

BULLETIN OF  
RHODE ISLAND COLLEGE

GENERAL CATALOG 1976-1977

FACULTY EDITION



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RHODE ISLAND COLLEGE

GENERAL CATALOG 1976/1977

Number 31 August, 1976. Bulletin of Rhode Island College  
Published in Providence, R.I. by the Office of Publications  
of Rhode Island College, Providence, R.I. 02908  
Issued five times annually: January (2), April, August and September  
Second class postage paid at Providence, R.I.



# RHODE ISLAND COLLEGE



## Legend

1. Dennis J. Roberts Hall
2. Lucius A. Whipple Gymnasium
3. Art Center
4. John Lincoln Alger Hall
5. John Clarke Science Building
6. John E. Fogarty Life Science Building
7. Craig-Lee Hall
8. Henry Barnard School
9. Horace Mann Hall
10. Faculty Center
11. Fred J. Donovan Dining Center
12. Student Union
13. James P. Adams Library
14. William C. Gaige Hall
15. Michael F. Walsh Health and Physical Education Center
16. Mary A. Weber Residence Hall
17. Mary Tucker Thorp Residence Hall
18. Charles B. Willard Residence Hall
19. Rose Butler Browne Residence Hall
20. President's House
21. Alumni House
22. Bureau of Social and Educational Services
23. Physical Plant Building

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## COLLEGE CALENDAR

## Fall Semester 1976

August		
24	Tuesday	New student orientation begins

## September

1	Wednesday	Academic advisement begins
2	Thursday	Registration for classes begins
7	Tuesday	Classes begin — graduate and undergraduate
12	Sunday	New Student assembly and president's reception
20	Monday	Last day for adding courses

## October

11	Monday	No classes — Columbus Day
18	Monday	Last day for dropping courses
25	Monday	No classes — Veterans Day
27	Wednesday	Monday class schedule will be followed
29	Friday	Mid-semester

## November

2	Tuesday	No Classes — Election Day
3	Wednesday	Mid-semester grades due for freshmen
25	Thursday	No Classes — Thanksgiving recess begins
29	Monday	Classes resume

## December

17	Friday	Fall semester classes end
20	Monday	Final examinations begin
24	Friday	Christmas recess begins

## January, 1977

7	Friday	All final grades due
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## Spring Semester 1977

## January

12	Wednesday	New student orientation begins
17	Monday	Academic advisement and registration begins

23	Sunday	Reception for January graduates
24	Monday	Classes begin
<i>February</i>		
4	Friday	Last day for adding courses
<i>March</i>		
4	Friday	Last day for dropping courses
18	Friday	Mid-semester
19	Saturday	No classes — spring recess begins
23	Wednesday	Mid-semester grades due for freshmen due
28	Monday	Classes resume
<i>May</i>		
4	Wednesday	Cap and Gown Convocation
13	Friday	Spring semester classes end
16	Monday	Final examinations begin
24	Tuesday	All final grades due
27	Friday	Awarding of graduate degrees
28	Saturday	Awarding of undergraduate degrees
<i>June</i>		
27	Monday	Summer session begins (tentatively)

## RHODE ISLAND COLLEGE IN BRIEF

Founded in 1854;  
Public general college;  
Non-sectarian, co-educational;  
Enrollment (as of September, 1975): 5,324 full and part-time undergraduate students; 2,808 full and part-time graduate students;  
Dormitory accommodations for men and women;  
Annual fees (subject to change): \$504 (Rhode Island residents); \$1,392 (out-of-state students); \$1,430 to \$1,530 room and board; Part-time undergraduate \$28 per semester hour (Rhode Island residents); \$47 (out-of-state students); graduate \$35 per semester hour (Rhode Island residents); \$45 (out-of-state).

*Degrees Offered*  
Bachelor of Arts  
Bachelor of Science  
Master of Arts  
Master of Arts in Teaching  
Master of Education  
Certificate of Advanced Graduate Study

*Accreditation by:*  
National Association of Schools of Music  
National Association of State Directors of Teacher Education and Certification  
National Council for Accreditation of Teacher Education  
National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs  
New England Association of Colleges and Secondary Schools

## RHODE ISLAND COLLEGE TODAY

Rhode Island College is one of the older colleges in New England, yet one of the newest. It is an unusual institution in a metropolitan setting.

The college has been educating young people for more than a century. It is, in fact, the second oldest institution of higher learning in one of the oldest states in the Union.

But the college has also occupied a completely modern campus since 1958, and is continually expanding its facilities and programs. For example, a completely revised curriculum — including an innovative general studies program for all students — was introduced in 1970.

Rhode Island College today is a state-supported, co-educational, general college enrolling more than 5,200 undergraduates and 3,000 full and part-time graduate students. It has a diverse alumni — businessmen, government officials, nurses and other medical specialists and professional people are among its members — but the college's greatest influence has been in public education.

Generations of youngsters have been taught by graduates of Rhode Island College, for it is the state's largest single source of teachers and administrators. The institution is accredited by the major accrediting agencies, including the New England Association of Colleges and Secondary Schools, which recognizes RIC as a general purpose institution, and by the National Council for the Accreditation of Teacher Education and the National Association of State Directors of Teacher Education and Certification for the preparation of elementary and secondary teachers and school service personnel. The music program is accredited by the National Association of Schools of Music and the nursing program by the National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs.

Complementing its programs for teachers and education specialists is the college's expanding liberal arts program for students planning to enter a variety of other careers. In addition, Rhode Island College offers professional specialization in medical technology, social work and nursing. Undergraduates can earn the Bachelor of Arts or Bachelor of Science; graduate students, the Master of Arts, Master of Arts in Teaching, Master of Education or Certificate of Advanced Graduate Study.

A Rhode Island resident living at home can attend the college for approximately \$600 in fees annually (out-of-staters pay an additional charge). Students may also have a private room in one of the college's dormitories and dine on campus for approximately \$1,400-\$1,500 in additional fees. A number of scholarships, loans and employment opportunities are available.

## OBJECTIVES OF RHODE ISLAND COLLEGE

Rhode Island College is a general state college devoted to educating students in the arts and sciences, preparing students for entry into professional work in a variety of fields, such as teaching, nursing, social welfare, business and public service, and preparing students for advanced academic or professional study.

The curriculum of Rhode Island College enables students, at both the graduate and undergraduate levels, to develop intellectual powers and skills, critical sensibilities, understanding of self and others, capacity for dealing with change and readiness to utilize these capacities in a useful and satisfying life. More generally, the curriculum aims at improved understanding and perception of behavior, values, attitudes and beliefs. In a formal and supervised way, it provides opportunities for study in the areas of the humanities, mathematics and the sciences, and the social and behavioral sciences.

Through such a curriculum, students develop the ability to think clearly and accurately, and communicate effectively. A person so educated should further:

*understand* the scope and principles of various branches of knowledge with substantial depth in at least one branch;

*possess* sufficient factual knowledge for orientation, illustration and validation of reasoning;

*cope* effectively with changing and challenging physical, intellectual and social environments, including the impact of mass culture and technology on individual and human values;

*interact* constructively with persons of the same or different beliefs and backgrounds, making sound decisions based upon examining evidence and alternate solutions.

### Objectives of Professional Programs

The preparation of well-educated, professionally competent teachers and other school personnel, especially for the schools of Rhode Island, and the advancement of knowledge in educational theory and techniques are major functions of Rhode Island College. The curriculum is designed to provide education students with knowledge and understanding of the nature and growth of children, of the learning process and of the materials and methods of teaching.

Rhode Island College also offers curricula to prepare professional nurses and medical technologists, and programs to initiate the professional preparation of social workers and public affairs personnel. All professional programs seek through observation and practicum opportunities to help students to develop beginning professional competence.

## HISTORY OF RHODE ISLAND COLLEGE

Rhode Island College traces its origins to the Rhode Island State Normal School, established by act of the General Assembly in 1854, its founding was the result of labor by Henry Barnard, the first state agent for education in Rhode Island, and his successor, Elisha A. Potter.

Rhode Island College's ancestor, one of the nation's first normal schools, grew out of the great humanitarian groundswell of the mid-1800's spurred by educational missionaries like Horace Mann. The school attracted hard-working young people who came chiefly from ordinary backgrounds, who wanted to teach and who had no other way of preparing themselves.

Not yet thoroughly convinced of the school's value, the General Assembly curtailed its financial support in 1857 and the school was moved to Bristol, where it lingered until 1865 before closing. In 1869, however, a newly-appointed state commissioner of education, Thomas W. Bicknell, began a vigorous personal campaign to revive the normal school. His efforts were rewarded in 1871 when the General Assembly unanimously voted a \$10,000 appropriation for the school's reopening in Providence.

The Rhode Island Normal School then settled down to a period of steady growth punctuated by periodic moves to larger quarters. The general favor won by the school after its first difficult years had passed was confirmed in 1898 when it moved into a large building specially constructed for it on Providence's Capitol Hill. In 1928, another new building was constructed nearby for the Henry Barnard School, the observation and demonstration unit operated by the institution since the 1890s.

At first the Rhode Island State Normal School offered admission to both high school graduates and non-graduates, with high school graduates expected to complete their studies in one year. By 1908, however, the program had been lengthened to two and a half years and restricted to high school graduates.

In 1920 the normal school became, by act of the General Assembly, the Rhode Island College of Education, offering a four-year program leading to the degree of Bachelor of Education. At this time the normal observation school, which dated back to the 1890's, was re-named the Henry Barnard School. The college's graduate program was originated in the early 1920's, and the first master's degrees were conferred in 1924.

For the next three decades the college remained a small, stable teachers' college with a student body of four to six hundred men and women, most of whom went on to teach in the elementary and junior high schools of the state. Early in the 1950's that calm was shattered by intense debate that arose over the college's role in the state system of higher education, and for a time serious doubt was cast on its continued existence. After long study, however, the Board of Trustees of State Colleges decided to retain the college and to strengthen it.

In 1959 the Rhode Island Commission to Study Higher Education, appointed by Gov. Dennis J. Roberts, recommended, and the General Assembly approved, the development of the Rhode Island College of Education as a general college. Reflecting that broadening of purpose, the institution's name was changed to Rhode Island College in 1960.

The years since then have been transitional ones, as the college has slowly moved from its role as exclusively a teacher-preparation institution to a more general one offering education in other professional programs and majors in the liberal arts as well as greatly expanded programs for teacher preparation and educational specialization.

Under Dr. William C. Gaige, who was president from 1952 to 1966, Dr. Charles B. Willard, acting president from 1966 to 1968, and Dr. Joseph F. Kauffman, president from 1968 to January, 1973, the college added a number of undergraduate programs, and constructed many new buildings. Among noteworthy recent developments have been the

revision of the entire undergraduate curriculum, effective in September, 1970, and the increasing involvement by the college in direct service to the community.

In recent years, with the appointment of Dr. Willard as president in April, 1973 the college has continued to grow and diversify. Examples include new programs in social work, management, agency counseling and medical technology, the fully accredited programs in nursing and music, the graduate level program of specialization in urban education and the establishment of the Bureau for Social and Educational Services, an office to coordinate the college's involvement in the community.

## THE CAMPUS

Rhode Island College occupies a campus of more than 120 acres on both sides of the city line between Providence's Mount Pleasant section and North Providence. To the original six buildings opened in 1958 on RIC's "new campus" many other buildings have been added.

*Dennis J. Roberts Hall* houses the President's Office and the majority of the college's administrative offices, among them the Admissions, Graduate, Personnel, News Bureau and Records Offices. The building also houses a 975-seat auditorium with extensive stage facilities, Little Theatre, the Department of Music and the Office of Continuing Education. The Regents Board Room is also located in this building.

The *Art Center* houses the classrooms, studios and galleries of the art department.

*John Lincoln Alger Hall* houses the Audiovisual Department, the Department of Economics and Management, the Office of Publications, Office Services, the Bursar, the Business Office, Payroll and other administrative offices.

*Craig-Lee Hall* houses the Career Development Center, Counseling and Special Services Center, the offices of the Deans of Students and New Student Programs. It also is the location of the offices of the Departments of English, Communications and Theatre, Political Science, Modern Languages, Sociology and Social Welfare and Industrial Education. The Academic Support Center, Reading Center, Writing Skills Center, the Language Laboratory and classrooms are also located in Craig-Lee.

The *John Clarke Science Building* houses the Department of Physical Sciences, Tutorial Services, the Amos Assembly Room and a large lecture/demonstration room.

The new *John E. Fogarty Life Science Building* is the headquarters for the Departments of Biology, Nursing, and Philosophy and Foundations of Education. Classrooms, laboratories and a lecture hall are also located in the building.



*William C. Gaige Hall* is the location of the college's computer center and also houses the office of the dean of Arts and Sciences as well as the Departments of Mathematics, History and Anthropology and Geography.

The *Lucius A. Whipple Gymnasium* and the *Michael F. Walsh Health and Physical Education Center* provide health, physical education and recreation facilities for the campus.

The *James P. Adams Library* presently has a capacity for holding 200,000 volumes and seating 650 students. The college's closed-circuit television studios and an art gallery are also located in the building.

The *Henry Barnard School*, which serves as the campus school, is a self-contained facility with its own library, cafeteria, gymnasium and audiovisual facilities. Rhode Island College's Departments of Administration and Curriculum, Instructional Technology and Secondary Education are also located in the building.

The *Fred J. Donovan Dining Center* holds over 2,000 patrons and provides both contract meal plans and a-la-carte service. Attached to the center are the *Faculty Center*, on the east side, with dining and lounge areas and conference facilities and the *Student Union* on the west side. The Student Union provides lounge and recreation areas, and holds the college bookstore, offices for student organizations, a coffeehouse and the Rathskellar. The *Annex Snack Bar*, located on the west side of the dining center is open from 7 a.m. until 8 p.m. during the week and from 9:30 a.m. until 5:30 p.m. on weekends. The snack bar has a capacity of 175 and serves breakfast from 9:30 until noon. After noon short order items are served.

*Horace Mann Hall* houses the office of the dean of Educational Studies as well as the Departments of Elementary Education, Special Education, Psychology and Counselor Education. The Curriculum Resources Center, the Learning Center, and the Office of Laboratory Experiences are also located in the building.

The campus includes four dormitories for men and women: *Mary Tucker Thorp Residence Hall*, *Rose Butler Browne Residence Hall*, *Mary A. Weber Residence Hall* and *Charles B. Willard Residence Hall*. Browne Hall houses the office of parking, registration and security and health services.

*Alumni House* provides space for the Alumni-Public Relations Office, the Center for Evaluation and Research and the Testing Office. The Bureau houses the office and facilities of the Bureau of Social and Educational Services and the Ethnic Heritage Studies Project.

The new *Physical Plant Building* houses the Office of the Physical Plant and the Purchasing Office.

The *President's House*, at the southwest corner of the campus, fronts on Fruit Hill Avenue, North Providence.

## UNDERGRADUATE ADMISSION PROCEDURES

### Admission Factors

The college chooses from among the total applicant group those candidates who appear qualified and adequately prepared to meet the quality of study required at Rhode Island College.

Admissions policy is formulated by a committee of administrators, teaching faculty and students. Admissions decisions are based on the candidate's over-all record rather than upon any single factor. The Admissions Committee attaches greatest weight, however, to the secondary school academic record, including rank in class.

Other important factors are high school recommendations, suitable personality and character traits, academic potential, significant school and community activities, evidence of good health and satisfactory scores on the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board, which provide a comparison of candidates on a standardized national measuring scale.

The college also offers qualified applicants a variety of options, including early admission, early decision, part-time programs in most fields and proficiency and advanced placement credit. Transfer students are welcome and opportunities for non-matriculating students are available.

Rhode Island College policy prohibits discrimination based upon age, physical handicap, sex, marital status, sexual preference, race, religion, national origin, color, creed, or political affiliation. No student, employee or applicant shall be denied admission or employment because of discriminatory college practices.

### Application Forms/Procedures

Application forms should be obtained from high school principals or guidance officers, or from the Office of Admissions at the college. Applicants for fall admission must complete and file application materials, together with a \$10 non-refundable application fee, by May 1 of the year in which the candidate seeks enrollment. To be considered for admission at mid-year, applicants must file by December 1. Applications will be processed and considered on a "rolling" basis as completed credentials are submitted. In most instances candidates are encouraged to submit a transcript of senior mid-year "progress" grades for the committee's review.

### Secondary School Requirements

To be admitted to Rhode Island College, the applicant must have been graduated from an accredited secondary school with satisfactory standing or hold a high school equivalency diploma. At least 15 units must be presented, including the following minimum requirements:

- 3 units of English
- 2 units of classical or modern foreign language (*industrial arts education candidates may substitute 2 units of approved industrial arts subjects*)
- 1 unit of algebra
- 1 unit of plane geometry
- 1 unit of American history
- 1 unit of laboratory science
- 6 units of additional related subjects

Request for exceptions should be made in writing to the director of admissions. The Admissions Committee recognizes the possibility of exceptions and will consider each case on its merits.

### High School General Development Tests

If evidence of superior percentile ratings is presented, Rhode Island College will accept High School General Educational Development Tests (High School Equivalency Tests) in lieu of a high school diploma. Applicants presenting such General Educational Development Tests must fulfill all other admission requirements.

### Entrance Examinations

Each candidate for freshman admission must present satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board and on two Achievement Tests, including English composition. These tests may be taken in October, November, December, January, March or April preceding the anticipated date of entrance. Candidates for admission to the Industrial Arts Program are encouraged to present an Achievement Test in mathematics, while students planning science/nursing majors should include an appropriate Achievement Test in science.

Full responsibility for arranging to take these tests must be assumed by each student. Unless otherwise specified, arrangements are made directly with the College Entrance Examination Board, P.O. Box 592, Princeton, N.J. 08540. A bulletin of information and the appropriate forms will be sent by that organization to every candidate who applies for the examinations. The bulletin gives full information about the tests, including sample questions, and lists the locations where the tests are given.

Test results will remain valid for a three- to five-year period prior to date of prospective enrollment.

Students who register for the CEEB tests will pay the fee regularly charged by the board for the Scholastic Aptitude Test and the Achievement Tests. *Registration for the tests should be completed at least four weeks before the date of the desired examination.*

The board will report the results of the tests to the institutions specified by the candidates.

While students may usually sit for two test administrations, multiple testing is discouraged, as the probability that scores will decrease is as great as the probability that they will increase.

### Interviews

Interviews may be arranged for applicants who have specific questions or concerns, but they are not required for admission. The college reserves the right to request interviews. Campus tours are available on a daily basis and may be arranged by inquiring in advance at the Office of Admissions located in Suite 300 of Roberts Hall.

### Physical and Emotional Health

Admission to several departments within the college may require evidence of sound physical and emotional health. Therefore, prior to enrollment, the student must submit evidence on the college health record card that his own physician has examined him and found him to be in sound health. He must also submit evidence of a chest X-ray taken after January 1 in the year of anticipated admission. Both statements should be signed by the student's own physician and should be received by the Office of Admissions by the date specified in the enrollment data packet which accompanies the letter of acceptance.

### Military Personnel and Veterans

As a Servicemen's Opportunity College, under the sponsorship of the American Association of State Colleges and Universities, Rhode Island College actively seeks to enroll military personnel and veterans of the armed forces of the United States who appear ready and qualified to pursue a formal academic program of study consistent with their background and experience. Individuals may enter the college through a variety of ways and programs. Candidates who desire to enter an undergraduate degree program should complete application Form 100 (white) and contact the Office of Admissions for additional information. Persons interested in continuing education, or who feel they may lack the necessary prerequisites for degree candidacy, should complete application Form 200 (blue) and contact the Office of Continuing Education.

### Project Ahead

Through this cooperative education program Rhode Island College offers qualified applicants the opportunity to begin a career in the



United States Army while concurrently pursuing their educational objectives. An academic adviser will be assigned to each student to plan and coordinate the individual's program of study at the college. Each candidate will also receive personal assistance in the identification and selection of appropriate educational opportunities for the Base Education Center Counselor. For further information contact a local army representative or the director of admissions.

#### Early Admission

Students with superior academic records are invited to seek early admission to Rhode Island College directly from their junior year in high school. Candidates must complete all required entrance examinations, appear for a personal interview, and furnish recommendations from appropriate secondary school personnel. An application, accompanied by an official high school transcript, should be filed with the Office of Admissions during the spring semester of the junior year.

#### Early Decision

Candidates for admission under the early decision policy of the college should file application forms during the summer following the high school junior year or in the early fall of the senior year. To qualify for early decision the candidate must:

1. rank in the upper third of the class at the end of the junior year;
2. present junior year Scholastic Aptitude Test scores of 500 or above in each test;
3. be strongly recommended for acceptance by high school officials.

Applications for early decision will be processed in the fall or early winter of the senior year.

#### Preparatory Enrollment Program

The college conducts a pre-matriculating program designed to assist economically and educationally disadvantaged Rhode Island high school graduates qualify for entrance and to pursue a baccalaureate degree. Interested students should contact the Preparatory Enrollment Office, Craig-Lee Hall, as early as possible in their senior year of high school.

#### Proficiency and Advanced Placement

There are continually expanding opportunities for students at Rhode Island College to take advanced work by earning proficiency and advanced placement credit for required courses. Superior students who are exempted from required courses by either advanced placement or proficiency will receive credit towards graduation. They will be urged, but not required, to substitute a course or courses in their major field for the course in which proficiency is established.

Proficiency is determined by the appropriate academic departments and is based upon one or more of the following factors:

1. appropriate scores on College Entrance Examination Board Achievement Tests in modern foreign language and other specific disciplines;
2. scores of 3 or higher on the CEEB Advanced Placement Test (usually administered to high school students enrolled in advanced placement courses);
3. qualifying scores on the CEEB College Level Examination Program tests in appropriate subject matter fields (administered by the Center for Evaluation and Research, Rhode Island College, as well as national test centers of the College Entrance Examination Board);
4. scores at or above the 35th percentile on the CEEB College Level Examination Program General Level examinations;
5. superior overall academic achievement;
6. satisfactory achievement in accelerated or enriched high school courses.

