MATH 317 and PHYS 202
This course deals with the analysis of DC and AC electric circuits. Students will learn basic laws, analysis techniques, and circuit theorems. This course has an integrated laboratory experience that reinforces classroom content with hands-on experiments. The course also makes extensive use of computer-tools for circuit analysis. *(4 credits) Fall*

ENGR 260 – Engineering Electronics and Lab
Prerequisite: ENGR 240
Topics include: semiconductor materials and devices; energy bands and conduction phenomena in semiconductors; PN junction diodes; power supply design; design and analysis of single-stage transistor amplifiers; small signal modeling and frequency response of transistor amplifiers. Laboratory experiments in electronics. *(4 credits) Spring*

ENGR 270 – Digital Systems Design and Lab
Prerequisite: MATH 221 or permission of the instructor
Introduction to design and analysis of digital circuits. Students will learn the basics of number representation and conversion, Boolean algebra, combinational circuit design and optimization techniques, sequential circuit design techniques, and application of digital systems. The course examines register transfer level design, systems level CPU design and specification, data and control path design, and basics of digital systems design using CAD. Students will participate in a weekly laboratory where they will apply techniques developed in class to the design and implementation of small systems. *(4 credits) Fall*

ENGR 300 – Mechanics of Materials and Lab
Prerequisite: ENGR 210
Emphasizes stresses and strains due to axial bending and torsional loading; shear and bending moment diagrams; combined stresses; Mohr's circle; deformations and deflections. *(4 credits) Spring*

ENGR 305 – Fluid Mechanics and Lab
Prerequisite: ENGR 210
Investigates the properties and behaviors of fluids; hydrostatic forces and the basic equations governing fluid motion; principles of conservation of mass, energy and momentum; flow in open channels and pipes; compressible and incompressible flows. *(4 credits) Spring*

ENGR 310 – Materials Science
Prerequisite: CHEM 192
Study of mechanical and physical properties of metallic and nonmetallic materials with emphasis on the relationship between structure and properties. Phase diagrams, engineering alloys, electrical properties, plastics, and ceramic materials. *(3 credits) Spring*

ENGR 313 – Structural Analysis
Prerequisite: ENGR 300
Considers design loads and combinations; shear and bending moment diagrams; determinate trusses, beams, frames cables, and arches; deflection by direct and geometric methods; simple indeterminate structures analysis by classic methods. *(3 credits) Fall*

ENGR 320 – Environmental Engineering
Prerequisite: MATH 214 and CHEM 191
Provides an in-depth examination of the state of the environment and its interrelationship with the practice of engineering. Topics include: the interrelationships of energy, ecosystems, and the environment; mechanisms of environmental degradation; and, pollution and control of air and water resources. *(3 credits) Fall, Spring*

ENGR 330 – Thermodynamics
Prerequisite: MATH 214
Examines the transformation of heat into mechanical energy. Properties of ideal gases, steam and other mediums are discussed in the context of thermodynamic processes. The development and application of the first and second laws of thermodynamics are investigated. Power cycles, to include the Rankine, Otto, Diesel, and Brayton cycles, as well as the Vapor Compression Refrigeration cycle are presented in depth. Psychrometric analysis and total air conditioning are also examined. *(3 credits) Fall*

ENGR 332 – Machine Design
Prerequisite: ENGR 300
Applies engineering mechanics to the design of mechanical components and systems. Topics include stress, deflection, and buckling analysis; static, impact, fatigue, and surface failure theories; heuristic and formal methods for mechanical synthesis; fits and tolerances; fastening and joining techniques; as well as the analysis and specification of common machine elements such as screws, springs, bearings, gears, shafts, and belts. *(3 credits) Fall, Spring*

ENGR 335 – Engineering Economic Analysis
Prerequisite: CIS 101, CNST 116 or ENGR 115
This course provides the student with a working knowledge of the economic factors affecting different types of engineering decisions. In addition, students will become proficient in using a range of analytical approaches and modern computer tools for evaluating

and analyzing engineering projects. Topics covered include the time value of money, equivalence and equivalence calculations, cash flow analysis, evaluation of replacement and retirement alternatives, uncertainty and risk analysis, sensitivity analysis, inflation and interest rate calculations, capital budgeting cost/benefit analysis and tax accounting. *(3 credits) Fall*

ENGR 340 – Sustainable Energy Systems
Prerequisite: PHYS 109 or PHYS 201
This course will examine, in-depth, at least three sustainable energy sources, choosing from solar, wind, biofuels, hydropower, and others. The basic science and technology pertaining to each topic will be presented along with design and implementation considerations. Environmental problems associated with energy systems will be briefly examined. Software tools will be used to assess the performance of the different energy systems. *(3 credits) Spring*

ENGR 350 – Theory and Design of Mechanical Measurements
Prerequisite: ENGR 300
Explores both theory and practice behind making measurements. Topics covered in various levels of detail include: measurement methods, characteristics of signals, measurement system behavior, probability and statistics, uncertainty analysis, analog electrical measurements and devices, computerized data acquisition, temperature measurements, pressure and velocity measurements, flow measurement and strain measurement. Students will also learn how to use LabVIEW Software. *(3 credits) Fall, Spring*

ENGR 360 – Signals and Systems
Co-requisites: ENGR 240 and MATH 317
This course deals with signals, systems, and transforms from the theoretical mathematical foundation to the practical implementation in circuits and computer programs. Students will explore time-domain and frequency domain analysis of systems and signals, and will employ computer tools for system analysis. This course serves as the bridge between Circuits and more advanced classes such as Digital Signal Processing and Dynamic Modeling and Control.
(3 credits) Spring

ENGR 370 – Microprocessors
Prerequisite: ENGR 270
This course deals with the electrical and physical design, construction and working of a microprocessor. Topics include chipsets and motherboards, memory hierarchy, processor and technology roadmaps, cache organization, CMOS technology, lithography and CMOS physical design. *(3 credits) Spring*

ENGR 401 – Engineering Senior Seminar
Prerequisite: Senior standing or permission of the instructor
This seminar will meet once each week and will include all seniors majoring in engineering. Topics pertaining to the practice of engineering will be covered, including engineering ethics, professional licensure, graduate education, and business practices and procedures. Speakers will be drawn from the business, government and academic communities. *(1 credit) Fall*

ENGR 405 – Air Pollution and Control
Prerequisites: CHEM 192 or consent of instructor
Detailed study of the status of air pollution, atmospheric physics and chemistry, and methodologies of pollution control. Topics include emissions from stationary and mobile sources, air quality standards, major pollutants, chemical behavior of pollutants on animals and plants, design of pollution control equipment, and air dispersion modeling. *(3 credits) Spring*

ENGR 407 – Solid and Hazardous Waste Management
Prerequisites: CHEM 192 or consent of instructor
Addresses environmental consequences of and control processes of solid and hazardous wastes. Topics include domestic solid wastes collection and disposal, sludge treatment, landfill methods, classification and characteristics of hazardous wastes, toxicology, hydrochemical models, remedial control of sites, surface controls, groundwater controls and direct treatment methods, disposal of treated sludge and toxic wastes, recycling methods, resource recovery, radioactive and biomedical wastes. *(3 credits) Fall*

ENGR 409 – Structural Design
Prerequisite: ENGR 313
Presents an integrated design approach to structures. Design in wood, steel, and concrete covered. Topics include: loads, load factors and design loads on structures, conceptual designs according to ASD and LRFD. Use of the current codes and standards to design essential wood, steel, concrete elements. *(3 credits) Spring*

ENGR 412 – Water Resources Engineering and Lab
Prerequisite: ENGR 305 or permission of instructor
Considers hydrologic aspects of water availability from surface and groundwater sources. Flood flow analysis, surface and groundwater supply, transmission and distribution systems including pumping.
(4 credits) Fall

ENGR 413 – Advanced Structural Analysis
Prerequisite: ENGR 313
Considers deflection by energy methods; flexibility and stiffness approaches to higher order indeterminate structures; matrix and finite element analyses of beams, trusses and frames; applications to high rises, long span bridges, plates, shells and space frames; computer based analyses. *(3 credits) Fall*

ENGR 414 – Geotechnical Engineering and Lab
Prerequisite: ENGR 300
Addresses soil as a foundation for structures and as a material of construction. Topics include: soil gradation, classification, physical and mechanical properties, soil compaction, stress description, consolidation, and shear strength. Includes design of footings for stability and settlement. *(4 credits) Fall*

ENGR 415 – Water and Wastewater Treatment
Co-requisite: ENGR 320
In-depth coverage of physical, chemical, and biological processes used in drinking water and wastewater treatment both for domestic and industrial wastes. Topics include treatment processes such as coagulation/flocculation, sedimentation, aeration, activated sludge, filtration, adsorption, sludge digestion, and disinfection. Topics also include innovative techniques such as wetlands, facultative ponds, and wastewater reuse. Experimental analysis is performed with respect to parameters involved in the operations and processes of water and wastewater treatment systems. *(3 credits) Spring*

ENGR 418 – Construction Engineering
Prerequisite: MATH 315
This course provides students with an introduction to the construction industry and the role of civil engineering in construction. Areas covered include construction management fundamentals such as project scheduling, project control, estimating, and construction contracts. Also covered are topics in civil engineering related to construction, including material characteristics and testing, earthwork operations, formwork, foundations, and temporary structures. Also discussed are issues related to the overall industry, such as safety, quality, and productivity. *(3 credits) Fall*

ENGR 420 – Transportation Engineering
Prerequisite: ENGR 300
This course provides students with an introduction to the principles of transportation engineering with a focus on highway engineering and traffic analysis. Areas covered include: vertical and horizontal alignment, curve fundamentals and design, principles and design of flexible and rigid pavement, binder grading systems, traffic flow theory, queuing theory, and simulation for traffic modeling. *(3 credits) Spring*

ENGR 424 – Digital Signal Processing
Prerequisite: ENGR 270
Analysis and design of digital systems using difference equations, the Z-transform, and the Discrete Fourier Transform. Course provides an introduction to digital filter design and computer vision techniques. Course makes extensive use of computer-aided simulations, analysis, and design techniques. *(3 credits) Spring*

ENGR 430 – Special Topics in Engineering
Prerequisites: Permission of instructor
Selected topics determined by student needs and/or the availability of appropriate instruction.

ENGR 431 – Mechanical Vibrations
Prerequisites: ENGR 220, MATH 317
A study of periodic motion in single and multiple degrees of freedom systems with and without damping. Free, forced, and transient vibrations. Vibration instrumentation. *(3 credits) Fall*

ENGR 432 – Manufacturing and Assembly
Prerequisites: ENGR 305, ENGR 433 and MATH 315
Introduction to manufacturing processes and systems, including machining, injection molding, sheet metal forming, casting, and assembly. Applies engineering science to model manufacturing phenomena. Emphasizes Design for Manufacture and Assembly, including cost estimation and tolerance analysis. *(3 credits) Annually*

ENGR 433 – Heat Transfer
Prerequisites: ENGR 330
Co-requisites: ENGR 305 and MATH 317
The study of the three modes of heat transfer: conduction, convection and radiation. Both steady and transient systems are presented. Special topics include extended surfaces, lumped heat capacitance and approximate and numerical methods. Heat exchanger performance and design techniques are presented. *(3 credits) Spring*

ENGR 437 – Acoustics
Prerequisites: MATH 317
Co-requisite: ENGR 305
This course will investigate various aspects of acoustics, but begins with a general review of vibrations. A broad introduction to acoustics will be covered including modeling the propagation of plane and spherical waves in media and their interaction with boundaries, simple resonant systems such as pipes and Helmholtz resonators, and simple sources. Several applied acoustics topics will be covered as well, such as acoustic levitation, room acoustics, loudspeaker design, outdoor sound propagation, underwater sound propagation, ultrasound imaging/high intensity focused ultrasound and sonoluminescence. *(3 credits) Spring*

ENGR 442 – Biomechanics
Prerequisite: ENGR 220 and ENGR 300
Applications of engineering mechanics to musculoskeletal problems such as human movement, orthopedic injury, fracture fixation, and artificial joints. Topics may include: indeterminate force systems, anisotropy, viscoelasticity, composite beam theory, beam on elastic foundation theory, shear lag, torsion of non-circular sections, Hertz contact theory, tribology, and biomaterials. *(3 credits) Spring, Alternate years*

ENGR 445 – Dynamic Modeling and Control
Prerequisites: ENGR 240 and MATH 317
Analysis and design of linear time-invariant control systems using frequency and time domain techniques. Course makes extensive use of computer-aided simulation, analysis and design techniques. *(3 credits) Spring*

ENGR 450 – Mechatronics
Pre- or Co-requisite: ENGR 240 or COMSC 210
Mechatronics is the synergistic combination of mechanical engineering, electrical engineering and software engineering. Course topics include mechanics, electronic sensing and actuation, and software design for real-time control. Students will program small electromechanical robots to perform a specified task autonomously. "Mechatronics" is a portmanteau of "mechanics" and "electronics." *(3 credits) Fall, Spring*

ENGR 460 – Electromagnetic Theory
Pre- or Co-requisite: MATH 214 and PHYS 202
The study of electrostatics, magnetostatics, and time-varying magnetic fields and the analysis of transmission lines, motors, generators, transformers, and other electric machines. Introduces applications of vector calculus and linear algebra. *(3 credits) Fall*

ENGR 490 – Engineering Design I
Prerequisites: Senior standing or permission of the instructor
This course provides experience in the integration of math, science, engineering and computer science principles into a comprehensive engineering client-based design project. Open-ended problems emphasizing a multidisciplinary approach to total system design providing multiple paths to a number of feasible and acceptable solutions that meet the stated performance requirements. Design teams are required to generate alternatives, make practical approximations, perform appropriate analysis to support the technical feasibility of the design and make decisions leading to an optimized system design. *(3 credits)* Fall

ENGR 492 – Engineering Design II
Prerequisite: ENGR 490
A continuation of Engineering Design I, students will be expected to develop a working prototype. Working closely with a faculty advisor, student teams will conduct periodic review presentations for their client ensuring the design meets the clients' needs and expectations. The course objectives include the delivery of a successful project to the client by the end of the semester. *(3 credits) Spring*

ENGLISH AS A SECOND LANGUAGE

ELI 401 – Academic Preparation (Listening/Speaking)
Focuses on strengthening and improving listening and speaking skills needed for full participation in college-level academic courses. Enhances the ability to listen, take notes, conduct interviews, participate in discussion, and give presentations. Vocabulary development and pronunciation are addressed. *(3 credits) Fall, Spring*

ELI 402 – Advanced ESL Reading for Interdisciplinary Core
Provides reading practice and applies strategies for efficient reading and writing including vocabulary development, drawing on the content of an Interdisciplinary Core course. Extensive reading including course assignments and discussion build fluency, reinforce conceptual learning, and build confidence with academic texts. *(3 credits) Fall, Spring*

ELI 403 – Advanced Composition
Focuses on strengthening and improving skills in using complex English grammar and college-level writing. Vocabulary development, critical thinking skills, and learning to build sound arguments are addressed through selected reading and discussion. Intensive in-class composition practice and individual work with the instructor and tutors provides additional feedback. *(3 credits) Fall, Spring*

ENGLISH LITERATURE

ENG 100 – Introduction to Literature
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: Enrollment in or successful completion of WTNG 102
Through the study of poetry, short fiction, novel, drama, creative nonfiction, and film, students identify literary elements including plot, character, theme, imagery, and acquire critical vocabulary. This introductory course emphasizes active, responsive reading; close, attentive textual analysis; and lively class discussion. Because the course also emphasizes the importance of writing as an extension of reading, students learn how writing deepens understanding and how both reading and writing are part of a coherent, rich experience. *(3 credits) Fall, Spring*

ENG 110 – Serpents, Swords, and Symbols
Fulfills a course requirement in the English Literature Core Concentration
How did we get to this point? What is the genesis of our current relationship with the environment? Has our current situation always reflected that relationship? Using the natural world as a point of departure, students learn the universal language of symbols from ancient cultures to the present as they document and assess the evolution of the relation between human beings and the natural world, once perceived as reciprocal and interdependent, now distinct and isolated. Students analyze interdisciplinary and cross-cultural literary and visual works that address environment and place and the evolution of the relations between the human and non-human both directly (in non-fiction and natural history) and indirectly (in literature and film). In investigating both visual and written artifacts, students also learn the historical context for the shifts in literary attitudes toward the environment from around the world and across time. *(3 credits) Annually*

ENG 199 – The Prof. John Howard Birss Memorial Lecture Text
Does not fulfill a course requirement for the English Major, Minor or Core Concentration
This course affords students of all majors the opportunity to receive academic credit for reading, discussing, and writing about literary texts selected for the annual John Howard Birss Memorial Lecture. Previously selected texts include Jack Kerouac's *On the Road,* Elie Wiesel's *Night,* Mark Twain's *Adventures of Huckleberry Finn,* and Harper Lee's *To Kill a Mockingbird.* This course will include a discussion of the text in its historical context and will require completion of an end of semester project that may be entered in the annual FCAS Birss Memorial Lecture. Essay/Creative Project competition. This is a variable topics course. The course, but not the topic, may be repeated for credit. *(1 credit) Fall, Spring*

ENG 210 – Myth, Fantasy, and the Imagination
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: WTNG 102
Students begin by identifying archetypes, including the heroic ideal, found in folk tales and fairy tales from around the world. Students investigate how and why many of the same universal concerns inform and are interpreted by the famous epic narratives the ancients called "Wisdom Literature;" the *Iliad* and the *Odyssey*; and classical mythology. The other readings may include Tolkien's *The Hobbit* or portions of *The Lord of the Rings*, the ancient Mesopotamian *The Epic of Gilgamesh*, or Virgil's *Aeneid*. *(3 credits) Fall, Spring*

ENG 220 – Literary Analysis
Fulfills a course requirement in the English Literature Core Concentration
Prerequisites: ENG 100 (or CW 210 and CW 220) and enrollment in or completion of a 200-level WTNG course
"Literary competence" includes an understanding of the conventions that govern professional literary criticism, lifelong habits of analysis, judgment, and the development of critical acumen (i.e., an understanding of genre, an awareness of literary history as a context, an understanding of critical theory and the interpretation of literature in concept and in practice, and the development of advanced research skills). To develop these competencies, this course practices close reading across a range of critical theories, including Feminism, Deconstructionism, Post Colonialism, Marxism, Lesbian, Gay and Queer Theory, African American Criticism and Cultural Studies. Students will also discuss the impact of cultural diversity (e.g., race, class, and gender) on literary criticism while developing an understanding of the way that literary texts both reflect and project cultural ideologies. The final paper in this course will model the processes and standards used in Senior Thesis I & II. *(3 credits) Fall*

ENG 240 – Early American Literature: Pre-Columbus Through the Civil War
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: WTNG 102
This survey course begins with Native American literary expressions and concludes with the literature of the Civil War. The course covers exploration narratives of the 15th and 16th centuries, American colonial writing, the literature of the new American republic, and the literary efforts of the 19th century romantics. The course concludes with abolitionist writing and the literature of the Civil War. The reading list includes Christopher Columbus, Anne Bradstreet, Mary Rowlandson, Benjamin Franklin, Henry David Thoreau, Nathaniel Hawthorne, Frederick Douglass, and What Whitman. *(3 credits) Fall*

ENG 260 – American Realism, Naturalism and Modernism
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: WTNG 102
This survey course begins with the American realists and naturalists of the post-Civil War era and continues through 1950. The course includes writers of the Lost Generation, the Harlem Renaissance, and the Southern Literary Renaissance. Authors covered include: Emily Dickinson, Mark Twain, Henry James, Kate Chopin, Stephen Crane, Robert Frost, Ernest Hemingway, Richard Wright, and William Faulkner. *(3 credits) Spring*

ENG 270 – British Literature I: From Beowulf to Gothic Literature
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: WTNG 102
This course surveys British literature from Beowulf to the late 18th century. It provides a sense of literary history, as well as an understanding of socio-cultural ideologies (e.g., religion, gender, class, human relationships) and historical events that are both reflected and projected by texts read within canonical "periods" (e.g., the world of Old English, Restoration Drama, the Enlightenment, and the Gothic.) It covers a variety of genres, but (for obvious reasons) the focus is weighted toward poetry. This course requires a heavy reading load in both primary texts and cultural backgrounds. Authors will include the Beowulf poet, Chaucer, Sidney, Donne, Milton, Pope, Johnson, selected Romantic poets, and a Gothic novelist. *(3 credits) Fall*

ENG 290 – "British" Literature II: From Romanticism to Modernism
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: WTNG 102
This course surveys "British" literature from the late 18th century to WWII. It provides a sense of literary history, as well as an understanding of socio-cultural ideologies and historical events that these texts both reflect and project (e.g., an increasingly commercialized literary marketplace, urbanization, the competing ideologies of gender equality and separate spheres, Darwinian science, British imperialism, and the emergence of the post-colonial consciousness). Students gain an overview of the various canonical "periods" and movements that shape the study of British literature (e.g., the rise of the novel, Victorian, and Modern literature). This course carries a heavy reading load in both primary texts and cultural backgrounds. Authors include Goldsmith, Austen, Gaskell, both Eliots, Joyce, Woolf, and Wilde. *(3 credits) Spring*

ENG 299 – Special Topics in English Literature
Fulfills a course requirement in the English Literature Core Concentration.
Prerequisites: Enrollment in or successful completion of WTNG 102 (C- or higher)
In this course, students explore special literary topics in seminar fashion. Although the course focuses on primary texts, students are exposed to literary criticism by reading critical articles and composing annotated bibliographies. Topics may include Shakespeare Recycled, the Detective Novel, the Romance Novel, Sports and Literature, and Non-Western Classics This is a variable topics course. The course, but not the topic, may be repeated for credit. *(3 credits) Fall*

ENG 300 – "British" Literature III: The Post War Novel
Prerequisite: ENG 100 (or CW 210 and CW 220) and 200 or 300 level WTNG course
Fulfills a course requirement in the English Literature Core Concentration
This course considers the late 20th-century/early 21st-century British novel and examines closely a number of key issues that shaped, as well as continue to affect, postwar British literature and culture, such as the movement from empire to post-colonialism; the "new internationalism" in British literature; and the role of the most prestigious literary award in Britain, the Man Booker Prize. In reading comparatively a number of 20th- and 21st-century "British" novels, we will also pay particular attention to the continuously shifting dynamics between the notions of "British," "English," "international," and "global/world" as reflected in the stories told, the ways in which they are told, and in the different works' fate in the literary marketplace. *(3 credits)*

ENG 301 – Contemporary American Literature
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: ENG 100 (or CW 210 and CW 220) and 200 or 300 level WTNG course
Examines American fiction, poetry, drama, and creative nonfiction of the last half of the twentieth and the twenty-first centuries. This course devotes considerable attention to the literary contributions of contemporary women, African Americans, Native Americans, and other groups outside the American literary mainstream. *(3 credits) Spring*

ENG 320 – Studies in Global Literatures
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: ENG 100 (or CW 210 and CW 220) and 200 or 300 level WTNG course
This course introduces students to a non-Anglophone literary tradition via texts in translation from one or more of the global literatures listed below. The course develops student awareness of the diversity as well as the commonality at the heart of all stories and peoples, expands an understanding of our place in the global community and literary tradition, and deepens appreciation for a text's ability to both reflect and project culture. Possible topics include literatures of: Africa, Asia, Australia and New Zealand, Canada, The Caribbean, Eastern and Western Europe, The South Pacific, Latin America. This is a variable topics course. The course, but not the topic, may be repeated for credit. *(3 credits) Alternate Years*

ENG 350 – Shakespeare
Fulfills a course requirement in the English Literature Core Concentration
Prerequisite: ENG 100 and 200 or 300 level WTNG course
This course is not for passive readers. Shakespeare wrote for the stage, for live performance. Each week, while students concentrate on reading closely the playwright's written word, they also transform their classroom into his stage, collectively bringing his words to life. But Shakespeare's art, catholic in nature and scope, is also a historic reservoir, providing students a rich opportunity to explore the social, political, religious, scientific, and historical conditions that underpin his works. Students investigate Renaissance England's daily life—from bearbaiting to feasting to sumptuary laws—and its political machinations and religious teachings--from rancorous kings and "tavern diplomacy" to man's new relationship with God. *(3 credits) Fall*

ENG 351 – Shakespeare on Film
Prerequisite: ENG 100 and 200 or 300 level WTNG course. This course may not substitute for ENG 350
This course focuses on film adaptations of William Shakespeare's plays that "translate" the dramas into cinematic language. Because this is a Shakespeare course, students read a selection of plays, study their language and structures, and discuss them as dramatic literature. Because this is a film course, students study Shakespeare filmic adaptations from different historical periods and cultures in terms of camera technique, directorial choices, film history, and the times and places in which they were produced. Students read a history play, a comedy, one or two tragedies, and a romance and then study the filmic interpretations of those works by some of the most famous (and not so famous) directors (e.g., Zeffirelli, Wells, Kurosawa, Luhrmann, Branagh). This intertextual study helps students to appreciate the richness of Shakespeare's texts and how they present multiple possibilities to those who interpret them. *(3 credits) Spring*

ENG 360 – Studies in Ethnic American Literature
Prerequisite: ENG 100 (or CW 210 and CW 220) and 200 or 300 level WTNG course
Focuses on the literary contributions of racial and ethnic groups within American culture. Possible topics may include the literatures of: African Americans, Asian Americans, Jewish Americans, Latino Americans, Middle Eastern Americans, Native Americans. This is a variable topics course. The course, but not the topic, may be repeated for credit. *(3 credits) Alternate Years*

ENG 430 – Special Topics in Literature: Themes, Authors, Works
Prerequisite: ENG 100 (or CW 210 and CW 220) and 200 or 300 level WTNG course
In these upper-level seminars, students engage fully in discussions and presentations. Offerings address one or more of the following emphases: studies in genre, period, theme, author, or single work. Topics include but are not limited to the following: American literature of the 1960s; The American Legend; Chaucer's *Canterbury Tales;* Contemporary American Women Writers; The Bible and Literature; Edwardian Fiction: Fact and Fiction; Truman Capote's Work; George Eliot and the Brontes; James Joyce's *Ulysses;* Literature of the Civil War; the Medieval Romance; Literary Film Adaptations; The Southern American Renaissance; and J.R.R. Tolkien. This is a variable topics course. The course, but not the topic, may be repeated for credit. *(3 credits) Fall, Spring*

ENG 470 – Advanced Literary Theory
Prerequisite: ENG 220 and 200 or 300 level WTNG course
Students read seminal texts of literary theory from Plato to Donna J. Harroway. The first part of the course focuses on classical texts of literary theory. Authors are likely to include Plato, Aristotle, Horace, and Sir Phillip Sidney and Hume. The second part of the course focuses on contemporary theorists, such as Marx, Althusser, Said, Spivak, Bhabha, Derrida, Bourdieu, and Harroway. Students produce a professional quality final paper working directly with one or more theorists. *(3 credits) Alternate Spring*

ENG 480 – Senior Thesis I
Prerequisite: ENG 220, a 200 or 300 level WTNG course, and second-semester junior or senior standing
Essentially a reading seminar, the first semester of the English majors' capstone course sequence emphasizes applications of literary theory through intensive analysis of primary works, research into pertinent criticism, and the delivery of a substantial oral presentation. Students' course work culminates in a formal thesis proposal with an extended bibliography. *(3 credits) Fall*

ENG 481 – Senior Thesis II
Prerequisites: Successful completion (C or higher) of ENG 480
In the second semester of the Senior Seminar, each student writes a substantial thesis of publishable quality based upon readings explored in ENG 480. Primarily a writing seminar, students meet individually with the professor each week to advance the draft through the writing process. Students present abstracts of their final papers at a public colloquium. *(3 credits) Spring*

ENVIRONMENTAL SCIENCE

NATSC 103 – Earth Systems Science and Lab
Fulfills a course requirement in the Environmental Science Core Concentration
One of the foundation courses in Environmental Science, Earth Systems, focuses on the physical processes that shape Earth's surfaces. Topics vary from the basics for rocks and minerals, to streams, groundwater and desert landforms. Students will learn to read and interpret topographic and geologic maps. The laboratory component is project orientated with students completing multiweek investigations culminating in a self-designed research project. *(4 credits) Fall*

NATSC 105 – Earth and Physical Science for Elementary Education and Lab
This course is designed as a foundation in the Earth and physical sciences for future elementary school teachers. The goal of this course is for future teachers to gain a better understanding of major principles and processes so that they will be more comfortable with and proficient in teaching physical and Earth science in the elementary classroom. As such, this course focuses on science content and not science pedagogy. Topics include the following: matter and motion, light and sound, the solar system and basic astronomy, the solid Earth including Plate Tectonic Theory, and the fluid Earth's atmospheres and oceans. The laboratory reinforces the concepts of the class and provides students with a hands-on, inquiry-based introduction to the process of science. *(4 credits) Spring*

NATSC 203 – Humans, Environmental Change and Sustainability
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisite: BIO 104
This course examines the effects of human populations and sociocultural variables on contemporary environmental changes at global and local scales with an emphasis on the sustainable use and management of natural resources and ecosystem services. Topics covered include human demographics, land use and land cover change, energy generation and use, agricultural production, biodiversity loss, water management, pollution and global climate change. These topics will be discussed in an interdisciplinary context to emphasize interrelationships among the economic, political, philosophical and ecological dimensions of environmental change and the sustainability of human populations and ecosystems. *(3 credits) Fall*

NATSC 204 – Principles of Oceanography
Fulfills a course requirement in the Marine Biology Core Concentration
This course provides an introduction to the four interrelated disciplines (biology, chemistry, geology and physics) that make up the science of oceanography. Through this course, students come to understand the complex characteristics and dynamic processes of the world's ocean. *(3 credits) Fall, Spring*

NATSC 226 – Forensic Science and Lab
Prerequisites: Enrollment in Biology, Criminal Justice or Legal Studies major; or consent of instructor
Investigates the relationship of the crime laboratory to the criminal justice system. Students learn the services provided by a crime lab; the scientific and legal constraints placed upon criminalists; the theory and practice of collecting, preserving, and analyzing of physical evidence. Laboratory experiences include analysis of microscopic evidence; identification and individualization of physical and chemical objects; development of latent fingerprints; rolling and classification of fingerprints; some instrumental analysis; and thin layer and paper chromatography. *(4 credits) Fall, Spring*

NATSC 301 – Marine Resource Management
Fulfills a course requirement in the Environmental Science Core Concentration
Fulfills a Marine Biology elective in the Applied category
Prerequisite: NATSC 103 or NATSC 204; or consent of instructor
Concepts and methods for the allocation, management and utilization of marine resources. Emphasis will be placed on biological, chemical, and geological resources in coastal and near-shore water of New England. *(3 credits) Alternate Fall*

NATSC 305 – Marine Geology
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisite: NATSC 103 or NATSC 204; or consent of instructor.
An introduction to geology and marine geology emphasizing our current understanding of plate tectonics and the importance of paleoceanography in the study of global climate change. *(3 credits) Alternate Fall*

NATSC 310 – Biogeochemical Cycling
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisite: NATSC 103, NATSC 204, CHEM 192
Biogeochemical cycling combines the disciplines of biology, geology and chemistry to investigate the movement of important elements (such as Carbon, Nitrogen, and Phosphorous) through the atmosphere, lithosphere, hydrosphere and biosphere. The course begins with evidence for and discussion of the evolution of the early Earth, from initial differentiation to the rise of oxygenic photosynthesis. Topics include, rock weathering and the release of nutrients for the biosphere, the role of life beneath Earth's surface, the nature of biogeochemical reservoirs (e.g. carbon dioxide in the atmosphere and oceans) and the mechanisms of exchange between those reservoirs. *(3 credits) Alternate Spring*

NATSC 315 – Meteorology and Climatology
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: NATSC 103, NATSC 204 and MATH 136
An introduction to weather and climate. Meteorological topics include the structure and composition of the atmosphere, cloud formation, fronts and severe storms and the reading and interpretation of weather maps. Also discussed are climate patterns, such as El Nino, climate

forcing mechanisms and the evolution of Earth's climate on time scales up to several million years. *(3 credits) Alternate Spring*

NATSC 333 – Environmental Monitoring and Analysis and Lab
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: BIO 103 or, and BIO 104 or NATSC 204 and MATH 124 or 315
Investigates how to measure and evaluate the health and function of an ecosystem. To this end, a series of lectures/discussions examine how to design, analyze and critique ecological experiments and sampling programs. These lectures are accompanied by studies in the laboratory and field where students will participate, hands-on, in designing, carrying out and analyzing real experiments and sampling programs. *(4 credits) Alternate Fall*

NATSC 375/BIO 375 – Soil Ecology and Lab
Cross-listed as BIO 375
Fulfills a course requirement in the Biology Core Concentration
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: BIO 104, and one of BIO 240, 320 or 360; or consent of instructor
This course serves as an in-depth exploration of soils as unique habitats for life with a focus on understanding variables that affect the abundance, diversity and interactions of terrestrial organisms and, in turn, their influence on soli physicochemical properties, biochemical cycles and other variables that impact the well-being and sustainability of human societies (e.g. agricultural production, clean water availability) Topics to be covered include soil food webs, microbial ecology, soil aggregate formation, carbon and nitrogen cycling, relationships between soils and aboveground ecology, and the effects of human activities on soil biodiversity. During laboratory sessions, students will explore the basic biology of soil organisms, conduct research projects, and learn methods for sampling soils and soil organisms in the field. *(4 credits) Alternate Fall*

NATSC 401 – Environmental Toxicology and Lab
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisites: CHEM 301 and BIO 200 or BIO 390; or consent of instructor
Fundamentals and principles of toxicology including absorption, distribution, metabolism and excretion of toxic chemicals in mammalian systems. The course will investigate the molecular mechanisms, cellular targets, and biological consequences of exposure to toxic agents. It will also cover the molecular mechanisms, toxic action, risk assessment and regulatory procedures. *(4 credits) Alternate Spring*

NATSC 430 – Topics in Environmental Science and/ or NATSC 430L – Topics in Environmental Science Lab
Fulfills a course requirement in the Environmental Science Core Concentration
Prerequisite: Consent of instructor
Advanced-level topics of importance in environmental science, determined by interest of the students in consultation with faculty. This course may be repeated for credit, but students may not study the same subject more than once. *(1-4 credits) Fall, Spring*

NATSC 450 – Research in Environmental Sciences
Original independent research in the environmental sciences. Project chosen in consultation with a research advisor. May be repeated for credit. *(1-3 credits) Offered on demand*

NATSC 451 – Senior Thesis
Prerequisites: Prior departmental approval of a research proposal, 3.3 GPA, and NATSC 450
This course serves as a capstone experience for outstanding students in the major. Working closely with a faculty mentor, students engage in original research on a topic of their choice. The research may involve laboratory experiments, field work, or computer simulations. This course provides experience in designing and conducting experiments, critically analyzing data, reviewing published scientific literature, and communicating scientific information. The culmination of the course is a formal written thesis and a public oral presentation. *(3 credits) Fall, Spring*

NATSC 469 – Environmental Internship

FILM

FILM 101 – Introduction to Film Studies
Fulfills a course requirement in the Film Studies minor.
This course provides an introduction to the development of film forms, styles, and theories providing a basic aesthetic and social understanding of film as both a mode of communication and a means of artistic expression. It explores the interrelationship of visual design, motion, editing, and thematic significance, helping students develop the foundational skills with which to interpret and articulate the myriad ways in which films create meaning, and elicit responses within viewers. The ultimate objective of the course is for students to become acquainted with a variety of film forms/styles, while developing the basic skills necessary to analyze and evaluate the cinematic presentations. *(3 credits) Fall, Spring*

FILM 270 – Documentary Film
Prerequisite: Fulfills a course requirement for the Film Studies Minor.
Prerequisite: FILM 101 or consent of instructor
Documentary Film will examine critical and theoretical approaches to the documentary genre. Through a historical survey of documentary and ethnographic film, this course explores documentary theory, aesthetics, and ethics. Topics include early cinema, World War II propaganda, cinema verité, radical documentary, the essay film, counter-ethnographies, and contemporary mixed forms such as documentary films in journalism, anthropology, biography, historical restoration and personal statement. Students will gain an understanding of cinema theory and its language. *(3 credits) Fall*

FILM 400 – Curation and Festival Production
Prerequisites: FILM 101 or consent of instructor
This course examines critical and theoretical approaches to Media Curating within the wider realms of cultural practice and exhibitions. The course will provide students with an understanding of the organizations and people who conceive, create and distribute video, film, print, interactive and new technology within the framework of the entertainment promotion landscape while demonstrating how advertising, publicity, promotion, research and overall marketing campaigns are created in the context of a film festival production. *(3 credits) Spring*

FILM 430 – Advanced Topics in Film Studies
Prerequisite: Fulfills a requirement in the Film Studies minor.
This is a variable topic special offering course that emphasizes film topics not regularly offered by the University. The variety of topics may include, but is not limited to: film history, film criticism, distinguished persons in film, and film in a cultural or literary context. The course, but not the topic, may be repeated for credit. *(1-4 credits) Special Offering*

FINANCE

FNCE 301 – Financial Management
Prerequisites: ACCTG 201, MATH 141 or equivalent
Application of financial theory, tools and methods to financial decision-making in the firm. *(3 credits) Fall, Spring*

FNCE 305 – Risk Management and Insurance
Pre/Co-requisite: FNCE 301
Develops an understanding and appreciation of fundamental insurance principles. Topics include a study of risk, risk management, rating and contract elements. Course material concentrates on personal insurance lines, including life and casualty. *(3 credits)*

FNCE 325 – Principles of Investments
Prerequisite FNCE 301 passed with a grade of C or higher
Survey of investment risks and rewards, the operation of the securities business, and an introduction to the problems of qualitative and quantitative analysis and portfolio selection. *(3 credits)*

FNCE 326 – Options, Futures and Other Derivatives
Prerequisite: FNCE 301 passed with a grade of C or higher
This course focuses on the use of options, futures and other derivatives as investment vehicles. The nature of derivative instruments such as stock options, interest rate options, futures contracts and futures options and swaps, as hedge and/or investment vehicles are examined. *(3 credits)*

FNCE 327 – Personal Financial Planning
Pre/Co-requisite: FNCE 301
This course focuses on the concepts, tools and applications of retirement and estate planning. Students are introduced to the logic of financial planning for retirement and/or estate purposes. Various financial needs such as retirement income, health and insurance protection, dependent protection projections, etc. are forecast and analyzed. Investment vehicles are utilized to develop a financial plan to meet the forecast needs. Pension contributions, Social Security, Medicare/Medicaid implications are examined and incorporated into the planning process. *(3 credits)*

FNCE 330 – Bank Management
Pre/Co-requisites: FNCE 301
Study of the financial management of commercial banks and other selected institutions, emphasizing their role in the money and capital markets through funds acquisitions, investments and credit extensions. *(3 credits)*

FNCE 350 – Financial Statement Analysis
Prerequisites: ACCTG 201, FNCE 301 and MATH 141
This course applies methods of fundamental analysis in a series of class exercises, cases, and assignments involving listed companies. Through the analysis of financial statements, we examine models of shareholder value such as residual earnings, abnormal earnings growth, and discounted cash flow approaches to valuation, among others, and ask which one will give us an edge. *(3 credits) Spring*

FNCE 360 – International Finance
Prerequisite: FNCE 301 passed with a grade of C or higher
The course is an introduction to international financial management. It includes an introduction to the economic theories of international trade and an analysis of exchange rate behavior and other factors important to managing multi-country cash flows and financing of multinational corporations. Capital budgeting decisions of the firm in the global environment are examined, as are hedging techniques and financial operations in foreign exchange and multinational markets. *(3 credits)*

FNCE 380 – Principles of Technical Analysis
Prerequisites: FNCE 325 or consent of instructor
This course focuses on the study of short-term and long-term decision making in the context of portfolio management using the basic principles of technical analysis. Incorporating the latest financial platforms in the Center for Advanced Financial Education, students will achieve a deep understanding of charting techniques to make better buy/sell decisions in security markets, while applying this knowledge to portfolio and risk analysis. *(3 credits) Summer, Winter*

FNCE 401 – Advanced Financial Management
Prerequisite: FNCE 301 passed with a grade of C or higher
The advanced application of financial theory, tools and methods to financial decision-making in the firm. This course examines financial theories and concepts in practical situations to develop analytical skills and judgment ability in solving financial problems of business firms in both domestic and international settings. *(3 credits)*

FNCE 415 – Fixed Income Securities
Prerequisites: FNCE 325 or consent of instructor
This course focuses on fixed income securities which include bonds that promise a fixed income stream and by extension all securities whose valuation and hedging are related to interest rates. The topics that will be discussed include bond pricing, interest rate risk and duration, credit risk (credit default swaps and the recent financial crisis), term structure, bond price volatility, and the repo market. *(3 credits) Fall*

FNCE 429 – Community Partnerships Center Finance Studies
This course involves a project selected by the Community Partnerships Center and the Business School Dean as a Finance project. The students will work with a professor and possibly students from other disciplines to fulfill a task requested by a regional company, organization, or governmental unit. Specific project details vary and will be announced prior to preregistration for each semester. (3 credits)

FNCE 430 – Special Topics in Finance
Prerequisite: Consent of instructor
Selected topics in advanced course work or research in finance. *(3 credits) Special Offering*

FNCE 440 – Financial Modeling
Prerequisites: FNCE 301, FNCE 325
Financial Modeling is an introduction to implementing common financial models. Basic and advanced models in the areas of corporate finance, portfolio management, options, and bonds are investigated. The course emphasizes the use and application of the various financial models as well as developing the skills needed to use the models effectively. *(3 credits) Fall*

FNCE 450 – Portfolio Analysis
Prerequisite: FNCE 325
Detailed study of advanced investment topics using tools and software available in the Center for Advanced Financial Education (CAFÉ) in the Gabelli School. *(3 credits) Fall, Spring*

FNCE 469 – Finance Coop
Prerequisite: Consent of instructor
Students will be placed in credit-bearing internships, in finance environments in which they will utilize their knowledge of financial markets and instruments. Examples of placements might include: banks, mutual fund companies, investment houses, insurance companies, or social service agencies. *By arrangement.*

FORENSIC SCIENCE

FSI 430 – Special Topics in Forensic Science
Prerequisite: Forensic Science major or consent of instructor
Fulfills a course requirement in the Forensic Science major
A study of special topics in forensic science. Topics will be determined by trends and areas of significance in the field.This is a variable content course and may be repeated for credit, but student's may study a single topic only once. *(3-4 credits) Fall, Spring, Summer I, Summer II*

FRENCH (also see listings under Languages)

FREN 101 – Elementary French I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Not open to native speakers of the language studied.
The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. *(3 credits)*

FREN 102 – Elementary French II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.
Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. *(3 credits) Spring*

FREN 201 – Intermediate French I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.
The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. *(3 credits) Fall*

FREN 202 – Intermediate French II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.
Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Language Lab. *(3 credits) Spring*

FREN 210 – Actors, Authors and Audiences
Fulfills a course requirement in the minor of Modern Language
A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English. *(3 credits) Offered on demand*

FREN 220 – Perspectives on Culture: The French
This course is taught in English
This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. *(3 credits) Fall, Spring*

FREN 310 – Advanced Grammar and Composition
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. *(3 credits) Fall*

FREN 311 – Advanced Conversation
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. *(3 credits) Spring*

FREN 338 – French Literary Tradition I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Successful completion (C-or higher) of Intermediate II Course in the same language or placement by examination.
Literary Tradition I provides a chronological survey of literature in the respective language from around 800 AD to 1750 AD. The most significant works of literature, ranging from early writings in medieval epics to lyrical poetry, early novels, and dramas will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Fall*

