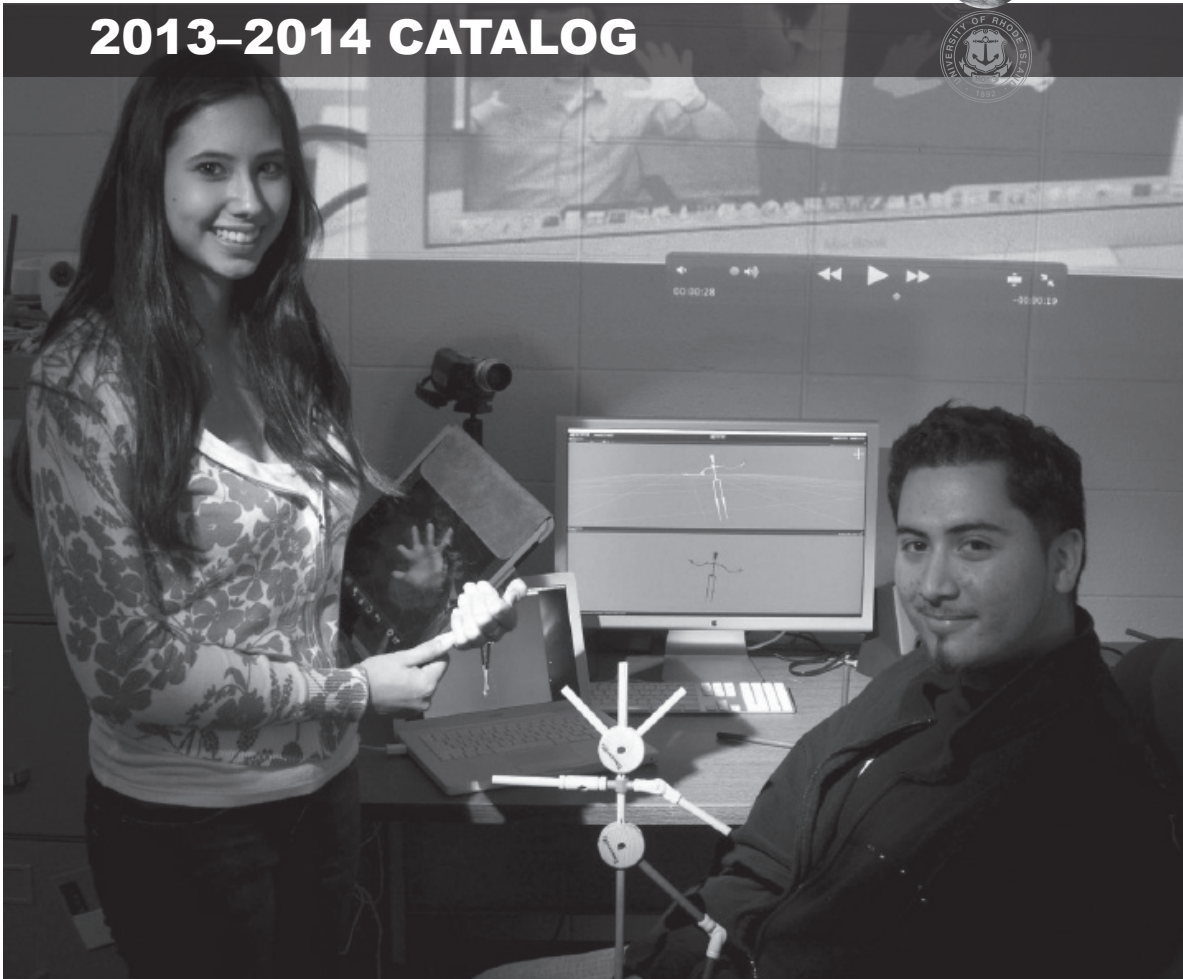


THE UNIVERSITY OF RHODE ISLAND

THINK BIG  WE DOSM

2013–2014 CATALOG



Undergraduate Admission
401.874.7100

Graduate Admission
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Academic Calendars

[Admission / Readmission Deadlines](#)

Information for undergraduate, graduate, and non-matriculating students, as well as readmission.

[Billing Dates and Deadlines](#)

[Detailed Academic Calendar](#)

Current academic calendar in PDF format.

[Graduate Student Deadlines](#)

List of important graduate school deadlines.

[Summer Calendar](#)

Dates and deadlines for summer sessions.

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About URI

Introduction

The University of Rhode Island has the intimate feel of a smaller university, but our thinking—and our research, innovations, and cross-discipline collaboration—is very big. At URI you'll find some of today's leading innovators, discoverers, and creative problem solvers offering a constant flow of big ideas to address global issues. From new technologies for identifying and treating killer diseases, to the latest solutions for environmental challenges, to forensic sciences that protect against global and cyber terrorism, and more, the University of Rhode Island is prepared to help.

In addition to traditional major degree programs, unique interdisciplinary programs blending such disciplines as languages with textiles, engineering with business, pharmaceuticals with engineering, and archaeology with marine sciences engage URI's 13,000 undergraduates and 3,000 graduate students in real-life, problem-solving initiatives. They work side by side with approximately 600 full-time tenure-track teaching faculty, as well as with dedicated lecturers, researchers, and adjunct faculty. Our students come from most states and dozens of countries, and our alumni can be found in more than 80 countries around the globe.

For enrollment statistics and a host of other facts about URI, including retention and graduation data, visit the website of the office of Institutional Research: uri.edu/ir.

Mission

The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island's heritage of independent thought, we value:

- Creativity and Scholarship
- Diversity, Fairness, and Respect
- Engaged Learning and Civic Involvement
- Intellectual and Ethical Leadership

Campus Facilities

From the rolling farmlands and surrounding forests to the ocean and coastal watershed, we enjoy natural resources that inspire our students and faculty to innovate and discover daily. Our main campus is located in the beautiful, historic, rural town of Kingston. It's just 30 miles south of Providence and close enough to New York and Boston to collaborate easily with fellow experts in any discipline. At the center of campus lies students' favorite place to hang out, study, and enjoy New England's foliage and scenery—a grassy quadrangle surrounded by handsome, old granite buildings that are home to classrooms, auditoriums, computer labs, and more. Elsewhere on campus, our students learn and live in state-of-the-art, environmentally award-winning academic buildings, and a wide range of student residence halls, and fraternity and sorority houses. On the plain below Kingston Hill are gymnasiums, athletic fields, tennis courts, a freshwater pond, agricultural fields, and the University's Thomas M. Ryan Center.

Our urban [Feinstein Providence Campus](#) is home to the Alan Shawn Feinstein College of Continuing Education (ASFCCE), the University's biotechnology manufacturing program, and the "Admission Option" for incoming traditional-aged students. Our coastal Narragansett Bay Campus, six miles east of Kingston, overlooks the West Passage of Rhode Island's prized bay and is the site of URI's internationally renowned [Graduate School of Oceanography](#), as well as ocean engineering labs and marine sciences research. And 20 miles to the west lies our [W. Alton Jones Campus](#)—2,300 acres of pristine woods, fields, streams, and ponds that form the backdrop for environmental education, research, and conference and wedding facilities.

URI is a fully networked university, with classroom media support services, telephone services, multi-media development services, and instructional support for faculty provided by URI's office of Information Technology Services (ITS). In our residence halls, students have access to both hardwired network outlets and wireless internet service, and all general-purpose classrooms are equipped with multi-media equipment and wireless network access. For more technology details, visit uri.edu/its.

University Libraries provides access to millions of print and electronic resources at the Robert L. Carothers Library and Learning Commons on URI's Kingston campus, the Pell Marine Science Library at the Narragansett Bay campus, and the College of Continuing Education Library at the Providence campus. We're a member of the Higher Education Library Information Network (HELIN), giving 24/7 borrowing privileges to faculty, staff, and students at 10 regional institutions of higher learning and several Rhode Island health sciences libraries via an online public access catalog. For more library details, visit uri.edu/library.

History

Our history of big thinking began in 1888, when a handful of South Kingstown residents, the South Kingstown Town Council, and the State of Rhode Island made a collective donation of \$5,000 to purchase the 140-acre Oliver Watson Farm and establish a state agricultural school and experiment station. We were the Rhode Island College of Agriculture and Mechanic Arts then. As Rhode Island's land-grant institution, charged by the Morrill Act of 1862 with agricultural, mechanic arts, and industrial education, we graduated our first 17 students in 1894.

By 1909, we'd established the Ocean State's first marine laboratory, created an outreach department, offered our first master's degree, begun our Greek system, and become Rhode Island State College. We became the state's flagship university with a name change to the University of Rhode Island in 1951, and were named the state's only sea grant and urban grant university in 1966 and 1995, respectively.

We've long since outgrown our original charge to teach agriculture, military tactics, mechanical arts, and classical studies, and are now gaining national and international recognition as a preeminent research University tackling global issues.

21st Century Learning Environment

Although we've invested nearly \$1 billion over the last 20 years into building, rebuilding, and renovating more than 50 campus buildings designed to increase cutting-edge resources for students and faculty, we are not bound by bricks and mortar. We're also taking steps toward a 24/7 learning environment, creating online programs, increasing online courses, and doubling our hybrid courses. And, we know that learning outside the classroom is as important as learning inside the classroom, so we're increasing and improving meaningful opportunities for experiential learning through research, creative work, and scholarship. Thousands of students take part each year in practical internships and study abroad opportunities with partners in Rhode Island and around the globe through our Office of Experiential Learning and Community Engagement and our Office of International Education. For more information, visit uri.edu/internships and uri.edu/international.

Research and Economic Development

As the principal public research institution in the state of Rhode Island, URI houses innovative research facilities as varied as our programs of study. For details, visit the website of the college or department in which you are interested.

The strength and expertise of our researchers and programs of scientific inquiry attract more than \$100 million per year in research funding from federal and state agencies, foundations, and commercial firms. The strength of our research funding allows the students and faculty of our research enterprises to do work with the potential to improve the lives, health, and economies of people in Rhode Island, the nation, and the world, while generating hundreds of millions of dollars for our state and local economies, creating additional high-paying jobs, and increasing state and local tax revenues. Our Division of Research and Economic Development and URI Research Foundation are strengthening liaisons among the University, its researchers, and corporations around the globe, leveraging investment capital to market inventions, expand resources, and support additional research. For details, including copies of current and past annual reports, visit uri.edu/research/tro.

Community, Equity, and Diversity

Our campus communities are made up of students, faculty, staff, and alumni representing a wide diversity of cultures, lifestyles, beliefs, religions, political affiliations, and philosophies. As such, our commitment is to help all members of the campus community develop the ability to communicate, understand, and engage productively with people different from themselves.

For more information about URI's Office of Community, Equity, and Diversity visit uri.edu/diversity.

The culture of URI is defined in the "Cornerstones" below, developed by the Quality of Student Life Committee and endorsed by the URI Student Senate:

The University of Rhode Island is a principled community guided by values. As members of this community, we subscribe to the following principles, which form the foundation of our endeavors.

- *We pursue knowledge with honesty, integrity, and courage.*
- *We promote independent choice, intellectual curiosity, open-mindedness, and free expression.*
- *We respect the rights and dignity of each individual and group.*
- *We reject prejudice and intolerance, and we work to understand differences.*
- *We accept personal responsibility for our actions and their consequences.*
- *We actively cooperate to improve the University, the state of Rhode Island, and the global community beyond our borders.*
- *We strive to be a community where the environment and property are treated respectfully.*
- *We seek to create and maintain an environment conducive to personal health and wellness.*
- *We work to develop skills that promote lifelong learning, leadership, and service.*

Additionally, various organizations, such as the Alumni Association, work to encourage the continued support and engagement of current and future alumni as committed partners of the University, its mission, and its traditions. Recognizing more than 100,000 alumni throughout the world, the URI Alumni Association is an interdependent organization offering programs and services for alumni and raising funds to support scholarships and programs. For details, visit advance.uri.edu/alumni/association. The University of Rhode Island Foundation, an independent 501(c)(3), is charged with conducting all charitable fundraising efforts on behalf of the University and administering the investment of the University's endowment portfolio. For details, including copies of current and past annual reports, visit urifoundation.org.

Globalization of Opportunities and Experiences

As technology breaks down borders and time zones, we are taking steps to ensure that our students are prepared to live and work in an increasingly globalized economy. We're developing relationships with businesses, institutions of higher education, and communities on the other side of the globe for meaningful study abroad and internship opportunities for more students. We're developing new and blended academic programs that will increase the number of graduates fluent in languages other than English. And we are taking steps to triple our population of international students who can bring diverse world cultures to our community of students and staff right here in Rhode Island.

Affirmative Action and Nondiscrimination

The University of Rhode Island prohibits discrimination, including harassment and retaliation, on the basis of race, color, creed, national or ethnic origin, gender, gender identification or expression, religion, disability, age, sexual orientation, genetic information, marital status, citizenship status, or status as a special disabled veteran, recently separated veteran, Vietnam era veteran, or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized; in the recruitment, admission, or treatment of students, the recruitment, hiring, or treatment of faculty and staff, and in the operation of its activities and programs, except in those special circumstances permitted or mandated by law and cases that may arise under applicable federal and state law and regulations, including but not limited to Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the 1972 Educational Amendments to the Higher Education Act; the Age Discrimination in Employment Act of 1967; Sections 503 and 504 of the Rehabilitation Act of 1973, as amended; the Equal Pay Act of 1963; the Americans with Disabilities Act of 1990; ADA Amendment Act of 2008; the Genetic Information Nondiscrimination Act, Executive Order 11246, as amended; Executive Order 91-39; Executive Order 92-2; and Rhode Island General Law 28-5.1, as amended; and all other laws which pertain to access and equity.

Inquiries concerning compliance with antidiscrimination laws should be addressed to Roxanne Gomes, Title IX Coordinator and Director of Affirmative Action, Equal Opportunity, and Diversity, Suite 201, Carloti Administration Building, 401.874.2442. Questions regarding provisions for students with disabilities should be directed to the director of Disability Services for Students in the Office of Student Life, 330 Memorial Union, 401.874.2098 (TTY via R.I. Relay, 711); uri.edu/disability/dss.

Student Life and Services

An enriching college life includes a well-balanced mix of academic and extracurricular activities. The University offers a unique blend of student organizations and activities.

Student Government

Undergraduate. The *Student Senate* is a legislative body that represents the undergraduate students to the administration and faculty. It oversees student organizations and provides funding for them by distributing a portion of the Student Services fee. The Senate Office is located in the Memorial Union, phone: 401.874.2261. URI's Interfraternity Council supervises fraternity affairs, and the Panhellenic Association governs sorority life.

Graduate. The *Graduate Student Association* (GSA) is a government body maintained by and for the graduate students of the University with the purpose of enhancing the academic, intellectual, and social opportunities of its members. Officers and members of the GSA Senate, who are elected annually from the entire graduate student body, distribute GSA funds to graduate students for conference attendance and thesis binding, organize social events, and serve as graduate student representatives on University-wide committees. GSA offices are located in Room 317 of the Memorial Union, phone: 401.874.2339, e-mail: gsa@etal.uri.edu, website uri.edu/gsa.

Housing and Dining

Undergraduate Housing. Residence halls and boarding facilities are available to URI students during the regular academic year and during summer sessions. Some students prefer the option of living in a fraternity or sorority or off campus. On-campus housing for incoming transfer students is limited.

On-Campus Residence Halls and Dining Centers. There are 23 residence halls, an undergraduate apartment complex, and multiple theme houses on campus offering a variety of living accommodations. Notices are forwarded to all residence hall students during the spring semester to inform them of the housing application procedure for the following year. After returning students have been assigned, first-year students who have paid their housing deposit by May 1 will be assigned to the designated first-year housing spaces. All other students will be assigned on a space-available basis. Assignments of incoming students are generally made in the order in which their housing deposits are received. Every effort is made to honor roommate requests.

For rates and contracts, applications for residence hall living, and more information about housing options, go to housing.uri.edu.

URI offers a variety of menus, including popular brands, at two large dining centers, a food court, two cafés, a late-night restaurant and lounge, concession stands, and a convenience store. The University requires that all students living in non-apartment style residence halls choose from a selection of available resident meal plans. Detailed descriptions of meal plans, facilities, menus, and hours of operation are available at uri.edu/dining. Each URI student also has the opportunity to obtain a Ram account, which is an optional debit card account accessed through the student's ID card. Students who participate in the program have the ability to purchase food and supplies from various on- and off-campus merchants. Unused dollars in the Ram Account transfer from semester to semester until graduation.

Fraternities and Sororities. The Greek community at the University of Rhode Island is comprised of 30 organizations, three undergraduate governing boards, and two alumni governing boards, which represent 17 men's groups (fraternities) and 13 women's groups (fraternities/sororities). The Coordinator of Greek Affairs in the Office of Student Life advises these

groups. The more than 1,700 active members of fraternities and sororities account for approximately 14% of the total University undergraduate full-time day population.

The URI fraternity and sorority community utilizes its founding values in combating the national health crisis of alcohol abuse on college campuses. Fellowship, scholarship, leadership, community involvement and service have become the focal points for URI's Greek community. URI is a Northeast Greek Leadership Association award-winning campus, exemplifying what's best about Greek Life.

For more information about Greek Affairs, phone 401.874.2883 or visit uri.edu/greek.

Graduate Housing. Interested students should contact URI's Department of Housing and Residential Life for information, at 401.874.5390.

Off-Campus Housing. The Off-Campus/Commuter Housing Office is located in Room 316 of the Memorial Union and maintains an online database of rental property and roommate listings available to URI students, faculty, and staff. The Office is an on-campus resource for landlord and tenant questions and also provides information on resources available to off-campus students.

There are approximately 6,000 undergraduate and graduate students who commute from the surrounding neighborhoods daily to URI to attend classes, study in the library, and stay involved on campus. The most popular rental communities are in Narragansett, South Kingstown, and Kingston. A majority of the off-campus properties that students rent are beachfront properties that are available during the academic year, September through May. Students generally pay rents between \$400-600 per person per month to live in a furnished house. Supermarkets, laundromats, restaurants, shopping centers, and recreational facilities are nearby.

Commuter students receive RIPTA bus discounts and commuter meal plans. RIPTA bus discounts are available through the Memorial Union Information desk located on the 2nd floor. Commuter meal plan information is available by contacting the Campus Access Office in Memorial Union Room 216 or by visiting the Dining Services website at uri.edu/dining.

For more information about Off-Campus Housing, phone 401.874.2828 or visit uri.edu/commuter_housing.

Student Services

Career Services and Employer Relations. This centralized department serves URI undergraduates (including freshmen), graduate students, and alumni. A staff of professionally trained career advisors provides confidential career assessment, career advising, major-to-career connections, and job search skill building. All majors are welcome!

The office manages and maintains RhodyNet, URI's career management tool. Students may search available job/internship opportunities, learn about career events, schedule meetings with career advisors, find mentors, and research employers attending career fairs, networking events, and interviews.

Ten to 15 major job and internship fairs and networking events, some major-specific, are held each year providing campus opportunities to meet with local, regional, national, and international employers and organizations. The department hosts over 500 companies and organizations annually and posts thousands of job and internship opportunities.

For students whose goals include graduate or professional school, professionals review application essays, assist in research, and connect students to graduate institutions.

For more information, visit career.uri.edu, call 401.874.2311, visit 228 Roosevelt Hall, or email career@etal.uri.edu.

Chaplains. The University chaplains are active in providing religious services and in counseling, advising campus groups, teaching, and programming. The chaplains represent the Roman Catholic, Jewish, Protestant, Orthodox Christian, Buddhist, and Muslim communities; referrals are available to representatives of other faiths. The chaplains work together to foster dialogue, understanding, and respect among people of different faiths and traditions. See uri.edu/chaplains.

Counseling. The Counseling Center, located in Room 217 of Roosevelt Hall, is staffed by professional counselors, psychologists, and social workers. The Center offers individual counseling and a variety of skill-building and support groups to help undergraduate and graduate students achieve their academic and life goals. The Counseling Center provides assistance to students in areas such as adjusting to college life, coping with stress, building satisfying relationships, planning for the future, and coping with depression, substance use, or other mental health challenges.

Counselors work closely, as appropriate, with other health care providers in Health Services. Additionally, some students contact the Counseling Center for help with concerns about a roommate or friend. Information shared in counseling is confidential. Center hours are Monday through Friday 8:30 a.m.-4:30 p.m. with extended hours until 6:30 p.m. on Tuesday.

To make an appointment, students may simply stop by the Counseling Center, or call and schedule a time to meet with a counselor. If you need help with an urgent matter, ask to speak to the counselor-on-call. Phone: 401.874.2288. website: uri.edu/coun.

Disability Services for Students. Disability Services for Students works with students and all units of URI to foster a welcoming, accessible environment. We promote academic success, self-advocacy, and equal opportunity through education, awareness, and ADA compliance. At URI, disability is considered an issue of cultural diversity.

Additional duties of the office include:

- recommend and coordinate reasonable accommodations (exam, course, program, housing, transportation),
- encourage student development through self-advocacy and personal decision making,
- support student commitment to academic success and retention,
- provide information to faculty and administrators regarding the inclusion of persons with disabilities.

Please visit our website at uri.edu/disability for detailed information about policies, procedures, and resources. We are happy to discuss specific concerns in person, by phone, or by email. Our office is located at 302 Memorial Union, Kingston, RI 02881. For more information, phone 401.874.2098 (TTY via R.I. Relay at 800.745.5555), or email to dss@etal.uri.edu.

Health Services. Located in the Potter Building, adjacent to the residence halls, Dr. Pauline B. Wood Health Services provides primary ambulatory care to students. Nurse practitioners and physicians see students by appointment Monday through Friday from 9 a.m. to 8 p.m. in the general medicine and women's clinics with laboratory, radiology, and pharmacy services available. Limited services are available on Saturdays, Sundays, and most holidays with physician and pharmacy coverage from noon to 4 p.m.

Specialists in surgery, internal medicine, dermatology, gynecology, and psychiatry hold regular clinics at the Potter Building. A travel/immunization clinic administers vaccines available from the pharmacy. Allergy injections are given, provided the vaccines are supplied by the student. Care provided at Health Services is billed to insurance companies. Your mandatory health service fee covers all office visits not covered by insurance. Lab and X-ray charges not covered by insurance are the responsibility of the student. Co-payment for pharmacy is expected at the time of service.

Hospital care is available in the local community, as is referral to specialists. All medical expenses incurred outside the University's Health Services are the responsibility of the student. Therefore, students are

required to have adequate accident/sickness or health insurance. Students who choose a private physician assume responsibility for expenses incurred. See "Accident/Sickness Insurance" for additional details or consult the Health Services brochure, "To Your Health."

To promote personal health and well-being, health educators provide a variety of services: wellness clinics, outreach activities, awareness days, peer workshops, and nutrition education from a registered dietician.

An emergency medical service (URI EMS) staffed by student volunteer EMTs responds to campus emergency medical calls 24 hours a day and transports patients to Health Services or the South County Hospital emergency room during the academic year.

Independent Students. Independent or nontraditional students make up over 10% of URI's undergraduate population. Any students over the age of 23 who are either returning to the University for a second degree or starting anew are eligible to benefit from the services provided at the Office of Student Life. The office is always on hand to lend individual support and ease an independent student's transition to college life. For more information on Independent Student Services, call 401.874.2101 or visit uri.edu/student_life.

Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center. The LGBTQ Center at URI strives to create and maintain a welcoming, safe, supportive campus climate for all people, regardless of sexuality or gender. The LGBTQ Center works closely with students, staff, faculty, and community members to provide space, programs, and services that foster education, advocacy, support, and engagement. From our Coming Out Month activities in October to our Lavender Graduation ceremony in April, many are sure to find events that strike their interests. For more information, please call 401.874.2894, visit our website at uri.edu/glb, or visit our Center in Adams Hall 111 in person.

Memorial Union. The center for campus activities, the Memorial Union houses a wide variety of educational, social, cultural, and recreational services and facilities for both undergraduate and graduate students. These include meeting and conference rooms, lounges, study rooms, radio station, campus newspaper offices, game room, offices for student organizations, scheduling and information office, a mailroom for students living on campus, ballroom, optical shop, flower shop, convenience store, cafeteria, restaurant, pizza shop, and a coffee and pastry shop.

Among the services provided are a unisex hair salon, credit union, copy center, bookstore, computer store, computer lab, 193° Coffeehouse, and the Memorial Union Technical Productions (which offers technical services in sound and lighting).

An undergraduate student board of directors works with the director and staff of the Memorial Union/Student Involvement Office to determine policy for the Union and plan a full program of social, cultural, intellectual, and recreational activities.

Multicultural Center. Celebrating unity in diversity, the Multicultural Center invites all of its students, faculty, staff, administrators, alumni, and other friends to join in its work of creating a community of learners within and beyond URI. The Center is a place dedicated to developing a supportive and inclusive campus culture across the boundaries of culture, identity, and discipline. It collaborates with others in providing a variety of programs, activities, and services that help diverse learners systematically explore the ways we culturally construct identity (who we are), knowledge (what we mean), power (how we assert influence), community (how we relate and belong to each other), and culture (how we make meaning).

Located in the heart of campus, the Multicultural Center maintains a mission and vision grounded in the values upon which the theory and practice of multiculturalism were founded: social justice; learning; and personal, social, and cultural development. The Center's focus in valuing diversity is promoted through annual events such as Diversity Week, providing innovative workshops facilitated and attended by faculty, staff, students, and the general community; Dr. Martin Luther King Jr. Week, emphasizing the importance of nonviolence principles and the history of forces of positive change within diverse communities; and Diversity

Awards, recognizing the many initiatives of cultural competency by members of the URI community. Counseling, programming, and other services are also provided by the staff of Multicultural Student Services. Phone: 401.874.2851. website: uri.edu/mcc.

Substance Abuse Prevention. The mission of the URI Office of Substance Abuse Prevention Services is to continually monitor, measure, and improve our approaches to increase safety and reduce risks for members of our university community. Whether working individually with students or providing population-wide programs, our primary goal is to empower students to make healthy choices while encouraging environments conducive to academic and social success.

Recognizing that not everyone who abuses alcohol or other drugs necessarily requires or desires treatment, Substance Abuse Prevention Services (SAPS) offers resource materials and information so that students can make educated choices. Using a harm-reduction approach, SAPS addresses the causes and consequences of student substance use. Seeking help does not necessarily mean that you are an alcoholic or drug addict. Frequently, students find a single consultation appointment to be beneficial to them in making better decisions regarding their own substance use. For more information about SAPS, phone 401.874.5073 or visit uri.edu/substance_abuse.

Talent Development. URI also offers the Talent Development Program, a program of special interest to many minority and disadvantaged students. Talent Development was started in 1968 to help young people who otherwise could not attend the University. "TD" provides a special opportunity for minorities and disadvantaged persons.

Talent Development at URI includes a spring Saturday PREP Program and Pre-Mat, an intense six-week academic summer experience on the Kingston campus, which many TD students mark as a turning point in their lives. Upon successful completion of the TD summer program, each student arrives in Kingston in September as a URI student and a member of Talent Development. TD provides students with special academic advising, financial aid based on need, and a strong support community.

Any Rhode Island resident may apply for Talent Development. Specifically, the program looks for minority and/or disadvantaged students who, without TD and its support services, could not expect to be admitted to URI. Even those who finished high school a while ago, or have a GED, may still be eligible for Talent Development.

To find out more about Talent Development at URI or its application process, ask your guidance counselor, call 401.874.2901, or visit uri.edu/talent_development. You can read more about the program in "Admission Requirements."

Women's Center. Female-identified students make up more than half of URI's total student population. The URI Women's Center, administered by the Office of Community, Equity, and Diversity, provides the necessary resources to help create an environment rich in role models and free of sexual inequities. In addition, it coordinates lectures, programs, and activities of special interest to those concerned with gender and leadership. Located at 22 Upper College Road, the Women's Center includes a residential component for female-identified students committed to building community through leadership and service; a Violence Prevention & Advocacy Services Program; a mentoring program called WOWW (We're Offering Women Wisdom) for first-year students; the Women's Leadership Coalition; the Women of Color Network (WOCN) for faculty and staff; and a LBTTQ group for female-identified students. Phone: 401.874.2097. uri.edu/women_center.

Student Involvement

Social, recreational, and cultural arts programs are sponsored by many different offices and student organizations at the University. These events are funded by student fees, and opportunities abound for students to become involved in selecting and coordinating them. The Student Entertainment Committee sponsors an extensive series of social programs

featuring concerts, local and regional musicians, other live entertainment, lectures, and films.

In addition to intercollegiate athletic teams, a number of organizations represent the University in competition, exhibitions, and public performances. The University Band, Chorus, and Orchestra are under music department direction, and students may receive credit for participation in any one of these. The University Theatre, under the direction of the Theatre Department, presents several plays each year. Cheerleaders are active at varsity football and basketball games and other special events and rallies.

Students publish a newspaper four times a week and a yearbook. Radio station WRIU, with local AM and FM reception that reaches all of Rhode Island and parts of Connecticut and Massachusetts, is student-run and operates 365 days a year. There is also a 24-hour student-run ambulance service.

Over 120 student organizations exist in which students can get involved. Covering a wide range, these organizations may be social, political, academic, religious, or media-related; several represent special-interest groups. There are also about 30 professional organizations on campus related to academic areas. Thousands of students participate in the activities coordinated by these organizations. For information, students are directed to Room 210 in the Memorial Union.

Athletics and Recreational Services. The Departments of [Athletics](#) and [Recreational Services](#) are committed to providing athletics and recreational opportunities to students, staff, and alumni. The departments seek to complement the University's academic goals by enhancing physical, emotional, and social well-being through leisure activities and lifetime involvement in sports.

The emphasis of the program is to provide opportunities that encourage the pursuit of lifetime activities, a sense of commitment and teamwork, and the development of personal character while maintaining an environment that values cultural diversity and gender equity among student athletes and department staff.

The intercollegiate athletics department sponsors 18 NCAA Division I programs for men and women. A member of the Atlantic 10 Conference in most sports, URI also holds membership in the CAA Football League (FCS). On the men's side, URI sponsors the following sports: baseball, basketball, cross country, football, golf, soccer, and indoor and outdoor track & field. Women's intercollegiate teams participate in basketball, cross country, rowing, soccer, softball, volleyball, indoor and outdoor track & field, swimming & diving, and tennis.