Decisions concerning the use of tests and the granting of proficiency credit are made by the appropriate academic department.

#### College Level Examination Program (CLEP)

Rhode Island College offers opportunities to gain credit by examination via the College Level Examination Program tests. Subject examinations can provide course credit for specified college courses.

Students wishing to obtain credit by examination for a course should consult with the department which offers the course.

A student can meet all of the general studies requirements except the general studies seminar(s) through specified CLEP general exams (see pg. 40). Arrangements for the CLEP examinations can be made through the Center for Evaluation and Research at the college. The approved subject level examinations are:

American Government  
American History  
American Literature  
Analysis and Interpretation of Literature  
Biology  
Calculus with Analytic Geometry  
College Algebra  
Geology  
Human Growth and Development  
College Algebra-Trigonometry  
Educational Psychology  
English Composition

English Literature  
General Chemistry  
General Psychology  
Introductory Macroeconomics  
Introductory Microeconomics  
Introductory Micro- and Macroeconomics  
Introductory Sociology  
Microbiology  
Statistics  
Tests and Measurements  
Trigonometry  
Western Civilization

Further information concerning credit by examination may be obtained from the Office of Admissions, the director of general studies, or the department offering the course for which credit is desired.

#### Leave of Absence (Continuing Student Status)

Students who find it necessary to discontinue their attendance at the college for a semester or a year may apply for continuing student status in order to avoid the readmission procedure described below. The application fee is \$10 and the forms may be obtained in the Records Office.

#### Readmission

Students who discontinue their attendance at the institution, without acquiring continuing student status or a leave of absence, by failing to register for a semester, voluntary withdrawal or academic dismissal must formally apply for readmission to continue their study. The application fee is \$10 and is non-refundable. Candidates must apply to the director of admissions before December 15 for mid-year enrollment and prior to July 1 for fall enrollment. Applications for readmission to summer session must be submitted by June 1.

#### Admission from Other Colleges

Rhode Island College admits to upper classes a number of students transferring from other colleges.

Transfer students will be considered for admission upon presentation of the following:

1. application on the forms provided for that purpose (Form 100 and Form 105);
2. non-refundable \$10 application fee;
3. official transcript from previous college attended. *Final copy of spring semester transcript must reach the Office of Admissions by July 1;*
4. copy of catalog from previous college (if out-of-state) appropriately marked to indicate courses completed and courses in progress;
5. high school transcript;
6. indication of major and minor fields of study desired at Rhode Island College.

For certain programs such as art education, music education, medical technology, nursing, elementary education/special education, portfolios, auditions or supplemental departmental applications are necessary requirements.

Scores on the College Entrance Examination Board Scholastic Aptitude Tests and Achievement Tests are usually waived by the Admissions Committee in cases of students with junior college degrees and/or 30 credits in liberal studies in a four-year institution.

Transfer students will be assigned to a class and given a semester designation on the basis of the number of hours of transferable credits in accordance with the requirements for originally enrolled Rhode Island College students.

Transfer credit for admissions purposes will usually be granted for courses in which the grade earned is at least one grade above minimum passing standards at a regionally accredited four-year college and in which content is comparable to that of courses offered at Rhode Island College. Rhode Island College reserves the right to set special standards regarding transfer credit from both special institutions and junior colleges. In such cases work completed must be certified to be on a college level. Records of students seeking to transfer will be evaluated after presentation of all information.

The following factors will enter into admissions decisions:

1. The standards required of freshman candidates will be required of applicants with less than two years of college experience, unless ability to handle college work has been clearly demonstrated;
2. Applicants with two or more years of full-time college experience will be evaluated primarily on the basis of the college record.

One year of full-time study must be spent at Rhode Island College; a minimum of 30 credits must be earned in residence to fulfill degree requirements at Rhode Island College.

College-level academic work completed more than 10 years prior to admission to candidacy shall not normally be credited towards the fulfillment of degree requirements unless proficiency is determined by an appropriate examination such as the College Level Examination Program or other similar evaluations in disciplines where CLEP tests are not available.

Transfer applications at Rhode Island College are welcome at any time, but more students can be accommodated for the fall semester than for the spring semester. Students should file prior to December 1 for mid-year enrollment and prior to June 1 for fall enrollment.

#### Transfer Candidates from Rhode Island Junior College and Bristol Community College

Upon acceptance, Associate of Arts degree recipients from Rhode Island Junior College and Bristol Community College will be awarded all credits earned in the completion of requirements for that degree. Credits earned in addition to those required for the A.A. degree will be evaluated separately by the director of admissions.

Further, all accepted transfer applicants from Rhode Island Junior College and Bristol Community College who have completed the Associate of Arts degree shall be deemed to have completed all requirements of plan B general studies with the exception of the general studies seminar.

### New England Regional Student Program

Rhode Island College participates in a regional cooperative program administered by the New England Board of Higher Education. This program known as the New England Regional Student Program, permits qualified residents of the New England states to study in certain programs at selected state colleges within New England at resident "in-state" tuition fees.

The purpose of the program is to expand opportunities for higher education for New England residents by making available, on an equal basis to all, those courses not commonly offered by every institution. This practice tends to reduce duplication of courses and thus utilize most efficiently the higher educational facilities in each state.

Detailed information about this program can be obtained through the Office of Admissions, from any guidance counselor or from the New England Board of Higher Education, 40 Grove Street, Wellesley, Mass. 02181.

### Admission of Foreign Students

International students are encouraged to apply to Rhode Island College. Application forms and materials may be obtained from the Office of Admissions. Official credentials from previous educational experiences must be presented. These documents will be evaluated by the Committee on Foreign Student Credentials. In certain instances the Test of English as a Foreign Language (TOEFL) will be required. Foreign students are requested to contact the foreign student adviser for information concerning United States laws, regulations and employment practices.

Foreign students enrolling in education programs should know that the state of Rhode Island requires evidence of U.S. citizenship or citizenship candidacy before issuance of a teaching certificate. Contact the Rhode Island State Department of Education, Certification Office, for details on this requirement.

Rhode Island College actively encourages application by foreign students. Interested parties should contact the foreign student adviser (see Administrative and Service Personnel section of this catalog.)

### CONTINUING EDUCATION

The Office of Continuing Education is the institutional office administratively responsible for credit and non-credit continuing education experiences designed to meet specific needs of varied adult audiences.

Upon request, the Office of Continuing Education will assist in the design and delivery of educational programs to meet the needs of off-campus groups or organizations. Such programs may be offered at the

college or on-site and can be designed to take the form most appropriate to the group or organization involved. These programs may be for college credit, Continuing Education Units (CEU), or non-credit.

The Office of Continuing Education administers the college's performance based admissions program. In this capacity, the office acts as an adviser and advocate for adults beginning or renewing a college education. The office communicates with various departments about the needs and aspirations of the many individuals electing performance-based admissions.

For further information contact the director of continuing education.

### Performance Based Admissions

Rhode Island College offers a Performance Based Admissions Program which provides an avenue for adults who want to earn a college degree but who do not meet the prerequisites for traditional admission. Such individuals may have earned their high school diploma by examination (GED) or taken a high school program that did not include required pre-college courses. They have received high school grades below traditional admissions standards, been unsuccessful at another college or have been out of school for some years.

Upon completion of six courses with a grade point average of C (2.0) or better, an individual is eligible for traditional admission to a degree program. All courses taken are regular Rhode Island College courses and are applicable to degrees offered by the college. Students in this program generally study on a part-time basis.

### Requirements for Enrollment

Applicants must have achieved a high school diploma or a high school equivalency and must present a high school transcript or equivalency transcript for evaluation. Where applicable, other college and extension transcripts and/or recommendation by appropriate individuals, are required. A personal interview may be required.

### Registration Procedure

Application forms for performance matriculation student status should be completed and submitted together with appropriate data indicating qualifications to the Office of Continuing Education, Roberts Hall, Room 114 before registration can occur. All information regarding registration will be mailed from the Records Office prior to registration for each semester.

### Transfer to Degree Candidate Status

While some performance matriculation students will choose not to seek degree status, some students may apply to the Office of Admissions for such consideration. These students may be admitted to degree

programs after they have completed six courses at Rhode Island College with a minimum of one course in each of the three general studies areas and after having attained a cumulative grade point average of 2.0 or higher.

### STUDENT EXPENSES

**Schedule of Fees.** Because Rhode Island College is a state-supported college, the schedule of fees does not include charges for tuition for full-time students who are residents of the state. Instead, five assessments, the General Fee, the Student Activity Fee, Athletics Fee, Health Fee and the Dining Center/Student Union Fee are charged to all students. One half of this amount is due and payable on or before September 1 and the remainder on or before January 30 of each year. Registration is complete only upon payment of these fees.

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

All students pay per year:	
General Fee	\$504
Student Activity Fee	40
Dining Center/Student Union Fee	42
Athletics Fee	14
Health Fee	10
	\$610

Students living on campus add:	
Room	\$675 or 775
(Single occupancy-Browne, Thorp, Weber Halls-\$675; Double occupancy-Willard Hall-\$655; Single occupancy-Willard Hall-\$775)	
Board	\$755
(Monday breakfast through Friday dinner-15 meals)	
New students: Orientation Fee (Encounter)	\$13-20
(Transfer students pay \$13; incoming freshmen pay \$20)	
Music students add:	\$196
Out-of-state students add:	\$888

### Explanation of Fees

**Application Fee.** All candidates for admission, both graduate and undergraduate, must submit a \$10 non-refundable application fee when filing the application.

**Student Activity Fee.** Each full-time undergraduate pays a \$40 fee annually, which is allocated to the Student Parliament for funding the student activity program. A fee of \$14 per year is used by the college to support intercollegiate athletic, intramural and recreational programs.

**Health Fee.** All full-time undergraduates and graduates pay a \$10 health fee, the income from which is used to provide services supplementing the basic health program provided by general funds of the college. Health services are available to all enrolled students.

**Dining Center and Student Union Fees.** All full-time undergraduate students annually pay a \$42 dining center/student union fee. Funds collected are used to repay the federal government loans which made possible construction of the two buildings and to provide for maintenance and operational expenses.

**Applied Music Fee.** Students registering in Music 270-288 and Music 370-388, each consisting of 14 private 50-minute lessons, will be charged a fee of \$98 in addition to the regular college fees for these two and four-credit courses respectively.

**Part-time Students.** Part-time degree candidates in undergraduate programs and performance matriculation undergraduate students pay \$28 per credit hour plus a dining center/student union fee of \$6 per person in the fall, spring and summer programs, a student activity fee of \$3 per credit and a health fee of \$2.50 each semester. Out-of-state students pay an additional \$19 per credit hour, for a total of \$47 per credit hour.

The maximum fee to be charged part-time students will be no greater than the maximum fee charged a full-time undergraduate student in a comparable residency category, including general fee, out-of-state tuition and dining center/student union fee.

**Continuing Education Units.** Non-credit courses and media courses offered through the Office of Continuing Education carry individual fees. Check the bulletin published each semester through the Office of Continuing Education for individual fees.

**Graduate Student Fees.** Graduate students pay \$35 per credit hour for each course, a registration fee of \$6 per semester and a health fee of \$2.50 each semester. Out-of-state residents pay an additional \$10 per credit. When applying for admission to the graduate program, a \$10 application fee must be submitted.

**Textbooks and Supplies.** Students purchase their own textbooks and general supplies. The cost of these materials approximates \$200 annually.

The college furnishes a stated maximum of special materials for certain industrial arts and fine arts courses. Students who use materials in excess of this amount must themselves meet the additional cost.

**Other Expenses.** The college offers students accident and sickness insurance at a nominal rate. Commuting students must meet the cost of transportation and college lunches, which together can cost from \$250 to \$450 annually. Students should also expect to pay up to \$400 for clothing, entertainment and other personal expenses. It should be



emphasized, of course, that such expenses stem partly from a student's mode of living and can vary markedly among individuals.

**Housing Contract.** Resident housing is contracted to students by the year. When a room contract is offered, the student must make room reservation and damage deposits upon signing the contract.

Since on-campus housing is limited, one half of the spaces are reserved for freshmen and the remainder for returning residents. Distance from campus is not considered until late into the summer. Current residents have first priority for a particular hall or room. Students are admitted to residence halls on a yearly basis and must apply for a room each year.

The residence halls open the day prior to registration at the beginning of each semester. Residence halls are closed during the Thanksgiving, Christmas and spring vacations, and between semesters.

**Board.** All students residing at the college are required to purchase a resident meal contract. The contract covers three meals per day, five days per week, while classes are in session. Off-campus students may purchase the above mentioned meal contract.

**Tuition for Out-of-State Students.** There is an annual \$888 tuition fee required of all out-of-state students in addition to the general fee charged all students. When residence status is in question, the student, if under 18, must present to the director of admissions a certification from the clerk of the city or town in Rhode Island in which he claims residence, certifying that his parents or legal guardians have resided in the state for a period of at least 12 months and are qualified voters in order to receive a tuition fee exemption. If the applicant is over 18, and claims independent status, he must furnish the director of admissions with a certified statement that he has been a resident of the state of Rhode Island at least one year prior to his first registration at Rhode Island College and evidence that he has not been claimed as a federal income tax exemption by his parents during the last 12 months period. For such students, time spent in the state while attending college usually may not be used to establish tuition exemption. Contact the Office of Admissions for further information.

**Enrollment Fee Deposit.** All incoming freshmen and transfer students are required to pay a non-refundable enrollment fee deposit of \$50 at the time of their acceptance. The deposit is payable regardless of any financial aid the student expects to receive from the college or other sources. This is applied to the general fee and deducted from the total amount to be paid at the time of registration. Should the applicant withdraw his name before enrollment, the deposit is forfeited.

**Late Fee.** Students who fail to complete the registration process at the appointed time must pay a late registration fee of \$5. The "registration process" is interpreted to mean both registration for classes and payment of fees.

**Refunds.** A student withdrawing from the college either as a voluntary termination or a dismissal for disciplinary reasons before the end of the fall or spring semester will receive a refund of the general fee and out-of-state tuition in accordance with the schedule listed below:

After registration and within first two weeks	80%
Within third week	60%
Within fourth week	40%
Within fifth week	20%
After five weeks there is no refund.	

To be eligible for a refund, an official withdrawal from the college must be completed. An official withdrawal is initiated in the Office of the Dean of Students. The amount of the refund will be determined on the basis of the official date of withdrawal.

Refunds for part-time undergraduate degree students, undergraduate non-matriculating students and graduate students will follow the general policy stated above for regular undergraduates.

**Room Refund.** A student cancelling a residence hall contract will receive a pro-rated refund of room fees if the vacated room can be re-rented and if the halls are at 100% capacity. Refunds will be pro-rated from the date on which a room is re-rented. The unused balance of the damage deposit will be refunded to the student upon the termination of the contract.

**Board Refund.** The refund for cancellation of a semester meal contract will be 50% of the unexpired portion of the board payment for the semester as of the official date of withdrawal. This policy applies to both residence hall students and off-campus students. In the event that a residence hall student is immediately replaced, as provided for above, a prorata refund will be made.

**Summer Session Refund Schedule.** Refunds for the Summer Session are as follows:

After registration and within the first two days	80%
Within third day	60%
Within fourth day	40%
Within fifth day	20%
After five days there is no refund.	

The amount of the refund will be determined by the receipt date of withdrawal.

**Transcripts.** Transcripts are issued by the Records Office only upon written request at a charge of \$1 per copy. Telephone requests cannot be honored. Payment should be made in cash or by postal money order.

## FINANCIAL AID

Though costs at Rhode Island College are relatively modest, many students do encounter financial difficulties. For their benefit the Career Development Center through its Office of Student Financial Aid administers an extensive program of grants, loans and part-time employment opportunities.

The college believes that students and their parents have the primary responsibility for financing a college education. Parents are expected to assist students with college expenses out of current income and accumulated assets when possible. The student's contribution is normally derived from summer earnings and savings, if any.

The Office of Student Financial Aid enters the picture when family resources are not sufficient to meet the student's college expenses. Financial need, then, is the primary criterion upon which financial aid awards are based. A few scholarships are awarded each year on the basis of superior academic achievement or special talent.

### Who May Apply:

Any undergraduate or graduate accepted for admission to, or currently enrolled at Rhode Island College and who will be carrying at least one-half the full-time academic load per semester during the academic year may be considered for financial assistance. Some financial aid programs, however, are restricted to full-time undergraduates. Students in performance matriculation programs may qualify for assistance even when carrying less than one half the full-time load. Continuing education students are not presently eligible for financial aid. For more detailed information contact the Office of Student Financial Aid in the Career Development Center.

### How and When to Apply for Financial Aid from Rhode Island College:

All undergraduate aid applicants must apply for a Basic Educational Opportunity Grant (BEOG). BEOG applications are usually available from high schools, public libraries and post-secondary financial aid offices in January preceding the academic year for which the application is being submitted. Since Rhode Island College requires that this application be processed before awarding any other form of assistance, the earliest possible submission of a BEOG application is recommended. The BEOG application form is complete, including an envelope, and requires only a postage stamp. No charge is required for processing the application. In return for the application the applicant will receive a Student Eligibility Report. This three-part form must be submitted to the college for a determination of the grant entitlement, if any.

In addition to the BEOG application, financial aid applicants must fill

out either a Parents' Confidential Statement (PCS) or a Student's Financial Statement (SFS) and submit it, along with the required fee, to the College Scholarship Service (CSS). Instructions are on these forms. In general, students who live with or are dependent upon parents should file a PCS, while students who are independent of parental support may file an SFS. If the applicant's status is not clear, however, he/she should contact the Office of Student Financial Aid in the Career Development Center for clarification before completing either form. The College Scholarship Service will send its analysis of the information submitted to the institution(s) listed by the student on his/her application. Be sure to include on the application all institutions, agencies and scholarship services to which you wish to have a copy of your information sent.

This application process is required for all types of aid awarded by the college.

Students must reapply for awards each year. Awards are not automatically renewable.

Deadlines for filing on-time applications are noted below under "Applicant Check List."

### How and When to Apply for Other Possible Resources:

Students may also apply for loans through the Higher Education Loan Program (HELP). The applicant goes directly to the bank, credit union, or other lending agency and requests the necessary forms. The completed forms are returned to the lending institution. If the student is eligible, the lender issues a loan check made out to the student and Rhode Island College. The student brings this check to the college Bursar's Office for credit and/or a refund.

Loan applications for the following academic year are not available until the June prior to that September. The process takes from three to six weeks. This program is open to anyone regardless of need if the requested amount does not exceed guidelines. In Rhode Island the deadline to apply for this resource extends from June until April of the following year. Other states have varying policies and deadlines. The lending institutions in each state will have the necessary guidelines. Students are encouraged to apply for state scholarships and any other resources for which they might be eligible.

### Sources of Financial Aid

Below is a listing, subject to change, of the current financial aid resources available to eligible students. Unless otherwise noted, all programs are administered by the Office of Student Financial Aid. For a more detailed description of these programs, contact the Office of Student Financial Aid.



**GRANTS/SCHOLARSHIPS (No Repayment Required)**

Basic Educational Opportunity Grants (separate application — see above)

Supplemental Educational Opportunity Grants

Federal Products Foundation Scholarships

Marie R. Howard Scholarship (Donated by the Rhode Island Credit Union League to a student in the Department of Economics and Management)

Law Enforcement Education Grants

Mary Love Nurse Grant

Mary Tucker Thorp Grant

Model Legislature Scholarship

Federal Nursing Student Scholarship Program

Preparatory Enrollment Program

Rhode Island College Alumni Grants

Rhode Island College Alumni String Quartet Scholarship

Rhode Island College Associates Scholarships

Rhode Island State Scholarships (Administered by the R.I. State Scholarship Program, Educational Testing Service, Princeton, N.J.)

Other State Scholarships (Consult appropriate agency in state of legal residence.)

Special Talent Scholarships (Available in art, athletics, debate, music, and theatre)

Old Stone Bank Scholarships

Rhode Island Hospital Trust National Bank Scholarships

Sigma Mu Delta Sorority Grant

Warwick Teachers' Union Grant

Westerly Club — Rhode Island College Alumni Grant

**LONG-TERM LOANS** (Low interest loans with deferred repayment options)

Guaranteed/Federal Insured Loan Program (Administered by local banks and some other commercial lenders)

National Direct Student Loan Program

Federal Nursing Student Loan Program

**SHORT-TERM LOANS** (For emergency expenses — separate application process through the Office of Student Financial Aid)

Alumni Small Loan Fund

Margaret Hill Irons Loan Fund

Women of Rhode Island College Student Assistance Fund

**STUDENT EMPLOYMENT** (Term time and/or summer job opportunities on and/or off campus)

College Work-Study Program

Rhode Island College Student Employment Program

**GRADUATE ASSISTANTSHIPS/FELLOWSHIPS**

For graduate assistantships, and trainee and fellowship programs for graduate students, see the section entitled Graduate Division in this catalog.

**APPLICANT CHECKLIST**

Deadlines for Rhode Island College Aid Resources

On-time applications (PCS) or (SFS) must be submitted as follows:

Entering Freshmen: Not later than January 1.

All Other Applicants: Not later than March 1.

Applications received after the above deadline will be considered after those of on-time applicants, if resources are available.

After initial review of PCS/SFS data from CSS, all applicants who appear eligible for assistance will receive and be asked to complete a RIC financial aid application.

Awards to on-time freshmen applicants will be made in the spring.

Upperclass on-time applicants will be awarded in the late spring and early summer.

**Deadlines — Other Resources**

**STATE SCHOLARSHIPS** — Application deadlines vary. Check with the state scholarship agency in your state of legal residence.

**BEOG** — From early January through the following 14 months; however, early application is advised.

**GUARANTEED/FEDERAL INSURED LOANS** — Check with your local lending institution or the higher education loan agency in your state of legal residence. Application process can take from four to eight weeks.

**NOTE:** Rhode Island College reserves the right to require verification of income data reported on Parents'/Student's Confidential Statements of all applicants for financial assistance. Awards to those asked for such verification will be made conditional upon receipt of a certified true copy of the most recent Federal Income Tax return. Any discrepancy in reported figures may result in adjustment and/or cancellation of the financial aid award.