FREN 339 – French Literary Tradition II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Successful completion (C- or higher) of Intermediate II course in the same language or placement by examination.
Literary Tradition II provides a chronological survey of literature in the respective language from around 1750 AD to the present. The most significant works of literature, ranging from drama to the short story and the novel, especially in the nineteenth century, will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Spring*

FREN 340 – Advanced Literary Topics
Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. *(3 credits) Offered on demand.*

FREN 342 – 19th Century French Fiction
Fulfills a course requirement in the modern language major, minor and core concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of French 202.
19th Century French Fiction focuses on a rich period for the French novel (and short stories), and allows students extensive exposure to works that have shaped modern writing. The emphasis is on great figures such as Hugo, Zola, Balzac, and Nerval, along with important schools and movements: Romanticism, Realism, Naturalism. Students will learn to appreciate the influence of these movements outside of France, and will also become familiar with some social and intellectual background within France: the Revolution, progressivism, positivism. The objective is to improve students' French skills by very extensive work with prose. **This course is taught in French**. *(3 credits) Fall*

FREN 343 – Francophone Literature
Fulfills a course requirement in the modern language major, minor and core concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of FREN 202.
This course will focus on the 20th century, across all genres: novel, drama, short stories, poetry, songs. The course books include vocabulary and grammar review, and introduce some lesser-known writers from Canada, Louisiana, Africa, the Caribbean, the South Pacific and elsewhere. The course explores post-colonial themes, and students will learn to imagine French (the language) and francophonié (the language and aspects of culture) as useful commodities outside of France and around the world. This course is taught in French. *(3 credits) Fall*

FREN 350 – Advanced Topics
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. *(3 credits) Fall, Spring*

GENDER AND SEXUALITY

GSS 100 – Introduction to Gender and Sexuality Studies
This course fulfills a requirement for the Gender and Sexuality Studies minor.
Introduction to the social, cultural, and imaginative processes through which people are categorized in terms of sex and gender, and how this categorization shapes individual experiences of the world (including structures of power, privilege, and oppression). Examines theoretical models for analyzing gender, as well as the experiences, historical conditions, and intersections of gender and sexuality with social factors of diversity (race, class, nation, religion). *(3 credits) Fall*

GSS 420 – Gender & Sexuality Studies Seminar
Fulfills a requirement for the Minor in Gender & Sexuality Studies
Prerequisite: GSS 100 and Junior standing.
In this course, students will read and discuss models for interdisciplinary scholarship in the field of gender and sexuality studies while researching and completing their own projects. Final projects should demonstrate the breadth of approaches introduced in the Introduction to Gender and Sexuality Studies. *(3 credits) Spring*

GSS 430 – Special Topics in Gender and Sexuality Studies
Prerequisite: GSS 100 or consent of instructor
Special Topics in Gender & Sexuality Studies is an upper-level interdisciplinary course designed to engage students in the study of thematic or issue-based topics related to the study of gender and/or sexuality. This is a variable content course and may be repeated for credit, but students may study a single topic only once.
(3 credits) Special Offering

GERMAN (also see listings under Languages)

GER 101 – Elementary German I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Not open to native speakers of the language studied.
The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. *(3 credits) Fall*

GER 102 – Elementary German II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.
Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. *(3 credits) Spring*

GER 201 – Intermediate German I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.
The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice.
(3 credits) Fall

GER 202 – Intermediate German II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.
Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Language Lab. *(3 credits) Spring*

GER 210 – Actors, Authors and Audiences
Fulfills a course requirement in the minor of Modern Language
A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English.
(3 credits) Offered on demand

GER 220 – Perspectives on Culture: The Germans
This course is taught in English
This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. *(3 credits) Fall, Spring*

GER 310 – Advanced Grammar and Composition
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. *(3 credits) Fall*

GER 311 – Advanced Conversation
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. *(3 credits) Spring*

GER 338 – German Literary Tradition I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Successful completion (C-or higher) of Intermediate II Course in the same language or placement by examination.
Literary Tradition I provides a chronological survey of literature in the respective language from around 800 AD to 1750 AD. The most significant works of literature, ranging from early writings in medieval epics to lyrical poetry, early novels, and dramas will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Fall*

GER 339 – German Literary Tradition II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Successful completion (C- or higher) of Intermediate II course in the same language or placement by examination.
Literary Tradition II provides a chronological survey of literature in the respective language from around 1750 AD to the present. The most significant works of literature, ranging from drama to the short story and the novel, especially in the nineteenth century, will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Spring*

GER 340 – Advanced Literary Topics
Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. *(3 credits) Offered on demand*

GER 350 – Advanced Topics
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. *(3 credits)* Fall, *Spring*

GRAPHIC DESIGN

DSGN 100 – Introduction to Design Communication
Fulfills a course requirement in the Graphic Design Core Concentration
Introduces students to fundamental design process and problem-solving skills through the use of graphic design principles & elements. Exposure to both the intellectual and technical challenges of graphic design communication results in a series of introductory level visual solutions. In conjunction with design problems, students are exposed to information about the current design industry including related design technology. Upon completion, all projects are developed to industry standard presentation level with an emphasis on basic craftsmanship skills. *(3 credits) Fall, Spring*

DSGN 110 – Introduction to Typography
Prerequisite: DSGN 100; or consent of instructor
Fulfills a course requirement in the Graphic Design Core Concentration
The study of typographic form builds on the principles established in DSGN 100 and expands into the study of letterform anatomy and structure, type classification, and fundamentals of application in various contexts. The intellectual and psychological impact of typographic composition when presented alone or in combination with image is explored. Historical forces that motivated advances in typographic imaging are discussed. All projects are developed to industry standard presentation level with an emphasis on basic craftsmanship skills. *(3 credits) Fall, Spring*

DSGN 200 – History of Design Communication
Prerequisite: DSGN 100; or consent of instructor
Fulfills a course requirement in the Graphic Design Core Concentration
In this course students examine the development of graphic design communication and its relationship to the larger social, economic, political and cultural contexts through the course of human development. Although emphasis is placed on the rapid development of the discipline from the industrial revolution through the end of the twentieth-century, a broader historical analysis is necessary to provide a strong foundational context in trends and trendsetters, innovations and innovators. Course requirements include an intensive series of reading and writing assignments. *(3 credits) Fall, Spring*

DSGN 210 – Advanced Design Communication
Prerequisite: DSGN 100 and DSGN 110
Fulfills a course requirement in the Graphic Design Core Concentration
Building upon fundamental skills acquired in foundational graphic design courses, this course introduces complex problem-solving scenarios and brainstorming methods for discovering innovative design visual solutions. Assigned projects are advanced in complexity and purpose, diverse in nature and will have at least one assignment with interrelated components requiring the student to broaden the application of visual information across multiple pieces. Advanced technology skills are applied to visual presentations. *(3 credits) Fall, Spring*

DSGN 220 – Advanced Typography
Prerequisite: This course is an elective for the design major.
DSGN 100, 110, 210 (or co-req with 210)
Building on design and type foundations, this course expands the student's affinity for the typographic form in an intensive study culminating in creation of portfolio-quality pieces. Emphasis is on the visual expression of meaning and innovative problem-solving. The use of typographic form is explored as image and combined with image. Formal applications of the grid and breaking the grid are created integrating critical historical type analysis, research, and writing. *(3 credits) Fall, Alternate Years*

DSGN 300 – Web Design Communication
Prerequisite: DSGN 100, 110, 210
Fulfills a course requirement in the Graphic Design Core Concentration
Building upon skills acquired in the pre-requisites, this course requires students to translate problem-solving design skills to the user interface of websites. Current industry standard technology is used to explore assignments emphasizing image and type in the visual design, site-planning, and usability. Demonstrations and lectures on multi-media and web design are presented. Final comprehensive visual solutions that include in-depth content and structure are created for use on the internet and subsequently for use in student digital portfolio. *(3 credits) Fall, Spring*

DSGN 310 – Brand Identity
Prerequisite: DSGN 100, 110, 210
Branding is the visual application of a company's mission and narrative. Through the design process, the visual needs to tell the client's story are identified and applied to a range of formats starting with a logo system. Students then expand this brand concept and design into a series of practical applications including, but not limited to, stationery, standards manual and potentially web interface, packaging, menus & brochures, or even environmental components. Students should expect to develop multiple brand solutions and applications during the semester. *(3 credits) Spring*

DSGN 320 – Publication Design
Prerequisite: DSGN 100, 110, 210
Fulfills a course requirement in the Graphic Design Core Concentration
Students produce a publication prototype and companion web site. The strengths and limitations of both print and electronic publication design are studied to create a visual collaboration between both formats. A masthead, contents page, feature spread designs, and home page are among the requirements of the course. Traditional book design including the history of publication design is discussed. *(3 credits) Fall*

DSGN 430 – Special Topics in Graphic Design
Prerequisite: DSGN 100, 110, 210
Fulfills a course requirement in the Graphic Design Core Concentration
This special topics course in graphic design focuses on specific areas of design study not regularly offered by the University. The variety of possible topics may include, but is not limited to: Package Design, Design for the Music Industry, Museum Graphics, and Animation. *(3 credits)* Special Offering

DSGN 440 – Art Direction
Prerequisite: DSGN 100, 110, 210, 300, 310, 320
The emphasis of this course is on overall research skills needed by professional designers. Students design a semester-long project. They are responsible for researching the assignment, determining the budget, gathering or generating all necessary copy, obtaining production bids, and developing a full presentation of the project in pre-press form. A breakdown of materials, expected costs, workflow, time-line, paper specifications, photography, illustration, binding, and other relevant information is required. *(3 credits) Spring*

DSGN 450 – Portfolio
Prerequisite: DSGN 100, 110, 210, 300, 310, 320, 440
Students prepare a professional portfolio. Pieces are refined into a coherent statement that defines, at once, the student's career and artistic visions. Projects are assigned to focus the direction a student wishes to take. The objective is to create a polished presentation for employment opportunities or graduate studies. Practical information about self-promotion and the business of graphic design is emphasized. *(3 credits) Spring*

GREEK (also see listings under Languages)

GRK 101 – Elementary Ancient Greek I
The first course of a two – course sequence intended to provide the Essentials of the grammar and syntax of ancient Greek, both classical and koine. Reading of easy passages from classical prose writers, including Plato and Herodotus and the New Testament. Introduction to the influence of ancient Greece on western culture. No previous knowledge of Greek is required. *(3 credits) Fall*

GRK 102 – Elementary Ancient Greek II
Prerequisite: Successful completion (C or higher) of Elementary Greek I or equivalent
The second course of a two course sequence intended to provide the Essentials of the grammar and syntax of ancient Greek, both classical and koine. Reading of easy passages from classical prose writers, including Plato and Herodotus and The New Testament. *(3 credits) Spring*

GRK 201 – Intermediate Ancient Greek I
Prerequisite: Successful completion (C or higher) of Elementary Greek II or equivalent
The first course of a two-course sequence intended to provide, through readings in the original language, an introduction to ancient Greek literature from 5th Century Athens, specifically Plato and Thucydides. Careful attention will be paid to grammar, style and the scholarly tradition surrounding Classical Studies. *(3 credits) Fall*

GRK 202 – Intermediate Ancient Greek II
Prerequisite: Successful completion (C or higher) of Elementary Greek II or equivalent
The second course in a two-course sequence intended to provide, through readings in the original language, an introduction to ancient Greek, specifically Plato and Xenophon. Careful attention will be paid to grammar, style and the scholarly tradition surrounding Classical Studies. *(3 credits) Spring*

HEALTHCARE ADMINISTRATION

HCA 105 – Introduction to Public Health
Introduces students who are currently practicing in health care fields to an overview of public health on a state and national level. Students will learn about the public health system, including infectious disease, chronic disease, occupational health, injury control, maternal and child health, regulation, behavioral health issues, surveillance, quality assurance, and policy. *(3 credits) Fall*

HCA 320 – Human Resource Development
Provides a framework for understanding, assessing, and designing organized learning experiences within the workplace which will improve job performance. It addresses specific issues of adult learning, and develops the particular skills required for effective communication and training in the workplace. Topics covered include theories of adult learning and motivation, problems assessment, training design, facilitating learning, and team development. *(3 credits) Fall, Spring, Summer*

HCA 350 – Financial Management of a Long Term Care Facility
Prerequisites: SHS 310 or consent of instructor
This course is required for the Certificate in Nursing Home Administration
This course is a study of the techniques and strategies for gathering and using financial information to make decisions in the long-term care facility environment. It includes a survey of accounting principles, financial statements, the budgeting process, and inventory control. Topics include the special accounting requirements of Medicare, Medicaid, and other third-party payment systems.

HCA 413 – Moral and Ethical Issues in Health Care
Introduces students, currently employed (or intending to be employed) in the health care field, to the moral/ethical issues and dilemmas facing the healthcare industry/employee(s) today and into the future. A sampling of selected topics that will be discussed and researched include: informed consent, euthanasia, rationing of health care services, advance directives, biomedical research, heroic measures, the uninsured and underinsured. *(3 credits) Spring, Summer*

HCA 415 – Health Care Administration I
Provides the foundation for health care management in an era of health care reform. The issues relate to the overview of emerging trends in the health systems, human resources, leadership, communication, decision making, marketing, quality assurance and financial management. This course is intended for the individual currently employed or interested in the health care field and functioning in the management system.
(3 credits) Spring, Summer

HCA 416 – Health Care Administration II
Builds upon the foundation provided in the Health Care Administration I course. Through discussion, readings, and two assigned written projects, the students cover topics inclusive of: an overview of the healthcare delivery system in the U.S., economics of health care, labor relations, legal issues, health planning, healthcare reform, and ethical issues in health care. *(3 credits) Fall*

HCA 418 – Mental Health Issues and the Law
Explores the jurisprudence of mental health law and the social policy upon which it is built. It is intended to provide a foundation in the law as it relates to persons with mental illness or other disabilities. Topics covered include civil commitment, patients' rights, the right to treatment, the right to refuse treatment, competency, guardianship, confidentiality, and malpractice. Students learn legal skills such as reading and interpreting statutes and legal opinions. Relevant legal and ethical issues confronting providers are addressed throughout the course. *(3 credits) Fall, Spring*

HCA 426 – Health and Nutrition
Introduces the concept of ortho-biotic living. Students will learn how proper nutrition contributes to the level of wellness at all stages of the life cycle. The multiple factors affecting purchase and consumption of food are included, as well as the functions of specific nutrients and their complex interrelationships. Students will distinguish reliable from unreliable sources of health and nutrition information currently available. *(3 credits) Fall, Spring, Summer*

HCA 459 – Seminar in Managed Care
Investigates the evolution of managed care in the United States health care system, particularly focusing on efficiency and effectiveness in this approach to contemporary medical and mental health care practice. Students will be required to critically examine issues of cost containment, quality management, and the political context of current debates regarding the future of managed care in social and health services. *(3 credits) Spring*

HCA 460 – Long Term Care Administration
This course is required for the Certificate in Nursing Home Administration.
This course is a study of the techniques and strategies for gathering and using financial information to make decisions in the long-term care facility environment. It includes a survey of accounting principles, financial statements, the budgeting process, and inventory control. Topics include the special accounting requirements of Medicare, Medicaid, and other third-party payment systems.

HISTORIC PRESERVATION

HP 150 – Introduction to Historic Preservation
Introduction to the study, interpretation and preservation of cultural, natural and social resources, while considering ways to best plan for our future, informed by the study of our past and the engagement of stakeholders today. Lectures and discussion are augmented by visiting speakers and field trips to sites and communities. The range of career opportunities is explored. *(3 credits) Fall*

HP 160 – American Buildings and the Western Tradition
A chronological survey of architecture in America, this course serves as an introduction to the architects, styles, and construction in America from the 17th century to World War II. Issues of style, aesthetics, technology, and socio-cultural history are explored through critical analysis of the built form. The course addresses vernacular and high-style architecture, acknowledging European antecedents and their American variants using an array of visual resources coupled with field trips. *(3 credits) Spring*

HP 175 – Historic Building Documentation
Prerequisite: HP 150 or permission of instructor
This course addresses established documentation programs, tools and techniques; terminology of building elements, spaces and systems; field-recording, reading and preparing architectural drawings; photographic recording and image management; and written architectural descriptions; and the role of documentation in developing project documents for preservation. Class lectures and demonstrations are coupled with field-based work. *(3 credits) Spring*

HP 301 – Principles of Architectural Conservation
Co-listed with HP 503
Prerequisites: HP 324L or Junior standing
Provides an overview of the professional role of the architectural conservator in the preservation of historic structures. It addresses architectural styles, construction technology, and dating techniques; the composition, properties, uses, and conservation of traditional building materials and systems; conservation standards, treatments and practices. Site visits supplement lectures, discussions, readings and guest lecturers. Students cannot receive credit for both HP 301 and HP 503. *(3 credits) Fall*

HP 324L – Archival Research
Co-listed with HP 524L
Prerequisite: HP 150 or permission of instructor
Research in historical preservation entails: site-specific research related to the physical fabric of a building, community, engineering feature, landscape or archaeological site; or more generalized research on context—social, cultural, and technological. This course employs the research methods and resources needed to complete the nomination of a site to National Register of Historic Places (NR) in accordance with National Park Service standards, particularly as they relate to Statement of Significance and Description. Classroom discussions will be linked to a series of field trips to a wide range of archival repositories and relevant neighboring sites. Through these, students consider the significance or meaning of a place, how we determine these attributes, and how we conduct research that supports

our argument. Students cannot receive credit for both HP 324L and HP 524L. *(4 credits) Fall*

HP 341 – Pre-Industrial America
Prerequisites: AAH 121-122
This course explores the rich material culture of pre-industrial America: its landscape as found and altered, architecture, and craftsmanship in the production of utilitarian and decorative objects. It focuses on traditional means of production and conveyance of craft and craftsmanship from generation to generation, from days of early settlement to the 19th century. *(3 credits) Fall*

HP 342 – Industrial America
Prerequisites: AAH 121-122
This course explores the industrial development of the nation: its architecture, landscape, transportation systems, and material production of the industrial revolution, ranging from the mid-19th century to the close of the 20th century. Monumental and vernacular architecture and landscape are addressed, with an emphasis on the developing nation's infrastructure, the social, political and economic underpinnings of our culture as they affect the development of our built environment, settlement patterns, land use, and reference to historical architectural styles and building types, utilitarian and decorative objects. *(3 credits) Spring*

HP 351 – History and Philosophy of Historic Preservation
Co-listed with HP 551
Prerequisite: HP 150 or Junior standing
Historical overview of the variety of philosophical approaches present in the preservation movement from Ruskin to the latest Charters. Explores changes in the values and ethics of preservation and urban conservation to set the framework for judgments and choices that may be made in building projects. Topics include issues related to tradition and innovation, various types of historic preservation, such as "living" museums and private restoration, reconstruction and adaptive reuse, conservation and heritage tourism. *(3 credits) Spring*

HP 382L – Architectural Conservation Lab
Co-listed with HP 582L
Prerequisite: HP 301
This course surveys the manufacture, composition, properties, uses, craft traditions, and conservation of traditional building materials and systems – wood, metal, glass, decorative finishes, and masonry – and the architectural context in which they are employed. Lectures, readings and discussions are supplemented by site visits, field trips, workshops and laboratory exercises to understand historic American construction technology and contemporary conservation practices. Students cannot receive credit for both HP 382L and HP 582L. *(4 credits) Spring*

HP 391 – Architecture and Preservation Abroad
Prerequisite: Senior standing
Course includes on-site examination of historically significant domestic and public architecture combined with the investigation of the practice of preservation, restoration and adaptive reuse work abroad. Lectures and presentations by local practitioners and authorities are included and emphasized. *(4 credits) Fall*

HP 430 – Special Topics in Historic Preservation
Prerequisite: Junior standing
Presentations by faculty and other experts in specific aspects of the historic preservation field. Students may take this course more than once, depending on the topic offered in any given semester. *(3 credits) Special Offering*

HP 451 – Thesis in Historic Preservation
Prerequisite: Senior standing and approval of faculty and Dean
Serves as the culminating academic experience for outstanding students in the major. Students work closely with a faculty supervisor in a self-defined and self-directed study of an aspect of historic preservation. Students are encouraged to select a focus which demonstrates original and critical thinking, and contributes to available scholarship. Research results are in many cases of publishable quality and/or serve as the basis for scholarly presentations to professional groups. *(3 credits) Special Offering*

HP 469 – Preservation Internship
Students devote at least 140 hours to an internship with a government office or agency, nonprofit organization, or private company. An internship must be academically significant and related to the student's professional development as a preservationist. Each student is responsible for seeking and finding an internship. To facilitate the search process, students work with faculty and our network of community partners, alumni and other professionals. An internship is formalized through a work plan and agreement between the host organization and student, under direction of faculty. An internship is evaluated through interim and final reports from the intern and supervisor and a formal presentation by the student. *(non-credit) Summer*

HP 501 – Fundamentals of Historic Preservation
This course examines the built environment and its evolution, interpretation and management employing historic preservation tools and practices to include: the conceptual and philosophical framework with reference to theories, charters and legislation; government, nonprofit and corporate involvement at the international, federal, state and local level; preservation planning in urban, town and rural settings; architectural inventory, documentation, assessment and treatment techniques. The course includes case studies, field trips and guest lecturers. *(3 credits) Fall*

HP 503 – Principles of Architectural Conservation
Co-listed with HP 301
Prerequisites: HP 324L or Junior standing
Provides an overview of the professional role of the architectural conservator in the preservation of historic structures. It addresses architectural styles, construction technology, and dating techniques; the composition, properties, uses, and conservation of traditional building materials and systems; conservation standards, treatments and practices. Site visits supplement lectures, discussions, readings and guest lecturers. Students cannot receive credit for both HP 301 and HP 503. *(3 credits) Fall*

HP 524L – Archival Research
Co-listed with HP 324L
Research in historical preservation entails: site-specific research related to the physical fabric of a building, community, engineering feature, landscape or archaeological site; or more generalized research on context—social, cultural, and technological. This course employs the research methods and resources needed to complete the nomination of a site to National Register of Historic Places (NR) in accordance with National Park Service standards, particularly as they relate to Statement of Significance and Description. Classroom discussions will be linked to a series of field trips to a wide range of archival repositories and relevant neighboring sites. Through these, students consider the significance or meaning of a place, how we determine these attributes, and how we conduct research that supports our argument. Additional work will address how other scholarly research is informed by application of these methods. Students cannot receive credit for both HP 324L and HP 524L. *(4 credits) Fall*

HP 525 – Preservation Economics
The course examines the major issues in financing activities within the historic preservation field. The financial physics of preserving and rehabilitating historic buildings (using incentive programs) are explored through research, applied project work and site visits. The methods and sources of funding for preservation agencies (both governmental and non-profit) are learned through budget analysis and seminars with agency leaders and fund-raising professionals. *(3 credits) Spring*

HP 526 – Preservation Law and Regulation
The course is designed to provide students with working knowledge of the public policy issues, legal structure and regulatory functions in the field of historic preservation. Student activities will be designed to teach working knowledge of relevant legal subjects, including historic preservation ordinances, state and federal preservation statutes, relevant case precedents and important constitutional issues. *(3 credits) Spring*

HP 530 – Special Topics in Historic Preservation
Prerequisites: Graduate standing, or Senior standing with permission of the instructor
Variable content course dealing with significant themes, periods and individuals in Historic Preservation. The course is offered in a graduate seminar format, with graduate academic and scholarly expectations as well as support for faculty and student pursuits. The course may be taken more than once depending on topical content. *(3 credits) Special Offering*

HP 542 – Professional Practice in Historic Preservation
This course prepares students for practical work in the profession. Through research, case studies, visits to/with practitioners and informational interviews, students investigate specialized fields and opportunities in the public and private sector. Students evaluate the wide range of preservation career paths to inform their personal goals. Internship proposals are completed in preparation for the fulfillment of an internship required for graduation. *(3 credits) Fall*

HP 551 – History and Philosophy of Historic Preservation
Co-listed with HP 351
Historical overview of the variety of philosophical approaches present in the preservation movement from Ruskin to the latest Charters. Explores changes in the values and ethics of preservation and urban conservation to set the framework for judgements and choices that may be made in building projects. Topics include issues related to tradition and innovation and various types of historic preservation such as "living" museums and private restoration, reconstructing and adaptive use, conservation and heritage tourism. *(3 credits) Spring*

HP 569 – Preservation Internship
Students devote at least 140 hours to an internship with a government office or agency, nonprofit organization, or private company. An internship must be academically significant and related to the student's professional development as a preservationist. Each student is responsible for seeking and finding an internship. To facilitate the search process, students work with faculty and our network of community partners, alumni and other professionals. An internship is formalized through a work plan and agreement between the host organization and student, under direction of faculty. An internship is evaluated through interim and final reports from the intern and supervisor and a formal presentation by the student. *(non-credit) Summer*

HP 582L – Architectural Conservation Lab
Co-listed with HP 382L
This course surveys the manufacture, composition, properties, uses, craft traditions, and conservation of traditional building materials and systems – wood, metal, glass, decorative finishes, and masonry – and the architectural context in which they are employed. Lectures, readings and discussions are supplemented by site visits, field trips, workshops and laboratory exercises to understand historic American construction technology and contemporary conservation practices. Students cannot receive credit for both HP 382L and HP 582L. *(4 credits) Spring*

HP 631 – Historic Environment Research Methods
Prerequisite: HP 351 or HP 551
This seminar will provide an in-dep th exploration and application of interdisciplinary social research methodologies that focus on the historic environment. Concepts and techniques from anthropology, sociology, psychology, history, and environment/behavior research will be covered with an emphasis on pragmatic, applied research that can be used in both academic and professional settings. Students work closely with the instructor in a self-defined and self-directed study of an aspect of practice that affects the historic environment culminating with the development of an in-depth literature review and a research proposal. Students are encouraged to select a focus that demonstrates original and critical thinking and contributes to available scholarship. *(3 credits) Fall*

HP 651 – Graduate Thesis in Historic Preservation
Prerequisite: HP 631
The thesis serves as the final part of the culminating academic experience for students in the graduate thesis program. Students work closely with a faculty supervisor (and external readers) on the self-defined and self-directed study of an aspect of historic preservation formulated in the Graduate Thesis Seminar in Historic Preservation. This final document should be of publishable quality and/or serve as the basis for scholarly presentations to professional groups. *(3 credits) Spring*

HP 669 – Capstone Project
Prerequisite: None
HP 631 In this independent study, students will select and work with a community partner to develop a well-defined project that represents the integration and application of previous coursework. Students will produce a substantial written document that conforms to expected professional standards in the field. *(3 credits) Spring*

HP 681L – Historic Rehabilitation Workshop
This workshop develops components of a certified historic rehabilitation project in light of federal, state and local preservation regulations and incentives, with a focus on the Federal Historic Preservation Tax Incentives program and with reference to the NPS, IRS, SHPO and other players. Students work on a site conducting documentation, condition assessment, and treatment recommendations, interpretation and application of the Secretary of the Interior's Standards, zoning study, code analysis, program and design development, outline specifications and drawings, and other components. Site-specific work will be informed by visits to rehabilitated structures and meetings with professionals. *(4 credits) Fall*

HISTORY

HIST 101 – History of Western Civilization I
Fulfills a course requirement in the History Core Concentration
Examines Western civilization from its birth in Greece and the Near East through the ancient, medieval, and Renaissance worlds to about A.D. 1600. *(3 credits) Fall*

HIST 102 – History of Western Civilization II
Fulfills a course requirement in the History Core Concentration
Examines European politics, cultural achievements, and society from the 17th century to the present. *(3 credits) Spring*

HIST 151 – United States History I: From Colonial Times to Reconstruction
Fulfills a course requirement in the American Studies Core Concentration
Fulfills a course requirement in the History Core Concentration
Surveys the political, economic, social, diplomatic, and cultural development of the United States from its Colonial period through Reconstruction. *(3 credits) Fall*

HIST 152 – United States History II: Reconstruction to the Present
Fulfills a course requirement in the American Studies Core Concentration
Fulfills a course requirement in the History Core Concentration
Surveys the political, economic, social, diplomatic, and cultural development of the United States from the Reconstruction to the present. *(3 credits) Spring*

HIST 203 – Dimensions of History and Lab
Prerequisite: HIST 101, 102, 151,152 or consent of instructor
Examines the basic concerns of historians in the modern world, focusing on the development of history as an academic discipline, philosophies of history, and historical method. The lab stresses analysis and critique of models of historical writing, interpretation of primary source materials, and elements of style and form appropriate for scholarly publications in the historical field, through a series of writing assignments of increasing sophistication. *(4 credits) Fall, Spring*

HIST 281 – A Survey of East Asian History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
An introductory course that emphasizes the political, religious, cultural, and historical influences of East Asia from antiquity to the modern era, with special emphasis on Asia's response to Western intrusion, its interpretation of Asian nationalisms, and its efforts to foster a unique Asian identity. *(3 credits) Special Offering*

HIST 282 – A Survey of Modern African History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
An introductory course that analyzes the continent during and after colonial rule, with an examination of the era of European control, the growth of African nationalism, and the victories and defeats of independence. *(3 credits) Special Offering*

HIST 283 – Survey of Latin American History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
This course presents a synthesis of the historical development of Latin America from the Pre-Columbian era to the present. The course is organized in chronological fashion and examines topics such as Pre-Columbian states, the colonial period, the movement for independence, and neocolonialism. *(3 credits) Special Offering*

HIST 284 – A Survey of Modern Middle East History
Prerequisite: HIST 101,102 or permission from instructor
Fulfills a course requirement in the History Core Concentration
This course will introduce students to the major historical developments of the modern Middle East, with a brief foray into its ancient history to give students a broad background of the region. It will focus on the historical period following the decline of the Ottoman Empire in the beginning of the 20th century down through the modern day. The course will provide the student with a foundation for further study on the Middle East. Issues to be discussed may include a focus on the Arab-Israeli conflict, role of oil in the world, religious extremism, the Lebanese civil war, the Iraq war, and the Iranian revolution. *(3 credits) Special Offering*

HIST 310 – Studies in European History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Each semester this course is offered a new topic is chosen for in-depth study. Students may suggest topics to the instructor. Sample subjects include: History of Science and Technology, Socialism and Communism; The Totalitarians; Modern Jewish History; Voyages of Discovery. This course may be repeated for credit, but students may study a single topic only once. *(3 credits) Special Offering*

HIST 315 – Studies in National Histories
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Each semester that this course is offered, one modern European nation's development is explored. This course may be repeated for credit, but students may study a single nation only once. *(3 credits) Special Offering*

HIST 316 – Studies in African National History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
This course examines the historical development of one specific country or sub-region of Africa. The course will focus on both larger political, economic, an social transformations as well as changes in the daily lives of people. Countries or regions to be studied could include: South Africa, Egypt, Ethiopia and The Congo. *(3 credits) Special Offering*

HIST 317 – Studies in Asian National History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
This course examines the historical development of one specific country or sub-region in Asia. The course will focus on both the larger political, economic, and social transformations as well as changes in the daily lives of people. Countries or regions to be studied could include: Modern China, Modern Japan, and Modern Korea. *(3 credits) Special Offering*

HIST 318 – Studies in Latin American National History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
This course examines the historical development of one specific country or sub-region in Latin America. The course will focus on both the larger political, economic, and social transformations as well as changes in the daily lives of people. Countries or regions to be studied could include: Mexico, Brazil, and the Andes. *(3 credits) Special Offering*

HIST 319 – Studies in Modern Middle East National Histories
Prerequisite: HIST 101,102 or consent of instructor.
Fulfills a course requirement in the History Core Concentration
Each semester that this course is offered, one modern nation's historical development, such as Iran, Iraq, Israel, Jordan, Lebanon, Saudi Arabia, Syria, Turkey and the Gulf States, may be explored. This course may be repeated for credit, but students may study a single nation only once. *(3 credits) Alternate Years*

HIST 320 – Ancient History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Europe and the Near East from ca. 500BCE – 500 CE, concentrating on Hellenic and Hellenistic history including the Greek polis system; the wars between Greece and Persia; the conquests of Alexander the Great; Rome from the founding of the city to the fall of the Empire; religious history both pagan and monotheistic. *(3 credits) Special Offering*

HIST 322 – Medieval History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Europe from ca 500-1300 concentrating on the medieval influences of the Roman Empire, German invaders and Christianity; the rise and division of Charlemagne's empire; the rise of national states in France and England; the rise and decline of the Holy Roman Empire; church and state conflicts; the crusades and medieval education. *(3 credits) Special Offering*

HIST 324 – Age of Renaissance and Reformation
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Europe ca. 1300-1600 stressing the emergence of commercial revival; return to the Greco-Roman ideas of art and literature; the breakup of western Christian unity, and the conflicts that resulted. *(3 credits) Special Offering*

HIST 326 – Age of Absolutism
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Europe ca. 1600-1788 concentrating on the continued disunity of Germany; the rise of absolutist governments in Bourbon France; the failure of Absolutism in Stuart England; the rise of Russia and Russia; the scientific revolution and enlightenment. *(3 credits) Special Offering*

HIST 328 – Age of French Revolution and Napoleon
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Europe ca. 1789-1815 focusing on the French Revolution domestically its impact on Europe as a whole, and its evolution into the reign of terror; the rise of Napoleon Bonaparte, his conquests of Europe, the spread of revolutionary principles, and his military defeat. *(3 credits) Special Offering*

HIST 331 – 19th Century Europe
Prerequisite: HIST 101,102 consent of instructor
Fulfills a course requirement in the History Core Concentration
Examines European history from the end of the Napoleonic Wars and the Great Power agreements of 1815 to the outbreak of the First World War in 1914: including aspects of revolution, social and cultural change, industrialism, nation-states, imperialism, and European hegemony. *(3 credits) Special Offering*

HIST 332 – 20th Century Europe
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Examines European history from the origins of the First World War through the chaotic interwar period, World War II, the Cold War and the resurgence of a new Europe. Emphasizes political, military, diplomatic, social, and cultural developments. *(3 credits) Special Offering*

HIST 334 – Problems in War and Diplomacy
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Each semester that this course is offered, a new topic is chosen for in-depth study. Topics may be suggested to the instructor by the students. This course, but not the topic, may be repeated for credit. *(3 credits) Special Offering*

HIST 341 – Colonial America
Prerequisite: HIST 151,152 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Focuses on the European colonization of North America during the 17th and 18th centuries. The cultural transformation of Europeans by their interaction with the American environment and with each other will be emphasized. *(3 credits) Special Offering*

HIST 342 – Revolutionary America
Prerequisite: HIST 151, 152 or consent of instructor
Fulfills a course requirement in the History Core Concentration
An examination of the formative period of the United States from the 1760s through the 1790s. The political, social, military, constitutional and cultural character of revolution will be considered. *(3 credits) Special Offering*

HIST 344 – The Civil War Era
Prerequisite: HIST 151, 152 or consent of instructor
Fulfills a course requirement in the History Core Concentration
A consideration of the causes and the conflicts between the states during the 1850s and 1860s. Issues of conflicting loyalties of region and nation, and the factors which determined the outcome of these conflicts will be explored. *(3 credits) Special Offering*

HIST 346 – The Gilded Age
Prerequisite: HIST 151, 152 consent of instructor
Fulfills a course requirement in the History Core Concentration
Focusing upon the period from the period from 1876 through 1903, this course will examine the rise of Populism and the precursors of Progressivism and a response to unprecedented technological and social change. *(3 credits) Special Offering*

HIST 348 – The Great Depression
Prerequisite: HIST 151, 152 or consent of instructor
Fulfills a course requirement in the History Core Concentration
A study of the interwar decades of the 1920s and 1930s in the United States. The economic and political components of the Depression and the impact hard times had upon the social and cultural fabric of nationalism will be emphasized. *(3 credits) Special Offering*

HIST 351 – Frontier in United States History
Prerequisite: HIST 151, 152 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Examines the frontier as place, process, and image. Emphases will be on the westward movement, frontier societies, and the impact of the frontier upon the American mind, past and present. *(3 credits) Special Offering*

HIST 354 – United States Environmental History
Prerequisite: HIST 151, 152 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Surveys the intellectual and economic roots of agrarianism, the development of commercial agriculture and environmental ethics, and the impact of ruralism and land use upon the American people. *(3 credits) Alternate Fall*

HIST 360 – Studies in United States History
Prerequisite: HIST 151, 152 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Each semester this course is offered a single topic in United States history will be studied in depth. Critical periods such as the Jacksonian Era, the Progressive Era, and/or The 1960s may be offered. Significant themes such as education, immigration and / or diplomacy may also be considered separate courses. This is a variable content course and may be repeated for credit, but student's may study a single topic only once. *(3 credits) Special Offering*

HIST 381 – Critical Periods and Topics in Asian History
Prerequisite: HIST 101, 102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Each semester this course is offered, a critical period in the history of Asian history shall be studied. Topics may include: China in Antiquity, Japan in Antiquity, East Asia and the West, East Asia and the Cold War. *(3 credits) Special Offering*

HIST 382 – Critical Periods and Topics in Africa
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Each semester this course is offered, a critical period or topic in the histories of Africa shall be explored. Topics may include: Apartheid; Imperial Competition; African Nationalism and Warfare; the Cold War; Modern North Africa; Modern East Africa; and Modern Southern Africa. This course may be repeated for credit, but students may study a single period or topic only once. *(3 credits) Special Offering*

HIST 383 – Critical Periods and Topics in Latin American History
Prerequisite: HIST 101,102 or consent of instructor
Fulfills a course requirement in the History Core Concentration
Each semester that this course is offered, one historical period or special topic in the history of a major Latin American culture is explored. Topics may include subjects such as religion, education, war, industrialization, urbanization, and the arts. This course may be repeated for credit, but students may not study the same subject more than once. *(3 credits) Special Offering*

HIST 384 – Perspectives in Mid-East History
Fulfills a course requirement in the History Core Concentration
Prerequisite: HIST 101, 102 or consent of instructor
Each semester this course is offered, a critical period or topic in the history of the Middle East shall be explored. Non-nation specific topics may include – Myth and Mesopotamia which will relate the history of Mesopotamia through the myths of Gilgamesh, Enumma Elish, Adapa to name a few; Minorities in the Middle East will attempt to define the term "minority" and highlight the history of Armenians, Assyrians, Jews, Kurds, Yezidis, Ahwazis among others; History of Middle Eastern Religions would look at the history and tenets of Judaism, Eastern Christianity, and Islam as well as lesser-known religions including Zoroastrianism, Yezidism, Bahaism, and Druzism; The History of the Palestinian-Israeli Conflict will work to uncover the historical, cultural and social concerns of such ongoing discord and exploring possibilities for peace. This course may be repeated for credit, but students may not study the same subject more than once. *(3 credits) Special Offering*

HIST 390 – Great Cities in History
Prerequisites: Consent of instructor
Fulfills a course requirement in the History Core Concentration
Each offering will explore the origins and development of one of the world's great cities, such as London, Paris, Dublin, Jerusalem, Athens, Rome, Tokyo, Quebec City, Boston, Chicago and New York. As circumstances warrant, other major cities may be added to the list. The course may be repeated for credit, but students may study a single city only once. Incorporated into the course is an intensive period of onsite study. When this course if offered in the spring semester, this shall take place during the spring recess in March. Participation in the spring recess phase of this course is required. *(4 credits) Special Offering*

HIST 420 – Senior Seminar
Prerequisite: HIST 101,102, 151, 152, 203L: Senior standing or consent of instructor
Students will research, analyze, and interpret particular historic problems posed by the Department or the instructor. Based upon critical, independent research, a final written project will illustrate each student's understanding of the flow or evolution of history and the relevance of historical questions or theories to their everyday lives. *(3 credits) Special Offering*

HIST 430 – Special Topics in History
Fulfills a course requirement in the History Core Concentration
A variable content course, offered periodically when there is sufficient interest among students for in-depth coverage of a topic which is not included among the standard history offerings. *(3 credits) Fall, Spring*

INDUSTRIAL TECHNOLOGY/TECHNOLOGY LEADERSHIP & MANAGEMENT (TLM)

IT 110 – Technology and Society
Involves a review of the literature dealing with futuristic trends and projections for our technological society and their implications for future developments. *(3 credits)*

IT 119 – Manufacturing Processes
Study of materials, processes, and equipment used in industry today. Topics include ferrous and nonferrous metals, material testing, heat treatment, founding process output capabilities of machines, welding, and inspection. Field trips and industrial films augment the text material. *(3 credits)*

IT 215 – Hazardous Materials Safety Management
Acquaints the student with hazardous materials technology regulations and safe chemical handling techniques. Students will study the environmental and occupational health effects and hazards associated with exposure to industrial chemicals, contaminants, and medical waste. Helps the student to develop a formal safety program for hazardous materials. *(3 credits)*

IT 219 – Manufacturing and Environmental Issue
Prerequisite: IT 119 or consent of instructor
A continuation of Manufacturing Processes I. Includes the economics of metal cutting, production machines, abrasives, grinding operation, ultra-finishing, automation, and numerical control. *(3 credits)*

IT 241 – Introduction to Environmental Studies
Provides the student with a foundation in environmental management practices, including the laws and regulations, best management practices for environmental leadership, and compliance. Issues include: solid and hazardous waste management, emergency preparedness, clean water, clean air, pollution prevention, energy conservation, and other applicable laws and regulations. *(3 credits)*

IT 242 – Introduction to Solid and Hazardous Waste Management
Provides a basic understanding of the issues and opportunities for workers to engage in activities in the field of solid hazardous waste, with a special emphasis on local environmental issues. Topics include: landfill management, RCRA requirements, OSHA training, compliance monitoring, pollution prevention, environmental auditing, conducting a site assessment, dispute resolution, ISO 14000, and business and employment opportunities in the field of solid and hazardous waste. *(3 credits)*

IT 255 – Studies in Technology
An investigation into the common developmental and organizational factors in an industrial enterprise: corporate and managerial structure, product development and production analysis, labor and job training considerations. A corporation is created, industrial positions are role-played, a product is developed, produced and sold, and the enterprise is analyzed for production problems, overhead, and profit. *(3 credits)*

IT 265 – Environment and Technology
Students examine the conditions of the physical environment pertaining to land, water, and air resources; analyze the factors that contribute to pollution; review the practices that lead to adverse environmental impacts; and investigate the means of improving the

Environmental Quality (EQ). Includes a research paper that focuses on a problem related to pollution of physical resources that affect us directly or indirectly. *(3 credits)*

IT 310 – Special Topics in Environmental and Occupational Safety and Health
Students participate in workshops on topics pertinent to safety and health. Topics may include indoor air quality, noise analysis and control methods, loss control management, product liability, and bloodborne pathogens. May be repeated for additional credit. *(1-3 credits)*

IT 311 – Water Quality Management
Provides a working knowledge of the state and federal regulations which play an important role in the overall management of a facility. Topics include: properties and the use of water, water pollutants, assessment and management methods, water treatment systems, and pollution source reduction. *(3 credits)*

IT 328 – Ergonomics
Provides a comprehensive overview to solve two complex occupational problems: cumulative trauma disorders (CTD) of the upper extremity and manual materials handling (MMH). Almost every occupational setting requires individuals to use their upper extremities and involves some form of materials handling. The objectives are to teach participants to recognize and evaluate the problem and then solve it through ergonomics, design, work practices, and engineering/ administrative controls. The overall focus will be on injury control, job evaluation and design. *(3 credits)*

IT 342 – Total Quality Management
Examines TQM management methods and contrasts them with traditional methods in U.S. industry today. Participatory and authoritarian management approaches are reviewed. Case studies of successful applications are examined (e.g., FedEx, 3M, Dell) along with TQM attempts that have been unsuccessful.