Competitive club sport teams include equestrian, field hockey, gymnastics, men's and women's ice hockey, men's and women's lacrosse, roller hockey, men's rowing, men's and women's rugby, sailing, skiing, men's swimming, ultimate Frisbee, and men's volleyball. The Intramural Sports Program offers all-male, all-female, and coed teams according to yearly demand. Recent years have seen badminton, basketball, billiards, bowling, dodgeball, flag football, field hockey, floor hockey, golf, ice hockey, kickball, indoor and outdoor soccer, softball, and both beach and indoor volleyball.

The 7,657-seat [Thomas M. Ryan Center](#) is the cornerstone of URI's athletic complex and serves as the home of Rhode Island men's and women's basketball teams. The Ryan Center boasts three tiers of seating in the arena to bring all 7,657 seats within 74-feet of the court, creating a frenzied atmosphere. Every seat in the Ryan Center has a chairback, and there are eight luxury suites that overlook both the Meade Stadium football field and the Ryan Center basketball court. The 200,000-square foot arena combines the heart and spirit of venerable Keaney Gym with the amenities, services, and conveniences of a modern arena. The [Bradford R. Boss Arena](#) is one of only two ice facilities in the state that operate for the entire year and are open for public skating.

The University has a number of other facilities for athletics and recreation. Mackal Field House contains two fitness rooms complete with weight training and cardio equipment, a brand-new Mondo 200-meter track, and

four basketball courts. Mackal also houses the athletics and recreational services departments' administrative offices.

Meade Stadium has served as the home of Rhody's football team since it opened in 1928. The west side of the stadium features chairback seating, and the suite level in the Thomas M. Ryan Center overlooks the entire field. In 2010, the east stands and press box underwent a full renovation project.

Opened in 1953 and named for URI's Hall of Fame men's basketball coach Frank W. Keaney, the 3,385-seat Keaney Gym is the site of Ram volleyball matches. Keaney Gym was the home of the men's and women's basketball teams for 49 seasons until the Ryan Center opened its doors in 2003.

The Tootell Physical Education Complex offers an aquatic center with competitive and instructional programs; a varsity team weight room; a group exercise studio; and West Gym, available for basketball, volleyball, and badminton.

Bill Beck Field is the home of the URI baseball team. In November of 2007, a \$1-million donation initiated facility renovations designed to equip the Rams with one of the finest ballparks in all of New England, including a brand-new FieldTurf playing surface, a new backstop, scoreboard, fencing and bullpens, and an indoor batting facility along the right field side of Bill Beck Field.

Other athletic facilities at URI include a lighted soccer field, eight tennis courts, a softball field, Arrigan Sailing Center, Campanella Rowing Center, two beach volleyball courts, and practice fields.

Center for Student Leadership Development. Since its founding in 1997, the CSLD has provided academic leadership courses and countless hours of leadership development training to URI students and the surrounding community. Through academic course offerings in the minor in leadership studies, internships, strengths-based leadership development training, and multiple programs throughout the year, the CSLD provides developmental opportunities for students to become informed, inclusive, and effective leaders in their careers, communities, family lives, and field of study. Programmatic highlights include the annual Leadership Institute weekend, the North Woods Challenge Course, the Women of Color dinner and conference, e-Lead, Omicron Delta Kappa honor society, the Student Organization Leadership Consultants, and group development consulting services. For more information, visit mu.uri.edu/leadership or Room 210 of the Memorial Union.

Student-Run Businesses. The Memorial Union offers students a number of opportunities to run businesses under full-time supervision but with a large amount of independence. Enterprises such as the Memorial Union Technical Productions (sound and lighting) and the 193° Coffee House allow for management training and excellent work experience.

Feinstein Providence Campus

While all URI students have access to all Kingston Campus opportunities described below, they also find a range of unique services at the nonresidential Feinstein Campus in Providence. For more information, call 401.277.5000 or visit uri.edu/prov.

Confidentiality of Records

Procedures for the release and disclosure of student records maintained by the University of Rhode Island are in large measure governed by state and federal laws. Where the law is silent, the University is guided by the principle that the privacy of an individual is of great importance and that as much information in a student's file as possible should be disclosed to the student on request. A current or former student has the right to inspect and review official records, files, and data directly related to that student. This right does not extend to applicants, those denied admission to the University, or those who were admitted but did not enroll. Some records are not available to students.

Third parties, including parents and spouses, do not have access to a student's education records or to personally identifiable information from those records without the written consent of the student who specifies that the records be released or unless specifically authorized by law. The law does allow the release of such information and records in a number of cases without the written consent of the student, including the following: (i) notification of parents or guardians of a student under 21 years of age about an alcohol or other drug violation; (ii) incidents involving certain crimes of violence; (iii) disclosures warranted by a health and safety emergency; (iv) disclosures to school officials, including contractors and outside parties, who have a legitimate educational interest as determined by the institution; (v) disclosures required by lawful subpoena, court order, or other legal process.

Detailed guidelines for the release and disclosure of information from the student records are available from the Office of Student Life. These guidelines comply with the legal requirements of the Family Educational Rights and Privacy Act of 1974, as amended.

University ID Card

Each student's University ID Card must be carried at all times on campus and presented upon request. Use of the card constitutes acceptance of all applicable terms and conditions. This card will remain the property of URI. Lost, stolen, or damaged cards must be reported immediately to the Campus Access Office (Room 216, Memorial Union).

The Basics

How to Read This Catalog

The following explanations pertain to the ways courses are represented throughout this catalog, especially in the sections entitled [Undergraduate Programs](#), [Graduate Programs](#), and [Course Descriptions](#).

To see courses listed by semester, meeting time, or instructor, please log on to [e-Campus](#) and choose "Class Search." Registration for classes also takes place through e-Campus.

Course Numbering

Courses numbered 001-099 are pre-freshman and special undergraduate courses, and do not carry bachelor's degree credit. Those numbered 100-299 are lower-division undergraduate courses, and those numbered 300-399 are upper-division undergraduate courses. The 400-level courses are generally limited to juniors and seniors majoring in that field, but are open to other advanced undergraduates and graduate students with permission.

The 500-level courses are graduate courses for which a bachelor's degree is usually a prerequisite, but qualified seniors and honors students are admitted with permission. These courses should make up the majority of course work for students working toward a master's degree. Courses at the 600 level are advanced graduate courses. The 900-level courses are special types of graduate courses for which no degree credit is given. They include courses offered to remedy deficiencies as well as workshops, institutes, and courses offered one time only by visiting faculty.

Course numbers separated with a slash indicate either a sequence or two courses that are required to be taken concurrently. For full clarification, check the listings for those courses in the [e-Campus Course Schedule](#) and speak with an academic advisor.

The number in parentheses after the course name or code indicates the number of credits (e.g. the Art History course "Introduction to Art (3 crs.);" may also be abbreviated as "ARH 120 (3)").

Course Codes

AAF | Africana Studies
 AFS | Aquaculture and Fisheries Science
 AMS | Applied Mathematical Sciences
 APG | Anthropology
 ARB | Arabic
 ARH | Art History
 ART | Art
 AST | Astronomy
 AVS | Animal and Veterinary Science
 BCH | Biochemistry
 BES | Biological and Environmental Studies
 BIO | Biological Sciences
 BIS | Bachelor of Interdisciplinary Studies
 BME | Biomedical Engineering
 BPS | Biomedical and Pharmaceutical Sciences
 BUS | Business
 CCC | Cross-Cultural Competence
 CHE | Chemical Engineering
 CHM | Chemistry
 CHN | Chinese
 CLA | Classics
 CLS | Comparative Literature Studies
 CMD | Communicative Disorders
 COM | Communication Studies
 CPL | Community Planning
 CSC | Computer Science
 CSV | Community Service
 CVE | Civil and Environmental Engineering
 ECN | Economics

EDC | Education
 EDP | Ph.D. in Education
 EDS | Special Education
 EEC | Environmental Economics
 EGR | Engineering
 ELE | Electrical Engineering
 ELS | English Language Studies
 ENG | English
 ENT | Entomology
 EVS | Environmental Sciences
 FAL | Fine Arts and Literature
 FLM | Film Media
 FOS | Forensic Science
 FRN | French
 GCH | Grand Challenges
 GEG | Geography
 GEO | Geosciences
 GER | German
 GRK | Greek
 GWS | Gender and Women's Studies
 HBW | Hebrew
 HDF | Human Development and Family Studies
 HIS | History
 HLT | Health Studies
 HPR | Honors Program
 HSA | Health Services Administration
 HSS | Human Science and Services
 ISE | Industrial and Systems Engineering
 ITL | Italian
 ITR | Internships and Experiential Education
 JOR | Journalism
 JPN | Japanese
 KIN | Kinesiology
 LAN | Languages
 LAR | Landscape Architecture
 LAS | Latin American Studies
 LAT | Latin
 LET | Letters
 LIB | Library
 LIN | Linguistics
 LRS | Labor Relations and Human Resources
 LSC | Library and Information Studies
 MAC | Master of Science in Accounting
 MAF | Marine Affairs
 MBA | Master's in Business Administration
 MCE | Mechanical Engineering
 MIC | Microbiology
 MLS | Medical Laboratory Science
 MSL | Military Science and Leadership
 MTH | Mathematics
 MUS | Music
 NES | New England Studies
 NEU | Neuroscience
 NFS | Nutrition and Food Sciences
 NRS | Natural Resources Science
 NUR | Nursing
 NVP | Nonviolence and Peace Studies
 OCE | Ocean Engineering
 OCG | Oceanography
 PHC | Pharmacy
 PHL | Philosophy
 PHP | Pharmacy Practice
 PHT | Physical Therapy
 PHY | Physics
 PLA | Prior Learning Assessment
 PLS | Plant Sciences
 POR | Portuguese
 PRS | Public Relations
 PSC | Political Science
 PSY | Psychology
 RDE | Resource Development Education
 RLS | Religious Studies
 RUS | Russian

SCM | School of Communications and Media
 SOC | Sociology
 SPA | Spanish
 STA | Statistics
 SUS | Sustainability
 THE | Theatre
 THN | Thanatology
 TMD | Textiles, Fashion Merchandising, and Design
 URB | Urban Affairs
 URI | University of Rhode Island Freshman Seminar
 WRT | Writing

Course descriptions including "Cross-listed as" indicate multiple departments or programs that offer the same course (e.g. "Cross-listed as (AAF), HIS 150" course is offered by both Africana Studies and History).

In the [Course Descriptions](#), the information in parentheses after the full text of the course description tells the format and number of hours per week (e.g. "Lec. 3" means three hours of lecture). "Pre:" refers to a prerequisite. "S/U credit" signifies a course in which only grades of satisfactory or unsatisfactory are given.

Courses that meet general education requirements are designated with a letter in parentheses indicating the appropriate group, as follows:

(A) | Fine Arts and Literature
 (FC) | Foreign Language/Cross-Cultural Competence
 (L) | Letters
 (EC) | English Communication (General)
 (ECw) | English Communication (Written)
 (MQ) | Mathematical and Quantitative Analysis
 (N) | Natural Sciences
 (S) | Social Sciences

Courses that meet the general education diversity requirement are designated with a [D].

Student Learning Outcomes

The University of Rhode Island expects that every academic program, as a consequence of the interaction between general education and a major, will lead the student to:

- think critically in order to solve problems and question the nature and sources of authority;
- use the methods and materials characteristic of each of the knowledge areas while understanding their interconnectedness;
- commit to intellectual curiosity and lifelong learning;
- maintain an openness to new ideas while utilizing the social skills necessary for both teamwork and leadership; and
- think independently, be self-directed, and take initiative based on informed choices.

For individual academic program student learning outcomes, go to the program website or visit: <http://web.uri.edu/assessment>.

Majors and Fields of Study

UNDERGRADUATE MAJORS

For a list that includes areas of focus and live links to department websites, visit <http://www.uri.edu/admission/majors>.

College of Arts & Sciences

[Africana Studies](#) (joint URI-RIC): B.A.
[Anthropology](#): B.A.
[Art](#): B.A., B.F.A.
[Art History](#): B.A.
[Chemistry](#): B.A., B.S.
[Chemistry and Chemical Oceanography](#): B.S.*
[Chemistry and Forensic Chemistry](#): B.S.

[Chinese](#): B.A.
[Classical Studies](#): B.A.
[Communication Studies](#): B.A.
[Comparative Literature Studies](#): B.A.*
[Computer Science](#): B.A., B.S.
[Economics](#): B.A., B.S.
[English](#): B.A.
[Film Media](#): B.A.
[French](#): B.A.
[Gender and Women's Studies](#): B.A.
[German](#): B.A.
[History](#): B.A.
[Italian](#): B.A.
[Journalism](#): B.A.
[Latin American Studies](#): B.A.*
[Mathematics](#): B.A., B.S.
[Music](#): B.A., B.M.
[Philosophy](#): B.A.
[Physics](#): B.A.*, B.S.
[Physics and Physical Oceanography](#): B.S.
[Political Science](#): B.A.
[Psychology](#): B.A., B.S.
[Public Relations](#): B.A.
[Sociology](#): B.A., B.S.
[Spanish](#): B.A.
[Theatre](#): B.F.A.
[Writing and Rhetoric](#): B.A.

College of Business Administration

[Accounting](#): B.S.
[Entrepreneurial Management](#): B.S.
[Finance](#): B.S.
[General Business Administration](#): B.S.
[Global Business Management](#): B.S.
[Management Information Systems](#): B.S.*
[Marketing](#): B.S.
[Supply Chain Management](#): B.S.

College of Engineering

[Biomedical Engineering](#): B.S.
[Chemical and Ocean Engineering](#): B.S.*
[Chemical Engineering](#): B.S.
[Civil Engineering](#): B.S.
[Computer Engineering](#): B.S.
[Electrical Engineering](#): B.S.
[Industrial and Systems Engineering](#): B.S.
[Mechanical Engineering](#): B.S.
[Ocean Engineering](#): B.S.

College of the Environment and Life Sciences

[Animal Science and Technology](#): B.S.
[Aquaculture and Fishery Technology](#): B.S.
[Biological Sciences](#): B.S.
[Biology](#): B.A.
[Cell and Molecular Biology](#): B.S.
[Environmental and Natural Resource Economics](#): B.S.
[Environmental Science and Management](#): B.S.
[Geology and Geological Oceanography](#): B.S.
[Landscape Architecture](#): B.L.A.
[Marine Affairs](#): B.A., B.S.
[Marine Biology](#): B.S.
[Medical Laboratory Science](#): B.S.
[Microbiology](#): B.S.*
[Nutrition and Dietetics](#): B.S.
[Plant Sciences](#): B.S.
[Wildlife and Conservation Biology](#): B.S.

** This degree program is not accepting applicants. Search the online or print catalog to learn if the field of study is available under a different program.*

College of Human Science and Services

Communicative Disorders: B.S.

Education: Elementary B.A., Secondary B.A., B.S.

Health Studies: B.S.

Human Development and Family Studies: B.S.

Kinesiology: B.S.

Textile Marketing: B.S.

Textiles, Fashion Merchandising, and Design: B.S.

College of Nursing

Nursing: B.S.

College of Pharmacy

Pharmaceutical Sciences: B.S.

Pharmacy: Pharm.D. (six years)

Alan Shawn Feinstein College of Continuing Education

Applied Communications: B.I.S.

Business Institutions: B.I.S.

Health Services Administration: B.I.S.

Human Studies: B.I.S.

GRADUATE FIELDS OF STUDY**Master of Arts**[Communication Studies](#)[Education](#)[English](#)[History](#)[Marine Affairs](#)[Political Science](#)[Spanish](#)[Special Education](#)**Master of Science**[Accounting](#)[Biological and Environmental Sciences](#)• [Cell and Molecular Biology](#)• [Integrative and Evolutionary Biology](#)• [Environmental and Earth Science](#)• [Ecology and Ecosystems Sciences](#)• [Sustainable Agriculture and Food Systems](#)[Chemical Engineering**](#)[Chemistry](#)[Civil and Environmental Engineering**](#)[Computer Science](#)[Electrical Engineering**](#)[Environmental and Natural Resource Economics](#)[Human Development and Family Studies](#)• [College Student Personnel](#)• [Human Development and Family Studies](#)• [Marriage and Family Therapy](#)[Kinesiology](#)[Labor Relations and Human Resources](#)

(M.S. or joint M.S./J.D.-RWU)

[Mathematics](#)[Mechanical Engineering](#)[Medical Laboratory Science](#)[Medical Physics](#)[Neuroscience](#)[Nursing](#)[Nutrition and Food Sciences](#)[Ocean Engineering**](#)[Oceanography](#)[Pharmaceutical Sciences](#)[Physics](#)[Psychology: School](#)[Speech-Language Pathology](#)[Statistics](#)[Systems Engineering**](#)[Textiles, Fashion Merchandising, and Design](#)**Doctor of Philosophy**[Applied Mathematical Sciences*](#)[Biological and Environmental Sciences](#)• [Cell and Molecular Biology](#)• [Integrative and Evolutionary Biology](#)• [Ecology and Ecosystems Sciences](#)• [Environmental and Earth Sciences](#)• [Sustainable Agriculture and Food Systems](#)[Business Administration](#)• [Finance and Insurance](#)• [Management](#)• [Management Science](#)• [Marketing](#)[Chemical Engineering**](#)[Chemistry](#)[Civil and Environmental Engineering**](#)[Computer Science](#)[Education \(joint URI-RIC\)](#)[Electrical Engineering**](#)[Environmental and Natural Resource Economics](#)[English](#)[Industrial and Systems Engineering**](#)[Marine Affairs](#)[Mathematics](#)• [Pure Mathematics](#)• [Applied Mathematics](#)[Mechanical Engineering](#)[Neuroscience](#)[Nursing](#)[Ocean Engineering**](#)[Oceanography](#)[Pharmaceutical Sciences](#)[Physics](#)[Psychology](#)• [Behavioral](#)• [Clinical](#)• [School](#)**Professional Degrees**[Doctor of Nursing Practice \(D.N.P.\)](#)[Doctor of Physical Therapy \(D.P.T.\)](#)[Master of Business Administration \(M.B.A.\)](#)[Master of Environmental Science and Management \(M.E.S.M.\)](#)[Master of Library and Information Studies \(M.L.I.S.\)](#)[Master of Marine Affairs \(M.M.A.\)](#)[Master of Music \(M.M.\)](#)[Master of Oceanography \(M.O.\)](#)[Master of Public Administration \(M.P.A.\) \(joint URI-RIC\)](#)[Teacher Certification](#)

* *This degree program is not accepting applicants. Search the online or print catalog to learn if the field of study is available under a different program.*

** *This program includes the option of earning dual degrees from URI and from Technische Universität Braunschweig, Germany. For more information, visit uri.edu/iep/info/graduate_iep.*

Undergraduate Degrees

All programs aim at a balance of studies of the natural and social sciences, the humanities, and professional subjects. The courses and programs of study have been approved by national accrediting agencies and are accepted for credit by other approved institutions of higher education (see [Accreditation](#)).

Undergraduate students can earn the following degrees at URI:

Bachelor of Arts
 Bachelor of Science
 Bachelor of Fine Arts
 Bachelor of Landscape Architecture
 Bachelor of Music

Bachelor of Interdisciplinary Studies (Feinstein College of Continuing Education)

URI's College of Pharmacy also offers a six-year entry-level program, leading to the Pharm.D. degree.

All Kingston freshmen who enter the University to earn a bachelor's degree are first enrolled in University College. All undergraduates at the University, whether at our Kingston or Providence campuses, have a wide choice of programs from which to choose a major, and our advising programs provide help in making this important decision and in choosing appropriate courses.

The University's undergraduate majors are listed in [Majors and Fields of Study](#).

Graduate Degrees

Graduate study at the University was inaugurated in 1907 with Master of Science degrees in chemistry and engineering. The Master of Arts degree was first awarded in 1951, and in 1960 the University awarded its first Doctor of Philosophy degree. Graduate work for professional degrees was initiated in 1962, when the degree of Master of Public Administration was first awarded. Today, students may earn the following degrees:

Master of Arts
Master of Science
Master of Business Administration
Master of Environmental Science and Management
Master of Library and Information Studies
Master of Marine Affairs
Master of Music
Master of Oceanography
Master of Public Administration
Doctor of Nursing Practice
Doctor of Philosophy
Doctor of Physical Therapy

The University also offers a joint program with Roger Williams University, the M.S./J.D. in labor relations and human resources. Additionally, the University cooperates with Rhode Island College in offering a joint Ph.D. degree in education.

The Graduate School has primary responsibility for administering policies and procedures relating to advanced study at URI. Graduate School policy is formulated by graduate faculty members, acting through their delegate body, the Graduate Council, which includes student members. Only the Graduate School or the Graduate Council can grant exceptions to the regulations for graduate study, which are explained in detail in the [Graduate Programs](#) section of this catalog and in the Graduate School Manual.

The University's graduate programs of study are listed in [Majors and Fields of Study](#). Study and research in a combination of special areas is often possible, and some graduate programs actively encourage collaborative multidisciplinary work. Specific mention of these opportunities is included in individual program descriptions. Graduate-level course work applicable to a number of programs is offered in several locations throughout the state by the Alan Shawn Feinstein College of Continuing Education. In most cases, however, a portion of the courses must be taken on the Kingston Campus.

Students with a bachelor's degree from URI or another university with equivalent requirements and accreditation may be admitted for graduate study, providing their credentials meet the standards set by the Graduate School and the department in which they wish to study, and that facilities for study are available in their field of interest. Among the standards required for admission are an approximate undergraduate average of B or better and, where required, satisfactory scores on a nationally administered examination.

University Manual

University regulations governing matters such as conduct, grading, probation and dismissal, academic integrity, withdrawal from the University, and graduation requirements are fully explained in the *University Manual* found at uri.edu/facsen. Such rights and responsibilities are also described in the *Student Handbook*, which is available from the Office of Student Life and on the Web at uri.edu/judicial.

Accreditation

The University of Rhode Island is accredited by the New England Association of Schools and Colleges. In addition, certain courses and programs of study have been approved by national accrediting agencies.

The New England Association of Schools and Colleges is a nongovernmental, nationally recognized organization whose affiliated institutions range from elementary schools to collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has the necessary resources available to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial, but applies to the University as a whole. As such, it is not a guarantee of the quality of every course or program offered, or of the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the University.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the school's administrative staff or to the association at 3 Burlington Woods Drive, Suite 100, Burlington, Massachusetts 01803; 781.425.7700 or 855.886.3272 (toll-free).

The national accrediting agencies that have approved the quality of certain course offerings and programs of study include the Accreditation Board for Engineering and Technology (ABET), Accreditation Council for Pharmacy Education (ACPE), Association to Advance Collegiate Schools of Business (AACSB), Commission on Accreditation for Marriage and Family Therapy Education, American Chemical Society Committee on Professional Training, Accreditation Commission on Education for Nutrition and Dietetics (ACEND), American Library Association, American Psychological Association, American Society of Landscape Architects, American Speech-Language-Hearing Association, Commission on Accreditation in Physical Therapy Education, Commission on Collegiate Nursing Education, National Association of School Psychologists, National Association of Schools of Music, and National Council for Accreditation of Teacher Education.

The University is also an approved member institution of the American Association of Adult and Continuing Education, the American Council on Education, the Association for Continuing Higher Education, the Association of American Colleges and Universities, the Association of Public and Land-Grant Universities, the Council for Higher Education Accreditation, the Council of Graduate Schools, the Institute for International Education, the Institute for the Recruitment of Teachers (IRT), the North American Association of Summer Sessions, the Northeast Alliance for Graduate Education and the Professorate, the Society for College and University Planning, and the University Continuing Education Association.

Enrollment Services

Introduction

The Office of Enrollment Services is comprised of Billing and Collections, Financial Aid, and Registration and Records. We provide academic and financial services to current and former students. We also provide academic support services to faculty.

Tuition, fees, and policies set forth in this catalog are subject to change without notice. All charges are billed by the semester and are due and payable upon receipt of the bill or by the due date indicated on the bill.

Definitions

The amount of tuition and fees varies depending on whether the student is matriculated or nonmatriculated, on whether the student is enrolled in full- or part-time study, on whether the student is a legal resident of the state of Rhode Island, and on course sponsorship.

Matriculated and Nonmatriculated Students. All students who are seeking undergraduate degrees at the University must be admitted to matriculated status by the Office of Admission. Students who have received their baccalaureates and who wish to earn graduate degrees at the University must be admitted by the Graduate School as matriculated students. Persons who wish to enroll for courses at the University but are not interested in pursuing degrees must register as nonmatriculated students. See the Undergraduate and Graduate admission sections for application procedures.

Full-Time and Part-Time Students. Matriculated undergraduate students enrolled in 12 or more credits per semester are considered full-time students. Matriculated graduate students enrolled in nine or more credits per semester and teaching and research assistants are also considered full-time students.

Matriculated undergraduate students enrolled in 1 to 11 credits are considered part-time students. Matriculated graduate students enrolled in 1 to 8 credits who are not teaching/research assistants are also considered part-time students.

Resident, Nonresident, and Regional Students. A student who is a resident of the state of Rhode Island pays the in-state fee, but a student from another state or a foreign country who is in Rhode Island primarily for educational purposes, even though he or she remains in the state during vacation periods, is considered a nonresident and pays the out-of-state fee.

A minor student's parents or legal guardians must have been residents of the state for one year immediately preceding the first class day of the first term of a student's registration, in order for that student to claim resident student status. A nonresident student who reaches 18 years of age while a student does not, by virtue of that fact alone, become a resident student.

An "emancipated student" must establish the same bona fide residency for in-state tuition exemption. An emancipated student is one who has attained the age of 18, and whose parents have entirely surrendered the right to the care, custody, and earnings of the student and have not claimed the student as a dependent for tax purposes for two years. If any of these conditions is not met, he or she is presumed to be an unemancipated student.

A member of the armed forces (on active duty) or his or her spouse stationed in the state on military orders shall be entitled to classification as a resident student during any semester, the first class day of which is encompassed by the orders.

Undergraduate students are classified as resident or nonresident by the dean of admission. A student may appeal the decision to the Board of Residency Review. Some international high school students who have

lived in Rhode Island for at least one year and who meet particular requirements (laid out in the regulations adopted by the Board of Governors for Higher Education) may be eligible to pay in-state tuition and fees. Graduate students are classified as resident or nonresident by the dean of the Graduate School. A certificate of residence is included in the graduate self-managed application package.

Regional status is granted to students enrolled in the New England Regional Student Program, whereby students from other New England states may enroll in designated programs at URI that are not offered in their own states (see "New England Regional Student Program").

Course Sponsorship. Courses offered through the University's Kingston campus are considered Kingston-sponsored (except those offered at night). ASFCCE-sponsored courses are those courses offered through the Alan Shawn Feinstein College of Continuing Education at Kingston, Providence, and satellite locations.

Financial Aid

Financial aid is money made available from federal, state, local, or private sources that helps students attend the postsecondary institutions of their choice. At the University of Rhode Island, these varied sources are administered by Enrollment Services in Green Hall. URI's financial aid programs are designed to serve students from the widest possible range of society, and all students are encouraged to apply.

In most cases, financial aid will be awarded in a "package" of grants (which do not have to be repaid), loans (which have to be repaid), and student employment opportunities (part-time jobs while attending school). The purpose is to assist the students in meeting the costs of attending the University. To continue receiving financial aid, it is necessary to reapply and demonstrate sufficient financial need each year as well as to maintain satisfactory academic progress.

Financial aid to students is awarded without regard to race, sex, religion, age, color, creed, national origin, disability, or sexual orientation, and without discrimination against disabled and Vietnam-era veterans.

Financial Need. A student does not have to be from a low-income family to qualify for financial aid, but does have to have "financial need." "Need" is the difference between what it costs to attend the University and what the student and family can contribute from financial resources. Parents, insofar as they are able, are expected to bear primary responsibility for financing a child's college education, and the student is also expected to earn a portion of the resources for college expenses, usually through summer employment.

Eligibility. Only U.S. citizens or eligible non-citizens are eligible to apply for financial aid. Foreign students desiring information about financial assistance should contact URI's Office of International Students and Scholars.

To be considered for financial aid, a person must have been accepted and enrolled at least half time (6 credits for undergraduates, 4.5 for graduate students) as a matriculated student at the University. Enrolled students must be making satisfactory progress toward their degrees according to the University's policy on satisfactory progress (see "Satisfactory Academic Progress").

In general, a student who already has received a baccalaureate degree is considered eligible for only those aid programs listed as available to graduate students. This applies even if the student is pursuing a second undergraduate degree. For more information, please check with an Enrollment Services counselor.

Application Procedure. To apply for financial aid, students must complete a Free Application for Federal Student Aid (FAFSA), available online at fafsa.ed.gov. This form is also used to apply for state scholarships, including those for Rhode Island and Massachusetts. Residents of other states should check with their state scholarship or grant authority to inquire if another form is needed to apply for state scholarship funds.

The awarding of financial aid for the current academic year may require validation and documentation of all information submitted to Student Financial Assistance. Therefore, students must be prepared to submit the following information if asked: verification worksheets, official tax transcripts of their own and their parents' last U.S. income tax returns 1040/1040A/1040EZ, and any other documentation requested.

Application Priority Dates. The Free Application for Federal Student Aid should be filed online at fafsa.ed.gov after January 1, and no later than March 1. Applications completed on or before March 1 will receive first consideration for financial aid awards; however, applications will be processed as long as funds remain available.

Federal Aid Available

Federal Pell Grants. The Pell Grant, available to undergraduates, is designed to form the foundation of all financial aid received. Each applicant is issued a Student Aid Report, a copy of which is electronically sent to Enrollment Services if URI 003414 was put on the FAFSA. The amount of the Pell Grant is calculated according to the cost of attendance, the number of credits for which the student enrolls, and the Pell Grant Index printed on the Student Aid Report.

Federal Supplemental Educational Opportunity Grant. This program is intended to assist undergraduate students with the greatest financial need. First priority is given to students receiving Pell Grants.

Federal Perkins Loan. Eligibility is based on exceptional financial need. These loans have a simple interest rate of five percent annually. Interest does not accrue until nine months after graduation, termination of studies, or enrollment for less than half time.