Should there be need for further information about financial aid programs at Rhode Island College, please contact the financial aid officer at the Career Development Center.

**STUDENT LIFE AND SERVICES**

A wide variety of out-of-class experiences, programs and services provide the Rhode Island College student with valuable opportunities to

gain additional information about himself and his world, to define himself as a person and to gain additional skills and competencies for building successful careers in college and in later life. The vice president for student affairs and members of his staff coordinate and supervise these programs and services.

#### Undergraduate Admissions

The Office of Undergraduate Admissions is primarily responsible for the recruitment and selection of all undergraduate freshmen and transfer degree candidates at Rhode Island College. Similarly, representatives from this office view and coordinate the readmission of students previously enrolled in the college.

Administratively, the office is responsible for the evaluation of transfer credit, the development of informational programs and materials for prospective students, the processing of student enrollment data, the coordination of the institutional participation in CLEP and advanced placement/proficiency examination programs, and the official college determination of residency.

#### Dean of Students

The Office of the Dean of Students provides a wide range of services to meet the needs of individual students, organizations, faculty and other members of the Rhode Island College community. These services are intended to supplement the formal academic program and to provide additional kinds of learning experiences which will promote the development of the individual as well as to facilitate the goals and efforts of groups. Individuals who have concerns about college policies or procedures, those with personal problems, and those seeking referral personnel or agencies will find this office helpful.

Additionally it is the responsibility of this office to assist the vice president for student affairs in providing leadership, coordination and management for the total student affairs program at Rhode Island College, with emphasis on services and programs to meet the needs of a changing student population. This office has specific management responsibilities for the Career Development Center, the Office of New Student Programs, the Office of Student Life, the Office of Student Housing, the Office of Student Activities and the College Student Union, and such other areas as are assigned by the vice president.

#### New Student Programs

The Office of New Student Programs is responsible for the reception and orientation of all new students as well as the provision of ongoing programming which is designed to assist in the smoothest possible transition to Rhode Island College. This office coordinates the total program of the college as it relates to freshmen, transfer and re-admitted

students, and works closely with the Office of Continuing Education in the provision of programs for performance matriculation and continuing education students.

#### Housing

Residence hall experiences which contribute meaningfully to the development of students are the responsibility of the Office of Student Housing. This office supervises four resident units which provide housing for 620 men and women. Each of the residential units provides housing in a suite arrangement where eight to twelve student rooms share a suite lounge.

A full-time resident director and a number of upperclass student assistants staff each hall and provide help to the student government and student activity programs. Residents are encouraged to develop a program of activities which will make a residence hall more than just a place to sleep.

The facilities of each hall include a large social lounge and recreation area, as well as laundry, kitchenette and vending areas. Each single room is furnished with a single bed, a closet, desk and bureau unit.

Housing on the campus is not sufficient to meet demand. Consequently, priority in filling vacancies is given to new students. All assignments are for a one-year term and students must reapply for housing each succeeding year. The college reserves the right to modify assignment priorities in response to student needs and educational goals.

Limited assistance in finding housing off the campus is also provided by the Office of Student Housing. The college does not take responsibility for the nature or adequateness of off-campus housing, but merely lists opportunities for consideration by students and their parents.

#### Career Development Center

The Career Development Center provides advice and assistance to students of the college through its Financial Aid and Student Employment Programs, and to alumni and students through its Professional Employment Program.

The Financial Aid Program is described on page 20. Further information is available through the Career Development Center.

The Student Employment Program aids students in finding employment on a part-time basis during the academic year and during the summer. Where possible, an attempt is made to find employment related to the career interests of the student. In addition, the Rhode Island Division of Youth Development has augmented the services of the student employment program by establishing a field office of the Rhode Island Intern and Volunteer Consortium in the Career Development Center. The program provides a state-wide clearinghouse of off-campus volunteer and intern opportunities.

The Professional Employment Program assists both students and graduates in securing full-time employment in professional fields including military service. The office provides career information programs, maintains a Career Library/Resource Center, provides a credential service and advises students and alumni concerning career development.

The information regarding the career placements of Rhode Island College graduating classes is available upon request from the Career Development Center, Craig-Lee Hall.

#### Student Activities/Athletics

A wide range of social, cultural and recreational activities for the enjoyment and development of students are available. The associate dean of students for activities and the Student Union and his staff, responsible for this part of college life, work closely with individual students and student organizations to develop programs which reflect student interests and provide opportunities for the accomplishment of their goals.

Participation in a student organization whether social, religious, governmental or academically related provides students a variety of opportunities to gain new skills and increase their competency. Membership is voluntary and most organizations actively seek new members in the fall of each year. Some organizations are based on particular student interests or talents, while others are the programs of academic departments.

Programs in the Student Union, and elsewhere on the campus including the Whipple Gymnasium, provide individual students with opportunities for leadership, recreational and social experiences. In addition, there are volunteer opportunities in community agencies for students to serve others while gaining experience and skills themselves. The Board of Governors, the Fine Arts Committee, and the Film Committee are among the organizations which provide concerts, speakers' films and other events available to the entire student body.

Athletic activities are available in many forms. Intercollegiate and intramural competitions are available for both men and women, and the Whipple Gymnasium is used as a drop-in center for those who wish informal participation. The college participates in Division III of the National Collegiate Athletic Association. The college holds membership in the American Intercollegiate Athletics for Women Conference, the Eastern College Athletic Conference, the New England State College Athletic Conference and the New England Women's Intercollegiate Fencing Association. Intercollegiate competition for men is provided in baseball, basketball, cross country, golf, soccer, tennis, track and wrestling. Women's competitions include basketball, softball, fencing, gymnastics and tennis.

Extensive recreation programs are available and they include camping, hiking, mountain climbing and skiing. In addition, instruction is available in various sports and activities. A wide variety of cultural and educational events and programs are offered by the college itself and by campus organizations. They include:

*The Fine Arts Series*, administered by students and financed from the student activity fee, annually brings several dramatic, dance and musical events of national stature to campus. Among fine arts presentations in recent years have been the St. Louis Symphony Orchestra, the Edward Villella Dance Ensemble, Marcel Marceau and the Preservation Hall Jazz Band.

*The College Lecture Program*, supported by the college, annually brings a large number of artists and scholars to campus for lectures, performances and exhibits. While open to the public, the lectures have an immediate appeal to students and faculty interested in a particular academic, cultural or professional area. Art exhibits are regularly scheduled in the Art Center. As well as featuring visiting exhibits of paintings, crafts and sculpture, the galleries also display work by student and faculty artists and craftsmen.

*College concerts* are presented in a variety of forms by the Department of Music. Students, faculty and visiting musicians from the community participate. Several chamber music recitals are scheduled each month. The Rhode Island College-Community Orchestra, the Symphonic Band and the Rhode Island College Choir also present concerts during the year.

*The Rhode Island College Theatre* presents five major theatrical productions each year and various student-directed productions. The group provides an opportunity to participate in many aspects of theatrical production, including lighting, design and construction of sets, direction and acting. The programs include both contemporary and classical comedy and drama.

*The Rhode Island College Dance Company* offers men and women the opportunity to perform and choreograph. Dances by Doris Humphrey, Anna Sokolow, Heinz Poll and Clay Taliaferro are in the repertoire. Each fall the company offers mini-concerts on campus and tours the state with lecture-demonstrations. The company performs on television and contributes to productions of college theatre. Each spring a major concert is performed.

*The Distinguished Film Series* is selected annually by a student-faculty committee. More than a dozen outstanding motion pictures, many of them classics of direction and acting, are presented.



### Chaplaincy Programs

The religious and faith dimension of life is provided for by a series of programs and activities sponsored by the Chaplains' Office. Each semester there are retreats, lectures, films, Marriage Preparation, First Wednesday Colloquium, volunteer service projects, Bible study classes and discussion groups.

Worship opportunities are scheduled as follows: Friday afternoon prayer and faith development is led by the Protestant chaplain; daily Roman Catholic Mass is held at noon in the Student Union building. There is a Jewish Faculty/Student Association with programs which include fireside chats and holiday celebrations.

Two full time chaplains are available to students, faculty and staff for counseling, support and religious services. The Protestant chaplain is sponsored by United Ministries in Higher Education which represents the Baptist, Congregational, Episcopal, Methodist, Presbyterian and United Church of Christ denominations; the Roman Catholic chaplain is sponsored by the Roman Catholic Diocese of Providence.

### Student Government

The Student Community Government of Rhode Island College provides a means for responsible and effective student participation in, and regulation of, student affairs. The Student Community Government serves as the official spokesman of the students on matters of college concern and provides for both mutual and beneficial understanding between students, faculty and administration. It furthers student welfare and interest; supports academic freedom and responsibility along with student rights and obligations, enhances educational, social and cultural opportunities, and seeks to define student interest, evaluate problems and facilitate development of solutions.

A Student Parliament of no more than 38 members is selected as follows:

- 25 full and part-time undergraduates represent students in academic departments
- two students represent the freshman class
- one student each represents residence halls, non-matriculating undergraduates, graduates and alumni
- two full-time faculty are appointed by and represent the faculty collective bargaining agent
- one staff member is appointed by and represents the staff collective bargaining agent
- the associate dean of students for student life represents the Division of Student Affairs.

The parliament elects a president who serves as the official representative of the student body, and who appoints a vice president, secretary

and treasurer. Parliament also elects a speaker to be the presiding officer and parliamentarian of the body.

The Finance Commission, comprised of parliament and non-parliament members, has responsibility for determining annual allocations from the Student Activity Fee in support of student organizations. Allocations are made in light of available and anticipated revenues derived from the mandatory and self-imposed fee, which is paid by undergraduate, part-time, performance matriculation and non-matriculated students.

### Records Office

The Records Office maintains the official academic records for all graduate and undergraduate students at Rhode Island College. A student has the right of access to his/her educational records in accordance with the policies and procedures outlined in the *College Handbook for Students*.

The Records Office is responsible for many functions including registration for classes, scheduling of academic and non-academic activities held on campus, determination of academic standing and certification to the president of the college and the State Board of Regents for Education that degree requirements are met.

### Counseling and Special Services Center

The Counseling and Special Services Center offers assistance in matters of personal, social, vocational and educational concern. Its aim is to assist students, faculty and staff in realizing their personal, educational and professional goals while at the college. Assistance is usually in the form of personal interviews, but there are programs and groups available as well.

The center is staffed by individuals trained in psychology, social work, counseling and psychiatry. Their services, which are confidential in nature, are available without cost to all members of the college community. Staff assigned to the Special Services area have the specific responsibility for providing educationally disadvantaged students with counseling and educational support designed to facilitate their success at the college.

In addition to direct services to the college community, the center also conducts research on student characteristics, attitudes and opinions, and the influence of the college on its students. This research, and the considerable personal contact the staff has with students, enables the center to help in the interpretation of student and college needs to faculty and staff.

### Health Service

Preventive and remedial health services are provided students by the College Health Service located in Browne Hall. The college physician is assisted by two full-time nurses and by two part-time nurses.

The college offers an illness and accident insurance plan at a modest fee. Students and parents are urged to familiarize themselves with this program and to insure that they have adequate protection against the cost of an unanticipated illness or accident.

#### Security/Traffic Office

Legal parking and traffic information are described in a booklet titled *Board of Regents for Education Parking and Traffic Regulations for Rhode Island College* available at the time and place of registration, in the Student Life Office in Craig-Lee and in the Security Office in Browne Hall. Tickets for violations of these regulations cannot be adjudicated by the college, but are processed through the state Adjudication Division or District Court.

#### Registration of Autos

All students operating a motor vehicle which is to be parked upon the campus of the college bearing out-of-state registration plates shall register such vehicle with the Security Office and obtain and display a parking permit.

### SPECIAL FACILITIES AND SERVICES

In addition to the academic programs and Student Personnel Services, a variety of specialized facilities and programs serve students at Rhode Island College.

#### Alumni Association

Graduates and former students of Rhode Island College maintain their contact with the college through the activities of the Alumni Association. The Alumni Association publishes *The Review* (a publication of college and alumni news) four times each year, maintains an Alumni Fund to promote such college projects as lectures and scholarships, and conducts social and cultural activities through which graduates may continue and renew college friendships. An executive board, elected annually, conducts the affairs of the association. The Alumni Office is maintained by the college as a service to the graduates. The director of public relations for the college serves as alumni secretary.

#### Audiovisual Department

The Audiovisual Department is organized and equipped to serve the college's instructional needs. Providing effective instructional media for faculty and students is the goal of each staff member. The department has four service centers: 1) The *Distribution Center* includes conventional equipment, public address systems and repair; 2) The *Photo/Graphic Center* includes visual production equipment, photo processing and visual design; 3) The *Television Center* includes an eleven channel campus-wide

closed circuit television system, studio facilities and portable TV equipment; 4) The *Film Center* includes a 3,000 state-wide film distribution system for the elementary, secondary and college instruction as well as Rhode Island College's campus services for film purchase, rental and distribution.

To meet the audiovisual needs of a diversified arts, sciences and educational studies faculty, the Audiovisual Department has developed a depth and breadth of services including: automatic multi-media programming, a full range of 16mm film equipment, cameras (still and motion, sound and silent), recording equipment in a wide range from simple cassettes to professional multi-track studio instruments, graphic services including photographic copying, developing, printing and mounting as well as designing services for charts, overhead transparencies and printed materials.

Other support services include installation, repair and maintenance of auto-tutorial labs, multi-media carrels, public address systems, language laboratories and auditoria systems. Teaching involvement includes part-time faculty in the Department of Instructional Technology, and workshops and consultant services.

The above services are available for all scheduled instructional programs. The staff is available to assist in providing the best equipment for specific tasks.

#### The Bookstore

Located on the ground floor of the Student Union, the Rhode Island College Bookstore provides a multitude of services for the college community. Textbooks, writing materials, art supplies, laboratory supplies and any additional materials requested by instructors for classroom use are ordered and stocked by the bookstore.

In addition, many convenience items are offered for sale including paperback best sellers, art prints, records, gift items, newspaper and magazine subscription services, test aid booklets, stamps, snacks and tobacco. The bookstore will also cash checks (small amounts for personal use or any amount for textbooks and supplies), buy back used textbooks in good condition, and occasionally run sales on items of interest to students outside of the classroom. During the first two weeks of classes each semester the bookstore stays open late for the convenience of those students attending night courses.

#### Bureau of Social and Educational Services

The Bureau of Social and Educational Services is the campus office for coordinating the preparation of requests for outside financial assistance. In this capacity, the bureau prepares current information on government and foundation financial support, assists faculty in the preparation of proposals, and processes the proposals through the various institutional reviews.

In addition, the bureau is responsible for coordinating the application of institutional resources to the needs of local educational and service agencies. This service requires the definition of problems and the identification of problem-solving assistance. Such assistance may come in a variety of forms such as workshops, consultation or technical support and is generally the result of redesigning institutional services and resources presently available.

Both aspects of the bureau's function require extensive information on the college's available resources, the community's changing needs and the nature of financial support available from state, federal and private agencies. In either case, the bureau is specifically responsible for program development, contract negotiations with off-campus agencies and processing grant requests for outside financial assistance.

#### Center for Economic Education

The Center for Economic Education, staffed by members of the Department of Economics and Management, provides several types of services in economic education. It conducts courses and workshops both off and on the campus (with graduate credit) for teachers-in-service.

It provides sources for educational materials, texts, articles, audiovisual materials, games, simulations, etc. It operates a teacher resource center in Alger Hall, with faculty consultants on hand to assist in materials selection and to loan classroom materials, bibliographies, etc.

It provides consultation on curriculum, entry information for teachers into workshops around the country and some scholarship aid and sponsorship into these programs conducted by its affiliate, the Joint Council on Economic Education, a national organization.

It sponsors community wide forums in conjunction with its state affiliate, the Rhode Island Council on Economic Education, on numerous current economic topics.

#### Center for Evaluation and Research — CERRIC

Located in Alumni House, the Center for Evaluation and Research, part of the Division of Educational Studies, is organized:

- to effectively utilize the resources at Rhode Island College to provide evaluative and research services to educational institutions in the state of Rhode Island;
- to maintain the college's leadership role in the provision of consultative and operational activities in the area of test administration and scoring.

Its staff, in conjunction with college faculty, is available for the development and implementation of evaluation designs for instructional programs. In addition, test scoring and test administrative services are possible through the inclusion of the former Rhode Island College Testing Service into the center.

#### Computer Center

The Computer Center, located in Gaige Hall, handles the college's computational needs for administration, education and research. The center has an IBM System 370 Model 135 with 384K of core storage, disk storage units, magnetic tape drives, and card and printer input/output. Several remote consoles are located in the Computer Center, the Departments of Mathematics, Physical Sciences, Psychology and the Curriculum Resource Center. The terminals are used primarily for student problem solving and faculty research. Mark Sense Test scoring facilities are also available for faculty use.

#### Curriculum Resources Center

Located in Horace Mann Hall, the Curriculum Resources Center serves both prospective and professional school personnel by providing access to an up-to-date collection of instructional and related materials which focus on curriculum and curriculum development. Consultant services related to selection of curriculum materials are provided. The major part of the center's collection consists of materials appropriate for use by pre-primary, primary, elementary and secondary school pupils. All of the material is available for examination and many items may be borrowed on a two-week loan basis. The collection includes materials representative of programs offered in schools in Rhode Island and New England, as well as a sampling of programs and projects in operation throughout the United States and other English-speaking countries. In addition to a conventional collection of textbooks, workbooks and study guides, the instructional materials collection includes multi-media materials such as filmstrips, filmloops, phonograph records, videotapes, slides, cassettes, audiotapes, manipulative materials, models, microfiche, a test file, publishers files, science apparatus, simulations, games, maps, pictures and prints of historical documents. Further, the professional needs of teachers are served by the center's reference and periodical collection and an extensive collection of curriculum guides and education related materials for teachers.

Automated study carrels and a variety of audiovisual equipment may be used for the review and preview of materials housed in the center. Technical assistance and consultation services are available. The Rhode Island College Curriculum Resources Center is an affiliate of the New England Area Learning Resources Center.

#### Language Laboratory

The facilities of the Language Laboratory make an important contribution to the work of the Department of Modern Languages. Use of the laboratory develops skill in oral and aural command of the foreign language in both elementary, intermediate and advanced courses.



The laboratory also serves a number of other departments by maintaining a library of materials for listening assignments and by serving as a record/practice center for the spoken arts. The tape library of the laboratory is also the repository for important speeches delivered on the Rhode Island College campus.

The laboratory is a complete installation with open reel and cassette recording and playback equipment in 60 individual student booths and with facilities for simultaneous emission of ten programs from the master console. The cassette tape recorders mounted in carrels allow students to do audio-active recording and to listen to pre-recorded cassette tapes.

Television monitors in the laboratory are integrated into the campus closed-circuit television system and also receive commercial and educational transmissions. Videotape playback equipment allows individuals or groups to review pre-recorded videotape programs.

#### **The Learning Center**

The Rhode Island College Learning Center, part of the Division of Educational Studies, provides diagnostic and selected remedial services to children and youth with psychoeducational problems referred by parents, public and private schools, and by other state and local agencies. The center serves as a training ground for graduate and undergraduate students of the college who engage in clinical practice under faculty supervision and perform as members of an interdisciplinary diagnostic-prescription team.

#### **Library**

The college library is named for the late Dr. James P. Adams, chairman of the Board of Trustees of State Colleges from 1955 to 1960. Construction of the handsome air-conditioned building was completed in the spring of 1963.

The purpose of the James P. Adams Library is to provide the intellectual resources of books, periodicals and pamphlets needed to support the work of students in the academic program. Most of the collection has been selected by the faculty and therefore reflects the curriculum of the college. All students have free access to the resources of the library which includes over 200,000 volumes and 2,000 periodical subscriptions. In addition to the traditional printed material, a number of major collections on microfilm, microcard and microfiche have been acquired with appropriate viewers and copiers. An official depository for selected U.S. government publications has been maintained at the library since 1965.

The Adams Library houses the Ethnic Materials Collection, an archive which seeks to collect and preserve ethnic-related materials and to make them available for research and examination.

The building offers a variety of accommodations for research, individual or group study and browsing. A teletype connection with the major libraries in the state provides capability for rapid inter-library loan service. Typing rooms, graduate student lockers and an art gallery are among the many facilities available. During the academic year, when classes are in session, the library is open from 8 a.m. to 10 p.m., Monday through Friday, 9 a.m. to 5 p.m. Saturday, and 2 p.m. to 10 p.m. on Sunday.

#### **Planning and Institutional Research, Office of**

In cooperation with the college's various departments and divisions, this office's responsibilities include:

- identifying, gathering, analyzing and distributing basic, descriptive data about the college in a systematic fashion and on a periodic basis, plus providing the resources to obtain additional data as needed;
- assisting in the development of procedures for on-going program planning and evaluation at the departmental level;
- liaison for various planning activities within the college's academic, non-academic and service sectors, and for cooperative planning among these sectors;
- coordinating and planning and developing process for the Management Information System for the college;
- reviewing and coordinating the use of space at the college.

#### **Reading Center**

The Reading Center, located in Craig-Lee Hall, provides services in the area of reading to Rhode Island College and other educational agencies in the state. Its chief purpose is to improve the education of teachers through innovative pre- and in-service courses and programs.

The Reading Center also assists local educational agencies in the development and evaluation of reading curriculum. In conjunction with the Learning Center it diagnoses and remediates the reading deficiencies of elementary and secondary students. For students at Rhode Island College the center provides group and individual instruction in reading and study skills.

The center sponsors the Graduate Reading Internship Program in which graduate students enrolled in the M.Ed. program in reading spend one school year of internship in a local school under the supervision of center personnel. Here the interns receive experience in diagnosing reading difficulties, teaching corrective and remedial reading and providing consultant services to school faculties. A limited number of internship stipends are available each year.

### Speech Laboratory

Facilities of the Speech Laboratory in Craig-Lee Hall include therapy rooms, observation rooms and sound-treated listening booths. The purpose of the Speech Laboratory is to provide diagnosis and therapy for Rhode Island College students with speech, hearing and language problems.