IT 343 – World Class Manufacturing
Provides an overview of successful firms in today's global economy and the factors which contribute to such success. Examines why some have not been successful. Stresses the value of strategic planning and team-based decision making, and focuses on how Fortune 100 companies have changed their goals, objectives, strategies and tactics in order to face global competition.

IT 380 – Construction Project Safety
Examines project control and the economics of accident prevention, methods of recognition/avoidance/prevention of unsafe working conditions, using reference material and advisory sources, construction site security and traffic control, project scheduling to prevent losses, hazard analysis, selection of safety methods and equipment, safety and loss prevention documentation, safety inspection and maintenance records, OSHA (Occupational Safety and Health Act) laws and regulations that apply. *(3 credits)*

IT 430 – Special Topics
In-depth study of some aspect of Technology and Manufacturing Management. Specific focus may vary from semester to semester and may include: Lean Manufacturing, Supply Chain Management, Ethics in Science and Technology, Organizational Change Management, Leadership, etc. May be repeated for credit, but students may study a single topic only once for credit. *(3 credits)*

IT 440 – Industrial Technology Practicum
Designed to allow students to investigate significant business or industrial problems or activities directly related to students' employment. Because the content varies, this course may be taken three times. *(3 credits)*

IT 455 – Production Planning
Examines the fundamentals of production such as analysis, planning and control, organization of production, forecasting and master production schedules, procurement, stock of production, stock control, routing, scheduling and dispatching, and quantitative methods. *(3 credits)*

IT 457 – Workplace Safety and Health Management
Topics include: job safety analysis, plant inspection, accident investigation, safety education, and training. Special emphasis is placed on an introduction to the OSHA program and its application to industry. *(3 credits)*

IT 472 – Senior Project
Prerequisite: Senior standing
Students explore special topics and design projects of current interest. *(3 credits)*

IT 474 – Facilities Planning and Design
Introduces the types of plant layout and the factors influencing plant layout and design, selection and design of processes and machines, material handling systems, flow diagrams, evaluating alternative layouts, and installing the layout. *(3 credits)*

INTERDISCIPLINARY STUDIES

CAS 330 – Interdisciplinary Studies
Prerequisite: WTNG 200 or WTNG 210 or WTNG 220 or a 300 level WTNG course; Junior Standing; or consent of instructor
Courses designated as Interdisciplinary Studies are designed to engage students in a range of disciplinary approaches as they consider thematic or issue-based topics. Through readings, seminar discussions, and projects, students will develop integrated, interdisciplinary perspectives on intellectual engagement. This is a variable content course and may be repeated for credit, but students may study a single topic only once. *(1-3 credits) Special Offering*

IDS 150 – Cultural Awareness in a Global Society
This course uses didactic, experiential and applied learning opportunities to prepare students to understand differences and commonalities within diverse cultures. Students learn how cultural identity influences personal and worldviews, perceptions of experience, and styles of communication. With a focus on developing intra-and interpersonal awareness, students cultivate attitudes and practice skills necessary for relating constructively with diverse individuals in a variety of work settings. Ultimately, students will gain a new openness/awareness to ways of thinking, communicating and building connections through lectures, reading material, class discussion and self-reflection. *(3 Credits) Fall, Spring, Summer I*

IDS 210 – Effective Speaking Across Audiences
This class is designed to give the School of Continuing Studies student experience in the practice of researching, preparing, analyzing, and delivering public and personal presentations most often found in the workplace. One of the primary focuses of this course is to connect the role and practice of public speaking to students' current or future career goals. The course frames public speaking from a real world, professional approach. The interplay between audience analysis and speaker goals, and the development of personal style is emphasized. Assignments are relevant to adult learners and/or students in the professional world/ workplace. Various types of oral presentations in a variety of settings including interviews, small groups, board meetings, public forums and computer-enhanced speaking opportunities are explored. Students will ultimately gain confidence in their ability to organize and prepare clear, concise and interesting oral presentations

to multiple stakeholders needed to meet current and future career goals. *(3 Credits) Fall, Spring, Summer I*

IDS 300 – Professional Presentations
Prerequisites: COMM 210 or IDS 210
This course offers practical applications to enhance understanding of the communication practices in the business world, and specifically provide students with the ability to create professional presentations to inform or persuade various internal and external business audiences. Students will build on previous communication/writing courses to develop professional presentations using visual, spoken and written communication based on standard communication and persuasion theories and using traditional and trending presentation software. *(3 Credits) Summer I*

IDS 450 – Research In Interdisciplinary Studies
This course is open to students pursuing a specific interdisciplinary research topic. Each study must be an original idea that combines academic areas of study found within the School of Continuing Studies (SCS), and agreed upon by student and program director. This course may be repeated for credit. Offered on demand. *(1-3 Credits) Fall, Spring, Summer I*

INTERNATIONAL BUSINESS

IB 250 – International Business: European Union
Prerequisite: Permission of instructor
This course involves lectures throughout the semester and a designated trip during Spring Break. The lectures concentrate on the European Union (EU) integration, its history, membership, goals and objectives, political, economic, technological, and socio-cultural environments. In addition, the course highlights problems and issues, opportunities and the future challenges of the EU. The study-abroad component of this course takes students to France and other countries of the EU. Activities during the trip include additional lectures on the EU and visits to companies, and cultural and historical places. *(3 credits)*

IB 303 – EU and the U.S. MNCs in Emerging Markets
Cross-listed as MGMT 303
Prerequisite: At least second semester sophomore standing
This course covers a variety of strategic topics related to the nature of the emerging markets of Central and South American countries (e.g., Mexico, Brazil), Central and Southeast Asian countries (e.g., India, China) and Middle Eastern countries (e.g., Turkey). The political, economic, technological and socio-cultural environments in these countries are examined in addition to the comparative advantages these countries provide for MNCs. The primary focus is the presence of multinational corporations (MNCs) of the European Union and the U.S. and their operations in these countries. The issues with regard to corporate social responsibility (CSR) and sustainability in these countries are also examined.

This course may include a week of field study in one of the studied emerging countries, which will take place during the semester in which the course is offered. *(3 credits)*

IB 306 – International Business and Trade Disputes
Prerequisite: At least second semester sophomore standing
The primary objective of this course is to develop an understanding of the issues related to the international business, specifically: Trade barriers, global strategies and the economic integration pacts, North American Free Trade Agreement (NAFTA), European Union (EU) and the World Trade Organization (WTO) that can have major impacts on multinational companies. The lectures highlight global trade strategies and a comparison of several major economic integration pacts that have the potential to enhance expansion of international business. In addition, trade disputes and the role of the World Trade Organization in addressing such disputes between the U.S. and the EU and their ramifications for the industries involved will be examined using several cases. *(3 credits)*

IB 320 – The Business and Management of Art and Culture
Cross-list with MGMT 320
Markets for visual arts provide a particularly fertile ground for those concerned with the economics of culture. The study of the past and current structure of the market for visual art, the mechanisms that fuel this flourishing market and the involvement of public and private institutions in the context of the current globalization of the arts, provides significant instruments for business and marketing studies. While analyzing the economic impact of past and current art law, students will evaluate the organization of visual arts and entertainment industries both in the past and in the 'new economy' environment, which will be enriched by meetings with significant professional figures working the world of museums, foundations and international art trade. *(3 credits)*

IB 429 – Community Partnerships Center International Business Studies
This course involves a project selected by the Community Partnerships Center and the Business School Dean as a International Business project. The students will work with a professor and possibly students from other disciplines to fulfill a task requested by a regional company, organization, or governmental unit. Specific project details vary and will be announced prior to preregistration for each semester. *(3 credits)*

IB 450 – Multinational Corporations
Cross-listed with MGMT 450
Prerequisites: Senior standing
The European Union and the U.S. are homes to many of the world's largest multinational corporations (MNCs), in industry sectors such as auto, petroleum, pharmaceutical and food and beverages. This course explores the operating environment of the European Union and U.S. MNCs, highlights their competitive strategies and examines the key success factors of the studied industries. In addition, the course investigates the sustainability and corporate social responsibility strategies of these corporations. Furthermore, different strategies for the long-term success of these companies with respect to sustainable management of internal and external resources are studied. *(3 credits)*

IB 469 – COOP: International Business
Prerequisite: Completion of at least 2 of the following courses: MGMT 340, MRKT 340, FNCE 360, ECON 350/360
Grants academic credit to students who work on a part-time basis in selected positions, usually without financial remuneration. Opportunities to apply principles, concepts, and skills learned previously with a company, not-for-profit organization, or government agency in an international business capacity.

ITALIAN (also see listings under Languages)

ITAL 101 – Elementary Italian I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Not open to native speakers of the language studied.
The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. *(3 credits) Fall*

ITAL 102 – Elementary Italian II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.
Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. *(3 credits) Spring*

ITAL 201 – Intermediate Italian I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.
The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. *(3 credits) Fall*

ITAL 202 – Intermediate Italian II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.
Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Language Lab. *(3 credits) Spring*

ITAL 210 – Actors, Authors and Audiences
Fulfills a course requirement in the minor of Modern Language
A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English. *(3 credits) Offered on demand*

ITAL 220 – Perspectives on Culture: The Italians
This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. This course is taught in English. *(3 credits) Fall, Spring*

ITAL 310 – Advanced Grammar and Composition
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. *(3 credits) Fall*

ITAL 311 – Advanced Conversation
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. *(3 credits) Spring*

ITAL 338 – Italian Literary Tradition I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Successful completion (C-or higher) of Intermediate II Course in the same language or placement by examination.
Literary Tradition I provides a chronological survey of literature in the respective language from around 800 AD to 1750 AD. The most significant works of literature, ranging from early writings in medieval epics to lyrical poetry, early novels, and dramas will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Fall*

ITAL 339 – Italian Literary Tradition II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Successful completion (C- or higher) of Intermediate II course in the same language or placement by examination.
Literary Tradition II provides a chronological survey of literature in the respective language from around 1750 AD to the present. The most significant works of literature, ranging from drama to the short story and the novel, especially in the nineteenth century, will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Spring*

ITAL 340 – Advanced Literary Topics
Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. *(3 credits) Offered on demand*

ITAL 350 – Advanced Topics
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. *(3 credits) Fall, Spring*

JOURNALISM

JOUR 170 – News I: Basic Journalism
Prerequisite: COMM 101
Introduction to fundamentals of journalism including interview, reporting, researching and writing. Students will learn to write Breaking News and General News stories. Emphasis is on campus events, local business, education, government and law enforcement issues. *(3 credits) Fall*

JOUR 270 – Journalism & Society
Prerequisites: COMM 100 or COMM 101
This course introduces students to the history of journalism, along with the tools and skills needed to assess that knowledge and use it when engaging ethical and social issues in the discipline. Class discussions and assignments will explore the history of journalism through the lens of how information and communication technologies (ICTs) impact the press and global society. *(3 credits) Fall*

JOUR 280 – Feature Writing
Prerequisite: JOUR 170 or COMM 101
Emphasizes techniques for writing feature stories for newspapers and magazines. Topics include developing story ideas and writing profiles, entertainment, and opinion pieces. Also considers free-lance markets and non-fiction literary devices. *(3 credits) Spring*

JOUR 299 – Special Topics in Journalism
Prerequisite: COMM 100 or COMM 101
Examines topics from the various content areas of Journalism suitable for a first or second year level. Initiated by student demand, interest of instructor, or timeliness of offering. The course, not the topic, may be repeated for credit. *(1-3 credits) Special Offering*

JOUR 315 – Introduction to Photo-Journalism
Prerequisites: VARTS 261 or COMM 240 or consent of instructor
This course is an introduction to the practices of photo-journalism with an emphasis on visual storytelling. Assignments include sports photography, feature photos, general news photos and developing photo essays. *(3 credits) Fall*

JOUR 320 – Broadcast News
Prerequisites: COMM 101 JOUR 170 COMM 240; Junior standing or consent of instructor
Instruction in rudimentary broadcast writing and related skills. Addresses the peculiar demands of the broadcast industry, especially as applied to newsroom personnel and producing work under deadline. *(3 credits) Spring*

JOUR 355 – Digital Journalism I
Prerequisites: JOUR 170 and at least Junior standing, or consent of instructor
This course is designed to examine the Internet's influence over traditional news media, and to explore multimedia formulas that effectively deliver news in the electronic age. Students will learn to report and write non-fiction stories in a way that fuses together traditional media including broadcast, print, still photography, music and audio. The course will cover: a) a review of commercialization of the Internet; b) multimedia platforms already in existence; c) video programming for the Internet; d) writing for the Internet; e) texture analysis of multimedia platform storytelling; f) video storytelling on an Internet platform. *(3 credits) Fall*

JOUR 370 – News II; Advanced Journalism and Lab
Prerequisites: JOUR 170 and at least Junior standing or consent of instructor
Advanced practice in planning, reporting, and writing in-depth news stories and interpretive articles. Examines current criticism of news-gathering techniques. Assignments include covering campus, community, government, courts, law enforcement, and special beats. Computerized classroom simulates newsroom setting. *(4 credits) Fall*

JOUR 430 – Special Topics in Journalism
Prerequisites: JOUR 170 and Junior standing; or consent of instructor
This special topics course focuses on specific areas of journalism not regularly offered by the University. The variety of possible topics may include, but is not limited to: sports journalism, advanced areas of photojournalism, special beat reporting such as entertainment, education, health, politics and government, disasters and conflicts, and social movements and activism. *(3 credits) Offered on demand*

JOUR 455 – Digital Journalism II
Prerequisites: JOUR 355, Senior standing or consent of instructor
This course is designed to examine the Internet's influence over longer-form storytelling and will advance the lessons learned in Digital Journalism I towards more sophisticated news packages. Students will select ONE topic and spend 15 weeks researching, reporting and crafting multimedia packages that layer a series of companion media to tell one complete story. The course will cover: a) Advanced research skills; b) longer-form video news packaging; c) Internet web design and its relationship to nonlinear storytelling; d) interactive mapping and graphics. *(3 credits) Spring*

JOUR 470 – Journalism Capstone + Portfolio
Prerequisites: JOUR 370 and Senior standing or consent of instructor
The Journalism Capstone + Portfolio course has two purposes: First, the course is designed to challenge graduating seniors to evaluate their academic experience as they moved through the Journalism curriculum. As part of that, students will, through class discussions and course work, demonstrate their knowledge of Journalism both in theory and practice. Second, students will be pressed to craft an electronic portfolio which should reflect their achievements as Journalism majors. As part of the final project, students will publish these collected works online in a comprehensive multimedia portfolio that showcases their talents. That work should reflect their interests, skills, and competencies in the field of Journalism. *(3 credits) Spring*

LANGUAGES (also see listings under Chinese, French, German, Italian, Latin, Portuguese, and Spanish)

LANG 420 – Senior Thesis Research
Prerequisite: Senior status, three language 300 courses or higher in one language, no grade below C- in any Prerequisite course.
Required course for language majors. Students will explore one research topic in depth and produce a thesis suitable for presentation at a student research conference and publication (either in print or electronically) in a student-level research journal. Topics for the course will be determined by the language studied by the student, by the interests of the student and by the expertise of the instructor. This course is open only to language majors. *(3 credits) Spring*

LANG 430 – Special Topics
Students explore a special topic approved by their advisor. Based upon pre-approval by the Department and upon the complexity of the topic, this course may fulfill a course requirement in the Language Major, Minor, or Core Concentration. Past topics have included the creation of a web site in the student's chosen language, language study for specialized fields. *(3 credits) Special Offering*

LATIN (also see listings under Languages)

LAT 101 – Elementary Latin I
Fulfills a course requirement in the Language Core Concentration
The first course of a two-course sequence intended to provide the fundamentals of Latin with a special emphasis on developing facility in reading the Latin language. Elementary Latin I introduces the student to basic grammatical structures, vocabulary of the Latin language, and major works of Latin literature. No previous knowledge of Latin is required. *(3 credits) Fall*

LAT 102 – Elementary Latin II
Fulfills a course requirement in the Language Core Concentration
Prerequisite: Successful completion (C-or higher) of Latin I or placement by examination
The second course of a two-course sequence intended to provide the fundamentals of Latin with a special emphasis on developing facility in reading the Latin language. Elementary Latin II introduces students to complex grammatical structures and completes the presentation of fundamentals of the Latin language. In addition, students will complete an introductory survey of major Roman authors and will have the opportunity to read selected passages of Latin prose and poetry. *(3 credits) Spring*

LAT 201 – Intermediate Latin I
Fulfills a course requirement in the Language Core Concentration
Prerequisite: Successful completion (C- or higher) of Elementary Latin II or equivalent
The first course of a two-course sequence designed as an introduction to Latin literature through intensive reading of major authors of Golden Age prose and poetry, including Cicero and Virgil. Careful attention will be paid to grammar and style. *(3 credits) Fall*

LAT 202 – Intermediate Latin II
Fulfills a course requirement in the Language Core Concentration
Prerequisite: Successful completion (C- or higher) of Intermediate Latin I or placement by examination
This course completes the two-semester introduction to Latin literature through intensive reading of major authors in Silver Age poetry and prose from imperial Rome, including Livy's History of Rome and Ovid's Metamorphoses. Careful attention to grammar and style. *(3 credits) Spring*

LAT 220 – Perspectives on Culture: The Romans
This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. This course is taught in English. *(3 credits) Offered on demand*

LAT 310 – Advanced Grammar and Composition
Fulfills a course requirement in the Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. *(3 credits) Fall*

LAT 311 – Advanced Conversation
Fulfills a course requirement in the Language Major, Minor and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. *(3 credits) Spring*

LAT 338 – Roman Literary Tradition I
Fulfills a course requirement in the Language Core Concentration
Prerequisite: Successful completion (C- or higher) of Intermediate Latin II or placement by examination
Roman Literary Tradition I provides a survey of Latin literature from early republican Rome to the age of Augustus. The most significant works of literature, ranging from drama and epic to lyric poetry and history will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies, translation, and criticism in classical philology. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Fall*

LAT 339 – Roman Literary Tradition II
Fulfills a course requirement in the Language Core Concentration
Prerequisite: Successful completion (C- or higher) of Intermediate Latin II or placement by examination
Roman Literary Tradition II provides a survey of Latin literature from the "silver age" to early Christianity. The most significant works of literature, ranging from drama and epic to biography and history will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies, translation, and criticism in classical philology. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Spring*

LAT 340 – Advanced Literary Topics
Fulfills a course requirement in the Language Major, Minor, and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the Intermediate Latin II course
This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. *(3 credits) Offered on demand*

LAT 350 – Advanced Latin Topics
Fulfills a course requirement in the Language Major, Minor and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the Intermediate Latin II course
Advanced Latin Topics is a variable content course designed to explore areas of classical philology. Topics include classical linguistics, epigraphy, paleography, and the history of classical scholarship. Unless otherwise noted, all material for this course is in the original language. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. *(3 credits) Fall, Spring*

LATIN AMERICAN AND LATINO STUDIES

LALS 100 – Introduction to Latin American and Latino Studies
Fulfills a requirement for the minor in Latin American and Latino Studies
Interdisciplinary introduction presenting the elements for studying Latin American culture, society, economics, and politics, as well as the dynamics of Latino communities in the United States. Special attention paid to issues of race, gender, and class, to emerging political and economic shifts in the Americas, and to new local and transnational efforts for social change on the part of Latin America's peoples and Latinos in the U.S. *(3 credits) Annually*

LALS 299 – Topics in Latin American and Latino Studies
Prerequisite: LALS 100
Fulfills an elective credit for the minor in Latin American and Latino Studies.
Examines specific topics from the interdisciplinary perspective of Latin American and Latino Studies. May feature exploration and application of research methods and group problem-solving work. Initiated by student demand, interest of instructor, or timeliness of offering. *(3 credits) Special Offering*

LALS 430 – Advanced Topics in Latin American and Latino Studies
Prerequisite: LALS 100, at least Junior standing or permission of the instructor
Fulfills an elective for the minor in Latin American and Latino Studies
This course examines advanced topics from the interdisciplinary perspective of Latin American and Latino Studies. Students and faculty collaborate on in-depth research and the application of a variety of scholarly methods. Comparative empirical studies across a variety of LALS contexts are emphasized, as well. Initiated by student demand, interest of instructor, or timelines of offering. *(3 credits) Special offering*

LALS 460 – Capstone Experience in LALS
Prerequisite: LALS 100, at least Junior standing or permission of the instructor
Fulfills a requirement for the minor in Latin American and Latino Studies
Advanced students demonstrate and apply their knowledge of Latin American and Latino Studies both in theory and practice. Students produce a comprehensive paper or project based on original research and/or sustained participation in a community-engaged project. Students will learn and utilize appropriate methods from an interdisciplinary perspective. *(3 credits) Annually*

LEADERSHIP

LEAD 501 – Leaders and the Leadership Process
The purpose of this course is to provide principles and foundations for leadership including traits and behaviors associated with outstanding leaders, explaining how they get results, and why their leadership often exceeds all expected limits. This course is designed to introduce students to behaviors associated with outstanding leadership, social learning and cognition in organizations as a context to promote outstanding leadership, and leadership development as a strategic intervention to enhance individual, group and organizational motivation and performance. *(3 credits) Fall*

LEAD 502 – Communication Skills for Leadership Roles
This course assists leaders and future leaders with the development and enhancement of communications skills required for leadership and for successful matriculation into a graduate program. Emphasis is on both written and oral communications (e.g. audience awareness, style, individual and group presentations, library and database research, and writing employing APA style and format). *(3 credits)*

LEAD 503 – Data Management & Analysis for Organization Leaders
Cross-listed as PA 503
The use of quantitative analysis and techniques for leaders. Emphasis on research design, data gathering and analysis, the interpretation and presentation of findings. Instruction in the use of descriptive statistics, such as means, medians, standard deviations, and histograms will be covered. It includes an analysis of the validity and appropriateness of statistical techniques employed by professional leaders. Use of computer software to analyze data is introduced. Students may not earn credit in both LEAD 503 and PA 503. *(3 credits) Fall*

LEAD 504 – Inclusive Excellence and the Leadership Role
Fulfills a course requirement.
This course will explore the theory and practice of diversity leadership through experiential exercises, video and didactic presentations, small group and class discussions. The analysis and application of models, theories and strategies for managing an increasingly diverse workforce and customer base will be undertaken. *(3 credits)*

LEAD 505 – Budgeting and Finance in Complex Organizations
Cross-listed as PA 505
Introduction to public finances and budgeting with an examination of the development of budgeting, the budget process, revenue sources, taxation, accounting practices, and debt management in public organizations. Beginning with a broad base of management topics and principles, the course takes the student into related areas of cost and expenses. From this point, the course concentrates on the analysis and information from which hospital, clinic, third party payer, nonprofit and government budgeting is done. The techniques by which costs are determined are central to the decision making required in the last portion of the course. The topic of budget control is addressed at the end of the course. Students may not earn credit in both LEAD 505 and PA 505. *(3 credits) Fall*

LEAD 506 – Human Resource Management for Organizational Leaders
Cross-listed as PA 506
Human Resource Management (HRM) includes evaluating the internal and external environments of an organization, assessing work and work outcomes, acquiring employees, training and developing those employees, and compensating employees.
In addition HRM in some organizations also includes labor management relations and human resource information systems. All managers are responsible for HRM practices in organizations and for the impact of their HRM activities. The primary objective of this course is placed on how managers might identify and engage in effective HRM practices. In addition, the roles and practices of the human resources professional are examined. Students may not earn credit in both LEAD 506 and PA 506. *(3 credits) Fall*

LEAD 507 – Strategic Leadership in a Globalized World
This course explores and analyzes the requirements for effective strategic leadership in organizations operating in today's technology-driven environments. Students will be introduced to the various elements of the strategic leadership system, including organizational context/environment, leader's life stream of biographic and demographic elements influencing leadership, and followers' perceptions of the leaders' behavior. Students will learn how to display outstanding strategic leadership based upon information obtained through discussions, field based case studies, and readings. Discussions will be conducted face-to-face and virtually. Emphasis in this course is placed on learning from "real world" senior managers/administrators to enhance the practicality. As the course progresses, new knowledge and skills are integrated into a more sophisticated framework for understanding strategic leadership. *(3 credits) Fall*

LEAD 508 – Developing Creative High Performance Organizations
In this course students will learn about the changing view of the world and of organizations. Additionally, the course will address new methods for change and organization design. Students will be exposed to developments in the sciences, the social sciences, and the arts to enhance their thinking about developing creative, high performance organizations. Methods of organizational change, innovation, and leadership vision for organization performance are topics included in the course. New paradigms, techniques, and methods for promoting creativity, improvisation and adaptation from the leadership perspective will be emphasized. *(3 credits) Fall*

LEAD 509 – Negotiation Strategies
This course covers negotiation as a process. Students will learn the structure and processes of negotiation at both the interpersonal and organizational levels. Knowledge and skills in negotiating is essential to leaders working with and through other people to accomplish objectives. Negotiation is an important part of the normal "give and take" of any business, government, or nonprofit organization, including negotiating salaries, arranging contracts with vendors, or allocating recourses to a project. *(3 credits)*

LEAD 510 – Stakeholders Relations in Complex Organizations
Business, government and non-profit organizations must interact with diverse citizens groups, patrons, vendors, and customers. This course examines how personal and organizational values play a role in the decision process and the impact that organizational culture has on the ethical dimension of decision making. The consequential and non-consequential principles of stakeholder will be examined. Integrated social contract theory and the application to organization decisions will be explored. The course will help explain the social and ethical dilemmas that arise from globalization. *(3 credits)*

LEAD 511 – Organizational Dynamics
Cross-listed as PA 502
This course is designed to provide the organizational leader with an understanding of the principles of organizational behavior and management. Through the text and case material, we will examine topics such as motivation, rewards, group dynamic conflict, power, leadership, communication and organizational change. Our interaction will include general group discussions, case discussions and lectures. Class sessions will focus on issued by the text and case material, or by issues relevant to the students' organizational experiences. Students may not earn credit in both LEAD 511 and PA 502. *(3 credits) Spring*

LEAD 530 – Special Topics in Leadership
The purpose of the special topics course is to allow Leadership students to integrate new subject matter into their learning of the field. The special topics course will allow the creation of emerging new areas which will keep students up to date in the field. The course will also examine current issues and problems in the field what will require students to employ the reasoning, speaking and writing skills developed in their other Leadership courses. *(3 credit) Offered on demand*

LEAD 590 – Research in Leadership
Prerequisites: All required leadership courses with the exception of LEAD 599, to follow successful completion of LEAD 590.
This course is the first part of a two-semester series designed to provide students with an opportunity to synthesize what they have learned about leadership during their graduate degree program and to demonstrate mastery of primary leadership competencies. The competencies learned through the interactive leadership courses will allow students to focus and integrate their learning upon the identification, analysis and solution of leadership problems in organizations and to create improved organizational performance. Students will use the analytic skills gained in the other leadership courses to develop a capstone research project.

LEAD 599 – Capstone in Leadership
Students work independently with faculty guidance to create projects in leadership. Emphasis is placed on stakeholder relations, organization environments, and leadership solutions. Full presentation of data finds and solutions is required. *(3-6 credits) Fall, Spring, Summer*

LEGAL STUDIES

LS 101 – The American Legal System
Introduction to the United States legal system. Includes overview of federal, state, and local legal institutions as well as an overview of fundamental distinctions between civil and criminal law, common law and statutory law, substantive and procedural law, trial and appellate courts. The course also provides an introduction to constitutional law, alternative dispute resolution, legal education, and the legal profession. *(3 credits) Fall, Spring*

LS 150 – Law and Society
Examines the role of the law and our legal system in political, social, and economic life and how the law is used to effect social change. Explores the question: Do societal norms and values shape the law, or does the law shape morality? The course will explore contemporary legal issues and examples of how we encounter the law in everyday life. *(3 credits)*

LS 207/CJS 207 – Law and Family
Cross-listed as CJS 207; A student may not receive credit for both this course and LS 207
The course examines the nature of the relationship between the law and families in the United States. The course focuses on an analysis of how the law structures marital and family relationships and how, in turn, society's definitions and conceptions of marriage and family impacts both criminal and civil law. The course examines the proper boundaries of state intervention in people's most private relationships and highlights how family law and changes in family law both shape and reflect some of society's most strongly held social values. Topics include marital privacy, child-parent relationships, divorce, child support and custody, domestic violence, and intra-family crime. *(3 credits)*

LS 209 – Legal Methods I: Legal Reading, Analysis, and Writing
Prerequisites: Successful completion ("C-" or higher) of Expository Writing
A foundational course for the undergraduate study of law focusing on the student's ability to engage in legal analysis and reasoning. The course will introduce students to the process of synthesizing the law and incorporating legal analysis in common legal documents such as opinion letters and memoranda. *(3 credits) Fall*

LS 215 – Legal Methods II: Research Strategies
Prerequisites: Successful completion ("C-" or higher) of Critical Writing and LS 105
Integrates the "how to" procedural aspects of legal research with the bibliographic knowledge necessary for effective research. Introduction includes: use of all primary legal sources, including cases, constitutions and statutes, and administrative rules and regulations, as well as texts and treatises, encyclopedias, law journals, and other secondary sources; "hands on" use of electronic means of research such as online database searching (Westlaw and Lexis-Nexis); analysis of legal problems and formulation of appropriate research procedures to determine the applicable law. *(3 credits) Spring*

LS 220 – Fundamentals of Contract Law
Study of the history and development of the law, including court structure and procedure. Emphasis on the study of contract law, including the basic elements of a valid contract, rights of third parties, and remedies for breach. Analysis of the role of formal and informal "agreements" in everyday life with a special emphasis on contracts in the business setting. *(3 credits) Fall*

LS 230 – Tort Law and Personal Injury Litigation
Study of the nature of civil wrongs and of jurisprudential concepts concerning liability. Includes the study of injuries to persons, property, and relationships; intentional wrongs such as defamation, infliction of emotional distress and invasion of privacy, negligence in personal and professional settings (such as malpractice) and strict liability. Concepts in tort reform, insurance, defenses to tort actions, and "personal injury" trial practice will also be addressed. *(3 credits)*

LS 301 – The Legal Advocacy Clinic
Prerequisites: CJS 105 or LS 101 and permission of instructor.
The Legal Advocacy Clinic is a unique opportunity for students interested in working with victims of domestic violence in the court system. The Clinic experience will begin in the classroom where students will learn the history of domestic violence and the unique challenges involved with addressing domestic violence cases. Once students are educated and trained, students will work in the Newport Courthouse to assist and advocate on behalf of clients that wish to apply for orders of protection. Students will work weekly in the courthouse, providing advocacy services, under the direction of the instructor. *(3 credits)*

LS 315 – Concepts in Legal Advocacy
Prerequisite: LS 101
This course will introduce students to trial advocacy, practice and procedure. The law of evidence as well as principles of public speaking and the art of persuasion through trial techniques will be emphasized. Students will prepare trial materials and will participate in the trial of a case from opening statement to closing statement. This course will also prepare interested students to take part in intercollegiate mock trial competition sponsored by the American Mock Trial Association. *(3 credits)*

LS 330 – Comparative Legal Systems
Prerequisite: Junior or senior standing
Survey of the legal systems of selected major foreign countries. While some attention is paid to case law, emphasis is placed on the historical, sociological, and political factors affecting the various legal systems. Comparisons with the United States laws are made. *(3 credits) Summer*

LS 340 – Law and Film
In this course we will examine the ways in which our civil and criminal justice systems are portrayed in film and whether those portrayals are helpful in "educating" the public about the police, the courts, the legal profession, and the correctional system. We will discuss a number of related themes such as concepts of "justice" as depicted in popular culture, the role of lawyers, judges and juries in the criminal justice system, the portrayal of women in the law, and films that depict the law as a vehicle for social change. *(3 credits)*

LS 345 - Legal Ethics and Professional Responsibility
This course introduces students to the study of legal ethics and the professional duties and expectations of legal professionals. Designed to prepare students to participate in undergraduate internships and/or employment in a law office (or agency) setting, the course will cover general issues of professionalism, decorum, and protocol among legal professionals. In addition, special emphasis will be placed on ensuring that students understand the importance of legal ethics and the rules governing the relationship between legal professionals and clients. Students will study the rules of professional responsibility that pertain to paralegals (and lawyers) in our state. Ethical issues are presented in real-world context. Each student will be required to learn the legal vocabulary used in ethics and use critical/analytical thinking skills. *(3 credits) Fall*

LS 350 – Law, Commerce, and the Economy
Prerequisites: PLS 100 and PLS 221
Provides an overview of business law and corporate law practice for students with a foundation in the American legal system and in contract law. Topics covered include: business organizations, internet law and e-commerce, intellectual property, negotiable instruments and baking, governmental regulation of business, and business ethics and business crimes. *(3 credits)*

LS 355 – Sports Law
This course examines the effect of the law on the sporting world, both on the national and international level. Students will be introduced to the effect of sports agents in negotiating contracts and protecting the interest of a player client, how torts and criminal law affects the sporting world, the regulation of sports through anti-trust and the use of drugs, the inequities in sports towards women and Title I, the effect of the NCAA on intercollegiate sports and the aspects of international sports and the Olympics.

LS 380 – Property Ownership and the Law
Study of the law governing the ownership of personal property, real estate, and intellectual property. Emphasis on the laws regarding the acquisition of property as well as the rights and duties that accompany property ownership in the U.S. Includes an overview of laws concerning the conveyance of property to another including probate and estate law. *(3 credits)*

LS 410 – Independent Study
Students may choose to work independently with a Legal Studies faculty member on a topic chosen by the student and the faculty member. This work may involve directed reading and weekly meetings and/or an intensive directed research project. *(3 credits) Special Offering*

LS 425 – Senior Thesis in Legal Studies
This is a capstone course for legal studies majors. Students integrate knowledge of theoretical concepts and practical application of research methods, writing for the legal professionals, and selected specialty areas in the law through assigned readings, seminar discussion, and the completion of assigned projects. Special emphasis will be placed on ethics and the rules of professional responsibility for legal professionals. As an outcome of the course students will complete a senior thesis on a topic demonstrating the interaction between the law and the student's other major or area of study in the liberal arts. *(3 credits) Spring*

LS 430 – Special Topics in Legal Studies
Study of special topics in legal studies. Topics determined by student needs and availability of appropriate instruction. *(3 credits) Special Offering*

LS 469/CJS 469– Legal Studies Practicum
Cross Listed as CJS 469
Prerequisites: LS 345 and successful completion of 60+ credits
The Legal Studies Practicum is a combined field experience and academic seminar course in which the field experience is oriented toward the

student's career and professional development, while the academic seminar provides students the opportunity to relate, in written form, their classroom work to application in the field. The LSP 469 Practicum course is required of all legal studies majors as a graduation requirement. *(3 Credits) Fall, Summer I, Summer II*

LINGUISTICS

LING 101 – Introduction to Linguistics
Required for all students with a dual major in Secondary Education/ English and Foreign Languages majors
This course is an overview of the conceptual foundations of linguistics. The course introduces students to several major areas within linguistics: phonology, morphology, syntax, semantics and pragmatics. It is appropriate for any undergraduate interested in language or its use. *(3 credits) Spring*

LING 102 – Language Acquisition
Fulfills a requirement in the in the elective category in the Modern Language major
This course acquaints students with the similarities and differences between first and second language acquisition. Students will examine critical definitions, theoretical concepts, issues and models. *(3 credits) Spring*

LING 103 – Language and Culture
Fulfills an elective requirement for Modern Language and Classics majors.
The course presents basic components of the field of language and the role(s) it plays in society and culture. The course will address the role of speech in individual, social and cultural settings. The course is taught in English. *(3 credits) Fall, Summer*

LING 301 – Roots of English
Prerequisites: A 200 Level Writing course, ENG 100; or consent of instructor
The course will follow the changes experienced by English from its roots in Anglo Saxon dialects, through its different stages of development and ending with modern British and American English. The content will include phonologicial, morphological and syntactic changes. *(3 credits) Spring*

MANAGEMENT

MGMT 200 – Management Principles
Analysis of general management, organizations, and organizational behavior. Emphasizes the manager's accountability for efficient and effective performance, which includes responsibility for making work organizations more fit for human habitation. (3 credits) Fall, Spring

MGMT 302 – Organizational Behavior
Prerequisite: MGMT 200
This course helps students to develop a better understanding of human behavior in an organizational environment. Topics will include motivation, job design, leadership and diversity management. *(3 credits) Spring*

MGMT 303 – EU and the U.S. MNCs in Emerging Markets
Cross-listed with IB 303
Prerequisite: At least second semester sophomore standing
This course covers a variety of strategic topics related to the nature of the emerging markets of Central and South American countries (e.g., Mexico, Brazil), Central and Southeast Asian countries (e.g., India, China)) and Middle Eastern countries (e.g., Turkey). The political, economic, technological and socio-cultural environments in these countries are examined in addition to the comparative advantages these countries provide for MNCs. The primary focus is the presence of multinational corporations (MNCs) of the European Union and the U.S. and their operations in these countries. The issues with regard to corporate social responsibility (CSR) and sustainability in these countries are also examined.

This course may include a week of field study in one of the studied emerging countries, which will take place during the semester in which the course is offered. *(3 credits)*

MGMT 310 – Human Resource Management
Prerequisites: MGMT 200
Introduction to the theories and practices of corporate personnel management. Topics include planning, staffing, training and development, reward systems, labor relations, personnel law, and international human-resources management. *(3 credits) Fall*

MGMT 315 – Small Business Management
Prerequisite: MGMT 200
Stresses the special problems and challenges of the small business. Examines small businesses as different from larger businesses in kind as well as degree. Explores the multiple roles of the small business manager; the challenges of growth and management transition; and practical approaches to analyzing performance and solving typical problems. *(3 credits)*

MGMT 320 – The Business and Management of Art and Culture
Cross-listed with IB 320
Markets for visual arts provide a particularly fertile ground for those concerned with the economics of culture. The study of the past and current structure of the market for visual art, the mechanisms that fuel this flourishing market and the involvement of public and private institutions in the context of the current globalization of the arts, provides significant instruments for business and marketing studies. While analyzing the economic impact of past and current art law, students will evaluate the organization of visual arts and entertainment industries both in the past and in the 'new economy' environment, which will be enriched by meetings with significant professional figures working the world of museums, foundations and international art trade. *(3 credits)*

MGMT 330 – Operations Management
Prerequisites: MGMT 200 and MATH 124 or equivalent
An introductory course examining concepts and tools for designing, controlling and improving organizational processes. Topics include process analysis, product and service development, quality management, demand and supply planning, inventory control, supply chain management, and facility planning. *(3 credits)*

MGMT 336 – Negotiations
Prerequisites: MGMT 200 and Junior Standing
This class focuses on the negotiation skills needed for managers to succeed in today's workplace, while also highlighting the relevance of negotiation concepts and techniques to situations arising in everyday life. Specifically, students are introduced to the terms, concepts and theories of negotiation, and are provided with an opportunity for substantial experiential practice through the use of role play and case study.