Nursing Student Loan Program. This program is available to undergraduate students enrolled in the College of Nursing. Long-term, low-interest loans become due and payable nine months after graduation or termination of nursing studies. The loans are designed to help financially needy students attain careers in nursing.

Health Professions Student Loan Program. This loan program is restricted to undergraduate students with financial need majoring in pharmacy.

Federal Work-Study Program. This federally supported program provides undergraduates with part-time employment during the school term and full-time employment during vacation periods. The jobs may be either with University departments, or with off-campus, nonprofit, nonsectarian, and nonpolitical agencies. Other institutionally funded employment is also available.

The William D. Ford Federal Direct Loan Program. All students who complete the FAFSA can participate in the William D. Ford Direct Loan program. Those students who meet the financial need criteria may receive in whole or in part a subsidized loan where the federal government pays all interest until six months after graduation, withdrawal, or a drop in enrollment status to less than half time. Unsubsidized loans are available for those students who do not qualify for the need-based subsidized William D. Ford Federal Direct Loan. Those eligible to borrow under the unsubsidized William D. Ford Federal Direct Loan Program include independent undergraduate students, graduate and professional students, and certain dependent undergraduate students. The same terms and conditions as for subsidized William D. Ford loans apply, except that the borrower is responsible for the interest that accrues while the student is still in school.

The William D. Ford Federal Direct Loan Program for Parents. Parents who have good credit may borrow up to the cost of education minus estimated and actual financial aid by submitting an application to Enrollment Services. If the loan is approved, it will be disbursed in multiple installments, usually at the beginning of each semester.

University Aid Available

University Grant. The University provides grants to over 1,000 undergraduate students. To be awarded a University Grant, the student must demonstrate financial need and a satisfactory academic record.

Arthur L. Hardge Memorial Grant. This grant is awarded to economically and socially disadvantaged undergraduate residents of Rhode Island who participate in Special Programs for Talent Development.

University Scholarships. Scholarship awards require not only financial need but evidence of high academic potential. Some scholarships have specific restrictions, such as place of residence, major, and class year. See uri.edu/catalog/files/scholarship-awards.pdf for a list of available scholarships.

Athletic Grants. These grants are made on the recommendation of the Athletics Department to athletes who meet established qualifications. These awards are based on athletic ability rather than on need. Students interested in such assistance should contact the department.

Regular Student Employment. Positions funded by the University are available to more than 1,500 undergraduate and graduate students. Job postings are available at uri.edu/es/students/finance/employment.

University Loans. Emergency loans are available to full-time undergraduate and graduate students. These loans are short-term in nature (14-90 days), and can be made only when there is a means of repayment. Application forms are available in Enrollment Services.

State and Other Sources of Aid

Undergraduate residents of Rhode Island are encouraged to apply for state scholarships or grants. While both are based on need, the scholarships also require a strong academic record in high school. The Rhode Island State Scholarship and Grant Program is administered by the Rhode Island Higher Education Assistance Authority. Other states offer similar programs; for more information, contact your state's scholarship agency.

There are many additional sources of financial aid available to students who qualify: scholarships from private organizations, clubs, labor unions, fraternities, sororities, and businesses. Students should apply directly to the source if they believe they qualify.

Satisfactory Academic Progress

For the most up-to-date version of this policy on Satisfactory Academic Progress ("SAP"), visit uri.edu/es/students/finance/standards.html.

For Students Receiving Federal Financial Aid

Federal regulations require all institutions that administer Title IV student assistance programs to monitor the academic progress towards a degree or certificate of students applying for funds. All University of Rhode Island students who have completed a Free Application for Federal Student Aid (FAFSA) and wish to be considered for Title IV federal aid as well as selected other types of assistance must meet the criteria stated in the policy. Programs governed by these regulations include:

- Federal Pell Grant
- Federal Work Study
- Federal Supplemental Educational Opportunity Grant
- Federal Perkins Loan
- Health Professions Loan
- Nursing Student Loan
- The William D. Ford Federal Direct Subsidized Loan
- The William D. Ford Federal Direct Unsubsidized Loan
- The William D. Ford Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Most private loans
- University of Rhode Island grant and scholarship programs (including Centennial and Talent Development programs)

- R.I. State Scholarship programs (including Academic Promise and College Crusade)

Eligibility

Your financial aid eligibility is based on satisfactory academic progress (SAP) standards that the University of Rhode Island's office of Enrollment Services is required by the U.S. Department of Education to establish, publish, and apply. The office of Enrollment Services measures your academic performance and enforces SAP standards to ensure that you, as a financial aid recipient, progress toward graduation. If you fail to meet these standards, you become ineligible to receive financial aid until you comply with all requirements.

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

SAP Standards—Undergraduate Students

In addition to maintaining good standing within your college, your academic performance must meet two main SAP components:

- **Qualitative Standard**—This component is represented by your cumulative grade point average. Your cumulative GPA must be a minimum of 2.00 after successfully completing 60 credits or your fourth term of enrollment, whichever comes first.
- **Quantitative Standard**—The quantitative component requires you to complete your degree within a maximum timeframe. The ratio between attempted and completed credits determines your credit completion ratio. You are eligible to receive financial aid for a maximum timeframe of 150 percent of the published degree credits required to complete your program. For example, if your undergraduate degree program requires 120 degree credits, you are eligible for financial aid up to 180 attempted credits (program restrictions apply). Each year, your cumulative credit completion ratio is calculated to ensure that you have earned at least 67% of the credits you attempted to maintain your aid eligibility.

A grade of I or NW is not acceptable. Students who fail to complete at least 67% of attempted credit hours because of (I) incomplete or NW grades, or who withdraw from all classes after receiving financial aid, will have their financial aid terminated.

Transfer Credits—These credits are counted in the total attempted and earned credits.

Withdrawals—All credit for which a student is registered beyond the drop period will be included in the measurement.

Repeated Course—If you repeat a course, credits for each time you register will be added to the attempted/earned credit totals. However, only the most recent grade received will be used in the calculation of your cumulative GPA.

Appeal Process—A student who is declared ineligible to receive aid for not maintaining SAP may appeal the decision to the SAP committee within 15 days of receipt of the notification. If there are mitigating circumstances that resulted in the student's inability to make SAP, the student should write a letter of appeal documenting the circumstances and submit the letter to the Satisfactory Progress Appeals Committee, c/o Enrollment Services, 6 Rhody Ram Way, Kingston, RI 02881.

Before an appeal will be considered, the student must have an active FAFSA on file for the semester for which they are requesting financial aid,

and not be dismissed from the University. **If you will need more than one term to comply with the SAP policy (a minimum cumulative GPA of 2.0 and be completing at least 67% of cumulative credit hours attempted), you must provide a detailed academic plan approved by your advisor.** The academic plan must establish criteria for success on a term by term basis in order to show that you are progressing toward degree completion and satisfaction of the SAP policy. Per Federal regulations, if your appeal is approved, you are allowed to receive financial aid for one semester only. If you meet the conditions set forth in your approval letter, you may continue to receive aid for subsequent semesters.

If your appeal is denied through this process, you will be notified in writing and will not receive financial assistance for the next period of enrollment. You may regain your financial aid eligibility by enrolling in and completing enough credits to meet the qualitative and the quantitative standards described in the policy. **The decision of the SAP committee is final.**

SAP Standards—Graduate Students

In addition to maintaining good standing within your college, your academic performance must meet two main SAP components:

- **Qualitative standard**—As a graduate student, you must maintain a minimum cumulative GPA of 2.00 for the entire enrollment period.
- **Quantitative standard**—The quantitative component requires you to complete your degree within a maximum timeframe.

As a Ph.D. candidate, you must complete your degree within seven calendar years of being admitted to your doctorate program (program restrictions apply). Your progress within this maximum timeframe will be reviewed annually at the end of each spring semester. At this time, your cumulative credit completion ratio is determined to ensure that you have completed at least 67% of all credits attempted to maintain your financial aid eligibility. If you are unable to complete your degree within this timeframe, you may appeal for an exemption.

As a graduate student pursuing a Masters degree, you are eligible to receive financial aid for a maximum timeframe of 5 years after the date you are first enrolled as a graduate student at the University. Your progress within this maximum timeframe will be reviewed annually at the end of each spring semester. At this time, your cumulative credit completion ratio is determined to ensure that you have completed at least 67% of all credits attempted to maintain your financial aid eligibility. If you are unable to complete your degree within this timeframe, you may appeal for an exemption. A grade of I (Incomplete) or NW is not acceptable. Students who fail to complete at least 67% of attempted credit hours because of (I) Incomplete or NW grades, or who withdraw from all classes after receiving financial aid, will have their financial aid terminated.

Master's and doctoral students who have completed all course requirements including thesis research shall be considered to be making satisfactory progress at least at the half-time rate if they are registered for at least one thesis credit and have written permission from the Dean of the Graduate School.

Appeal Process—A student who is declared ineligible to receive aid for not maintaining SAP may appeal the decision to the SAP committee within 15 days of receipt of the notification. If there are mitigating circumstances that resulted in the student's inability to make SAP, the student should write a letter of appeal documenting the circumstances and submit the letter to the Satisfactory Progress Appeals Committee, c/o Enrollment Services, 6 Rhody Ram Way, Kingston, RI 02881. Before an appeal will be considered, the student must have an active FAFSA on file for the semester for which they are requesting financial aid, and not be dismissed from the University. **If you will need more than one term to comply with the SAP policy (a minimum cumulative GPA of 2.0 and be completing at least 67% of cumulative credit hours attempted), you must provide a detailed academic plan approved by your advisor. The academic plan must establish criteria for success on a term by term basis in order to show that you are progressing toward degree completion and satisfaction of the SAP policy.** Per Federal regulations, if your appeal is approved, you are allowed to receive financial aid for one semester only. If you meet the conditions set forth in your approval letter, you may continue

to receive aid for subsequent semesters. If your appeal is denied through this process, you will be notified in writing and will not receive financial assistance for the next period of enrollment. You may regain your financial aid eligibility by enrolling in and completing enough credits to meet the qualitative and the quantitative standards described in the policy. **The decision of the SAP committee is final.**

Graduate Fellowships, Assistantships, and Scholarships

Detailed information (stipends, allowances, tenure, etc.) on graduate fellowships, assistantships, and scholarships is available from the Graduate School Office and online at uri.edu/gsadmis. Fellowships and scholarships are awarded by the Graduate School to students selected from nominations submitted by department chairpersons. Students are advised to request nomination for these awards by the chairperson of the department in which they plan to study or in which they are currently enrolled.

Graduate assistants are expected to register for a minimum of six and a maximum of 12 credits per semester. Students who hold scholarships, fellowships, or assistantships are not eligible for additional employment unless written permission is received from the Graduate School.

Graduate students have access to a national computerized database of fellowships and other financial assistance opportunities available to students pursuing advanced degrees, completing dissertation research, or seeking postdoctoral positions.

Fellowships. Fellowships are awarded to graduate students in recognition of their achievement and promise as scholars. They are intended to enable students to pursue graduate studies and research without rendering any service to the University.

URI Diversity Graduate Fellowships are awarded by the Graduate School to students from minority and underrepresented groups. URI Foundation Minority Fellowships are also available to students from minority and underrepresented groups, with nominations usually made by departments to the Graduate School.

Special Fellowships are supported by various industrial firms, private foundations, and individuals, and are usually restricted to students in particular areas of study and research. The stipends and supplemental allowances of these fellowships are not uniform.

URI Fellows receive a stipend for the academic year and have tuition, health insurance, and the registration fee paid from University funds. URI Fellows are responsible for the remaining fees. Those wishing to be considered for fellowships must have their application file completed no later than February 1.

Graduate Teaching Assistantships and Research

Assistantships. Assistantships are awarded to full-time graduate students to provide them with teaching and research training. Assistants may be required to provide service for up to 20 hours per week. Appointments are initiated by department chairpersons. To be eligible for such appointments, students must first be admitted as degree candidates. Applications for assistantships should be completed by February 1. Appointments are announced in early April.

Departmental Teaching Assistants assist, under supervision, with department instructional and/or research activities. No more than ten hours per week will be in classroom contact.

Research Assistants are assigned to individual research projects sponsored either by the University or an outside agency. On supported research contracts and grants, the graduate research assistants are expected to devote 20 hours per week to research activities.

Teaching and research assistants receive a stipend for the academic year. In addition, tuition (12 credits maximum), 20% of the required standard fees, and health insurance are paid from University funds for each semester of the academic year of the appointment. The student is

responsible for the remaining fees. Additional remuneration is given for appointments during the summer, although this cannot be guaranteed. Stipends and tuition remissions for students appointed to partial assistantships will be prorated for the period of the appointment. The student will be responsible for the remainder of the full-time tuition and fees. The same policy applies to assistantships terminated during the academic year.

Tuition Scholarships. These scholarships cover tuition and registration fee and are awarded by the Graduate School from University funds. These scholarships are awarded to qualified students demonstrating financial need. Nominations for these scholarships are made by individual departments.

Tuition and Fees

Matriculated Full-Time Students	
Tuition Per Year	
Undergraduate (ASFCCE and Kingston)	
Rhode Island residents	\$10,878
Out-of-state residents	26,444
Regional students	
admitted prior to fall 2006	16,318
admitted fall 2006 or later	19,038
Graduate (ASFCCE and Kingston)	
Rhode Island residents	\$11,532
Out-of-state residents	23,606
Regional students	17,298
Mandatory Fees Per Year	
(1) Full-time undergraduate students enrolled in seven or more Kingston-sponsored credits, graduate students enrolled in five or more Kingston-sponsored credits, and graduate teaching and research assistants:	
Undergraduate	
Registration Fee	\$60
Student Health Services Fee	492
Student Services Fee	938
Technology Fee	82
Accident/Sickness Insurance	1,636
(may be waived with proof of comparable coverage)	
TOTAL	\$3,208
Graduate	
Registration Fee	\$60
Student Health Services Fee	492
Student Services Fee	754
Technology Fee	82
Accident/Sickness Insurance	1,636

(may be waived with proof of comparable coverage)	
TOTAL	\$3,024
(2) Full-time undergraduate students enrolled in less than seven Kingston-sponsored credits and graduate students enrolled in less than five Kingston-sponsored credits, who are not teaching or research assistants:	
Undergraduates and Graduates	
Registration Fee	\$60
ASFCCE Activity Fee	40
Technology Fee	82
TOTAL	\$182
Matriculated Part-Time Students	
Tuition Per Credit	
Undergraduate (ASFCCE and Kingston)	
Rhode Island residents	\$453
Out-of-state residents	1,102
Regional students	
admitted prior to fall 2006	680
admitted fall 2006 or later	793
Graduate (ASFCCE and Kingston)	
Rhode Island residents	\$641
Out-of-state residents	1,311
Regional students	962
Mandatory Fees Per Semester	
(1) Part-time undergraduate and graduate students enrolled in only Kingston-sponsored courses:	
Registration Fee	\$30
Activity Fee	28
(undergraduate students only)	
Graduate Tax	5
(graduate students only)	
Student Services Fee	
Undergraduate	\$34 per credit
Graduate	\$33 per credit
Technology Fee	\$3 per credit
(undergraduate and graduate)	
(2) Part-time undergraduate and graduate students enrolled in only ASFCCE-sponsored courses:	
ASFCCE Activity Fee	\$20
Registration Fee	30
Technology Fee	\$3 per credit

(3) Part-time undergraduate and graduate students enrolled in ASFCCE and Kingston-sponsored courses:		
ASFCCE Activity Fee	\$20	
Registration Fee	30	
Activity Fee	28	
(undergraduate students only)		
Graduate Tax	5	
(graduate students only)		
Student Services Fee		
(Kingston-sponsored courses only)		
Undergraduate	\$34 per credit	
Graduate	\$33 per credit	
Technology Fee	\$3 per credit	
(undergraduate and graduate)		
Nonmatriculated Students		
Tuition Per Credit	Resident	Non-Resident
001-499 Level Courses	\$453	\$1,102
500 Level and Above Courses	641	1,311
Mandatory Fees Per Semester		
Registration Fee	\$30	
Activity Tax	15	
Technology Fee	\$3 per credit	
Student Services Fee		
(Kingston-sponsored courses only)		
Undergraduate	\$34 per credit	
Graduate	\$33 per credit	

Mandatory Fees

Student Services Fee. This fee is mandatory for all full-time students enrolled at the Kingston campus, both undergraduate and graduate. The student services fee covers the cost of the Memorial Union, transportation, and capital projects. The undergraduate fee supports funds that are distributed to the Student Senate for a wide variety of student programs and activities. The fee paid by full-time graduate students supports the above and, instead of the undergraduate Student Senate, the Graduate Student Association.

Health Services Fee. The health fee is mandatory for all full-time Kingston undergraduate and graduate students, and optional for matriculating students at the Alan Shawn Feinstein College of Continuing Education. All international students are assessed this fee regardless of enrollment location. Part-time, matriculating students who choose to receive their health care at URI Health Services can be assessed this fee upon request, as well as the student accident/sickness insurance fee (which may be waived with proof of comparable coverage). The health fee covers the cost of the following:

- routine office visits with URI staff providers (the full cost of visits if insurance doesn't cover the cost and/or co-pay expenses in situations where insurance covers a portion),

- ambulance/emergency transport services (by URI EMS),
- pharmacy (most over-the-counter medicines, small co-pay for prescriptions for acute care, medications for chronic conditions at 50 percent of cost),
- administrative services provided at Health Services, and
- health education.

Accident/Sickness Insurance. It is URI policy that full-time Kingston students as well as all international students and their dependents have current health insurance to provide coverage for unexpected, extended, and expensive care resulting from accidents and illnesses that are not covered by the Student Health Services fee. All full-time Kingston students and all international students and their dependents are required to purchase school health insurance unless evidence of comparable coverage in another plan is provided to the University through a completed waiver form. Waivers are done on line at uri.edu/health. Questions should be referred to the Health Services Insurance Office at 401.874.4755.

To waive the Accident/Sickness Insurance, a student must complete and electronically submit the waiver to Health Services each year, prior to the end of the add period (the first two weeks of classes). Unless the waiver is received and accepted, the student is responsible for the billed amount. The Accident/Sickness Insurance is optional for non-international part-time matriculating students and ASFCCE matriculating students. Students who elect insurance coverage through the University are also required to pay the Health Services fee each semester that they are registered students, regardless of the number of credits they are carrying.

Technology Fee. This fee is mandatory for all students taking courses at URI, at all campuses, including students taking courses online. The technology fee covers the cost of various University technology expenses.

Additional Fees

Books and Supplies. All students—both undergraduate and graduate—should expect extra expenses each academic year for books and supplies and should allow for additional expenditures for travel and personal needs.

Credit Overload. A credit overload fee will be charged to all matriculated undergraduate students who register and/or enroll in excess of 19 credits. This fee is equivalent to the per-credit rate given for part-time undergraduate students. Matriculated graduate students who register and/or enroll in excess of 15 credits will be billed at the per-credit rate given for graduate students. Students with combined enrollment at both the Kingston and ASFCCE campuses will also be assessed the credit overload fee if enrollment exceeds the credit limits stated above.

Enrollment Deposit. An enrollment deposit of \$300 is required from all Kingston undergraduate students accepted and is applied to the first-term bill. The fall term enrollment deposit is 100 percent refundable through May 1, provided that the student sends written notification of intent to withdraw (mail to URI Office of Admission, 6 Rhody Ram Way, Kingston RI 02881). After May 1, the fall term enrollment deposit is not refundable. The spring term enrollment deposit is not refundable.

Off-Campus Study. Undergraduate students taking courses at another institution for credit at URI pay a fee of \$483 per semester. (See "Off-Campus Study.")

Graduate Continuous Registration. Graduate students maintaining continuous enrollment and registered for no credit (CRG 999) are required to pay a fee of \$671 per semester.

Transcripts. A transcript service fee of \$40 is assessed to all students in their first semester of enrollment at the University.

Courses. A course fee may be charged for certain undergraduate and graduate courses. Tier I fees are \$25, Tier II fees are \$55, and Tier III fees are \$75 (per course).

Undergraduate engineering students pay a program fee of \$451 per semester for full-time students, \$38 per credit for part-time students.

Undergraduate pharmaceutical sciences students pay a program fee of \$1,325 per semester commencing in their third year. Pharm.D. students pay a program fee of \$3,250 per semester commencing in their third year. Graduate physical therapy students pay a program fee of \$1,800 per semester.

Expenses connected with class trips and practice teaching are charged to the students concerned.

Students taking applied music courses, except for composition, are charged an additional fee of \$109 for a one-credit course (half hour of a private lesson per week) and \$207 for courses offering two, three, four, or six credits (one hour of a private lesson per week). Applied music courses for which students are charged an additional fee are MUS 110, 210, 310, 410, and 510.

Beginning in the sophomore year, student nurses must purchase authorized uniforms and nursing equipment. The approximate cost is \$300.

Graduation. All newly matriculated students will be charged a one-time \$90 fee for graduation documents. In addition, master's degree candidates must pay a thesis-binding fee of \$18, and doctoral candidates must pay dissertation-binding and microfilming fees of \$88. These fees are due before candidates submit their theses or dissertations for approval by the Graduate School.

Late and Special Fees

Late Registration. A late registration fee of \$75 is charged to students whose registration is not completed before the first Monday following the first day of classes.

Late Payment. Unpaid balances following the term bill due date are subject to late payment/billing penalties which are based upon the outstanding amount due. The penalty is also applied to students who register late effective as of the end of the add period (first two weeks of classes) until date of registration and payment. The late payment fee is not cancelled nor reduced without presentation of written evidence of University error signed by an official of the University. Late payment fees are: \$10 per month if the balance is over \$50 and under \$400; \$15 per month if the balance is between \$400 and \$999.99; \$25 per month if the balance is \$1,000 or more.

Returned Item. A \$20 returned item fee is assessed with each check or electronic payment that is unsuccessfully transacted and returned by the bank.

University Monthly Payment Plan. The University offers a monthly payment plan to assist students and parents in meeting term bill obligations. A nonrefundable application fee is assessed upon enrollment. Please visit the Enrollment Services website at uri.edu/es to review the current monthly payment plan application fees.

Partial Payment. A \$30 fee is assessed when partial payments are received following the term bill due date.

Collection Agencies. Term bills that are not fully paid by the end of the semester are subject to collection activity by outside agencies.

Reassessment of Fees Policy. Fees are reassessed and adjusted according to credit enrollment, student status, residency, course level, and course sponsorship. This results from drop/add transactions and status changes processed during the add period. The dropping of credits after the add period will not reduce term bills. Students anticipating fee adjustments must complete all drop/add transactions by the reassessment deadline. This policy pertains but is not limited to downward billing adjustments, including the dropping of credit overload courses; a change in student status from full-time to part-time; a reduction in part-time course load; and/or the assessment of program fees and course fees, if charged.

Tuition Waivers

The University of Rhode Island accepts tuition waivers from senior citizens and unemployed individuals; prerequisites are described below.

Matriculated students who qualify for waivers must apply for financial aid, and any aid received (except loans) must be applied toward the amount waived. Admission into particular courses is granted on a space-available basis and at the discretion of the institution. All other costs of attendance are to be paid by the individual student.

For Senior Citizens. Any Rhode Island resident senior citizen who submits evidence of being 60 years of age or over and of having a household income of less than three times the federal poverty level is allowed to take courses at any public institution of higher education in the state with the tuition waived.

For the Unemployed. Any individual who submits evidence of currently receiving unemployment benefits from the state of Rhode Island, of having a household income of less than three times the federal poverty level, and of not being claimed as a dependent by a parent (or someone else) will be allowed to pursue course work at any public institution of higher education in Rhode Island with the tuition and registration fee waived; this waiver also applies to any Rhode Island resident who submits evidence of residency and of currently receiving unemployment benefits in another state. To be eligible for the waiver, the student must have been collecting benefits within 60 days before the first day of classes.

Housing and Dining Options and Fees

A comprehensive description of the University's undergraduate on-campus residence halls, suites, and apartments, and all associated housing fees, is available at housing.uri.edu. To speak to a representative about on-campus housing for undergraduate students, please call 401.874.4151. Please note that residents of the University's residence halls and suites are required to purchase a Resident Meal Plan. For more information on resident meal plan options and fees, please visit uri.edu/dining. To speak to a representative about the University's dining plans, please call 401.874.2055.

Housing and Dining Contract. The University's Housing and Dining Contract is an annual and binding contract that is in effect for the entire academic year. Please note that a non-refundable housing fee is required at the time of application to reserve a room. The housing deposit for all eligible students, including freshmen, is \$200. This housing application fee will be applied toward the resident's annual housing fee. Housing and dining fees for residents of the University's residence halls, suites, and apartments will appear on each resident's term bill; payment is due upon receipt of this bill. Students are encouraged to make their housing deposits online via e-campus. Checks made payable to the University of Rhode Island can also be accepted by the Office of Enrollment Services.

Residents who elect to vacate the University's residence halls, suites, or apartments before the end of the contract period, for any reason other than dismissal from the University, may be subject to a contract cancellation fee for both the housing and dining portions of their contract. In addition, they will be billed for their actual use of the housing facilities as well as their dining plan, in accordance with the respective housing and dining refund policies.

URI is a nonsectarian institution, and resources are not available to construct special diet kitchens for religious, health, or personal reasons. A nutritionist reviews extreme medical conditions. Some medical conditions may be accommodated. Residents requesting a medical variance from the meal plan requirement must submit for approval a Medical Variance Report, completed by a physician, to URI Dining Services. To obtain this application form, contact the Campus Access Office at 401.874.2055. The University housing and dining systems operate on a computerized entry system using URI student ID cards and hand geometry readers. The student ID must be presented at all resident dining facilities.

Telecommunications Fee

There is a \$256 telecommunications fee assessed to each resident of the University's residence halls, suites, or apartments.

University Refund Policies

Refunds of payments made or reductions in amounts due to the University shall be made to students who officially withdraw or take a leave of absence according to the following scale: during the first two weeks, 80 percent; during the third week, 60 percent; during the fourth week, 40 percent; during the fifth week, 20 percent; after five weeks, none.

Students receiving Federal Title IV funds, i.e., Federal Pell grants, Direct Stafford Loans, Perkins loans, Federal PLUS loans, Federal Supplemental Educational Opportunity grants, or other Title IV assistance programs are subject to the federal return of funds regulation. The regulation states that Federal Title IV funds must be returned according to a pro-rata formula based upon the amount of time spent in school up to the 60th percentile of attendance. Thereafter, federal disbursements are not adjusted. For example:

Assume that a student withdraws during the third week of school after attending 20 days and the term bill has been paid entirely by a Direct Stafford loan. If the semester consists of 100 days, 80 percent of the loan must be returned to the loan fund since the student only attended 20 percent of the semester. However, the student's bill is reduced by only 60 percent per the University's refund policy as stated above. The student will be responsible for the difference.

Personal payments and outside scholarships and loans are not considered for refund until the term bill balance is fully paid.

Students who take a leave of absence are subject to the same federal return of Title IV funds policy as are students withdrawing from the University.

Attendance Period. For refund purposes under both policies, the attendance period begins on the first day of classes and ends on the official date of withdrawal or leave of absence. If an official date is not known, the last known date of attendance is used. Students who withdraw or take a leave of absence during the add period (the first two weeks of classes) are assessed tuition and fees based upon the highest number of credits for which they are registered during this period.

The Accident/Sickness Insurance fee is not refundable unless the fee is waived, regardless of the date of withdrawal, since the student is covered for the entire academic year. The fee is cancelled, however, if the student withdraws prior to the first day of classes.

Indebtedness to the University. Failure to make full payment of all required fees or to resolve other debts to the University (for example, unreturned athletic equipment, overdue short-term or emergency loans, lost library books, debts to the Department of Housing and Residential Life for damages, and obligations required by the University Student Discipline System) may result in denial of registration for the following semester and/or disenrollment. Appropriate departments will provide the student with notice of the debt, reason for it, and a review, if requested. Students must fulfill all financial obligations to the University before receiving transcripts or a diploma.

Registration Policies

All students must register for courses through Enrollment Services via URI's online e-Campus system in order to be properly enrolled.

Matriculated (official degree-seeking) students generally register in April and October for the following semester. However, freshmen and transfer students entering in the fall semester may register at specified dates during the summer as part of summer orientation.

Students are expected to register for courses before classes begin. Those who are unable to do so may enroll as late registrants via the e-Campus system or at Enrollment Services during the first two weeks of classes. A late registration fee shall be charged to students whose registration is not completed before the first Monday following the first day of classes (see "Late Fees"). Additional information is available from Enrollment Services.

Nonmatriculating Students. The Non-Degree Student Application Form is available on the web at uri.edu/es/forms/pdf/reg/Non-Degree_Application_Form.pdf; or contact Enrollment Services for registration instructions. Registration for nonmatriculating students begins after matriculated students have registered.

Course Schedule. The Course Schedule is available on e-Campus in April and October for the fall and spring semesters. The University reserves the right to cancel courses offered in the Course Schedule.

Payment of Fees. Arrangements must be made with Enrollment Services for complete and timely payment of tuition and/or fees. If during the semester it becomes apparent that a student has not met his or her financial responsibilities to the University, sanctions will be imposed. Sanctioned students may not be allowed to receive transcripts or register for future semesters.

Drop and Add. Students are permitted to continue to add courses through the first two weeks of classes only. Courses offered by the Alan Shawn Feinstein College of Continuing Education may be added by the prescribed deadline.

A student may drop a course after the end of the drop period only in exceptional circumstances and with authorization of the academic dean of his or her college. In addition, a course may be dropped by official procedures determined by the Office of Enrollment Services (e-campus) on or before the end of the third week of classes (Drop Period) with no mark on a student's transcript. Courses may be dropped through e-campus between the fourth and the end of the sixth week of classes (Withdrawal Period) and will be recognized on a student's transcript with a "W." After the end of the sixth week (Late Withdrawal Period), a student may drop a course only in exceptional circumstances and only with authorization of the dean of the college in which the student is enrolled. Such drops will also be recognized on a student's transcript with a "W." If the student has not dropped a course by the end of the withdrawal period the instructor must submit a grade. However, courses dropped after the end of the second week of classes will not affect the fees that have been assessed (see "Late and Special Fees").