### The Urban Educational Center

The Urban Educational Center serves as a port of entry to post-secondary education for economically and educationally disadvantaged adults. Since 1971 the U.E.C. has been a division of Rhode Island College jointly responsible to the president and an advisory board of students, community representatives and representatives of Rhode Island's postsecondary institutions.

The center offers counseling and instructional services in a number of areas including high school equivalency preparation, a limited number of Rhode Island College courses and general interest and pre-vocational areas. The center also sponsors workshops and seminars which focus attention and interest on the problems and benefits of the Providence area.

The center, located at 830 Eddy Street, Providence, Rhode Island 02903, is open from Monday-Thursday, 8:30-10 p.m. and on Friday from 9 a.m. to 5 p.m.

### The Writing Center

The Writing Center was established in 1975 to meet the needs of students whose lack of writing competency might prove a liability during their career at the college. In an effort to help combat a nation-wide drop in writing skills among college students the center offers diagnostic testing, placement in required remedial writing classes, and tutorial assistance for those needing additional assistance. Equipped with various techniques for teaching basic writing skills (including video, tape modules and one-to-one tutoring), the Writing Center works with not only freshmen, but referrals from faculty members and English as a second language students.

This year the Writing Center is expanding its services to include continuing education students and students still in the secondary schools who foresee the need of assistance in their academic future. Members of the center's staff are also becoming directly involved with school systems throughout the state in an effort to minimize the problem before the students reach the college level. For more information on the college's writing program, make inquiries to the director. The Writing Center is located in Craig-Lee Hall and encourages students or prospective students to drop by, look around, and ask questions.

## DEGREE OFFERINGS

### Undergraduate Programs

Rhode Island College offers programs leading to degrees of:

*Bachelor of Arts degree with majors or concentrations in:*

Anthropology	Latin American Studies
Art	Managerial Economics
Biology	Mathematics
Black Studies	Music
Chemistry	Philosophy
Classical Area Studies	Physical Science
Communication	Political Science
Communications/Theatre	Political Science/Public Service
Economics	Psychology
English	Social Science
Film Studies	Social Welfare
French	Sociology
General Science	Spanish
Geography	Theatre
History	Urban Studies

*(Secondary Education candidates receive B.A. degrees)*

*(Elementary Education candidates taking academic majors receive B.A. degrees.)*

*Bachelor of Science degree in:*

Art Education
Elementary Education
Health Education
Industrial Arts Education
Industrial Technology
Management
Medical Technology
Music Education
Music Performance
Nursing
Elementary School Physical Education
Elementary School Physical Education - Recreation
School Nurse - Teacher Education*
Vocational - Industrial Education*

*\*For teachers in service only.*

**Graduate Programs:***Master of Arts degree offered in:*

Agency Counseling  
Biology  
English  
French  
History  
Mathematics  
Psychology, Developmental  
Psychology, Educational  
Psychology, Personality and Social

*Master of Arts in Teaching degree offered in:*

Art Education  
Biology  
Elementary Education  
English  
French  
General Science  
History  
Mathematics  
Music  
Physical Science  
Spanish

*Master of Education degree offered in:*

Bilingual - Bicultural Education  
Counselor Education  
Educational Administration  
Elementary Education  
Elementary Education  
Early Childhood  
Language Arts  
Mathematics  
Science

*Individualized Masters Program*

Industrial Education  
Instructional Technology  
Reading  
Secondary Education  
Special Education

**Special Education**

Emotional Disturbance  
Learning Disabilities  
Mental Retardation  
Severely and Profoundly Handicapped

*Certificate of Advanced Graduate Study offered in:*

Counselor Education  
Curriculum  
Educational Administration  
Instructional Technology  
Mathematics Education  
Reading  
School Psychology

*Certification Programs leading to the Master of Arts in Teaching in:*

Art Education  
Biology  
Elementary Education  
English  
French  
General Science  
History  
Mathematics  
Music  
Physical Science  
Spanish

*Recipients of degrees usually receive their diplomas at the annual commencement exercises. Undergraduate degrees are also conferred after first semester and after the summer session each year.*

**Undergraduate Curriculum**

The curriculum which a student chooses determines the components which will be required in the total degree program. All curricula require the general studies program.

Curricula which lead to a B.A. degree and require an academic major are liberal arts, secondary education and specialized elementary education.

Students in early childhood and generalized elementary education curricula may choose an academic major and earn a B.A. in elementary education or choose a teaching concentration and earn a B.S. in elementary education.

Students following the curricula listed below are awarded the Bachelor of Science degree.

Art Education  
Elementary School Physical Education  
Health Education  
Industrial Arts Education  
Industrial Technology  
Medical Technology  
Music Education  
Nursing

#### General Studies

*Peter Picilla, Director*

The general studies program is the basic component of undergraduate degrees at Rhode Island College. It complements the student's major or concentration by introducing the student to the process of discovery in other disciplines and by challenging the student to examine the interrelatedness of knowledge.

Normally each student will complete a general studies program consisting of eight courses. The student has the option of following any of the three patterns in meeting this requirement; the patterns are designated as Plan A, Plan B and Plan C which are described in detail beginning on page 105 in this catalog.

Both Plan A and Plan B require students to take courses in each of the three areas of knowledge: the humanities, mathematics and science, and the social and behavioral sciences. Students are thus required to become familiar with disciplines other than the major area. This requirement ensures a certain breadth into the student's program, although the student is free to elect his courses from a wide variety of choices within each area.

Plan C is based on CLEP examinations. This plan is particularly appropriate for students who have interrupted their formal education and whose life-experiences would prepare them for proficiency examinations. Plan C is described beginning on page 107 in this catalog.

CLEP and other proficiency examinations can also be used to fulfill ADE requirements in both Plan A and Plan B.

#### Major

Candidates for the Bachelor of Arts degree, whether preparing in liberal arts, elementary or secondary education, must complete an academic major of at least 27 semester hours, in addition to other degree requirements.

Content of the major is determined by individual departments of instruction. Candidates for the Bachelor of Arts degree must complete

an academic major or concentration (excluding teaching concentrations) and a minimum of two and one-half years (75 semester hours) of unrestricted arts and sciences courses. (See course listing section of the catalog for courses which are excluded from these 75 semester hours.)

Candidates for the Bachelor of Science degree must complete a professional program and a teaching concentration or a major or concentration designed for a specific bachelor of science program, and a minimum of two years (60 semester hours) of unrestricted arts and sciences courses. (See course listing section of the catalog for courses which are excluded from these 60 semester hours.)

Courses counted for other purposes, such as a major, concentration, or program, may also be counted toward the requirement of unrestricted arts and sciences courses if they qualify for the latter category.

In meeting degree requirements, students in arts and sciences are limited to three elective courses in Educational Studies. Practicum and student teaching courses may not be elected. The courses may be chosen from Foundations of Education 200, 300, 302, 343, 360 and Education 250, Psychology 213, 214 and 216 are educational studies courses offered by the Department of Psychology. They are not available as electives.

A student who transfers from educational studies to a liberal arts curriculum may receive elective credit for courses in educational studies taken prior to the curriculum transfer provided they fulfill the arts and sciences requirements for the appropriate degree (75 semester hours in unrestricted arts and sciences courses for the Bachelor of Arts degree; 60 semester hours in unrestricted arts and sciences courses for the Bachelor of Science degree).

Education 250: Topics in Education is a special one-semester course which serves as an ADE in Area III and as such is an unrestricted arts and sciences course. It is not subject to either of the restrictions listed above.

#### Teaching Concentration

Students in elementary education who seek a Bachelor of Science in education degree must take a teaching concentration of eight to nine courses. Concentrations are designed by departments in conjunction with the elementary education department and prepare students for teaching in specific areas.

Currently, teaching concentrations are offered in:

Language Arts  
Mathematics  
Science  
Social Science  
Special Education



**Minor**

No academic minor is required. However, many academic departments offer a minor for students who wish to elect a designated program of courses in one discipline rather than a collection of electives.

**SPECIALIZED CONCENTRATIONS AND PROGRAMS**

Interdisciplinary concentrations are offered for students seeking specialized work in areas not offered by single disciplines. Currently *Black studies*, *Classical Area studies*, *Film studies*, *Latin-American studies* and *Urban studies* may be taken either instead of a major or as a supplement to a major.

For descriptions see catalog listings under *Black studies*, *Classical Area studies*, *Film studies*, *Latin-American studies* and *Urban Studies*, see departmental section of this catalog.

The *urban education elective* program is designed to prepare students for effective teaching in urban schools. It may be elected by any student in an educational studies curriculum as an addition to an academic major or concentration. For further description see page 153.

The *medical technology* program is offered for students seeking preparation as medical technologists. It is designed upon a core of courses from the disciplines in science and mathematics. For further description see page 125.

**Pre-Medical, Dental and Veterinary Preparation**

Students wishing to pursue graduate work in medicine, dentistry or veterinary medicine may elect courses appropriate to their career goals. See page 140 for further information.

**Pre-Law Preparation**

Students wishing to pursue a career in law may elect courses appropriate for pre-law school preparation. See page 139 for further information.

**Student Designed Concentrations**

The Committee on Student Designed Courses and Concentrations is empowered to act upon proposals for student designed courses and individual concentrations. Students interested in investigating an individual concentration should consult with a member of this committee. Detailed information about this option is available in the *College Handbook for Students*.

**Foreign Studies and International Education**

Dr. Lawrence W. Lindquist, Coordinator

Rhode Island College is a member of the American Association of State Colleges and Universities (AASCU). The AASCU, in cooperation with agent institutions, sponsors International Study Programs in Brazil,

Canada, Italy and Mexico. In addition, arrangements are being completed for study and research opportunities in Barbados and Malaysia. Other opportunities are anticipated. Rhode Island College has been an active participant in AASCU planning sessions and encourages qualified students to apply for a semester or a year at these international centers. Other international possibilities are available. For example, Rhode Island College has offered programs in France, Spain, Poland, Ireland and England, and has co-sponsored programs in Portugal. Students interested in Latin American programs should contact the coordinator of the program (see Administrative and Service Personnel). Students and faculty interested in international study opportunities may address inquiries to Rhode Island College Coordinator of International Education (see Administrative and Service Personnel). Information files on international programs are available for examination through the office of the coordinator. The International Student Identity Card is available from the Coordinator of International Education of the Coordinator of Latin American studies.

**Continuing Education**

See page 14.

**Continuing Education Courses**

The college offers non-credit continuing education experiences in which participants may earn Continuing Education Units (CEU). One CEU is earned through ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. CEUs provide a way for adults, especially those in the professional and technical occupations, to accumulate, to update and to transfer a record of their educational experiences in non-credit activities. Students who wish to enroll in an educational experience offering continuing education units may range from an adult who has not finished high school to someone who has a master's degree. For further information contact the director of continuing education.

**REGISTRATION**

The Records Office is responsible for conducting registration for classes for all programs, both graduate and undergraduate. Information concerning registration procedures and course offerings is provided all students prior to the beginning of each semester.

Academic advisement and registration for the fall semester occur early in September or late in August with the exception that freshmen register as part of the summer program, "Encounter," conducted by the Office of New Student Programs.

Academic advisement and registration for the spring semester for all students occur in mid-January each year. In-person registration for the summer session for all students occurs early in June each year. Students must be officially enrolled at the college to receive course credit.

#### **Adding/Dropping Courses**

Sometimes changes in program may be desirable and necessary. Any revision should be discussed with the adviser and department chairman, and, if acceptable in view of the student's total needs, additions may be made within the first two weeks of the semester. Students may drop a course during the first six weeks of the semester. Details may be found in the *College Handbook for Students*.

#### **Summer School Credit**

Rhode Island College undergraduates in good standing who wish to take summer school work at Rhode Island College must obtain the approval of their adviser. Those wishing to take work elsewhere must get the approval in advance from the chairmen of the Rhode Island College academic departments concerned. Authorization of Credit Forms must be filed with the Records Office prior to the student's pursuit of credit at an institution other than Rhode Island College. Visiting students who wish to take a course for credit must have a letter of permission from their academic dean. High school students who wish to take courses should consult the admissions office for details.

#### **Late Registration**

A \$5 fee is charged those students who do not complete registration during the designated periods.

#### **Veterans**

Information concerning allowances for veterans is available through the veterans' representative on campus. Eligibility forms, enrollment certificates and additional information are available from the Records Office.

### **ACADEMIC POLICIES**

#### *Statement on Academic Honesty*

An academic community cannot achieve its aims unless its members subscribe to a basic principle of intellectual honesty. The search for and the communication of truth demand that the participants have a deep-seated mutual confidence in the integrity of those with whom they work. All members of the Rhode Island College community ought to be sensitive to the need for intellectual honesty, even as a member of a larger community ought to be sensitive to the need for honesty. As the larger community expects its citizens to refrain from breaching its rule of personal property and rights, so also the academic community

expects its members to refrain from breaching its rules. A student who searches sincerely and honestly for knowledge and truth achieves a meaningful education. A student who willfully violates the principles of academic honesty (e.g., through cheating on examinations and assignments, plagiarism, altering or changing records, etc.) is cheating himself, destroying his integrity and debasing the meaning of education.

Therefore, students, the faculty and the administration are expected to strive for academic excellence: the faculty through constant appraisal of their teaching and examining methods and through intellectual challenge to their students, students through constant appraisal of their own needs and desires in the educational process and through honest achievement of their goals, and the administration through support of the ethical and academic goals of both students and faculty. When willful violation of intellectual honesty does occur, the effect will be felt throughout the entire academic community, for students, faculty and administration will be involved. A student who is willfully dishonest academically is subject to consequences, ranging from an effect on his grade, either on an assignment, or on the course or examination grade, to academic probation or dismissal depending on the seriousness of the act. Instances of alleged academic dishonesty are adjudicated under procedures established by the Board of College Discipline.

#### **Academic Standing**

Determination of academic standing is based on quality points which are related to letter grades as follows:

A - excellent	(100-90)	4 quality points per semester hour
B - good	(89-80)	3 quality points per semester hour
C - satisfactory	(79-70)	2 quality points per semester hour
D - low pass	(69-60)	1 quality point per semester hour
F - failure	(below 60)	no quality points

W - withdrawn with permission, no credit and no quality points, disregard in computing indices

WF - withdrawn without permission, no quality points, treated as F in computing indices

I - incomplete, no quality points

E - conditional failing grade, no quality points

CR - passing grade (A, B, C or D work) in a course in which the student is enrolled on a credit/non-credit basis, credits count toward graduation but are not figured in the grade point average

NCR - failing grade in courses in which the student is enrolled on a credit/non-credit option, does not count toward graduation and is not computed in the grade point index



NA — not available — instructor failed to turn in grades  
 M — missing or multmark

For specific courses, one of the following grades is to be reported:

H — Honors, no quality points  
 S — Satisfactory, no quality points  
 U — Unsatisfactory, no quality points

An academic index is computed by dividing the total number of quality points earned by the total number of semester hours attempted. A cumulative grade point index of 2.00 is required for graduation. Students who fail to achieve this index at the end of eight semesters may be permitted to remain in college for no more than one additional semester in order to meet this minimum requirement.

A student does not qualify for student teaching unless he has attained a cumulative index of 2.00 a full semester prior to student teaching.

#### Credit/No Credit Option

The Credit/No Credit Option which may be chosen by students in certain courses is described in detail in the College Handbook for Students and should be discussed carefully with the student's academic adviser.

#### Graduation Requirements

The following requirements must be completed by undergraduate degree recipients at Rhode Island College:

- Completion of all requirements in curriculum and major or concentration and minor, if applicable (refer to Major p. 40 for additional requirements)
- Minimum of 118 credits
- Minimum of 30 credits taken at Rhode Island College to fulfill the residency requirement
- Overall cumulative index of 2.00 on a 4.00 scale.

#### Academic Dismissal and Probation

Failure to maintain the minimum cumulative index required at the end of a given semester results in the student's dismissal from the college. A student is placed on academic probation at the end of a given semester if his earned index does not meet the minimum index requirement of the ensuing semester.

Specific information regarding required indices is to be found in the College Handbook for Students.

Students who are dismissed or placed on probation are notified in writing by the Records Office.

#### Failure in Courses

Students are subject to dismissal when a required course is failed (including a WF grade) a second time. Upon a second failure, the student is notified that he may not re-register at Rhode Island College in any program for which the course is a requirement. The student will be advised to consider an alternate curriculum or major wherein the course is not required. If the student completes a change to such a curriculum or major prior to the end of late registration of the next enrollment period, he may register for courses in the new field. Under those circumstances, dismissal will not result.

Should the student decline the option of program change, or fail to complete a change by the end of late registration for the next enrollment period, dismissal action will be taken and recorded on the permanent record card.

#### Withdrawal from a Course

Students who officially withdraw from a course during the first two weeks of a semester (first week of a summer session) have the course removed from the registration records.

Students who officially withdraw from a course during the third through the sixth week of a semester (second and third weeks of a six-week summer session; second through fourth weeks of an eight-week summer session) receive a grade of W.

A student may withdraw from a course after the above deadlines upon the approval of the instructor and the appropriate academic dean. Other options are outlined in the special drop form obtained at the Records Office.

Students who withdraw from a course unofficially and without permission receive a grade of W/F. This grade is treated as an F and is used in computing the academic index.

Specific information regarding withdrawal procedures is to be found in the College Handbook for Students.

#### Academic Grievance Procedure

The grievance procedure designed to secure an equitable solution to the problems of the students who have disputes with either an academic unit or the classroom or grading conduct of faculty members is described fully in the College Handbook for Students.

#### Audiovisual Proficiency

Every student enrolled in an educational studies curriculum must demonstrate his ability to use instructional technology media with some proficiency before taking student teaching.

#### Speech Proficiency

Every student enrolled in an educational studies curriculum must demonstrate a specified level of speech proficiency prior to enrollment in student teaching.

### Selection and Retention for Educational Studies Programs

Students applying for admission to a specific professional program are evaluated as potential teachers by their major department: the Departments of Art, Communications and Theatre, Elementary Education, Health and Physical Education, Industrial Education, Music, Secondary Education, Special Education, and the College Health Service.

While the Professional Admissions Committee is responsible for the establishment and administration of all admission and retention criteria for educational studies programs, individual departmental admissions committees administer admission and retention criteria for the students up to the point of applying for student teaching. In addition to reviewing all admissions to student teaching and administering student teaching retention criteria, the Professional Admissions Committee receives appeals and referrals of cases of failure to meet departmental admission and retention criteria.

Initial admission into an education program is made through the departmental admission committee of the department concerned. Departmental criteria must be met, in addition to the general admission and retention criteria listed below. Copies of these departmental criteria should be obtained from the appropriate department or the Office of Laboratory Experiences.

Students formally apply for student teaching through practicum by March 15 (Division F) or October 15 (Division S) of the semester preceding student teaching. During practicum, students are observed and evaluated in actual teaching situations. Recommendations of the practicum professors, as well as those of the departments referred to above, are reviewed by the Professional Admissions Committee.

The major prerequisites for student teaching established by the committee are as follows:

1. adequate health;
2. the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching;
3. the satisfactory completion of all courses required prior to student teaching in the major teaching field and professional sequence;
4. adequate performance in practicum;
5. speech proficiency;
6. proficiency in the operation of audiovisual equipment;
7. completion of all departmental requirements for student teaching such as minimum index requirement in the major and successful completion of certain required courses.

The review procedures of the Professional Admissions Committee under this regulation are as follows:

1. No mid-semester index is computed or considered prior to a student's sixth semester.\*

2. A mid-semester index is requested for sixth semester students who have failed to achieve the 2.00 requirements at the end of their fifth semester in college;

a. Achievement of the index at this time does not result in "automatic" assignment to student teaching. However, if a student achieves the index and is recommended for assignment by his practicum professor with the concurrence of his major department, he will be assigned to student teaching;

b. A student failing to make the required mid-semester index during his sixth semester will not be assigned to student teaching in the following semester.

3. The same procedure is followed for students in their seventh semester with this exception: files of all students failing to make the index at mid-semester of their seventh (or subsequent) semester in college will be reviewed by the committee.

*Note: An appeal to the Professional Admissions Committee may be filed by the student concerned in the Office of Student Teaching.*

*\*A student in Division S who fails to make an index of 2.00 by the end of his fourth semester is not thereby precluded from entry into practicum, although he may be advised to defer practicum for one semester in order that student teaching may immediately follow practicum.*

*\*\*Assignment to student teaching is never automatic. A student without an index problem may be withheld by the committee for cause.*

### HONORS

Rhode Island College recognizes intellectual and creative excellence in three ways: through the publication each semester of the Dean's List; through the Departmental Honors program, and through the granting of graduation honors.

#### Dean's List

Full-time students who attain an index of 3.25 in any semester have their names placed on the Dean's List in recognition of their scholastic achievement for the semester.

During the student-teaching semester, students must achieve a cumulative index of 3.00 as well as a semester index of 3.00 and earn at least a grade of 5 (satisfactory) in student teaching to be placed on the Dean's List.

#### Departmental Honors

Departmental honors programs have been designed to challenge the intellectual curiosity of the superior student. The requirements encourage proficiency and a greater independence in intellectual pursuits. Honors study provides opportunity for the student to exercise greater self-reliance, creativity and responsibility through independent study, research and special course work. Recognition of successful completion of an honors program appears on the student's diploma.

Honors programs are offered in biology, economics, English, French, history, mathematics and Spanish.

The Honors Committee has established the following regulations for admission to and retention in the Departmental Honors program:

1. Admission of a student to an honors program depends upon a favorable action by a departmental committee to which a student must make formal application;
2. A student may enroll in an honors program only in that department in which he intends to major;
3. At the time of application to an honors program, a student must have a 3.00 index for all courses taken in the subject area of his major field;
4. At the time of application to an honors program, a student should have a cumulative grade index of 2.50;
5. The retention of a student in an honors program is dependent upon the decision of the department in which the student is enrolled;
6. The Departmental Honors Committee has the responsibility for maintaining acceptable standards in the total program.