MGMT 340 – International Management
Prerequisite: ECON 112 and 45 credit hours earned
This course is developed to create understanding of the international business environment and the issues that could enhance not only the survival, but also the success of an enterprise in the international arena. The primary objectives in this course are to develop knowledge and understanding of the issues related to the international business environment and to provide students with the opportunity to refine this knowledge by analyzing current economic, social-cultural, technological, ethical, and political issues that can influence international companies. This course is designed to promote critical

thinking as a manager of an international enterprise through reading and mastering lecture material and exposure to cases, current articles in the business press, and participation in group projects and presentations. *(3 credits)*

MGMT 350 – Managing Workplace Diversity
Prerequisite: MGMT 200
The purpose of this course is to provide an in-depth study of what it means to work in a diverse organization. Diversity is now understood to encompass more than gender, racial and ethnic differences. Students will be exposed to perspectives of diversity in the contexts of history and sociology, The course will examine diversity at three levels: individual, group identity, and organization. *(3 credits)*

MGMT 352 – Nonprofit Management
Cross-listed with PA 352
This course provides students with an overview of the role of the non-profit sector in the United States, as well as comprehensive exposure to the various elements of managing a non-profit organization. Governance, personnel, finance, planning, and service delivery will be examined and best practices located. Students emerge from the course better able to face the challenges of working in and managing a non-profit organization. *(3 credits) Spring*

MGMT 355 – International Organizational Behavior
Prerequisite: MGMT 200
This course involves the study of organizational behavior in the context of understanding multicultural and international influences on those behaviors. A goal of the course is to develop an increased self-awareness of our cultural conditioning, individual biases and assumptions, and to understand the implications that have on our business interactions with people who are different from us. Students will acquire some basic knowledge and skills needed to management effectively in other cultures, and well as familiarity with the types of situations and issues managers often confront when working internationally. *(3 credits)*

MGMT 360 – Leadership
Prerequisite: MGMT 200
Examination of theory, research, and application of leadership in organizational settings. This course helps students to acquire the skills, and an understanding of the background of the skills, that are the most effective in succeeding in leadership situations. The course is taught with a concerted effort to separate the leadership research from leadership opinion in the popular press. Class time is spent reviewing leadership research and how it can be applied in leadership situations, and gaining a better understanding of the many maxims on leadership in the popular press. Class discussions, role-playing, current newspaper articles, exercises, and a team project are used to convey the material. *(3 credits)*

MGMT 429 – Community Partnerships Center Management Studies
This course involves a project selected by the Community Partnerships Center and the Business School Dean as a Management project. The students will work with a professor and possibly students from other disciplines to fulfill a task requested by a regional company, organization, or governmental unit. Specific project details vary and will be announced prior to preregistration for each semester. *(3 credits)*

MGMT 430 – Special Topics in Management
Prerequisite: Consent of instructor
Selected topics provide study in areas chosen by students in consultation with faculty. Provides an advanced level of course work or research in management. *(3 credits) Special Offering*

MGMT 439 – Management Planning Seminar
Prerequisites: MGMT 200, three upper-level (300-400) Management courses, and senior standing
In this course, students select a business to create/and/or start. Collection of data through primary and secondary research sources will assist students in the development of a business plan along with an understanding of the sociological, technological, managerial and other environmental trends that will shape the practice of management in the 21st century. This course involves spending a significant amount of time in the business environment. Contact with members of the business community is highly encouraged. The final product of the class will be a professional business plan and its presentation. *(3 credits)*

MGMT 450 – Multinational Corporations
Cross-listed with IB 450
Prerequisites: Senior standing
The European Union and the U.S. are homes to many of the world's largest multinational corporations (MNCs), in industry sectors such as auto, petroleum, pharmaceutical and food and beverages. This course explores the operating environment of the European Union and U.S. MNCs, highlights their competitive strategies and examines the key success factors of the studied industries. In addition, the course investigates the sustainability and corporate social responsibility strategies of these corporations. Furthermore, different strategies for the long-term success of these companies with respect to sustainable management of internal and external resources are studied. *(3 credits)*

MGMT 469 – Management COOP
Prerequisites: Junior standing and consent of instructor
This course provides academic credit for a supervised professional experience in a field related to business management. *(3 credits) By arrangement*

MGMT 499 – Business Policy
Prerequisite: Senior Standing. All Business Core courses completed.
Business Policy is the capstone, integrative course for graduating business students. This course describes and analyzes strategic management processes, including the micro- and macro-environments, strategic decision-making, implementation, and performance evaluation components. Global challenges and their impact on a variety of organizations are explored. *(3 credits) Fall, Spring*

MARKETING

MRKT 200 – Marketing Principles
Examines marketing as a dynamic segment of business administration. Emphasizes basic problems and practices in marketing management. Develops an understanding and feel for the decision-making and problem-solving role of the marketing manager. *(3 credits) Fall, Spring*

MRKT 301 – Advertising Principles
Prerequisite: MRKT 200
Comprehensive survey of the role and importance of advertising. Offers a non-technical look at the management, planning, creation, and use of advertising. Examines a complete integrated marketing communications campaign, including media selection plans. *(3 credits) Fall, Spring*

MRKT 302 – Advertising Campaigns
Prerequisite: MRKT 301
Builds knowledge of creative advertising. An applied marketing course in which students create complete integrated marketing communications campaigns, including the preparation of original advertisements. *(3 credits) Spring*

MRKT 305 – Marketing Research
Prerequisite: MRKT 200
Examines the nature and scope of fundamental marketing research as part of the problem-solving and decision-making process of the marketing manager. Includes problem-defining and data-gathering techniques, data analysis, interpretation, and utilization. *(3 credits) Fall*

MRKT 315 – Qualitative Marketing Research
Prerequisite: MRKT 200
Examines qualitative research techniques employed by marketers today. The course will acquaint students with methods for qualitative research design, data collection and analysis, interpretation and utilization. The course will also explore the philosophical and procedural differences between qualitative and quantitative approaches to marketing research. *(3 credits) Spring*

MRKT 320 – Sales Management
Prerequisite: MRKT 200
Focuses on the planning, organization. development, and management of the field sales force. Emphasizes techniques for recruiting, selecting, and training an outside sales force. Introduces salesmanship principles. Case studies are used. *(3 credits) Spring*

MRKT 330 – Retail Management
Prerequisite: MRKT 200
Investigates strategies that can be applied to analyzing and solving retail problems. Focuses on understanding how organizations adapt their strategies to changes in the retail industry, whether they operate via traditional retail outlets and/or electronic commerce. *(3 credits) Fall*

MRKT 335 – Consumer Behavior
Prerequisite: MRKT 200
Comprehensive course designed to equip marketing students with a pragmatic understanding and appreciation of the intricacies of consumer behavior. Investigates what consumer behavior is, how and why it developed, and how consumer behavior findings provide the conceptual framework and strategic direction for marketing practitioners. *(3 credits) Fall, Spring*

MRKT 340 – International Marketing
Prerequisite: MRKT 200
Examines the cultural context of international marketing. Introduces students to the approaches used by global organizations to identify and understand markets and develop successful product, promotion, pricing, and distribution strategies. *(3 credits) Fall*

MRKT 360 – Marketing on the Web
Cross-listed with CIS 360
Prerequisites: MRKT 200 and CIS 206 (CIS 206 may be taken concurrently)
Examines how the Internet is altering the exchange of goods and services between buyers and sellers. Investigates the role of the Internet as an integral element of marketing strategies, incorporating a critical evaluation of electronic commerce strategies. As students create their web site(s) they study, experiment with, and discover the elements of effective business web site design, the principles of marketing research on the web, and methods of implementing marketing communications strategies via the web. Offered in a hands-on computer classroom. *(3 credits) Spring*

MRKT 370 – Sports Marketing Principles
Prerequisite: MRKT 200
The course covers the essentials of effective sports marketing in the context of the characteristics that make sport unique from other industries; consumer allegiance to sport properties and merchandise, an sponsorship as a dominant form of promotion. The course further covers principles of research, segmentation, product development, pricing and communication channels such as advertising promotions, and of course sponsorship. *(3 credits) Fall, Spring*

MRKT 401 – Advertising Campaigns Research
Prerequisites: Consent of instructor
The course provides an introduction to conducting both quantitative and qualitative research to support advertising and marketing decisions. The course also addresses how to use the research results to develop consumer and creative insights – and then translate those insights into positioning and other strategic elements to support strategic campaign decisions. Students will conduct research and develop a strategic brief for a client. Admission is by permission of instructor to ensure a variety of backgrounds appropriate to the client and research. Students successfully completing this class will be given preference for admission to MRKT 402 in the spring semester. *(3 credits) Fall*

MRKT 402 – Advertising Campaigns Practicum
Prerequisites: Consent of instructor
This course offers an opportunity to integrate learning from previous courses that can be applied to the development of the National Student Advertising Competition (NSAC) project. Students work in teams to approach marketing challenges. Through this combination of experiential and applied learning students prepare a complete marketing and advertising campaign (plans book and presentation) that allows the team to compete with other universities at district and national competitions. Admission is by permission of instructor to ensure a variety of backgrounds appropriate to the client and research. The course functions as a capstone course for marketing majors and the follow-on course for students having taken MRKT 401 in the fall. The trans-disciplinary nature of the course, however, makes it appropriate for students from other disciplines as well, such as graphic design, web development, performing arts, digital journalism, public relations, and global communication. *(3 credits) Spring*

MRKT 420 – Marketing Seminar
Prerequisite: Senior standing
A summary course covering all aspects of marketing. Special emphasis on the decision-making activities of a firm's marketing manager. Uses a computerized decision-making simulation in marketing management. *(3 credits) Spring*

MRKT 429 – Community Partnerships Center Marketing Studies
This course involves a project selected by the Community Partnerships Center and the Business School Dean as a Marketing project. The students will work with a professor and possibly students from other disciplines to fulfill a task requested by a regional company, organization, or governmental unit. Specific project details vary and will be announced prior to preregistration for each semester. *(3 credits)*

MRKT 430 – Special Topics in Marketing
Prerequisite: Consent of instructor
Selected topics provide study in areas chosen by students in consultation with faculty. Provides an advanced level of course work or research in marketing. *(Special Topics courses may be repeated for additional academic credit.) (3 credits) Special offering*

MRKT 469 – Marketing COOP
Prerequisites: Junior standing and consent of instructor
This course provides academic credit for a supervised professional experience in a field related to marketing. *(1-3 credits) By arrangement*

MATHEMATICS

MATH 110 – Mathematics in the Modern World
Fulfills the University Core Curriculum requirement in mathematics
Survey of mathematics designed for students who are majoring in non-technical areas. Topics may include problem-solving techniques, an introduction to statistical methods, and an introduction to the mathematics of finance. *(3 credits) Fall, Spring*

MATH 115 – Mathematics for Elementary Education I
Fulfills the University Core Curriculum requirement in mathematics
Looks at mathematical topics necessary for elementary school teachers and helps students develop an adult perspective on the mathematics they will have to teach. Covers concepts in problem solving, sets and whole numbers, numeration, number theory, integers, fractions, decimals, proportional reasoning and statistics. *(3 credits) Fall, Spring*

MATH 116 – Mathematics for Elementary Education II
Fulfills the University Core Curriculum requirement in mathematics
This course looks at mathematical topics necessary for elementary school teachers and helps students develop an adult perspective on the mathematics that they will have to teach. Covers concepts in probability, algebraic reasoning, geometric figures, measurement, geometric transformations, congruence and similarity. *(3 credits) Fall, Spring*

MATH 117 – College Algebra
Fulfills the University Core Curriculum requirement in mathematics
Prerequisite: Placement by examination
Covers linear and quadratic equations and inequalities, systems of linear equations, polynomials and rational expressions, partial fractions, exponents and radicals, and introduces linear, quadratic, rational, exponential and logarithmic functions. *(3 credits) Fall, Spring*

MATH 124 – Basic Statistics
Fulfills the University Core Curriculum requirement in mathematics
Emphasizes descriptive statistics, probability, estimation, hypothesis testing, regression and correlation. *(3 credits) Fall, Spring*

MATH 136 – Precalculus
Fulfills the University Core Curriculum requirement in mathematics
Prerequisite: Successful completion (C- or higher) of MATH 117 or placement by examination
The focus of this course is on functions, which are of central importance in Calculus. Topics include definitions, properties, and applications of algebraic, inverse, exponential, logarithmic and trigonometric functions. *(4 credits) Fall, Spring*

MATH 141 – Finite Mathematics
Fulfills the University Core Curriculum Requirement in mathematics
This course is primarily designed for business majors and focuses on building algebraic skills while emphasizing applications, models, and decision-making from business and the social sciences. Topics include linear equations, functions, mathematics of finance, systems of linear equations, matrices, linear inequalities and linear programming. *(3 credits) Fall, Spring*

MATH 207 – Applied Calculus
Prerequisite: Successful completion (C- or higher) of MATH 136 – Precalculus, or placement by examination.
This course covers fundamental notions of differentiation and integration of algebraic, exponential and logarithmic functions, with problems drawn from principally from business situations. Topics include optimization, related rates, and simple applications and methods of integration. While covering traditional analytic methods, this course also emphasizes graphical and numerical approaches. This course may not be taken for credit by mathematics majors, minors or core concentrators. No credit will be given to students who have previously received credit for MATH 213. *(3 credits) Fall*

MATH 213 – Calculus I and Lab
Fulfills a course requirement in the Mathematics Core Concentration
Fulfills the University Core Curriculum requirement in mathematics
Prerequisite: Successful completion (C- or better) of MATH 136 or placement by examination
Covers the differential calculus of a single variable and introduces integration. Topics include limits and continuity, differentiation of algebraic and transcendental functions, applications of derivatives to rates of change, optimization, and curve sketching, and the Fundamental Theorem. The laboratory component involves use of computer algebra software. *(4 credits) Fall, Spring*

MATH 214 – Calculus II and Lab
Fulfills a course requirement in the Mathematics Core Concentration
Fulfills the University Core Curriculum requirement in mathematics
Prerequisite: Successful completion (C- or higher) of MATH 213
Covers the integral calculus of algebraic and transcendental functions and its applications. Topics include elementary differential equations, computation of areas, volumes, work and other physical quantities, integration techniques, improper integrals, and infinite series. The laboratory component Involves use of computer algebra software. *(4 credits) Fall, Spring*

MATH 218 – Applied Calculus for Life Sciences
Prerequisite: Successful completion (C- or higher) of MATH 213.
(A student cannot receive credit for both this course and MATH 214)
This course covers core concepts of integral calculus, important notions of linear algebra and multivariable calculus. It strongly emphasizes their applications to life sciences. Topics include techniques of integration, differential equations, matrix algebra, eigenvalues and eigenvectors, stability of equilibrium points and mathematical models such as the predator-prey, Leslie and microbial growth models. *(3 credits) Fall, Spring*

MATH 221 – Discrete Mathematics
Fulfills a course requirement in the Mathematics Core Concentration
Fulfills the University Core Curriculum requirement in mathematics
Prerequisite: Successful completion (C- or higher) of MATH 136 or placement by examination
Focuses on concepts and techniques in mathematics that play a fundamental role in the study of computer science. Sets, functions and relations, algorithms, proof by induction, recursive functions, and elementary combinatory and graph theory are studied. (4 credits) Fall

MATH/BIO 250 – Introduction to Biostatistics
Cross-listed with BIO 250
Fulfills the statistics requirement for the Biology, Marine Biology and Environmental Science Majors
Prerequisites: MATH 136, BIO 104 and sophomore standing or consent of instructor
The course is a team-taught introductory course in statistics with applications to biological problems. Students will learn statistical concepts and the technical details behind those concepts as well as when and how to apply particular procedures. This class is a mix of theoretical understanding of statistical principles and problem application using statistical software. Particular topics include the following: Measures of the central tendency and of dispersion and variability, hypothesis testing, Analysis of Variance and linear, multiple and polynomial regression. *(3 credits) Fall*

MATH 255 – Introduction to Mathematical Software
Fulfills and elective requirement in the mathematics major, minor, or core concentration
Prerequisite: Successful completion (C- or higher) of MATH 213
This course shows students how to use specialized software for mathematical and scientific problem solving, exploration, and visualization. Students will learn how to take advantage of the capabilities of free, open source mathematical software in a variety of mathematical and modeling situations. *(3 credits) Spring*

MATH 301 – Linear Programming
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 213; or consent of instructor
Presents matrices, systems of linear equations, linear programming problems (diet, work scheduling, transportation, assignment and transshipment), the simplex algorithm, and dual linear programming problems. *(3 credits) Alternate Spring*

MATH 305 – Mathematical Modeling
Fulfills a course requirement in the mathematics majors, mathematics minors and Mathematics Core Concentration
Fulfills the University Core Curriculum requirement in mathematics
Prerequisite: Successful completion (C- or higher) of MATH 214 or 218; or permission of instructor
Mathematical modeling is a powerful tool that helps us understand a plethora of phenomena in various disciplines such as mathematical sciences, operation research, biology and engineering. The emphasis of this course is on applications to real-world problems. Both discrete and continuous modeling will be covered. Topics include modeling change (with difference equations), model fitting (least squares), optimization of discrete models and modeling with differential equations. *(3 credits) Fall*

MATH 315 – Probability and Statistics
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisite: Successful completion (C- or higher) of MATH 214; or consent of instructor
Emphasizes probability, probability density functions, distributions, statistical inferences and estimation, correlation, and regression. *(3 credits) Fall, Spring*

MATH 317 – Differential Equations
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisite: Successful completion (C- or higher) of MATH 214; or consent of instructor
Studies methods of solution of ordinary differential equations with applications in science and engineering. Extensive use is made of the method of Laplace transforms. *(3 credits) Fall, Spring*

MATH 330 – Engineering Mathematics
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 317; or consent of instructor
This is a course in mathematical methods for students majoring in engineering. Topics to be discussed include: vector calculus, the theorems of Green, Gauss and Stokes, power series, Fourier series and orthogonal polynomials. *(3 credits) Fall*

MATH 331 – Linear Algebra
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisite: Successful completion (C- or higher) of MATH 213; or consent of instructor
Presents matrices, determinants, vector spaces, linear transformations, eigenvectors and eigenvalues, diagonalization, solution of systems of linear equations by the Gauss-Jordan method, and applications. Completion of MATH 231 – Introduction to Mathematical Reasoning is recommended. *(3 credits) Spring*

MATH 335 – Topics for Secondary Mathematics Education
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 214 and MATH 221; or consent of instructor
Focuses on two areas of mathematics required for secondary mathematics education: number theory and geometry. Number theory topics to include: divisibility, primes, congruencies, perfect numbers and the Fibonacci numbers. Geometry topics to include a review of Euclidean geometry, transformation geometry, and an introduction to several non-Euclidean topics: neutral geometry, Bolyai-Lobachevskian geometry, and Riemannian geometry. *(3 credits) Alternate Fall*

MATH 340 – The History of Mathematics
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 214 and MATH 221; or consent of instructor
An introduction to the history of mathematics, focusing on the origins and development of algebra, geometry, trigonometry, and/or calculus. Includes the study of mathematical problems associated with the historical topics. *(3 credits) Alternate Fall*

MATH 342 – Numerical Analysis
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 214 and either CS 111 or MATH 317; or consent of instructor
Emphasizes iterative solution of linear and non-linear equations, numerical solution of linear systems, interpolation polynomials, curve-fitting, numerical differentiation, numerical integration, numerical solution of ordinary differential equations, and consideration of error estimations. *(3 credits) Alternate Spring*

MATH 351 – Calculus of Several Variables
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisite: Successful completion (C- or higher) of MATH 214; or consent of instructor
Introduces functions of several variables including partial differentiation ;multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. *(4 credits) Alternate Fall*

MATH 370 – Advanced Calculus for the Physical Sciences
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisite: Successful completion (C- or higher) of MATH 214; or consent of instructor
Designed to develop a basic competence/maturity in each of many areas of mathematics needed in junior and senior level courses in mathematics, biology, chemistry and engineering. The focal objective of the course is to train the students to formulate physical phenomena in mathematical language. Topics include complex variables, matrix algebra, Fourier series, and partial differential equations. *(3 credits) Alternate Spring*

MATH 371 – Real Analysis
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 221 and 351; or consent of instructor
In the 19th century, mathematicians from Cauchy to Cantor created a foundation for calculus which was as rigorous as the foundations of the other branches of mathematics. Topics include: definitions of convergence, continuity, differentiability, and integrability; the Intermediate, Maximum-Minimum, and Mean Value Theorems; Taylor's Theorem and power series; uniform and pointwise convergence. *(3 credits) Alternate Spring*

MATH 381 – Complex Analysis
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 351; or consent of instructor
Emphasizes functions of one complex variable including the Cauchy-Riemann equations, contour integration, Cauchy integral formulas, the Residue Theorem, series representation, and mapping theorems. *(3 credits) Alternate Spring*

MATH 390 – Abstract Algebra
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisite: Successful completion (C- or higher) of MATH 221; or consent of instructor
Focuses on groups, rings, and their homomorphism's. Topics include subgroups and quotient groups, group actions, ideals, quotient rings, Euclidean and principal ideal domains, and factorization. *(3 credits) Alternate Fall*

MATH 421 – Problem Seminar
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 331, 351, and 390; or consent of instructor
Designed to enhance students' mathematical maturity as they work to solve specifically chosen mathematical problems. *(3 credits) Alternate Spring*

MATH 431 – Special Topics
Fulfills a course requirement in the Mathematics Core Concentration
Prerequisites: Successful completion (C- or higher) of MATH 221, 351, and 390; or consent of instructor
A variable content course, offered periodically when there is sufficient interest among students for in-depth coverage of a topic which is not included among the standard mathematics offerings. Possible topics include topology, number theory, or geometry. *(3 credits) Special Offering*

MATH 450 – Research in the Mathematical Sciences
Prerequisite: Prior departmental approval of a research proposal, 3.3 GPA or permission of the department
This course serves as a capstone experience for outstanding students in the major. Working closely with a full time faculty mentor, students engage in research on a topic of choice. The culmination of the course is a formal written thesis and a public oral presentation. *(1-3 credits) Fall, Spring*

MATH 451 – Senior Thesis
Prerequisite: Prior departmental approval of a research proposal, 3.3 GPA or permission of the department, and MATH 450
Students actively participate in mathematical investigation and exposition, working in conjunction with a math faculty member on research questions. Review of relevant literature and research methods will be incorporated. Students are required to present their findings both in writing (consistent with the standards of the discipline) and in public presentations. Topics vary by instructor. *(3 credits) Fall, Spring*

MILITARY SCIENCE

MS 101 – Introduction to ROTC and the U.S. Army I
Introductory course to the Army Reserve Officer Training Corps. Organization and mission of the U.S. Army, leadership principles, and general military skills. *(1 credit) Fall*

MS 102 – Introduction to ROTC and the U.S. Army II
Prerequisite: MS 101
Introductory course to the Army Reserve Officer Training Corps and the U.S. Army. Leadership and general military skills. Expands upon skills acquired in MS 101. *(1 credit) Spring*

MS 201 – Military Skills I
Prerequisite: MS 102
Introduction to basic military skills. Focuses on leadership, tactical skills, and the use of military equipment. Expands upon skills learned in MS 102. *(3 credits) Fall*

MS 202 – Military Skills II
Prerequisite: MS 201
Introduction to basic military skills. Focuses on leadership, tactical skills, and the use of military equipment. Expands upon skills learned in MS 201. *(3 credits) Spring*

MS 301 – Small Unit Leadership and Operations I
Prerequisite: MS 202
Advanced course: Application of Army leadership, planning, small unit tactics, advanced map reading and land navigation, and physical fitness. The purpose of this course is to prepare contracted cadets for the Army's National Advanced Leadership Camp and commissioning as U.S. Army Officers. Expands upon skills learned in MS 202. *(3 credits) Fall*

MS 302 – Small Unit Leadership and Operations II
Prerequisite: MS 301
Advanced course: Application of Army leadership, planning, small unit tactics, advanced map reading and land navigation, and physical fitness. The purpose of this course is to prepare contracted cadets for the Army's National Advanced Leadership Camp and commissioning as U.S. Army Officers. Expands upon skills learned in MS 301. *(3 credits) Spring*

MS 401 – Introduction to ROTC and the U.S. Army II
Prerequisite: MS 302
Advanced course: Military law, the profession of arms, obligations and responsibilities of an Army Officer, staff procedures, administration, training and logistics management, national defense structure, and current defense trends related to world events. The course is designed to prepare contracted cadets for commissioning as U.S. Army Officers. Expands upon skills learned in MS 302. *(3 credits) Fall*

MS 402 – Advanced Leadership and Management II
Prerequisite: MS 401
Advanced course: Military law, the profession of arms, obligations and responsibilities of an Army Officer, staff procedures, administration, training and logistics management, national defense structure, and current defense trends related to world events. The course is designed to prepare contracted cadets for commissioning us U.S. Army Officers. Expands upon skills learned in MS 401. *(3 credits) Spring*

MUSIC

MUSIC 131 – Piano Lessons – Non Majors/Non Minors Only
Weekly private piano lesson instruction (50 minutes) may be repeated. Lab fee required. *(1 credit Pass/Fail) Fall, Spring*

MUSIC 132 – Guitar Lessons – Non Majors/Non Minors Only
Weekly private guitar lesson instruction (50 minutes) may be repeated. Lab fee required. *(1 credit Pass/Fail) Fall, Spring*

MUSIC 133 – Voice Lessons – Non Majors/Non Minors Only
Weekly private voice lesson instruction (50 minutes) may be repeated. Lab fee required. *(1 credit Pass/Fail) Fall, Spring*

MUSIC 134 - Music Composition Lessons: Non-Majors/Non-Minors Only
Pre-requisite MUSIC 170 or permission of instructor.
Weekly private composition instruction (50 minutes) may be repeated. Lab fee required. (1 credit Pass/Fail) Fall, Spring

MUSIC 139 – Other Instrument Lessons – Non Majors/Non Minors Only
Weekly private lesson instruction in a variety of the other instruments (50 minutes) may be repeated. Lab fee required. *(1 credit Pass/Fail) Fall, Spring*

MUSIC 141 – Chorus
Performing ensemble designed to develop choral singing skills and to perform literature from the Renaissance to the 20th Century. The Chorus is open, without auditions, to the entire University community and to the community at large. Chorus is also listed as an evening course. Students may register and receive 1 credit per semester: may be repeated. *(1 credit) Fall, Spring*

MUSIC 151 – Instrumental Ensemble
Instrumental performing ensemble designed to develop musical skills and appreciation, and to perform music in a variety of styles. The Instrumental Ensemble is open to all students, the University community, and the community at large who have had experience playing an instrument and would like to explore our rich musical cultures. *Students registered for the Instrumental Ensemble receive 1 credit per semester: may be repeated. (1 credit) Fall, Spring*

MUSIC 152 – Digital Music Ensemble
In this course we will form a digital music ensemble for live performance using a variety of tools including laptops, tablets, phones, and other electronic devices as available (including, but not limited to MIDI keyboards, wind controllers, and video game consoles). Integration of electronic instruments with acoustic instruments will also be explored. Students will work on various pieces in small and large groups depending on the total size of the ensemble, covering a variety of styles, including newly composed music and improvisation. Emphasis will be placed on constructive listening and critical evaluation. The ensemble will perform at least one public concert during the term. The course must be taken twice to fulfill the ensemble requirement of the music major under the music technology track. *(1 credit) Fall, Spring*

MUSIC 161 – The Art of Rock and Roll
Fulfills a requirement for the Music Minor and Core Concentration.
This course explores the history, music, and cultural impact of rock and roll from the 1940s to the present. It involves the student in critical listening and analysis of the fundamental elements of music and technology used in the changing styles of rock and roll. *(3 credits) Fall, Spring*

MUSIC 170 – Basic Musicianship
Fulfills a requirement for the Music Minor and Core Concentration
Note: This course is also a Prerequisite for the Music Major.
This course explores the study of notation, intervals, scales, rhythmic skills, ear training, and other fundamentals of music theory. *(3 credits) Fall*

MUSIC 171 – Basic Musicianship for Elementary Education and Lab
This course is restricted to Elementary Education majors only
It does not fulfill the requirements for the Music Major, Minor and Core Concentration
This course explores the study of notation, intervals, scales, rhythmic skills and ear training. Additional activities are directed toward incorporating music into the elementary classroom. *(3 credits) Fall, Spring*

MUSIC 211 – Evolution of Musical Style
Prerequisite: MUSIC 161 or permission of the instructor
Fulfills a requirement for the Music Major, Minor and Core Concentration
This course will examine the evolution of Western fine art music from the Middle Ages to the present day. Major historical style periods will be discussed with an emphasis on changes in form, instrumentation, and performance style. *(3 credits) Fall*

MUSIC 212 – Great Personalities in Music
Fulfills a requirement for the Music Major, Minor and Core Concentration
Examines the human experience and creative process in music through an historical examination of the lives and work of some of the great composers and performers of Western culture. The influences of era, social context, and life experience on the artist, as well as the artist's influence on others, will be considered. *(3 credits) Spring*

MUSIC 213 – Music of the 20th Century and Beyond
Fulfills a requirement for Track 2 of the Music Major
This course explores music in the Western tradition during the 20th Century extending to the present day. Trends in art and literature, including the rise of popular culture, modernism, and post-modernism, will be examined as they connect to music. Special emphasis will be given to the use and impact of technology, such as electronics and computers, on music. *(3 credits) Spring*

MUSIC 220 – Introduction to Electronic, Digital, and Computer Music
Fulfills a requirement for Track 2 of the Music Major
An introductory course on using computers and electronic tools for music making. The course covers fundamental electronic and computer music concepts including analog and digital sound synthesis techniques, signal processing, MIDI and computer music programming, the properties of sound, and an overview of acoustics and psycho-acoustics. An emphasis is placed on creative hands-on experience explored through exercises and projects. *(3 credits) Fall, Spring*

MUSIC 231 – Piano Lessons – Majors/Minors Only
Weekly piano instruction (50 minutes) Students perform for a faculty jury at the end of each semester: may be repeated. *(1 credit) Fall, Spring*

MUSIC 232 – Guitar Lessons – Majors/Minors Only
Weekly guitar instruction (50 minutes). Students perform for a faculty jury at the end of each semester: may be repeated. *(1 credit) Fall, Spring*

MUSIC 233 – Voice Lessons – Majors/Minors Only
Weekly voice instruction (50 minutes) Students perform for a faculty jury at the end of each semester: may be repeated. *(1 credit) Fall, Spring*

MUSIC 234 – Music Composition Lessons: Majors/Minors Only
Pre-requisite MUSIC 170 or permission of instructor
Weekly composition instruction (50 minutes). Students will have a portfolio review and/or performance for a faculty jury at the end of each semester: may be repeated. *(1 credit) Fall, Spring*

MUSIC 239 – Other Instrument Lessons – Majors/Minors Only
Weekly private instruction in a variety of other instruments (50 minutes). Students perform for a faculty jury at the end of each semester: may be repeated. Lab fee required for off-campus lessons. *(1 credit) Fall, Spring*

MUSIC 261 – Jazz Styles and History
This course offers a comprehensive study, through a critical listening approach, of stylistic trends in jazz from the early 20th century to the present day. Particular attention will be paid to the post-1945 development of jazz, including the modal, bop, hard-bop, cool, and jazz-rock fusion styles. *(3 credits) Fall, Spring, Summer*

MUSIC 270 – Music Theory and Composition I
Fulfills a requirement of the Music Major
Prerequisites: Music 170, test out, or consent of instructor
Co-Requisite MUSIC 271
Focuses on the study of the melodic composition and harmonic compositional techniques in two parts (counterpoint). Also included are skill elements in rhythm, ear training and keyboard. *(3 credits) Spring*

MUSIC 271 – Aural Skills I
Co-requisite MUSIC 270
Fulfills a requirement of the Music Major
A lab for sight-singing, ear-training, and musicianship at the theory I level. *(Pass/Fail 1 credit) Spring*

MUSIC 299 – Special Topics in Music
This course is a variable topics course indicated by the current course schedule. Typical areas of study might be (but not limited to) selected periods of music within the Western Classical tradition, or some other areas of music related study. By its very nature, this course will be more focused than other 200 level courses. *(3 credits)*

MUSIC 310 – Music in the USA
Prerequisite: Music 161 or consent of the instructor
Fulfills a requirement of the Music Major
A look at America's musical melting pot from colonial times to the present, and the development of significant North American music styles, including ragtime, gospel, jazz, musical theater, country music, blues, rock, and classical. Examines questions of how and why America's music developed, its international roots, and what constitutes American style. One of the "World Culture Through Music" courses. *(3 credits) Alternate Years*

MUSIC 311 – Music of Latin America & Caribbean
Prerequisite: Music 161 or consent of the instructor
Fulfills a requirement of the Music Major
This course presents an overview of Latin American music, with particular focus on Brazil, Cuba, Jamaica, Argentina, the Andes, and Mexico. Popular music styles of the 19th and 20th centuries, and national rock styles post-1970 will be presented. Investigates the musical elements of Latin American music and how they reflect Latino culture. One of the "World Culture Through Music" courses. *(3 credits) Alternate Years*

MUSIC 312 – Music of China & Japan
Fulfills a requirement of the Music Major
Explores the history and cultures of China & Japan with a primary focus on the place of music in society. Areas of focus will include art music as well as the function of music within various religious traditions. Activities will include a great deal of listening as well as elements of research. One of the "World Culture Through Music" courses. *(3 credits) Alternate Years*

MUSIC 313 – Music of India and Middle East
Fulfills a requirement of the Music Major
Explores the history and cultures of India and the Middle East with a primary focus on the place of music in society. Areas of focus will include art music as well as the function of music within various religious traditions. Activities will include a great deal of listening as well as elements of research. One of the "World Culture Through Music" courses. *(3 credits) Alternate Years*

MUSIC 314 – Music of Indigenous Peoples
Fulfills a requirement of the Music Major
Explores the place of music in various indigenous cultures around the world. These may include Sub-Saharan African, Native American, Australian Aboriginal, Ainu, Inuit, Romani, and/or other cultures. Units focus on specific peoples and practices chosen to explore the various functions of music in society: spiritual, ceremonial, storytelling, dance, entertainment, and more. Activities will include a great deal of listening as well as elements of research. One of the "World Culture Through Music" courses. *(3 credits) Alternate years*

MUSIC 320 – Electronic and Computer Music I
Fulfills a requirement for Track 2 of the Music Major
This course builds on the fundamentals established in MUSIC 220. Topics include working with Digital Audio Workstations (DAW), live performance applications, and an introduction to computer music programming using the Max/MSP/Jitter platform. *(3 credits) Spring*

MUSIC 370 – Music Theory & Composition II
Prerequisite: Music 270
Co-requisite MUSIC 371
Fulfills a requirement of the Music Major
Continues the study of melodic and harmonic 2 part compositional techniques as well as 3 part and song writing techniques. Also included are skill elements in rhythm, ear training and keyboard. *(3 credits) Fall*

MUSIC 371 – Aural Skills II
Prerequisite MUSIC 271
Co-requisite MUSIC 370
Fulfills a requirement of the Music Major
A lab for sight-singing, ear-training, and musicianship at the theory II level. *(Pass/Fail 1 credit) Fall*

MUSIC 420 – Electronic and Computer Music II
Prerequisite MUSIC 320
Fulfills a requirement for Track 2 of the Music Major
A continuation of MUSIC 320, this course explores advanced electronic and computer concepts and techniques. Topics will include computer music programming, stochastic and algorithmic computer assisted composition, circuit bending, and the aesthetics and construction of sound-art installations. *(3 credits) Fall*

MUSIC 430 – Special Topics in Music
Prerequisite: Junior or senior standing
Investigates the various social and cultural forces which have shaped the personalities and the music of some of the important composers of European, American, and non-Western music. Sections focus on one of these three areas; focus is noted in the section listing. *(3 credits) Fall, Spring*

MUSIC 460 – Music Internship
Prerequisites: successful completion ("C" or higher) of Music 470 & at least 2 of the "World Culture Through Music" courses (Music. 310, 311, 312 313)
In the second semester of the senior year, each student will complete Music 460 or Music 480. Music 460 consists of an internship with some outside organization, most typically a recording studio. This internship is designed to give practical hands-on experience in some area of the music business or other professional area in music. All internships must be approved, and an advisor selected by the end of the junior year. *(3 credits) Spring*

MUSIC 470 – Music Theory & Composition III
Prerequisite: Music 370
Co-Requisite MUSIC 471
Fulfills a requirement of the Music Major
Continues the study of contrapuntal techniques as well exploring a variety of other compositional formats. Also included are skill elements in rhythm and ear training. *(3 credits) Spring*

MUSIC 471 – Aural Skills III
Prerequisite: MUSIC 371
Co-Requisite MUSIC 470
Fulfills a requirement of the Music Major
A lab for sight-singing, ear-training, and musicianship at the theory III level. *(Pass/Fail 1 credit) Spring*

MUSIC 480 – Written Thesis, Composition or Recital
Prerequisite: Successful completion ("C" or higher) of the Music Theory and World Culture Through Music sequences
All final projects must be approved, and an advisor selected by the end of the Junior year
In the second semester of the senior year, each student will complete Music 460 or Music 480. Music 480 is a substantial final project which might consist of a thesis, a music composition (at least 5 minutes in length), or a half Recital (approximately 30 minutes in length). Throughout this process, tutorials are scheduled regularly. *(3 credits) Fall, Spring*

PARALEGAL STUDIES

PLS 100 – Introduction to Law and Legal Studies
Introduction to the law and the American legal system. Includes an introduction to legal research, legal writing and analysis, communication skills, law office administration, and legal and professional ethics. Basic concepts of substantive and procedural law, legal terminology, the functions of the courts and the role of attorneys, paralegals and other legal professional, will be stressed. *(3 credits) Fall*

PLS 101 – Criminal Law for the Paralegal
(Students majoring in Criminal Justice are not permitted to register for this course.)
Analysis of substantive criminal law, federal and state, with emphasis on background of the common law. Includes discussion of general principles of criminal law such as the extent to which the law attributes criminality to acts or omissions; criminal intent; conspiracy; infancy; insanity; drunkenness; special defenses; entrapment, mistake, and ignorance; and specific offenses such as offenses against the person, habitation, property, public peace, and morality. *(3 credits) Spring (Offered for School of Continuing Studies students only.)*

PLS 110 – Emerging Technologies in the Legal Environment
Hands-on experience using standard computer software packages to perform operations, including form letters and legal documents; and spreadsheet applications that will encompass accounting principles as experienced in the legal environment. Stresses the importance of timekeeping, billing, and docket control. Use of the Internet and computer software packages to perform litigation support, investigations, and legal research. *(3 credits) Fall, Spring*

PLS 120 – Law in Contemporary Society
Emphasizes comprehensive understanding of the role of law in today's world, including an overview of American legal institutions, federal, state, and local; the fundamental distinctions between civil and criminal law, common law and statutory law, substantive and procedural law, trial and appellate courts; quasi-judicial agencies and administrative law, current sources of law, and the U.S. Constitution. *(3 credits) Fall, Spring*

PLS 200 – Environmental Law
Analysis and overview of the major federal laws pertaining to environmental protection. Stress full understanding of the reasons and the substance of the Federal Water Pollution Control Act of 1972, the Federal Clean Air Act, and the National Environmental Policy Act. Also provides an opportunity for analysis of the functions of the Environmental Protection Agency. *(3 credits) Alternate Spring*

PLS 210 – Legal Research & Writing
Prerequisites: Successful completion (C- or higher) of Expository Writing
Integrates the "how to" procedural aspects of legal research with the bibliographic knowledge necessary for effective research. Introduction includes: use of all primary legal sources, including cases, constitutions and statutes, and administrative rules and regulations, as well as texts and treatises, encyclopedias, law journals, and other secondary sources; "hands-on" use of electronic means of research such as CD-ROM and online database searching (Westlaw); analysis of legal problems and formulation of appropriate research procedures to determine the applicable law. The writing component stresses basic written communication skills as applied to common legal documents such as opinion letters and memoranda. *(3 credits) Fall*

PLS 211 – Legal Research & Writing II
Prerequisite: PLS 210
Builds upon the basic skills taught in Legal Research & Writing I. Involves students in individualized projects requiring research in multiple sources and use of various writing modes. Explores "non-library research" through government agencies, court personnel, and peer networking; specialized research tools available in particular subject areas in which paralegals are frequently involved; research into legislative history; techniques for searching and updating complex government regulations, both federal and state; and introduction into searching foreign law. *(3 credits) Spring (Evenings only)*

PLS 221 – Law of Contracts
Study of the history and development of the law, including court structure and procedure. Consideration of criminal justice and tort law followed by a thorough study of contract law, including the basic elements of a valid contract, rights of the third parties, and remedies for breach. *(3 credits) Fall*

PLS 222 – Law of Business Organization
Considers the basic principles of the law of business associations; includes a study of agency, partnerships, and corporations. Discusses government regulation of business, business ethics, and sanctions for violations of the law by businesses. *(3 credits) Spring*

PLS 235 – Torts
Study of the nature of civil wrongs and of jurisprudential concepts concerning liability. Includes the study of injuries to persons, property, and relationships; intentional wrongs; strict liability; negligence; contributory negligence; and causation, deceit, defamation, malicious prosecution, and the impact of insurance on tort liability. *(3 credits) Fall*

PLS 236 – Medical and Legal Malpractice
Study of the substantive laws with respect to medical and legal malpractice; the legal basis for same; current trends; insurance coverage; practice and procedure forms; and methods of developing and successfully litigating a medical malpractice case. *(3 credits) Alternate Spring*

PLS 240 – Domestic Relations
Study of family law, including divorce, separation, procedure, child support and custody, property division, legal rights of the parties, paternity, adoption, intra-family crimes, juvenile delinquency. *(3 credits) Alternate Fall*

PLS 250 – Workers' Compensation
Examines the historical development, social theory, and operation of workers' compensation statutes, including compensability of injuries caused by accidents arising out of and in the course of employment, benefits payable, categories of risks, limitation of common-law rights and procedures. *(3 credits) Alternate Fall*

PLS 260 – Bankruptcy Law
In-depth study of federal bankruptcy law, including corporations and individual bankruptcy. Emphasizes recent changes in the Bankruptcy Act and its practical applications. Completion of complicated bankruptcy forms is included. *(3 credits) Alternate Fall*

PLS 310 – Litigation I
Prerequisite: PLS 210
Study of state and federal courts, and the civil litigation process including:, preparation of case before trial, interviewing prospective witnesses, interviewing expert witnesses, preparation of pleadings, pretrial discovery, trial proofs, and actual courtroom experience observing trials. *(3 credits) Fall*

PLS 311 – Litigation II
Prerequisite: PLS 310
Building on the principles covered in Litigation I, students develop practical skills in drafting pleadings, discovery, documents, motions, jury instructions, trial notebooks, and post-trial and appeals memoranda. The role of the paralegal in assisting attorneys during settlement, trial or Alternative Dispute Resolution (ADR) methods is stressed. *(3 credits) Spring (Evenings only)*

PLS 320 – Administrative Law
Study of the nature of proceedings and the necessary pleadings involved with cases before administrative agencies on the local, state, and federal level. Discusses the right to appeal to the courts after having exhausted the remedies available through such administrative agencies. *(3 credits) Spring*

PLS 340 – Uniform Commercial Code
Discusses the principles of law involved in secured transactions, commercial paper, and sales. Security interest in real and personal property are studied under secured transactions. *(3 credits) Special Offering*

PLS 345 – Estates and Trusts
Examines laws of descent and distribution; probate administration, proceedings, administration of estates, preparation of petition for probate and other probate matters, estate tax, federal and state, fiduciary's account; and estate planning. *(3 credits) Alternate Spring*

PLS 360 – Real Estate Conveyancing/Title Search
Study of real estate conveyancing, reviewing substantive real property law, deeds, wills, leases, mortgages, and other security interests. Includes actual on-site title searches and abstracts at a recorder of deeds office, together with the preparation for and conducting of a real estate sale and closing. *(3 credits) Fall*

PLS 370 – Immigration Law for Paralegals
This course is an introduction to the fundamentals of immigration law. This course will teach students the various types of visa, legal permanent residence, and United States citizenship. It will examine the principles and processes associated with immigration applications and procedures including tourist and student visas, family-based residence applications, employment-based residence applications and visas asylum, citizenship and naturalization, and removal or deportation cases in Immigration Court. *(3 credits)*

PLS 371 – Elder Law for Paralegals
Prerequisite: Junior Standing or consent of Paralegal Studies Director
This course will focus on preparing paralegals to assume a productive role in elder law practice. Its practical and organized style lays a solid foundation in key concepts with broad coverage that includes elder law practice. Medicare, Medicaid, estate planning, end-of-life issues and age description will be discussed. *(3 credits) Spring Evenings, Fall, Spring on-line*

PLS 372 – Intellectual Property
This course will cover four fields of intellectual property: trademarks, copyrights, patents and trade secrets. It covers topics such as duration of rights, protection form infringement and new international developments in this field of law. Patent reform, patent trolls, copyright pre-registration and investigations will be covered. *(3 credits)*

PLS 373 – International Law for Paralegals
Prerequisite: Junior standing or consent of Paralegal Studies Director
To provide students an introduction to the principles and sources on international law regulating transactions among nations, and its expansion to non-stat actors (e.g. the private individual, international organizations and transactional corporations), and the international law legal process. Students will study the mechanisms for enforcing international law and resolving international disputes, including international courts and tribunals, and centers of arbitration and mediation. Additionally the course introduces students to selected substantive areas of international law, to include the law of the sea, human rights, and international criminal law. *(3 credits) Fall, Spring, on-line delivery*

PLS 374 – Employment Law
Prerequisite: Junior Standing or consent of Paralegal Studies Director
Overview of the law in the workplace. Examines the impact on the employer-employee relationships and provides guidance with the environment of employment law. Examines employment law as the crossroads of the several legal disciplines: contract, tort, and agency; common law, regulatory, and statutory law; as well as social, economic and political policy. *(3 credits) Spring Evenings, Fall, Spring on-line*

PLS 400 – Legal Ethics
Designed to familiarize students with the various ethical responsibilities in the practice of law. In-depth analysis of the Model Rules of Professional Responsibility and discussion of actual ethical problems. Includes unauthorized practice of law, confidentiality, conflict of interest, advertising, disciplinary process, and malpractice. *(1 credit) (This course, required of all seniors, is offered on two consecutive Saturdays in September for the Fall semester and in January for the Spring semester.) Fall, Spring, Summer*

PLS 401 – Paralegal Studies Internship
(Senior standing and consent of the Director of the Paralegal Studies program)
The internship combines practical experience in a legal environment for students to apply theory and practical skills to legal situations. It is oriented toward the student's career path. This course is open to Paralegal Studies majors. *(3 credits) Spring, Fall, Summer*

PLS 420 – Justice Studies Capstone
Prerequisite: Senior standing or permission of the instructor.
This is a Capstone course for the justice studies major. Students integrate knowledge of theoretical concepts and practical application of research methods, writing for the legal and criminal justice professions, and selected specialty areas in the law and criminal justice through assigned readings, seminar discussion, and the completion of assigned projects. *(3 credits) Fall*

PLS 436 – Construction Law
An introduction to the legal system and the maxims of law as applicable to the management and contractual delivery of a construction project. Topics covered include bidding, delays and acceleration, differing site conditions, contract interpretation, termination of contract, liability and remedies, and dispute resolution mechanisms. *(3 credits) Spring*

PHILOSOPHY

PHIL 100 – Introduction to Philosophy: The Art of Inquiry
Fulfills a course requirement in the Philosophy Core Concentration
Introduction to philosophy as the activity of critical inquiry and reflection by exploring some of the questions which have shaped human experience. Focuses on philosophers who have examined and challenged our fundamental beliefs about what is real, whether God exists, how one should act, and what we can know about these and other matters. *(3 credits) Fall, Spring*