Auditing. When you audit, you have permission to attend a course without taking it for credit. (Auditing is not permitted in noncredit courses.) You may be admitted to a class on a space-available basis with the instructor's consent as indicated by his or her signature on an audit authorization form, which must be filed in Enrollment Services before the end of the add period. The instructor will determine the extent to which you may participate in class activities. Your name will not appear on official class rosters, and the course will not be noted on your grade report or permanent academic record. Note: You must be enrolled in at least one other course to be permitted to audit a course without additional fees.

Off-Campus Study. A full-time student who wishes to study at another college and use that course work to satisfy graduation requirements at URI may register for off-campus study. The student must obtain signed approval for the off-campus courses from the dean of his or her college. Off-campus study includes summer sessions, one or two semesters at another American university, or study abroad. A student may not ordinarily study off campus during senior year. Students who wish to maintain registration eligibility while studying off campus must register for off-campus study for each semester of absence from URI, or take an official leave of absence for that period.

Veterans Benefits. Full information describing these can be obtained from your base education officer or the VA Regional Office, 380 Westminster Street, Providence, RI 02903; in the U.S., call 800.827.1000.

Veterans enrolled in Kingston who are eligible to receive VA educational benefits must notify Enrollment Services in person. In order to satisfy VA regulations, students who receive VA educational benefits must report all changes in academic status to the veterans' registration clerk in Enrollment Services.

Recipients of VA educational benefits are governed by the same University policies as are all other students.

Transcripts. Students can obtain a copy of their transcripts via the e-Campus system or by submitting a written request to Enrollment Services. Transcripts will not be issued to students who have unpaid financial obligations to the University.

Change of Address. It is the responsibility of the student to report changes of local or home address to Enrollment Services. Students may update their address information through the e-Campus system.

Required Identification. In order to obtain a University ID card and be certified for employment, students must possess a photo identification card, such as a driver's license, and a certified copy of their birth certificate. A valid passport serves both purposes.

Readmission. Students formerly enrolled at the University and seeking re-entry may obtain applications for readmission at the Office of Enrollment Services: uri.edu/es/menus/onlineform. All applications for readmission must be submitted to Enrollment Services no later than August 15 for the fall semester, and December 31 for the spring semester.

Email. The University of Rhode Island has established email as one of the official means of communication with faculty, staff, and students on important academic and administrative matters. To ensure that each member of the University has access to this important form of communication and that students can be reached through a standardized channel when needed, faculty and staff are asked to activate an email account (address) on the University's my.uri.edu server. Students are required to do so. All official University communications will be sent to this official University email address.

Confidentiality of Records.

Procedures for the release and disclosure of student records maintained by the University are in large measure governed by state and federal laws. For details of URI's policies, see uri.edu/es/acadinfo/acadyear/confidentiality.

Undergraduate Programs

The University aims to provide students with a range of knowledge and skills which can, with appropriate motivation and initiative, be used in a variety of ways after graduation.

The undergraduate programs offered at the University of Rhode Island are presented by college.

Study options vary from the traditional liberal education to programs that are heavily vocationally oriented. Successful completion of any course of study at the University, however, does not guarantee that the student will find either a specific kind or level of employment.

Students interested in the career opportunities related to particular programs of study are encouraged to consult University College advisors, the appropriate department chairperson, or Career Services. For students who are uncertain about their career choices, the Counseling Center also offers help.

Undergraduate Admission

Office of Admission

The Office of Admission strives each year to enroll a diverse undergraduate class of freshman and transfer students from the state of Rhode Island, as well as from other states and countries. We seek to enroll students who are prepared to be successful at the University, who possess a variety of talents and strengths, who are committed to becoming contributing members of the community, and who will be stimulated and challenged by doing undergraduate work in an environment that includes scholarly research and graduate study.

Students are selected for enrollment on the basis of a holistic review of all application materials; without regard to race, sex, religion, age, color, creed, national origin, disability, or sexual orientation; and without discrimination against veterans. The University has been authorized under federal law to enroll nonimmigrant foreign students.

Prior to Admission

Information Sessions. The Admission staff offers information sessions and campus tours for prospective students and their families. Most of the academic colleges also offer information sessions. For details, check the website, uri.edu/admission/visiting.

Campus Tours. Student tour guides conduct walking tours of the campus for visitors Monday through Friday and most Saturdays while classes are in session. Group tours for high schools and other organizations may also be arranged. For more information, call 401.874.7100 or refer to uri.edu/admission. There is a tour/information session calendar and instructions for a self-guided tour on the website at uri.edu/admission/visiting. Tours of the Narragansett Bay Campus and the Graduate School of Oceanography may also be arranged. Call 401.874.6211 for details.

Freshman Admission Requirements

Admission to the University of Rhode Island is competitive. Each applicant is given individual consideration. In the evaluation process we consider the rigor of the high school curriculum, academic performance, standardized test scores, extracurricular activities, employment, leadership, community service, and unique talents. The students offered admission for the fall of 2013 had an average GPA of 3.42/4.00, with an average SAT Math, Critical Reading, and Writing combined score of 1,667, and an average ACT composite score of 25.

A minimum of 18 units of college preparatory classes in high school are expected as follows: 4 in English, 3 in algebra and plane geometry, 2 in a physical or natural science, 2 in history or social science, 2 in the same foreign language, and 5 additional units to total 18.

All students are encouraged to select their additional units from areas including English, foreign languages, mathematics, social sciences, or laboratory sciences. The strongest applicants take the most rigorous secondary school curricula available to them.

Certain programs at URI are highly selective due to limited enrollment capacity. The following are additional requirements related to specific colleges and majors:

- We recommend that applicants to Engineering, Business, Chemistry, Computer Science, and Physics complete 4 units of mathematics (including precalculus or trigonometry).
- Engineering applicants must complete 4 units of mathematics (including precalculus or calculus), 3 units of physical science classes with hands-on laboratories (including 1 unit of physics, 2 other physical sciences, chemistry is recommended).
- Nursing, Pharmacy, and Engineering applicants who submit complete applications by the December 1 Early Action deadline will be given

preference for admission.

- Applicants to all music programs must audition and should contact the Department of Music at 401.874.2431 for audition dates and requirements.

Applications are not reviewed until all materials are received by the Office of Admission. These materials include:

- A completed Common Application
- Application fee of \$65
- Official high school transcript (sent by the school)
- List of senior courses (admission is contingent upon successful completion of all senior course work and graduation from high school)
- Official SAT or ACT Scores (MUST be sent electronically by the testing services: the URI ID code is 3919 for SAT and 3818 for ACT)
- Essay (pharmacy applicants must include an additional statement explaining their choice of major)
- At least one letter of recommendation (please limit to two); pharmacy applicants are required to provide two letters of recommendation (one from a science or math teacher and one from a guidance counselor or a teacher from another subject area)

The Common Application sends an email confirming that a student's application has been submitted to the University of Rhode Island. URI then sends a letter acknowledging receipt of the application with instructions on how applicants must check the status of their application online (e-Campus). It is recommended that applicants check their status regularly to see whether any additional materials are requested, such as mid-year grades.

Standardized Tests. All domestic candidates for freshman admission must take the SAT or ACT. Applicants who have been away from formal studies for three or more years should contact the Admission Office about entrance requirements or refer to "[Feinstein Providence Campus](#)" in the "Undergraduate Admission" section of this catalog.

Applicants are encouraged to take the SAT or ACT as early as possible in their senior year; taking the test after January reduces the likelihood of a timely decision. Students are required to have their test scores submitted electronically to the University by the testing services. Full information concerning these tests may be obtained from local high schools and is available online at collegeboard.com or actstudent.org.

Application Procedures. Students should discuss their plans for study at the University with their guidance counselors as early as possible to establish realistic goals and program selections. The University is a member of the Common Application group. URI admission counselors will be glad to answer applicants' questions. Requests for information should be sent to admission@uri.edu. You may also call 401.874.7100, or visit the Admission website at uri.edu/admission.

Students may enroll at the beginning of the fall semester in September and at the beginning of the spring semester in January. *Not all programs enroll new students in January.* High school seniors are urged to submit applications, including first quarter grades, early in the academic year. Early Action applicants will receive a decision by the end of January. All other applicants will hear by March 31. The deadline for submitting fall term freshman applications is February 1. The deadline for spring term applications is November 1. Enrollment deposits are due by May 1.

Early Action and Merit Scholarships. All applicants are considered for these scholarships by submitting a complete application by February 1. There is no separate scholarship application. To be considered for our highest scholarships, we recommend that you apply by the December 1 Early Action deadline. These scholarships are awarded to students who live anywhere in the U.S., as well as to international students. Minimum requirements for scholarship consideration are:

- A challenging curriculum
- GPA of 3.20/4.00
- Combined SAT score (critical reading and math) of 1050 or ACT of 23
- Involvement and leadership in their schools and/or communities

Satisfaction of the minimum criteria listed here does not guarantee a scholarship; the overall applicant pool determines the degree of competition for these awards.

The latest date that applicants can take the SAT and meet the December 1 deadline is the November test date, and the October test is the latest date for the ACT. URI will always consider the applicant's highest score on each section of the SAT (to give the student the highest combined total). Scores from later test dates will not be considered for scholarship purposes. Most Early Action applicants receive their admission decision by the end of January. Early Action is non-binding. Merit scholarships are four-year awards, renewable each semester as long as you maintain continuous full-time enrollment (12 credits per semester) and a minimum GPA of 2.80. If a scholarship recipient's tuition classification changes, the award amount will also change to reflect the amount for the new tuition category.

Early Enrollment/Admission. Students who have completed their junior year of high school with *superior* records are eligible for early admission. A part-time study program may be arranged for students wishing to begin college study in their senior year while continuing their high school work.

Early admission students must have completed three years of English, three of mathematics, two of foreign language, two to three of social studies or history, and two of natural or physical science. Students must have the endorsement of their high school counselor or principal. Those interested should plan with their high school counselor early in their junior year, and direct further inquiries to the Office of Admission. An interview may be required.

Early admission candidates are encouraged to apply by the December 1 Early Action Deadline so that they may be considered for merit scholarships.

Advanced Placement. Advanced standing for freshmen is granted to students who have completed college-level courses in a high school participating in the Advanced Placement Program and who have passed (with a score of 3 or better on most examinations) the CEEB Advanced Placement Examination in the following subject areas: art history; art studio (drawing and design); biology; chemistry; Chinese (language and culture); computer science (A); economics (micro and macro); English (language and composition, literature and composition); environmental science; French (language and culture); German (language); geography: human; government and politics (comparative and U.S.); history (European, U.S., world); Italian (language and culture); Japanese (language and culture); Latin (Virgil); mathematics (calculus AB and BC); music theory; physics B (mechanics) and C (electricity and magnetism); psychology; and Spanish (language and literature). For more information about Advanced Placement credit, please refer to URI's website at uri.edu/admission/advancedplace.

International Baccalaureate Degree Program. URI awards credit for most higher level examinations taken in high school and passed with a score of 5, 6, or 7. Course credit is awarded at the discretion of individual departments. No credit is awarded for standard level examinations. Refer to URI's website at uri.edu/admission/advancedplace.

Advanced Standing

In addition, students can take proficiency examinations administered by University departments to be granted advanced standing. Entrance with advanced standing can accelerate the completion of degree requirements or enrich the undergraduate program by allowing for additional elective or advanced courses.

Proficiency Examinations. Students showing evidence of advanced knowledge or who have taken "enriched" programs in high school may be exempt from certain courses and requirements if they take departmental proficiency exams. A student who successfully passes such an exam earns credits as well as exemption from the course. However, students who, by successfully passing proficiency examinations, have the general education requirements waived in writing, mathematics, and/or foreign languages or culture, must still complete the specified number of credits for their degree

programs. Students interested in taking these exams should contact their academic dean. New students may obtain further information during orientation from their University College advisor.

College Level Examination Program (CLEP). Students who have been away from formal studies for three or more years may take CLEP General Examinations to demonstrate academically measurable learning acquired in nontraditional ways. URI students must secure prior approval from their academic dean to take the exams for credit. Transfer students may receive credit for CLEP General Examinations taken prior to enrollment at URI, provided that their scores meet URI standards and their academic dean judges that the CLEP credit does not duplicate other transfer credit.

Academic departments may use CLEP Subject Examinations as proficiency exams to test the student's mastery of the subjects taught by the department. A department that judges a CLEP Subject Examination to be a satisfactory proficiency exam decides what credit should be awarded within the department to students passing the exam, establishes the minimum score for credit, decides whether students must answer the optional essay questions supplied by CLEP, and decides whether students must pass a supplementary department test, such as a lab exam.

To register for a CLEP examination, contact 401.277.5057. For more information about transferring CLEP credit, go to <http://ritransfers.org/how-courses-transfer/how-courses-transfer-for-apclep/>.

Home-Schooled Applicants

For those students who have been home-schooled, the requirements are the same as for students who have a traditional schooling profile. Those students who have had an established working relationship with a home-schooling agency that supplies curriculum outlines, and reviews and grades work completed, can submit a transcript from that agency for review. We consider the following information when making an admission decision for a home-schooled applicant:

- Comparative competencies of content through the completion of 18 prescribed units of work displayed on an official transcript (*see Freshman Admission Requirements, previous section*)
- Earned Grade Point Average
- Standardized testing results (SAT or ACT) that support the content competencies (URI will require SAT Subject exams if specific course content is unclear)

Students who have not worked with a home-schooling agency can submit the results of SAT subject exams in the following subjects to demonstrate competencies:

- Writing
- American History or World History
- Math Level C
- Biology, Chemistry, or Physics (select 2)
- Any foreign language (two units in the same language)

Other options for demonstrating course competency include transcripts showing completion of college courses covering the subject areas previously listed, results of Advanced Placement exams in those same subjects, or CLEP exam results. Home-schooled applicants are required to complete the Home-School Supplement of the Common Application.

International Applicants

International applicants must meet all admission requirements previously listed, with the exception of the SAT or ACT, which is optional. Students seeking merit scholarships are encouraged to take the SAT or ACT. Policies regarding English proficiency differ for international students. Please review the information listed below.

English Proficiency Requirements. All international applicants whose first language is not English must provide proof of English language

proficiency. Minimum TOEFL iBT is 79 and IELTS is 6.5. Applicants who do not have the English language proficiency minimum score (or who choose not to submit these scores) may be considered for conditional admission and can take intensive ESL classes through one of our English language partners. Additional information can be found at: uri.edu/admission/InternationalHome.html#Conditional.

Applicants who have attended a secondary school or post-secondary school where the language of instruction is English MAY be exempt from submitting an English proficiency examination depending upon their English grades and their Critical Reading and Writing SAT scores. This will be determined on an individual basis.

Document Evaluation. International transfer applicants must have University transcripts and other application materials formally evaluated by a credential evaluation agency. Please request a course-by-course evaluation and have an official report (translated into English) sent directly to URI. A list of approved document evaluation agencies can be found at uri.edu/admission/InternationalHome.

Financial Documents. After admission, international students are required to submit a completed Certificate of Financial Responsibility or demonstrate with a current bank statement that they possess funds for their first year, and that funds for subsequent years will be available. If government or reserve bank permission is required to transfer funds from the student's country to the United States, a notarized copy of the permission is required. No financial aid is available to international students, although they are eligible for consideration for merit scholarships. Inquiries from international students concerning nonimmigrant visas, transfers, funding, etc., should be sent to URI's Office of International Students and Scholars at isoff@etal.uri.edu. Additional information about these documents can be found on URI's website at the Office of International Students and Scholars: uri.edu/iss/forms_index.php.

Talent Development

In 1968, the URI Talent Development (TD) program was established to recruit and retain minority and disadvantaged applicants from Rhode Island. TD provides an opportunity for admission to URI, a summer program in residence on the Kingston campus, and consistent academic support throughout a student's undergraduate program. Financial aid is available for students accepted to TD; need is determined by the filing of the Free Application for Federal Student Aid (FAFSA). For more information, please visit uri.edu/admission/talentdevelopment. Interested students must have a completed application by December 15 of their senior year in high school.

Transfer Admission Requirements

Transfer students are those who have attempted 24 or more hours of transferable college course work. A minimum cumulative GPA of 2.50 is required, but most successful applicants have much higher GPAs. Certain programs may require a higher GPA or specific prerequisite courses.

Transfer applicants must submit official transcripts directly to URI from all colleges and universities attended, whether or not they expect or desire credit for such work. High school records must also be submitted. Transfer candidates must be in good standing and eligible to return to the institutions they attended previously. Credit is not awarded for course work taken prior to admission to URI and disclosed after acceptance. Credit is given for courses in which the student earned a final grade of C or better. For information on deadlines and restricted programs, visit uri.edu/admission/transferrequirements.

Credit transferred from other schools is limited by the following restrictions: 1) no more than half of the credits URI requires for graduation can be transferred from two-year institutions; 2) students must earn at URI at least one-half of the credits required for a major, at least one-half of the credits required for a minor, and at least one-fourth of the credits required for graduation; 3) only grades earned for course work at URI are included in

the calculation of a student's grade point average. Additional requirements exist for numerous majors. Refer to the website at uri.edu/admission/transferrequirements.

Joint Admission. The Joint Admission Agreement (JAA) is available to Community College of Rhode Island (CCRI) students who, prior to earning 30 credits, matriculate into one of the recognized JAA transition plans. Each transition plan specifies at least 32 credits that transfer to URI in fulfillment of general education requirements.

If you are a first-time college student and your intention is to begin your college education at CCRI and then complete your bachelor's degree at URI, the Joint Admissions Agreement (JAA) may make the transition more efficient. Depending on your intended major, you may be guaranteed admission URI by enrolling in the JAA, earning a 2.4 Grade Point Average (GPA), and completing courses listed in a JAA Transition Plan. A total of no fewer than 60 credits will be accepted at URI through the JAA Program.

To aid students and their advisors in making appropriate selections, JAA transition plans are available on the *RI Transfers* website (<http://www.ritransfers.org/>) and in the *Transfer Guide for Students* available at the same site. Only programs specified in these publications and sites as JAA programs with transition plans are included in this agreement.

New England Regional Student Program

Through a cooperative plan sponsored by the New England Board of Higher Education, students from other New England states may enroll in a small number of selected programs at URI which are not offered in their own states. Certain programs at other New England state universities are open to Rhode Islanders on a reciprocal basis. Visit uri.edu/admission/newenglandprog to see a list of URI regional majors by state. Students in approved regional programs will be charged tuition at a discounted rate. If at any time a student transfers out of the New England Regional Student Program, out-of-state tuition rates will apply.

Students who are applying for readmission through the Office of Enrollment Services must contact them to check on eligibility for Regional Tuition. They can be reached at 401.874.9500.

Health Questionnaire

Through a cooperative plan sponsored by the New England Board of Higher Education, students from other New England states may enroll in a small number of selected programs at URI which are not offered in their own states. Certain programs at other New England state universities are open to Rhode Islanders on a reciprocal basis. Visit uri.edu/admission/newenglandprog to see a list of URI regional majors by state. Students in approved regional programs will be charged tuition at a discounted rate. If at any time a student transfers out of the New England Regional Student Program, out-of-state tuition rates will apply.

Students who are applying for readmission through the Office of Enrollment Services must contact them to check on eligibility for Regional Tuition. They can be reached at 401.874.9500.

Feinstein Providence Campus

Visit uri.edu/prov.

At the University's Feinstein Providence campus, students will discover several options:

- For the adult student, the Alan Shawn Feinstein College of Continuing Education (ASFCCE).

Applicants to ASFCCE are admitted under “performance-based admission” (PBA). For URI applicants without recent evidence of academic success, but with the potential to successfully complete college-level work, this represents an opportunity to pursue a college degree. PBA is available to applicants whose last formal, full-time educational experience occurred at least three years ago, and who have graduated from high school or earned an equivalency diploma. PBA is limited to students applying to ASFCCE for undergraduate degree programs. For more information, contact an academic advisor at the University’s Feinstein Providence campus, Room 245, 401.277.5160. Visit uri.edu/prov for more information about offerings through ASFCCE. Students intending to transfer from Providence to programs at the Kingston campus should be aware of all requirements and discuss them with their advisor.

- For those interested in a fast track to a career in biotechnology, the Providence campus offers the Biotechnology Manufacturing Program.

The Biotechnology Manufacturing Program is offered as a part of the Bachelor of Science degree in Medical Laboratory Science in an intensive format that culminates in accelerated industry-based employment opportunities. See “Biotechnology Manufacturing Option” for more information or call 401.277.5050. Visit uri.edu/prov.

- For the high school senior seeking an urban education, the URI Providence campus offers another admission option:

Graduating high school seniors have the option to enroll at the Feinstein Providence campus as commuter students, a good choice for students who want a high quality URI education but prefer a nonresidential campus in the state’s urban center. Because it is smaller and nonresidential, the Feinstein Providence campus has a reduced fee structure that gives commuter students a greater value for their tuition dollars. There are currently three majors for which traditional age students (18-22 year olds) can complete their courses of study entirely in Providence: psychology, communication studies, and human development and family studies. Other majors may require students to register for some or all of their upper-level courses in Kingston. Even if they have not yet decided on a major, students may elect to begin their studies at the Feinstein Providence campus immediately after they have graduated from high school. Application is made directly through the URI Admission Office at uri.edu/admission. Select Apply Now to access the Common Application, where you will be prompted to indicate your interest in the Providence Campus.

Overall Requirements, Opportunities, and Policies

Introduction

This section deals with academic requirements, opportunities, and policies for undergraduates that are University-wide rather than college-related.

Consistent with its policy of allowing the greatest latitude possible in course selection, the University offers a wide choice to fill its general education requirements and encourages students to select free electives that cross departmental and college lines.

NOTE: The University administration may alter, abridge, or eliminate courses and programs of study. While every effort is made to keep this catalog current, not all courses and programs of study listed may be available at the time of student matriculation. Similarly, course and program requirements may be changed from time to time. In all cases, every effort will be made to accommodate individual students whose exceptional circumstances may make it difficult or impossible to meet the changed requirements. Changes in the academic calendar may also be made when deemed in the best interests of the University.

General Education Learning Outcome Objectives

In academic and non-academic settings, with respect to fine arts and literature, humanities and letters, the natural sciences, and the social sciences, students will be able to ...

- **identify** basic concepts, theories, and developments;
- **recognize** issues, as well as aesthetic and literary elements and forms;
- **ask** questions appropriate to the modes of inquiry;
- **collect** information relevant to the questions raised; and
- **analyze** the information in order to address the questions or solve problems.

For individual academic program student learning outcomes, go to the program website or visit: uri.edu/assessment.

General Education Requirements

The University believes that all undergraduate students, regardless of their degree programs, need experience in the study of fundamentals that builds on the student's previous education and continues through the undergraduate years and beyond. All bachelor's degree students, with the exception of students enrolled in the College of Engineering, follow the same University-wide general education requirements. While general education requirements for all students are selected from the same list of approved courses, there are possible variations based on the student's major. Students should consult specific college and departmental requirements and discuss the requirements with an advisor. In their first semester, all entering freshmen and new transfer students with fewer than 24 credits are required to take *URI 101: A Freshman Seminar*, including community service provided by the Feinstein Enriching America Program (see [Course Descriptions](#)).

The purpose of general education at the University of Rhode Island is to lay a foundation for the lifelong enrichment of the human experience and for a thoughtful and active engagement with the world. This foundation is built on recognition of the complexity of nature, society, and the individual. The objective of general education is to introduce students to the fundamental dimensions of this complexity and to develop an appreciation of different ways of understanding it and different cultural responses to it.

Corresponding with its goals, the general education program is divided into the following core areas:

English Communication. *Six credits* in English communication, at least three of which must be in a course designed specifically to improve written communication skills.

Fine Arts and Literature. *Six credits* in courses on artistic and literary expression and interpretation.

Foreign Language/Cross-cultural Competence. *Six credits* or the equivalent in course work related to communicating across cultures.

Letters. *Six credits* in courses that address the wisdom and traditions of the past and present in a global setting.

Mathematical and Quantitative Reasoning. *Three credits* in a course on mathematical or quantitative skills and their application.

Natural Sciences. *Six credits* in courses on the interrelationships of the natural world.

Social Sciences. *Six credits* in courses related to the study of human behavior in social, economic, cultural, and political contexts.

Because particular skills are essential to a thoughtful engagement with the world, each general education course incorporates opportunities to practice three (3) or more of the following skills: reading complex texts, writing effectively, speaking effectively, examining human differences, using quantitative data, using qualitative data, using information literacy, and engaging in artistic activity.

In addition, the University has a commitment to providing students with the opportunity to examine diversity within and across national boundaries and requires that at least two of the courses taken as part of a student's general education program must be designated as diversity [D] courses. Only one course in a foreign language may be applied to the diversity requirement. Since these diversity courses may be selected from any of the general education core areas, this requirement does not increase the total number of credits in the general education program.

Specific courses that may be used to meet these requirements are listed below. If a course is countable in more than one core area, a student may count the course in only one core area. For an explanation of course codes, see [How to Read This Catalog](#).

English Communication: Writing (ECw): BIS 100*; ELS 112, 122; HPR 112, 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304 [D], 305 [D], 333; **General (EC):** COM 100 [D], 108, 110 [D]; ECN 108; LIB 120, 220; PHL 101; SUS 108.

Fine Arts and Literature (A): AAF 247 [D], 248 [D]; ART 101, 207; ARH 120 [D], 251 [D], 252 [D]; CLA 391 [D], 395 [D], 396 [D], 397 [D]; CLS 160 [D]; ENG 110 [D], 160 [D], 241 [D], 242 [D], 243 [D], 245 [D], 247 [D], 248 [D], 251 [D], 252 [D], 260 [D], 262 [D], 263 [D], 264 [D], 265 [D], 280 [D], 317 [D], 355 [D], 357 [D], 358 [D]; FAL 151 [D]; FLM 101 [D], 203 [D], 204 [D], 205 [D]; FRN 309 [D], 310 [D], 320 [D], 391 [D], 392 [D], 393 [D]; GCH 101; GWS 317 [D]; HPR 124, 125, 201A, 202A, 324, 325; LAR 201; MUS 101 [D], 106 [D], 111, 292 [D], 293 [D]; PLS 233, 335 [D]*; RUS 391[D], 392 [D]; SPA 305 [D], 306 [D], 307 [D], 308 [D], 320 [D]; THE 100, 181, 351[D], 352 [D], 381, 382, 383.. *Please note: the College of Arts and Sciences requires one course in fine arts and one course in literature. See [Basic Liberal Studies Requirements](#).*

Foreign Language/Cross-cultural Competence (FC): This requirement shall be fulfilled in one of the following ways: 1) demonstration of

competence through the intermediate level by a proficiency examination or by successfully completing the 104 level in a living language or the 302 level in a classical language or by completing ARB 100 (6credits) (students who fulfill this requirement through an examination cannot earn course credit for graduation; students who earn less than six credits in fulfilling the requirement should apply credits to the elective or major areas); 2) a two-course sequence in a language previously studied (or studied for less than high school through at least the 103 level in a living language or 301 in a classical language appropriate to a student's level of competence (e.g., 102 and 103, 102 and 301; 131 and 103; 103 and 104; 301 and 302); 3) course work in a language not previously studied (or studied for less than two years in high school) through the beginning level. All modern and classical language courses used to fulfill these options carry the [D] designation; 4) study abroad in an approved academic program for one semester; 5) majoring in a foreign language; 6) two courses in cross-cultural competence selected from the following list: CCC 151 [D]; FRN 309 [D], 310 [D], 320 [D], 391 [D], 392 [D], 393 [D]; HIS 132 [D], 171 [D], 172 [D], 180 [D], 311 [D], 327 [D], 374 [D], 375 [D]; HPR 201F, 202F; LET 151L [D], 151Q [D], 151R [D]; NRS 300 [D]; PHL 331 [D]; RLS 131 [D]; SPA 320 [D]; TMD 224 [D]. Six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education may be substituted for cross-cultural competence courses. Formally registered international students, students with a recognized immigrant status, and students who are naturalized citizens may be exempt from the foreign language or cross-cultural competence requirement at the discretion of the dean of the student's academic college.

Letters (L): AAF 150 [D], 201 [D], 355 [D], 356 [D]; APG 327; BIS 392 [D]; CLS 160 [D], 235; COM 246 [D]; EGR 316 [D]; ENG 110 [D], 160 [D], 243 [D], 251 [D], 252 [D], 280 [D], 317 [D], 355 [D], 356 [D]; GCH 102; FRN 391 [D], 392 [D], and 393 [D]; GWS 220 [D], 315 [D], 317 [D], 320 [D], 325 [D]; HIS 110 [D], HIS 111 [D], 112, 113 [D], 114 [D], 116, 117, 118 [D], 130 [D], 132 [D], 141 [D], 142 [D], 145 [D], 146 [D], 150 [D], 160 [D], 171 [D], 172 [D], 176 [D], 180 [D], 304, 305, 310 [D], 311 [D], 314, 323 [D], 327 [D], 332 [D], 333 [D], 340 [D], 341 [D], 346 [D], 351 [D], 355 [D], 356 [D]; 374 [D]; 375 [D]; HPR 107, 201L, 202L, 307; JOR 110 [D]; LAR 202 [D]; LET 151 approved topics [D]; LIB 220; NUR 360 [D]; PHL 101, 103, 204, 210 [D], 212 [D], 215, 217 [D], 235, 314, 316 [D], 321, 322, 323 [D], 325 [D], 328 [D], 331 [D], 346, 355; PSC 341, 342; PSY 310; RLS 111 [D], 125, 126, 131 [D]; WRT 240 [D].

Mathematical and Quantitative Reasoning (MQ): BUS 111; CSC 101, 201; HPR 108, 201M, 202M; MTH 105, 106, 107, 108, 109, 111, 131, 141, 142, 208; PSC 109; STA 220.

Natural Sciences (N): AFS 190, 210, 211; APG 201 [D]; AST 108, 118; AVS 101 [D]; BCH 190; BIO 101, 102, 105, 106, 286 [D]; BIS 391*; BPS 201, 203; CHM 100, 101, 103, 112; EGR 109, EGR 133; GCH 103; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N, 309; MIC 190; NRS 100, 190; NFS 207, 210; NUR 143 [D]; OCG 110, 123, 131, 200; PHP 143 [D]; PHY 109, 111, 112, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190, 233; TMD 113.