#### Graduation Honors

Graduating seniors are cited for graduation honors at the annual commencement exercises. Students who have achieved a cumulative index of 3.85 or higher graduate *summa cum laude*, those with a cumulative index of 3.60 to 3.84 inclusive graduate *magna cum laude*, and those with a cumulative index of 3.25 to 3.59 inclusive graduate *cum laude*. The cumulative index is based on the student's total college record.

Students who have transferred to Rhode Island College are eligible for graduation honors if they have completed 90 semester hours of work at Rhode Island College, or if they have completed 30 semester hours of work at Rhode Island College and their transfer grades together with those earned at Rhode Island College are 3.25 or better; shall be the grade point average acquired at Rhode Island College that determines what level of honors award they receive.

#### Kappa Delta Pi

Epsilon Rho Chapter of Kappa Delta Pi, national honor society in education, was organized at the college in 1944. Founded at the University of Illinois in 1911, the society was organized to encourage high personal, professional and intellectual standards, and to recognize outstanding contributions to education. More than 170 colleges in the United States have chapters of this society.

#### Prizes and Awards

Outstanding achievement by undergraduates in certain areas of college activity is rewarded by the conferring of special awards and prizes. There are a number of scholarship grants given on the basis of auditions or previous attainments in anticipation of successful college work (see pp. 20), but the following awards and prizes are given to acknowledge success achieved during undergraduate years at Rhode Island College:

*Rhode Island College Associates Awards* — Three grants of \$200 each, given to the student with the highest academic achievement by the end of the freshman, sophomore and junior years, respectively, as of the end of the second semester.

*Bertha Andrews Emin Prizes* — Two prizes, one to the student who is a resident of the town of Smithfield, R.I. who has the highest cumulative scholastic average at the end of his seventh semester and who is scheduled to graduate in June; one to a woman who is a member of the June graduating class and who has distinguished herself by attaining an honors baccalaureate and by active leadership in student affairs.

*The Jean Garrigue Memorial Prize* — An award of \$100 given annually to a graduating senior in recognition of outstanding achievement in English.

*The John E. Hetherman Award* — A prize given annually to a male student eligible to graduate the following June or January in recognition of his achievements as an athlete, a gentleman, and a participant in campus activities as well as his scholastic success.

*The Jacob Hohenemser Award* — An endowed prize of \$50 given annually to an outstanding student of music.

*The Christopher Mitchell Award* — An annual award for the outstanding senior in mathematics.

*The Pell Medal* — A gold medal awarded each year to the outstanding student in United States History.

*The CRC Award* — A prize for excellence in general chemistry, given annually to the freshman chemistry student with the highest average.

*The Wall Street Journal Student Achievement Award* — a medallion and one-year complimentary subscription to The Wall Street Journal, awarded annually to an outstanding student in Economics and Management.

*The Department of Nursing Faculty Award for Excellence* — An annual award for the outstanding graduating senior in nursing.

*The W. Christina Carlson Prize* — awarded to the senior student majoring in biology who demonstrates outstanding scholarship and exceptionally high potential for research in the biological sciences.

## OTHER FACILITIES AND PROGRAMS

### Henry Barnard School

*Dr. Richard E. Sevey, Associate Professor, Principal  
Eleanor Skynon, Assistant Professor, Assistant Principal*

#### *Classroom Teachers*

Assistant Professors Bloom, Conforti, Donahue, Duarte, Jarvis, Malone, Merenda, Radice, Ruggiero, Schultz, Starr, Shipple; Instructors Bridges, Drew, Fitzgerald, Svengalis, Toher and Vaughn.

#### *Special Subjects and Resource Teachers*

Associate Professors Currier (Music); A. Peterson (Music); Assistant Professors Foster (Art); Foye (Reading); Habershaw (Physical Education); Hickey (Resource Room Teacher); H. Murphy (Physical Education); R. Murphy (Resource Room Teacher); Nixon (Library-Media Specialist); Shapiro (Guidance Counselor); Walsh (School Nurse); Instructors Kelly (Home Economics); Tumminelli (Industrial Arts).

#### *Auxiliary Staff*

L. Bischoff (Media Center Assistant); C. Watts (Teacher Aide); E. Defusco (Teacher Aide); M. Tantangelo (Teacher Aide).

The Henry Barnard School, which enrolls children from the child care level through sixth grade, serves as the campus laboratory school for Rhode Island College. As well as providing on-campus laboratory experiences for future teachers, it is charged with assisting in educational research activities, representing excellence in elementary education and providing leadership to the schools of Rhode Island.

College students preparing for careers in education and related areas have opportunities to observe, analyze and participate in classroom teaching in the Henry Barnard School. The school also provides laboratory experiences for students in the departments of art, music, physical education, psychology, special education and nurse-teacher education.

Prior to establishment of the laboratory school facility, a variety of means were used to provide future teachers with opportunities for observation, demonstration and practice. Rhode Island's first commissioner of education, Henry Barnard, toured the state with a covered wagon "model school" so that teachers could observe effective teaching methods and techniques. In 1893, Rhode Island Normal School contracted with the Providence School Department for its faculty and students to utilize the facilities in the Benefit Street School. Later, similar arrangements were made with the school departments of Central Falls, Cranston and Pawtucket.

When Rhode Island Normal School moved to Capitol Hill in 1898, ten classrooms on the first floor of the school were designated as the Normal Observation School, including classes from kindergarten through grade eight. In 1920, when Rhode Island Normal School

became Rhode Island College of Education, the Normal Observation School was renamed Henry Barnard School. The latter was transferred to its own building on the lower part of the college campus in 1928. When the college was re-located in 1958, the Henry Barnard School was moved with the rest of the college to the Mount Pleasant area of Providence, where a large building of modern design had been constructed for it.

The integrated pupil population at Henry Barnard School consists of approximately 380 children of whom an average of 80 are inner-city Black children from Providence, 80 are children of faculty members, approximately five are residents of the Dr. Patrick I. O'Rourke Children's Center, and the remainder are children from various Rhode Island communities.

The major purposes of Henry Barnard School are as follows:

1. To contribute to education through research activities which are appropriate to its role as a campus school;
2. To represent excellence in elementary education through its curriculum, classroom teaching, pupil services, school organization and patterns for administration;
3. To provide Rhode Island College with an effective laboratory environment for the development of extensive and diverse programs of laboratory and clinical experiences; and
4. To be instrumental in providing leadership to the schools of Rhode Island through its personnel, its programs and its services.

In keeping with its research, experimentation and model program purposes, the program of Henry Barnard School is a fluid one. Basically, it consists of a contemporary curriculum conducted in the context of self-contained classroom units and heavily serviced by special subject teachers. The amount of special subject involvement increases at each level. At the first grade level, for example, a child spends approximately 20 hours each week working with the first grade teacher. The other five hours are spent in special subject areas such as physical education, library, home economics, industrial arts, music and art. At the sixth grade level, a child spends approximately 15 hours each week with his self-contained classroom teacher and 10 hours each week in special subject areas. There is also individual programming of children for assistance in reading and the general area of learning disabilities.

At the early childhood level, there are four basic units: the child care center, the pre-kindergarten, the kindergarten and the family grouping. These units focus on a balanced development of three to seven-year-old children in both the affective and cognitive domains through the use of a variety of teaching techniques and materials. The Child Care Center serves primarily to train prospective leaders and to model activities for emerging day care programs within the state.

There are two classes at each grade level, grades one through six.



## OFFICE OF LABORATORY EXPERIENCES

*William H. Lawton, Associate Professor, Director*

Laboratory experiences include those activities associated with professional courses and programs which take place in schools, clinics or similar agencies which are designed to provide a transition between theoretical knowledge and its professional application.

At Rhode Island College there are three basic types of laboratory experiences associated with educational studies, namely, practicum student teaching and internship. In addition to Henry Barnard School, laboratory experiences take place in selected off-campus cooperating schools, cooperative centers and public and private agencies such as Bradley Hospital.

### Practicum

Practicum courses generally provide the first major step in the transition from theoretical knowledge to its professional application. At the secondary level and some elementary practicums the professional component of practicum courses takes place off campus in what are known as cooperative centers.

The cooperative center is a form of partnership between Rhode Island College and selected secondary schools. Certain staff members of these schools are jointly appointed by the school system and college to serve as practicum instructors. They join with department chairmen and appropriate administrators in providing a laboratory setting in which students observe and participate in teaching activities. The first two cooperative centers established in 1968 were Mount Pleasant High School and Nathanael Greene Middle School in Providence. Cranston West High School and Gilbert Stuart Middle School have become cooperative centers since that time. Practicum experiences at the elementary level have been expanded beyond Henry Barnard School to the Robert F. Kennedy School and Camden Avenue School in Providence.

### Student Teaching

Laboratory experiences in professional programs generally culminate in assignment to student teaching. All undergraduate students in education curricula are assigned to one semester of student teaching for four and one-half days or five days each week and concurrently take one or two college courses. Students must be prepared to follow the order of the school to which they are assigned during student teaching.

Student teaching takes place in a cooperating school under the joint supervision of an experienced and certified cooperating teacher and college supervisor. Cooperating teachers are certified by the Rhode Island State Department of Education. Criteria for such certification

three years' teaching experience, the recommendation of one's superintendent and completion of a program of study approved by the state department. Selected cooperating teachers who have gone beyond this basic requirement through advanced study are designated as cooperating instructors or adjunct assistant professors and assume additional responsibilities in the student teaching program.

There are a number of special programs associated with student teaching which are designated as area programs. Area programs take different forms in different communities and at different curriculum levels. However, in general, there are two basic types of programs: the area school and the coordinated area program.

The area school at the secondary school level is one in which a minimum of six student teachers are placed in a given semester. An experienced cooperating teacher is designated as an area school coordinator. In this role he or she designs and directs a program which involves the student in observation and participation experiences in grade levels and subject areas other than those to which he is assigned, and in all aspects of the school operation including administration, guidance and special services.

The area school at the elementary level is modeled on the student teaching center. Six to twelve student teachers are assigned to a center. Experiences are planned cooperatively by a certified cooperating teacher and a college supervisor with each student teacher. As proficiency is attained at one level of teaching, the student is given opportunities to gain teaching proficiency at other levels and to become familiar with the operation of the school in specialty areas.

The coordinated area program is an extension of the area school at the elementary level. Its purpose is to familiarize students with the school department as a system including its pupil personnel services, federal programs and the like. This program is also directed by an area coordinator. At the elementary level, some area programs also include area supervisors who share responsibility with Rhode Island College faculty members for the supervision of student teachers.

In addition to the major programs, elementary education, special education and secondary education, there are a number of other programs at the college which include practicum and student teaching. Specifically, these are the programs in art education, music education, physical education, health education and industrial arts education.

### Internships

Internships usually refer to a full-year assignment in a clinic or laboratory setting associated with a graduate program. At present, Rhode Island College has internship programs in special education, reading, school psychology, urban education and counselor education. At the undergraduate level the college has an internship program in theatre and vocational education.

## DIVISION OF GRADUATE STUDIES

The college's graduate degree program originated in the early 1920s and the first two master's degrees were granted in 1924. Since then the college's graduate program has expanded to serve two kinds of students: (1) *teachers* holding bachelor's degrees who wish further study either for an advanced degree or for renewal of state certification, and (2) *college graduates* who either want to teach and must first take courses to meet state certification requirements, or who simply wish to follow their own professional and intellectual interests through additional college study.

To meet these varied needs, the Division of Graduate Studies offers a wide variety of courses (many of them in the late afternoon, evening and summer) and programs leading to the degrees of Master of Education, Master of Arts in Teaching, Master of Arts in Teaching - Certification, Master of Arts and the Certificate of Advanced Graduate Study.

Education courses conducted on an advanced level emphasize the broader cultural development of the teacher and administrator, including personal growth and professional improvement. The advanced nature of the graduate courses presumes extra assignments and research papers to reflect knowledge not only of theoretical material but also of classroom experiences and current professional resources.

The graduate faculty of Rhode Island College includes approximately 200 men and women, each a member of one of the college's 32 academic departments. Most teach both graduate and undergraduate classes.

### Summer Session

For many years the college has conducted an annual summer session. To meet the various needs of students, the college schedules evening as well as day undergraduate and graduate courses of six, eight and nine weeks duration. An increasing number of undergraduates have been augmenting and enriching, and in some instances accelerating, the programs by attending these courses. Professors from other American and foreign colleges and universities as well as from Rhode Island College are invited to teach summer session courses.

### Administrative Regulations

**Classification of Graduate students:**

**Accepted Candidates:** Students who have been notified of admission candidacy by the dean of graduate studies.

**Non-matriculated students:** Students who have filed a formal application for candidacy but have not yet been formally admitted, and students who are taking graduate courses independent of a degree program.

## GRADUATE ADMISSION PROCEDURES

For all degree programs the following material should be submitted to the Graduate Office, Roberts Hall:

1. Completed application for admission to Graduate Studies (obtained from the Graduate Office).
2. Official transcript of all undergraduate and graduate records (the Graduate Office will obtain any RIC transcripts).
3. Copy of teaching certificate (when applicable).
4. An official report of scores on the Graduate Record Examination Aptitude Test or the Miller's Analogies Test.
5. Three recommendations on forms provided by the Graduate Office attesting to candidate's potential to do graduate work (placement references are generally not applicable).

### Application Forms:

Application forms should be obtained from the appropriate department of the Graduate Office and sent, with a \$10 non-refundable application fee, to the Division of Graduate Studies, Rhode Island College.

All students applying for admission to graduate degree programs are required to present scores on either the *Graduate Record Examination* or the *Miller Analogies Test*. Please refer to individual department sections to determine if the department prefers one or the other. Information about either test may be obtained by writing or calling the Rhode Island College Testing Center (see Administrative and Service Personnel, pg. 212).

The dean of graduate studies informs the candidate of the departmental graduate admissions committee's recommendation for acceptance or rejection to graduate study.

Upon acceptance, the Graduate Office forwards the candidate's folder to the Records Office.

At the time of admission all M.Ed. candidates are expected to work out course selections with their adviser which meet the requirements of the degree program in which they are enrolled. Any changes in those original course selections should be made in consultation with the adviser and must fulfill program requirements.

Students accepted into M.A., M.A.T., M.A.T.-C. and C.A.G.S. programs submit to the Graduate Office for approval a plan of study approved by their adviser. Any change in a candidate's approved plan of study must be made on Request for Changes in the Plan of Study forms available from the Graduate Office. The candidate is cautioned that any change must comply with his program requirements and be approved by the dean of graduate studies and adviser.

*Transfer of credit* from other institutions must not exceed six hours of a candidate's graduate program. After a student has been accepted into a

graduate program, courses that are to be taken at other institutions must be approved in writing by the graduate adviser and the dean of graduate studies prior to registration for such courses. An official transcript must be filed in the Records Office. Credit is transferred only to courses having grades of B or better.

#### Degree Residency Requirement

The following residency requirement applies to students taking graduate courses leading to a degree. This requirement may be fulfilled in any one of the following ways:

1. a course load of at least nine semester hours in a given semester;
2. a course load of six semester hours per summer for two consecutive summer sessions;
3. a course load of six semester hours per summer in two non-consecutive summers in a three-year academic period with at least three semester hours in each of the two intervening academic years.

A program of study must be completed within six years from the time of registration following acceptance to degree candidacy. Failure to complete the program in this period of time results in termination of candidacy. An appeal for an extension requires review of the program of study by the department and the dean of graduate studies.

Students enrolled in graduate programs who are fully employed may not take more than one course per semester during the academic year.

Permission to exceed this limit may be granted by the dean of graduate studies.

#### Advising Procedure

The student's adviser is the liaison between the Division of Graduate Studies and the student. He assists the student with developing his plan of study, selection of courses and changes in plan of study. Following acceptance into a graduate program by the dean of graduate studies, the student is responsible for complying with all appropriate degree requirements. Graduate students are cautioned that all graduate level courses cannot automatically be used for degree program credit. In addition, any 480 workshop must be approved by the student's department and adviser to be used as program credit.

A student's plan of study can contain no more than nine semester hours which have been completed before acceptance into the program.

#### Academic Standards

A graduate student is expected to be in good standing in order to continue in any graduate program. A student having at least a B average (3.00) in all work included in the plan of study is in good standing. A grade C is considered evidence of work not of general graduate quality and of limited application to degree work. If a student receives more

than one C in his/her program, he/she must consult with his/her adviser and the department. Grades of D and F require a review of the student's status by the department and the dean of graduate studies. An average of at least B (3.00) in the courses in the plan of study is required for graduation.

#### Incomplete Grades

All incomplete grades must be completed through arrangements with the instructor before the end of the semester after the incomplete grade is given (Summer Session excluded). Failure to satisfy incomplete grades will result in the grade being changed to an F.

#### Withdrawal from a Course

Permission is not required if a student withdraws from a course during the first and second week of a semester. The student completes a drop form signed by the instructor. The department chairman records the drop and forwards the original copy to the Records Office. If a student drops a course between the third and sixth week of a semester, he automatically receives a W. The same procedure is followed as above. Permission to drop a course after the sixth week of a semester will be granted only when extenuating circumstances make such action advisable. The student should first consult with his adviser. Permission of the instructor and divisional dean must be obtained. If granted, the student should complete the Special Drop form and return it to the Records Office. Permission to drop is denied if both the instructor and the divisional dean disapprove. If either the instructor or divisional dean disapprove, the student must then obtain approval by the department chairman and the dean of graduate studies. If three such approval signatures are obtained, permission is granted to drop a course. If permission is denied, the student has the right of appeal to the Graduate Committee through the dean of graduate studies.

Students who withdraw from a course without permission at any time after the Add/Drop period shall receive a grade of W/F. This grade shall be treated as an F and be included in the quality-point index.

#### Auditing

Graduate students are permitted to audit courses under the following conditions:

1. Graduate students may register as auditors provided that registration for a particular course has not been closed. Preference must go to accepted degree candidates.
2. Graduate students who audit courses pay the regular fee for the course.
3. Under no circumstances can an auditor expect to receive course credit.



### Independent Study

Students enrolled in independent study are expected to observe time limits corresponding to semester limits unless specifically arranged by the instructor. A Request for Independent Study form signed by the instructor, department chairman and the appropriate divisional dean must be filed with the dean of graduate studies. Independent study requests must be approved and fees paid before work is begun. Grades are reported for independent study in the same manner as they are reported for other courses.

### Fees

The application fee is \$10 and non-refundable. The tuition fee for graduate courses is \$35 per credit for Rhode Island residents and \$45 per credit for non-residents. All students pay the tuition fee, a registration fee of \$6 and a health fee of \$2.50 per semester at the time of registration.

The graduation fee is \$15. This fee must be paid by all graduating students. It includes the cost of diploma, cap, gown and hood.

### Transcripts

Transcripts are issued at the rate of \$1 per copy. Applications are available in the Records Office, Roberts Hall, Room 120.

Nine hours taken in a given semester constitutes a full-time graduate program.

### Graduate Assistantships

Graduate Assistantships are limited to accepted degree candidates who are enrolled full time.

The duties of a graduate assistant usually involve such activities as classroom instruction, preparation for and supervision of laboratory sections, direction of discussion or recitation sections, grading papers and research. The student may be required to devote a maximum of 20 hours a week to such work, not more than ten hours of which may be in classroom contact hours. The normal course load for a graduate assistant is nine hours per semester. For this a stipend of \$2500 is awarded for the academic year, and remission of tuition and fees for the academic year and a summer session. Appointments to assistantships are for one year. Renewals must be recommended to the dean of graduate studies by the department chairman. Students must apply for assistantships by March 1 through the Division of Graduate Studies Office. The awarding of assistantships for the ensuing year will be announced before the end of the spring semester and successful applicants have two weeks to accept or decline the offer.

Interested candidates should contact the Division of Graduate Studies for further information.

### Exit Requirements

Candidates assume responsibility for making arrangements with their department to take the *comprehensive examination*. Certain programs require written or oral comprehensive examinations based on the candidate's program of study and may be taken when all concentration work has been or will be completed during the term in which the examination is administered. *Advanced degree candidates may not take the comprehensive examination more than twice. Specific Exit Requirements may be found in the Departmental section of this catalog.*

In those programs requiring a *master's thesis* or *field paper* candidates should consult with their advisers concerning a topic. It is the responsibility of the candidate to work with his adviser in the development of the thesis. Students receive 0-6 credits for a thesis.

Proposal Outline Forms and the Guide for Preparing Field Projects for the Certificate of Advanced Graduate Studies are available from the appropriate departments.

### Academic Grievance

A student who has an *academic grievance* should first discuss the matter with the professor concerned. If the issue is not satisfactorily resolved, the student must initiate a grievance procedure with the appropriate department chairman within 30 days of the alleged grievance.

The department chairman must reach a decision within 30 days unless there are extenuating circumstances. If there are, the student must be advised of this situation. If the student feels further appeal is necessary or if the department chairman has not resolved the problems within 30 days, the student may request that the appeal be forwarded to the dean of graduate studies.

The dean of graduate studies must make a decision within 15 days unless extenuating circumstances prevail. If the student still does not feel that a satisfactory decision has been reached, he may request that the dean forward the appeal to the Graduate Committee. The Graduate Committee must respond to this appeal within two regularly scheduled meetings.

### Graduate Committee

The Graduate Committee is advisory to the dean of graduate studies, assisting in formulation of policy and in the judicial function relating to advanced degree candidates. The committee reviews and interprets policies pertaining to graduate studies, aids in the maintenance of standards, and hears appeals from graduate students concerning admission, standing and satisfaction of requirements.

### Course Numbering System

200-299 — lower division undergraduate courses.

In certain instances 200-level courses may be applied as program



credit but not graduate credit to a candidate's plan of study. No more than six hours of program credit is acceptable.

300-399 — upper division undergraduate courses.

Graduate students will receive graduate credit in 300-level courses unless they request otherwise. Graduate students may, with the approval of advisers, include these courses in their program.

400-599 — graduate level courses.

Graduate students will receive graduate credit in 400—and 500—level courses.