PHIL 181 – Philosophy in Film
This course does not fulfill any elective requirement for the Philosophy major, minor, or core concentration.
An introduction to selected areas in philosophy through the medium of film. Topics and films will vary each time the course is offered. Topic areas include but are not limited to: moral conflict; individuality and utopian society; reality, ultimate reality and knowing the difference; religion and the notion of God; free will and determinism; and the evolution of human nature. Films may include: A Man for All Seasons, Do the Right Thing, The Front, Billy Budd, Donnie Darko, A Beautiful Mind, A Clockwork Orange, Lord of the Flies, Gattaca, and The Matrix. *(3 credits) Spring*

PHIL 200 – Ethics
Fulfills a course requirement in the Philosophy Core Concentration
Introduction to moral philosophy-the study of right and wrong and good and evil. Focuses on some representative moral theories which try to answer such basic questions as: What is the difference between right and wrong? Is it merely a matter of opinion or custom, or is there some other, more "objective" basis for this distinction? *(3 credits) Spring*

PHIL 205 – Logic
Fulfills a course requirement in the Philosophy Core Concentration
Introduction to the study of the principles of sound reasoning through discussion of language, deduction, and induction. Considerable attention is given to the analysis and evaluation of rational arguments with a focus on definition, informal and formal fallacy detection, and scientific method in general. The application of theoretical principles of logic to practical circumstances is emphasized throughout the semester. Students who have completed PHIL 103 may not take PHIL 205 for credit. *(3 credits) Fall, Spring*

PHIL 209 – Philosophy of Law
Introduction to classical and contemporary theories of the nature and function of law. Topics include the definition of law, the nature of a legal system, the analysis of basic legal concepts (e.g., right and duty), and the connection between law and morality. *(3 credits) Special Offering*

PHIL 212 – Eastern Philosophy
Introduction to the predominant philosophical themes in Indian, Chinese, and Japanese thought. Emphasizes religious, metaphysical, ethical, and aesthetic concepts from the world views of Confucianism, Taoism, Hinduism, and Buddhism. *(3 credits) Special Offering*

PHIL 251 – Ancient Philosophy
Fulfills a course requirement in the Philosophy Core Concentration
Prerequisite: PHIL 100, 200, or 205
Surveys the history of Greek philosophy from the pre-Socratics to Plato and Aristotle. Also examines the philosophers who developed the principles of critical thinking and established the disciplines of logic, metaphysics, theory of knowledge, ethics, and aesthetics. *(3 credits) Alternate Fall*

PHIL 252 – Medieval Philosophy
Prerequisite: PHIL 100, 200, or 205
Covers the development of Western philosophy from the 3rd century A.D. to the rise of the modern world. Central historical problems are: the relation of philosophy to religion, reason to faith; the nature of universals; and the developments leading to the Copernican revolution. *(3 credits) Special Offering*

PHIL 253 – Modern Philosophy
Fulfills a course requirement in the Philosophy Core Concentration
Prerequisite: PHIL 100, 200, or 205
Traces the philosophical response to the scientific revolution of the 17th century, from Descartes' search for an adequate foundation for all knowledge to Kant's critique of the nature and limits of knowledge. Explores the conflicts between rationalism and empiricism, and idealism and realism, as well as Kant's attempt to synthesize the resulting insights. *(3 credits) Alternate Spring*

PHIL 254 – Contemporary Philosophy
Prerequisite: PHIL 100, 200, or 205
Explores the ideas and influence of important philosophical figures of the 19th and 20th centuries, including Hegel, Marx, Kierkegaard, Nietzsche, Russell, Moore, Wittgenstein, Heidegger, and Sartre. The philosophical views examined include dialectical materialism, existentialism, logical positivism, and contemporary analytic philosophy. *(3 credits) Alternate Spring*

PHIL 258 – American Philosophy
Prerequisite: PHIL 100, 200, or 205
Examines fundamental philosophical themes in the intellectual history of the United States, including the ideas and concerns that animated the American Revolution and the formation of the Constitution, American transcendentalism, social Darwinism, and pragmatism. Includes works by Jefferson, Emerson, Thoreau, Pierce, Royce, James, and Dewey. *(3 credits) Special Offering*

PHIL 305 – Symbolic Logic
Prerequisite: PHIL 205 (formerly PHIL 103) or consent of instructor
Examines the process of deduction from the perspective of modern logic and stresses the value of symbolic logic as a language. Students will use traditional symbolic notation to develop strategies for proving the validity or invalidity of arguments ranging from Aristotelian syllogisms to more complex asyllogistic arguments. The course will begin with propositional logic using standard rules of inference, transformation, and assumption. After studying quantification theory and its rules of generalization and instantiation, students will work on problems involving relations, identity and definite description. Students who took PHIL 203 cannot take PHIL 305 for credit. *(3 credits) Alternate Spring*

PHIL 310 – Special Studies in Philosophy
Prerequisite: PHIL 251 or above; or consent of instructor
Variable content seminar in which the work of an individual philosopher or a topic of special interest is explored. Topics include existentialism, philosophy of religion, free will, philosophy of mind, and advanced moral philosophy. The course, but not the content, may be repeated for credit. *(3 credits) Fall, Spring*

PHIL 333 – Epistemology
Fulfills a course requirement in the Philosophy Core Concentration
Prerequisite: PHIL 251 or above; or consent of instructor
Investigates the nature of knowledge and the difference between knowledge and belief. What can we know and how can we justify our claims to knowledge? *(3 credits) Alternate Fall*

PHIL 366 – Metaphysics
Fulfills a course requirement in the Philosophy Core Concentration
Prerequisite: PHIL 251 or above; or consent of instructor
Investigates fundamental philosophical concepts which define the nature of reality such as causality, space and time, freedom and determinism, mind and matter. Readings are drawn from widely varying viewpoints. *(3 credits) Alternate Spring*

PHIL 399 – Philosophy Symposium
This course does not fulfill a requirement in any major, minor, or core concentration
Prerequisite: Senior standing
The philosophy symposium provides the opportunity for graduating seniors to meet and discuss topics of philosophic interest with fellow philosophy students and the philosophy faculty. Each student will lead the discussion of one topic of his or her choosing and will participate in the discussion by other students. Students will also be responsible for submitting a written critical analysis of one of the symposium topics. *(1 credit) Special Offering*

PHIL 401 – Moral Reasoning
Prerequisite: Junior or senior standing
Fosters awareness of the moral dimension of life and develops skills and understanding essential for responsible moral action. Stresses clarification, analysis, and evaluation of particular moral beliefs and commitments; tests students' views through group discussion and cross-examination. Examines definitions of morality, and analyzes and evaluates moral arguments. *(3 credits) Special Offering*

PHIL 480 – Senior Seminar I
Prerequisites: One 300 level philosophy course and senior standing
This is the first semester of Senior Seminar, the philosophy major's capstone course sequence in which students examine in depth an important philosophical topic or writer, exercising skills of analysis and critical evaluation. Topics will be determined by the expertise and interests of the instructor, in conjunction with the anticipated interests of the students. By the end of the semester students present a written proposal for the thesis required in Senior Seminar II. *(3 credits) Fall*

PHIL 481 – Senior Seminar II
Prerequisite: Successful completion (C- or higher) of PHIL 480
In the second semester of Senior Seminar each student writes a substantial essay of exposition and analysis on some facet of the topic explored in Senior Seminar I. Each student meets regularly with the instructor for thesis tutorials. *(3 credits) Spring*

PHYSICS

PHYS 109 – Physics I – Algebra based and Lab
Note: PHYS 109 lab is co-listed with PHYS 201 lab
Prerequisite: MATH 136 or higher
An introduction to physics without calculus. Vectors, equilibrium of particles, rectilinear motion, Newton's second law, motion in a plane, work and energy, impulse and momentum, torque, rotational motion, elasticity, periodic motion, fluids, heat and thermodynamics. *(4 credits) Fall*

PHYS 110 – Physics II – Algebra-Based and Lab
Note: PHYS 110 lab is co-listed with PHYS 202 lab
Prerequisite: PHYS 109
Simple harmonic motion, vibrations and waves, electricity and magnetism, optics. *(4 credits) Spring*

PHYS 201 – Physics I with Calculus and Lab
Pre-requisite: MATH 213
PHYS 201 and 202 fulfills the Core Curriculum requirement in laboratory science
Introduction to physics using calculus. Covers vectors, Newton's laws of motion, work and energy, impulse and momentum, torque, rotational motion, elasticity, periodic motion, gravitation, fluids, heat and thermodynamics. *(4 credits) Fall, Spring*

PHYS 202 – Physics II with Calculus and Lab
Prerequisite: PHYS 201; Pre- or Co-requisite: MATH 214 PHYS 201 and 202 may be used to fulfill the Core Curriculum requirement in laboratory science
Covers vibrations and waves, electricity and magnetism, optics, the atomic nucleus and radioactivity. *(4 credits) Fall, Spring*

PHYS 240 – Introductory Astronomy and Lab
Intended for both the science major and anyone interested in learning more about the nature of the physical universe. Topics covered include the Earth, solar system, star formation and evolution, extrasolar planets, galaxies, and cosmology. The lab will include observations of the sky and celestial objects. *(4 credits) Alternate Spring*

PHYS 320 – Modern Physics
Prerequisites: PHYS 201 and 202 or consent of instructor
Major topics in 20th century physics including special relativity, the wave-particle nature of light, elementary quantum theory, atomic and molecular structure, particle physics, and cosmology. *(3 credits) Alternate Spring*

PHYS 330 – Introduction to Physical Oceanography and Lab
Prerequisite: PHYS 201 or consent of instructor
Motion and distribution of variables in the sea. Topics include early explorations, physical properties of sea water, heat balance, variation of salinity and temperature, equations of motion, currents, waves, tides, sound, light and coastal processes. Students will make observations in local marine waters. *(4 credits) Fall*

PHYS 340 – Classical Mechanics
Prerequisite: PHYS 201 and MATH 214 or MATH 218
This course will fulfill a requirement for the Physics Core Concentration.
A theoretical study of Newton's equations of motion for particles and systems, central forces, collisions and scattering theory, nonlinear dynamics and chaos, and Lagrangian and Hamiltonian formalism. Systems studied using these techniques will vary depending on student interest. *(3 credits) Special Offering*

PHYS 350 – Computational Physics
Prerequisite: PHYS 201 and 202 or consent of the instructor
A project-based introduction to computational methods applied to topics in modern physics. No previous experience in programming is required. Students will learn basic programming and apply it to problems in physics best approached from a numerical standpoint, including the n-body problem, orbital mechanics, waves, and chaos. *(3 credits) Fall, Alternate Years*

PHYS 405 – Electricity and Magnetism
Prerequisite: PHYS 202 and MATH 214 or MATH 218
This course will fulfill requirements in the proposed physics CORE and minor.
A theoretical examination of electrostatics, magnetostatics, electrodynamics in vacuum, Maxwell's equations and electromagnetic waves. *(3 credits) Alternate Spring*

PHYS 420 – Quantum Mechanics
Prerequisite: PHYS 201 and 202 or consent of the instructor
Quantum mechanics deals with physics on the smallest scale. Topics include the Schrodinger Equation with applications to the

hydrogen atom, Heisenberg's Uncertainty Principle, and quantum tunneling. *(3 credits) Fall, Alternate Years*

PHYS 430 – Special Topics in Physics
Prerequisite; Consent of the instructor
Lecture course covering advanced-level topics of importance in physics determined by students in consultation with faculty. This course may be repeated for credit, but students may not study the same subject more than once. *(1-3 credits) Special Offering*

PHYS 450 – Research in Physical Sciences
Prerequisite; Open only to qualified students with the consent of a research advisor
Research and directed readings. Project chosen in consultation with the research advisor. May be repeated for credit. *(1-3 credits) Offered on demand.*

PLANNING (URBAN AND REGIONAL PLANNING)

PLAN 301 – Introduction to Urban and Regional Planning
Prerequisite, Senior or Graduate standing
Co-Listed with PLAN 501
This course acts as a survey of urban and regional planning practice focusing on the role of planners in creating sustainable communities. Topics covered include the history and theory of planning, community engagement, land use and physical planning/urban design, environmental/heritage conservation, transportation, sustainable development, planning law, and principles of equity and social justice. *(3 credits)*

PLAN 382L – Interdisciplinary Planning Workshop
Prerequisite, Senior or Graduate standing (PLAN 301 recommended)
Co-Listed with PLAN 582L
This workshop approaches site-specific, field-based projects informed by an understanding of laws, codes and regulations, incentives and financing, initiatives, players, and an array of planning and conservation practices. Typically, the class is conducted in partnership with and for a governmental entity, organization or community group. Students' organization, management and graphic/oral/written presentation skills; use of research resources, documentation techniques and computer applications; and teamwork are critical. Students will be challenged to take a multifaceted approach and consider diverse stakeholders. *(4 credits)*

PLAN 501 – Introduction to Urban and Regional Planning
Prerequisite, Graduate or Senior standing
Co-Listed with PLAN 301
This course acts as a survey of urban and regional planning practice focusing on the role of planners in creating sustainable communities. Topics covered include the history and theory of planning, community engagement, land use and physical planning/urban design, environmental/heritage conservation, transportation, sustainable development, planning law, and principles of equity and social justice. *(3 credits)*

PLAN 582L – Interdisciplinary Planning Workshop
Prerequisite, Graduate or Senior standing (PLAN 501 recommended)
Co-Listed with PLAN 382L
This workshop approaches site-specific, field-based projects informed by an understanding of laws, codes and regulations, incentives and financing, initiatives, players, and an array of planning and conservation practices. Typically, the class is conducted in partnership with and for a governmental entity, organization or community group. Students' organization, management and graphic/oral/written presentation skills; use of research resources, documentation techniques and computer applications; and teamwork are critical. Students will be challenged to take a multifaceted approach and consider diverse stakeholders. *(4 credits)*

PLAN 521 – GIS for Planning, Design and Conservation
Prerequisite, Graduate or Senior standing
This course is an introduction to the use of spatial analysis using geographic information systems (GIS) for urban, regional, environmental/heritage conservation planning and design professionals. Students will learn how to use GIS software to help support decision-making in planning and design processes. Topics covered include the history and theory of spatial analysis; cartographic principles; software tools; and the use of vector, raster, and table data in geographic analysis. *(3 credits)*

POLITICAL SCIENCE

POLSC 100 – American Government and Politics
Fulfills a course requirement in the Political Science Core Concentration
Provides a practical examination of how things get done politically in the United States, including analysis and discussion of American attitudes and institutions. Topics include: the actual making of the U.S. Constitution; the relationship between the national government and the states; civil liberties and civil rights; the role of the President, the Congress and the Supreme Court; elections, interest groups, the media and public opinion; and various contemporary public policy issues. Prerequisite for all advanced courses in the American Politics. *(3 credits) Fall, Spring*

POLSC 110 – The United States in World Affairs
Fulfills a course requirement in the Political Science Core Concentration
Explores United States involvement in the world since the end of World War II. Focuses on key ideas which have shaped this involvement as well as its forms and consequences. Topics include: The general theory of realism; NATO and the US-Japanese security treaty; the Viet Nam War; the end of the Cold War; recent developments in the Middle East, Europe, Russia, China and Japan; globalization; terrorism; current hot spots around the world and US policy options. Prerequisite for the International Relations major and for several courses in the International Relations/Comparative Politics subfield of Political Science. *(3 credits) Fall, Spring*

POLSC 120 – Comparative Politics
Fulfills a course requirement in the Political Science Core Concentration
Introduction to the comparative method of studying politics and government outside the United States. Focuses on the democratic political systems of Europe and Japan, but also addresses the rise and decline of the communist political system in Russia, the current efforts at democratic transition in Eastern Europe, and the development of the European Union. Examines the origin and development of formal government institutions, political culture, party systems and electoral behavior, interest group politics, and current issues in comparative perspective. Prerequisite for several courses in the International Relations/Comparative Politics subfield. *(3 credits) Fall, Spring*

POLSC 200 – The Constitution and American Politics
Prerequisites: POLSC 100 or consent of instructor
Analysis of the nature of civil liberties and civil rights in the United States. Emphasis on judicial interpretation of these areas of constitutional law. *(3 credits) Fall*

POLSC 202 – Congress and the Legislative Process
Prerequisite: POLSC 100; or consent of instructor
Study of the development, organizational structure, and political and personality dynamics of the U.S. Congress, as well as the legislature's

interactions with other actors in the political system. Emphasizes the impact of the legislature on public policy issues. *(3 credits) Alternate Fall*

POLSC 203 – The American Presidency
Prerequisite: POLSC 100; or consent of instructor
Analysis of the development of the modern presidency, its many roles within the political system, the impact of presidential personalities on the character of the office, and the president's interactions with Congress, the bureaucracy, the public, and foreign leaders. *(3 credits) Alternate Spring*

POLSC 210 – International Relations
Prerequisite: POLSC 110
Examines the major explanation of why countries and other international actors behave the way they do. Focuses on the thinking behind different conceptions of realism and neo-realism; neo-liberal idealism and neo-liberal institutionalism; constructivism and its variants; and critical theories. Use of theory to analyze such subjects as: The causes and prevention of war and instability; European unity; the emergence of China; recent developments in the Middle East; the governance of international trade and finance; North-South relations; international efforts to control global warming; human rights and the challenges and opportunities of globalization. Particular attention is also given to differing cultural worldviews and competing conceptions of the national interest in the US and other countries. *(3 credits) Fall*

POLSC 212 – Model United Nations
Prerequisites: POLSC 110 or consent of instructor
Analyzes the development, structure, and function of the United Nations in order to prepare students for participation in the annual National Model UN Conferences at various locations.. Students conduct research and prepare position papers on the foreign policy of the nation being represented by Roger Williams University in that year's conference, and on issues currently being addressed in the various committees and specialized agencies of the United Nations. Strongly recommended for all students participating in the Model UN Conference; open to other students who have completed POLSC 110 or have the consent of the instructor. *(3 credits) Fall*

POLSC 215 – Strategy and National Security Policy
Prerequisites: POLSC 110
Examines U.S. perceptions of strategic interests during the Cold War and especially today, and the allocation of resources to promote these interests. In-depth assessments of several case studies involving the use of force or the threat of force, as well as non-military challenges to national security and threats such as terrorism. Special attention also to U.S. alliances, Clausewitz, arms control and disarmament, trends in the U.S. defense industry, and the so-called Revolution in Military Affairs. *(3 credits) Alternate Spring*

POLSC 221 – Comparative Politics in the Third World
Prerequisite: POLSC 120; or consent of instructor
Examines government and politics in Latin America, Africa, Asia, and the Middle East in historical and comparative perspective. Utilizing case studies from all four geographic areas, the course reviews and evaluates various theories of political and economic development, political cultures, regime types, the role of the military, policy-making, and the potential for democratization. *(3 credits) Alternate Fall*

POLSC 240 – Research Methods in Political Science
Introduces students to the scope of the field of political science, the basic concepts in the field, the variety of methodologies used to study political phenomena. Emphasizes research design, research methods, and research tools appropriate to the discipline. Must be taken prior to the senior research seminar. *(3 credits) Fall*

POLSC 260/PA 201 – Public Administration
Cross-listed as PA 201
Prerequisite: POLSC 100; or consent of instructor
Introduces the theory, forms, and practice of public administration at the national, subnational, and international levels. Emphasizes administrative theories, concepts of bureaucracy, the environment of public service, and the role of administrators in government. *(3 credits)*

POLSC 301 – Campaigns and Elections
Prerequisite: POLSC 100 or consent of instructor
Examines the American political process through the study of elections, campaign strategies and techniques, the role of the media, and the forces that shape voting behavior. Includes practical field work in election campaigns and guest speakers from the world of practical politics. *(3 credits) Alternate Fall*

POLSC 302 – Political Parties and Interest Groups
Prerequisite: POLSC 100; or consent of instructor
Analysis of the creation and nature of mass attitudes and their expression through political party activity and interest group membership. Assessment of the roles played by public opinion polls, interest group lobbying and campaign contributions, and party organization in the American political system. *(3 credits) Alternate Fall*

POLSC 303 – Politics and the Media
Analysis of the effects of mass communication on public opinion, political institutions, elections and the making of public policy. Special emphasis will be placed on how politics influences the process by which information gets transmitted from sources to audiences and on the role of the press in structuring the definition of political and social problems. *(3 credits) Alternate Spring*

POLSC 304 – Public Opinion
Prerequisite: POLSC 100; or consent of instructor
An examination of public opinion theory and practice. The course will provide students with a review of the public opinion literature, its uses and abuses. Students will design a public opinion survey questionnaire, conduct an opinion poll, and carry out preliminary analyses. *(3 credits) Alternate Years*

POLSC 305 – Judicial Politics
Prerequisite: POLSC 100; or consent of instructor
This course examines the American judiciary in its political context, by analyzing courts as political institutions and judges as political actors. With emphasis on the federal court system, particularly the Supreme Court of the United States, this course considers such topics as: the structure and function of the federal court system, the judicial selection process, theories of jurisprudence, models of judicial decision-making, and modes of constitutional interpretation. *(3 credits) Spring*

POLSC 306 – Political Attitudes and Behavior
Prerequisite: POLSC 100; or consent of instructor
An examination of the formation of political attitudes and how political attitudes inform political behavior. Specific attention will be on the role of socialization, economics, social groups, gender and race in the formation of attitudes and the multiple expressions of political behavior (voting, group mobilization, and protest). *(3 credits) Alternate Years*

POLSC 307 – Gender in American Politics
Prerequisite: POLSC 100; or consent of instructor
Race and gender are two important cleavages in American politics. This course will examine the impact of race and gender on voting behavior, access to leadership opportunities, the exercise of leadership, and the making of public policies. The course includes a survey of the history of the changing status of women and racial minorities in the United States, an analysis of their gradual integration in the American

political mainstream, and an assessment of public policies targeted at these groups, in particular affirmative action. *(3 credits) Spring*

POLSC 308 – Race and Ethnicity in American Politics
Prerequisite: POLSC 100; or consent of instructor
Race is an important cleavage in American politics. This course will examine the impact of race on voting behavior, access to leadership opportunities, the exercise of leadership, and the making of public policies. The course includes a survey of the history of the changing status of racial minorities in the United States, an analysis of the gradual integration in the American political mainstream, and an assessment of the public policies targeted at these groups. *(3 credits) Fall, Spring*

POLSC 309 – Film and Politics
Prerequisite: POLSC 100; or consent of instructor
An examination of the way politics is portrayed in film. The course focuses on how politics is conveyed through the symbolism, iconography, and cultural references in film. The content of each film will be discussed in terms of its political and historical context. *(3 credits) Alternate Years*

POLSC 321 – Politics and Ethnic Conflict
Prerequisite: POLSC 120; or consent of instructor
Using case studies from both developed and less developed political systems, this course examines the different ways that political systems attempt to manage conflict in societies divided among ethnic, racial, religious, and linguistic subcultures. The course addresses the global persistence and reemergence of ethnic and national identities, movements for "self-determination," separatism, regional autonomy, and the rise of religious fundamentalism. The origins and development of communal conflicts in Northern Ireland, Lebanon, India, Malaysia, Nigeria, and South Africa will be studied in historical and comparative perspective. *(3 credits) Alternate Spring*

POLSC 325 – Modern European Politics
Prerequisites: Either POLSC 120 or POLSC 210; or consent of instructor
Explores government institutions and political culture in Europe since the end of the Second World War. Topics include the postwar rebuilding and strengthening of the rule of law in western Europe; the formation and evolution of the European Union, the end of the Cold War; transitions to democracy in central and eastern Europe; the resilience of nationalism; the resurgence of extremist political parties; and the foreign policy behavior of key states and the European Union. *(3 credits) Fall*

POLSC 326 – Post-Communist World
Prerequisite: POLSC 110 or consent of instructor
Examines the collapse of the Soviet Union and the prospects for reform in Russia, the Peoples' Republic of China, Poland, Serbia, North Korea, Cuba and other selected states. Emphasis is given to domestic politics and political thinking in each, as well as major economic and social developments. Students will be asked to role-play as citizens of one or more of these countries, analyzing developments. *(3 credits) Alternate Fall*

POLSC 327 – Politics of the Middle East
Prerequisite: POLSC 120 or POLSC 210
Analyzes the governmental institutions and political culture of the Middle East beginning in the 20th Century including studies of political elites, traditional cultures, modern political ideology and institutions, conflict management, and social reform in selected states of the region. *(3 credits) Fall, Spring, Summer*

POLSC 328 – Politics of Latin America
Prerequisites: POLSC 120 or consent of instructor
Examines the governmental institutions and political culture of Latin America beginning in the 20th century including political elites, party systems, public policies and institutions, with special emphasis on the establishment, consolidation and/or breakdown of democratic regimes. *(3 credits) Spring, Alternate Years*

POLSC 330 – Revolution and Social Change
Prerequisite: POLSC 120; or consent of instructor
Examines modern revolutionary movements and regimes in historical and comparative perspective. Utilizing case studies of the French, Russian, Mexican, Chinese, Cuban, Nicaraguan, and Iranian revolutions, the course will review and evaluate various theories of revolution, strategies and tactics of revolutionary change, and the social, economic, and political impact of these movements and regimes on their respective societies. *(3 credits) Alternate Fall*

POLSC 335 – International Negotiation
Prerequisite: POLSC 110
Examines international negotiating behavior from theoretical, historical and policy oriented perspectives. Identification of a set of principles associated with successful negotiations and refinement of these principles through application in case studies drawn from contemporary international relations. Special attention given to the negotiations leading up to the Good Friday agreement in Northern Ireland; the Dayton Peace Accords in Bosnia; and Arab-Israeli peace negotiations since the Six Day War. Students are expected to demonstrate mastery of negotiating techniques through role-playing and related assignments. *(3 credits) Spring*

POLSC 340 – International Political Economy
Prerequisite: POLSC 120; or consent of instructor
Examines the nature of international economic relations in an era of global interdependence. Emphasizes how nation-states and market forces interact in the global economy. Topics include theories of mercantilism, liberalism, and Marxism; roles of international institutions, regional associations and multinational corporations; changing patterns of interaction among the world's most powerful nation-states and developing countries; and prospects for coordination and development of global governing institutions. *(3 credits) Spring*

POLSC 344 – United States and the Middle East
Prerequisites; POLSC 110 and POLSC 210
Examines the development of United States Middle East policy since the early 1900s including the region's importance in the Cold War; the evolution of regional conflicts in Iran, Iraq, and Israel-Palestine; and issues of resources and economic development in the Middle East. *(3 credits) Fall, Spring*

POLSC 346 – Foreign Policies of Russia and China
Prerequisite: POLSC 110; or consent of instructor
Study of the ideas and processes underlying the foreign policies of Russia and China. Focuses on their respective power potential; leadership perceptions and character; domestic politics and trends; and the international setting for each country's attempt to exercise power and influence. Through application of these variables, the source seeks to equip students with a general model of foreign policy behavior. Particular attention given to possible sources of conflict and to the elements of a stable 21st Century international system. Requirements include student role-playing as a Russian or Chinese participant in an end-of-the- semester simulation. *(3 credits) Alternate Fall*

POLSC 348 – Rogue States, Allies, Regional Powers
Prerequisite: POLSC 110
Study of the ideas and processes underlying the foreign policies of selected states not covered in POSLC 325 or POLSC 346. Countries will be selected based on importance to the current international relations and the student interest. Recently selected states have included: Pakistan, India, Iran, Syria, Saudi Arabia, Somalia, Sudan, Rwanda, North Korea, Japan. Particular attention given to possible

sources of conflict and to the prospects for harmony between these states, their neighbors and the U.S. *(3 credits) Alternate Spring*

POLSC 350 – Political Theory
Prerequisites: POLSC 100 or consent of instructor
Study of selections from both classical and contemporary social philosophers who explore such concepts as natural law, rights, justice, the role of government, the role of law, political obligation, and liberty. Required of all majors. *(3 credits) Alternate Spring*

POLSC 361/PA 361 – State and Local Government
Cross-listed as PA 305
Prerequisite: POLSC 100; or consent of instructor
Analysis of state and local governments with emphasis on the distribution of political power and administrative responsibility in selected public programs and areas of public policy. *(3 credits) Alternate Spring*

POLSC 362 – Urban Politics
Prerequisite: POLSC 100 or URBN 100 or consent of instructor
Fulfills a requirement of the Urban Studies Core Concentration or Minor
Study of political structures and processes of major American cities with emphasis on urban social problems, budgetary politics and policies, political culture, and the role of cities in national politics. *(3 credits) Alternate Spring*

POLSC 375/PH 375 – Health Policy
Prerequisite: PH 201 or POLSC 100 or consent of instructor
This course is an examination of the context, process and substance of health care policy in the United States. The political, financial and legal-constitutional environments within which health policy is made will be analyzed, as will the several stages of the policy-making process, the intergovernmental dynamics, and the policy outcomes produced in this environment and by this process. *(3 credits) Spring, Alternate Years*

POLSC 380/PA 340 – Public Policy
Cross-listed as PA 340
Prerequisite: POLSC 100; or consent of instructor
Systematic analysis of critical domestic issues and areas: poverty, race relations, crime, education, health care, etc. Consideration of the entire public policy cycle: recognition and definition of potential "problems"; formulation and implementation of governmental policy "solutions"; and assessment and evaluation of the impact of policies. *(3 credits) Alternate Fall*

POLSC 383 – Global Environmental Politics
Prerequisite: POLSC 100 or SUST 101 or consent of instructor
This course examines major environmental problems whose effects are significant both within the United States and across national borders: biodiversity loss; ozone depletion; climate change; air pollution; flows of toxic substances; pollution of the oceans; whaling and over-fishing. The course will examine how governments make (or fail to make) policies to address these problems and how countries cooperate (or fail to cooperate) to confront common threats to ecosystems and resources. *(3 Credits) Alternate Spring*

POLSC 386 – International Law and Organization
Prerequisite: POLSC 110; or consent of instructor
Study of the international rules and principles binding on states and non-state actors such as multinational corporations, businessmen and investors, diplomats, broadcasters, polluters, international travelers and terrorists. Examines the development and significance of international law, including its evolving role in facilitating diplomacy, the protection of human rights and orderly international relations. Particular attention of human rights and orderly international relations. Particular attention given to the rules, principles and procedures which apply to international trade and finance, the proliferation of weapons of mass destruction, international communications, world health, the environment and other international regimes designed to manage or govern globalization. *(3 credits) Spring*

POLSC 400 – Washington Internship and Experiential Learning Seminar
Prerequisites: Junior or senior standing; POLSC 100; completion of the interdisciplinary core and writing requirements; approval by the RWU Washington semester advisor.
Participants in the Roger Williams University Semester in Washington, D.C. program work four days a week for the entire semester as interns at placements arranged-after extensive consultations with students-by the Institute for Experiential Learning (IEL) in Washington, D.C. Interns perform such work as research, attending meetings, writing reports, preparing briefings, and so on. The seminar, which meets weekly, provides an academic context in which students discuss, reflect upon and analyze their internship experiences, and relate those experiences to their major and other college courses. Interns design a learning plan, do an organizational analysis, write a reflective journal, and compile a "portfolio of learning" that is presented at the end of the term. The journal is reviewed regularly by the IEL instructor. All materials are evaluated at the end of the term by an RWU faculty member. *(9 credits) Fall, Spring, Summer*

POLSC 401 – Washington Public Policy Seminar
Prerequisites: Junior or senior standing; POLSC 100; completion of the interdisciplinary core and writing requirements; approval by the RWU Washington semester advisor.
Offered by faculty at the Institute for Experiential Learning (IEL) as part of the Roger Williams University Semester in Washington, D.C. program. Seminar topics vary from semester to semester, and are chosen in consultation with the IEL Academic Advisory Board. Among the topics offered in recent semesters are: Inside Washington: Players, Politics and Policy; International Relations: Toward the New Millennium; Reel DC-Film as Art; and Washington DC: The Ungovernable City? *(3 credits) Fall, Spring, Summer*

POLSC 402 – Washington Independent Research Project
Prerequisites: Junior or senior standing; POLSC 100; completion of the interdisciplinary core and writing requirements; approval by the RWU Washington semester advisor.
This project is undertaken while students are participating in the Roger Williams University Washington semester program. The project is developed before the student leaves the Bristol campus, in consultation with faculty in the department of political science. It is supervised during the student's time in Washington by a member of the IEL faculty. The project, based on the student's internship work, requires academic research of the agency, policy area, or organization for which the student is working while in Washington, D.C. *(3 credits) Fall, Spring, Summer*

POLSC 428 – Mexican Politics
Prerequisites: POLSC 120 and consent of instructor
This course combines daily seminars with meetings with political, civic, professional, and community leaders in Cuernavaca, Mexico. Students will examine the unique political system which emerged after the Mexican Revolution of 1910, as well as the political and economic transitions which Mexico is currently experiencing. *(3 credits) Winter Intersession Only*

POLSC 429 – Cultures in Contact: Mexico Today
Prerequisites: POLSC 120 and consent of instructor
This course combines daily seminars with visits to various historical and cultural sites in Cuernavaca, Mexico. Students will study the blend of cultures which comprise contemporary Mexican society,

with special focus on the relationship between culture and politics. *(3 credits) Winter Intersession Only*

POLSC 430 – Special Topics
Prerequisite: To be determined by instructor
In-depth study of some aspect of American, international, or comparative politics. Specific focus varies from semester to semester and may include: politics and film; Rhode Island politics; polling; foreign aid and development; defense expenditures; arms control; crisis management; emerging democracies; etc. May be repeated for credit, but students may study a single topic only once. *(3 credits) Special Offering*

POLSC 440 – Independent Research Project
Students may choose to work independently with a member of the Political Science faculty on a topic chosen by the student and faculty member. This work may involve directed reading and weekly meetings and/or an intensive, directed research project. *(3 credits) Fall, Spring*

POLSC 442 – Senior Research Seminar
Prerequisites: POLSC 100, 110, 120, and 240
Required course for senior political science majors. Students will explore one research topic in depth and produce a research project suitable for presentation at a student research conference and publication in a student-level research journal. Topics will be determined by the expertise of the instructor and the interests of the students. *(3 credits) Spring*

PORTUGUESE (also see listings under Languages)

POR 101 – Elementary Portuguese I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Not open to native speakers of the language studied.
The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. *(3 credits) Fall*

POR 102 – Elementary Portuguese II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.
Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. *(3 credits) Spring*

POR 201 – Intermediate Portuguese I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.
The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. *(3 credits) Fall*

POR 202 – Intermediate Portuguese II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.
Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Modern Language Lab. *(3 credits) Spring*

POR 210 – Actors, Authors and Audiences
Fulfills a course requirement in the minor of Modern Language
A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English. *(3 credits) Offered on demand*

POR 220 – Perspectives on Culture: The Portuguese
This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. This course is taught in English. *(3 credits) Fall, Spring*

POR 310 – Advanced Grammar and Composition
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. *(3 credits) Fall*

POR 311 – Advanced Conversation
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. *(3 credits) Spring*

POR 340 – Advanced Literary Topics
Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. *(3 credits) Offered on demand*

POR 350 – Advanced Topics
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. *(3 credits) Fall, Spring*

PSYCHOLOGY

PSYCH 100 – Introduction to Psychology
Fulfills a course requirement in the Psychology Core Concentration
Introduction to the basic conceptual approaches through which psychology derives its intellectual form. Emphasis is placed upon the nature of scientific inquiry and its role in obtaining an understanding of human behavior. Exposure to various psychological theories, including Freudianism, behaviorism, social learning, and humanism. *(3 credits) Fall, Spring*

PSYCH 201 – Psychology of Learning
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Basic principles of learning are stressed in the analysis of behavior. Focus of attention is on psychology as a science. Behavioral measurement and objectivity in behavioral observation are stressed. *(3 credits) Spring*

PSYCH 205 – Psychology and Work: An Introduction to Industrial/ Organization Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100
Students will learn how psychology is applied in industry and business settings. In particular, we will examine the psychological assessments used in hiring, evaluating and training employees; issues involving harassment at work, organizational attitudes and behavior; and employee satisfaction, stress and well-being; work motivation, and leadership. *(3 credits) Fall, Spring*

PSYCH 206 – Psychology of Loss
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100 or consent of instructor
Presents the theory and research related to loss. Readings and discussions focus on death, dying, the grieving process and social support, loss and intimate relationships, and growth through loss. In addition, through the completion of a group presentation and research paper, students examine other types of loss such as loss of memory, loss of friendships, loss of dreams or loss of health. *(3 credits) Fall*

PSYCH 211 – Child Development
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Human development from the prenatal period through middle childhood with emphasis on the interacting influences of genetic, environmental, and psychosocial factors. Theories of Piaget and others. *(3 credits) Fall, Spring*

PSYCH 214 – Group Dynamics
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Examines theory and research associated with the utilization of group designs in treatment settings, business organizations, and other large institutions. Surveys a variety of designs through discussion and reading assignments. *(3 credits) Fall*

PSYCH 215 – Human Sexuality
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Biological and psychological aspects of human sexuality. An examination of the development of male and female gender identity; the nature of sexual relationships; problems and conflicts inherent in the changing sociocultural norms for sex role behavior. *(3 credits) Fall*

PSYCH 216 – Educational Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Major contributions from psychology for educational practice, focusing on the learner in the learning situation, and how the learner is changed by changes in the learning situation; growth, development, and teacher-child relationships. *(3 credits) Fall, Spring*

PSYCH 220 – Psychology of Women
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100 or consent of instructor
The "feminine experience," its bio-cultural-historical origins, with examination of data concerning characteristic sensory, motivational, and performance behaviors of the sexes. Existing and alternative sex roles, implications for family structure, child rearing, education, and self-image of both male and female. *(3 credits) Spring*

PSYCH 230 – Psychology of Men
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Survey perspectives (historical, biological, anthropological, sociological and psychological) used to understand the behavior of men in contemporary Western society. Particular emphasis given to contemporary issues such as feminism, the men's movements, legal/ social implications of sexual preference, and the unique problems of men of color. Students conduct naturalistic observations, interviews, phenomenological descriptions and experiments. *(3 credits)*

PSYCH 240 – Quantitative Analysis
Prerequisite: PSYCH 100, MATH 124 or higher and Sophomore standing
Discussion of inferential and descriptive statistics. Provides some computer experience with statistical packages and a comprehensive study of methodological models, and presentation of outcomes in the professional journals. *(3 credits) Fall, Spring*

PSYCH 250 – Introduction to Theories of Personality
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
An introduction to a variety of personality theories, including those of Freud, Rogers, Ellis, Mischel and Bandura, and Skinner, Gestalt Theory, and other important approaches to the understanding of personality. *(3 credits) Spring*

PSYCH 255 – Social Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Examines experimental treatment of the social structure as it affects the individual. Emphasizes cognitive dissonance, attraction, social comparison, attribution theory, cohesion, group process, risk-taking and altruism. Replication of classic social psychological experiments. *(3 credits) Alternate Spring*

PSYCH 261 – Introduction to Neuroscience
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100, or BIO 103, 104 and at least sophomore standing.
Examines the biological/neurological bases of behavior, thought, and emotion. Focuses on the methods used to determine the correlation between physiological and behavioral variables and on the data obtained by these methods. Students who have taken this course as PSYCH 361 will not receive credit at this designation. *(3 credits) Spring*

PSYCH 270 – Positive Psychology
Prerequisite: PSYCH 100
This course fulfills a course requirement in the Psychology Core Concentration.
Positive Psychology is the scientific study of the strengths and virtues that enable individuals, families and communities to thrive. The course examines the history of positive psychology, the emergence of research in the field, and the influence of positive psychology on psychotherapy. Self-reflective journaling is a large component of this course. Journal entries include: selfless acts, experiential exercises and reading/viewing reflections. *(3 credits) Fall, Spring*

PSYCH 280 – Introduction to Psychopathology
Prerequisite: PSYCH 100
Fulfills a course requirement in the Psychology Core Concentration
Introduction to Psychopathology is a foundation course for PSYCH 435 Advanced Abnormal Psychology, providing the student with an introductory-level examination of the concept of abnormal behaviors and the methods by which they are classified in psychology and psychiatry. Students will become familiar with the DSM-V classification system and the relevant criteria for a number of the most salient forms of mental illness. *(3 credits) Fall, Spring*

PSYCH 295 – Intro to Cross-Cultural Psychology
Prerequisite: PSYCH 100, SOC 100, or ANTH 100
Critical review of cultural differences and similarities across various psychological constructs, such as emotions, cognition, intelligence, mental illness, among others, are explored. *(3 credits) Fall*

PSYCH 299 – Special Topics in Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Examines topics from the content areas. Initiated by student demand, interest of instructor, or timeliness of offering. *(3 credits) Special Offering*

PSYCH 303 – Cognitive Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100 and at least Junior standing
Examination of the methods used to study human thought processes, including attention, memory, decision-making, acquisition, retrieval, forgetting and related issues in cognition. Students learn to explore and analyze basic and applied models of cognition. *(3 credits) Fall, Spring*

PSYCH 305 – Humanistic Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Study of humanistic thought, past and contemporary. Examines philosophical differences between this perspective and other schools of thought in psychology. Major theoreticians might include Freud, Reich, Fromm, Rogers, Maslow, May, Laing, Grof, and others. *(3 credits) Alternate Fall*

PSYCH 308 – Conflict Management and Mediation
Fulfills a requirement in the Psychology core concentration.
Prerequisites: PSYCH 100
This course is designed to offer students opportunities to understand common causes of conflicts, and build techniques and skills in conflict management. The course teaches students the theoretical underpinnings causing disputes among parties. It emphasizes building partnerships and long-term positive relationships in one's career and personal life. Students will investigate the theory and practice of using power, assessing conflict, improving communication techniques in problem solving with regards to appropriate strategies, tactics and goals in conflict resolution. This course will also focus on mediation skills, and students will have an opportunity to practice conflict management strategies to solve actual conflicts. *(3 credits) Fall, Alternate years*

PSYCH 309 – Organizational Psychology
Fulfills a requirement in the Psychology major, minor and core concentration
Prerequisites: PSYCH 100
It is certain that everyone will work in an organization at some point in life. Organizational Psychology focuses on underlying principles about how people think, feel and behave in organizations. Organizational Psychology is the study of how individuals relate in the workplace, and how group and organizational structures affect individual behavior. This course is organized around these three levels of focus: individuals, groups (or teams), and organizations. *(3 credits) Fall, Alternate years*

PSYCH 310 – Applied Social Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100
The application of methods, theories, principles or research findings from the scientific study of interpersonal behavior to the understanding and solution of social problems. Topics covered include: risky health behavior; ageism; stress and social support; children as witnesses; jury bias; family and work interface; and consequences of gender bias. *(3 credits) Fall*

PSYCH 311 – Psychology of the Family
Prerequisite PSYCH 100.
This course focuses on the various structures of family life, with an emphasis on the psychological impact of such forms. We will explore variations in family life over time and across cultures and the complex associations between individual psychology, family relationships, and the larger social context. Topics include marriage, parenting, and divorce. *(3 credits) Fall*

PSYCH 312 – Psychology of Adolescence
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100
Adolescence and youth in Western culture is compared with youth of other cultures in terms of identity, alienation, activism, religion, and education. Roles in family, peer groups, and society. *(3 credits) Fall, Spring, Summer*

PSYCH 313 – Psychology of Infancy
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100
Study of theory and research in infant development: prenatal and perinatal influences; sensory and learning capabilities of the neonate; perceptual, cognitive, and social development during the first year; sex differences. Field work at an infant care center. *(3 credits) Alternate Fall*

PSYCH 314 – Psychology of Adulthood
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100 or consent of instructor
Considers basic perspectives on adult development. Using the concept of continuing maturation throughout the lifespan, it focuses on the latter portion of human life. Discussions center on changes in intelligence, motivation, learning, and memory which are supposed to accompany aging, as well as the psychology of dying and bereavement, and the psychosocial aspects of growing old. Field work in a retirement center. *(3 credits) Fall, Spring*