Social Sciences (S): AFS 132; AVS 132; APG 200 [D], 202, 203 [D], 301 [D]; BIS 390 [D]*; COM 108; CPL 202 [D]; ECN 100 [D], 108, 201, 202, 306, 381 [D]; EDC 102 [D]; EEC (REN) 105, 310, 356; GCH 104; GEG 101 [D], 104 [D]; 202 [D]; GWS (WMS) 150 [D], 320 [D]; HDF 225; HPR 110 [D], 201S, 202S, 310; HSS 130 [D]; JOR 110 [D]; KIN 123 [D]; LIN 200 [D]; MAF 100, 220 [D]; NUR 114 [D], 143 [D], 150 [D], 160 [D]; PHP 114 [D], 143 [D]; PLS 143 [D]; PSC 113 [D], 116 [D], 201 [D]; PSY 103 [D], 113 [D], 232 [D], 235 [D], 254 [D], 255 [D]; SOC 100 [D], 212 [D], 230 [D], 240 [D], 242 [D]; SUS 108; TMD 224 [D].

All students must meet the curricular requirements of the colleges in which they plan to earn their degrees. Some colleges require that students select specific courses from the lists given for the various general education components. Therefore, students must refer to the requirements specified for their programs.

In the colleges of Arts and Sciences, the Environment and Life Sciences, and Human Science and Services and for the Bachelor of Interdisciplinary Studies, credits within a student's own major may not be counted toward

general education requirements in fine arts and literature, letters, natural sciences, or social sciences. In other colleges, credits within a student's professional college may not be counted toward any general education requirements. However, courses that serve as prerequisites for a major can be used to fulfill the general education requirements.

Students in the Honors Program can receive general education credit for honors sections of courses that have been approved for general education credit.

Transfer students can receive general education credit for courses taken at other institutions as long as such credits are in courses equivalent to courses given general education credit at URI.

Other Academic Requirements

Certain basic courses are required in many curriculums for transfer from University College into a degree-granting college in the junior year. These are listed in the curriculums of the individual colleges.

The responsibility for meeting all course and credit requirements for the degree rests with each individual student.

Students who desire to accelerate their programs and receive credit for courses taken at other institutions must have prior approval from their academic deans. (The Board of Governors' policy on articulation and transfer between state institutions of higher education defines exceptions to this regulation. See "Transfer Policies," Appendix F of the University Manual.)

Students desiring to take courses in the University's five- or six-week Summer Session shall be limited to seven credits of course work. The limit may be exceeded only if approved in the case of a matriculating University student by the student's academic dean or the Graduate Dean, if applicable, and in the case of any other student by the dean designated to oversee the Summer Session.

Capstone Experiences

A capstone experience integrates course work throughout the undergraduate major program. Capstone experiences include courses, internships, portfolios, senior theses, research/design projects, etc. They are scheduled for the senior year. Capstone experiences may be either required or simply recommended. See your program of study for more information.

Minor Fields of Study

Undergraduate students may declare a "minor" field of study. Requirements for a minor may be satisfied by completing 18 or more credits in: 1) any one of the University-approved minors; 2) a curriculum other than the student's major; or 3) related studies from more than one department under the sponsorship of a qualified faculty member.

To declare a minor, a student must have the approval of the department chairperson of the minor field of study and the dean. Faculty sponsorship is required for the third option listed above. (Non-business students wishing to obtain a departmental minor in the College of Business Administration should expect to take the six courses over a period of two years. Admission is on a space-available basis only, and therefore not guaranteed.)

A minimum grade point average of 2.00 must be earned in the minor courses, and at least 12 of the 18 credits must be at the 200 level or above. At least half of the credits required for the minor must be earned at the University of Rhode Island. General education requirements may be used for the minor, but no course may be used for both the major and minor field of study. Minor courses may not be taken on a pass-fail basis.

Application for the minor must be filed in the academic dean's office no later than the beginning of the student's final semester or term, but may be filed as early as the first semester of the junior year. (Filing for a minor earlier than the junior year is subject to approval by the student's degree-granting college.)

Departmental Minors

Descriptions of requirements for approved *departmental* minors may be found in the departmental sections of this catalog.

Interdepartmental Minors

Descriptions of approved *interdepartmental minors* may be found in the *Interdepartmental Minors* section of this catalog. For more information about minors available within each field of study, visit the website or contact the dean's office of the relevant college.

Preprofessional Preparation

Competition for seats in graduate professional schools is keen, and a superior academic record throughout college is necessary for admission to these schools. Since requirements for the professional schools vary in their "essential" and "recommended" subjects, students should consult the catalog of the professional school and then plan their undergraduate programs accordingly.

Those seeking careers as social workers can enroll as majors in sociology, including in their curriculum the social welfare courses. A basic foundation for graduate study, whether directed toward college teaching or research careers, can be provided through any of the liberal arts or science majors. The Bachelor of Arts curriculum provides specific majors for those planning to become journalists or public school teachers.

Health Professions—Premedical, Predental, and Preveterinary

Programs. The URI Health Professions Advisory Committee (HPAC) helps students preparing for medical school, dental school, veterinary school, or physician assistant programs. URI's Health Professions Advisory Committee offers students academic counseling and information on the admissions process. For details, visit uri.edu/hpr/pre-health/index.shtml.

Prelaw Studies. For students who plan professional study of law, guidance and program advice are provided by the Prelaw Advising Coordinator, Lawrence Rothstein (ler@uri.edu; 401.874.2730) and by several prelaw advisors. Students should contact Professor Rothstein as soon as possible after admission to the University to be placed on the Prelaw Society email discussion listserv LAWURI. For more information, visit uri.edu/artsci/psc/prelaw.html.

Teacher Education Programs. The University of Rhode Island offers a variety of academic programs leading to teacher certification at both the undergraduate and the graduate levels. For more information, see the specific academic program in which you are interested in the "Curriculum" section of this catalog. The School of Education and the Office of Teacher Education provide the coordination, planning, evaluation, and promotion of all teacher education programs at the University. For details about admission to URI's teacher education programs, and about earning certification to teach, visit the website of the Office of Teacher Education: uri.edu/hss/education/index_ote.html

Honor Societies. The University has chapters of a number of national honor societies, invitation to which is recognition of scholarly accomplishment. Several societies recognize scholarship over a wide range of disciplines: Phi Beta Kappa, a national liberal arts honor society; Phi Eta Sigma, a national honor society for first-year students; the National Society for Collegiate Scholars, a national honor society for first- and second-year students; and Phi Kappa Phi and the Golden Key, national honor societies for general scholarship. More specialized honor societies include Alpha Epsilon Delta (Health Professional Honor Society), Alpha Kappa Delta (sociology), Alpha Sigma Lambda (continuing education), Beta Alpha Psi (accounting), Beta Gamma Sigma (business), Beta Phi Mu (Beta Iota chapter, library science), Chi Epsilon (civil engineering), Eta Kappa Nu (electrical engineering), Gamma Kappa Alpha (Italian), Triota

(gender and women's studies), Kappa Delta Pi (education), Kappa Omicron Nu (O Alpha Mu chapter, family and consumer studies), Lambda Pi Eta (Beta Gamma chapter, communication studies), Lambda Tau (medical technology), Omicron Delta Epsilon (economics), Omicron Delta Kappa (leadership), Onyx (African-American scholarship), Order of Omega (fraternity/sorority), Phi Alpha Theta (history), Pi Kappa Lambda (Zeta Epsilon chapter, music), Phi Lambda Sigma (pharmacy-peer recognition), Phi Sigma Iota (foreign languages, literature, and linguistics), Pi Delta Phi (French), Pi Mu Epsilon (mathematics), Pi Sigma Alpha (Gamma Epsilon, political science), Pi Tau Sigma (mechanical engineering), Psi Chi (psychology), Rho Chi (pharmacy), Sigma Alpha Pi (leadership and success), Sigma Delta Pi (Spanish), Sigma Iota Epsilon, Sigma Lambda Alpha (landscape architecture), Sigma Pi Sigma (physics), Sigma Theta Tau (nursing), and Tau Beta Pi (engineering).

Special Academic Opportunities

Honors Program. The University Honors Program offers motivated students opportunities to broaden their intellectual development and strengthen their preparation in major fields of study. The program consists of courses in analytical thinking skills that prepare academically talented students to get the most from classes throughout their undergraduate years, a colloquium that brings distinguished authorities to campus from across the nation, special tutorials in major concentrations of study, and independent research projects under the guidance of a faculty sponsor. Honors courses at the 100 and 200 levels treat general topics and usually count for general education credit in particular divisions. Those at the 300 and 400 levels are more specialized and often are used to fulfill the requirements of a major.

Students may take honors work if they meet the following standards: Sophomores, juniors, and seniors must have earned at least a 3.30 cumulative grade point average at URI; transfer students must have received a GPA of 3.30 or better at their previous institution to be eligible for honors courses; incoming freshmen must have earned a grade point average of 3.40 or higher in high school and must have a combined score of 1,100 on the critical reading and math portions of the SAT exam. Other interested freshmen should submit a copy of their high school transcript and a recommendation from a faculty member to the Honors Program; the program director will then determine individual eligibility based on these materials. Under special circumstances, these eligibility requirements may be modified with the permission of the Honors Program director.

Eligible students may participate in the Honors Program in one of two ways: they may take honors courses on an occasional basis, registering for any number or pattern of courses that interest them; or they may do honors work on a regular basis, meeting the specific requirements to receive the transcript notation "Completed the University Honors Program." To achieve this certification a student must complete a minimum of 18 honors course credits that meet the following requirements: 1) three credits of Honors Seminar at the 100 or 200 level; 2) three credits of Honors Colloquium (HPR 201 or 202); 3) three credits of Honors Tutorial at the 300 or 400 level; 4) six credits at the 400 level, which may be either six credits of Senior Honors Project (HPR 401, 402) or three credits of Senior Honors Project (HPR 401) and three credits of Senior Honors Seminar (HPR 411/412, or other approved Senior Seminar); 5) three additional honors credits taken at any level; and 6) a 3.30 grade point average for honors courses and a 3.30 cumulative grade point average.

The Honors Program houses the National Scholarships Office, which prepares students for prestigious national and international scholarship competitions and advises students who wish to pursue postgraduate degrees in the health professions. To learn more about this and other Honors opportunities, please visit uri.edu/hpr.

Marine and Environment-Related Programs. Interest in marine science and oceanography at the University dates back to the mid-1930s. Over the past three decades, this strong emphasis on marine studies has extended to environmental topics, developing into an array of undergraduate programs in the natural, physical, and social sciences.

There are dozens of majors with a marine or environmental focus, especially within the College of Engineering and the College of the Environment and Life Sciences. Several of the majors are offered jointly with the Graduate School of Oceanography, which also offers undergraduates a minor in oceanography (see "Interdepartmental Minors").

Undergraduates are encouraged to explore opportunities at the Narragansett Bay Campus for active participation in the oceanographic sciences. Juniors and seniors may spend an entire semester at the University's Bay Campus pursuing their individual marine interests, for which they receive full academic credit. They work as part of a research team in the laboratory and in the field under the direct guidance of the Graduate School of Oceanography faculty.

Working with academic advisors, students can identify their majors and select the courses best suited to their individual academic objectives and career goals.

Military Science and Leadership (Army Reserve Officers' Training Corps or "ROTC"). Military Science and Leadership (Army ROTC) is one of the nation's top leadership programs. For details, see the College of Arts and Sciences within this catalog or visit uri.edu/artsci/mscl.

New England Land-Grant Student Exchange Program. Students with special academic interests can take advantage of the talent and resources available at the region's state universities without having to become a degree candidate at another institution. Under a cooperative agreement, URI students can study for one or two semesters at the other New England land-grant institutions if they wish to take a course, a sequence of courses, or part of a program not available at URI. Students participating in this program pay their normal URI tuition and fees and maintain their status as URI students. Advisors and members of the University College staff have more information about this program and its requirements.

Rhode Island Interinstitutional Exchange. Full-time students matriculated at one of the public institutions of higher education in Rhode Island may enroll for a maximum of seven credits of their full-time schedule per semester for study at one of the other public institutions at no additional expense. Each institution will determine and maintain the integrity of the degree to be awarded. Students will be subject to the course selection process applicable at the receiving institution. Off-Campus Study and Feinstein College of Continuing Education Special Programs courses are not included in this program, nor are students who are taking courses only during Summer Session. Students interested in this arrangement should contact Enrollment Services.

Summer Sessions. The University provides a full range of undergraduate and graduate course offerings during two five-week sessions on the Kingston and Providence campuses. Courses begin immediately after Commencement and are offered during day and evenings as well as on-line. Summer intensives are offered at varying dates in the alternate session, and a number of special programs, including study in foreign countries, internships, and clinical placements, are available. Students may attend either or both campuses and enroll in any summer session. Students who are not matriculated at URI who are expecting to apply summer credit to their academic degree program are advised to obtain prior approval from their home campus before registering. Maximum course load is seven credits per summer session, including simultaneous courses in the alternate session. Exceptions are allowed with permission of the student's academic dean.

Winter J-term Session. The University provides a unique range of undergraduate and graduate course offerings during the winter session. This mini-semester, approximately in the 3 week period between January 2 and the day before the spring semester begins, consists of credit-bearing courses that offer new value-added experiences to students not possible during standard semesters. Examples may include but are not limited to: travel courses (domestic and international); gateway courses or modules to help students catch up; experiential learning opportunities, including student research, projects, service learning, and internships; high-demand laboratory and/or clinical courses; and popular general education or other existing courses. Maximum course load is 4 credits. Students who are not matriculated at URI who are expecting to apply Winter J-term credit to their

academic degree program are advised to obtain prior approval from their home campus before registering. Federal financial aid is not available, however discounted tuition is offered. Registration occurs in the fall semester. Winter J-term courses will be shown on student transcripts. Students are not eligible to graduate in this Winter J-term session. However, students completing their final course during this session should confirm spring graduation eligibility with their Dean's Office prior to registration.

Grades

Grades and Points. Student grades are reported as A, A-, B+, B, B-, C+, C, C-, D+, D, and F. The unqualified letter grades represent the following standing: A, superior; B, good; C, fair; D, low grade, passing; F, failure; S, satisfactory; U, unsatisfactory; NW, enrolled—no work submitted.

Grades are given grade point values as follows: A, 4.00 points; A-, 3.70 points; B+, 3.30 points; B, 3.00 points; B-, 2.70 points; C+, 2.30 points; C, 2.00 points; C-, 1.70 points; D+, 1.30 points; D, 1.00 points; F and U, 0 points. P, S, and NW are not calculated in the grade point average.

Final grade reports are made available to all students via the e-Campus system. Midsemester grade reports are made available to all freshmen via the e-Campus system at the midpoint of each semester. These midterm reports are intended to alert freshmen to their academic status and to aid in advising. Midterm grades are not recorded on permanent academic records, nor are they figured into grade point averages.

A grade may be reported as "incomplete" only when course work has been passing but not completed due to illness or another reason that in the opinion of the instructor justifies the report of incomplete. Undergraduate students must make arrangements with the instructor to remove the incomplete by the following midsemester. Incomplete grades not removed from an undergraduate student's record by the end of two years will remain on the student's permanent record.

Students are required to make up failures in required courses. The course should be repeated when next offered. No limit is placed on the number of times a course may be repeated, but the credit requirement for graduation is increased by the number of credits repeated. Students are not required to make up failures in elective courses.

Certain courses do not lend themselves to precise grading, and for these courses only S (satisfactory) or U (unsatisfactory) will be given to all students enrolled. S/U courses are labeled as such in the course descriptions in this catalog. S/U courses are not counted as courses taken under the Pass-Fail option.

Pass-Fail Grading Option. This plan encourages undergraduate matriculated students to increase their intellectual breadth and discover aptitudes in new areas of knowledge. A matriculated undergraduate student above the freshman level who is not on probation may register under this plan for courses considered to be free, unattached electives by the college in which he or she is enrolled. Courses designated in the student's curriculum as degree requirements, general education requirements, and military science courses may not be included. Nonmatriculating students are not eligible for the pass-fail grading option.

A student choosing to take a course under this plan must notify his or her advisor, academic dean, and the Office of Registration and Records, in writing, prior to the end of the add period of each semester. The instructor is not informed.

Grades will be P (pass) or F (fail). The P grade is credited toward degree requirements but not included in the grade point average. The F grade is calculated in the same manner as any other failure. A student may change from the P-F option to grade by notifying Registration and Records in writing before mid-semester.

A student may elect no more than three P-F courses a semester and no more than two P-F courses during a summer.

Second Grade Option. Undergraduate students may exercise a second grade option by repeating a course in which the student earned a C- or lower. Only courses that fall within the student's first 30 attempted credits taken at the University may be selected for this option. Students must exercise this option no later than the next two semesters for which the student registers after completing 30 credits. Transfer students may exercise the second grade option for courses taken during their initial semester at the University. This option must be exercised during the next two semesters for which they register after their initial semester. Only the grade earned when the course was repeated will be used in the calculation of a student's grade point average, and only the credits earned for the repeated course will apply toward the graduation requirements. All grades earned for a given course shall remain on a student's permanent academic record. Please note that all grades earned while attending the university shall be used in the calculation of Graduation with Distinction, this includes any courses utilizing the Second Grade Option. To take advantage of this option, students must obtain approval from their academic deans and submit the appropriate form to Enrollment Services prior to midterm of the semester in which the course is being repeated. The second grade option may be used only once per course.

Dean's List

Undergraduate matriculated students who have achieved certain levels of academic excellence are honored at the end of each semester by inclusion on the Dean's List. The Office of Registration and Records will publish lists of students who have attained the required grade point average.

A full-time student may qualify for the Dean's List if he or she has completed 12 or more credits for letter grades and achieved a 3.30 grade point average.

A part-time student may qualify for Dean's List if he or she has accumulated 12 or more credits for letter grades and achieved a 3.30 grade point average.

Probation and Dismissal

A student will be placed on scholastic probation if his or her overall cumulative grade point average falls below 2.00. For purposes of determining dismissal of part-time students, scholastic standing committees will consider an accumulation of 12 credits as the minimum standard for one semester's work.

A student will be dismissed for scholastic reasons when he or she has a deficiency of eight or more grade points below a 2.00 average after being on probation for the previous semester. A student on probation for the second successive semester who has a deficiency of eight or fewer grade points below a 2.00 average will continue on probation. At the end of the third semester of probation, a student will be dismissed. Students who obtain less than a 1.00 average in their first semester will be dismissed automatically.

A student subject to dismissal will be so notified by the dean, after which he or she will have five days to file a written appeal with the dean.

Academic Integrity. Students are expected to be honest in all academic work. The University expects that all course papers, theses, and dissertations will be prepared, and all examinations taken, in conformance with accepted standards of academic integrity. This includes the proper citation and attribution of all material that is not the original product of the writer. It is the student's responsibility to determine the appropriate style used in his or her discipline for presentation of material derived from other sources and to adhere to it scrupulously in all written presentations. Instructors have the explicit duty to take action in known cases of cheating or plagiarism. For details, consult the *University Manual* at uri.edu/facsen and the *Student Handbook* at uri.edu/judicial.

Leave of Absence

Occasionally, students are forced to take a semester or two off because of circumstances beyond their control. Others find they simply need a break from studying. For these students, taking a leave of absence might be wise. Students who have an approved leave of absence for a semester or a year may register for the semester in which they plan to return without applying for readmission. Undergraduate students can apply for a leave of absence through Enrollment Services.

Withdrawal from the University

A student who wishes to withdraw from the University prior to the end of the semester or summer session shall do so according to procedures established by Enrollment Services. If the withdrawal process is completed satisfactorily and the student has cleared all financial obligations to the University, the date of withdrawal will be noted on the student's permanent academic record. No grades for the current semester will be recorded.

Students who withdraw from the University after the last day of classes but before a semester ends will be graded in all courses for which they are officially registered. If a student withdraws from the University after midsemester, grades will be recorded for any course that has an officially specified completion date prior to the date of withdrawal.

A student who withdraws from the University after midsemester and who seeks readmission for the next semester will be readmitted only with approval of the Scholastic Standing Committee for the college or school in which registration is desired.

Graduation Requirements

To graduate, a student must have completed the required work for the curriculum in which he or she is enrolled with the minimum cumulative grade point average established by that curriculum. (If no minimum cumulative grade point average is specified by the curriculum, students must have an overall cumulative grade point average of at least a 2.00). In addition, students must abide by community standards as defined in the University Manual and Student Handbook.

The work of the senior year has to be completed at the University of Rhode Island. Exceptions must be approved by the faculty of the college in which the student is enrolled.

Any student who has met the requirements for a second bachelor's degree may be granted two bachelor's degrees and issued two diplomas.

Any student who has met the requirements for two separate majors within any single bachelor's curriculum has earned a double major and may have both fields listed on his or her permanent record.

Each undergraduate college has specific procedures for student requests for exceptions to courses of study or to other degree requirements or academic rules. Undergraduate students who seek exceptions to any University rule pertaining to their academic circumstances, including degree requirements and courses of study, may contact the offices of their respective college deans.

Students who complete at least 60 credits of their work at the University are eligible to graduate with distinction. Grades in all courses attempted at the University, including those utilizing the second grade option will be included in the calculation of the grade point average for graduation with distinction. Those who attain a cumulative grade point average at the time of graduation of at least 3.30 are recognized as graduating cum laude. Those who achieve a cumulative grade point average of at least 3.50 graduate magna cum laude, and those who attain a cumulative grade point average of at least 3.70 graduate summa cum laude.

Human Science and Services

Introduction

Lori E. Ciccomascolo, *Interim Dean*
 Anne M. Seitsinger, *Interim Associate Dean*
 Nancy Kelley, *Assistant Dean*

The College of Human Science and Services is a people-oriented college designed to focus on the human and material resources needed to help individuals and groups solve human problems encountered in contemporary society. Our programs prepare students for a variety of professions in teacher education, health-related fields, and fields that have evolved from URI's historic land-grant mission in home economics. These programs include both formal and informal experiences with people in a wide variety of public service settings that enable students to develop the competencies needed in the field of human services. The teacher education programs offered through the college are outlined in the following departmental descriptions. For more information, see "Teacher Education Programs" in [Preprofessional Preparation](#).

Degrees offered include a Bachelor of Science degree with majors in communicative disorders; human development and family studies; kinesiology; secondary education; textile marketing; and textiles, fashion merchandising, and design; and Bachelor of Arts degrees in elementary or secondary education.

The college sponsors a number of organizations and activities that provide special opportunities for students, including two child development centers, a family therapy clinic, historic textile and costume collection, computer laboratory, physical therapy clinic, and a speech and hearing clinic.

Minors. Students can declare a minor, which will appear on their transcripts as a category separate from their major. See [Minor Fields of Study](#).

The college participates in the following interdisciplinary minors: gerontology, hunger studies, leadership studies, and special populations (see [Interdisciplinary Minors](#)). Details on minors offered within the college can be found later in this section.

Faculty

Communicative Disorders: Professor Kovarsky, *chairperson*. Professors Kovarsky, Singer, and Weiss; Associate Professor Kim; Assistant Professor Mahler; Clinical Assistant Professors Connors and Theadore; Adjunct Assistant Professor R.Singer.

School of Education: Professor Byrd, *director*. Professors Boulmetis, Byrd, Eichinger, Seitsinger, Trostle Brand, Willis, and Young; Associate Professors Adamy, Deeney, deGroot, Hicks, Kern, Peno, and Shim; Assistant Professors Coiro, Fogleman, and Hamilton-Jones; Research Professor Brand; Lecturers Molloy and Moore.

Human Development and Family Studies: Professor McCurdy, *chairperson*. Professors J. Adams, Gray Anderson, Clark, Kisler, McCurdy, Newman, and Xiao; Associate Professors Branch, Kisler, Richmond, and Sparks; Assistant Professors S. Adams, Dice, and Vaccaro; Adjunct Instructors Blumen, Kerbel, Penhallow, and Warford; Professors Emeriti Cohen, Maynard, and Schaffran.

Kinesiology: Professor Riebe, *chairperson*. Professors Blissmer, Lamont, Manfredi, and Riebe; Associate Professors Ciccomascolo, Delmonico, and Kusz; Assistant Professors Clapham, Fallon, Hatfield, and Xu; Lecturers Armstrong, Doll, Harper, and Steen.

Textiles, Fashion Merchandising, and Design: Professors Bide and Welters, *co-chairpersons*. Professors Bide, Ordonez, and Welters; Associate Professors Harps-Logan and Hannel; Assistant Professors Aspelund, Gagnon, and Lu; Adjunct Professor Emery.

Interdisciplinary Programs: Gerontology—Professor Clark, *director*; Health Studies—Assistant Professor Fallon, *director*; Human Science and Services—Interim Dean Ciccomascolo, *program head*; Leadership Studies—Associate Professor Richmond, *acting program head*.

Curriculum Requirements

General Education Requirements. All students pursuing a bachelor's degree in the college are required to develop a 39-credit program in general education within the framework described at the start of the [Undergraduate Program Requirements](#) section of this catalog.

Students within the college must take, as part of their *English communication* requirement, a minimum of three credits from WRT 104, 105, or 106 and a minimum of three credits from COM100; or as part of their *social sciences* requirement, a minimum of three credits from APG, PSY, and SOC courses approved for general education. Individual programs within the college may require specific courses.

Students in the elementary and secondary education program must follow the [basic liberal studies requirements](#) of the College of Arts and Sciences.

Field Work. Many of the college's academic programs require a supervised field work experience as part of the degree requirements. This experience is designed to provide students with the opportunity to apply classroom knowledge in a career-related setting. Placements are made in a wide variety of agencies such as public schools, health care facilities, child care centers, and other human service settings. Satisfactory completion of a required field experience depends on achievement of basic competencies established by the academic department in cooperation with the agency. The University supervisor is responsible for determining whether or not the student has attained the required competencies and, in some cases, may extend the time required for the experience until the student's performance is satisfactory. If in the opinion of the University supervisor the performance of the student is unsatisfactory, and particularly if client/patient safety is at risk, the student may be removed from the field experience prior to the end of the semester or term.

Course Load. Approval of the advisor and the dean is needed for a schedule of more than 19 credits per semester.

Repeating Courses for Credit. Unless otherwise stated in the course description, a course cannot be repeated for credit. Credit can be counted only once toward the total credits required for graduation. Repeating courses in which a grade of C or better was earned requires approval of the student's academic dean; students may need to take such courses on a pass-fail basis.

Curricular Modifications. In consultation with the advisor, and with the approval of the department chairperson, a student will be permitted to modify the normal requirements of the department in which the student is majoring. The decision of the department chair is final. Requirements outside the major may be modified only with the approval of the Scholastic Standing Committee of the College of Human Science and Services. Petition forms are available in the Office of the Dean. Minimum grade point average and total credit requirements are not petitionable.

Transfer Students. Transfer students should be advised that admission to some programs in the college requires meeting certain prerequisites or separate admission criteria. Teacher education programs in the School of Education, Department of Human Development and Family Studies, and the Department of Kinesiology have specific admission criteria and generally require that a matriculated student complete at least one semester of work at URI before applying for admission. Transfer students may be admitted to the University, but are not admitted directly into these programs.

The Plan for Early Contingent Admission to the D.P.T. Program in Physical Therapy requires careful and timely course planning typically beginning with the freshman year at URI. It is unlikely that transfer students would have the appropriate sequence of courses, including the prerequisites, that would allow them to take advantage of this option.

Students interested in any of the above programs should refer to the specific program descriptions and consult the department for additional information.

Graduation. It is the responsibility of each student to file an Intent to Graduate form and curriculum work sheet approved by his or her advisor in the Dean's Office. The deadline is October 15 for May graduation and August graduation, and April 15 for December graduation.

Communicative Disorders

This curriculum leads to a Bachelor of Science (B.S.) degree. Students seeking admission to this program must receive a grade of C or better in CMD 160, 272, and 273 and maintain a minimum cumulative GPA of 2.50. In addition to general education requirements and appropriate free electives, a major of 43 credits in communicative disorders includes 34 credits of required courses and nine credits of professional electives.

The required courses are CMD 160, 272, 273, 274, 276, 278, 361, 375, 377, 454, 460, 465, and 493. The remaining nine credits (three courses) must be selected from the following courses: BMS 312; COM 221, 251; CMD 440, 475, 491, 492; EDC 312; HDF 200, 201, 203, 312, 314, 400; HIS 117; HSS 120; LIB 120; LIN 200, 220; PSY 232, 254, 300, 388, 442; SOC 224; STA 220, 308.

With careful early planning, students can use free electives to achieve a double major or explore special-interest areas in depth. Students should anticipate the necessity for graduate study in speech-language pathology. The typical minimum entry requirement for graduate study is a grade point average of 3.3.

A total of 120 credits is required for graduation.

Accelerated Bachelor's-Master's Degree Program in Speech-Language Pathology. URI sixth-semester students pursuing a B.S. degree in communicative disorders with 25 credits of electives remaining may apply for acceptance into an accelerated master's degree program in speech-language pathology. This accelerated program is not available to non-URI undergraduates or part-time graduate students. Students accepted to these programs follow a specified sequence of graduate-level course work and clinical practicum during their senior year, and complete the master's degree with an additional one year and one summer of full-time study in speech-language pathology. A cumulative grade point average of 3.00 overall and 3.20 in the major is required, with satisfactory MAT or GRE scores. Three letters of recommendation (two from URI communicative disorders faculty) are also needed. Students should indicate their intent to apply to the accelerated program in the graduate application materials.

Students in the speech-language pathology program are required to take a minimum of 24 credits in specified course work and practicum at the 400-500 level in the fifth year. Requirements for the [M.S. in speech-language pathology](#) are outlined in the Graduate Programs section of this catalog.

Education

Curriculums in secondary education lead to the Bachelor of Science or Bachelor of Arts degrees, the curriculum in elementary education to the Bachelor of Arts (B.A.) degree. Students wishing to enroll in the early childhood education program must major in human development and family studies and seek admission to the teacher education component of this program, as outlined below. The Master of Arts (M.A.), M.A. in Special Education, and Doctor of Philosophy (Joint with Rhode Island College) degree programs in education are described in [Graduate Programs](#).