## GRADUATE DEGREE PROGRAMS

### Master of Education Program

These programs emphasize the development of professional competence. Course work stresses an understanding of principles and concepts in each degree area. The Division of Graduate Studies of Rhode Island College believes its role is to stimulate educators to achieve an understanding of the functions and problems of education, to help them develop a set of principles which will enable them to perform their tasks with competence and effectiveness, and to stimulate them to develop an awareness of the functions of the school in the culture of the United States.

Most M.Ed. programs require teacher certification. However a waiver of the certification requirement may be granted by the dean of graduate studies.

A comprehensive examination is normally the exit requirement for the M.Ed. programs. However, a thesis option is also available in most departments (see departmental program advisers).

These programs consist of six semester hours in Humanistic and Behavioral Studies from among courses listed on page 63, six semester hours in related disciplines in the areas of humanities, mathematics, science, social and behavioral science and 18 credits in the area of concentration. Exceptions are the programs in Counselor Education and Special Education which have no related discipline requirement but which have 24 credits in the area of concentration.

The following programs are offered:

- Bilingual-Bicultural Education
- Counselor Education
- Educational Administration (Elementary)
- Educational Administration (Secondary)
- Elementary Education
- Elementary Education
  - Early Childhood
  - Language Arts
  - Mathematics
  - Science

### Individualized Master of Education Program

- Industrial Education
- Instructional Technology
- Reading
- Secondary Education
- Special Education

### Master of Arts in Teaching Program

The purpose of this degree program is to increase the preparation of teachers in particular subject matter areas and also to up-date their understanding of current educational theories and practices.

These programs consist of 21 semester hours in the academic discipline(s), six semester hours in Humanistic and Behavioral Studies (one course from Psychological Foundations, one course from Social and Philosophical Foundations), and three semester hours in Curriculum/Instruction.

The following programs are offered:

- Art Education
- Biology
- Elementary Education
- English
- French
- General Science
- History
- Mathematics
- Music
- Physical Science
- Spanish

### Master of Arts in Teaching Certification Program

The purpose of the certification programs (M.A.T.-C) is to provide initial certification competency to graduates of liberal arts colleges who wish to enter teaching.

These programs consist of ten semester hours in Humanistic and Behavioral Studies (Foundations of Education 300, 302, and one of the following: Psychology 213 for elementary, Psychology 214 for secondary, or Psychology 216 for K-12 programs in art or music), course work in an academic discipline, student teaching and professional studies. See individual department listings for the number of semester hours in each area.

The following programs are offered:

- Art Education
- Biology
- Elementary Education
- English

French  
General Science  
History  
Mathematics  
Music  
Physical Science  
Spanish

#### Master of Arts Program

This degree program enables college graduates to increase their knowledge in a particular area by concentrated work through courses at an advanced level. Most candidates for the Master of Arts degree have an undergraduate major in the field they have chosen. The program requires successful completion of 30 semester hours of work.

The following programs are offered:

Agency Counseling  
Biology  
Developmental Psychology  
Educational Psychology  
English  
French  
History  
Mathematics  
Personality and Social Psychology

#### Certificate of Advanced Graduate Study

The C.A.G.S. is a 30 hour program in professional education which provides organized sequences of preparation for positions and competencies in education for which the master's degree is not sufficient. The master's degree is pre-requisite to all C.A.G.S. programs.

In addition to 30 semester hours of courses, a field project in the form of either an investigation of a problem or a research topic is required. This project must be approved by the adviser and the dean of graduate studies.

The student works closely with his area adviser throughout the program and with him develops a plan of study. The period of study of the C.A.G.S. is equivalent to at least two full-time semesters. All work (courses and field project) must be completed within six years.

Residence requirements are the same as those specified for all other masters programs.

The following programs are offered:

Counselor Education	Mathematics Education
Curriculum	Reading
Educational Administration	School Psychology
Instructional Technology	

## HUMANISTIC AND BEHAVIORAL STUDIES CURRICULUM AND INSTRUCTION

### Humanistic and Behavioral Studies

Each candidate for the Master of Education degree must complete two courses from the list of Psychological Foundations and Social and Philosophical Foundations.

Each *certified teacher* who is a candidate for the Master of Arts in Teaching degree must complete one course from Psychological Foundations and one other course from Social and Philosophical Foundations.

Each candidate for the M.A.T.-C. must complete ten hours in Humanistic and Behavioral Studies: Foundations of Education 300, 302, and one of the following: Psychology 213 for elementary, Psychology 214 for secondary or Psychology 216 for K-12 programs in art or music.

### Psychological Foundations

Psychology 400: Issues in Child Development

402: The Social Psychology of Adolescence

403: Measurement and Evaluation in the Classroom

407: Applications of Educational Psychology

408: Behavior in Groups and Social Organizations

409: Psychology of Race and Class

410: Drugs and Behavior

411: Interpretation of Individual Tests

418: The Creative and Gifted Child

419: Psychology of Thinking

420: Fundamentals of Research

430: Behavior Modification in Social Settings

435: The Deviant Child

### Social and Philosophical Foundations

Education 402: Current Problems in Education

409: Psychology and Social Problems of Urban Youth

Foundations of Education 343: Theories of Moral Education

405: Introduction to Comparative Education

410: History of Western Educational

Thought

415: History of American Education

420: Cultural Foundations of Education

431: Political Elements in Public School

Policy

441: Comparative Philosophies of Education

442: Theories of Knowledge and the

Curriculum

445: Logic of Teaching

- 501: Education and Social Institutions
- 534: Collective Negotiations in Education
- 542: Modern Theories of Education
- 575: Topics in International Education

#### *Curriculum and Instruction*

In addition to meeting the Humanistic and Behavioral Studies requirements, certified teachers who are candidates for the Master of Arts in Teaching degree must also complete one course in Curriculum and Instruction from the following list.

#### *Elementary*

- Education 322: Methods and Materials in Teaching Reading
- 332: Early Childhood Education — Part 1
- 404: Mathematics in the Elementary Schools
- 406: Early Childhood Education — Part 2
- 408: Language Arts in the Elementary School
- 415: Literature in the Elementary School
- 418: Science in the Elementary School
- 421: Art in the Elementary School
- 424: Music in the Elementary School
- 428: Social Studies in the Elementary School
- 434: Reading in the Elementary School
- 505: Elementary School Curriculum

#### *Secondary*

- Education 427: Foreign Languages in the Schools
- 429: Mathematics in the Secondary Schools
- 441: Science in the Secondary Schools
- 442: English in the Secondary Schools
- 443: Social Studies in the Secondary Schools
- 444: Biology in the Secondary Schools
- 514: Secondary School Curriculum

#### *K-12*

- Instructional Technology 437: The Role of Television in Education
- 440: Preparation of Audiovisual Materials
- Foundations of Education 480: Workshop in Foundations of Education
- Education 515: Curriculum Issues in Art Education
- 525: Advanced Studies in Music Education
- 560: Seminar in Education
- Curriculum 480: Workshop in Curriculum: Individualization of Instruction
- 503: Principles of Curriculum
- Special Education 430: Identification and Assessment of Special Needs in Regular Classes
- 431: Instructional Approaches to Children with Special Needs in Regular Classes

- 433: Education With Exceptional Children and Parents
- 434: Education of Parents and Families of Exceptional Children

Education 480 is a workshop course and Education 560 is a seminar course, offered periodically by a number of departments. Selected topics are investigated in a variety of formats. *In order to be included in a graduate degree program an Education 480 Workshop must have been approved for general program credit by the department offering the course and by the department offering the degree in question and for individual program credit by the adviser concerned.*

### SPECIAL PROJECTS AT RHODE ISLAND COLLEGE

John C. O'Neill, Director

Bureau of Social and Educational Services

As an educational resource for the state, Rhode Island College engages in a variety of projects extending beyond the normal bounds of the classroom. They include research, social service, specialized training for teachers and the development of new approaches in education.

These projects are supported by funds from foundations, government agencies — federal, state and local — and the college. Some are of limited duration, while others extend over a period of years. The Bureau of Social and Educational Services is the campus agency for program development, contract negotiations with off-campus agencies and processing of requests for outside financial assistance.

The following is a summary of a representative list of programs under way at the college written by each project director:

#### School Services at Rhode Island College

Walter Crocker, Director

Rhode Island College in the past three years has conducted over 200 on site in-service credit courses and workshops in 39 of the 41 school districts in the state of Rhode Island. Topics have been varied. A partial listing of topics which have been offered follows:

- |                                                   |                              |
|---------------------------------------------------|------------------------------|
| Teaching the Metric System                        | Environmental Education      |
| Career Education                                  | Developing a Math Curriculum |
| Community Education                               | I.P.I. Math                  |
| The Teaching of Science                           | Individualized Instruction   |
| Early Childhood: Approaches                       | Middle School Curriculum     |
| Teaching Reading Comprehension                    | Wisconsin Design in Reading  |
| Elementary Schools                                | Creative Problem Solving     |
| Teaching Reading Comprehension: Secondary Schools | Program Budgeting            |

Croft Reading Program  
Teaching Regular Classroom  
Teaches Regular Learning and  
Behavior Disorders  
Bilingual-Bicultural Workshops  
Project Closeup  
Dance Workshops  
"Understanding Me"  
Portuguese for Teachers  
Spanish for Teachers

Open Education  
Prescriptive Reading  
Instrument for the Observa-  
tion of Teaching  
Ethnic Heritage Workshop  
Content Area Reading  
Bicentennial Issues in the  
Classroom  
Teaching Writing: Grades 5-12  
Human Relations and  
Discipline

The College has designed a process by which tailor-made credit and non-credit workshops can be jointly designed by the district and the college and offered on site in a district school.

Contact the Office of School Services at Rhode Island College to begin the process. A visit by the director of school services to the initiating administrator of the district or agency will then occur. At that meeting needs, goals, objectives, expected outcomes, credits and costs will be discussed. Often a session of appropriate Rhode Island College faculty and school district agency personnel is arranged.

#### Teacher Corps

John A. Bucci, Director

The Division of Educational Studies and the Pawtucket School Department are jointly operating a Teacher Corps Eleventh Cycle Project. The primary site and target school for the project is the recently constructed Jenks Junior High School. Personnel of Rhode Island College and Pawtucket and members of the local community are cooperatively planning and implementing innovative programs for the training and retraining of teachers of urban children. The Teacher Corps grant is for a period of two years.

Emphasis will be placed on the development of a "Training Complex," which is a variation of the Teacher Center idea, and an extensive in-service program for teachers of Jenks Junior High School. Four Teacher Corps interns will help develop the Training Complex, work with children in the school, and become participating members of the community. At the same time they will pursue studies on campus leading to certification and a master's degree. Other elements of the project are community-based education, multi-cultural education, collaborative decision-making, diagnostic prescriptive teaching and individualizing instruction.

#### Robert A. Taft Institute of Government

Victor L. Profughi, Director

The Robert A. Taft Institute of Government Seminar at Rhode Island College is one of 35 Taft Seminars being conducted from coast to coast in 1976. The general purpose of the seminars is to develop among social studies teachers a greater degree of understanding and appreciation for American political parties and their function in our constitutional system.

The institute, which was organized in 1961, operates under a charter granted by the Board of Regents of the state of New York. It is a non-partisan, non-profit, tax-exempt educational corporation.

#### The Ethnic Heritage Studies Project

Katherine Murray, Curriculum Coordinator

The ethnic heritage studies project is currently administered through the Division of Educational Studies. Its task is the development of a comprehensive ethnic studies curriculum for the three levels of pre-college instruction: high school, middle and elementary school.

Work on the high school curriculum materials was begun in 1973. The final product, *From Immigrant to Ethnic: a Rhode Island Study* was packaged and disseminated under federal funding during 1975-76. Both public and private high schools in the state were able to obtain these materials at no cost.

The current work of the project is to begin to develop elementary school materials, and to field test and revise materials for use in the middle school.

#### Regular Education Teachers and Principals

Joseph McCormick, Director

RETAP is a special education in-service training project for regular educators designed to refine their teaching competencies in order that they may more effectively educate mildly handicapped children within their classes. The principal and two liaison teachers from each of five schools in Rhode Island participate in a six week summer workshop, and a weekly seminar plus demonstration teaching within their schools during the academic year. The principal and liaison teachers prepare and present in-service training sessions for regular educators within their schools. These in-service training units are made available to local educational agencies on a subcontractual basis by the Rhode Island College Department of Special Education.



### Career Mobility for Attendant Level Staff in Mental Health

Eunice Shatz, Director

This is a new program, designed to reduce turnover and increase job satisfaction and career mobility of blue collar mental health workers. The innovative educational component consists of an experimental effort to provide education leading to vertical and horizontal career mobility for workers who are currently in dead-end jobs. Career opportunities will exist in team treatment of institutionalized patients and community mental health care for de-institutionalized persons.

The course of study will consist of a series of ten-week seminars (two hours per seminar) focusing on staff role redefinition and related mental health skills. A seminar for professional staff will focus on developing models to re-define the roles of mental health personnel so as to incorporate attendant level workers as part of the treatment team.

### Cooperative Education

Patrick O'Regan, Director

Cooperative Education is an academic program involving the integration of formal academic work with planned and supervised experience in industry, business, government or service agencies. This plan integrates classroom study with the real world of work. It is based on the principle that learning is not confined to classroom experience, but is equally founded upon practical experience.

Cooperative education is an optional program for Rhode Island College students who are enrolled in a degree program. All cooperative education students will be supervised and evaluated. Students are required to participate in a formal seminar program related to their work experience for which they earn academic credit. Students participating in the cooperative education program should have completed at least two semesters of classroom studies.

Interested students are interviewed at the college and those who meet the requirements for a position in cooperative education are referred to the employer. Employers are always given the opportunity to select cooperative education students who are best suited and qualified for the available position.

Students interested in the cooperative education program should indicate their interest on the admissions application. Once students are enrolled, they are to come to the cooperative education office to make formal application and set up an appointment with the co-op coordinator.

### Preservation of the Nathaniel Bacon Papers

Michael Kohl, Director

Under a grant from the National Historic Publications and Records Commission, the James P. Adams Library will preserve, arrange and describe the Nathaniel Bacon papers. Nathaniel Bacon, a prominent Rhode Island engineer and industrialist, introduced the Solvay process into the United States, was president of the Narragansett Pier Railroad, and a gentleman-scholar. The collection includes the papers of his sister-in-law, Caroline Hazard, an author and member of the Hazard family of Peacedale, Rhode Island, and of his son, Leonard Bacon, poet, reviewer, and winner of the Pulitzer Prize in poetry.

The contents of the Nathaniel Bacon papers offer an important untapped resource for research in American business and literary history. A register of the collection will be published to facilitate the scholarly use of these papers.

ACADEMIC DEPARTMENTS AND PROGRAMS

## DEPARTMENT OF ADMINISTRATION AND CURRICULUM

Professors Larsen, Lapan, Munzer<sup>1</sup> and Rollins; Associate Professors C. Costa (chairman) and Lavery; Assistant Professors O'Connor and Freiburger  
 1 on leave Spring.

The Department of Administration and Curriculum offers graduate programs leading to the Master of Education in educational administration (elementary, secondary) and the Certificate of Advanced Graduate Study in educational administration and in curriculum.

### Master of Education in Educational Administration (Elementary, Secondary)

#### Admission Requirements

Teacher certification generally required, plus the Miller Analogies Test.

#### Program Requirements

Humanistic and Behavioral Studies

#### Major Concentration

Required: Administration 502, 507 or 510 or 520 or 523;  
 Education 505 or 514 and two courses from  
 the following: Administration 480, 504, 506, 508, 509 and 515  
 Related Disciplines (see department list of approved courses)

semester hours

6

18

6

Total: 30

#### Exit Requirements

Successful completion of the 30 semester hours plus the comprehensive examination.

### Certificate of Advanced Graduate Study in Educational Administration

#### Admission Requirements

Completion of the M.Ed. in educational administration or its equivalent with a 3.25 average in previous graduate work, recommendation of the department and the Miller Analogies Test.

#### Program Requirements

#### Major Concentration

Required: Administration 509, 531, 532, 561; Educational Services 500  
 Electives: One or two of the following courses:  
 Curriculum 408, 503; Administration 480, 504, 506, 507,  
 508, 510, 515 or 560  
 Related Disciplines (see department list of approved courses)  
 Field Project or Internship

semester hours

18-21

9-12

0

Total: 30

#### Exit Requirements

Successful completion of the 30 semester hours plus the C.A.G.S. Field Project or Internship.

### Certificate of Advanced Graduate Study in Curriculum

#### Admission Requirements

Candidate must possess a master's degree with a minimum 3.25 average in previous graduate work, full professional certification, including a minimum of twelve semester hours in foundations of education and the Miller Analogies Test.

#### Program Requirements

#### Major Concentration

Required: Curriculum 503, 532, 561.  
 Electives: Administration 502, 531; Curriculum 480, 510, 519;

semester hours

9

Education 480, 505, 514;  
 Related Disciplines (see department list for approved courses)  
 Field Project

6-12

9-12

0

Total: 30

#### Exit Requirements

Completion of the 30 semester hours plus the C.A.G.S. Field Project.

#### Course Listings

For departmental course offerings see the course listing section.

## ANTHROPOLOGY

(Department of Anthropology and Geography)

Professors Lindquist and Maynard; Adjunct Professor Scala; Associate Professor Barnes; Assistant Professors Allen, Epple (chairman), Fleuhr-Lobban, Hays, R. Lobban Jr. and Murray.

### Major in Anthropology

The major in Anthropology consists of 30 semester hours of courses in anthropology. Twelve additional hours in cognate areas or a minor in one of the social sciences are required. The cognate requirement is waived for students in elementary education.

#### Required Courses

Anthropology 201: Introduction to Cultural Anthropology  
 202: Introduction to Archaeology  
 203: Introduction to Physical Anthropology  
 345: History of Anthropology

semester hours

3

3

3

Total: 12

#### Elective Courses

Nine hours to be elected from the anthropology offerings with the following provisions:

One course from each of the following groups:

Thematic (Anthropology 300-314)

Regional (Anthropology 315-334)

Aspects of Social Systems

(Anthropology 335-344)

9

The balance of nine required hours is to be selected from any remaining courses in anthropology. One interdisciplinary social science course may be substituted.

9

18

Total for major: 30

The selection of courses should be approved by the anthropology adviser.

#### Cognates

Majors, with the advice and approval of their anthropology adviser, will take 12 semester hours in related disciplines. Mathematics 240: Statistical Methods may be counted as a cognate. A minor in one of the social sciences will satisfy the cognate requirement. The cognate requirement is waived for students in elementary education.

### Minor in Anthropology

The minor in anthropology consists of six courses in anthropology in any combination. One interdisciplinary social science course is acceptable for the minor.

#### Course Listings

For departmental course offerings see the course listing section.

## DEPARTMENT OF ART

Professor Emerita Becker; Professors Rosati, deMelim, D. Smith; Associate Professors, Brisson (chairman), Hysell, Kenyon, Ladd, Pinardi, Steinberg and Sykes; Assistant Professors, Ames, Horvat, LaFollette and Ohlin; Instructor, Hawkins.

The Department of Art offers two degrees: a B.A. with a major in the studio arts or a major in art history, and a B.S. in art education. The studio major consists of 13 courses in studio, three courses in art history and two cognate courses. The art history major consists of 10 courses in art history and four cognate courses. The major in art education consists of 12 studio courses and three art history courses in addition to the professional sequence.

## Major in Art (B.A. degree — Studio)

## Required Courses

## Studio Foundations

- Art 101: Drawing I  
104: Design I  
105: Drawing II  
204: Design II

semester hours  
12

## Concentration (select one)

## Painting

- Art 205: Study of the Figure  
202: Painting I  
302: Painting II

9

## Sculpture

- Art 205: Study of the Figure  
215: Sculpture I  
315: Sculpture II

## Crafts

- Art 206: Ceramics I  
306: Ceramics II  
319: Fiber  
or  
320: Metal

## History and Criticism of the Arts

- Art 231: Prehistoric to Renaissance Art  
232: Renaissance Through Modern Art  
Philosophy 230: Aesthetics

19

One course selected from: Art 330, 331, 332, 333, 334, 335

## Two courses selected from:

- Theatre 205: Introduction to Theatre Arts  
340: History of Theatre I  
341: History of Theatre II  
440: Dramatic Criticism

## Music

- 201: Survey of Music  
221: The Symphony  
222: Opera  
302: Twentieth-Century Music

## English

- 325: Literature and Film  
334: Studies in Literary Criticism

## Major in Art (B.A. degree — Art History)

The major in art history consists of 10 courses plus a cognate requirement. The major includes Art 231, 232, 330, 331, 332, 333, 334, 335, 361 and an additional course in art history at the 300 level. The cognate requirement is 12 hours of courses chosen to augment

the major with the adviser's approval. For example, choices may be made from history, literature, music and languages.

## Required Courses:

- Art 231: Prehistoric to Renaissance Art  
232: Renaissance through Modern Art  
330: A Survey of Far Eastern Art  
331: Greek and Roman Art  
332: Medieval Art  
333: Renaissance and Baroque Art  
334: American Art  
335: History of Modern Art  
361: Seminar in Art History

## Major in Art Education (B.S. degree)

## Required Courses

## Professional Sequence:

- Education 203: Concepts in Art Education  
303: Practicum in Art Education  
325: Student Teaching in Art Education  
Foundations of Education 300: Social Foundations of Education  
302: Philosophical Foundations of Education  
Psychology 216: Educational Psychology — K-12

26

## Studio Foundations

- Art 101: Drawing I  
104: Design I  
105: Drawing II  
204: Design II

12

## Art Studio

- Art 202: Painting I  
205: Study of the Figure  
206: Ceramics I  
215: Sculpture I  
392: Senior Studio

24

## One of the following:

- Art 302: Painting II  
306: Ceramics II  
315: Sculpture II

## Two of the following:

- Art 308: Printmaking I  
317: Introduction to Photography  
319: Fiber I  
320: Metal I

## History of Art

- Art 231: Prehistoric to Renaissance Art  
232: Renaissance Through Modern Art

9

## One of the following:

- Art 330: A Survey of Far Eastern Art  
331: Greek and Roman Art  
332: Medieval Art  
333: Renaissance and Baroque Art  
334: American Art  
335: History of Modern Art



**Minor in Art History**

The minor consists of five courses: 231, 232, 361 and two courses in art history at the 300 level.