PSYCH 315 – Introduction to Clinical Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: : PSYCH 250 or PSYCH 280.
Focuses on the clinical orientation and emphasizes the integration of psychological theory with clinical research. Readings and class discussions center on a broad array of clinical topics designed to provide the student a better understanding of clinical psychology as a profession. *(3 credits) Special Offering*

PSYCH 318 – Psychological Testing
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100 and at least junior standing.
General introduction and orientation to the area of psychometrics and evaluation, with emphasis on understanding of fundamental concepts of test construction and utilization. Laboratory experience requires familiarity with statistical packages such as SPSS which are used to assess reliability of tests. Final project entails reliability analysis of a selected test. *(3 credits) Alternate Spring*

PSYCH 320 – Forensic Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100
Forensic Psychology focuses on the interface of academic and clinical psychology and the law. Students will acquire knowledge pertaining to the application of psychology to such legal issues as competency to stand trial, competency for execution, child custody determinations, expert testimony, civil and criminal commitment to mental institutions, criminal profiling, predicting dangerousness, psychological autopsies, Legal Insanity vs. Mental Illness, consultation for jury selection and malingering. *(3 credits) Fall, Spring*

PSYCH 326 – Health Psychology
Fulfills a course requirement in the Psychology Core concentration
Prerequisite: PSYCH 100
Through the lens of psychological research, students in this course will examine the etiology, treatment, and prevention of various medical conditions. Specifically, this course will increase students' understanding of how social, cognitive, emotional, behavioral, and biological factors influence health. *(3 credits) Spring, Alternate Years*

PSYCH 335 – Social and Emotional Development
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 211 or EDU 202 and at least junior standing.
This course is designed to provide a detailed examination of social and emotional development from birth through adolescence. Emphasis will be placed on the methods developmental psychologists use and the major theoretical issues, questions, and implications of both normative development and individual differences in development. Topics include developmental perspectives on emotions, attachment, the family, peer relationships, the self, aggression, altruism and moral development, and gender roles. *(3 credits) Alternate Spring*

PSYCH 336 – Cognitive Development
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 211 or EDU 202 and at least junior standing.
This course is designed to provide a detailed examination of cognitive development from birth through adolescence. Emphasis will be placed on the methods developmental psychologists use and the major theoretical issues, questions, and implications of both normative development and individual differences in development. Topics will include the major theoretical perspectives on cognitive development (Piaget's theory, Neo-Piagetian theories, and information processing theories) as well as developmental perspectives on memory, social cognition, language, and the relation between cognitive development and the social context. *(3 credits) Alternate Spring*

PSYCH 340 – Research Methods
Prerequisites: PSYCH 100, 240, and junior standing
Required of all students majoring in Psychology. Students will be exposed to the wide range of research methods and designs used in Psychology, including observational methods, survey research, as well as correlational and experimental designs. Students will learn to prepare psychological research reports using the style required by the American Psychological Association. *(3 credits) Fall, Spring*

PSYCH 342 – Legal Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100 and at least junior standing.
The application of social science research methods and psychological knowledge to contemporary issues in the criminal justice system. Topics include: eyewitness memory, scientific jury selection, police identification procedures, jury decision making, credibility of witness testimony, the social scientist as an expert witness, and research methods used by legal psychologists. *(3 credits) Fall, Spring*

PSYCH 353 – Community Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100,
An overview of community psychology as a new development in the delivery of psychological services focusing on the role of the clinical psychologist and paraprofessional in a community setting. Includes a critical analysis of state institutionalization in comparison to more recent developments of community mental health services. *(3 credits) Special Offering*

PSYCH 356 – Counseling: Theory and Skills
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100, 250 or 280 and at least junior standing.
A brief theoretical overview of counseling is discussed in conjunction with the application of practical skill development. Skills included are listening, interviewing, presentation of self, rapport development, and empathy. The laboratory experiences focus on the development and sharpening of the skills requisite for success in graduate studies and enhanced employment opportunities. *(3 credits) Alternate Fall*

PSYCH 360 – Multicultural Psychology
Prerequisite: PSYCH 100 and junior standing or consent of instructor
Fulfills a course requirement in the Psychology Core Concentration
This course examines multicultural issues within psychology, focusing on racial, cultural, and ethnic characteristics and identities, as well as other domains of difference, such as gender, age, sexual orientation, religion, ability, and their intersections. The course seeks to define multiculturalism and its role within psychological research and theory, exploring such topics as prejudice and stereotyping, communication styles, cultural values and identities, immigration and acculturation, and mental and physical health among diverse cultural groups. *(3 credits) Fall, Spring*

PSYCH 362/BIO 362 – Animal Behavior
Cross-listed as BIO 362; Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100, BIO 103, and BIO 104, or NATSC 103, and at least junior standing. or consent of instructor
Proseminar course. Emphasizes common challenges that various species face. The mechanisms responsible for behavior, including sensory receptors, filters, neurobiology and the endocrine system are discussed. The development of behavior, as well as behavior genetics and evolution are examined. Students then focus on communication and adaptations for survival, and social organization in animal groups. Students present the results of a literature search. *(3 credits) Fall, Spring*

PSYCH 365 – Sensation and Perception
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100 and at least junior standing.
Emphasizes the construction of reality from sensations arising from stimulation by changes in environmental energy. Some consideration is given to biofeedback, meditation, yoga, and other factors that modulate perceptual process. *(3 credits) Spring*

PSYCH 367 – Evolutionary Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100 or BIO 103
This course examines the evolutionary development of behavioral, cognitive, and affective tendencies in humans. Special attention will be paid to possible sex differences in behavioral tendencies. Care will be taken to address the controversies involved in the nature/nurture debate. Dichotomization of the genetic factors from experiential factors will be evaluated in terms of what has come to be known as Galton's Error (attempts to explain human traits as either inherited or due to environmental factors). The course represents an attempt to identify the various aspects of "human nature". *(3 credits) Alternate Spring*

PSYCH 369 – Contemporary Issues in Psychology and Law
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100 and at least junior standing
Students will learn to delineate and critically think about the interdependence and interrelationships between psychology and the legal system. Students will be responsible for reading and synthesizing the methodologies from empirical studies related to how psychologists interface with the law. A variety of topics will be discussed including psychological testimony, the psychology of the courtroom, and legal rules and regulations governing the practice of psychology. *(3 credits) Alternate Fall*

PSYCH 371 – History of Modern Psychology
Prerequisites: PSYCH 100,, and at least junior standing
Presents the development of the major schools and systems of psychology from their philosophical antecedents to contemporary forms. *(3 credits) Fall, Spring*

PSYCH 380 – Psychology of Consciousness
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 100 and at least junior standing
Examines the various modes of consciousness experienced by humans. Through a variety of readings and exercises, students become better able to articulate their own experience and better able to appreciate that of others. Addresses the following topics: sleep and waking, dreaming, meditation, psychoactive drugs, exercise, intuition, analytical functioning, and others. *(3 credits) Alternate Fall*

PSYCH 390 – Substance Abuse
Fulfills a course requirement in the Psychology Core Concentration
Prerequisites: PSYCH 340 or consent of instructor
The course provides a comprehensive review of psychoactive substances. Major classes of drugs are covered in class, including their history, modes of intake, effects, and consequences of use. Distinctions are made between substance use, misuse, abuse, and dependence. Types of education, prevention measures, and treatment approaches are also presented. *(3 credits) Fall, Spring*

PSYCH 395 – Themes in Cultural Psychology
Prerequisite: PSYCH 100, ANTH 100 or SOC 100 or consent of the instructor.
This course will focus on unique cultural influences on development, intelligence, conceptualization and treatment of mental illness, and other influences, such as religion and political climate in specific non-European regions of the world. The course will rotate among the following regions: East Asia, North Africa/Middle East, Africa, and Latin America. The course may be repeated but not the topic. *(3 credits) Spring*

PSYCH 419 – Psychology of Religion
Prerequisite: PSYCH 100 and at least junior standing or consent of the instructor.
Requirement: This course will fulfill a requirement in the major, minor, or core concentration.
Grounded in psychological research and theory, this course approaches the psychology of religion from a socio-cultural standpoint. We study the degree to which religion is an intricately related psychological and social construct. Attention is paid to both dominant and non-dominant religions as we examine the psychological, historical, and legal factors that combine to shape individual and social reality. The format of the course is that of a seminar with the expectation that students will contribute to the variety of materials and issues explored. *(3 credits) Fall, Alternate Years*

PSYCH 421 – Instruction with Practicum
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: Invitation by instructor; junior or senior standing
Student and instructor determine responsibilities which may include: assisting in preparation of course syllabus, assignments, and tests; leading discussions; delivering lectures; or planning in-class activities. *(3 credits) Fall, Spring*

PSYCH 425 – Advanced Theories of Personality
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: PSYCH 100, PSYCH 250 and at least junior standing
This course has been designed to provide the student with an in-depth examination of the most relevant and popular theories in the area of personality psychology. Students will examine selected theories through reading the seminal publications, the examination of up-to-date research associated with each theory, and class discussions of assigned readings. The specific content of the course and theories covered will be determined on a semester-by-semester basis. *(3 credits) Spring*

PSYCH 426 – Seminar in Developmental Psychopathology
Prerequisites: PSYCH 100,, PSYCH 211, PSYCH 280, PSYCH 340, and at least junior standing
Developmental psychopathology is a subfield of psychology that integrates principles of clinical and developmental psychology. Developmental psychopathology provides a unique perspective that facilitates the assessment, treatment, and research of traditional clinical problems. This course will examine the origins and course of psychopathology across childhood and adolescence and will focus on several of the most common clinical problems in children (i.e., depression, conduct problems, peer rejection, etc.). For each problem domain, discussion will focus on the continuity /discontinuity of the

disorder across development and the challenges presented by each clinical PSYCH issue. *(3 credits) Alternate Fall, Spring*

PSYCH 430 – Special Topics in Psychology
Fulfills a course requirement in the Psychology Core Concentration
Prerequisite: At least junior standing
Study of special topics in psychology. Topics determined by student needs and the availability of appropriate instruction. *(3 credits) Special Offering*

PSYCH 435 – Advanced Study of Psychopathology
Fulfills a course requirement in the Psychology Core Concentration.
Prerequisite: PSYCH 100, PSYCH 280 and at least junior standing.
Advanced Study of Psychopathology is an advanced study of all mental illness. Students will examine the research in support of data for the classification of mental illness into specific groups. Attention will be paid to the underlying causes and treatment of illnesses such as, but not limited to: schizophrenia, major depressive disorders, bipolar disorders, dissociative disorders, and character disorders. *(3 credits) Fall*

PSYCH 440 – Experimental Psychology with Laboratory
Prerequisites: PSYCH 100, 240, 340, and senior standing
Required of all students majoring in Psychology. Students will gain an in-depth understanding of experimental design. This course will help students gain experience surveying literature, creating hypotheses, designing methodology, analyzing and interpreting data, and reporting research using the style required by the American Psychological Association. *(4 credits) Fall, Spring*

PSYCH 446 – Seminar in Psychology
Prerequisites: PSYCH 100, 240, 340 and at least senior standing.
Required of all students majoring in psychology.
This senior seminar serves as a capstone course for psychology majors. Students will critically examine behavior across the sub-divisions within the field of psychology. In a seminar based learning format, students will critically compare theories and methods across varying schools of thought in psychology. This critical analysis will further develop students understanding of theoretical and applied behaviors. Each seminar will have a varying topic in psychology based on instructor expertise. This course will advance students existing knowledge of psychological constucts and further develop their understanding of behavior while helping them to understand the advantages of psychology as a degree choice and future careers in the discipline. *(3 credits), Fall, Spring*

PSYCH 450 – Research in Psychology
This course is open to students pursuing research on a specific topic in psychology. Research must be an original idea in psychology, and agreed upon by student and psychology faculty research advisor. This course may be repeated for credit. Students who intend to register for PSYCH 451 must first complete PSYCH 450. *(1-3 credits) Offered on demand.*

PSYCH 451 – Senior Thesis
Prerequisites: Prior Departmental approval of a research proposal, 3.3 GPA overall and a 3.5 Psychology GPA, or permission of the department, and PSYCH 450
This course will serve as a capstone experience for outstanding students majoring in psychology. Students will work closely with a psychology advisor; engage in original research on a topic of their choice. The thesis should be empirical in nature and should demonstrate their ability to evaluate and subsequently add to an important area of psychological study. Students will synthesize knowledge gained in coursework throughout their program. The course will conclude with a formal written thesis and oral presentation. With permission of the Psychology Department, this course may serve as a substitute for PSYCH 498 or 499. *(3 credits) Offered on demand*

PSYCH 498 – Research Practicum in Psychology
Prerequisites: PSYCH 100, PSYCH 340 and consent from instructor
Students register for this course in conjunction with a 135 hour research practicum experience in psychology. Students must have an on-campus faculty sponsor. Enrollment is by permission of instructor. *(3-6 credits) Offered on demand*

PSYCH 499 – Applied Practicum in Psychology
Prerequisites: PSYCH 100, PSYCH 340 and consent from instructor
Students register for this course in conjunction with a 120 hour applied practicum experience In psychology, students attend a weekly 1 hour classroom seminar designed to integrate their practicum experiences with theoretical and empirical concepts in psychology. Enrollment is by permission of instructor. *(3-6 credits) Offered on demand*

GRADUATE COURSE LISTINGS

PSYCH 501 – Research Design
This course will teach students how to utilize research methodological strategies and designs to empirically investigate observations, theories, and hypothesis. Students will be introduced to advanced experimental design, sources of variability, effect size, and higher order factorial experiments. This course will also introduce students to the role of statistical analysis in psychology relative to the specific methodologies utilized by psychologists. This course should enable students to critically evaluate the claims of "experts" in forensic and applied psychology as well as in the scientific literature. *(3 credits) Fall*

PSYCH 502 – Quantitative Methods I
Students will study advanced statistical methods including Analysis of Variance through Analysis of Covariance including the investigation of their utility in psychological research and experimentation. Students will also become familiar with the most prominent statistical software including but not limited to SPSS. *(3 credits) Spring*

PSYCH 503 – Forensic Psychology
Forensic Psychology is the intersection of Psychology and Law. Students will study the most cogent areas where Psychology and Law intersect. Students will exam such topics as: The Historical Development of Forensic Psychology; Child Custody; Insanity Issues; Competency evaluation; Police Psychology; Civil Proceedings and the Forensic Psychologists role; Criminal Proceedings; Assessment Issues, Civil and Criminal; Expert Testimony and Interventions with Forensic Populations. *(3 credits) Fall*

PSYCH 504 – Psychology and the Law
This course provides the student with knowledge pertaining to the application of social science methods and psychological knowledge to contemporary issues in the criminal justice system. Topics for this course will include: lineup procedures, eyewitness memory, scientific jury selection, pretrial publicity, repressed memories, interviewing eyewitnesses, children suggestibility and research methods used by legal psychologists. This course will introduce students to contemporary psychological knowledge pertinent to the legal system and is appropriate for graduate students interested in law, psychology, and criminal justice. *(3 credits) Spring*

PSYCH 505 – Introduction to Clinical Assessment: Objective Tests
This course focuses on the fundamentals of clinical assessment with adults. This will include a review of relevant psychometrics and statistical properties (i.e., reliability and validity) as well as the basics of clinical assessment (i.e., ethical guidelines and report writing). We will focus on three areas of psychological assessment: intelligence,

achievement, and personality assessment. Within each area, we will review the conceptual and theoretical issues relevant to conducting psychological assessments and become familiar with the most common tools used in assessments with adults. The course also includes an applied component in which students will have an opportunity to learn the fundamentals of administration, scoring, and interpretation of a select battery of assessment tools. These practical experiences will provide a context for further discussion of the various technical and ethical issues related to psychological assessment. *(3 credits) Spring*

PSYCH 506 – Assessment in Criminal Law
Prerequisites: Psych 501; Psych 502; Psych 503; Psych 505
The purpose of this course is to introduce the student to various areas that require psychological assessment in the Criminal Court system. Students will become familiar with: the general tenants of the Criminal law and why psychological issues become pertinent in this area; the wide variety of issues that are related to criminal proceedings, criminal defendants where input from the mental-health specialist is most frequently requested; pertinent Case Law that directs the input of the psychologist; the various psychological instruments and procedures that are typically used by Mental Health practitioners in the Criminal Justice system; the pertinent research that justifies and supports the use of very psychological instruments for the purpose of giving expert testimony and providing evaluations with in the crumble justice system. Students will learn: how to become informed of current Case law and how to evaluate and apply Court findings; about various organizations designed to keep mental health professionals abreast of issues in the criminal justice system: and how the role of the mental-health professional has developed historically within the context of the Criminal law. *(3 credits) Fall*

PSYCH 507 – Assessment Issues in Civil Law
Prerequisites: Psych: 505 or consent of the Instructor
The purpose of this course is to familiarize the students with various areas of the Civil Law in which mental-health professionals evaluate and make assessments. Students will become familiar with the research in this area and its application to the process of evaluation in answering legal questions that are peculiar to areas in the civil courts. Students will learn: about the questions that the Court expect the psychologist to address; the types instruments and evaluative procedures that are used in the civil context in terms of expert testimony, report writing and input into the legal system; how the pertinent case law is applied and frames the input of the mental-health professional in this context; how the role of the mental-health professional has developed historically within the context of non-criminal areas of law; and how to keep abreast of current issues that are dictated by the Case law. *(3 credits) Spring*

PSYCH 508 – Forensic Report Writing
Prerequisites: Psych: 505 or Psych 506 or Psych 507 or Consent of the Instructor
Forensic report writing will focus the students in all aspects of the construction of a competently written forensic report. The students will learn how to construct forensic reports in the areas of competency, insanity, injury assessment, disability assessment, mental status examinations, dangerousness, suicidal intent, and homicidal ideation. *(3 credits) Spring*

PSYCH 509 – Methods in Psychotherapy I
Methods of Psychotherapy is designed to introduce students to the prevalent methods of psychotherapy, theories of change and treatment outcome research. Through readings in each of the dominant schools of psychotherapy, students will become familiar with a number of treatment approaches and philosophies through assigned readings and mock therapy sessions in a laboratory setting. *(3 credits) Spring*

PSYCH 510 – Quantitative Methods II
Prerequisites: Psych 501; Psych 502
Quantitative Psychology II provides the graduate student with the necessary skills to understand, interpret, and design research projects that require complex multiple independent variable designs. Students will study Multivariate methods in Quantitative Psychology including, Multiple Regression, Discriminate Analysis, Principle Components Factor Analysis, Cluster Analysis, and Manova designs. *(3 credits) Spring*

PSYCH 511 – Children, Adolescents, and the Law
In both the Criminal and the Civil Courts, issues with regard to children and adolescents present unique challenges for the forensic psychologist. Students will learn issues that are specific in this area such as: assessment of children in terms of custody; parental fitness; allegations of sexual abuse; children in need of the service services; incorrigible children; parens patrie; delinquency; adjudication issues with regard to children; educational assessments within the Court system; advocacy programs related to children; placement of children in the foster care system; adoption; termination of parental rights; commitment of children to juvenile facilities; and transference of children from the minor status to adult status with regard to criminal laws; assessment issues and ethical issues that are unique to this area as well as the wide variety of placements that are results of legal intervention in the role of the psychologist in this context; about issues that are specific to the rights of juveniles within the Criminal Court system. Students will be given an opportunity for in-depth exploration of a particular area of interest through literary research. *(3 credits)*

PSYCH 512 – Child Assessment
Prerequisites: Psych: 505 or Consent of the Instructor
This course provides an overview of the basic methods of psychological assessment of children. As we review these methods, we will focus on their strengths and limitations, both in terms of their psychometric and practical characteristics. Knowledge of principles of psychometric theory, test construction, and statistical properties (i.e., reliability and validity) is therefore assumed and will not be a primary focus of this course. The course also includes an applied component. You will have an opportunity to practice the administration and scoring of a select battery of assessment instruments with your peers and with practice test subjects. These practice assessments will provide a context for discussing various technical and ethical issues related to the assessment of children within a psychological framework. *(3 credits)*

PSYCH 513 – Vocational Counseling
Students will be introduced to counseling theory as it applies to vocational choice, individual interests, vocational placement, and methods of vocational assessments. *(3 credits) Fall, Spring, Summer*

PSYCH 514 – Helping Relationships
The course is an introduction to basic skills and techniques in mental health counseling. Students will examine and apply mental health counseling theories, techniques, and intervention. Emphasis will be devoted to the development of basic counseling skills such as active listening, the importance of the counseling relationship, working with difficult or resistant clients, the impact and importance of personal values and diversity in counseling, the development of attitudes and approaches that facilitate the counseling relationship, the importance of self-examination, maintenance of professional and therapeutic boundaries, managing stress and promoting self-care, and ethical issues.

PSYCH 515 – Introduction to Group Counseling
Prerequisite: Consent of instructor
This course will provide advanced study in the theory, process and practice of Group Counseling and Psychotherapy. Students will study

the application of group designs in the treatment of individuals in a group setting. Multicultural applications of different approaches will be considered, as well as applications of group counseling on specific special populations. Particular attention will be paid to the utility and research supporting the effectiveness and efficacy of this form of treatment. *(3 credits) Spring, Summer and Winter Intersession*

PSYCH 519 – Methods of Psychotherapy II
Prerequisite: Psych 509
Methods of Psychotherapy II is designed as a continuation of Methods of Psychotherapy I (PSYCH 509) and as such to familiarize students with a number of methods of psychotherapy, theories of change and treatment outcome research. Through readings, in each of the methods of psychotherapy covered, demonstrations, DVD demonstration videos, and classroom experiences, students will become familiar with treatment approaches such as the cognitive behavioral, rational emotive, humanistic, brief psychodynamic and dialectic behavioral therapy methods of psychology. *(3 credits) Fall, Spring, Summer*

PSYCH 520 – Developmental Psychopathology
Prerequisites: Consent of the instructor
What does it mean to be a "developmental psychopathologist"? Developmental psychopathology integrates principles of clinical and developmental psychology. The distinguishing features of developmental psychopathology provide the clinical psychologist with a unique perspective that facilitates the assessment, treatment, and research of traditional clinical problems. This course is designed to introduce you to the field of developmental psychopathology. We will focus on the origins and course of psychopathology across childhood and adolescence. For each problem domain, we will review research regarding the continuity/discontinuity of clinical problems across development. In addition, we will highlight the challenges presented by each problem domain, and how it can be better understood from a developmental psychopathology perspective. Thus, upon completion of the course you will have acquired a foundation of principles of developmental psychopathology that may be applied to your own future research and practice. *(3 credits) Fall*

PSYCH 521 – Adult Psychopathology
Prerequisites: Consent of the instructor
This course is designed to investigate the field of adult psychopathology. Students will examine the latest research related to DSM IV TR criteria for such disorders as (but not limited to) schizophrenia, bipolar disorder, major depression, anxiety disorders, somatoform disorders; and personality disorders. *(3 credits) Fall*

PSYCH 525 – Psychology of Criminal Behavior
Prerequisites: Consent of the instructor
This course will provide the student with the opportunity to explore and examine detail prominent psychological theory as it is applied to criminal behaviors. Particular attention will be paid to separating the difference between pathology as a cause and other forms of psychological explanations for criminal behaviors. *(3 credits) Fall*

PSYCH 530 – Special Topics in Forensic Psychology
Prerequisites: Consent of the instructor
Course content will rotate across a variety of specialty areas in forensic psychology. Areas of study may include psychobiology, children's suggestibility, victimology, neurological assessment, psychotherapy, history and systems, or other methodological content areas derived to help students understand contemporary Issues In the criminal justice system. *(3 credits) Fall, Spring*

PSYCH 531 – Family Violence
This course is a seminar based course which examines the recent research and theoretical foundations of the issues associated with family violence. Students will investigate seminal research and theory associated with the psychological aspects of violence as it occurs in families as well as the impact such violence may have on both perpetrators and victims. *(3 credits)*

PSYCH 532 – Multicultural Competence in Psychological Practice
This course examines the diversity of North American society with a focus on analysis of cultural ethnicity, race, disability, and sexual orientation; includes integration with clinical and research issues. It is designed to introduce students to psychological issues concerning gender, cultural values, religion, race/ethnicity, individualism-collectivism self-identity, group identity and group conflict, culture and development, sexual orientation, psychological and physical disorders and disabilities, culture and communication. *(3 credits)*

PSYCH 533 – Law and Mental Health
Prerequisites: Consent of the instructor
The purpose of this course is to give the students an understanding of the American legal system. Students will learn how it operates, the defining principles, and the role of the psychologist and others with mental health expertise in this context. Students will become familiar with the laws pertinent to applied forensic psychology in both Civil and Criminal Courts. Students will learn how various Regulations, Penal Codes, Statutes and the Constitution frame and limit, the input of the mental health professional within the legal system. Students will learn the ways in which the current Case Law structures the everyday practice of forensic psychology. Students will learn how the pertinent Case Law exemplifies and delineates and clarifies the use of Psychology in the Courtroom by Judges and in other settings as defined and determined by the Courts. Students will learn about the historical development of the use of the mental-health expert within the Court system and the ramifications of those realities currently. Students will develop an appreciation for the differences between the perspectives and goals the disciplines of law and psychology. *(3 credits)*

PSYCH 534 – Advanced Developmental Psychology
Prerequisites: Consent of the instructor
This course is designed to provide advanced study in the field of child development, with a consideration of prenatal through adolescent development. Emphasis will be placed on both the major theories as well as contemporary research findings in developmental psychology. *(3 credits) Fall*

PSYCH 535 – Group Dynamics: Methods and Design
Prerequisites: Psych 515
This course will provide advanced study in the process and design of Groups and their use in Forensic settings. Students will study the application of group designs in the treatment of individuals involved in the justice system: mentally ill offenders, substance dependent offenders, and sexual offenders. Moreover, the course will describe the various approaches utilized in such treatment, such as group counseling, paychoeducational approaches, and behavioral treatment. Particular attention will be paid to the utility and research supporting the effectiveness and efficacy of this form of treatment in correctional settings. *(3 credits) Spring, Fall, Summer*

PSYCH 540 – Advanced Personality Psychology
Prerequisites: Consent of the instructor
This course is designed to provide advanced study in the field of personality psychology with a specific focus on seminal works in personality theory. Students will investigate the original works of Freud, Jung, Horney, Michel, Bandura, Kelly, Cattell, and Allport in addition to other important personologists. Students will critique a number of the theories in terms of their utility in modern psychology and their historic importance in the development of modern theory in personality psychology. *(3 credits) Spring*

PSYCH 550 – Professional Ethics in Psychology
Prerequisites: Consent of the instructor
This course is designed to provide a pragmatic understanding of the ethical principles guiding psychologists in their roles as clinicians, researchers, supervisors, and teachers. We will focus on the APA Ethical Principles of Psychologists and Codes of Conduct. This will include a review of the rules and procedures of the licensing boards and the consequences of code violations. A second major objective of this course is to help you to formulate your own "code" of ethical decision-making as a psychologist in-training. We will discuss common personal and professional circumstances that place psychologists in challenging ethical situations. In addition, you will each have the opportunity to explore the ways in which your own personal "ethos" is consistent (or inconsistent) with your legal and ethical responsibilities as a psychologist. We will pursue this goal by reviewing case studies, role-playing ethical dilemmas, and sharing our own personal experiences as researchers, clinicians, teachers, and students. These exercises will allow you to define your own process of ethical decision-making that you can return to throughout your career in psychology. *(3 credits)*

PSYCH 591 – Clinical Practicum I
Students will be placed in a 60 hour (4hr/week) clinical placement in the community. Students will observe various clinical processes such as intake interviews, diagnostic assessments, psychosocial interviews, and individual and group counseling sessions. A minimum of five of the 60 clinical hours shall include direct clinical observation or co-facilitation of individual or group counseling sessions. Students will also participate in clinical team meetings, client review meetings and attend small group supervision. Students will also participate in small group practicum supervision with a faculty supervisor. Practicum supervision will consist of no more than five students and meetings will be held weekly for 90 minutes. *(3 credits) Annually*

PSYCH 592 – Clinical Practicum II
Prerequisites: PSYCH 591
Students will be placed in a 120 hour (8hr/week) clinical placement in the community. Students will observe various diagnostic interviews and biopsychosocial assessments at their practicum placement and participate with their practicum supervisor on the development of an assessment report that includes a family, developmental and social history of the client, a review of the client's presenting problem, a mental status exam, diagnosis, case formulation and treatment recommendations. The assessment can include the use of structured data collection methods such as self-report psychological inventories and testing. Students will also participate in clinical team meetings, client review meetings and attend small group supervision at their training site. Students will also participate in small group practicum supervision with a faculty supervisor. Practicum supervision will consist of no more than five students and meetings will be held weekly for 90 minutes. Practicum supervision will focus on training students in conducting a clinical interview, formulating a case conceptualization and identifying treatment needs and intervention strategies. *(3 credits) Annually*

PSYCH 593 – Clinical Practicum III
Prerequisites: PSYCH 591 PSYCH 592
Students will complete 120 hours of clinical practicum placement in one semester in a mental health setting. Students will receive training, experience and clinical supervision on various therapeutic interventions including individual and group modalities. Students will receive on-site weekly supervision from a licensed mental health professional and participate in weekly 90-minute small group meetings with a faculty supervisor. Practicum III is designed for students who require 12 credit hours of practicum in order to satisfy requirement for licensure as an LMHC, e.g., Rhode Island. This course will provide three of the required 12 credit hours for licensure. *(3 credits) Annually*

PSYCH 594 – Clinical Practicum IV
Prerequisites: PSYCH 591 PSYCH 592 & PSYCH 593
Complete 120 hours of clinical practicum placement in one semester in a mental health setting, 40 hours to be direct (face-to-face) client contact observation hours. Students will also receive advanced training, experience and clinical supervision on various therapeutic interventions including crisis intervention. Students will receive on-site weekly supervision from a licensed mental health professional and participate in weekly, 90-minute small group meetings with a faculty supervisor. Practicum IV is designed for students who require 12 credit hours of practicum in order to satisfy requirement for licensure as an LMHC, e.g., Rhode Island. This course will provide three of the required 12 credit hours for licensure. *(3 credits) Annually*

PSYCH 595 – Research Practicum
Students will function as a member of a research team at an external research site such as a medical school or university, government or criminal justice agency, or non-profit agency. The student will participate in the planning and design of research, data collection, data entry, and statistical analysis and hypothesis-testing. The student will receive supervision and instruction about the interpretation, preparation of the written project and presentation of the research results. Students will take PSYCH 595 twice for a total of 6 credits. *(3 credits)*

PSYCH 596 – Directed Research
Students will work in partnership with a designated psychology faculty member on faculty-directed research. The student will participate in the literature review, the planning and design of research, data collection, data entry, and statistical analysis and hypothesis-testing. The student will receive supervision and instruction about the interpretation, writing up and presentation of the research results. *(3 credits)*

PSYCH 598 – Clinical Internship
Prerequisites: PSYCH 591 PSYCH 592
Students will complete a 300 hour (20 hour/wk.) clinical internship at a faculty-approved clinical internship site and participate in weekly small group supervision with a qualified faculty member. Students will take Internship twice for a total of 6 credits. *(3 credits)*

PUBLIC ADMINISTRATION

PA 201 – Public Administration
Co-listed as POLSC 260
Introduces the theory, forms, and practice of public administration at the national, subnational, and international levels. Emphasizes administrative theories, concepts of bureaucracy, the environment of public service, and the role of administrators in government. *(3 credits)*

PA 202 – Studies in Public Administration
Examines the relationship between theory and practice of Public Administration through a review and analysis of selected problems, issues, and case studies at the national, subnational, and international levels. Administrative theories, concepts of bureaucracy, the environment of public service, and the roles of administrators in government. *(3 credits)*

PA 305/POLSC 361 – State and Local Government
Cross-listed as POLSC 361 Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
Analysis of state and local governments with emphasis on the distribution of political power and administrative responsibility in selected public programs and areas of public policy. *(3 credits)*

PA 306 – City Management
Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
Study of municipal administration, including organization, financial management, personnel and labor relations, municipal services, and political and public relations; analysis of city governments and the role of city and local government managers; examination of the planning, policy, management, evaluation, and financial dimensions of cities. *(3 credits)*

PA 340/POLSC 380 – Public Policy
Cross-listed as POLSC 380
Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
Systematic analysis of critical domestic issues and areas: poverty, race relations, crime, etc. Consideration of the entire public policy cycle: recognition and definition of potential "problems"; formulation and implementation of governmental policy solutions; and assessment of the impact of policies. *(3 credits)*

PA 360 – Communication in Organizations
Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
A study of the nature and importance of communications in complex organizations such as corporations and agencies. Topics include communication theory, theory of organizations, managing communications in organizations, and effects of communication on behavior and attitudes. *(3 credits)*

PA 362 – Public Personnel Administration
Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
Focuses on the primary personnel functions including job evaluation and compensation; staffing; employee training and development; employee relations; collective bargaining; and other issues and concerns of public sector personnel management. *(3 credits)*

PA 363 – Public Financial Administration
Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
This course explores administrative, political, and institutional aspects of the budgetary and financial management processes within the public sector. A review of federal, state, and local financial, budget, and revenue systems. *(3 credits)*

PA 364 – Organizational Theory and Management
Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
Study of the historical evolution of organizational thought and theories. An analysis of the basic concepts of organizations within both a contemporary and future view of the public sector. *(3 credits)*

PA 370 – Comparative Public Administration
Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor
An overview of the administrative structures, functions, and processes of selected governments in a variety of nations. Comparisons of alternative administrative systems with the United States experience will be included. *(3 credits)*

PA 411/SHS 411 – Grant Writing
Cross-listed as SHS 411
Provides a working knowledge of the various sources of funds available to the grant writer as well as the terminology and the components (problem statements, objectives, methodology, evaluation, budget) of various funding applications and instruments. At the conclusion of the course the student will have the skills to do basic research for a grant proposal and to write a proposal. *(3 credits)*

PA 430 – Special Topics in Public Administration
Study of special topics in public administration. Topics determined by program, student needs, and availability of appropriate instruction. *(3 credits)*

MASTER OF PUBLIC ADMINISTRATION

PA 501 – Foundations of Public Administration: Legal and Institutional
The political and institutional context of contemporary public administration. Examination of the political and legal constraints on public administrators, legislative-executive relations, and the role of administration in the policy making process. *(3 credits) Fall*

PA 502 – Organizational Dynamics
Cross-listed as LEAD 511
Examination of the literature on organizations, organizational dynamics, group dynamics, team-building, and introduction to leadership in dynamic organizations. Attention will be given to the effects of organizational structure on organizational behavior. Organizational design principles are also presented. Students may not earn credit in both PA 502 and LEAD 506. *(3 credits) Spring*

PA 503 – Data Management and Analysis
Cross-listed as LEAD 503
The use of quantitative analysis and techniques for public administrators. Emphasis on research design, data gathering, analysis, interpretation and the presentation of findings. Instruction in the use of descriptive statistics, such as means, medians, standard deviations, and histograms will be covered. It includes an analysis of the validity and appropriateness of statistical techniques employed by managers in the professional fields of public, nonprofit, and health administration. Use of computer software to analyze data is introduced. Students may not earn credit in both PA 503 and LEAD 503. *(3 credits) Spring*

PA 504 – Public Policy and Program Evaluation
Study of the policy making process and implementation, the role of public administration in that process, and methods of determining the effectiveness of public policy. *(3 credits) Spring*

PA 505 – Public Budgeting and Finance
Cross-listed as LEAD 505
Introduction to public finance and budgeting with an examination of the development of public budgeting, the budget process, revenue sources, taxation, accounting practices, and debt management in public organizations. Students may not earn credit in both PA 505 and LEAD 505. *(3 credits) Fall*

PA 506 – Public Personnel Management
Cross-listed as LEAD 506
Study of the functions of public personnel management, current practice, issues, and problems. Students may not earn credit in both PA 506 and LEAD 506. *(3 credits) Fall*

PA 512 – Intergovernmental Relations
Examines the historical and contemporary relationships between federal, state and local levels of government in the United States. Focuses on issues created by our federalist system of government including: centralization, power sharing, and locus of control. *(3 credits)*

PA 513 – Public Administration and Public Law
Examination and understanding of the constraints of constitutional law on administrative behavior and decisions. Attention paid to the legal environment in which public managers must operate. *(3 credits)*

PA 514 – Urban Administration and Management
An introduction to the literature of urban administration and an examination of the problems confronting public managers including: service delivery, fiscal solvency, centralization, collective bargaining, and accountability. *(3 credits)*

PA 515 – Ethics in Public Administration
Emphasis placed on accountability and responsibility of public officials for appropriate behavior and ethical decision-making. Offers the student an understanding of how one's ethics relate to public affairs. *(3 credits)*

PA 516 – Grant Writing and Management
Teaches students how to locate funding opportunities and write effective proposals. Additional emphasis on the management of government grants and contracts. *(3 credits)*

PA 517 – Computer Applications for Public Managers
Introduction to the selection and use of computer hardware and software for public managers. Provides practical experience with spreadsheets, word processors, database management, presentation programs and geographic information systems. *(3 credits)*

PA 518 – Program Evaluation
Program Evaluation is a research and analysis based course in management, programming and administration. It is intended to equip the student with the knowledge and skill to create, implement and manage a public or health program using modern information systems, and research principles. Program design is featured as an important aspect of evaluation along with matching program effects and the statistical analysis required for understanding the effects. Emphasis is placed on program evaluation being part of the standard MIS/EDP operation of an organization. At the conclusion of the course, the student should be able to create a program and see it through to its programmatic conclusion. *(3 credits)*

PA 519 – Lean Thinking for Public Administration
During difficult economic times, organizations of all types are seeking to reduce costs and eliminate duplication, thereby helping their organization move toward effectiveness and efficiency. Roger Williams University is offering a new course that is offered 100% online designed to help managers improve efficiency in business systems, entitled, Managing with Lean Thinking. Lean, an internationally recognized management program, was initially developed to improve systems and efficiencies in the aerospace industry. A hands-on learning experience, RWU's Managing with Lean Thinking curriculum is geared toward managers working in healthcare, non-profits, community organizations, and government agencies.

PA 530 – Special Topics in Public Administration
This is a course for each specialization required of Public Administration Masters Students. Students integrate knowledge in selected specialty areas in the public management, health care administration, leadership, nonprofit executive management, and related public management and service topics. Students will complete assigned readings, conduct seminar discussions, and research, organize, and complete assigned course projects. *(3 credits)*

PA 550 – Health Care Administration
Prerequisite: PA 501 & PA 502 or consent of instructor
Components of the health care system in the United States, with emphasis on the relationships among public (local, state and federal), private, voluntary and nonprofit entities. Topics include points of access for recipients of health care; relationships with other human services and professions involved in providing health care; and the regulatory environment governing these relationships. Critical review of major ideological influences that have shaped health policy. *(3 credits)*

PA 551 – Public Policy and Politics in Health Care Administration
Prerequisite. PA 504 & PA 550 or consent of instructor
Examination of the formulation, adoption and implementation of public policy for health care through federal, state and local political processes. The role of research in the program process is tied to effective administration. Techniques of effective evaluation and report presentation are also covered. *(3 credits)*

PA 552 – Trends and Issues in Health Administration
Prerequisite: PA 551 or consent of instructor
Examination of current issues confronting health care managers. An assessment of current programs and management responses to emerging trends in the health care field, including delivery systems, marketing/competition, strategic planning, financial management and/or epidemiological changes. *(3 credits)*

PA 553 – Economics of Health and Medical Care
Prerequisite: PA 505 & PA 551or consent of instructor
This course analyzes health care problems from an economic perspective. Effective management of limited resources, including financial issues involving differing managed care structures (HMOs, PPOs, and IPAs) are examined. *(3 credits)*

PA 554 – Health Informatics
Fulfills a requirement in the Health Care Administration concentration for the MPA
Fulfills a requirement in the Graduate Certificate for Health Care Administration.
This course will cover Health Informatics from the perspectives of various data, information sources, and stakeholders. During this course students will study the active role that providers of health and wellness services must take to ensure that consumers have access to high quality and comprehensible health information, considerations of multi-ethnic and special populations will be studied along with the various disciplines composing informatics (e.g., linguistics, psychology, computer science, anthropology, etc.) within a patient-centered perspective; addressing the intersection of the patient, information technologies, and healthcare practice will be presented and studied. *(3 credits)*

PA 580 – Internship in Public Administration
Designed for pre-service students. *(3 credits) Fall, Spring, Summer*

PA 590 – Research in Public Administration
Designed for working professionals in the field. *(3 credits) Fall, Spring, Summer*

PA 599 – Directed Study in Public Administration
(PA 599 required of all students)
This capstone in public administration is devoted to topics in public management involving problem identification and solution. Students work independently with faculty guidance to create projects in public administration. In-person presentation of data findings and solutions is required. Internship/Research Requirement and Directed Study Requirement. *(3 credits) Fall, Spring, Summer*

PUBLIC HEALTH

PH 201 – Public Health Essentials
Prerequisite: BIO 103 or ANTH 100 or consent of instructor
Fulfills a course requirement for the Public Health Minor
This course addresses the question: What is public health? with an introduction to the concepts, principles and practices of public health. Students will examine the historical and current role of public health institutions and the biological, social, behavioral, environmental and cultural determinants of health. An overview of tools used to assess, control and prevent disease will be put into the context of current public health threats and the future of public health. *(3 credits) Fall*

PH 265 – Foundations of Epidemiology
Prerequisite: PH 201
Epidemiology is the scientific study of the determinants and distribution of health and disease, and therefore provides the basis for the design of public health policy, interventions and education. In this course, students will learn how to describe patterns of population health and disease, design and interpret studies to analyze these patterns, evaluate evidence for causal factors in disease, and understand strategies for preventing both chronic and infectious diseases. *(3 Credits) Spring*

PH 270 – Global Health
Cross list – ANTH 270
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Fulfills a course requirement in the Public Health minor
Prerequisite: ANTH 100
The public health subfield of Global Health examines illnesses that affect human populations across national boundaries. This course introduces the subfield and emphasizes social science perspectives on the social, cultural, and political-economic forces that influence global health problems. Specific topics include longstanding health problems such as malaria and tuberculosis as well developing issues such as emerging infectious diseases and climate change. *(3 credits) Spring*

PH 350 – Applied Practicum in Public Health
Prerequisite: Prerequisites: PH 201 and consent of instructor
Fulfills a course requirement for the Public Health Minor
Taken in conjunction with a 35hr public health-related experience, students read and discuss recent primary literature to actively integrate the practicum experience with concepts and practices in public health. This practicum course combines a field experience with an academic seminar course that meets for 3 hours per week. Potential discussion topics include, but are not limited to, biostatistics, community health, epidemiology, environmental health, global health, health promotion and education, health management, health policy and maternal & child health. *(3 credits) Spring*

PH 375/POLSC 375 – Health Policy
Prerequisite: PH 201 or POLSC 100 or consent of instructor
This course is an examination of the context, process and substance of health care policy in the United States. The political, financial and legal-constitutional environments within which health policy is made will be analyzed, as will the several stages of the policy-making process, the intergovernmental dynamics, and the policy outcomes produced in this environment and by this process. *(3 credits) Spring, Alternate Years*

PH 430 – Special Topics in Public Health
Prerequisites: BIO 103 or ANTH 100 or consent of instructor
Fulfills a course requirement for the Public Health Minor
Advanced-level topics of importance in public health, determined by the interest of students in consultation with faculty.
This course may be repeated for credit, but students may study a single topic only once. *(1-3 credits) Special offering*

PH 460 – Public Health Senior Capstone
Prerequisites: PH 201 and PH 350
PH 460 provides Public Health Majors the opportunity to integrate, synthesize, and apply knowledge learned in the process of completing the principal and elective course requirements for the BA or BS degree. Students may choose from two options to complete the requirements of the course: Independent Research or Public Service Internship (120 hours of service with once a week seminar). Both options require critical assessment of the experience using written and oral communication. *(3 credits) Fall, Spring, Summer I, Summer II*

SOCIAL AND HEALTH SERVICES

SHS 100 – Foundations of Social and Health Services
Examines the historical, philosophical, and theoretical frameworks of professional social and health services in the United States. Emphasis will be placed on the theoretical bases of developmental psychology, including structural theory, ego psychology and adaptation, object relations, and life cycle development. *(3 credits) Fall, Spring*

SHS 110 – Health and Nutrition
Introduces the concept of orthobiotic living. Students will learn how proper nutrition contributes to the level of wellness at all stages of the life cycle. The multiple factors affecting purchase and consumption of food are included, as well as the functions of specific nutrients and their complex interrelationships. Students will distinguish reliable from unreliable sources of health and nutrition information currently available. *(3 credits) Fall, Spring, Summer*

SHS 120 – Introduction to Gerontology
This course is required for the Certificate in Gerontology and is a pre-requisite for upper level courses in the Gerontology Certificate Program.
This is a multidisciplinary course that provides students with an introduction to the study of again. The course covers many aspects of aging, including those associated with biology, physiology, medical care, psychology, culture, sociology and social policies. We will examine the anticipated developmental changes that occur from adulthood into later adulthood. Students will be introduced to basic theoretical models, research methods and current information on the psychology of adulthood and aging. We will also focus on the particular concerns of racial and ethnic minorities and the issue of 'ageism' as a form of discrimination in our society. Aging will be examined from multiple perspectives that include the social, political and biologicals sciences, arts and humanities, care giving, social services and social policy.