The curriculums offer a balanced program of academic preparation and professional training. The required professional courses contribute directly to the student's understanding the teacher's role in society and developing teaching skills.

Successful completion of the early childhood education program leads to an initial teaching certificate for the pre-school and primary grades (PK2), while completion of the elementary education program leads to an initial teaching certificate for grades 1–6. The secondary education program leads to an initial teaching certificate for a specific subject area in grades 7–12.

If you are a transfer student, see above for information on transferring into these programs.

Admission Requirements. Students interested in undergraduate teacher education programs must apply for admission to the Office of Teacher Education. Students interested in URI's early childhood, elementary, and secondary education programs must submit a portfolio and sit for an interview as part of the admission process. Please visit uri.edu/hss/education for additional information.

Applications for admission to teacher education programs are normally submitted during the sophomore year. Applications will be reviewed by a departmental screening committee based on the following criteria: 1) recommendations from faculty and others who have knowledge of the candidate's experience or interest in working in education; 2) a writing sample expressing career goals, experience in working with children, and expectations as a teacher; 3) passing scores on the PPST: Reading 179, Writing 177, Math 179 (composite score of 535; no more than 3 points below passing) or a composite score of 1150 on the SAT (minimum score of 530 verbal; 530 math) based on Rhode Island Program Approval process, subject to change by the Department of Education; 4) the student's academic record, including a cumulative grade point average of 2.50 or better. In addition, for the secondary education and music education programs, a grade point average of 2.50 or better in the Arts and Sciences major or specialization. Students applying to the early childhood education program must attain a C or better in HDF 203 or equivalent for acceptance into the program.

Students should consult with the elementary or HDF advisor at University College, the Office of Teacher Education, or the HSS advisor at the Providence Campus.

Program Requirements. For courses required for early childhood education, see [Human Development and Family Studies](#). For more information, see [Teacher Education Programs](#). For [graduate teacher education programs](#), see the Graduate Programs section.

Students who are admitted to the elementary education program are required to complete a bachelor's degree. Students must select a major in the College of Arts and Sciences, the College of Human Science and Services, or biology in the College of the Environment and Life Sciences, in addition to the major in elementary education. Students must also fulfill the basic liberal studies requirements of the College of Arts and Sciences as they relate to double majors. See program requirements in the [College of Arts and Sciences](#) section.

The professional sequence courses required for elementary education are EDC 102, 250, 312, 402, 423, 424, 452, 453, 454, 455, 456, 457, 458, 459, and 460. These courses are taken prior to student teaching. EDC 484 and 485 make up the student teaching experience. The following are also required and can be taken as part of the basic liberal studies requirements: COM 100; HIS 141 or 142; PSY 113, 232; WRT 104 or 105. Students should contact the School of Education for more details.

Students seeking to teach in a middle school must obtain a middle level certificate extension and be eligible for elementary or secondary certification. The professional sequence of courses required for middle level certificate extension is EDC 400, EDC 415 or an approved adolescent development course, and a practicum. These courses should be taken prior to student teaching. EDC 484 and 485 make up the student teaching semester. Teacher candidates seeking a middle level certificate extension are required to teach in a middle school in addition to their elementary or secondary experience. In addition, 21-30 credits in one of the following content areas is required: English/language arts, mathematics, science, social studies, or foreign language. Final projects for each course must be uploaded into the electronic portfolio along with a self-reflection prior to the

end of each course. Admission to the middle level certificate extension program is contingent upon acceptance to the elementary or secondary education program. Prior to student teaching, candidates must successfully meet the standards for EDC 400 and the pre-student-teaching review, which includes review of all required courses and e-folio tasks by the secondary and elementary teams and the Office of Teacher Education. Elementary education students should see a middle level advisor for specific course requirements.

The education courses required for secondary education are EDC 102, 250, 312, 331, 332, 371, 402, 415, 430, 431, and 448. These courses are taken prior to student teaching. EDC 484 and 485 make up the student teaching semester. PSY 113 is also required. Students in secondary education are required to take a pedagogy and content area exam in their area of certification.

Students pursuing a program in secondary education normally obtain a B.A. degree, double majoring in education and their content area specialization, although a B.S. degree is available in some content areas. Secondary education programs are offered in biology, chemistry, English, general science, history, mathematics, world languages (Chinese, French, German, Italian, Latin, Spanish), physics, and social studies.

Students in all programs must maintain minimum grade point averages of 2.50 overall, 2.50 in their education major, and 2.50 in their academic major area. To be eligible for student teaching, students must earn a grade of at least a C in EDC 430 and 448 (secondary); EDC 424, 425, 452, 453, 455, 456, 457, 458, and 460 (elementary); HDF 203, 301, 303, EDC 424, 426, and 429 (early childhood). Failure to maintain these grades and/or averages will result in "program probation," a one-semester period during which students have the opportunity to earn acceptable grades but may not student teach. Failure to return grade averages to acceptable standing after one semester leads to dismissal from the program.

Students in the School of Education, graduate and undergraduate certification and licensure programs will be required to take and pass a content area exam(s) in their area of certification and any other exam required for state licensure prior to student teaching or final internship. Contact the Office of Teacher Education for the "passing" scores required for each discipline.

The major in elementary education requires a minimum of 120 credits; secondary education requires 120 credits.

The School of Education has designated EDC 485 as its **capstone** course.

Health Studies

The interdisciplinary curriculum in health studies leads to a Bachelor of Science degree. The major is designed to prepare students for non-clinical careers in public health, health promotion, health services management, for-profit companies, not-for-profit organizations, and community health agencies.

Students seeking admission to this program must have completed 24 credits and have a minimum GPA of 2.00.

Program Requirements. Students are required to complete the following core curriculum (120 credits):

- 1) The following courses must be taken as part of the general education requirements: BIO 105 or 106; CHM 100 or 103; COM 100; MTH 107, 108, 131, 141; PHL 101 or 103 or 212; PSY 113; and WRT 104, 105, or 106.
- 2) 28 credits of core courses including COM 202, 208, 210, or 251; HLT 200, 450; KIN 123; KIN/BIO 122; PHL 314; PHP 405; and STA 307 or PSY 200.
- 3) 18-24 credits (6 courses) from one of the following specializations: global and environmental health; health promotion; or health services.
- 4) 25-31 credits of free electives.

Students select a specialization in one of the following three areas:

Global and Environmental Health. This specialization prepares students to address health problems and concerns that transcend national boundaries. The goals of the curriculum are to foster critical thinking about world health problems and disparities; examine biological, social, economic, political, and environmental factors that influence global health problems; develop practical strategies and sustainable international partnerships to address major global health and environmental challenges; and inspire a commitment to real world change. Students select six courses from the following list. At least four courses must be at the 300 or 400 level. Courses must be selected from at least three different disciplines/departments: APG 319; BIO/ENT 286; BPS 201, 202; COM/SUS 315; GCH 104; GWS 325; HPR 319; NRS 100, 411; NRS/CPL 300; NUR/PHP 114; NUR 160; PHL 454; PHP/NUR 143; PSC 113, 402, 403.

Health Promotion. This specialization is designed to prepare students for careers in fields whose primary emphasis is on facilitating individual, family, group, worksite, and community behavior change to promote healthy lifestyles and behaviors (e.g., increase exercise, cease smoking, manage stress). It also aims to improve life quality via the prevention and improved management of chronic illness and to help increase the length of life by reducing disease and increasing health-promoting behaviors. Students select six courses from the following list. At least four courses must be at the 300 or 400 level. Courses must be selected from at least three different disciplines/departments: BPS 201, 202; GWS 350, 351; HDF 201, 310, 312, 314, 357, 450; KIN 275, 325, 401, 425; NFS 207, 276, 360, 394, 395; PSY 255, 381, 460, 479.

Health Services. This specialization equips students with a range of skills necessary for careers in the health care industry, with an emphasis on preparing students for roles within the health care workforce of tomorrow that do not involve direct patient care. Graduates will: 1) possess foundational knowledge of human health and disease; 2) gain an awareness of and appreciation for how the current health systems serve those in need; 3) understand economic principles and forces that influence the efficiency of health care service delivery and administration; and 4) be capable of effectively communicating within organizations and with other stakeholders, orally and in written form. Students select six courses from the following list. At least four courses must be at the 300 or 400 level. Courses must be selected from at least three different disciplines/departments: BPS 201, 202; BUS 341, 342; COM 351, 361, 402, 450, 461; ECN 201, 360; HSA 360; PSY 255; SOC 224; WRT 306.

Human Development and Family Studies

The curriculum in human development and family studies leads to a Bachelor of Science degree. The department also offers a certification program in family life education, as well as the [Master of Science specializing in Human Development and Family Studies](#), described in the Graduate Program section of this catalog.

The undergraduate B.S. curriculum provides a general background for work with children, families, and adults. Most professions in human development and family studies require academic work beyond the bachelor's degree for continuing professional work and advancement. Individuals with a baccalaureate degree are employed, however, as professionals in nursery schools, child care centers, institutions and hospitals, and in recreational, child guidance, casework, and other community agencies. Students completing family finance courses are employed in agencies providing family financial and credit counseling services.

Program student learning objectives: Graduates of the program in human development and family studies will acquire and utilize knowledge and skills necessary for a professional position or graduate/professional training in the human development and family studies field; use acquired knowledge, research skills, and creativity to identify and solve complex human science problems; communicate clearly and effectively using a variety of methods; and acquire knowledge and practice regarding the ethical principles and best practices in human development and family

studies discipline. A more detailed description of the student learning objectives can be found at the HDF program Web site: uri.edu/hss/hdf.

Admission Requirements. Students seeking admission to this bachelor's degree program must complete the following courses with an overall grade point average of 2.00 or better prior to acceptance for admission: HDF 200 or 201, PSY 113, any 100- or 200-level sociology course, and three general education credits in mathematics.

Program Requirements. Students are required to complete the following core curriculum:

- 1) a one-credit personal and career development course, HDF 180;
- 2) 15 credits of core courses including HDF 200, 201, 202, 205, and 230;
- 3) any two development courses—courses include HDF 203, 306, 310 and 311, 312, 314;
- 4) six to 12 credits of senior-level field experience chosen from the following options—HDF 480/481; HDF 477/478; EDC 484/485 (early childhood education students only); HDF 497; or the OIEE Internship Program (see [Office of Experiential Learning and Community Engagement](#)).

Additionally, students are required to complete a 12-credit concentration in one of the following three areas:

Professional Content for Child Settings: any 12 credits—HDF 310, 357, 400, 420, 421, 424, 430, 432, 434, 455 and 456, HDF 302, HDF 305.

Professional Content for Family and Community Settings: any 12 credits—HDF 357, 418, 421, 428, 430, 431, 432, 433, 434, 437, 440.

To enhance their concentrations, students must also complete 12 credits of professional electives including HDF 450. Professional electives must be approved in consultation with an advisor, and nine of the 12 credits must be at the 300 level or above. Field experience does not meet this requirement.

Students must have from 19 to 31 credits of free electives to reach the 120-credit B.S. degree requirements.

For information on transferring into this program, see "Transfer Students" earlier in this section.

Minor in Family Financial Counseling and Planning. Students outside the Department of Human Development and Family Studies may declare a minor in family financial counseling and planning by completing 18 credits as follows: HDF 418, 424, 426, 450, 451, and one of the following courses: HDF 205, 210, 225, or 428.

Early Childhood Education. Required courses in the HDF and EDC programs meet the curricular requirements for the Early Childhood Education Teacher Certificate (Preschool through Grade 2) for beginning teachers set by Rhode Island's Department of Education. Students must apply to the Early Childhood Education program through the Office of Teacher Education. See page 41 for admission requirements, certification in other states, and other information regarding teacher education.

Students apply to the program in the fall of sophomore year. The application process includes an admission portfolio and interview with program faculty in the spring. The portfolio demonstrates candidates' interpersonal and communication skills, academic knowledge base, work experience and community service with children, and multicultural/diversity awareness. Early consultation with an HDF advisor is important for timely degree completion.

Application requirements/program prerequisites: Pass the Praxis I entrance exam; sophomore standing; completion of HDF 200 or PSY 232, EDC 102, and EDC 250; completion of HDF 203 or concurrent enrollment.

Curriculum requirements for the Early Childhood Education (ECE) program result in a B.S. in Human Development and Family Studies. The courses

required include General Education requirements and Core Experiences: HDF 200, 201, 202, 205, and 230; Professional Content: EDC 102, 250, 312; HDF 203, 305, 357; Early Childhood Education Certificate Courses: HDF 301, 303, 420, 455; EDC 402, 424, 426 and 350; Senior Field Work experience (Student Teaching): EDC 484 and 485.

To be eligible for student teaching, students must maintain a grade point average of 2.50 overall; 2.50 in the major; and, attain a grade of at least C in HDF 203, 301, 303, 305, 420, 455; EDC 102, 250, 312, 402, 424, and 426. In addition, students must pass the state mandated Praxis II exam for Early Childhood Teacher Certification prior to student teaching.

Failure to meet these requirements will result in program probation, a one-semester period during which students have the opportunity to earn acceptable grades but may not continue on the early childhood course sequence or student teach. Failure to meet the requirements after one semester may lead to dismissal from the program.

A minimum of 120 credits are required for graduation.

Kinesiology

This curriculum leads to a Bachelor of Science degree. The major is designed for students who plan to pursue careers in exercise science or physical and health education teacher education. The exercise science program can also be used to fulfill the prerequisites for students considering graduate degrees in health care professions. The department also offers a [Master of Science degree in Kinesiology](#), described in the Graduate Programs section of this catalog.

The Department of Kinesiology offers up-to-date research and teaching facilities including laboratories for human performance, metabolism, body composition, resistance training, plethysmography, bone density, health fitness, biochemistry, and youth fitness.

Students seeking admission to this program must have completed 24 credits, passed BIO 101 and have a minimum GPA of 2.0.

Kinesiology Options. Students are strongly advised to seek guidance from their advisor in planning their course of study and choosing a focus area.

Exercise Science Option. The exercise science option prepares students to analyze physical activity, exercise, and sport in a physiological context. The Exercise Science Pre-Professional Track emphasizes basic sciences courses. This track is for students considering careers or graduate degrees in health care professions such as clinical exercise physiology, cardiac rehabilitation, physical therapy, and occupational therapy. The Applied Exercise Science Track promotes the understanding of the health benefits of physical activity and is designed for students interested in becoming health fitness or strength and conditioning specialists. Career opportunities exist in corporate, community, commercial and hospital-based fitness and wellness centers. The Applied Exercise Science track also prepares students for graduate study in exercise science, health fitness, health promotion, preventive medicine and related fields. Exercise science students will be prepared to become certified as a health fitness specialist, strength and conditioning specialist, or personal trainer. Students in this option are required to have a cumulative grade point average from core exercise science courses of 2.50 or higher before completing supervised field work.

Physical and Health Education Teacher Education Option. This option is designed for students seeking teacher certification in physical education and health education at the elementary and secondary levels. Completion of the NCATE approved certification program fulfills the requirement for teacher certification in Rhode Island and the majority of other states. Students interested in undergraduate teacher education programs must apply for admission to URI's Office of Teacher Education. Applications for admission to teacher education programs are normally submitted during the sophomore year. A departmental screening committee reviews the applications. The committee's decision is based on the following criteria: 1) recommendations from faculty and others who have knowledge of the

candidate's experience or interest in working in education; 2) a writing sample expressing career goals, experience working with children, and expectations as a teacher; 3) passing scores on the PPST: Reading 179, Writing 177, Math 179 (composite score of 535; no more than 3 points below passing) or a composite score of 1150 on the SAT (minimum score of 530 verbal; 530 math) based on Rhode Island Program Approval process, subject to change by the Department of Education; 4) interview with presentation of admission portfolio; 5) completion of at least 30 credits of coursework including KIN 270; and 6) an overall GPA of 2.50 or better and grades of C or better in KIN 270, COM 100, and WRT 104, 105, or 106. If denied admission, students can petition the department for a decision review. Applicants who fail to gain admission should seek counsel from an appropriate advisor. Students may reapply for admission to the teacher education program but should understand that this may delay their anticipated graduation date. Students in the physical and health education teacher education program are required to have a cumulative grade point average of 2.70 or higher in KIN courses before student teaching (EDC 486/7). Students in the physical and health education teacher education certification and licensure program are required to take and pass the Praxis II: Principles of Learning and Teaching (PLT) Test and the Physical Education Content Knowledge Test prior to student teaching. Contact the Office of Teacher Education for the "passing" scores required for each test.

Early Contingent Admission to URI Physical Therapy Program Option. This advanced specialization is designed for highly qualified students who have decided on a career in physical therapy and wish to attend the URI D.P.T. program. Students successfully following this track will be allowed to apply for the URI D.P.T. program during their junior year. Following acceptance, credits earned the first year in the physical therapy program will be used to complete the B.S. degree in kinesiology. Students in this track must complete the following requirements to stay in this accelerated program: 1) complete the required course sequence and have a 3.20 or higher GPA at the completion of freshman year; 2) receive a minimum grade of 3.00 in BIO 121; 3) complete the required course sequence and have a 3.30 or higher GPA at the completion of sophomore year; and 4) complete the required course sequence and have a GPA of 3.40 or higher following the first semester of the junior year. Students applying for early contingent admission must also complete all admission requirements set by the D.P.T. program (see [Physical Therapy](#) in the [Graduate Programs](#) section of this catalog). Completion of this specialization does not guarantee admission into URI's D.P.T. program.

General. This option is designed for the student who desires a broad experience in kinesiology. It may also be used for students transferring into the department.

Degree Requirements. The following courses are required of all students in kinesiology: URI 101 (1 credit), 40 credits of general education including WRT 104, 105, or 106; COM 100; NFS 207; and PSY 113. Core curriculum requirements (16 credits) include BIO 121, 242; KIN 300, 278, 381, and 370. A total of 120 credits is required for graduation from exercise science, early contingent physical therapy, and general options. A total of 124 credits is required for graduation from the physical and health education teacher education option. Specific requirements for the different degree options are listed below.

Teacher certification requirements include: KIN 270, 304, 305, 307, 309, 310, 314, 315, 368, 401, 410; PSY 232, 460; EDC 279, 312, 410, 485, 486/487; NFS 207; NUR 150; HDF 357; 7 credits of practicum activity including KIN 116, 117, 118, 121, 322, and 324, 3 credits of approved adaptive physical education courses. There are no free electives.

The **exercise science option** requires BIO 101, 103; KIN 123, 275, 278, 301, 320, 325, 390, 420, 486. The **pre-professional track** also requires CHM 103, 105, 124, 126; BIO 244; BCH 211; PSY 232, 235, 254, or 255; and PSY 200, STA 307 or STA 308. Additionally there are 17-18 credits of free electives. Students applying for a graduate program in physical therapy must also take the following classes as free electives: PHY 111, 185, 112, 186; and MTH 111. The applied exercise science track also requires KIN 369, 425, 125; and 2 professional electives (choose from KIN 243, 382, 414, 475, 478, 479; NFS 360; PSY 255). Any student interested in graduate education should check programs of interest for prerequisites. Free electives can be used to satisfy those prerequisites.

The **early contingent physical therapy program** requires that the following classes be completed during the first five semesters of study: BIO 101, 103, 121, 242, 244; CHM 103, 105, 124, 126; COM 100; KIN 123, 243, 275, 278, 300, 301, 320, 325, 370; MTH 111; PHY 111, 185, 112, 186; PSY 113 and PSY 232, 235, 254, or 255; PSY 200, STA 307 or STA 308; WRT 104, 105, or 106; and 12 credits of general education credits. Other requirements include KIN 381, 420; NFS 207; and 6 credits of general education credits. During the 7th and 8th semesters, the first year physical therapy graduate curriculum is followed.

Requirements specific to the **general** option include KIN 243, 270, 275, 369, 382, 475 or 478; PSY 255; NSF 207; and HDF 357. Additionally, students must complete 18 credits in a department-approved focus area, or complete a University-approved minor. Students also complete courses to fulfill the general education requirements, and the kinesiology core courses that are common to all options in the department.

Textile Marketing

This interdepartmental curriculum leads to a Bachelor of Science degree. It combines the professional requirements of a major in textiles with the requirements of the College of Business Administration and is designed to prepare students for wholesale and retail marketing positions in the soft goods, textiles, apparel, and related retailing industries.

Textile marketing managers are responsible for planning and directing the flow of textile products from manufacturers to consumers. The major, which provides a strong background in both textiles and marketing, is designed to give students the opportunity to explore the areas of market research, consumer behavior, sourcing, supply chain management, advertising, promotion, fashion, and sales.

Freshmen who complete a minimum of 27 credits with an overall grade point average of 3.00 or higher and who complete CSC 101 and MTH 131 (or their equivalents BUS 110 and 111) with a B or higher will be admitted to the College of Human Science and Services at the end of the freshman year. Students who have a minimum of 42 credits, a grade point average of 2.40 or higher, and who have successfully (with an average of 2.40 or higher) completed CSC 101, MTH 131, STA 308 (or their equivalents BUS 110, 111, 210), BUS 201, and ECN 201 after the first semester of the sophomore year will be admitted to the College of Human Science and Services. Students not meeting these requirements may be eligible to transfer to the textiles, fashion merchandising, and design program.

Students in this curriculum must take the following courses: TMD 103, 224, 3031, 313, 402, 403, 4332; one of the following: TMD 240, 440, or 441; six credits of TMD electives; BUS 201, 202, 315, 341, 365, 366, 367; CSC 101; and nine credits from BUS 360, 448, 449, 450, 465, 467 or 468; MTH 131; and STA 308. Students must also take the following courses to complete general education requirements: CHM 101/102 or 103/105; one of the following: BIO 105, MIC 190, NFS 207, 210, PHY 109/110, PHY 111/185, or PHY 112/186; and ECN 201, 202. A total of 120 credits is required for graduation.

A total of 120 credits is required for graduation.

1 Admission to the degree-granting college in the major is a prerequisite for TMD 303.

2 Economics is a prerequisite for TMD 433.

Applications: CSC 406, 436, 481, 485, 486, 522, 536, 581, 583, 585, 586

A Program of Study can include at most three courses at the 400-level. Students who have undergraduate credits for a particular 400-level course (or equivalent) cannot repeat the course for graduate credit.

Program requirements for thesis option: 1) at least one course from each of the following course groups: algorithm or theory of computation, programming languages or software design, computer architecture or computer systems; 2) at least five other courses chosen with the approval of the major professor (at least two of these must be CSC courses or approved equivalents); 3) eight credits of thesis.

Program requirements for nonthesis option: 1) at least one course from each of the following groups: algorithms, programming languages, computer architecture, computer systems, theory of computation, and software design; 2) at least two courses from the applications group; 3) at least two more courses chosen with the approval of the advisor; 4) at least one of the ten courses listed above should include writing a substantial paper based on significant independent research; 5) passing a written comprehensive examination.

Program requirements for applied nonthesis option: 1) at least one course from each of the following course groups: algorithms, programming languages, computer architecture, computer systems, and software design; 2) at least two courses from the applications group; 3) at least one course should include writing a substantial paper based on significant independent research; 4) an approved concentration in another discipline consisting of a minimum of four graduate courses in the area of concentration; 5) passing a written comprehensive examination; 6) minimum of 40 credits required.

Approved applied nonthesis option concentrations exist for Computers and Business Management, Computers and Operations Research, and Computers and Statistics. Other concentrations are possible. Students should meet with their faculty advisor to discuss requirements.

The department encourages other application areas in the physical, biological, mathematical, and social sciences. Students in the applied track will have an advisor in computer science and an advisor in their application area. Together, these advisors will approve the student's program of study.

DOCTOR OF PHILOSOPHY

Admission requirements: Bachelor's degree in computer science or a closely related field. Applicants with a bachelor's degree in an unrelated field will be considered provided they have completed course work covering the material in CSC 211, 212, 301, 305, 340 and MTH 141, 142, 215, 243. Students may be admitted who have completed only a part of the above course work but they will be required to complete the deficiencies before taking more advanced classes.

The GRE general test is required. A subject test in computer science or a related field is not required, but may be considered by the admission committee.

Program requirements: The student must complete 54 credits of course work beyond the bachelor's degree in addition to 18 credits for the doctoral dissertation. A program of study can include, at most, three courses at the 400-level. Students who have undergraduate credits for a particular 400-level course (or equivalent) cannot repeat the course for graduate credit. A student entering the program with an M.S. degree in computer science or a related area may be granted up to 30 credits toward the Ph.D. in computer science.

Students must complete at least one course from each of the following course groups (the groups are those listed above in the master's degree section): algorithms, programming languages, computer architecture, computer systems, theory of computation, and software design; at least two courses from the applications group; and at least two separate semesters of one credit of CSC 592, Computer Science Seminar Series. Other courses must be selected in order to meet the 54-credit minimum and will be selected in consultation with the student's advisor or major professor.

Students must take a comprehensive examination, which is composed of a written examination and an oral examination. The written examination, which will be held at least once a year, covers the first six core course areas listed above. Success in the written examination is conditional upon obtaining passing grades in all core areas, and is a prerequisite for taking the oral examination. Typically, a student would be expected to take the comprehensive examination within two years after joining the program. The objective of the oral examination is for the student to present an intended research program and demonstrate satisfactory knowledge and understanding of the scientific literature of the corresponding research domain. A candidate whose comprehensive exam performance is deemed as failing by the Computer Science Graduate Committee may, with the recommendation of the committee and the approval of the Graduate School, be permitted one re-examination, to be taken no sooner than four months and no later than one year after the initial examination.

Students enrolled in the program must give at least one presentation in the regular department research seminar series prior to defending their Ph.D. dissertation.

DIGITAL FORENSICS GRADUATE CERTIFICATE PROGRAM

The Graduate Certificate in Digital Forensics is designed for professionals who have a four-year undergraduate degree and wish to pursue a focused program in the field of digital forensics. For more information, including a list of required courses and an application to the program, please visit dfcsc.uri.edu/academics/digital_forensics.

CYBER SECURITY GRADUATE CERTIFICATE PROGRAM

The Graduate Certificate in Cyber Security is designed for professionals who have a four-year undergraduate degree and wish to pursue a focused program in the field of cyber security. For more information, including a list of required courses and an application to the program, please visit dfcsc.uri.edu/academics/cyber_security.

Dietetic Internship Program

See [Nutrition and Food Sciences](#).

Economics

See [Environmental and Natural Resource Economics](#).

Education

M.A. 401.874.2564

Ph.D. 401.874.4877

Professor Seitsinger, coordinator of graduate studies.

Faculty for the M.A.: Professors Boulmetis, S. Brand, S. T. Brand, Byrd, Eichinger, Hammadou-Sullivan, Seitsinger, Willis; Associate Professors Adamy, Ciccomascolo, Deeney, deGroot, Hicks, Kern, Peno, and Shim; Assistant Professors Coiro, and Fogleman; Professors Emeriti Bumpus, Croasdale, Favazza, Heifetz, Kellogg, MacMillan, McKinney, Purnell, Russo, and Young; Associate Professor Emeritus Nelson.

URI Faculty for the Ph.D. in Education Program: Professor Seitsinger, URI Co-Director; Professors Boulmetis, Brady, S. Brand, S.T. Brand, Byrd, Eichinger, Hammadou-Sullivan, Hobbs, Kovarsky, McCurdy, Roush, Seitsinger, George Willis, Grant Willis, and Xiao; Associate Professors Adamy, Branch, Ciccomascolo, Deeney, deGroot, Hicks, and Shim; Assistant Professors Coiro, Fogleman, and Vaccaro; Professors Emeriti Heifetz, McKinney, Purnell, and Young.

RIC Faculty for the Ph.D. in Education Program: Professor Castagno, RIC co-director; Professors Barton, Castagno, Cordeiro, Dufour, Eldridge, Filinson, Fluehr-Lobban, Johnson, Kochanek, Lynch, Panofsky, Ozcan, Ramocki, Rowell, and Stieglitz; Associate Professors Bigler, Brell, Bogad, and Niska; Assistant Professor Horwitz; Assistant Dean E. Sullivan.

MASTER OF ARTS

Admission requirements: A faculty interview is required. Individuals seeking to undertake the initial certification options in elementary and secondary education are expected to have a substantial academic background in the field of interest. In addition, applicants should contact the department regarding the required testing, admissions portfolio, interview process, and yearly admission deadline (or visit the website at uri.edu/hss/education). For foreign applicants, a TOEFL score of 600 PBT, 250 CBT, or 100 iBT is required, and the University minimum must be met on each of the four sections of the exam; see uri.edu/gsadmis/gs_apply.html.

Program requirements: Individuals may choose the thesis or nonthesis option. Required are 30 credits for the elementary and secondary specialization; 33 credits for the adult education specialization; and a minimum of 34 credits for reading education; including a required core of at least six credits (a foundation and a research methodology course); two electives (six credits), and an academic specialization (18-24 credits). The nonthesis option requires a written comprehensive examination and at least one designated course with a substantial paper involving significant independent research.

Master of Arts Teaching Certificate Program (MATCP): applicants who wish to pursue the initial teacher certification option of the elementary or secondary specializations take 19-34 additional credits. Students may obtain certification prior to completing the requirements for the M.A., as listed above. See [Teacher Certification](#).

Specializations: Applicants seeking the Master of Arts degree must declare an area of specialization. A specialization may be one predefined by the department or designed in accordance with the applicant's background and interest. Defined specializations include:

Elementary education—advanced study for elementary teachers; the MATCP option is available for students seeking initial certification in elementary teaching.

Secondary education—advanced study for secondary teachers of English, history, languages, mathematics, science, and social studies; the MATCP option is available for students seeking initial certification in these areas.

Reading education—program leading to advanced certification as reading specialist/consultant. Applicants must hold initial teaching certification in early childhood, elementary, or secondary education. A résumé of experience must be submitted with an application.

Adult education—administration; adult literacy; education, training, and management (ETMS); gerontology; training and development; and vocational education.

M.A. IN SPECIAL EDUCATION

Admission requirements: A faculty interview is required. Applicants seeking special education certification need to have the necessary certification in early childhood, elementary, or secondary education. Applicants should contact the department or check the [School of Education website](#) for complete admission information.