**Graduate Programs**

Adviser: David M. Hyatt

The Department of Art offers a program for graduate students leading to the Master of Arts in Teaching in art education. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program, (M.A.T.—C.) Master of Arts in Teaching.

**Admission Requirements**

Completion of a minimum of 46 credits in art excluding art education; representative portfolio of art work must be submitted to the department's graduate admissions committee. (See department chairman for details of admission and program requirements.)

**Program Requirements — Certified Teachers**

Humanistic and Behavioral Studies

Professional Studies

Required: Education 515

Art (including Art 560)

semester hours

6

3

21

Total: 30

**Master of Arts in Teaching — Certification****Program Requirements**

Humanistic and Behavioral Studies

Professional Studies

Art (including Art 560)

10

19

12

Total: 41

(Some of the educational foundations requirements may be waived or substituted, depending upon the candidate's prior experience or academic background.)

**Exit Requirements**

The candidate must have completed a minimum of 58 credits of art course work including undergraduate credits by the end of the graduate program.

The candidate is expected to complete one of the following:

1. An M.A.T. thesis in the form of a research study or a major paper involving in-depth study of a particular problem area.
2. An exhibition of art work completed while enrolled in the graduate program. A catalog of the exhibition documented with photographs and a philosophic statement is also required (open only to certified candidates choosing a concentration in one studio area).
3. A graduate project involving the planning, creating and testing of learning materials aimed toward a specific curriculum purpose.

A final comprehensive examination is required to test the candidate's knowledge of the program of study pursued. This examination may be either written or oral, or both, at the option of the examining committee composed of the candidate's adviser and at least two other members of the graduate faculty.

**Course Listings**

The following courses, listed under Education, are offered by the Department of Art:

**Education 203: Concepts in Art Education**

303: Practicum in Art Education

325: Student Teaching in Art Education

340: Methods and Materials in Art Education

421: Art in the Elementary School

513: Research and Evaluation in Art

515: Curriculum Issues in Art Education

For departmental course offerings see the course listing section.

**BILINGUAL-BICULTURAL EDUCATION**

Adviser: John L. Christina

The Department of Secondary Education offers a graduate program leading to the Master of Education degree in bilingual-bicultural education. Refer to the Department of Secondary Education.

**DEPARTMENT OF BIOLOGY**

Professors Dolyak, Hartmann, Keffe, P. Pearson Jr. and Silzer; Associate Professors Consales, Krogh, McCutcheon, F. Pearson 3rd, Young (chairman) and Wasti; Assistant Professors Bohnsack, Foltz, Haagens, Kinsey, Lough and Melaragno; Adjunct Assistant Professors Bergeron, Cok, Davis, Geddes and LeClair.

on leave Fall

Admission to either a major or a minor in biology requires a grade index of 2.0 (that is, C) or better in freshman biology courses. Exceptions are evaluated by the department chairman. To continue in the major, at the end of the sophomore year, a student must have a cumulative index in biology courses of at least 1.69. Students meeting these minimum requirements, but having a cumulative index of less than 2.0 in biology at any time, are doubtful prospects for success in this field and should consult their advisers about the wisdom of continuance.

The Department of Biology offers a general course, Biology 101-102, to students who select the field of biology to fulfill the Area II requirement in the general studies program. It is possible to fulfill this requirement or gain credit for other courses in this department by means of proficiency tests. Evaluation or proficiency is based on special examinations or on entrance records at the discretion of the Department of Biology. Application for such evaluation should be made to the chairman of the department directly or through the Office of Admissions.

**Major and Minor**

The department offers a major leading to a B.A. and a minor in biology. The major requires 30 semester hours of biology including the introductory courses, and 16 to 24 of cognates in the fields of chemistry and physics. A minor in chemistry is strongly recommended. All majors in biology must take the four major core courses: Biology 220: Cell and Molecular Biology and Biology 221: Genetics should be taken in the sophomore year. The other two core courses, and Biology 300: Developmental Biology and Biology 318: Ecology should be scheduled as early as possible within the major program. The remainder of the 30 hours are elective courses in biology. Students in the teaching programs are strongly urged to take courses in both botany and zoology.

The biology minor consists of 18 semester hours in biology. Required in this program are introductory biology and any two of the biology core courses: Cell and Molecular Biology, Genetics, Developmental Biology or Ecology. The remaining course for the minor is an elective in biology. Biology 101-102 may not be used for the general studies Area II requirement by a student taking a minor in biology.

**Biology Major***First Year*

Biology 101-102

Chemistry 103-104

*Third Year*

Biology 300, 318

Physics 101-102 or 103-104

(Division B of the Secondary Education Program and Liberal Studies)

**Biology Minor***First Year*

Biology 101-102

*Third Year or Fourth Year*

Biology elective, 4 semester hours

**Honors Program**

The biology department, through its honors program, intends to recognize the scholarly student and to encourage an intensive study and research program in biology. Through the department's personnel and facilities the honors student is given an opportunity to program, a student is awarded the degree of Bachelor of Arts with honors in biology.

General requirements for departmental honors are stated on page 48. Any student who is interested in enrolling in this program should consult with the chairman of the biology department.

**Medical Technology Program**

The college offers a Bachelor of Science degree program in medical technology. See medical technology program for details.

**Graduate Programs**

*Advisers: Robert M. Young and Mary M. Keefe*

The Department of Biology offers an opportunity to properly qualified candidates to earn the degree of Master of Arts in Teaching with a major in biology. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in biology leading to the Master of Arts in Teaching degree. The department also offers a Master of Arts degree.

**Master of Arts in Teaching***Admission Requirements*

Minimum of 21 semester hours in the biological sciences; cumulative overall grade point average of 2.20 or 3.00 in science courses.

*Program Requirements - Certified Teachers*

Biology

Professional Education Courses

semester hours

21

9

Total: 30

**Master of Arts in Teaching - Certification***Program Requirements*

Humanistic and Behavioral Studies

Professional Education Courses

Student Teaching

Biology

10

4-6

9

12

Total: 35-37

*Second Year*

Biology 220, 221

Chemistry 205-206

*Fourth Year*

Biology electives, 8 semester hours

Physics 101-102 or 103-104

(Division F of the Secondary Education Program)

*Second Year*

Biology 220, 221, 300 or 318, 8 semester hours

*Exit Requirements*

In four areas of biology: cell or microbiology, genetics, developmental biology and ecology; one year of study in a physical science as an undergraduate or graduate student before completing the program; a Problems in Biology course and at least two graduate seminar courses (Biology 460) with a grade of B or better.

**Master of Arts***Admission Requirements*

A bachelor's degree in the biological sciences, a minimum of 24 semester hours in biology, 14-16 semester hours in chemistry (including organic chemistry), 6-8 semester hours in physics and the successful completion of courses equivalent to the core requirements in the Rhode Island College undergraduate curriculum. In addition to these academic requirements applicants are required to submit scores from the Graduate Record Examination general aptitude test, scores from the Graduate Record Examination advanced test in biology and three letters of recommendation. An interview is required.

*Program Requirements*

The M.A. program shall consist of 30 semester hours in biology and related sciences with at least 24 semester hours in biology. Six of these semester hours shall be in Biology 591-596, directed research. A thesis is required of all students.

*Exit Requirements*

The successful completion of 30 semester hours of course work in an approved plan of study with an average grade of B. Completion of two graduate seminar courses (Biology 460). Completion of Biology 551-554 for one to four semester hours. Completion of Biology 591-596 for six semester hours. Completion of a written thesis based on the research carried out in this course and its oral defense before the research committee.

**Course Listings**

For departmental course offerings see the course listing section.

The Department of Biology also offers the following courses in education.

Education 310: Practicum in Secondary Education

(Biology section)

(5) 4 semester hours

444: Biology in the Secondary Schools

3 semester hours

**BLACK STUDIES PROGRAM***William H. Robinson Jr., Coordinator*

When taken in conjunction with the social science major and an education curriculum the Black studies concentration prepares the student for teaching situations and responsibilities outside of the social sciences.

**Concentration in Black Studies**

The interdepartmental concentration in Black studies consists of 10 courses to be selected as follows (all courses are three semester hours unless otherwise noted):

**A. Two of the following courses:**

History 313: Early African History

314: Modern African History

351: Civil War and Reconstruction

356: Studies in Black History (may be repeated with permission)

371: Reading Course in History\*

**B. Two of the following courses:**

English 326: Studies in Black Prose (may be repeated)

327: Studies in Black Poetry (may be repeated)

335: Literature in Translation (Black literature)

390: Directed Study\*

- C. One of the following courses:  
 Anthropology 319: Peoples and Cultures of Africa  
 Social Science 310: Africa  
 \*Sociology 390: Directed Study (3 or 4 semester hours)
- D. One of the following courses:  
 Psychology 409: Psychology of Race and Class  
 Sociology 208: Minority Group Relations
- E. Interdepartmental Course 361: Seminar in Black Studies
- F. A total of three courses from any of the following electives or any courses listed in sections C or D above:  
 Political Science 202: American Government (4 semester hours)  
 351: Parties and Elections in America (4 semester hours)  
 Psychology 215: Social Psychology (4 semester hours)  
 Sociology 204: Urban Sociology  
 211: Social Problems

\*May be included with the permission of the coordinator of Black studies with definition of a topic in Black studies. Note that the instructor and appropriate department chairmen would need to concur.

The specialized requirement in social science will be waived for social science majors in the early childhood or generalized programs who elect the Black studies concentration. In addition, the specialized requirement in psychology will be waived if the student elects either Psychology 409 or 215 as part of the Black studies concentration.

#### Minor in Black Studies

The minor in Black studies consists of six courses. It has as its core four required one semester courses specifically dealing with Black culture:

- English 326: Studies in Black Prose  
 327: Studies in Black Poetry

History 356: Studies in Black History

Interdepartmental Course 361: Seminar in Black Studies

In addition, a student must choose one course from each of the following two groupings:

#### I. Related non-United States component:

- History 313: Early African History  
 314: Modern African History  
 Anthropology 319: Peoples and Cultures of Africa  
 Social Science 310: Africa  
 English 335: Literature in Translation (with permission, when the topic is Black Literature in Translation)

#### II. Social and Psychological Component:

- Psychology 215: Social Psychology  
 409: Psychology of Race and Class

Students choosing to select a minor in Black studies may, with the permission of the director of the program, waive the Interdepartmental Course 361 and substitute an approved directed study course in one of these possible ways: by studying for a semester at an area (New England) college which offers an approved Black studies program; by approved project in a selected Rhode Island Black community.

#### Course Listings

For departmental course offerings see the course listing section.

## CHEMISTRY

(Department of Physical Sciences)

Courses in chemistry are offered through the Department of Physical Sciences and the faculty is drawn from that department. For course offerings in chemistry see the course listing section.

## CLASSICAL AREA STUDIES PROGRAM

Coordinator: Donald V. Sippel

The major in classical area studies is designed to meet the needs of those students seeking to enrich their knowledge of the ancient Mediterranean world. The program will foster a fuller and more appreciative understanding of this seminal area and its role in the development of European and American history and culture. The courses in this program are offered by a number of departments and may serve as a major leading towards a Bachelor of Arts in classical area studies or as a second major supporting those of art, English, history or philosophy. Students participating in this program are expected to meet all departmental prerequisites for enrollment in courses designated as part of the classical area studies program.

Required Courses:	semester hours
Art 331: Greek and Roman Art	3
English 335: Literature in Translation (when the topic is classical)	3
History 200: Nature of Historical Inquiry	3
301: History of Greece	3
302: History of Rome	3
101: Issues and Approaches to Ancient History	4
or	
221: Ancient History	3
Modern Languages 170: Greek Literature in Translation	3
170: Latin Literature in Translation	3
Philosophy 350: Plato, Aristotle and Greek Thought	3
Seminar: Selection to be made from seminars of participating departments with approval of adviser-coordinator	3

Total: 30-31

#### Cognates:

Students must take two courses from the following list of approved cognates:

Art 332: Medieval Art	3
333: Renaissance and Baroque Art	3
361: Seminar in Art History	3
Anthropology 202: Basic Archaeology	4
English 113: Approaches to Drama	4
334: Studies in Literary Criticism	3
336: Topics in Literature (when the topic is classical)	3
History 303: Medieval History	3
315: Age of Renaissance	3
101: Issues and Approaches to Ancient History	4
or	
221: Ancient History	3
Music 311: Medieval and Renaissance Music	3
Philosophy 355: Aquinas, Bonaventure and Medieval Thought	4

Modern Languages 170 is a directed reading course offered periodically.

Refer to specific departments for course descriptions.

## DEPARTMENT OF COMMUNICATIONS AND THEATRE

Professors Cabbage (chairman) and Healy; Associate Professors Custer, Eubank, Graham, Hutchinson and Schiff; Assistant Professors Badner, Goldman, Gustafson, Joyce and E. F. Perry.

on leave Fall

## Majors

The Department of Communications and Theatre offers three majors leading to a B.A. degree, each requiring 30-32 semester hours in the major and 12-16 semester hours in cognate courses. Cognate requirements are waived for students in elementary education. The three majors are:

## Major in Communications

- a. emphasis in Speech Communication
- b. emphasis in Mass Communication
- c. emphasis in Speech Therapy

## Major in Theatre

- a. performance track
- b. design/technical track
- c. general track

## Major in Communications and Theatre for Secondary Education

Individual programs of study should be developed in consultation with departmental advisers. Courses are offered in such areas as children's theatre and creative dramatics, scene design and technical theatre, acting and directing, costuming and makeup, oral interpretation and readers' theatre, playwriting and dramatic criticism, speech pathology and audiology, debate and forensics, rhetoric and public address, interpersonal and group communications, business communication, radio, television, film, journalism, advertising and public relations.

## Major in Communications

Students majoring in communications must choose one course from each of the following four groups.

## A. One course from:

Communications 208: Fundamentals of Oral Communication	semester hours
251: Argumentation and Debate	3
254: Communication in Business and the Professions	3
258: Interpersonal Communication	3
302: Fundamentals of Oral Interpretation	3
351: Persuasion	3
356: Discussion and Group Communication	4

## B. One course from:

Communications 252: Speech Communication and Contemporary Issues	
255: Communication Theories	3
353: History of Public Address	4
354: Leadership and Management Communication	4
355: Language and Thought in Communication	3
356: Advanced Interpersonal Communication	3
457: Speech Communication and Society	3

## C. One course from:

Communications 240: Mass Communication	
341: Introduction to Cinema	3
342: Basic Filmmaking	3

343: Filmmaking: Animation	3
346: Introduction to Broadcasting	3
347: Television Production	3
461: Seminar in Mass Communications	3

## D. One course from:

Communications 220: Voice and Articulation	
221: Introduction to Speech Pathology	4
222: Phonetics	3
223: Speech and Language Development	3
325: Voice and Articulation Disorders	3

The remaining 15-18 hours are to be selected as follows:

12-15 hours from A and B, or C, or D.

3-4 hours from 361, 390, 391, 480, 250-350-450 topics or from any of the courses listed above.

## Cognates:

12-16 semester hours in four cognate courses approved by the Department of Communications and Theatre depending upon the emphasis as listed below. Exceptions may be made only with the approval of the student's adviser and the chairman of the department.

## Speech Communication Emphasis

Anthropology 310: Language and Culture	3*
312: Oral Traditions	3*

English 211: Introduction to Linguistics	3
231: Expository Writing	3

332: History of the English Language	3
History 200: The Nature of Historical Inquiry	3

343: Social and Intellectual History of the United States to 1865	3
-------------------------------------------------------------------	---

344: Social and Intellectual History of the United States from 1865 to the Present	3
------------------------------------------------------------------------------------	---

Philosophy 351: Plato, Aristotle and Greek Thought	4*
Political Science 300: Scope and Methods	3*

314: Concepts in Contemporary Political Thought	3
Psychology 320: Introduction to Psychological Methods	4*

341: Perception	4*
Sociology 306: Formal Organizations	3*

319: Collective Behavior	3*
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## Mass Communications Emphasis

Art 317: Introduction to Photography	3
English 325: Literature and Film	3

Instructional Technology 304: Audiovisual Instructional Materials	3
437: The Role of TV in Education	3

History 200: The Nature of Historical Inquiry	3
344: Social and Intellectual History of the United States from 1865 to Present	3

Political Science 314: Concepts in Contemporary Political Thought	3*
Psychology 320: Introduction to Psychological Methods	4*

322: Psychological Testing	4*
Sociology 310: Methods of Social Research	4*

## Speech Therapy Emphasis

Biology 331: Human Anatomy	4*
English 211: Introduction to Linguistics	3



Psychology 320: Introduction to Psychological Methods	4*
322: Psychological Testing	4*
324: Principles of Psychological Measurement	4*
330: Human Development	4*
331: Child Psychology	4*
351: Personality	4*
Special Education 300: Introduction to Education of Exceptional Children	4
304: Psychology of Exceptional Children	4*

\*These courses have prerequisites; see course listing.

#### Major in Theatre

Students majoring in theatre must complete 15 semester hours of required courses, 12 semester hours in a selected track, 6 semester hours of advanced course work and 12-16 semester hours in cognate courses.

Required courses	semester hours
Theatre 205: Introduction to Theatre Arts	3
210: Fundamentals of Technical Theatre	3
320: Fundamentals of Acting	3
340: History of Theatre I or	3
341: History of Theatre II	3
460: Seminar in Theatre	3
<b>Total:</b>	<b>15</b>

Every student majoring in theatre must participate in some significant way in at least one Rhode Island College theatre production.

Each student majoring in theatre must select one of the following tracks.

<b>Performance Track</b> (Select four courses - 12 semester hours)	
Communications 220: Voice and Articulation	3
Theatre 302: Fundamentals of Oral Interpretation	3
316: Makeup for stage, film and television	3
321: Advanced Acting	3
325: Fundamentals of Directing	3
330: Creative Dramatics	3
335: Theatre for Children	3
<b>Design/Technical Track</b> (Select four courses-12 semester hours)	
Theatre 312: Scene design for the Theatre	3
314: Costume for the Theatre	3
315: Lighting for the Theatre	3
316: Makeup for stage, film and television	3
325: Fundamentals of Directing	3

**General Track** 12 semester hours  
Select four courses from the performance and design/technical tracks.

**Advanced Work** 6 semester hours  
All students majoring in theatre must select two courses from Theatre 300, 391, 393, 398, 419, 440 or other applicable workshops as they are offered.

**Cognates** 12-16 semester hours  
Specific cognates appropriate to each student's program should be selected in consultation with the student's adviser.

#### Major in Communications and Theatre, Secondary Education

The major in communications and theatre, secondary education consists of 30-34 semester hours of departmental courses and 14-16 semester hours in cognate courses approved by the Department of Communications and Theatre.

Required courses:	semester hours
Theatre 205: Introduction to Theatre Arts	4
210: Fundamentals of Technical Theatre	3
320: Fundamentals of Acting	3
325: Fundamentals of Directing	3
330: Creative Dramatics with Children	3
<b>Total:</b>	<b>16</b>

<b>Two courses from:</b>	
Communications 208: Fundamentals of Oral Communication	3
251: Argumentation and Debate	3
351: Persuasion	3
356: Discussion and Group Communication	4
<b>Total:</b>	<b>6-7</b>

<b>One course from:</b>	
Communications 302: Fundamentals of Oral Interpretation	3
220: Voice and Articulation	3
221: Principles of Speech Pathology	4
<b>Total:</b>	<b>3-4</b>

<b>One course from:</b>	
Communications 240: Mass Communications	3
255: Communication Theories	4
355: Language and Thought in Communication	3
<b>Total:</b>	<b>3-4</b>

<b>One course from:</b>	
Communications 252: Speech Communication and Contemporary Issues	3
353: History of Public Address	4
461: Seminar in Mass Communications	3
<b>Total:</b>	<b>3-4</b>

#### Minor

A minor of 18 semester hours in the department is available for students in all curricula. Information regarding specific courses available for the minor may be obtained at the departmental office.

#### Course Listings

For departmental course offerings see the course listing section.

## COOPERATIVE EDUCATION

Patricia J. O'Regan, Director

A cooperative education program provides students with the opportunity to integrate work experiences with their formal academic courses. Special seminar programs make it

possible for students to earn academic credit based on their placement experiences. Students may petition to make use of jobs which they currently hold as cooperative education placements. Four seminars are available.

Students may earn up to a maximum of 24 semester hours credit through cooperative education. The seminars are offered only on a credit/no-credit basis and count as free electives toward graduation. Interested students should consult the cooperative education office for additional information.

#### Course Listings

For departmental course offerings see the course listing section.

### DEPARTMENT OF COUNSELOR EDUCATION

Professors Calia and Tamagini; Associate Professors Perkins (chairman) and Rothschild; Assistant Professors Bookbinder and Finley; Instructor Goodyear

The Department of Counselor Education offers graduate programs leading to the Master of Arts, Master of Education and the Certificate of Advanced Graduate Study.

#### Master of Arts in Agency Counseling

##### Admission Requirements

Minimum of 3.0 average in all graduate work attempted; 6 hours of undergraduate credit in psychology. Minimum accepted total GRE score (verbal and quantitative) is 900. Minimum acceptable raw score on Miller Analogies Test is 45.

##### Program Requirements

##### Major Concentration

Required: Counselor Education 402, 403, 406, 408, 409, 411, 412.

##### Electives:

Psychology, special education and/or sociology courses

Counselor education courses

semester hours

21

6-9

6-9

Total: 36

##### Exit Requirements

Completed plan of study. A passing grade on the comprehensive examination which is administered by the department in the spring and fall semesters of each year.

#### Master of Arts in Agency Counseling (Rehabilitation Specialty)

##### Admission Requirements

Minimum of 3.0 average in all graduate work attempted; 6 hours of undergraduate credit in psychology. Minimum accepted total GRE score (verbal and quantitative) is 900. Minimum acceptable raw score on Miller Analogies is 45.