SHS 238 – Introduction to Biostatistics
Presents the principles of biostatistics, including the research process, frequency measures, tests of significance, correlation, linear and multiple regression analysis. Students will be able to understand basic statistical procedures and will be able to critically analyze social and health services empirical literature. *(3 credits) Fall*

SHS 250 – Introduction to Epidemiology
Designed to familiarize students with the basic principles of epidemiology, enables critical reading of the medical literature and understanding of the epidemiologic terminology therein. Various contemporary health care issues are examined, including pharmaco-epidemiology, chronic disease epidemiology and social epidemiology. *(3 credits) Spring*

SHS 258 – Social and Health Services and Family Systems
Provides an understanding of the therapeutic models used to assess and work with families. Content of discussions will center on assigned readings, videotapes, role plays, and special areas of interest brought into class. This course will benefit students who have contact with families in the social and/or health services field. *(3 credits) Fall, Spring*

SHS 302 – Group Process
For students who wish to enhance their ability to work with groups; involves actual involvement in an ongoing group experience. The varied dynamics of the group will be examined in regard to both interpersonal and intrapersonal issues. *(3 credits) Spring*

SHS 303 – Adult Development
Promotes a knowledge of adult developmental issues encountered across different fields of practice. Students will learn to 1) deepen assessment skills, particularly as regards possible normative psycho-

social stressors which may underlie or aggravate presenting client/patient complaints, and 2) be sensitive to how these normative stressors impact their own lives as learners and professionals in an ongoing adaptive process. *(3 credits) Fall*

SHS 310 – Social Gerontology
Provides a broad base of knowledge about the process of the aging experience and the diversities in the older population. The impact of the changes in life expectancy and the consequent increase in the number of elderly will be addressed. Through a combination of reading, videos, presentations, and discussions, older Americans will be studied in a multi-disciplinary manner. Students will distinguish the realities of usual and successful aging from the societal stereotypes surrounding this phenomenon and consider how such attitudes affect social policies and services. *(3 credits) Fall, Spring*

SHS 320 – End of Life
Designed for personal growth related to issues of death and dying for professionals working in the field, as well as non-professionals. A developmental, life cycle perspective is used, examining such concepts as bereavement theories, cultural differences, clinical intervention with various types of mourning, and coping with caregiver stress and grief. Students will have an opportunity to examine their own beliefs and attitudes, expand their understanding of the grief process within families, examine traditional and non-traditional closure rituals, and learn new caregiver skills to prevent burnout. *(3 credits) Fall*

SHS 323 – Treatment of Children and Adolescents
Examines child and adolescent developmental issues in the context of the social environment. Examines social and health service systems and programs which address social and developmental needs, including child protective services, foster care and adoption. Also addresses basic issues involved in the psycho-social treatment of children and adolescents, individually and in the context of the family. *(3 credits) Fall*

SHS 324 – Multi-Cultural Perspectives on Aging
Prerequisite: SHS 120
This course is required for both the Nursing Home Administration Certificate and for the Certificate in Gerontology.
This course provides students with a knowledge base from an international and cross-cultural perspective necessary for social and health services with the aged and their families. We will examine demographic data on global aging and introduce basic concepts such as culturally competent care of elders. Students will learn geriatric social and health service practice concepts values, skills and theories. Emphasis is placed on the role of the social network and social exclusion on the availability and accessibility to formal and informal care services of the aging population. Students will analyze critical questions about age and ageing around the world. *(3 credits)*

SHS 328 – Crisis Intervention
Provides a theoretical framework for the understanding of crises and emergencies in mental health and health care practice; intended for students who will be practicing in health/mental health/law enforcement, or will be acting as administrators in these human service agencies. A variety of crisis experiences is examined, including developmental and transitional crisis. Related strategies for intervention, legal guidelines, and treatment are examined. A basic approach to clinical assessment is presented, and then applied to various types of crises, including family violence and abuse, life-threatening illness, and suicidality. *(3 credits) Fall, Summer*

SHS 352 – Social and Health Services Policy
Provides a theoretical framework for the critical analysis of current social welfare and health care policies and their effects on the provision of services. Emphasis is placed on the political/ideological forces that shape these policies and on the effectiveness, efficiency, and accountability systems of various approaches to the allocation of resources and the provision of social and health care services. Students will learn how to engage in this critical analysis, including identification of how to personally participate in these systems, and how outcomes of policy directly impact individuals, particularly those in society who are among the more powerless and vulnerable. *(3 credits) Fall, Spring*

SHS 408 – Counseling: Theory and Skills
Co-listed as PSYCH 356
A brief theoretical overview of counseling is discussed in conjunction with the application of practical skill development. Skills included are listening, observation, presentation of self, rapport development, interviewing, and empathy. *(3 credits) Fall, Summer*

SHS 409 – Methods and Procedures of School Nursing
Explores the issues and current practice of nursing within the elementary and secondary school setting for Registered Nurses who are interested in the specialty of School Nurse Teaching. A school-based clinical component will be utilized to provide a professional understanding of the specialized knowledge and skills necessary to contribute to and support the goals of education. Particular attention will be paid to the educational process, special needs students, rules and regulations of Rhode Island, Federal regulations, screening, and the development and utilization of information and referral sources. *(3 credits) Fall, Spring*

SHS 410 – Methods and Materials in Health Education
Examines the latest methods, procedures, and techniques for presenting the information, principles, and concepts outlined in school health curricula. Preparation and presentation of lesson plans will prepare the School Nurse Teacher for his/her role as a health educator. Evaluating currently used health curricula, books and teaching aids will familiarize the Registered Nurse with the scope of today's health education. *(3 credits) Fall, Spring*

SHS 411 – Grant Writing
Cross-listed with PA 411
Provides a working knowledge of the various sources of funds available to the grant writer as well as the terminology and the components (problem statements, objectives, methodology, evaluation, budget) of various funding applications and instruments. At the conclusion of the course the student will have the skills to do basic research for a grant proposal and to write a proposal. *(3 credits) Spring*

SHS 431 – Women's Issues and Mental Health
Addresses women's mental health issues from a feminist perspective. Students will learn about the impact of socialization on women's development as it relates to functioning within important relationships throughout the life cycle. The meaning and value of "connection" is explored, with particular emphasis on how helping professionals can develop a supportive therapeutic alliance with women in health and mental health care settings. Women's particular treatment needs are examined within the context of a supportive, self-empowerment practice model which utilizes concepts from leading theorists in feminist and relational ways of thinking. *(3 credits) Fall*

SHS 434 – Principles of Program Design: Health Education
Focuses on techniques, processes, and models of developing health education programs in schools, communities and work sites; the principles of grant writing/development are also studied. The school nurse-teacher will learn how to identify a health education need, plan a program to address that need, and write a grant to fund the program. *(3 credits) Fall, Spring*

SHS 435 – Organization and Administration of School Health Programs
Intended for nurses in the field of School Nurse Teaching, emphasis is placed on policies within Rhode Island, including health education regulations, health programs, and curriculum development. Students are introduced to the processes of budgeting, assessment skills, and program evaluation. *(3 credits) Fall, Spring*

SHS 436 – Introduction to Education of the Exceptional Child
Intended for nurses in the field of School Nurse Teaching, emphasis is placed on the state and federal legal requirements/responsibilities of school nurse teachers in the mainstreaming of students with special needs, a critical examination of existing services and programs, and a review of case studies. Guest lectures and the demonstration of adaptive equipment are included in the course. *(3 credits) Spring, Summer*

SHS 440 – Practicum in Social and Health Services

SHS 451 – Geriatric Mental Health Care Management
This course is required for the Nursing Home Administration Certificate and is The Capstone course for the Certificate in Gerontology.
This course offers insights and practical approaches to working with older adults who may have mental illness. We will review evidence-based screening tools as well as the criteria and 'best practices' for treatments related to mental illnesses and aging. The emphasis is on working more effectively as care managers, using a strength-based approach to care. We will examine a range of topics, including the impact of social, economic and ethnic factors in the care and treatment of aging populations; the ethics of in-home care; working with family caregivers; spiritual challenges; chemical dependency and elder abuse, and the importance of care coordination, documentation and monitoring. *(3 credits)*

SHS 454 – Social and Health Services Research Methods
Introduces principles of research methodology pertinent to health care and social service fields of practice in which Social and Health Services students are currently or will be employed. As such, the course focuses on the formulation and design of an independent research project related to practice. *(3 credits) Fall, Spring*

SHS 455 – Advanced Counseling Techniques
Prerequisites: SHS 408
Examines phenomena which relate to enhancing the clinician's rapport-building, communication patterns, and repertoire of psychotherapeutic change strategies. This course is for the student currently working in a clinical setting. *(3 credits) Spring, Summer*

SHS 457 – Seminar in Case Management
Adhering to requirements for certification for Certified Case Managers (CCM), focuses on the role of case managers in assessment, planning, coordination, monitoring and evaluation. Particular emphasis is placed on benefit systems, cost benefit analysis, legal and ethical issues pertaining to confidentiality, and legislation which impacts case management approaches. *(3 credits) Fall*

SOCIOLOGY

SOC 100 – Introduction to Sociology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
The study of individuals in society, and an introduction to the basic concepts through which sociology derives its intellectual form, such as socialization, social groups, institutions, stratification, and social change. *(3 credits) Fall, Spring*

SOC 201 – Social Stratification
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
Offers a comprehensive foundation in both the classic and contemporary approaches to stratification from a global perspective. Social stratification is the division of a large group or society into ranked categories of people, each of which enjoys different levels of access to scarce and valued resources. This class will address economic, racial, and gender stratification. *(3 credits) Alternate Fall*

SOC 220 – Sociological Perspectives on Race
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
W.E.B. DuBois serves as the starting point for discussing race in sociological terms. The class then moves chronologically towards the 21st century, where sociologists still struggle to elucidate race as a social construction. A special focus on the progress and challenges of the post-civil rights era in the United States will be included. Topics include race theory, race stratification, race identity and representation, trends in racial attitudes, race and power, the intersection of race with class and gender, and the social construction of whiteness. *(3 credits) Alternate Spring*

SOC 230 – Population and Society
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
Analyzes global population characteristics and trends, and their effect on such social processes and institutions as employment, marriage and family patterns, religion, and government and their impact on society. *(3 credits) Spring*

SOC 234 – The Family
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
An analysis of the family as a social institution and intimate group. Topics include the impact of industrialization, marriage and divorce, gender roles, parenthood, the influence of social class, and variations in lifestyle and family structure. The focus is on the contemporary U.S. society, with some cross-cultural comparative material. *(3 credits) Alternate Spring*

SOC 240 – Sociology of Disasters
Fulfills a course requirement in the Anthropology + Sociology Core
Prerequisite: SOC 100
*Concentration*Social science is confronting the consequences of large human-created and human-enabled disasters. Earthquakes, fires, hurricanes, terrorist attacks, and biomedical threats shape modern life. This course examines the manner in which human activity generates, exacerbates, and responds to 'natural' and 'man-made' disasters. *(3 credits) Spring, Alternate Years*

SOC 250 – Sociological Perspectives on Social Problems
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
An overview of the sub-field of social problems focusing on literature of local and global social problems with an effort made to address possible solutions. *(3 credits) Alternate Fall*

SOC 260 – The Sociological Imagination
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisites: SOC 100
The sociological imagination was first coined by sociologist C. Wright Mills to explain how one moves from casual observation to scientific sociological observation. Examines usefulness of analyzing sociological patterns. The course will illustrate the many uses and contexts of the lens of the sociologist. Content will alternate based on instructor. *(3 credits) Spring*

SOC 299 – Special Topics in Sociology
Prerequisites: SOC 100
This course examines topics from the subfields of sociology that are not typically offered in the sociology curriculum. The course topic is initiated by interest and expertise of the instructor and student demand. *(3 credits) Special Offering*

SOC 300 – Social Theory
Prerequisites: SOC 100, SOC 260. and ANTH 100, ANTH 260; open to Anthropology + Sociology Majors only with at least Junior standing, or consent of instructor
An analysis of the classical origins of contemporary social thought. This course pays special attention to contemporary anthropological and social theory. Perspectives such as symbolic interaction, critical theory, and contemporary feminist theories are also considered. *(3 credits) Spring*

SOC 301 – Social Life in Global Cities
Prerequisite: SOC 100 or URBN 100 or consent of instructor
This course connects you to two key global cities (for example London and Paris). Students visit key city sites (museums, memorials, and street markets). Students contrast the urban social life of these cities: use of sidewalks, use of public transportation, consumption patterns, and security practices. Attention is given to each city's important 'third places', changing social geography, urban restructuring, and contemporary cultural manifestations. Students will engage in research projects incorporating introductory field research. *(3 credits) Summer I, Alternate Years*

SOC 316 – Sociology of Gender
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
An analysis of the behaviors and social processes underlying the femininity and masculinity of persons. The course examines how gender has been socially constructed in different times and places. Competing theoretical explanations of gender inequality are presented. *(3 credits) Alternate Fall*

SOC 320 – Sociology of Fashion & Art
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
The sociological imagination asks ˜how is society structured?™ How does it change over time? Who prevails? In this course we focus our imaginations on the art world and fashion world. We will discuss different sociological approaches to these social worlds. *(3 credits) Spring, Alternate Years*

SOC 330 – Globalization and Identity
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
This course examines the consuming trend of globalization from a sociological point of view. Explores relationships between individuals, groups, and institutions in an age of globalization, with emphasis on national identity and global identity. Special attention will be given to sociological commentary on the political, economic, and cultural benefits and limitations to globalization worldwide, Students will explore the competing stories about globalization as it continues to unfold. *(3 credits) Alternate Spring*

SOC 340 – Comparative Immigration
Prerequisite: SOC 100
This course will focus primarily on the sociological process of immigration from a comparative perspective. Attention will be given to the consistencies of immigration, despite population, destination, and time period, as well as emphasize the differences of the immigrant experience, which help highlight how politics, the economy, and culture shape this dynamic process. Issues such as the construction of race, nationalism, globalization, and technology and how they in turn shape the immigrant's experience will be covered, with emphasis on how laws and social norms shape our common discourse on immigration. *(3 credits) Alternate Years*

SOC 348 – Urban Sociology
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100 or URBN 100
Students who have taken SOC 238 may not take SOC 348 for credit
This course introduces the field of urban sociology. The course covers the main topics and vocabulary associated with urban research. Students will engage in original research will allows them to test the ideas from the course's readings. This course is research and writing intensive. *(3 credits) Spring*

SOC 350 – Comparative Social Movements and Social Change
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisite: SOC 100
A specialized course on the literature in sociology from a global perspective. Students will review theories and empirical cases on social movements and social change. Topics could include, but are not limited to: labor movements, lesbian and gay activism and environmental activism. *(3 credits) Alternate Spring*

SOC 430 – Special Topics
Fulfills a course requirement in the Anthropology + Sociology Core Concentration
Prerequisites: SOC 100
Study of special topics in sociology. Topics determined by student needs and the availability of appropriate instruction. *(3 credits) Special Offering*

SOC 460/ANTH 460 – Senior Seminar
Cross-listed as ANTH 460
Prerequisite: ANTH 454 (C- or higher)
This course is designed to foster a deeper understanding of anthropology and sociology. Students will be required to produce research suitable for presentation at a student-research conference and/or publication in either anthropology or sociology student-level research journals. Topics will be determined by the student. *(3 credits) Spring*

SPANISH (also see listings under Languages)

SPN 101 – Elementary Spanish I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Not open to native speakers of the language studied.
The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. *(3 credits) Fall*

SPN 102 – Elementary Spanish II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.
Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. *(3 credits) Spring*

SPN 201 – Intermediate Spanish I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.
The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. *(3 credits) Fall*

SPN 202 – Intermediate Spanish II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.
Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Modern Language Lab. *(3 credits) Spring*

SPN 210 – Actors, Authors and Audiences
Fulfills a course requirement in the minor of Modern Language
A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English. *(3 credits) Offered on demand*

SPN 220 – Perspectives on Culture: The Spanish
This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. This course is taught in English. *(3 credits) Fall, Spring*

SPN 310 – Advanced Grammar and Composition
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. *(3 credits) Fall*

SPN 311 – Advanced Conversation
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. *(3 credits) Spring*

SPN 338 – Spanish Literary Tradition I
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Successful completion (C-or higher) of Intermediate II Course in the same language or placement by examination.
Literary Tradition I provides a chronological survey of literature in the respective language from around 800 AD to 1750 AD. The most significant works of literature, ranging from early writings in medieval epics to lyrical poetry, early novels, and dramas will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Fall*

SPN 339 – Spanish Literary Tradition II
Fulfills a course requirement in the Modern Language Core Concentration
Prerequisite: Successful completion (C- or higher) of Intermediate II course in the same language or placement by examination.
Literary Tradition II provides a chronological survey of literature in the respective language from around 1750 AD to the present. The most significant works of literature, ranging from drama to the short story and the novel, especially in the nineteenth century, will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. *(3 credits) Spring*

SPN 340 – Advanced Literary Topics
Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. *(3 credits) Offered on demand*

SPN 350 – Advanced Topics
Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course
Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. *(3 credits) Fall, Spring*

SPN 351 – El Siglo de Oro (The Golden Century)
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language II course. As is the rule of most 300 and above courses, this course will be taught mainly in the target language.
The "El Siglo de Oro" is considered the apex of Spain's literary and artistic history. This is the period between the Spanish Renaissance and the Baroque Era (XVI-XXVII centuries). That era is framed by the works of the Italianist, Garcilazo de la Vega, and the Neo-baroque dramatist, Pedro Calderon de la Varca. Emphasis will be placed on the literary study and criticism of prominent works and authors through reading, discussions, and writing in the target language. *(3 credits) Fall*

SPN 352 – La Generacion del 98 (The Generation of 98)
Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language II course. As is the rule of most 300 and above courses, this course will be taught mainly in the target language
As a result of the Spanish – American War Era of 1898, Spain lost its last overseas Colonies. That embarrassing defeat gave rise to a multitude of discussions by Spain's intellectuals who saw the "Spanish Problem" as extremely serious. They turned within themselves to try to rediscover and revive the spirit that had made Spain great. The result was a new movement that became known as the Generation 98. The course will emphasize the works of the major philosophers, poets, novelists, and briefly touch on other architectural, musical, and artistic expressions. *(3 credits) Spring*

STRATEGIC COMMUNICATION

STCOM 100 – Introduction to Persuasive Techniques
Introduction to manufacturing processes and systems, including machining, injection molding, sheet metal forming, casting, and assembly. Applies engineering science to model manufacturing phenomena. Emphasizes Design for Manufacture and Assembly, including cost estimation and tolerance analysis. *(3 Credits) Spring*

STCOM 220 – Corporate Communication
In this course, students examine communication practices in the corporate environment. Course content focuses on how corporations communicate with their key stakeholders, both internal and external to the corporation, and introduces students to specific communication functions such as image management, crisis communication, advertising, public relations, and new media/communication technologies. Corporate communication and public relations theories are explored through the lens of practical applications. Through readings, discussions, and hands-on applications, students are introduced to practices that reach a variety of stakeholders including media, customers, investors, employees, media, government agencies, and communities. *(3 Credits) Spring*

STCOM 350 – Digital & Social Media
This course provides students with an introduction to the history, theory, technology, and uses of social media. Social media (such as Twitter, Facebook, blogging, etc.) are technologies that enable individuals to create, collaborate, and share messages with audiences of all sizes. Students will explore the best practices of social media including the limitations and possibilities and will have hands-on experience with several forms of social media technology. Those who complete this course will know how to use social media productively, and have a framework for understanding and evaluating new tools and platforms. Overall, students will become confident in using social media networks to engage with their prospective and current customers and accomplish their business goals. *(3 Credits) Spring*

STCOM 420 – Strategic Planning in Communication
Prerequisites: STCOM 220
This course investigates the various uses and roles corporate communication employs, with a specific focus on how to be a though leader for communication efforts within a corporation/organization. This course begins by defining a communication campaign, and attaining students recognition of the steps needed for best practices. Students will then analyze corporate/organizational communication efforts through the strategic planning model (RPIE). The executive communication functions of investor relations, employee relations, community outreach, media practices, government relations and public affairs are explored. This course is a required course for the Certificate in Corporate Communications. *(3 Credits) Spring or Summer I*

SUSTAINABILITY

SUST 101 – Introduction to Sustainability Studies
Sustainability Studies is an interdisciplinary field that examines the interrelated environmental, economic and social problems facing humans at local, regional and global scales. This course provides an introductory survey of the concepts, principles and tools from diverse fields that contribute to understanding and responding to problems such as climate change, environmental degradation, and unequal distribution of limited resources. The course introduces perspectives from the natural and social sciences, arts and humanities, and professional disciplines and explores how valuing their interconnection increases the prospects for achieving a more sustainable future. Specific topics to be explored may include: quantitative systems thinking and analysis, principles of ecology, consumption patterns of energy and natural resources, the role of media in sustainability literacy, cultural sustainability, environmental politics, social justice, sustainable architecture and engineering, and the roles of the arts. *(3 credits) Fall, Spring*

SUST 301 – Analysis and Decision-Making for Sustainability
Prerequisite: SUST 101; MATH 117 or higher or consent of instructor
This course focuses on understanding and applying various quantitative and qualitative research methodologies to issues within sustainability studies such as life-cycle analysis, analytical induction, and optimization. The goal of the course is for students to develop analytical skills to guide decisions that lead to more sustainable outcomes in a variety of systems. During the semester, students will be given opportunities to work with others in different disciplines to understand the interdisciplinary aspects related to technical, social, environmental, and economical issues in sustainability. *(3 credits) Fall*

SUST 401 – Working Toward Sustainability
Prerequisite: SUST 101; SUST 301 or consent of instructor
This course is the capstone in the SUST sequence for the sustainability studies minor. During the first portion of the class, students will critically analyze a system or process which purports to be sustainable from environmental, economic and social science perspectives. The second half of the course focuses on working in groups to identify and propose interdisciplinary solutions to issues related to sustainability. *(3 credits) Spring*

SUST 430 – Special Topics in Sustainability Studies
Prerequisite: SUST 101
An advanced interdisciplinary course focused on a topic related to sustainability studies. *(3 credits) Special Offering*

THEATRE

THEAT 110 – Acting I
Fulfills a requirement in the Theatre Core Concentration
The course focuses on elements which form the basis for the art and craft of acting. Its emphasis is on the actor's instrument: body, voice, intellect and emotion and the resources needed in creating a role. These are explored through a series of acting exercises involving concentration, energy, sensory awareness, rhythm and imagination. The class includes discussions of theory and practice, and an introduction to physical and vocal warm-ups and scene work. *(3 credits) Fall, Spring*

THEAT 122 – Stagecraft
Prerequisite: Major, minor and core concentration
This lab course familiarizes the student with all practical areas of technical theatre. Scene construction and painting, drafting, lighting execution, sound execution, costume construction techniques. *(1 credits) Fall, Spring*

THEAT 123 – Design for the Theatre
Fulfills a requirement in the Theatre Major, Minor, and Core Concentration
Note: Students who have completed THEAT 120 and/ or THEAT 121 will not receive credit for THEAT 123
This class is a study of scenery, costume, lighting and sound design for the theatre. The course will include discussions of design elements and the design processes. It will emphasize professional best practices and presentation techniques. *(3 credits) Fall, Spring*

THEAT 130 – The Art of the Theatre
Fulfills a requirement in the Theatre Core Concentration
A broad examination into the whole theatre craft. The course will focus on script analysis from the point of view of the various theatre professions. Plays chosen will be from differing theatrical periods and reflect the department's production season. An introduction to theatre vocabulary will also be included. *(3 credits) Fall, Spring*

THEAT 140, 141 – Musical Theatre Workshop
Fulfills a course requirement in the Theatre Core Concentration
This course studies the American musical theatre. It may include weekly private lessons for the development of the singing voice and acting styles for use in the musical theatre. Concentration is on the conveyance of image and dramatic meaning. *(2 credits for 140, may be repeated for credit; 1 credit for 141, may be repeated for credit) Fall, Spring*

THEAT 200 – Theatre Practicum
Fulfills a course requirement in the Theatre Core Concentration
This course offers production experience directly related to other theatre courses. Students receive credit for supervised work in all areas of the department production program. These include all technical areas, running crews, design, directing, performance, and house management and publicity. One credit may be obtained for each semester in residence as a theatre major. *(1 credit) Fall, Spring*

THEAT 210 – Acting II
Fulfills a course requirement in the Theatre Core Concentration
Prerequisite: THEAT 110 or consent of the instructor
This course lays the foundation for a sound methodology and technique for approaching a role. Its practical work builds upon the character and scene analysis and presentations begun in Acting I. *(3 credits) Spring*

THEAT 220 – Intermediate Design
Fulfills a course requirement in the Theatre Core Concentration
Prerequisite: THEAT 120 or consent of the instructor
A detailed examination of technical theatre, the design process, and methods for lighting, scenery, and costuming. Sound design and technology will also be introduced. Discussions will include play analysis, period style, and the application of historical research to design projects. Students will be expected to narrow their focus to one or more design areas. The class will culminate in a portfolio review. *(3 credits) Spring*

THEAT 230 – Theatre History I
Fulfills a course requirement in the Theatre Core Concentration
This course surveys the history of theatre and drama in Europe and Asia from the ancient Greeks through the Elizabethan period. *(3 credits) Fall*

THEAT 231 – Theatre History II
Fulfills a course requirement in the Theatre Core Concentration
This course surveys the history of theatre and drama in Europe, Asia, and the Americas from the French neo-classic period through the development of modernism in the twentieth century. *(3 credits) Spring*

THEAT 232 – Stage Management
The duties and responsibilities of the stage manager, including scheduling, budgeting, audition and rehearsal procedures, technical rehearsals, supervision of shifts, closing, and moving. Students study various theories of the stage manager's role in production, approaching them from educational, stock, and professional definitions. Provides practical experience through Studio and Main Season productions. *(3 credits) Fall*

THEAT 300, 301 – Drama in Production
Fulfills a course requirement in the Theatre Core Concentration
An intensive course in the theory and practice of the theatrical arts. Each semester the course will focus on a particular playwright, period, or style. Study in the classroom will parallel the practical application of the material in the studio. The course will culminate in a workshop production. *(3 credits for 300, may be repeated for credit; 1 credit for 301; may be repeated for credit) Fall, Spring*

THEAT 310, 311 – Acting Studio
Fulfills a course requirement in the Theatre Core Concentration
Prerequisite: THEAT 210 or consent of the instructor
An advanced acting course that will examine particular acting problems and styles through analysis and presentation of dramatic writing selected from a variety of periods and cultures across time. Subject matter will vary each term. *(3 credits for 310, may be repeated for credit; 1 credit for 311, may be repeated for credit) Spring*

THEAT 312 – Acting Workshop
Fulfills a course requirement in the Theatre Core Concentration
Prerequisite: Two semesters of introductory acting courses or their equivalent and a serious commitment to acting as a profession.
Advanced study of experimental theatre techniques. The aim of the work is to extend the creative range of the actor by developing his or her physical and vocal equipment, releasing the imagination so that the actor is able to bring a new freedom and a new depth to his or her work, whether in the experimental or the traditional theatre. *(3 credits) Fall (London)*

THEAT 320, 321 – Design Studio
Fulfills a course requirement in the Theatre Core Concentration
Prerequisite: THEAT 220 or consent of the instructor
A focused examination of design processes and techniques. Much of the work will be through individual design projects. Students will engage in readings and research in their area of specialty. The class will culminate in a portfolio review. *(3 credits for 320, may be repeated for credit; 1 credit for 321, may be repeated for credit)*

THEAT 322 – Theatre Design Workshop
Fulfills a course requirement in the Theatre Core Concentration
Prerequisites: THEAT 120, 220
Advanced design project in scenery, costume, or lighting. Each student submits a plan for his or her own course of study, augmented by museum visits and research checklists, using the various resources available in London. Ordinarily, the goal of this study is a major design project of portfolio quality. *(3 credits) Fall (London)*

THEAT 330 – Theatre of Shakespeare
Fulfills a course requirement in the Theatre Core Concentration
Critical analysis of selected comedies, tragedies, and histories, including a study of the Globe Theatre and of contemporary production techniques. Plays chosen reflect the announced seasons of local and nearby London theatre production companies. *(3 credits) Fall (London)*

THEAT 331 – Modern Theatre and Drama
Fulfills a course requirement in the Theatre Core Concentration
Examines the ideas and practices of the modern theatre. Beginning in the late nineteenth century with realism and the anti-realistic rebellion, the course follows the major theories, plays, and practitioners that shaped our contemporary theatre. *(3 credits) Alternate Spring (Also taught in London)*

THEAT 332 – British Theatre and Performing Arts
Fulfills a course requirement in the Theatre Core Concentration
A study of the contemporary performing arts in England through exposure to a broad range of theatre, dance, and musical events. The course emphasizes the historic development of various performance traditions. Theatre tours, classroom discussions, guest speakers, reading and writing assignments provide historic context and critical perspective. *(3 credits) Fall (London)*

THEAT 333 – Asian Drama and Dance
Fulfills a course requirement in the Theatre Core Concentration
Study of major traditional dance-drama forms in India, China, and Japan. The course will deal with traditions, texts, and performance practices for Kathakali, Peking Opera, Noh, Kabuki, and Bunraku in their traditional and modern manifestations demonstrating parallels and interactions between Eastern and European performance traditions. *(3 credits) Alternate Spring*

THEAT 334 – Contemporary Drama
Fulfills a course requirement in the Theatre Core Concentration
Concentrated study of major trends in the contemporary theatre. Each semester the class will focus on the work of one playwright or one aspect of the current theatre. Students are expected to do extensive research and analysis for seminar presentations. *(3 credits) Alternate Spring*

THEAT 340 – Directing
Fulfills a course requirement in the Theatre Core Concentration
The fundamentals of play direction, including script analysis, interpretation, blocking, focus and methods used to maintain directorial image. This course will include a study of the director's role in the modern theatre and will include student direction of short scenes. *(3 credits) Spring*

THEAT 341 – Seminar in Directing Problems
Fulfills a course requirement in the Theatre Core Concentration
Prerequisite: Successful completion of a directing class, directing experience, or consent of instructor
Study of specific problems of play direction as seen in the current productions in the London theatres. Analyzes each production to identify directing problems and possible solutions. Class attendance at the productions and guest lectures by British directors, whenever possible, supplements the study. *(3 credits) Fall (London)*

THEAT 431 – Drama Theory and Criticism
Fulfills a course requirement in the Theatre Core Concentration
A study of selected ideas of theater from Aristotle to the present. Readings include Aristotle, Brecht, Artaud, Stanislavski, Craig, and Grotowski. A seminar course for upperclassmen in theatre and others by permission. Includes discussion, research papers, and classroom presentations. Greatest emphasis is placed on theorists and practitioners of the 20th century. *(3 credits) Alternate Spring*

THEAT 441 – Theatre for Young Audiences
Fulfills a course requirement in the Theatre Core Concentration
The study of techniques of creating theatrical productions and using theatre as a learning tool for children of various ages. Dramatic literature for children will also be surveyed. Students will test their theories and the range of their skills by creating productions for outreach in community schools. *(3 credits) Special Offering*

THEAT 443 – Special Topics in Theatre
Fulfills a course requirement in the Theatre Core Concentration
The course will focus on one aspect of theatre production such as vocal training, stage management, or playwriting. Work in the course will include both the theoretical basis and the practical application of the subject matter. *(3 credits) Special Offering*

THEAT 490 – Cultures in Contact: British Heritage and Its Impact on Modern Man
Fulfills a course requirement in the Theatre Core Concentration
Accompanied by lectures in English history, art, and mores, the bulk of the course is an on-the-street workshop exploring British culture. Includes individual visits to many important museums and galleries, and tours of London, Greenwich, Windsor, Hampton Court, St. Albans (Verulamium), Shaw's Corner, Canterbury, and Stratford-upon-Avon. Required of all participating students. *(3 credits) Fall (London)*

ALTERNATIVES TO CLASSROOM STUDY

(Open only to seniors majoring in theatre.)

THEAT 475 – Senior Topics
Senior majors, in consultation with the theatre faculty, may select one course of special study best suited to their learning needs and demonstrated abilities.

Theatre Management, Promotion, and Publicity
Prerequisite: THEAT 130; or consent of instructor
Principles and methods involved in commercial and educational theatre operation, which include organization, choice of a season of plays, creation of an audience, box office routines, house management, and touring. Includes actual practice in ticket, program, poster, and flyer design. *(3 credits) Spring*

Professional Theatre Internship
This alternative involves an intern semester with a professional theatre company under the tutelage of a qualified professional approved by the department coordinator. Apply for *Variable Credit* through the Cooperative Education Office. *(3 credits) Fall, Spring*

Project in Acting, Design, Directing, or Stage Management

Acting: Students, working with a faculty director, contribute to every aspect of the decision-making process and bear a major responsibility for character and script analysis. *(3 credits) Fall, Spring*

Design: Students execute a project in scenery, costume, or lighting under the tutorial guidance of faculty. *(3 credits) Fall, Spring*

Directing: Students are responsible for the selection, analysis, and direction of a one-act play and assume complete supervision of the production under the tutorial guidance of faculty. *(3 credits) Fall, Spring*

Stage Management: Students are responsible for the complete supervision of a Main Season production under the guidance of the faculty director. *(3 credits) Fall, Spring*

Research Project: The student undertakes a project of research and theory, which may have practical production application, under the tutorial guidance of faculty. *(3 credits) Fall, Spring*

TECHNOLOGY LEADERSHIP & MANAGEMENT

TLM 110 – Technology and Society
Involves a review of the literature dealing with futuristic trends and projections for our technological society and their implications for future developments. *(3 credits)*

TLM 119 – Manufacturing Processes
Study of materials, processes, and equipment used in industry today. Topics include ferrous and nonferrous metals, material testing, heat treatment, founding process output capabilities of machines, welding, and inspection. Field trips and industrial films augment the text material. *(3 credits)*

TLM 215 – Hazardous Materials Safety Management
Acquaints the student with hazardous materials technology regulations and safe chemical handling techniques. Students will study the environmental and occupational health effects and hazards associated with exposure to industrial chemicals, contaminants, and medical waste. Helps the student to develop a formal safety program for hazardous materials. *(3 credits)*

TLM 219 – Manufacturing and Environmental Issue
Prerequisite: IT 119 or consent of instructor
A continuation of Manufacturing Processes I. Includes the economics of metal cutting, production machines, abrasives, grinding operation, ultra-finishing, automation, and numerical control. *(3 credits)*

TLM 241 – Introduction to Environmental Studies
Provides the student with a foundation in environmental management practices, including the laws and regulations, best management practices for environmental leadership, and compliance. Issues include: solid and hazardous waste management, emergency preparedness, clean water, clean air, pollution prevention, energy conservation, and other applicable laws and regulations. *(3 credits)*

TLM 242 – Introduction to Solid and Hazardous Waste Management
Provides a basic understanding of the issues and opportunities for workers to engage in activities in the field of solid hazardous waste, with a special emphasis on local environmental issues. Topics include: landfill management, RCRA requirements, OSHA training, compliance monitoring, pollution prevention, environmental auditing, conducting a site assessment, dispute resolution, ISO 14000, and business and employment opportunities in the field of solid and hazardous waste. *(3 credits)*

TLM 255 – Studies in Technology
An investigation into the common developmental and organizational factors in an industrial enterprise: corporate and managerial structure, product development and production analysis, labor and job training considerations. A corporation is created, industrial positions are role-played, a product is developed, produced and sold, and the enterprise is analyzed for production problems, overhead, and profit. *(3 credits)*

TLM 265 – Environment and Technology
Students examine the conditions of the physical environment pertaining to land, water, and air resources; analyze the factors that contribute to pollution; review the practices that lead to adverse environmental impacts; and investigate the means of improving the Environmental Quality (EQ). Includes a research paper that focuses on a problem related to pollution of physical resources that affect us directly or indirectly. *(3 credits)*

TLM 275 – Principles of Industrial Hygiene
Introduces the student to the fundamentals of industrial hygiene and focuses on problems concerning industrial health, hygiene, sanitation, and the recognition and control of respective hazards. Includes the recognition, evaluation, and control of hazardous materials commonly found in the workplace. These will include solvents, particulates, noise, and radiation, and they will be related to C.F.R. 1910, subparts G and Z. *(3 credits)*

TLM 310 – Special Topics in Environmental and Occupational Safety and Health
Students participate in workshops on topics pertinent to safety and health. Topics may include indoor air quality, noise analysis and control methods, loss control management, product liability, and bloodborne pathogens. May be repeated for additional credit. *(1-3 credits)*

TLM 311 – Water Quality Management
Provides a working knowledge of the state and federal regulations which play an important role in the overall management of a facility. Topics include: properties and the use of water, water pollutants, assessment and management methods, water treatment systems, and pollution source reduction. *(3 credits)*

TLM 325 – Methods and Materials of Occupational Safety and Health Education
Provides program development skills to those responsible for developing occupational safety and health education. Students will learn how to conduct needs assessments, set learner outcome goals, develop learning objectives, and program evaluation. Includes topics relative to in-house training principles and development as well as adult learning style theory. Students will become familiar with the availability of consultation, reference sources, and program resources. *(3 credits)*

TLM 328 – Ergonomics
Provides a comprehensive overview to solve two complex occupational problems: cumulative trauma disorders (CTD) of the upper extremity and manual materials handling (MMH). Almost every occupational setting requires individuals to use their upper extremities and involves some form of materials handling. The objectives are to teach participants to recognize and evaluate the problem and then solve it through ergonomics, design, work practices, and engineering/administrative controls. The overall focus will be on injury control, job evaluation and design. *(3 credits)*

TLM 341 – International Quality Standards
This course exams compliance with ISO and other international standards and how such compliance impacts an organization's role within the global economy. Topics will include business implications, the economic and market benefits, ISO registration and certification requirements, and background and scope of the standards.

TLM 342 - Total Quality Management
Examines TQM management methods and contrasts them with traditional methods in U.S. industry today. Participatory and authoritarian management approaches are reviewed. Case studies of successful applications are examined (e.g., FedEx, 3M, Dell) along with TQM attempts that have been unsuccessful. *(3 credits)*

TLM 343 – World Class Manufacturing
Provides an overview of successful firms in today's global economy and the factors which contribute to such success. Examines why some have not been successful. Stresses the value of strategic planning and team-based decision making, and focuses on how Fortune 100 companies have changed their goals, objectives, strategies and tactics in order to face global competition.