Program requirements: The graduate program in special education enables students to meet the Council for Exceptional Children standards and the requirements for a RI special education teaching certificate in the area of mild/moderate disabilities either at the elementary and middle school levels (grades K-8) or at the secondary and middle school levels (grades 5-12). Students complete a total of 36 credits over a three-semester sequence. Students must also achieve a passing score on the comprehensive exams and on all state or University outcome measures.

Applications will continue to be accepted for fall admission after the February 1 deadline until the cohort is full.

DOCTOR OF PHILOSOPHY (JOINT WITH RHODE ISLAND COLLEGE)

Rhode Island College and the University of Rhode Island offer a Ph.D. in education, which prepares scholar practitioners for new professional roles as educational leaders, mentors, and scholars. The program is grounded in the knowledge bases of school teaching and learning. The program's four objectives provide a framework for the preparation of scholar practitioners to: 1) develop and employ collegial relationships through professional collaboration; 2) acquire and apply the skills and processes of scholarly inquiry; 3) demonstrate expertise in an area of specialization that advances the mission of American education; and 4) implement professional practices that promote progress in educational settings.

Designed for professionals involved in prekindergarten through adult education, the doctoral program admits 12 to 15 students per year. This cohort-based research program is for students who previously earned a master's degree in education or an allied field or have earned at least 30 graduate credits from a regionally accredited institution. The graduate-level work must include three credits in each of the following areas: a) educational foundations; b) curriculum; and c) research. A major segment of each student cohort will be made up of teachers and administrators from Rhode Island who are committed to developing advanced teaching, leadership, and research skills.

Admission requirements: Graduate Record Exam (GRE) scores no older than 5 years, official transcripts, curriculum vita, and letters of recommendation are required. Finalists in the application process must participate in a personal interview. Applicants are admitted for the fall semester only. The completed application package must be received by January 27. The program is offered jointly by the two institutions with single admission and administrative processes. Prospective applicants should address inquiries concerning the program to one of the co-directors at either Rhode Island College or URI. All applicants must complete the electronic graduate application for admission, available online at uri.edu/gsadmis.

Program requirements: the program requires a minimum of 56 credits beyond the master's degree or 86 graduate credits. Three year-long core seminars emphasize different aspects of education from history, culture, and foundations, to curriculum development, teaching, and learning, and finally to administration, leadership, and policy analysis (EDP 610, 611; 620, 621; 630, 631, for a total of 18 credits). Field research seminars (EDP 641, taken four times for a total of four credits) are taken in parallel with the core seminars. Field-based research (EDP 622, two credits, taken in the second year) explores community service and service learning in the context of schools. Students gain research expertise to help their development as school leaders through course work (EDP 612, 613, 623 for a total of ten credits) and the field research seminars. Scholarly expertise in a professional area is acquired through specialization courses (12 credits).

All students must complete a doctoral dissertation (12 credits). To progress through this program, students must 1) receive positive recommendations from core seminar professors; 2) pass a qualifying examination upon completion of the first core seminar (EDP 610, 611) and the first two courses in research methodology (EDP 612 and 613) if they have not previously completed a master's degree in education or a closely related field; 3) pass a comprehensive examination after completion of all core seminars and research courses; and 4) complete a successful dissertation and defense.

Electrical Engineering

M.S., Ph.D.

401.874.2506

ACCELERATED BACHELOR'S-MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY

Admission requirements: GRE or MAT for speech-language pathology; URI sixth-semester standing in communicative disorders with all major requirements completed and 24 elective credits remaining; a 3.00 cumulative grade point average and 3.20 in the major through the fifth semester; and two letters of recommendation from URI communicative disorders faculty.

URI undergraduate communicative disorders majors who have met requirements for early acceptance in the graduate program in speech-language pathology, which includes successful application to the program, may follow a special sequence of graduate-level course work and clinical practicum during their senior year (see "Communicative Disorders" in the undergraduate section of this catalog for more information). If eligible, following the award of the Bachelor of Science degree in communicative disorders, students may complete a 30-credit master's degree (rather than the usual 54-credit master's degree) in speech-language pathology in one year plus a summer of full-time graduate study.

Program requirements: Speech-language pathology students must take 24 specified graduate credits (at the 400 or 500 level) of communicative disorders course work in the senior year to complete the bachelor's degree in communicative disorders; 30 credits of course work in the fifth year (postbaccalaureate) at the 400 or 500 level. Specific course requirements are as stated in the regular two-year master's program (see above).

Statistics

M.S.

401.874.2701

Faculty: Professor Peckham, *chair*. Associate Professor Gonzales, *section head*. Assistant Professors Katenka and Puggioni; Adjunct Professors Kajiji and Ordenez; Professors Emeriti Hanumara and Heltsh.

SPECIALIZATIONS

Experimental design, sampling, ecological statistics and biostatistics, statistical computation, simulation, multivariate analysis, nonparametric methods, classification and discrimination, analysis of variance, bootstrap and jackknife estimation, sequential methods, spatial statistics.

MASTER OF SCIENCE

Admission requirements: bachelor's degree including the equivalent of MTH 141, 142; MTH 243; MTH 215; CSC 201; STA 409, 412. GRE; advanced test in mathematics or undergraduate field is desirable.

Programs of study can be designed for individuals who are employed full-time.

Thesis option program requirements: a minimum of 24 credits (exclusive of thesis) including MTH 451, 452, either STA 501 or 502, and at least nine additional credits selected from STA 500, 501, 502, 520, 535, 541, 542, 550, 592, 611.

Nonthesis option program requirements: 33 credits distributed as follows: 1) MTH 451, 452, and either STA 501 or 502; 2) at least nine credits selected from STA 500, 501, 502, 520, 535, 541, 542, 550, 592, 611; 3) at least six of the remaining credits must be at the 500 level or above (exclusive of STA 591); 4) the above course work must include at least one course that requires a substantial paper involving significant independent study; and 5) written comprehensive examination.

Teacher Certification

401.874.5930

Students who did not obtain Rhode Island teacher certification as part of their undergraduate studies may do so by being admitted to a certification program or a master's degree program with a certification option and satisfactorily completing a prescribed set of courses in the appropriate fields. Applicants for elementary or one of the secondary fields described below must apply as master's degree students. Applicants for early childhood education, music education, or school library media certification may indicate the specific TCP program code on the application forms and submit two official transcripts of all prior academic work, showing receipt of the bachelor's degree, plus a personal statement of objectives and two letters of recommendation.

Applications for the School of Education programs are reviewed by each individual specialization (see below). Admission is competitive, and admission into the elementary and secondary education programs occurs once a year. Typically, the deadline for admission is late January. Interested students should contact the Office of Teacher Education, or the contact person (listed at the end of this section) in their area, for admission information; they may also visit the School of Education's website at uri.edu/hss/education. Graduate applicants with an undergraduate cumulative GPA of 3.00 or above are exempt from admission testing requirements. Applicants whose undergraduate GPA is 2.50 or above may be admitted to degree candidacy upon the submission of other evidence of academic potential. In this case, admission test scores.

Graduate applicants with an undergraduate cumulative GPA of 3.00 or above are exempt from admission testing requirements. Applicants whose undergraduate GPA is 2.50 or above may be admitted to degree candidacy upon the submission of other evidence of academic potential. In this case, admission test scores are required. Visit uri.edu/hss/education/applicants/ for current test scores information.

An interview and admission portfolio are required of all applicants. Students admitted to the TCP program are governed by the same academic standards as matriculated graduate students. Students in the School of Education, graduate and undergraduate certification and licensure programs, will be required to take and pass a content area exam(s) in their area of certification and any other exam required for state licensure prior to student teaching or final internship. Contact the Office of Teacher Education for the "passing" scores required for each discipline.

Further information can be obtained from the Office of Teacher Education at 401.874.5930 or from the following areas of specialization:

Early Childhood Education: Professor Susan Brand, School of Education, 401.874.2426

Elementary Education: Associate Professor Sandy Jean Hicks, School of Education, 401.874.5976

Secondary Education

English: Associate Professor Diane Kern, 401.874.9490

Mathematics: Associate Professor Cornelius deGroot, School of Education, 401.874.4149

Science: Associate Professor Jay Fogleman, School of Education, 401.874.4161

Social Studies: School of Education, 401.874.7418

Languages: Professor JoAnn Hammadou-Sullivan, Department of Modern and Classical Languages and Literatures, 401.874.4712

Music Education: Assistant Professor Valerie Baker, Department of Music, 401.874.2765

Reading Specialist Program: Associate Professors Theresa Deeney, and Julie Coiro, School of Education, 401.874.2682.

School Library Media: Professor Cheryl McCarthy, Graduate School of Library and Information Studies, 401.874.2878

School Psychology: Professor Gary Stoner, Department of Psychology, 401.874.4234

Special Education: Professor Joanne Eichinger, School of Education, 401.874.7420

Textiles, Fashion Merchandising, and Design

M.S.

401.874.4574

Faculty: Professors Bide and Welters, co-chairs. Professor Ordoñez; Associate Professors Hannel and Harps-Logan; Assistant Professors Aspelund, Gagnon, and Lu; Adjunct Associate Professor Warner; Adjunct Assistant Professor Warburton; Professors Emeriti Emery and Higa; Associate Professor Emerita Helms.

The department offers a wide variety of individualized programs in close association with other departments (Art, Chemistry, Education, History, Human Development and Family Studies, Business) and with various social science fields.

SPECIALIZATIONS

Textile science, historic textiles and costume, textile conservation, cultural analysis, and fashion merchandising.

MASTER OF SCIENCE

Admission requirements: GRE and a bachelor's degree with adequate preparation for the proposed area of study.

Program requirements: for thesis option, completion of a minimum of 30 credits, including six credits of thesis research. For nonthesis option, completion of a minimum of 33 credits, half of which must be TMD courses numbered 500 or above, including at least one course that requires a substantial paper or practicum involving significant independent study, and written comprehensive examinations. TMD 510 is a requirement for all students. For the textile science specialization, TMD 510; a statistics course. For the specializations focusing on historic textiles and costume, textile conservation, and cultural analysis, TMD 510, 518, 500 or 524, and a supervised internship (TMD 530, 2-4 credits); half of the remaining elective credits must be from TMD courses numbered 500 or above. A minimum of nine credits is required to achieve a competency level in an allied field such as art history, history, or anthropology; this may result in a program of more than 30 credits. The committee may elect to waive this requirement if the candidate has adequate preparation in the allied field as an undergraduate. Candidates lacking undergraduate courses in textile science and fashion history may be required to make up deficiencies without graduate credit. For the fashion merchandising specialization, TMD 510 and 524; six credits to be selected from TMD 432, 442, or 452; a statistics course. Candidates lacking undergraduate courses in textile science and fashion history may be required to make up deficiencies without graduate credit.

POSTBACCALAUREATE CERTIFICATE IN FASHION MERCHANDISING

This program is designed for students with a bachelor's degree who wish to further their education to gain a fundamental understanding of fashion merchandising. Students may apply 400-level course work from the certificate program to the master's degree program.

Admission requirements: A bachelor's degree with a 3.00 GPA or higher. Applicants who do not meet the GPA requirement may enter by earning a

combined score of 900 or above on the verbal and quantitative sections of the GRE.

Program requirements: Prerequisites for the 400-level courses include TMD 232, 303, 313, and 332 (10 credits). Students will be required to successfully complete 12 credits to be selected from TMD 402, 424, 432, 433, 442, and 452.

Thanatology

POSTBACCALAUREATE CERTIFICATE IN THANATOLOGY

URI offers an interdisciplinary postbaccalaureate certificate program in thanatology, the study of loss, death, and grief. For more information, including a list of required courses and an application to the program, please visit uri.edu/nursing and choose "Graduate Programs" and then "Thanatology."

Women's Studies

See [Gender and Women's Studies](#).

Courses of Instruction

The following explanations pertain to the ways courses are represented throughout this catalog, especially in the sections entitled [Undergraduate Programs](#), [Graduate Programs](#), and [Course Descriptions](#).

To see courses listed by semester, meeting time, or instructor, please log on to [e-Campus](#) and choose "Class Search." Registration for classes also takes place through e-Campus.

COURSE NUMBERING

Courses numbered 001-099 are pre-freshman and special undergraduate courses, and do not carry bachelor's degree credit. Those numbered 100-299 are lower-division undergraduate courses, and those numbered 300-399 are upper-division undergraduate courses. The 400-level courses are generally limited to juniors and seniors majoring in that field, but are open to other advanced undergraduates and graduate students with permission.

The 500-level courses are graduate courses for which a bachelor's degree is usually a prerequisite, but qualified seniors and honors students are admitted with permission. These courses should make up the majority of course work for students working toward a master's degree. Courses at the 600 level are advanced graduate courses. The 900-level courses are special types of graduate courses for which no degree credit is given. They include courses offered to remedy deficiencies as well as workshops, institutes, and courses offered one time only by visiting faculty.

Course numbers separated with a slash indicate either a sequence or two courses that are required to be taken concurrently. For full clarification, check the listings for those courses in the [e-Campus Course Schedule](#) and speak with an academic advisor.

The number in parentheses after the course name or code indicates the number of credits (e.g. the Art History course "Introduction to Art (3 crs.)" may also be abbreviated as "ARH 120 (3)").


COURSE CODES

AAF | Africana Studies
AFS | Aquaculture and Fisheries Science
AMS | Applied Mathematical Sciences
APG | Anthropology
ARB | Arabic
ARH | Art History
ART | Art
AST | Astronomy
AVS | Animal and Veterinary Science

BCH | Biochemistry
BES | Biological and Environmental Studies
BIO | Biological Sciences
BIS | Bachelor of Interdisciplinary Studies
BME | Biomedical Engineering
BPS | Biomedical and Pharmaceutical Sciences
BUS | Business

CCC | Cross-Cultural Competence
CHE | Chemical Engineering

CHM | Chemistry
CHN | Chinese
CLA | Classics
CLS | Comparative Literature Studies
CMD | Communicative Disorders
COM | Communication Studies
CPL | Community Planning
CSC | Computer Science
CSV | Community Service
CVE | Civil and Environmental Engineering

ECN | Economics
EDC | Education
EDP | Ph.D. in Education
EDS | Special Education 
EEC | Environmental Economics
EGR | Engineering
ELE | Electrical Engineering
ELS | English Language Studies
ENG | English
ENT | Entomology
EVS | Environmental Sciences

FAL | Fine Arts and Literature
FLM | Film Media
FOS | Forensic Science
FRN | French

GCH | Grand Challenges
GEG | Geography
GEO | Geosciences
GER | German
GRK | Greek
GWS | Gender and Women's Studies

HBW | Hebrew
HDF | Human Development and Family Studies
HIS | History
HLT | Health Studies
HPR | Honors Program
HSA | Health Services Administration
HSS | Human Science and Services

ISE | Industrial and Systems Engineering
ITL | Italian
ITR | Internships and Experiential Education

JOR | Journalism
JPN | Japanese

KIN | Kinesiology

LAN | Languages
LAR | Landscape Architecture
LAS | Latin American Studies
LAT | Latin
LET | Letters
LIB | Library
LIN | Linguistics
LRS | Labor Relations and Human Resources
LSC | Library and Information Studies

MAC | Master of Science in Accounting
MAF | Marine Affairs
MBA | Master's in Business Administration
MCE | Mechanical Engineering
MIC | Microbiology
MLS | Medical Laboratory Science
MSL | Military Science and Leadership
MTH | Mathematics
MUS | Music

NES | New England Studies
NEU | Neuroscience
NFS | Nutrition and Food Sciences
NRS | Natural Resources Science
NUR | Nursing
NVP | Nonviolence and Peace Studies

OCE | Ocean Engineering
OCG | Oceanography

PHC | Pharmacy
PHL | Philosophy
PHP | Pharmacy Practice
PHT | Physical Therapy
PHY | Physics
PLA | Prior Learning Assessment
PLS | Plant Sciences
POR | Portuguese
PRS | Public Relations
PSC | Political Science
PSY | Psychology

RDE | Resource Development Education
RLS | Religious Studies
RUS | Russian

SCM | School of Communications and Media
SOC | Sociology
SPA | Spanish
STA | Statistics
SUS | Sustainability

THE | Theatre
THN | Thanatology
TMD | Textiles, Fashion Merchandising, and Design

URB | Urban Affairs
URI | URI Freshman Seminar

WRT | Writing

Course descriptions including "Cross-listed as" indicate multiple departments or programs that offer the same course (e.g. "Cross-listed as (AAF), HIS 150" course is offered by both Africana Studies and History).

In the [Course Descriptions](#), the information in parentheses after the full text of the course description tells the format and number of hours per week (e.g. "Lec. 3" means three hours of lecture). "Pre:" refers to a prerequisite. "S/U credit" signifies a course in which only grades of satisfactory or unsatisfactory are given.

Courses that meet general education requirements are designated with a letter in parentheses indicating the appropriate group, as follows:

(A) | Fine Arts and Literature
(FC) | Foreign Language/Cross-Cultural Competence
(L) | Letters
(EC) | English Communication (General)
(ECw) | English Communication (Written)
(MQ) | Mathematical and Quantitative Analysis
(N) | Natural Sciences
(S) | Social Sciences

Courses that meet the general education diversity requirement are designated with a [D].

insurance, government regulations, and performance of national health systems. (Lec. 3) Pre: ECN 201

ECN 363 Economic Growth and Development (3 crs.) Basic problems in economic growth and development of so-called backward or preindustrial countries. Emphasis on population trends, agrarian reforms, capital formation, international aid programs, respective roles of private and public enterprise. (Lec. 3) Pre: ECN 201 or 202 or permission of instructor.

ECN 368 Labor Economics (3 crs.) Impact of industrialization on workers; survey of the basic principles of labor market organization and operation; unemployment and remedies; wage determination under union and nonunion conditions. (Lec. 3) Pre: ECN 201 and 202.

ECN 371 Economics in Islamic Societies (3 crs.) Principles of Islamic economic systems, private property and the market. Freedom of enterprise and role of the state. Comparison with capitalism and socialism/ Pre: ECN 201, 202 or permission of instructor.

ECN 375 Introduction to Quantitative Methods I (3 crs.) Mathematical techniques used in modern economic theory. Linear algebra, the calculus of several variables, constrained maximization, and differential equations. Application to economic problems. (Lec. 3) Pre: ECN 201 and 202 and MTH 131 or 141, or permission of instructor.

ECN 376 Introduction To Econometrics (4 crs.) Application of econometric methods to economic problems. Econometric tools applied to micro- and macroeconomic problems. (Lec. 3, Lab. 2) Pre: ECN 201 or permission of instructor.

ECN 381 Radical Critiques of Contemporary Political Economy (3 crs.) Radical right and radical left critiques. Radical views on values, methodology, production planning, income distribution, economic power, the military-industrial complex, imperialism, and racial and sexual discrimination. (Lec. 3) Pre: 202 or permission of instructor. (S) [D]

ECN 381H Honors Section of ECN 381: Radical Critiques of Contemporary Political Economics (3 crs.) Honors Section of ECN 381: Radical Critiques of Contemporary Political Economics. (Lec. 3) Pre: ECN 202, 3.30 overall GPA, or permission of instructor.

ECN 386 The Economics of Race, Gender, and Class (3 crs.) Cross-listed as (ECN), GWS 386. An economic examination of the historical interrelations of race, class, and gender issues. (Lec. 3) Pre: ECN 100 or 201 or permission of instructor.

ECN 390 Topics in Economics (3-4 crs.) In-depth treatment of a topic in economics. May be repeated with different topics. (Lec. 3-4) Pre: ECN 201 or permission of instructor.

ECN 445 Senior Research Seminar (3 crs.) Collaborative group research on topic(s) selected by instructor. Written report and/or oral presentation required. (Independent Study) Pre:

For economics majors only. Must have completed 90 credits and ECN 201, 202, 305, 306 or 376, 324 or 327, 323 or 328, or permission of instructor. Not for graduate credit.

ECN 480 Seminar In Labor Studies (3 crs.) Cross-listed as (ECN), LRS 480. Intensive studies examining various important topics in labor studies. Class discussion of assigned readings and student reports. (Lec. 3) Pre: permission of instructor. Not for graduate credit.

ECN 515 Economic Research (1-3 crs.) Independent research. (Independent Study) S/U credit.

ECN 516 Economic Research (1-3 crs.) Independent research. (Independent Study) S/U credit.

ECN 526 Economics of Labor Markets (3 crs.) Cross-listed as (LRS), ECN. The theory of labor market behavior, and application of theory for public policy analysis in areas such as discrimination, unemployment, and education. (Lec. 3) Pre: ECN 201 and 202 or 590 or equivalent.

ECN 527 Macroeconomic Theory (3 crs.) Cross-listed as (EEC), ECN 527. Static and dynamic models of aggregate economic behavior developed and analyzed. (Lec. 3) Pre: ECN 327 and 375 or equivalent, or permission of instructor.

ECN 528 Microeconomic Theory (4 crs.) Cross-listed as (EEC), ECN 528. Analytic tools of optimization. Neoclassical price and production theory. Neoclassical theory of consumer and producer behavior, price and distribution, partial and general equilibrium and welfare economics. (Lec. 4) Pre: ECN 328 and 375 or equivalent and concurrent registration in EEC 518, or permission of instructor.

ECN 576 Econometrics (4 crs.) Cross-listed as (EEC), ECN, STA 576. Application of statistics and mathematics to economic analysis. Implication of assumption required by statistical methods for testing economic hypotheses. Current econometric methods examined and discussed. (Lec. 3, Lab. 2) Pre: ECN 575 or equivalent, STA 308 or equivalent, or permission of instructor.

ECN 590 Principles of Economics (3 crs.) Survey of micro- and macroeconomic theory. (Lec. 3) Pre: graduate standing in accounting, labor and industrial relations, or M.B.A. program.

ECN 628 Advanced Microeconomic Theory I (3 crs.) Cross-listed as (EEC), ECN 628. Neoclassical value and distribution theory. Theories of imperfect competition, general equilibrium theory, and dynamic analysis. (Lec. 3) Pre: EEC 528 or permission of instructor.

ECN 676 Advanced Econometrics (4 crs.) Cross-listed as (EEC), ECN 676. A course covering the tools necessary for professional research in resource economics. Reviews the general linear model, but emphasis is on simultaneous equation models. Assumes a knowledge of introductory econometrics, statistical

theory, and matrix algebra. (Lec. 4) Pre: EEC 576 or its equivalent.

(EDC) Education

EDC 102 Introduction To American Education (3 crs.) Introduction to the fundamental structure, functions, and problems of American education. Emphasis on education as both a sociocultural phenomenon and an embodiment of philosophical commitments. Diversity, writing and speaking focus. (Lec. 2, Rec. 1) Not for major credit in elementary or secondary education. (S) [D]

EDC 102H Honors Section of EDC 102: Introduction to American Education (3 crs.) Honors Section of EDC 102: Introduction to American Education. Not for major credit in elementary or secondary education. (Lec. 2, Rec. 1) (S) [D] Pre: Must have a 3.30 overall GPA.

EDC 250 Supervised Preprofessional Field Experience (1 cr.) Supervised early field experience and seminar for students wishing to explore one or more possible career choices in education. (Practicum) May be repeated for credit. S/U only.

EDC 279 Career Development Seminar (1 cr.) Individualized approach to career concerns, skill identification, self-awareness, career development theory, decision making. Emphasis on understanding long- and short-term goals. (Seminar)

EDC 312 The Psychology of Learning (3 crs.) An analysis of learning with emphasis on principles and procedures applicable to any human teaching and learning situation. (Lec. 3) Pre: PSY 113.

EDC 331 Clinical Experiences for Secondary Education I (1 cr.) Secondary school clinical experience. Student applies content learned in the measurement course (EDC 371) and prior course work in classroom settings. (Practicum) Pre: EDC 312 or 512 and concurrent enrollment in EDC 371. Open only to students accepted into the School of Education or permission of instructor.

EDC 332 Clinical Experiences for Secondary Education II (1 cr.) Secondary school clinical experience. Student applies content learned in EDC 448 and EDC402 and prior course work in classroom settings. (Practicum) Pre: EDC 371, 331, and concurrent enrollment in 448 and 402. Acceptance to the School of Education or permission of instructor

EDC 350 Primary School Practicum (1 cr.) Students apply methodology in a public school setting for grades K-2 for three hours each week for 10 weeks. Lessons are taught and principles of classroom management, individualized instruction, and integrated curriculum are applied. (Practicum) Pre: HDF 200 and acceptance into the early childhood education program. S/U only.

EDC 371 Educational Measurements (3 crs.) An analysis of concepts and procedures involved in creating, selecting, summarizing, and using tests and other measurement devices in educational settings. (Lec. 3) Pre: EDC 312 or 512, and

concurrent enrollment in EDC 331 or 400. Open only to students accepted into the School of Education or permission of instructor.

EDC 400 Middle School Curriculum Assessment and Methods (3 crs.) Seminar addressing contemporary middle school curriculum, assessment, methods, and research-based models are emphasized. Focus is on adolescents; teaming; thematic, integrated, interdisciplinary, standards-based instruction; differentiated instruction; and multiple intelligences. (Lec. 3 and 30 hours of field experience) Pre: EDC 312 or 512 and concurrent enrollment in EDC 371 and 331 for secondary education students; EDC 312 or 512 and concurrent enrollment in EDC 453, 454, and 331 for elementary education students. Open only to students accepted into the School of Education or by permission of instructor.

EDC 402 The Education of Special Needs Students (3 crs.) Legislative, judicial, social and psychological issues related to assessment, identification, and education of students with special needs in general education classrooms. (Lec. 3) Pre: acceptance into a teacher preparation program or teacher certification.

EDC 403 Observation in a Middle Level Classroom (1 cr.) Seminar and practicum (minimum of 30 hours) to observe teaching practices and adolescent behavior in middle school. Completion of a shadow study of an adolescent. Pre: concurrent enrollment in EDC 569 or permission of instructor.

EDC 415 Adolescents and Classroom Management (3 crs.) Seminar addressing issues of adolescent development manifested in the classroom, emphasizing management strategies for learning and adolescent developmental needs. (Seminar 3 and 30 hours of field experience) Pre: EDC 448, 402, 332, and concurrent enrollment in 430 and 431 for secondary education students; concurrent enrollment in 460 for elementary education students. Open only to students accepted into the School of Education or by permission of instructor.

EDC 422 Technology Applications in Education and Training (3 crs.) Introduction to the use of microcomputers in pre-K through adult education settings. Current use and techniques will be explored for evaluating hardware and software, implementation issues, and future developments. (Lec. 3) Pre: senior standing. Not for graduate credit.

EDC 423 Teaching Comprehension and Response in the Elementary School (3 crs.) Analysis of narrative and expository text; strategies for teaching literacy in elementary grades using these texts, specifically focusing on vocabulary, comprehension, response, and integrating these literacy practices throughout the curriculum. (Lec. 3) Pre: Acceptance into a teacher preparation program or teacher certification, and prior or concurrent enrollment in EDC 312 or 512; or permission of instructor.

EDC 424 Teaching Literacy in the Primary Grades (3 crs.) Fundamental knowledge base in

literacy development and primary grade literacy instruction. Bridges theory and practice through exposure to a variety of methods and materials used to create a comprehensive primary literacy curriculum. (Lec. 3) Pre: Elementary education majors: EDC 312 or 512, and 423; Early childhood education majors: HDF 302 or EDC 423; Non elementary or early childhood education majors: graduate standing or permission of instructor.

EDC 425 Web Site Technology in Education and Training (3 crs.) Focus on designing web-based curriculum. Topics include incorporating multimedia technologies into a web site, appropriate androgological and pedagogical strategies, and web site design and development. (Lec. 3) Pre: senior standing or permission of instructor. Not for graduate credit.

EDC 426 Methods and Materials in Primary School Teaching Principles and practices of developing knowledge, skills and activities in Language Arts/Reading, Math, Science, Social Studies, Music, Art and Physical Education/Health. (Lec) Pre: Portfolio interview/Acceptance into ECE Teaching Program. Concurrent enrollment in 350. Not for graduate credit in education.

EDC 429 Storytelling and Emergent Literacy (3 crs.) Theoretical foundations and applications of storytelling and emergent literacy including provisions for diverse populations. Field-based storytelling at early childhood and elementary sites. Focuses on children birth to seven years. (Lec.3) Pre: Sophomore or higher standing; also open to graduate students. Open to all students in the summer.

EDC 430 Methods and Materials in Secondary Education (3 crs.) Principles of education as related to curricular materials and classroom situations. Sectioned by academic major: English, mathematics, modern language, science, social studies. (Lec. 3) Pre: EDC 102 and EDC 250 and senior standing or permission of instructor. Concurrent enrollment in EDC 431 required. Open only to secondary education majors and secondary M.A./TCP students. Not for graduate credit in education.

EDC 431 Clinical Experiences for Secondary Education (1 cr.) Secondary school clinical experience, taken concurrently with secondary methods course (430) during semester prior to student teaching. Student applies content learned in methods course and prior course work to peer teaching and classroom settings. Restricted to majors. (Practicum) Not for graduate credit. S/U only.

EDC 435 The Teaching of Composition (3 crs.) Cross-listed as (WRT), EDC 435. Philosophy, materials, and methods underlying the teaching of writing with emphasis on current approaches including the application of linguistics. Offers practice in writing workshop techniques, marking, constructing assignment sequences, and individualized instruction. (Seminar) Pre: junior standing or permission of instructor.

EDC 448 Literacy Practices for Content Subjects (3 crs.) Emphasis on the development

of specialized vocabulary, textbook reading techniques, and other study skills needed to read math, science, social studies, business, and other content area materials. (Lec. 3) Pre: EDC 312, 512 or graduate standing.

EDC 449 Teaching Adolescent Literature (3 crs.) The current canon of adolescent literature will be reviewed and expanded, and methodologies for literature instruction will be explored. (Lec. 3) Pre: acceptance into the English education program or permission of instructor. Not open to students who have taken LSC 531.

EDC 452 Evaluation of Elementary and Middle School Students (2 crs.) Purposes and means of evaluating elementary and middle school children will be critically analyzed. Types of tests and measurement tools will be examined, such as observation checklists, sociograms, rating scales, and portfolios. (Seminar) Pre: EDC 424, 456, 457, 458, 459; acceptance into the elementary education program and concurrent enrollment in EDC 402, 455 and 460. Not for graduate credit.