TLM 357 – Occupational Safety and Health Regulatory Issues
Students will develop an awareness of the historical events in occupational safety and health that led to the current regulatory process. They will identify health and safety concerns in previous jobs and present a proposal to correct the situation(s). The proposal will identify the hazard, methods to measure and contain the risk or hazard, and discuss cost of implementing the proposal and the cost of injury and illness to workers. *(3 credits)*

TLM 380 – Construction Project Safety
Examines project control and the economics of accident prevention, methods of recognition/avoidance/prevention of unsafe working conditions, using reference material and advisory sources, construction site security and traffic control, project scheduling to prevent losses, hazard analysis, selection of safety methods and equipment, safety and loss prevention documentation, safety inspection and maintenance

records, OSHA (Occupational Safety and Health Act) laws and regulations that apply. *(3 credits)*

TLM 411 – ISO 14000 Series of International Environmental Standards
Review of the ISO 14000 series of standards which are being developed by the International Organization for Standardization (ISO). Topics will include background and scope of ISO 14000 and its subparts, business implications, the economic and market benefits, ISO registration and auditing standards, domestic and international implications. *(3 credits)*

TLM 412 – Pollution Prevention and Waste Minimization
Allows students to develop a proactive hazardous waste management plan, which emphasizes waste minimization and reduction strategies. Topics include: pollution concepts, process evaluation and planning, impact assessments, waste reduction, inventory controls, and training. *(3 credits)*

TLM 430 – Special Topics
In-depth study of some aspect of Technology and Manufacturing Management. Specific focus may vary from semester to semester and may include: Lean Manufacturing, Supply Chain Management, Ethics in Science and Technology, Organizational Change Management, Leadership, etc. May be repeated for credit, but students may study a single topic only once for credit. *(3 credits)*

TLM 440 – Industrial Technology Practicum
Designed to allow students to investigate significant business or industrial problems or activities directly related to students' employment. Because the content varies, this course may be taken three times. *(3 credits)*

TLM 455 – Production Planning
Examines the fundamentals of production such as analysis, planning and control, organization of production, forecasting and master production schedules, procurement, stock of production, stock control, routing, scheduling and dispatch- ing, and quantitative methods. *(3 credits)*

TLM 457 – Workplace Safety and Health Management
Topics include: job safety analysis, plant inspection, accident investigation, safety education, and training. Special emphasis is placed on an introduction to the OSHA program and its application to industry. *(3 credits)*

TLM 458 – Quality Control
Stresses applications of statistical theory with emphasis on developing a wide range of analytical techniques. Objective is to provide an understanding of the increasing value of quality control in the business and industrial community. *(3 credits)*

TLM 472 – Senior Seminar
Prerequisite: Senior standing
Students explore special topics and design projects of current interest. *(3 credits)*

TLM 474 – Facilities Planning and Design
Introduces the types of plant layout and the factors influencing plant layout and design, selection and design of processes and machines, material handling systems, flow diagrams, evaluating alternative layouts, and installing the layout. *(3 credits)*

URBAN STUDIES

URBN 100 – Introduction to Urban Studies
Fulfills a course requirement in the Urban Studies Minor and Core Concentration.
Cities give expression to our social, political and economic ambitions and are shaped by our relationship to one another, to nature and to technology. This course serves as a cross-disciplinary introduction to various ways of looking at and thinking about the city and its inhabitants. It analyzes cities from various perspectives within the liberal arts and social sciences as well as the fields of Historic Preservation, Planning, and Sustainability. *(3 credits) Fall*

URBN 299 – Special Topics in Urban Studies
Fulfills a course requirement in the Urban Studies Minor and Core Concentration.
Prerequisite: URBN 100 or permission of the instructor.
Special Topics in Urban Studies is a variable credit, variable content lower level course dealing with significant issues and themes in the field of Urban Studies. *(3-4 credits)*

URBN 400 – Urban Studies Colloquium
Prerequisites: URBN 100 and completion of /or enrollment in a 300 level elective.
The Urban Studies Colloquium is the required multidisciplinary capstone course for the Urban Studies Minor and Core Concentration. The course will investigate how to integrate various perspectives by using diverse source material and research methods in the production of a common local urban research project. This will allow diverse ideas, sources and methods of analysis to focus on the selected local city or town that will become the laboratory for this collective research project. *(3 credits) Fall*

URBN 430 – Advanced Special Topics in Urban Studies
Prerequisite: This course would fulfill the 300 level and above elective requirement in Urban Studies.
URBN 100 and junior standing or consent of the instructor Advanced Special Topics in Urban Studies is a variable credit, variable content advanced course dealing with significant issues and themes in the field of Urban Studies. *(3-4 credits)*

VISUAL ARTS STUDIES

VARTS 101 – Foundations of Drawing
Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking, or Sculpture Core Concentration
Using various drawing materials, basic drawing methods will be introduced including composition, the effective use of positive and negative space, the relationship of image to page, methods of controlling spatial illusion, and various means to creating images. *(3 credits) Fall, Spring, Summer*

VARTS 190, 290, 390 – Intersections
The Intersections program is a series of seminars mandatory to all Visual Arts Majors throughout their tenure at Roger Williams University. Held weekly each semester, the program is intended to create a forum for discussion amongst students and faculty. Round-table conversations or presentations by students, faculty and guest artists generate active and lively discussions surrounding issues in the arts. A student mentor program, intended to build a sense of community among the visual arts students is a vital component of this program. Required readings or screenings and topics covered will vary semester to semester. *(1 credit earned annually) Fall, Spring*

VARTS 201 – Drawing The Figure
Prerequisite: VARTS 101 or permission of instructor
Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking Core Concentration.
This course continues to investigate the visual possibilities introduced in Foundations of Drawing. The student explores the visual impact and significance of the figure as a central subject of drawing. Inherent in this exploration is an understanding of its anatomical and expressive complexities. *(3 credits) Fall, Spring, Summer*

VARTS 231 - Foundations of Sculpture
Fulfills a course requirement in the Visual Arts Studies: Sculpture Core Concentration
This course introduces students to the materials, concepts and strategies for making 3 dimensional work, connecting idea to process and emphasizing personal creative inquiry. Materials and processes may include but are not limited to: wood, metal, fiber, kinetics, digital fabrication, installation, performance and video. Students develop the critical and practical tools necessary to approach art-making from various directions and consider how they might be incorporated into their own sculpture. Field trips and readings on the history and theory of sculpture will expand the students' understanding of the range of possibilities in contemporary sculpture and its rich history. *(3 Credits) Fall, Spring, Summer*

VARTS 232 – Intermediate Sculpture
Prerequisite: VARTS 231
Fulfills a course requirement in the Visual Arts Studies: Sculpture Core Concentration
This course builds on ideas and processes presented in Foundations of Sculpture and encourages students to pursue their individual artistic interests through work in both traditional and new genre sculptural practices, helping the artist express a vision in the most focused and dynamic way possible. The relationship of sculpture to time-based media, digital fabrication, installation and performance will be explored along with complex methods of construction, to aid the student in exploring personal content and developing technical expertise. Field trips and readings about the history and theory of sculpture will expand the students' understanding of the range of possibilities in contemporary sculpture and its rich history. *(3 credits) Annually*

VARTS 233 – Clay Studio
Prerequisites: VARTS 231 or consent of instructor
This class explores numerous aspects of clay as an art medium. This versatile material shall be used to explore artistic issues related to sculpture, architectural ornamentation and vessel making. The course promotes an intense manual involvement and will concentrate on hand building techniques such as: coiling, slab and mold making possibilities. Students will be exposed to numerous clay traditions from around the world in conduction and comparison with other artistic fields. *(3 credits) Fall, Spring, Summer*

VARTS 241 – Printmaking: Relief
Fulfills a course requirement in the Visual Arts Studies: Sculpture Core Concentration
Prerequisite: VARTS 101
Relief printmaking, in which the high parts of a plate are inked to create an image, is the oldest method of printing stretching back to the Chinese invention of paper. This course introduces students to the history and techniques of relief printmaking with the aim of producing prints primarily independent of a press. Western and Japanese woodcut, reduction, and multiple-plate color printing as well as pochoir, chine collé and monotype printing will be demonstrated. As the class evolves, the student will take greater care in using this medium as a means of expression through a final series or edition and completion of a portfolio of work. *(3 credits) Fall*

VARTS 242 – Printmaking; Intaglio
Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking Core Concentration
Prerequisite: VARTS 101
In intaglio printing, an image is produced from ink pressed into incised lines and recessed textures below the surface of a plate. This course introduces students to the history, techniques and materials of traditional etching processes, including drypoint, line etching, hard and soft ground. As the semester progresses, students will be introduced to more advanced methods in order to incorporate color in print, multiple plate printing as well as techniques for the integration of digital imaging. A final edition and completion of a portfolio of all prints will be required. *(3 credits) Spring*

VARTS 261 – Foundations of Photography: Digital + Darkroom
Fulfills a course requirement in the Visual Arts Studies: Photography/ Digital Media Core Concentration
This studio course will introduce students to the fundamentals of film, darkroom, digital based photography, software and printing. This foundation course will form the basis of further studies within photography and digital media while emphasizing the rich vocabulary associated with this time and narrative based medium. Students must have an adjustable digital camera. *(3 credits) Fall, Spring, Summer*

VARTS 281 – Foundations of Painting
Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking Core Concentration
Using water-based materials, students will explore color mixing and color theory as it relates to spatial and compositional problems in painting. *(3 credits) Fall, Spring, Summer*

VARTS 282 – Oil Painting
Prerequisite: VARTS 281
Fulfills a course requirement in the Visual Arts Studies: Painting/Drawing/ Printmaking Core Concentration
This course builds on the theories and methods introduced in the Foundation of Painting course using oil-based materials. This course develops a student's knowledge of the uses of color, including its psychological and expressive properties. Requires solution of more complex compositional and spatial problems. All aspects of making a painting from stretching a canvas to understanding the use of oil mediums will be investigated. *(3 credits) Annually*

VARTS 301 – Advanced Drawing
Prerequisites: VARTS 101, 201
Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking Core Concentration
Using skills developed in Foundations of Drawing and Drawing the Figure, students concentrate on personal exploration and individual expression through drawing as an independent art form. The course emphasizes the development of critical awareness and judgment. As students experiment with their own choice of imagery they will gain mastery of skills and techniques in various media. *(3 credits) Annually*

VARTS 330 – Special Topics in Visual Art
Prerequisites: Completion of at least 1 Foundations Studio
Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking, Photo Digital Media, Film Animation Video and Sculpture Core Concentrations
This course is designed to introduce the Visual Art student to a variety of media experiences based on faculty members expertise and interests. The topics include a wide range of possible media explorations in 2 and 3-dimensional art making. The history, craft and context of the medium will be discussed. Technical demonstrations and discussion of how the aesthetic choices associated with the medium affect the content of the students work will be a focus of this class. *(3 credits) Special Offering*

VARTS 333 – Advanced Sculpture
Fulfills a course requirement in the Visual Arts Studies: Sculpture Core Concentration
Prerequisite: VARTS 231
This course integrates students' understanding of materials, techniques and concepts developed in Foundations and Intermediate Sculpture

to create work that investigates an ambitious and personal direction in sculpture. Students' conceptual intentions and how they take place in 3-dimensional form are expanded and challenged. Innovation, an expanded vocabulary of traditions and new directions in sculpture, and a depth of engagement with process, idea and form are expected. The relationship of site to space and inquiry into the nature of contemporary sculptural issues and forms will be examined through making, field trips, and through readings about the history and theory of sculpture. *(3 credits) Spring*

VARTS 351 – Intermediate Photography
Prerequisite: VARTS 261
Fulfills a course requirement in the Photography/ Digital Media Core Concentration.
This course builds on the ideas introduced in Foundations of Photography, strengthening the students aesthetic strategies, technical skills and historical knowledge of the medium. Ideas of representation and presentation, emphasizing solutions to visual, social and theoretical concerns are explored. Film and lab-based, digital imaging, and technical photographic applications with media crossovers will be explored. *(3 credits) Annually*

VARTS 352 – Advanced Photography
Prerequisites: VARTS 261,351 or permission of instructor
Fulfills a course requirement in the Photography/Digital Media Core Concentration.
This studio course emphasizes the development of independent projects that focus on the content, process, conceptualization and innovation in photographic image making. Students will develop an articulate personal voice versed in social, aesthetic and theoretical issues while building a professional portfolio that utilizes a full range of photographic processes, concepts and presentation methods. *(3 credits) Annually*

VARTS 361 – Digital Tools and Methods
Fulfills a course requirement in the Visual Arts Studies Photography/Digital Media Core Concentration
This studio course introduces a wide array of digital media, animation, video and digital 3D fabrication production processes and tools to equip students to build 2D, 3D and 4D artworks. Emphasis is placed on identifying student interests, developing creative strategies to pursue these interests and interdisciplinary experimentation. Students engage in critical dialog about their work, gain a familiarity with contemporary art practices and begin to appreciate the history, theory and current trends in these media. *(3 credits) Fall, Spring*

VARTS 362 – Animation and Video
Prerequisite: VARTS 361 or permission of instructor
Fulfills a course requirement in the Visual Arts Studies Photography/Digital Media Core Concentration
This intermediate studio course focuses on individually proposed film, animation and video productions. Emphasis is placed on directing, editing, cinematography, animation, sound and lighting design as well as the history, theory and current trends of these media. Students in this course organize and direct the annual Roger Williams University Film Festival. *(3 credits) Annually*

VARTS 363 – Digital Media in 3D: Objects and Spaces
Prerequisite: VARTS 361
Fulfills a course requirement in the Visual Arts Studies Photography/Digital Media Core Concentration
This intermediate studio course focuses on creating experiential artworks which transform the perception of space though a combination of digital and physical fabrication strategies, including: video and sound installation, moving architecture, sculpture created for the lens and performance installation. Projects may utilize a range of methods including 3D computer modeling and printing, video projection mapping and physical fabrication. Emphasis is placed on understanding site specificity and pursuing efficient solutions to complex fabrication problems. *(3 credits) Annually*

VARTS 364 – Intermediate Concepts in Film, Animation and Video
Prerequisites: VARTS 362
Fulfills a course requirement in the Visual Arts Studies Photography/Digital Media Core Concentration
This intermediate studio course focuses on individually proposed film, animation and video productions. Emphasis is placed on directing, editing, cinematography, animation, sound and lighting design as well as the history, theory and current trends of these media. Students in this course organize and direct the annual Roger Williams University Student Film Festival. *(3 credits) Annually*

VARTS 381 – Painting The Figure
Prerequisites: VARTS 201, 281
Fulfills a course requirement in the Visual Arts Studies: Painting/Drawing/ Printmaking Core Concentration
The figure has been a subject of painting since prehistory. This course explores the insights and objectives artists have held in the past with regard to the figure. Furthermore, consideration of the figure's role in the context of contemporary art and the student's personal investigation are fostered in this course. *(3 credits) Annually*

VARTS 392 – Mixed Media
Prerequisite: VARTS 101. 231, 261 281 or 361
This class investigates a variety of art making genres and technical applications that challenge form and content. Multi-media applications may range from mixed media assemblage and digital processes to alternative modes such as Collaboration, Performance Art or Installation Art. Students as individuals will adopt these ideas and methods for their own work, continuing the development of formal and technical skills in relation to a personal evolution. Historical and contemporary precedents will be introduced. Possibilities for collaboration with other disciplines will be encouraged throughout the course. *(3 credits) Annually*

VARTS 430 – Topics in Visual Arts
Prerequisite: Completion of at least 1 Foundations Studio
This course focuses provides an opportunity for students and faculty to examine special issues in Visual Arts Studies. This course will vary in emphasis based on a particular faculty member's expertise. *(3 credits) Annually*

VARTS 431 – Topics in Sculpture
Prerequisites: VARTS 231
Offerings may include (among others): Installation Art, Stone Carving, Wood Sculpture, Jewelry and Light Metals, and a variety of other topics that require the student to explore personal content through focused processes and learn about one's work through criticism and dialogue with individuals pursuing related goals with intensity. Inquiry into the nature of contemporary sculptural issues and forms will be examined through making, field trips, and through readings about the history and theory of sculpture. *(3 credits) Annually*

VARTS 451 – Topics in Photography / Digital Media
Prerequisite: VARTS 261 and 361 or permission of instructor
Rotating content in these special studies in photography and digital media includes The Photograph as Social Document, Portrait Photography, Commercial Applications of Photography, Architectural Photography, and Advanced Digital Media Applications. *(3 credits) Special Offering*

VARTS 464 – Advanced Film, Animation and Video
Prerequisites: VARTS 364
Fulfills a course requirement in the Visual Arts Studies Photography/Digital Media Core Concentration
This advanced studio course allows students to focus on an ambitious film, animation and/or video project. Emphasis is placed on advanced critical dialog, creating a unique voice and the ability to understand and articulate how the created project fits within the recent history and current trends of moving image media.
(3 credits) Annually

VARTS 469 – VARTS COOP
Prerequisites: Junior or Senior standing in VARTS and consent of instructor
This course is designed to prepare students for the transition from academia to working experiences that may form the basis of a career in disciplines in and related to the creative and visual arts. Prior to starting their internship, students are guided through the experience of preparing a resume, conducting a job search and applying for a position. Students may select from a variety of positions at galleries, museums, non-profit organizations or as assistants to photographers and artists. During the semester students perform 135 hours of work, usually without financial remuneration for their services. Students write a paper about their experience and receive feedback from their employers, their RWU Career Services advisor, and their faculty sponsor. *(3 credits) Fall, Spring, Summer*

VARTS 471 – Visual Arts Professional Practices
Prerequisite: VARTS
This class serves as a forum to prepare for the challenges of the professional art career. Emphasis is on the professional presentation of the work of an artist through the completion of a portfolio, an artist's statement, and a resume. The students will be introduced to the workings of gallery representation; location and applying for grants, residencies and internships, and applications to professional graduate degree programs in the arts. Regular visits with local professionals in the arts such as working artists, gallery directors, curators and educators will be an important component of the course. *(3 credits) Fall*

VARTS 472 – Visual Arts Thesis
Prerequisite: VARTS 471
In this course, Visual Arts students will produce a written thesis complementary to their artwork produced during their senior year. Investigating the layers of meaning and reflecting upon content within their work through the process of writing is the primary aim of the thesis. Taking the form of an extended artists statement, the thesis should illuminate the ideas and motives students bring to their visual work and the worldly and art historical contexts that inform it. The thesis forms conclusions about the work: its intent, sources, influences, implications and suggested content. Statements are to be prepared for submission with accompanying high quality documentation of the visual work and research. *(3 credits) Spring*

VARTS 481 – Topics in Painting / Drawing / Printmaking
Prerequisite: VARTS 281
This course provides an opportunity for students and faculty to examine special issues in Painting/Printmaking/Drawing. The course will vary in emphasis based on a particular faculty member's expertise.
(3 credits) Special Offering

VARTS 491 – Inter Media Workshop
Prerequisites: completion of VARTS Foundation courses, VARTS 361, 392 and two intermediate VARTS studio courses
Inter Media offers a cross-disciplinary approach to making art through a range of topics, assignments and discussions. Historical and contemporary precedents will be introduced. It is expected that the Inter Media Workshop will provide a segue to the intensely focused Senior Studio the following semester, with students developing a personal vision, means and aims for their work. *(4 credits) Fall*

VARTS 492 – Senior Studio
Prerequisite: VARTS 491
This advanced course requires a student to explore in depth a chosen direction for their artwork, constituting the final stage of the four-year Visual Arts Studies program. Three years of research and experimentation with different media and processes will culminate in a written statement and exhibition of a body of work produced for this class. *(4 credits) Spring*

VARTS 530 – Special Topics in Visual Arts
Prerequisite, Graduate standing, or Senior Standing with permission of the instructor
Variable content course dealing with significant themes, periods and individuals in the Visual Arts. The course is offered in a graduate seminar format, with graduate academic and scholarly expectations as well as support for faculty and student pursuits. The course may be taken more than once depending on topical content. *(3 credits) Special Offering*

WRITING STUDIES, RHETORIC, AND COMPOSITION

WTNG 100 – Introduction to Academic Writing
This course does not fulfill University Core Curriculum writing requirements.
Focusing on the connection between reading and writing, this first-year course emphasizes the development of academic arguments. In a series of increasingly complex assignments, students cultivate rhetorical and writing process knowledge as well as an understanding of the general expectations of the academic discourse community. Assignments focus on summary and analysis of academically oriented texts. Students must write a series of compositions, submit a satisfactory portfolio, and earn a C- or higher in the course to enroll in WTNG 102. *(3 credits) Fall, Spring*

WTNG 102 – Expository Writing
Prerequisite: Placement in WTNG 102 or successful completion (C- or higher) of WTNG 100.
Fulfills one of the two University Core Curriculum requirements in the University Writing Program.
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor.
This first-year course helps students develop a conceptual map of how writing works by building their rhetorical and writing-process knowledge and by fostering genre and discourse community awareness. Students draft a minimum of four revised essays and complete a course portfolio. Students must submit a satisfactory portfolio and earn a C- or higher in the course in order to enroll in a 200- or 300-level WTNG course. *(3 credits) Fall, Spring*

WTNG 200 – Critical Writing for the Humanities and the Social Sciences
Prerequisite: Successful completion (C- or higher) of WTNG 102.
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This theme-based course focuses on the production of such scholarly texts as the annotated bibliography, the literature review, the research proposal, and the extended research essay. Students learn how to develop a research problem, critically investigate that problem, and advance a well-defined argument to address the problem. *(3 credits) Fall, Spring*

WTNG 210 – Critical Writing for the Sciences
Prerequisite: Successful completion (C- or higher) of WTNG 102.
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
A research-based course, Critical Writing for the Sciences focuses on the production of reports expected of science professionals, namely, a research (lab) report in the IMRD format, a review of literature paper based upon a current argument, and an article for a popular journal. Students learn how to assess an experiment, negotiate professional sources, defend an argument, create an annotated bibliography and an oral presentation, and write for various audiences. *(3 credits) Fall, Spring*

WTNG 220 – Critical Writing for the Professions
Prerequisite: Successful completion (C- or higher) of WTNG 102.
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
A research-based course, Critical Writing for the Professions focuses on the guidelines for persuasive writing commonly used in business and industry: how to write for specific audiences, choose the appropriate style, design effective document formats, and use visuals to help achieve a documents purpose. The course emphasizes the composition of such professional documents as letters, proposals, and analytical reports. *(3 credits) Fall, Spring*

WTNG 230 – Rhetoric of Film: Writing about Film
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This theme-based course focuses on critical analyses of films that explore issues of social justice and ethics. Students will be introduced to contemporary rhetorical problems filmic text pose, such as identification, signification and representation, and will write essays centered on these problems to gain further knowledge about persuasion and greater experience with the conventions of scholarly communication. *(3 credits) Fall*

WTNG 250 – Advanced Composition
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This course provides writers with advanced practice in drafting, revising, and editing non-fiction prose, with particular emphasis placed on questions of voice and style. Students will experiment with invention strategies and editing techniques as they plan, draft, and revise essays for a variety of purposes and audiences. In addition, they will read and respond to their own and their classmates' writing in order to propose ideas for revision and editing. *(3 credits) Spring*

WTNG 270 – Travel Writing
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This course familiarizes students with some of the typical genres that make up the field of travel writing. Students will gain experience adapting to various professional and public writing situations as they focus on the rhetorical distinctions between these genres and on the challenges of writing about a place responsibly. The course emphasizes the ways in which effective travel writing depends on the study of rhetoric. Students will learn how to assess the rhetorical situation and to make genre decisions based on issues of exigence, purpose, audience, and kairos. Bristol, RI will serve as the site of exploration and inspiration for travel pieces that inform, persuade, and reflect. Students will become fluent in genre analysis and writing with clarity for different purposes to different audiences. *(3 credits) Special Offering*

WTNG 299 – Special Topics in Writing
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
Special topics are initiated by student demand, interest of the instructor, or timeliness of offering. Readings and written assignments are appropriate to the Special Topic designation. This course may be repeated for credit, but students may study a single topic only once. *(3 credits) Special Offering*

WTNG 300 – Rhetoric in a Global Context
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
At the heart of this course is the problem of rhetoric: the famous rhetoric and philosophy split whereby the nature of representation is called into question. The history and theory of travel writing provides the means by which students investigate the implications of the split for communicators in the global era. Studying the rhetorical evolution of travel writing, students consider the relationships among situation, audience, purpose and text across time and place. The course emphasizes the interaction between close reading and critical writing. *(3 credits) Fall*

WTNG 301 – The Rhetoric of Narrative
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This course explores storytelling as a rhetorical act that functions to persuade others, build knowledge, fashion identities, and create audiences. Students learn to use rhetorical concepts like ethos and identification to interpret a variety of narratives – such as fables, fairy tales, and parables; white papers, constitutions, and other claims to political autonomy; testimony taken from war crimes trials, tribunals, and truth commissions; literacy narratives; and their own family stories. Throughout this course of study, students have opportunities to critically reflect upon and write about narratives that have shaped their own identities and/or moved them to action. *(3 credits) Alternate Spring*

WTNG 302 – Art of Writing: Forms of the Essay
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration
This course broadens students' understanding of the essay as a genre, with emphasis on analyzing and writing the personal essay. Through a socio-cultural perspective, students investigate why the personal essay is persuasive discourse that parallels pathos in argument. Readings proceed from the historical to the contemporary in the arts and sciences. *(3 credits) Fall*

WTNG 303 – Environmental Rhetoric
Prerequisite: Successful completion (C- or higher) of WTNG 102 and at least sophomore standing or consent of instructor
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This course will examine important writers and thinkers from Henry David Thoreau to William McKibben for ways in which arguments about human/nature relationships have evolved. The tensions in these relationships, this course argues, have forged environmentalism into a counter-hegemonic discourse that challenges fundamental assumptions about the centrality of man, the role and value of "progress," and the utility of nature. *(3 credits) Fall Alternate Years*

WTNG 305 – Writing the City
Prerequisite: Successful completion (C- or higher) of WTNG 102 and at least sophomore standing or consent of instructor
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
In this course, students analyze and write about the city – a complex, multilayered environment that includes densely textured landscapes, platforms for creativity and innovation, sites of systemic injustice and political struggle, as well as homes, haunts, houses of worship, etc. Built upon the metaphor of the city-as-text, the course prompts students to explore – physically, emotionally, intellectually, socially, and rhetorically – the discourse communities of the city; the situatedness of knowledge; concepts such as nostalgia and homesickness; the relationships between design, identity, and power; questions of displacement/dislocation, representation (e.g., map-making), tourism, and globalization; and the creation of publics and counter publics. Readings include sections such as Paula Mathieu's Tactics of Hope, Virginia Woolf's "Street Haunting," and Michel de Certeau's The Practice of Everyday Life; and students write reflective essays, local histories/ethnographies, and walking tours. *(3 credits) Fall Alternate Years*

WTNG 310 – Advanced Writing (Sciences)
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration
This course moves beyond the introduction to scholarly communications offered in Critical Writing for the Sciences (WTNG 210). In the course, students analyze and produce professional communications in the sciences. Students are expected to initiate new research projects for this course and practice careful revision and editing of their work. Students condense substantial research for a grant proposal, configure texts, present work orally in a public venue, and compile a professional portfolio. *(3 credits) Alternate Years*

WTNG 311 – Technical Writing
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the minor in Professional and Public Writing
Students will learn how to apply fundamental concepts of effective technical writing that will prepare them for writing in industry, government and other professional contexts. Technical documents help move industry, government and the professions. The technical writer must make judgments about his or her audience, subject, and purposes that go far beyond transferring information. Students will study key principles of rhetorical theory, the idea of genre and its purposes, and the concept of professional audience. Technical documents may include feasibility studies, proposals, and policy statements. *(3 credits) Spring Alternate Years*

WTNG 320 – Writing for Business Organizations
Prerequisite: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This course explores the causes of the success or failure of business communications. The course takes a case-based approach. Students will study the theory and practice of business communications as a pragmatic enterprise to accomplish actual change in the world. The course includes the study of the nature of domestic and global business communication, the causes and effects of communication failures, the social, legal, and ethical nature of professional communication, and the problems in determining the professional interests of readers. *(3 credits) Spring Alternate Years*

WTNG 321 – Multimodal Writing in Public Spheres
Prerequisite: Successful completion (C- or higher) of WTNG 102 and at least sophomore standing or consent of instructor
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This course explores the theory and practice of writing that serves public interests. As writing in public spheres is produced across a variety of media – from blogs to tweets to visual images to print-based texts – students will produce and analyze multimodal compositions meant to accomplish a specific outcome for a particular audience. Students will explore the theoretical, rhetorical, and ethical considerations of writing in public spheres, and produce a variety of multimodal genres. Note: previous experience with digital or multimodal composing not required. *(3 credits) Fall Alternate Years*

WTNG 322 – Advancing Public Argument
Prerequisites: Successful completion (C- or higher) of WTNG 102
Fulfills the second of two University Core Curriculum requirements in the University Writing Program
Fulfills a course requirement in the Professional and Public Writing Minor and Core concentration
Equality. Knowledge. Happiness. Freedom. The public sphere is where the meaning and implications of these words are constantly defined, contested and renegotiated. Beginning with readings that offer definitions of rhetoric role in the public sphere itself, students read a wide range of historical and contemporary public discourses that have sought to advance persuasive arguments to the American citizenry. By analyzing a variety of public genres (letters, photographs, speeches, film, statistics, art installations) with attention to the ways authors deploy the rhetorical appeals of ethos, logos, and pathos, students gain fluency as critically engaged citizens, able to participate in the reading, writing, and resisting of on-going public arguments. Writing projects privilege student interest but emphasize the development of visual, cultural, and quantitative rhetoric's. *(3 credits) Alternate Spring*

WTNG 400 – Writing for Social Change
Prerequisite: Successful completion of a 200 or 300 Level WTNG course (C- or higher) and at least Junior Standing
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
After forming a partnership with a local, non-profit social service agency, participants in this course will determine which of the agency's goals can be met by collaborating on research and writing projects. The writing projects will vary, depending on the objectives of the agency and the needs of the people it

serves. The purpose of the texts produced will range from raising public awareness of agency-specific problems and issues to securing resources for the organization. On-going reading and class discussions will center on the potency of texts, the role of the writer in bringing about social change, and the value of civic engagement. *(3 credits) Spring Alternate Years*

WTNG 430 – Special Topics
Prerequisite: Successful completion of a 200 or 300 Level WTNG course (C- or higher) and at least Junior Standing
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This course offers an in-depth study of an aspect of writing theory or practice. The specific focus varies from semester to semester and may include such topics as composition pedagogy; advanced argument; rhetorical analysis of modern culture; civil discourse; community-based writing; and argument in advanced writing for the sciences or for the professions. As topics vary, the course may be repeated for credit. *(3 credits) Fall, Spring*

WTNG 439 – Rhetorical Theory
Prerequisite: Successful completion of a 200 or 300 Level WTNG course (C- or higher) and at least Junior Standing
Fulfills a course requirement in the Professional and Public Writing Core Concentration
This course traces the rhetorical tradition from the pre-modern period to the present, surveying representational, epistemic, performative, and constitutive theories of language while highlighting ways that verbal rhetorical theory may be used to interpret and craft rhetorical performances. Students explore a variety of theoretical concepts—such as the five canons of rhetoric, the stases, copia, kairos, sprezzatura, deduction and induction, dissociation, the Burkian pentad, ideographs, and interpellation—and learn to employ these concepts as tools for understanding how texts function persuasively and for composing persuasive texts of their own. Course readings are organized around a common theme, and, at the end of the semester, students work collaboratively to develop a colloquium on the course theme. *(3 credits) Alternate Fall*

WTNG 450 – Composition Theory
Prerequisite: Successful completion of a 200 or 300 Level WTNG course (C- or higher) and at least Junior Standing
Fulfills a course requirement in the Professional and Public Writing Core Concentration
This course familiarizes writing students with the history of Composition as an academic discipline, conveys the major theoretical approaches that have helped to shape the field, and examines connections between composition theory and practice. Likely topics include criticisms of current-traditionalist approached, tensions between expressivist and social constructionist theories, and the emergence of critical pedagogies influenced by postmodernists, cultural studies, and feminist theorists. *(3 credits) Spring Alternate Years*

WTNG 460 – Writing Studies Internship
Prerequisite: Successful completion of a 200 or 300 Level WTNG course (C- or higher) and at least Junior Standing
Fulfills a course requirement in the Professional and Public Writing Core Concentration
This internship will grant academic credit to students who work on a part-time basis with the Writing Studies Department on specially prepared projects. Projects may include professional, disciplinary, or technical writing situations; advanced or capstone projects, courses, or work experiences; or a deeper understanding of college-level composition and the research required for the field. Students must have completed at least 3 of the 5 writing courses required for a Writing Studies Core Concentration and have maintained a 3.0 GPA in those courses. *(3 credits) Fall, Spring*

WTNG 470 – The Writing Thesis/Portfolio
Prerequisite: Successful completion of two Writing courses at the 300-level or above. Successful completion (C- or higher) of WTNG 102. At least junior standing or consent of instructor.
Fulfills a course requirement in the Professional and Public Writing Core Concentration and Minor
This course offers students the opportunity to concentrate on one of two genres – the thesis or the portfolio. If students choose the thesis option, they will select a topic of inquiry related to theory, history, pedagogy, or practice of rhetoric and/or composition. The portfolio option entails assembling, analyzing, and evaluating a body of original work that demonstrates the students' ability to apply their knowledge of writing to a variety of professional, academic, and public contexts. *(3 credits) Special Offering*

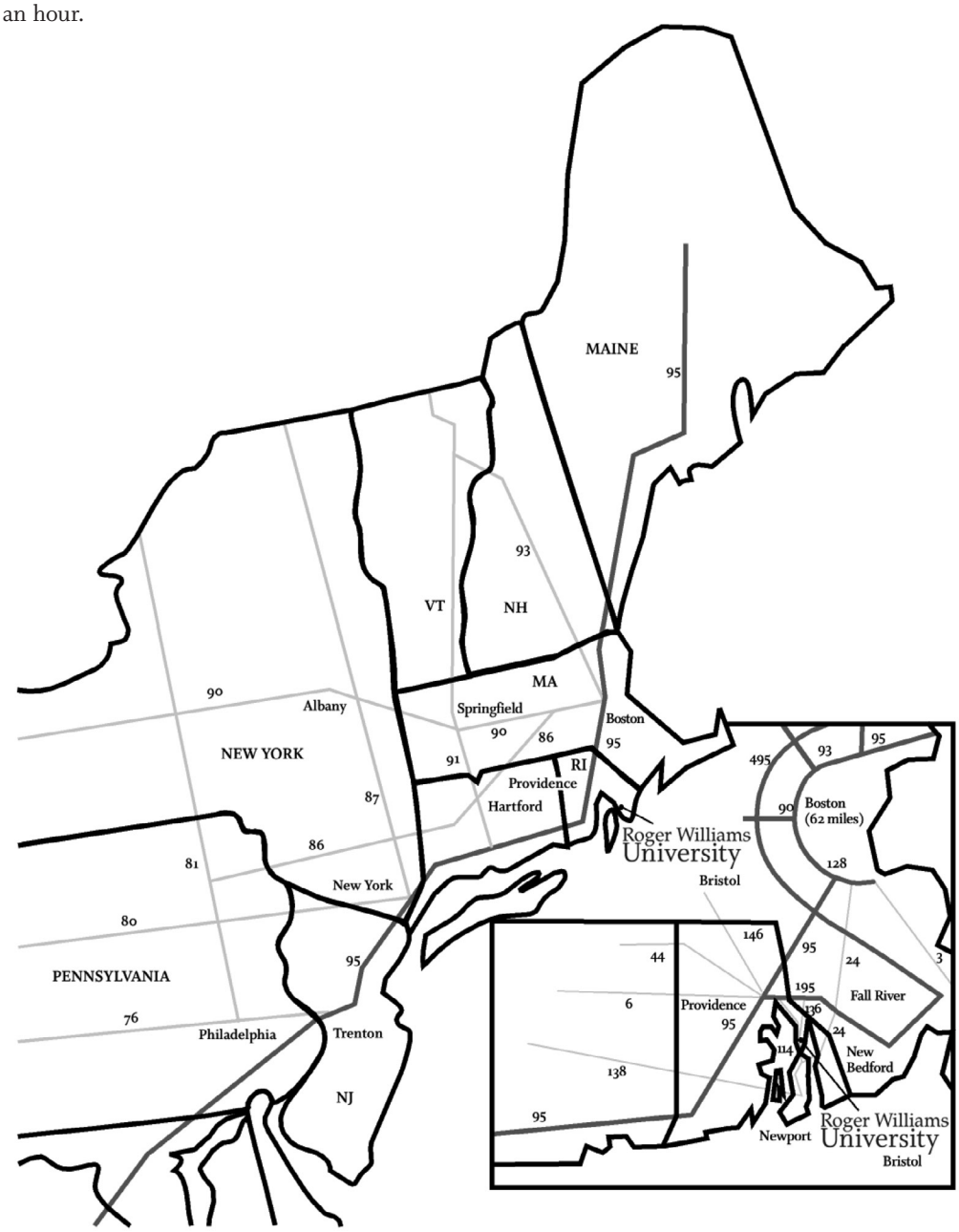
Directions to Roger Williams University

From Providence and points North:
Route I-95 to Route I-195 East, take Massachusetts Exit 2 (Warren/Newport, Route 136 South) and follow Route 136 South to campus, just before the Mt. Hope Bridge.

From Southeastern Massachusetts:
Route I-195 to Route 24 South, take the Mt. Hope Bridge exit, cross over the bridge; campus is on the right.

From Connecticut and points South and West:
Follow Route I-95 north to Providence, Rhode Island. Take Route I-195 east to Massachusetts Exit 2 (Warren/Newport, Route 136 south) and follow Route 136 south to campus, just before the Mt. Hope Bridge.

Driving Time:
Boston to Bristol: just over 1 hour; New York to Bristol: 4 hours; Providence to Bristol: 1/2 hour; Southeastern Massachusetts to Bristol: 1/2 to 3/4 of an hour.



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Joseph Carney
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Sous Chef

Julissa Gomez
Retail Operations Manager

Joshua Hennessy
Upper Commons Manager

Joshua Brochu
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AACSB International – The Association to Advance Collegiate Schools of Business

Academy of Certified Social Workers

Academy of Criminal Justice Sciences

Academy of Political Science

Accreditation Board for Engineering and Technology (ABET)

ACPA – College Student Educators International

Adirondack Architectural Heritage

Alpha Chi (National Honor Society)

Alpha Sigma Lambda (Continuing Education Honor Society)

American Anthropological Society

American Association for Employment in Education

American Association for Paralegal Education

American Association for Preservation Technology

American Association for State & Local History

American Association for State & Local Museums

American Association of Collegiate Registrars and Admissions Officers

American Bar Association

American Baseball Coaches Association

American Business Communication Association

American Chemical Society, Student Chapter

American College Dance Festival Association

American College Health Association

American Collegiate Hockey Association

American College Personnel Association

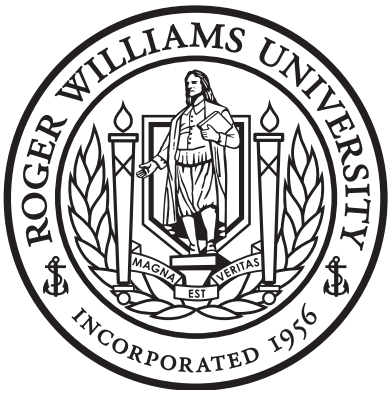
American Council on Education

American Council for Construction Education

American Crafts Council

American Educational Research Association
American Fisheries Association
American Historical Society
American Horticultural Society
American Institute for Conservation of Historic and Artistic Works (AIC)
American Institute of Constructors
American Institute of Architecture Students
American Judicature Association
American Library Association
American Littoral Society
American Marketing Association
American Mideast Educational and Training Services
American Museum of Natural History
American Nuclear Society
American Philosophical Association
American Political Science Association
American Psychological Association
American Society for Public Administration
American Society of Civil Engineers, Student Chapter
American Society of Engineering Education
American Society of Mechanical Engineers
American Studies Association
American Theatre Association
American Volleyball Coaches Association
Associated General Contractors of America
Associated Schools of Construction
Associated Writing Programs
Association for Student Conduct Administration
Association of American College and University Programs in Italy
Association of American Colleges and Universities
Association of College and University Housing Officers
Association of Collegiate Schools of Architecture
Association of Departments of English
Association of Governing Boards of Universities and Colleges
Association of International Education Administrators
Association of Professional Researchers for Advancement
Association of Rhode Island Health Science Librarians
Association of University and College Counseling Center Directors
Beta Gamma Sigma (Business Honor Society)
Blithewold, Inc.
Campus Compact
Cheer USA
Coast Guard Institute
Coggeshall Farm Museum
College and University Professional Association
College Art Association of America
College for Every Student
College Media Advisors
College Placement Council
College Sports Information Directors Association
College Swimming Coaches of America Association
Consortium of Rhode Island Academic and Research Libraries
Consortium of College and University Media Centers
Construction Management Association of America – Student Chapter
Cooperative Education and Internship Association
Coordinating Council of Literary Magazines
Council for Adult and Experimental Learning
Council for Advancement and Support of Education
Council of College Military Educators
Council of Independent Colleges
Council on International Educational Exchange
Council on Social Work Education
Council on Undergraduate Research
Dance Alliance
Defense Activity for Non-Traditional Education Support
Delta Sigma Pi (International Business Fraternity)
Diversity & Inclusion Professionals
Division III Wrestling Coaches Association
Early American Society
Eastern Association of Colleges and Employers
Eastern Association of College and University Business Officers
Eastern Association of Student Financial Aid Administrators
Eastern College Athletic Conference
Environmental Action
Federalist Society
Forum on Education Abroad
Friends of Linden Place
Historic Massachusetts
Institute of International Education
Institute for Electrical and Electronic Engineers
Intercollegiate Horse Show Association
Intercollegiate Sailing Association
Intercollegiate Tennis Coaches Association
Institute of International Education
International Association of Campus Law Enforcement
International City/County Management Association
John Jay Society
Lambda Epsilon Chi (Paralegal Honor Society)
Multicultural Administrators Association
NAFSA Association of International Educators
National Alliance of Preservation Commission
National Architectural Accrediting Board
National Association for College Admission Counseling
National Association of Basketball Coaches
National Association of Campus Activities
National Association of Colleges and Employers
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of College and University Food Services
National Association of College and University Residence Halls
National Association of Independent Colleges and Universities
National Association of Jazz Educators
National Association of Schools of Public Affairs and Administration
National Association of Social Workers
National Association of State Directors of Teacher Education and Certification
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
NASPA – Student Affairs Administrators in Higher Education
National Athletic Trainers' Association
National Career Development Association
National Center for Heritage
National Coalition Building Institute
National Collegiate Athletic Association – Division III
National Collegiate Athletic Conference
National Collegiate Honors Council
National Commission for Cooperative Education
National Council for Preservation Education
National Council of University Research
National Dance Association
National Education Association
National Fastpitch Coaches Association
National Federation of Paralegal Associations
National Fire Protection Association
National Geographic Society
National Intramurals-Recreational Sports Association
National Orientation Directors Association
National Soccer Coaches Association
National Soccer Coaches Association – College Services Program
National Trust for Historic Preservation
National Trust of England
Navy College Distance Learning Partnership
New England Action Research Network
New England Association for College Admission Counseling
New England Association for Cooperative Education and Field Experience
New England Association for Employment in Education
New England Association of Collegiate Registrars and Admissions Officers
New England Association of Criminal Justice Sciences
New England Association of Schools and Colleges
New England College Health Association
New England Development Research Association
New England Educational Research Organization
New England Intercollegiate Sailing Association
New England Library Association
New England Library Network
New England Political Science Association
New England Resource Center for Higher Education
New England Transfer Association
New England Theatre Conference
New England Wrestling Association
Northeast Association for Institutional Research
Northeast Association of College and University Housing Officers
Northeast Colleges and Universities Security Association
Northeastern Educational Research Association
Oceanic Society
Organization of American Historians
Orientation Directors Association
Overseas Association of College Admissions Counseling
Phi Beta Delta (International Honor Society)/Epsilon Rho (RWU Chapter)
Pilgrim League (Wrestling)
Psi Chi (Psychology Honor Society)
Public Affairs Information Service (Associate Membership)
Public Relations Society of America
Rhode Island Adult Education Association
Rhode Island Association of Colleges of Teacher Education
Rhode Island Association of Inter-Collegiate Athletics for Women
Rhode Island Association of Student Financial Aid Administrators
Rhode Island Bar Association
Rhode Island Black Heritage Society
Rhode Island Career Counselors
Rhode Island Colleges and Universities Public Safety
Rhode Island Film Cooperative
Rhode Island Higher Education Cable Television Council
Rhode Island Higher Education Training Consortium
Rhode Island Historical Society
Rhode Island Independent Higher Education Association
Rhode Island Institutional Research Group
Rhode Island Interrelated Library System
Rhode Island Library Association
Rhode Island Lighthouse Foundation
Rhode Island Partnership for Science and Technology
Rhode Island Society of Professional Engineers, Student Chapter
Schools Association of the National Theatre
Scottish National Trust
Sea Grant Association
Servicemembers Opportunity Colleges
Sigma Lambda Chi (Construction Honor Society) Phi III Chapter

Sigma Tau Delta (English Honor Society)
Society for Human Resource Management
Society for Technical Communications
Society for the Protection of Ancient Buildings
Society of Automotive Engineers-Student Chapter
Society of Women Engineers, Student Chapter
Tau Sigma Delta Honor Society in Architecture and Allied Arts
The British Theatre Association
The Catalog of Landscape Records in the U.S.
The Museum of Yachting
The Royal Shakespeare Company
USA Ultimate
U.S. Institute of Theatre Technology
U.S. Intercollegiate Lacrosse Association
U.S. Lacrosse
U.S. Rowing
U.S. Rugby
U.S. Track and Field and Cross Country Coaches Association
U.S. Volleyball
University Resident Theatre Conference
US/ICOMOS
Wellness Council of America
Women's Basketball Coaches Association


ROGER WILLIAMS UNIVERSITY
MAGNA EST VERITAS
INCORPORATED 1956

Thank you very much, President Farish, for your leadership and for what you've done at Roger Williams. It is extraordinarily admirable… We have to be able to control the cost of education. Frankly, unfortunately, Roger Williams University is an exception to the rule – cost at most schools has gone up and up and up, and that can't continue.

– U.S. Senator Jack Reed

When I took office, I said we are going to spark an economic comeback of this great state… *Roger's Revolution* is exactly responsive to making sure that higher education delivers what we need.

– R.I. Governor Gina Raimondo

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Roger Williams University