EDC 453 Individual Differences (3 crs.) Analyzing the needs of various student populations with attention given to the concomitant values, resources, and curriculum modifications necessary for success in learning. (Lec. 3) Pre: EDC 102, 250 and 312/512 or concurrent enrollment; acceptance in the elementary education program and concurrent enrollment in EDC 423 and 454. Not for graduate credit.

EDC 454 Individual Differences Field Component (1 cr.) Supervised field experience related to EDC 453 consisting of special education, language minority, compensatory education, gifted and talented, and at-risk students. (Practicum) Pre: EDC 102, 250, and 312/512 or concurrent enrollment; acceptance in the elementary education program; concurrent enrollment in EDC 423 and 453. Not for graduate credit.

EDC 455 Language Arts Methods in Elementary and Middle School Teaching (2 crs.) Language arts and reading principles and practices of guiding children in the skillful use of basic means of communication (speaking, listening, writing, and reading) in the elementary and middle school classroom. (Lec. 2) Pre: EDC 424, 456, 457, 458, 459, acceptance into the elementary education program, and concurrent enrollment in 402, 452 and 460. Not for graduate credit.

EDC 456 Mathematics Methods in Elementary and Middle School Teaching (2 crs.) Principles and practices of developing knowledge and skills in mathematics with elementary and middle school children. Service Learning. (Lec. 2) Pre: EDC 423, 453, 454; acceptance into the elementary education program. Concurrent enrollment in EDC 424, 457 and 458. Not for graduate credit.

EDC 457 Science Methods in Elementary and Middle School Teaching (2 crs.) Principles and practices of developing knowledge and skills in science with elementary school children. (Lec. 2)

Pre: Pre: EDC 423, 453, 454, acceptance into the elementary education program and concurrent enrollment in EDC 424, 456, 458 and 459. Not for graduate credit.

EDC 458 Social Studies Methods in Elementary and Middle School Teaching (2 crs.) Principles and practices of developing knowledge and skills in social studies with elementary and middle school children. (Lec. 2) Pre: EDC 423, 453, 454, acceptance into the elementary education program and concurrent enrollment in EDC 424, 456, 457 and 459. Not for graduate credit.

EDC 459 Supervised Elementary Methods Practicum I (1 cr.) Supervised field experience related to evaluation of elementary students and methods courses: assessment, mathematics, and science. Students will observe and teach. (Practicum) Pre: EDC 453, 454, acceptance into the elementary education program, and concurrent enrollment in 456, 457, and 458. Not for graduate credit.

EDC 460 Supervised Elementary Methods Practicum II (2 crs.) Supervised field experience related to evaluation of elementary students and methods courses: teaching special needs students, social studies, and language arts. Students will observe and teach. Students meet periodically throughout the semester to focus on issues of classroom management. (Practicum) Pre: EDC 424, 456, 457, 458, 459, acceptance into the elementary education program, and concurrent enrollment in 402, 452, and 455. Not for graduate credit.

EDC 478 Problems in Education (0-3 crs.) Advanced work in education conducted as seminars, supervised individual projects, or supervised field experiences. Topics include: "Heads Up! Reading," "NBPTS: Pre-candidates." (Independent Study) Students in seminars and supervised individual projects will be graded using standard grades (A-F); students in supervised field experiences will be graded using S/U grades only.

EDC 479 Problems in Education (1-3 crs. each) Advanced work in education conducted as seminars, supervised individual projects, or supervised field experiences. Topics include: "NBPTS," "Literacy-Based Early Childhood Education Curriculum." (Independent Study) Students in seminars and supervised individual projects will be graded using standard grades (A-F); students in supervised field experiences will be graded using S/U grades only.

EDC 484 Supervised Student Teaching (6-12 crs.) Under approved critic teachers, students participate in classroom teaching and other school activities for a period determined by credit to be earned. Areas include: secondary educational, middle level education, elementary education, early childhood education and music. (Practicum) Pre: methods course(s) of department involved. Not for graduate credit in education. S/U credit except for music.

EDC 485 Seminar In Teaching (3 crs.) Seminar associated with student teaching. Classroom

issues, resource materials, and teaching models are addressed. Course work from throughout the undergraduate program and student teaching is integrated into a professional portfolio. Capstone. Areas include secondary nonvocational, elementary early childhood education, home economics, resource development, business, music, physical education (S/U only), theatre. (Seminar) Pre: Concurrent enrollment in EDC 484 or permission of director. Not for graduate credit in education.

EDC 486 Student Teaching In Elementary Physical Education (6 crs.) Under selected and approved critic teachers, students participate in classroom teaching and other school activities. (Practicum) Pre: methods courses of department. Not for graduate credit in education.

EDC 487 Student Teaching In Secondary Physical Education (6 crs.) Under selected and approved critic teachers, students participate in classroom teaching and other school activities. (Practicum) Pre: methods courses of department. Not for graduate credit in education.

EDC 500 Foundations of Adult Education (3 crs.) Examination of fundamental structure, functions, problems, and history of adult education in America. Focus on socioeconomic factors and philosophical commitments that have shaped various programs. (Lec. 3) Pre: graduate or senior standing and permission of instructor.

EDC 502 Foundations of Curriculum (3 crs.) History and analysis of foundational ideas and schools of thought about curriculum and how they shape modern practices in curriculum development, implementation, evaluation, and change in the United States. (Lec. 3)

EDC 503 Education in Contemporary Society Leading educators' responses to issues and challenges confronting American education. Emphasis on identification and analysis of contemporary theories and practices reflecting the relationship between characteristics of society and educational values. (Lec. 3)

EDC 504 Adult Basic Education (3 crs.) Teaching of adults whose educational level is below high school completion. Physical, social, and psychological characteristics of disadvantaged adults and various techniques and materials useful in motivating and teaching them. (Lec. 3) Pre: permission of instructor.

EDC 505 Leadership Development in Adult Programs (3 crs.) Discussion of leadership concepts, styles, and implications. Discussion and practice in the use of several adult education methods and techniques for increasing the effectiveness of groups and organizations. (Lec. 3) Pre: permission of instructor.

EDC 508 Interdisciplinary Curriculum Development (3 crs.) Curriculum development of interdisciplinary units for schools. Focus is on grade-level units which incorporate multiple subject areas. Both individual and group projects required. (Lec. 3) Pre: permission of instructor.

EDC 509 Thinking Math I (3 crs.) Examines current research in mathematics instruction (K-12). It helps teachers deepen their mathematical understanding, use assessment to guide instruction, and use research-based practices to improve student performance. (Lec. 3) Pre: teaching certification.

EDC 510 Reading Instruction (3 crs.) Examines research in beginning reading and best practices for primary (K-2) literacy instruction, and links these to the Rhode Island Reading Policy and the Tri-State GLEs. (Lec. 3) Pre: teaching certification.

EDC 511 Reading Comprehension Instruction (3 crs.) Examines reading comprehension research, strategies, and instructional techniques for both narrative and expository texts and links these to the RI Reading Policy and performance standards. (Lec. 3) Pre: teaching certification.

EDC 512 Educational Psychology/classroom Learning (3 crs.) Survey and analysis of classroom learning literature. Particular attention paid to interaction of theory and research for instructional practice. Introduces relevant measurement, statistical, and research concepts. (Seminar) Pre: previous course in psychology, or permission of instructor.

EDC 516 Teaching English as a Second Language (3 crs.) Methods and materials for those who plan to teach English as a second language. Students develop and implement appropriate strategies and techniques for teaching of ESL. (Lec. 3) Pre: permission of instructor.

EDC 517 Teaching Social Studies in the Elementary School (3 crs.) Intensive research in various cross-subject topics within the social studies. Systematic analyses of learning theories and methods as they relate to the teaching of social studies in the elementary grades. (Lec. 3) Pre: graduate or postgraduate standing.

EDC 518 Teaching Science in the Elementary School (3 crs.) Emphasis on methods and materials for use in the teaching of science in technology, life, earth, space and physical science topics. (Lec. 3) Pre: permission of instructor.

EDC 520 Teaching of Mathematics (3 crs.) For the experienced teacher, examination of the principles underlying the teaching of mathematics in the elementary school; comprehensive survey of materials and methods available for the classroom teacher of mathematics. (Lec. 3) Pre: senior or graduate standing. In alternate years.

EDC 521 Teaching Basic Reading to Adults (3 crs.) Techniques for teaching basic reading skills to illiterate adults; diagnosis, methods, and materials. (Lec. 3) Pre: EDC 504 or permission of instructor.

EDC 522 Technology Applications in Education and Training (3 crs.) Introduction to the use of microcomputers in Pre-K through adult education settings. Current use and techniques will be explored for evaluating hardware and software, implementation issues and future developments. (Lec. 3) Pre: senior or graduate standing.

EDC 525 Web Site Technology in Education and Training (3 crs.) Focus on designing web-based curriculum. Topics include incorporating multimedia technologies into a web site, appropriate androgogical and pedagogical strategies, and web site design and development. (Lec. 3) Pre: EDC 522 or permission of instructor.

EDC 527 Language Study for Teachers of Reading (3 crs.) Cross-listed as (EDC), PSY 527. Focuses on the structure of language at the sound, syllable, and word level. Applies concepts to reading and spelling development, teaching phoneme awareness, interpreting student errors, and planning instruction. (Seminar)

EDC 528 Teaching Language Arts (3 crs.) Preparation, presentation, use, and evaluation of methods and materials for teaching reading, writing, speaking and listening in the language arts classroom and throughout the curriculum for K-6 grades. (Lec. 3) Pre: graduate standing.

EDC 529 Foundations of Educational Research (3 crs.) Analysis of the current major research approaches to educational problems with emphasis on interpreting published research involving the language of statistics. Functional skills in basic descriptive statistics needed prior to enrolling. (Lec. 3)

EDC 539 Evaluation and Monitoring of Occupational Training Programs (3 crs.) Evaluation and monitoring theory and practice for education and training programs. Focus on development of evaluations for programs in job training, public education and private sector programs. (Lec. 3) Pre: EDC 529 or permission of instructor.

EDC 540 Learning Disabilities: Assessment and Intervention (3 crs.) Cross-listed as (PSY), EDC 540. Applications of early screening batteries; remedial programs for various disabilities, including behavioral programs and methods for older children and adolescents. Emphasis on pragmatic application of skills for detection and treatment. (Lec. 3) Pre: permission of instructor. May be repeated for a maximum of 6 credits.

EDC 544 Reading Acquisition and Reading Disability: Research and Implications for Practice (3 crs.) Cross-listed as (PSY), EDC 544. Examination of research on the language, cognitive, and reading characteristics of children who successfully learn to read and of those who encounter difficulty. Additional focus on the implications and use of the research for assessment and instruction. (Lec. 3) Pre: graduate standing or permission of instructor.

EDC 555 Quantitative Thinking and Applications for Education (3 crs.) Basic logic and techniques of quantitative data analysis. For Education Ph.D. students planning to conduct applied research in educational settings, this course provides foundations of receptive and expressive literacy. This course satisfies the prerequisite for EDP 625, but cannot be used for program credit. (Lec. 3) Pre: admission to joint URI-RIC Ph.D. in Education program. (Spans both summer sessions.)

EDC 562 Methods of Intervention for Literacy Difficulties (3 crs.) Teachers will explore methods and materials used for developing phonological awareness, sound/symbol knowledge, word reading skills, fluency, comprehension, and vocabulary through readings, discussions, application, and reflection. (Lec. 3) Pre: Restricted to students accepted to teacher education, or graduate standing, or permission of instructor.

EDC 563 Teaching Reading to Multicultural Populations (3 crs.) Identification of the strengths of learners whose cultural and socioeconomic backgrounds vary, and the implications for teaching reading. Special emphasis on the selection and development of appropriate materials and teaching strategies. (Lec. 3) Pre: EDC 424 or permission of instructor.

EDC 564 Diagnosis of Literacy Difficulties (4 crs.) Use informal and formal techniques to assess students' reading and writing skills, evaluate contextual factors, and evaluate the match between learner and context. Culminates in case report and plan for instruction. (Lec./Lab. 4) Pre: admission to reading master's program or permission of reading program.

EDC 565 Advanced Literacy Research Seminar (3 crs.) In-depth review of literacy research and theory from a variety of perspectives. Analysis of the relationships among research, theory, and political/instructional decisions. Includes development of a proposal to conduct literacy research. (Seminar 3) Pre: acceptance into reading master's program or permission of reading program.

EDC 566 Intervention in Reading and Writing Difficulties (3 crs.) Supervised clinical experience in reading and writing difficulties. Students work directly with struggling readers and writers to diagnose reading/writing difficulties and plan and implement an appropriate program of instruction. (Practicum) Pre: EDC 564 and 565.

EDC 567 Field Study in Literacy (3 crs.) Supervised clinical experience in reading and writing difficulties. Students work directly with struggling readers and writers to diagnose reading/writing difficulties and plan and implement an appropriate program of instruction. (Practicum) Pre: EDC 565.

EDC 568 Differentiation of Instruction (3 crs.) Strategies for differentiating instruction to meet diverse student needs in a heterogeneous classroom are addressed. Development of lessons using integrated differentiated instruction and assessment strategies is required. (Lec. 3) Pre: EDC 400 or 424 or 448 or 569 or permission of instructor

EDC 569 Best Practices in the Middle Level Classroom (3 crs.) Examination of state and school improvement data at the middle level to improve curriculum, instruction, and assessment practices. Action research is performed with an emphasis on designs, processes, and models. (Lec. 3) Pre: graduate standing or permission of instructor.

EDC 570 Elementary School Curriculum (3 crs.) Modern curriculum in the elementary school with emphasis on the needs of children. Covers language arts, social studies, science, arithmetic, and special subjects. (Lec. 3) Pre: EDC 529 or equivalent. In alternate years.

EDC 574 Current Trends in Secondary Education (3 crs.) Effective use of instructional materials, media of communication, and organization of personnel and current research. (Lec. 3) Pre: EDC 529 or permission of director.

EDC 575 Supervised Field Study/Practicum and Seminar in Education (3 crs.) For nonthesis candidates. Lectures, seminars, and field work. Candidates plan and conduct a field study/practicum project approved by the instructor and the student's professor. A formal proposal is developed, submitted, and approved, the project completed, and a formal paper defended. (Practicum) Pre: admission to a master's program in education and permission of instructor. May be repeated for a maximum of 6 credits.

EDC 579 Labor Relations and Collective Bargaining in Education (3 crs.) Cross-listed as (LRS), EDC 579. Collective bargaining in public and private educational sectors, K-12, higher education; literature, theory, practice, and legal foundations in education. Comprehensive case studies will be used. (Lec. 3)

EDC 581 Administering Adult Programs (3 crs.) Administration, personnel management, resource management, recruitment, development, and supervision within programs dealing with adults as learners. (Lec. 3) Pre: EDC 505 or permission of instructor.

EDC 582 Instructional Systems Development for Adult Programs (3 crs.) Designing and implementing instructional systems. Discussion of the basic tenets underlying theories of instructional technology, curriculum development, and curriculum change as they apply to adult learners in a variety of settings. (Lec. 3) Pre: EDC 581 or permission of instructor.

EDC 583 Planning, Design, and Development of Adult Learning Systems (3 crs.) Overview of the program planning process including goal setting, needs analysis, program planning, and implementing change strategies. Discussion of effective functioning in the role of change agent within an organization. (Lec. 3) Pre: permission of instructor.

EDC 584 The Adult and the Learning Process (3 crs.) Examination of the adult as a learner with emphasis on the factors that affect adult learning and learning processes related to instruction. (Lec. 3) Pre: permission of instructor.

EDC 586 Problems in Education (1-3 crs.) Advanced work for graduate students in education. Courses conducted as seminars or as supervised individual projects. Topics include: "Consortium on Reading Excellence," "Hosting a SALT visit," "Instructional Strategies for Diversified Classrooms," "Orton-Gillingham Reading Instruction," "Orton, Gillingham Reading Practicum," "Reflective Practitioner-Using Data to

Inform Instruction," "SALT visit," "Schools Attuned," "Using Blogs & Wikis to Facilitate Learning," "4 Roles of Leadership," "Using the Internet for Teaching, Learning, & Practical Applications," "Seven Habits of Highly Effective People," "Teaching the 'Write Traits'," "Thinking Math II," and "Building Teams & Leading Change." (Independent Study) Pre: permission of director. May be repeated for credit with different topic.

EDC 587 Problems in Education (1-3 crs.)

Advanced work for graduate students in education. Courses conducted as seminars or as supervised individual projects. Topics include: "Disciplinary Literacy." (Independent Study) Pre: permission of director. May be repeated for credit with different topic.

EDC 594 Organization and Supervision of Literacy Programs (3 crs.)

Field experience in the roles/responsibilities of a reading specialist. Requires shadowing reading professionals, visiting schools, involvement in professional groups, developing action plans, and developing and presenting professional development sessions. (Lec./Lab. 3) Pre: EDC 565 or permission of reading program. In alternate years.

EDC 599 Master's Thesis Research (1-3 crs.)

Number of credits is determined each semester in consultation with the major professor or program committee. (Independent Study) S/U credit.

EDC 683 Psychology of the Exceptional Child (3 crs.)

Cross-listed as (PSY), EDC 683. Social, psychological, and educational factors that constitute the matrix of concerns with the exceptional individual in the school and community. Recent innovations in public and private education and rehabilitation. Research issues and legislation discussed evolve into student studies. (Lec. 3)

EDC 920 Workshop for Teachers (1-3 crs.)

Current issues in education. Specific topics offered for in-service teachers and administrators. May be repeated with different topic. (Workshop) Topics include: "Using the Internet for Teaching," "Learning, and Practical Applications," "RITES 1" and "Immersion Program for Teachers of Spanish." Pre: teacher certification.

EDC 921 Workshop for Teachers (1-3 crs.)

Current issues in education. Specific topics offered for in-service teachers and administrators. Topics include: "Using Blogs & Wikis to Foster Literacy," "SMILE I." (Workshop/online) Pre: certified teacher.

EDC 922 Workshop for Teachers (1-3 crs.)

Current issues in education. Specific topics offered for in-service teachers and administrators. Topics include: "SMILE II." (Workshop/Online) Pre: certified teacher.

EDC 923 Workshop for Teachers (1-3 crs.)

Current issues in education. Specific topics offered for in-service teachers and administrators. Topics include: "SMILE III." (Workshop/online) Pre: certified teacher.

(EDP) Ph.D. in Education

EDP 610 Core Seminar I: Issues and Problems in Educational Inquiry and Foundations (3 crs.)

Examination of issues and problems related to philosophical and historical aspects of educational thought and the role of society. Empirical analysis of classroom settings is emphasized. (Seminar) Pre: admission to the Ph.D. program in education.

EDP 611 Core Seminar I: Issues and Problems in Educational Inquiry and Foundations (3 crs.)

Examination of issues and problems related to philosophical and historical aspects of educational thought and the role of society. Empirical analysis of classroom setting is emphasized. (Seminar) Pre: EDP 610.

EDP 612 Qualitative Research Methods in Education (3 crs.)

Survey of qualitative methods of educational research: terminology, historical development, assumptions, and models of inquiry. Pre: Current enrollment in the URI/RIC Joint Ph.D. Program.

EDP 613 Introduction to Quantitative Research (4 crs.)

Educational research data are quantitatively analyzed. Data collected during Core Seminar I are analyzed and interpreted. Applications of the general linear model to a variety of research designs and analytic strategies are emphasized. (Lec. 3, Rec. 1) Pre: EDP 610, 611, 623, and a course in introductory statistics, or permission of instructor.

EDP 620 Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching (3 crs.)

Issues and problems related to human development, curriculum, teaching, and learning are examined. Ways of gathering and evaluating evidence about school and curriculum effectiveness are emphasized. (Seminar) Pre: EDP 610, 611, and 623.

EDP 621 Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching (3 crs.)

Issues and problems related to human development, curriculum, teaching, and learning are examined. Ways of gathering and evaluating evidence about school and curriculum effectiveness are emphasized. (Seminar) Pre: EDP 620.

EDP 623 Research Design (3 crs.)

Research design process including developing problem statements, research questions, hypotheses and appropriate methods (i.e., qualitative, quantitative, or mixed). Course considers philosophical worldviews, literature reviews, theory use, and research ethics. (Lec. 3) Pre: EDP 610, 611, 612, and 613.

EDP 630 Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis (3 crs.)

Issues and problems related to applications of organizational theory, leadership theory, and policy analysis are studied. Core seminar examines cases related to district, state, and/or regional educational offices and agencies. (Seminar) Pre: EDP 620, 621.

EDP 631 Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis (3 crs.)

Issues and problems related to applications of organizational theory, leadership theory, and policy analysis are studied. Core seminar examines cases related to district, state, and/or regional educational offices and agencies. (Seminar)

EDP 641 Field Research Seminar (1 cr.)

Bi-weekly forums present first-, second-, and third-year students' evolving research questions and empirical designs. Discussion and feedback refine individuals' research plan, enhancing the methodological perspectives and tools of all participants. (Seminar) Pre: admission to joint (URI-RIC) Ph.D. in Education. May be repeated up to a maximum of 6 semesters (a total of 6 credits).

EDP 665 Social Justice in Higher Education (3 crs.)

This course provides a broad overview of historical and contemporary issues of social justice in higher education. Pre: Permission of instructor.

EDP 692 Directed Readings and Research Problems (3-6 crs.)

Directed readings and advanced research work under the supervision of a member of the graduate faculty, arranged to suit the individual requirements of the students. (Independent Study) May be repeated for a maximum of 12 credits. Pre: EDP 611 and permission of instructor; or permission of co-directors of PhD in Education program and instructor.

EDP 693 Directed Readings and Research Problems (3-6 crs.)

Directed readings and advanced research work under the supervision of a member of the Graduate Faculty, arranged to suit the individual requirements of the students. (Independent Study) May be repeated for a maximum of 12 credits. Pre: EDP 611 and permission of instructor; or permission of co-directors of PhD in Education program and instructor.

EDP 699 Doctoral Dissertation Research (1-12 crs.)

Number of credits is determined each semester in consultation with the major professor or program committee. (Independent Study) S/U only.

(EDS) Special Education

EDS 500 Inclusive Educational Practices (2 crs.)

Historical, sociological, and legal factors that shape education for students with disabilities. Definitions of disabilities and educational implications, focusing on the role of the special educator in inclusive education. (Lec. 2) Pre: Acceptance into the master's degree program in special education. To be taken concurrently with EDS 502, 503, 505, and 510 for students seeking elementary/middle certification. To be taken concurrently with EDS 503, 507, 513, and 516 for students seeking secondary/middle certification.

EDS 501 Collaboration and Co-Teaching (2 crs.)

Provides future special educators with knowledge and skills to implement culturally

responsive collaboration with family members, and school based professionals. (Lec. 2) Pre: Acceptance into master's degree program in special education. EDS 500, 502, 503, 505, and 510 for students earning elementary/middle certification. To be taken concurrently with EDS 504, 506, 509, and 511 for elementary/middle certification. EDS 500, 503, 507, 513, and 516 for students earning secondary/middle certification. To be taken concurrently with EDS 504, 508, 511, and 517 for students seeking secondary/middle certification.

EDS 502 Assessment for Elementary Special Educators (3 crs.) Provides future special educators with knowledge and skills to assess students using standardized and curriculum-based measures and to implement the response to intervention model. (Lec. 3) Pre: Acceptance into the master's degree program in special education. To be taken concurrently with EDS 500, 503, 505, and 510.

EDS 503 Positive Behavior Supports (3 crs.) Provides future special educators with the knowledge and skills to examine causes of behaviors, to teach pro-social behaviors and to develop individualized positive behavioral supports. (Lec. 3) Pre: acceptance into the Master's degree program in special education. To be taken concurrently with EDS 500, 502, 505, and 510 for students seeking elementary/middle certification. To be taken concurrently with EDS 500, 507, 513, and 516 for students seeking secondary/middle certification.

EDS 504 Research in Special Education (3 crs.) Critical analysis of research publications in special education, the translations of research findings into practical instructional applications, and the identification of an area of proposed study in special education. (Lec. 3) Pre: Acceptance into the master's degree program in special education. EDS 500, 502, 503, 505, and 510 for students earning elementary/middle certification. To be taken concurrently with EDS 501, 506, 509, and 511 for students seeking elementary/middle certification. EDS 500, 503, 507, 513, and 516 for students earning secondary/middle certification. To be taken concurrently with EDS 501, 508, 511, and 517 for students seeking secondary/middle certification.

EDS 505 Supervised Practicum: Elementary and Middle Level (1 cr.) Provides future special educators with opportunities to assess students and instruct students with disabilities under the supervision of a certified special educator. Students will be observed once by University instructor. (Practicum, 1) Pre: Acceptance into the master's degree program in special education. To be taken concurrently with EDS 500, 502, 503, and 510. (S/U only)

EDS 506 Supervised Practicum: Elementary and Middle Level (1 cr.) Provides future special educators with opportunities to collaborate with other professionals to provide instruction under supervision of a certified special educator. One observation by University instructor. (Practicum, 1) Pre: Acceptance into the master's degree program in special education; EDS 500, 502, 503,

505, and 510. To be taken concurrently with EDS 501, 504, 509, and 511. (S/U only)

EDS 507 Supervised Practicum: Secondary and Middle Level (1 cr.) Provides future special educators with opportunities to assess and instruct students with disabilities under the supervision of a certified special educator. One observation by university supervisor. (Practicum, 1) Pre: Acceptance into the master's degree program for special education. To be taken concurrently with EDS 500, 503, 513, and 516. (S/U only)

EDS 508 Supervised Practicum: Secondary/Middle Level (1 cr.) Provide future special educators opportunities to collaborate with other professionals to plan and implement instruction under a certified special educator. One observation by a University supervisor. (Practicum, 1) Pre: Acceptance into the master's degree program in special education. EDS 500, 503, 507, 513, and 516. To be taken concurrently with EDS 501, 504, 511, and 517. (S/U only)

EDS 509 Teaching Students with Severe Disabilities (3 crs.) Provides the knowledge and skills future special educators need to plan individualized instruction for students with moderate or severe disabilities in general education classes. (Lec. 3) Pre: Acceptance into the master's degree program in special education; EDS 500, 502, 503, 505, and 510. To be taken concurrently with EDS 501, 504, 506, and 511.

EDS 510 Teaching Elementary Students with Mild Disabilities (3 crs.) Provides future special educators with the knowledge and skills to plan individualized instruction for students with mild disabilities based on assessment data and current research on effective instructional practices. (Lec. 3) Pre: Acceptance into the Master's degree program in special education. To be taken concurrently with EDS 500, 502, 503, and 505 for students seeking elementary/middle certification.

EDS 511 Literacy and Language Instruction (3 crs.) Provides future special educators with the knowledge and skills to plan instruction in literacy and language for students with disabilities. (Lec./Lab. 3) Pre: Acceptance into the master's degree program in Special Education. For elementary/middle certification EDS 500, 502, 503, 505, and 510. To be taken concurrently with EDS 501, 504, 506, and 509. For middle/secondary certification EDS 500, 503, 507, 513, and 516. To be taken concurrently with EDS 501, 504, 508, and 517.

EDS 512 Leadership and Elementary Program Management (3 crs.) Future special educators acquire knowledge and skills to coordinate their students' schedules, train and supervise paraprofessionals, conduct action research, and restructure service delivery models in special education. (Lec. 3) Pre: Acceptance into the master's degree program in special education. EDS 500, 501, 502, 503, 504, 505, 506, 509, 510, and EDS 511. To be taken concurrently with EDS 518.

EDS 513 Assessment for Secondary Special Educators (3 crs.) Provides future special

educators with knowledge and skills to assess students using standardized and curriculum-based measures, to implement the response to intervention model, and to plan for transition. (Lec. 3) Pre: Acceptance into the master's degree program in special education. To be taken concurrently with EDS 500, 503, 507, and 516.

EDS 516 Teaching Secondary Students with Mild Disabilities (3 crs.) Provides future special educators with knowledge and skills to plan instruction for adolescents with mild or moderate disabilities, including literacy skills, language skills and content strategy instruction. (Lec. 3) Pre: acceptance into the master's degree program in special education. To be taken concurrently with EDS 500, 503, 507, and 513.

EDS 517 Transition Planning for Post-School Outcomes (3 crs.) Provides future special educators with knowledge and skills to implement transitions for secondary students to work or other post-secondary options. (Lec. 3) Pre: Acceptance into the master's degree program in special education. EDS 500, 503, 507, 513, and 516. To be taken concurrently with EDS 501, 504, 508, and 511.

EDS 518 Supervised Internship (9 crs.) Under the supervision of a certified special educator, students teach in general education classes which include students with special needs, for ten (10) weeks. (Practicum, 9) Pre: Acceptance into the master's degree program in special education. EDS 500, 501, 502, 503, 504, 505, 506, 509, 510, 511 for students seeking elementary certification. To be taken concurrently with EDS 512 for elementary students. EDS 500, 501, 503, 504, 507, 508, 513, 516, 517, and EDC 568 for student seeking secondary certification. To be taken concurrently with EDS 520 for secondary students. (S/U only)

EDS 520 Leadership and Secondary Program Management (3 crs.) Future special educators acquire knowledge and skills to coordinate their students' programs, develop effective schedules, train and supervise paraprofessionals, conduct action research, and restructure existing service delivery models. (Lec. 3) Pre: Acceptance into the Master's degree program in special education. EDS 500, 501, 503, 504, 507, 508, 513, 516, 517, and EDC 586. To be taken concurrently with EDS 518.

(EEC) Environmental Economics

EEC 101 Freshman Inquiry into Environmental and Natural Resource Economics (1 cr.) Introduction for freshmen to the opportunities, careers, research activities, applied outreach, and educational programs in the Department of Environmental and Natural Resource Economics. Interact weekly with faculty. Explore hands-on modules. (Lec. 1) S/U credit.

EEC 105 Introduction to Resource Economics (3 crs.) Application of microeconomic principles to selected resource problem areas. The market mechanism and its alternatives are examined as methods of resolving contemporary resource use problems. (Lec. 3) (S)