##### Program Requirements

##### Major Concentration

Required: Counselor Education 402, 403, 406, 407, 408, 409, 410, 411, 413, 414, 415

##### Elective

33

3

Total: 36

##### Exit Requirements

Completed plan of study. A passing grade on the comprehensive examination which is administered by the department in the spring and fall semesters of each year.

#### Master of Education in Counselor Education

##### Admission Requirements

Teacher certification required; minimum of 3.0 average in any graduate work attempted;

6 hours of undergraduate credit in psychology. Minimum acceptable total GRE score (verbal and quantitative) is 900. Minimum acceptable raw score on Miller Analogies is 45.

##### Program Requirements

##### Humanistic & Behavioral Studies

(normally Psychology 351 plus one other — see department chairman for approved courses)

##### Major Concentration

Required: Counselor Education 401, 403, 406, 407,

409, 411, 412

Elective: Counselor Education 402, 404, 405, 408,

410, 416, or 480

semester hours

6-7

21

2-3

Total: 30

##### Exit Requirements

Student must complete all plans of study with a mean grade point average of 3.0. A passing grade on the comprehensive examination which is administered by the department in the spring and fall semesters of each year.

#### Certificate of Advanced Graduate Study in Counselor Education

##### Admission Requirements

Candidates must possess a master's degree with a minimum of 3.25 average in previous graduate work. Applicants with no previous courses in counselor education must elect or complete eight courses in the field prior to entrance in the advanced program.

##### Program Requirements

##### Major Concentration

Required: Counselor Education 505, 563, 582, 583-4

Electives: Counselor Education 510, 511, 512,

520, 571, 585, 586, 590

Related Discipline

Field Project

semester hours

15

3-6

9-12

0

Total: 30

##### Course Listings

For departmental course offerings see the course listing section.

### DEPARTMENT OF ECONOMICS AND MANAGEMENT

Professor Lundberg; Associate Professors, A. Cornell, P. R. Moore (chairman) and Sapinsley; Assistant Professors Harman, Johnson, P. Marks and Tomlinson; Instructor Davis.

son leave Spring

The Department of Economics and Management offers a major in economics leading to a Bachelor of Arts degree (with two options: economics and managerial economics), a program in management leading to a Bachelor of Science degree, and a minor in economics. Economics 410 and 480 are offered to teachers in service through the Center for Economic Education, an integral part of the department.

#### Major in Economics

##### Core courses:

Economics 211: Microeconomic Theory and Analysis

212: Microeconomic Theory and Policy

Mathematics 240: Statistical Methods

semester hours

4

4

3

**Required course:**

Economics 343: History of Economic Thought

Six additional courses from Economics 202, 301, 303, 304, 305, 306, 317, or 318, 321, 322, 348, 360 and 390.

**Cognates:**

Majors will select a cognate consisting of two courses in a field outside of economics with the approval of the student's adviser. This cognate should complement the student's career choice.

**Major in Managerial Economics****Core courses:**

Economics 211: Microeconomic Theory and Analysis

Economics 212: Microeconomic Theory and Policy

Mathematics 240: Statistical Methods

Nine required semester hours as follows:

Management 230: Accounting I

231: Accounting II

361: Seminar in Management Policy

Four additional courses in economics or management, at least two of which must be chosen from management 326, 331 and 336.

**Cognates:**

Majors will select a cognate consisting of two courses in a field outside of economics with the approval of the student's adviser. This cognate should complement the student's career choice.

**Program in Management****Core courses:**

Economics and Management

Economics 211: Microeconomic Theory and Analysis

Economics 212: Microeconomic Theory and Policy

Two 300 level Economics courses

Management 230: Accounting I

231: Accounting II

321: Principles of Management

331: Marketing Management

336: Management Finance and Control

341: Legal Environment

346: Management Information Systems

351: Dynamics of Organization and Behavior

361: Seminar in Managerial Policy

Electives: Any two courses in economics or management (except Economics 200)

**Specialized Requirements:**

Mathematics 177: Linear Systems

247: Calculus A Short Course

248: Decision Making With Probability

English 100: Business and Technical Writing

Communications 354: Leadership and Management Communications

**General Studies:****Electives:**

semester hours

4

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eligible for both the provisional elementary certificate and a certificate to teach the mentally retarded, the emotionally handicapped or the physically handicapped. (At Rhode Island College students follow a program designed for preparing teachers of the neurologically impaired, but are certified by the state of Rhode Island for teaching the "physically handicapped.") Those in the specialized program who complete Education 329, 331 and student teaching at the middle school level and take Psychology 402 are eligible for elementary certification with middle school endorsement.

### Curriculum in Elementary Education

#### 1. General Studies

##### 2. Specialized Requirements

English 210	3	Psychology	4
English 211	3	Social Science	3-4
Mathematics 141, 142	6	Biology 101	4
Physical Science 103	4		

Total: 25-28

At the student's choice, some of these specialized requirements may be met by courses in the general studies component of the total curriculum. Courses in this category, that is, specialized requirements which also qualify as general studies are distribution electives, as indicated below with an asterisk (\*).

As indicated, the specialized requirement in mathematics is 141\*-142\*. However, students majoring or concentrating in mathematics should consult with the department concerning alternatives. In psychology the specialized requirement may be fulfilled by taking 210\* which is recommended for most students or 211\*, or 215\*. In social science the specialized requirement may be fulfilled by selecting one of the following courses: Anthropology 100\*, Economics 200\*, Geography 200\*, 201, History 101-106\*, 200, Political Science 100\*, 204\*, Social Science 200, Sociology 202\*, 204\*, 208\*, 211. In science, the specialized requirement consists of Physical Science 103 and Biology 101. Students majoring in science should consult with the appropriate departments concerning alternatives.

Students who choose English 333, Modern English Grammar in fulfillment of the teaching concentration are exempt from the specialized requirement English 211.

Furthermore, as indicated, students in certain concentrations or majors are exempt from selected specialized requirements either because a particular specialized requirement is specifically included in that concentration or major or is replaced by a higher level course in the same discipline or area.

#### 3. Professional Specialization Component

##### Humanistic and Behavioral Studies

	semester hours
Foundations of Education 300	3
Psychology 213	3
	4

##### Teaching Speciality

	Early Childhood Program	Generalized Program	Total: 10
Education 210	3	3	3
328	3		
329	3		
330		4	4
331		4	4
332	3	3	3

Education	340			
	341	6	(select two)	4 (select one)
	342	8		8
	320			
Total		26	26	24

#### 4. Concentration or major

Students in the early childhood program or the generalized program must take a teaching concentration or academic major as listed below. Students in the specialized program must take an academic major from among those listed below.

	Early Childhood and Generalized	Specialized
Teaching Concentration	Language Arts Social Science <sup>a</sup> Mathematics <sup>a</sup> Science Special Education	
Academic Major	Anthropology <sup>a</sup> Biology <sup>a</sup> Black Studies Chemistry <sup>a</sup> Communications/Spanish Economics <sup>a</sup> English <sup>a</sup> Film Studies French <sup>a</sup> General Science <sup>a</sup> Geography <sup>a</sup> History <sup>a</sup> Mathematics <sup>a</sup> Philosophy <sup>a</sup> Physical Science <sup>a</sup> Political Science <sup>a</sup> Psychology <sup>a</sup> Social Science <sup>a</sup> Sociology <sup>a</sup> Spanish <sup>a</sup> Theatre	English <sup>a</sup> French <sup>a</sup> General Science <sup>a</sup> Mathematics <sup>a</sup> Social Science <sup>a</sup> Spanish <sup>a</sup>

<sup>a</sup>Exempt from specialized requirement in social sciences.

<sup>b</sup>Exempt from specialized requirement in mathematics.

<sup>c</sup>Exempt from specialized requirement in science.

<sup>d</sup>Exempt from specialized requirement in English (linguistics).

<sup>e</sup>Exempt from specialized requirement in psychology.

<sup>f</sup>Students who select English 332, History of the English Language or English 333, Modern English Grammar are exempt from the specialized requirement in linguistics.

There are two academic majors which of themselves or in combination with cognates significantly exceed 30 hours. These are biology and physical science. Elementary students in the early childhood or generalized programs who wish to select these majors may do so but will be required to study beyond the usual eight semesters or 118 to 120 semester hours.



**Teaching Concentration in Language Arts**

A teaching concentration in language arts is a program of eight courses:

- A. Three English courses chosen as follows:
  1. Two courses from English 110, 111, 112, 113, 114, 115 or 116
  2. One English Course at the 300 level.
- B. Three communications and theatre courses chosen as follows:
  1. One course from Communications 220, 221, 302,
  2. One course from Communications 208, 351, 356;
  3. One course from Theatre 205, 330, 335.
- C. One of the following alternatives:
  1. One course from among English 301-303 or English 349-359, and one course from among any of the 300 level;
  2. Two courses from among the following or any courses listed in Section B: Communications 251, 355, and Theatre 340, 341;
  3. Two courses in Portuguese, Spanish, French or Italian after consultation with the chairman of the modern languages department.

**Teaching Concentration in Mathematics**

A teaching concentration in mathematics is a program of eight or nine mathematics courses selected for the student in the elementary education curriculum who has special interest in mathematics. Ordinarily the program includes Mathematics 141, 142, 209, 212, 309, 330 and three courses chosen from the list below. Students with above-average high school backgrounds may choose to take Mathematics 209, 212, 309, 330 and four courses from the list below.

The mathematics choices are 313, 216, 324; 240, 245 or 341; 246; 315; 333 and 358. Refer to the information provided under Department of Mathematics later in this catalog for a recommended sequence of courses.

**Teaching Concentration in Science**

A teaching concentration in science is a program of seven courses with either an emphasis in biology or an emphasis in physical science.

Biology: Biology 102, Physical Science 104, Physical Science 201 or 202, Chemistry 103 and three additional courses in biology.

Physical Science: Seven Courses including Biology 102, Chemistry 103, two from among Chemistry 104, Physical Science 201, 202 and three additional courses in Physical Science including Physical Science 104.

**Teaching Concentration in Social Science**

A teaching concentration in social science is a program of eight courses.

- A. Methodology:
  - History 200 or Social Science 200.
- B. Distribution:
  1. One course in economics;
  2. One course in geography;
  3. Two courses in one of the following areas: history or political science;
  4. Two courses in one of the following areas: anthropology or sociology.
- C. Interdisciplinary Courses:
  - An area study.
5. Electives to make a total of 118-120 hours.

**Graduate Programs**

Advisers: James J. Bettes, Louis W. Boissert, Thomas M. Calkoun, Elizabeth B. Carey, Audrey J. Crandall, John M. Crenson, Patricia Glashen, Joan I. Glazer, Richard A. Green, Gertrude T. Hanley, Myrl G. Herman, Renato E. Leonelli, Barbara Midran, Mildred B. Nugent, William J. Oehlkers, Anne K. Petry, Raymond L. Piccotti, Joyce T. Reiser, Elizabeth H. Russell, Robert T. Rade, Clyde C. Slicker, William A. Small, Ellsworth A. Starring, Ezra L. Steiglitz and Helen W. Williams.

The Department of Elementary Education offers graduate programs leading to the Master of Education (elementary education; elementary education — early childhood, language arts, mathematics, science; reading, urban education), the Master of Arts in Teaching and the Certificate of Advanced Graduate Study in reading. The department also offers a Master of Arts in Teaching-Certification program leading to initial teaching certification for qualified college graduates who wish to enter teaching.

**Master of Education in Elementary Education****Admission Requirements**

Teaching Certification, Graduate Records Examination or Miller Analogy Test

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Major Concentration	
Required: Education 505	
Electives: Education 345, 404, 406, 415, 418, 421, 424, 428, 434, 437, 438, 440, 460, 480; Industrial Education 303	18
Related Disciplines	6
<b>Total:</b>	<b>30</b>

**Exit Requirements**

Comprehensive Examination

**Master of Education in Elementary Education — With Concentration in Early Childhood Education****Admission Requirements**

Teaching Certification

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Major Concentration	
Required: Education 332, 406, 460	
Electives: Education 345, 404, 408, 415, 418, 421, 424, 428, 434, 440, 480, 505, Industrial Arts 303	18
Instructional Technology 437	
Related Disciplines	6
<b>Total:</b>	<b>30</b>

**Exit Requirements**

Comprehensive Examination

**Master of Education in Elementary Education — With Concentration in Language Arts****Admission Requirements**

Teaching Certification

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Psychology 400, 403, 408, 411, 418, 419, 420;	
Foundations of Education 402, 420, 442, 445, 501, 542	
Major Concentration	18
Required: Education 408, 415, 458 and 450 or 452 and 460	
Electives (to complete 18 hours in major concentration):	
Education 390, 434, 450, 452, 460, 480, 505	
Related Disciplines: Theatre 330, 335; Communications 355, 356, 457, 460	6

Any graduate level English course, with the consent of the student's adviser; Anthropology 310, 312

#### Exit Requirements

Comprehensive Examination

Total: 30

### Master of Education in Elementary Education – With Concentration in Mathematics

#### Admission Requirements

Teaching Certification

#### Program Requirements

Humanistic and Behavioral Studies  
Psychology 403, 407, 411, 419, 420; Foundations of Education 442, 445

semester hours 6

#### Major Concentration

Required: Education 404, 453, 454, either 455 or 456/457 and one from: Education 438, 505; Special Education 400, 431  
Related Disciplines: Six semester hours will be selected from the course offerings of the mathematics department.

18

6

Total: 30

#### Exit Requirements

Comprehensive Examination

### Master of Education in Elementary Education – With Concentration in Science

#### Admission Requirements

Teaching Certification

#### Program Requirements

Humanistic and Behavioral Studies  
Foundations of Education 441, 442, 445, 501, 542;  
Philosophy 320; Psychology 400, 403, 419, 420

semester hours 6

#### Major Concentration

Required: Education 416, 417, 418; Nine semester hours to be selected from: Special Education 431, Education 440, 480, 505  
Related Disciplines: Two courses at the 300 level or higher from the biology and/or physical science department offerings.

18

6

Total: 30

Exit Requirements: All candidates must have completed the equivalent of a Rhode Island College undergraduate teaching concentration in science with a minimum grade of C in each course. A comprehensive examination is also required.

### Master of Education in Reading

#### Admission Requirements

Teaching Certification

#### Program Requirements

Humanistic and Behavioral Studies

Major Concentration

Required: Education 434 and/or 311, 485, 486, 529, 562

Related Disciplines

semester hours 6

18

6

Total: 30

#### Exit Requirements

Comprehensive Examination

### Graduate Reading Internship Program

The Graduate Reading Internship Program (GRIP), sponsored by the Reading Center at Rhode Island College, provides a one-year internship in a local school under the supervision of Reading Center personnel. Interns are full-time graduate students enrolled in the M.Ed. program in reading. In GRIP they receive experience in diagnosing reading difficulties, teaching corrective and remedial reading and providing consultant services to school facilities.

Students in the Graduate Reading Internship Program receive a stipend of \$2500 and work in an assigned school on a half-time basis. All applicants must possess an elementary certificate and have elementary school teaching experience. For further information, contact the Director, Reading Center, Rhode Island College.

### Master of Education – Urban Education Specialization, Elementary and Secondary

See page 154 for program requirements.

### Master of Arts in Teaching (Elementary Education)

Program Requirements – Certified Teachers

Required: One, two or three academic areas

Professional courses

semester hours 21

9

Total: 30

### Master of Arts in Teaching – Certification

#### Program Requirements

Humanistic and Behavioral Studies

Required: Foundation Education 300, 302 and Psychology 213

With approval of the adviser other courses from the approved list in the humanistic and behavioral studies area may be substituted for the above.

10

#### Major Concentration

Education 210: Concepts of Teaching I\*

Option A 3

Option B 3

Option C 3

328 (329): Concepts of Teaching II\*

3-4

3-4

330 (331): Concepts of Teaching III\*

3-4

3-4

404: Mathematics in the Elementary School

3

408: Language Arts in the Elementary School

3

418: Science in the Elementary School

3

428: Social Studies in the Elementary School

3

322: Methods and Materials in Teaching Reading

3

3

340: Methods and Materials in Art Education

3

3

or

341: Methods and Materials in Music Education

2

2

2

Total 14-16 17-18 17-18

\*Any two of the concepts of teaching courses may be taken concurrently.

Since the purpose of increasing the advanced education portion of the program beyond the normal course load for a master's degree is to insure a quality program, students are allowed waivers for requirements already satisfied. With the consent of the adviser, it is possible to waive up to 12 semester hours of work in Humanistic and Behavioral Studies

and Professional Specialization if the student has fulfilled these requirements in his undergraduate or graduate course work with a minimal grade of B. However, the student must have at least one semester of a bona fide practicum experience either in his background or in his program at Rhode Island College.

#### Student Teaching

Education 320: Student Teaching in the Elementary School. All advanced education course work, except Foundations of Education 300 and 302, must be completed prior to student teaching. Students must have at least a 3.0 cumulative index in the program and meet other prerequisites to student teaching which are described in detail in the course description of Education 320.

#### Arts and Sciences

Electives selected by the student with the approval of his adviser are designed to offer greater depth in a particular area.

#### Certificate of Advanced Graduate Study in Reading

##### Admission Requirements

Master's degree required (normally in reading); minimum 3.25 cumulative index in previous graduate work in reading; candidates without M.Ed. in reading must complete minimum 18 hours in approved reading courses.

##### Program Requirements

##### Major Concentration

Required: Education 532, 541, 542 and 545

##### Related Disciplines

Required: Psychology 420 and 440

Electives: Other courses are to be taken from the list which follows. Ordinarily 15 hours are from the related areas of administration, curriculum, philosophy and foundations, psychology, counselor education, children's literature, language arts and special education, and no more than two courses may be taken in any one related area. Courses not listed below may be approved at the discretion of the graduate adviser:

Administration: 502, 507, 509, 510, 515 and 532

Curriculum: 503, 510, 519 and 532

Philosophy and Foundations of Education: 402

Psychology: 333, 419, 420 and 440

Counselor Education: 401 and 405

Language Arts: Education 408

Children's Literature: Education 415

Special Education: 300, 400, 409, 430 and 431

#### Course Listings

For departmental course offerings see the course listing section.

## DEPARTMENT OF ENGLISH

Professor Emerita A. Thompson; Professor Emeritus E. Allison; Professors L. Bloom, Comery, Estrin, Hofmann, Robinson; Stevens, N. Sullivan, Turley, J. E. White and Willard; Associate Professors Anghinetti, M. Cornell, Darcy, Grellner, S. Hall, Lenz, Maizner, A. Salzberg, Stenberg, and Voloras; Assistant Professors M. Ballinger, Dean, Grand, Ganning, Harty, Hogan, Latt, McClelland, McSweeney, Mitchell, Mulligan, Orsini, Rosenblatt and Saleses (chairman).

\*on leave Spring; \*\*on leave all year

The Department of English offers an English major with four alternate modules: literature, creative writing, technical/applied writing and linguistics, leading to a Bachelor of Arts degree. A minor in each of the four module areas is also offered.

Students who expect to major in English are urged to take two courses in the sequence English 110-115, either as general studies area distribution electives or as free electives. English 114 is especially recommended for students preparing to major in English. Students in the secondary education program are required to take English 332 or 333 before student teaching.

#### Student Advising

An applicant for the major must see the department chairman, or his designee, and be assigned a member of the department who will act as his academic adviser and help plan a curriculum schedule.

Students in the class of 1977, 1978 and 1979 will follow the program as described in the 1975/76 undergraduate catalog.

#### Major

The English major consists of two parts: the core, which must be taken by all English majors and one of the four alternative modules, depending upon the student's particular interests.

#### Core

The English major core shall consist of the following:

	semester hours
English 205: Backgrounds in English Literature to 1800	4
231: Expository Writing	3
One course from English 344-347: Major authors	3
One course from English 349-359: Period and genre courses in English literature	3
<b>Total:</b>	<b>13</b>

#### Modules

Students in liberal arts elementary education curricula must combine any one of the following modules with the English major core to complete the requirements for the English major. Students in secondary education must combine either the literature, creative writing, or linguistics module with the English core and must elect English 332, 333 or 339 to complete the requirements of the English major.

#### Literature Module:

	semester hours
One course from English 301-303: American literature period courses	3
One course from English 344-347: Major authors	3
One course from English 349-359: Period and genre courses in English literature	3

Three free electives to be chosen from among English 206 and any 300-level courses.

Module total:	9 semester hours
Elective total:	9-10 semester hours
Core + Module + Electives total:	21-32 semester hours

#### Creative Writing Module:

	semester hours
English 200: Creative Writing	3
300: Advanced Creative Writing	3
380: Workshop in Creative Writing	3
390: Directed Study in Creative Writing	3

Two free electives to be chosen from among English 206 and any 300-level courses.

Module total:	12 semester hours
Electives total:	6-7 semester hours
Core + Module + Electives total:	31-32 semester hours

#### Technical/Applied Writing Module:

	semester hours
English 100: Business and Technical Writing	3
380: Workshop in Technical Writing	3

## Cooperative Education

Two free electives to be chosen from among English 206 and any 300-level courses.

Module total: 12-15 semester hours

Electives total: 6-7 semester hours

Core + Module + Electives total: 31-35 semester hours

(This module may not be used by students in secondary education curriculum.)

## Linguistic Module

English 211: Introduction to Linguistics semester hours 3

332: History of the English Language 3

333: Modern English Linguistics 3

338: Phonology 3

339: English Dialects and Usage 3

One free elective to be chosen from among English 206 and any 300-level courses.

Module total: 15 semester hours

Electives total: 3-4 semester hours

Core + Module + Electives total: 31-32 semester hours

## Minor in Literature

English 205: Backgrounds in English Literature to 1800 semester hours 4

206: Backgrounds in English and American Literature 1800-Present 4

231: Expository Writing 3

One course from English 344-347 - Major authors 3

Two free electives to be taken at the 300-level. (Students in secondary education are advised to take English 211, 332, 333 or 339 as one of their electives.)

Total: 20 semester hours

## Minor in Creative Writing

English 205 or 206 4

200: Creative Writing 3

300: Advanced Creative Writing 3

380: Workshop in Creative Writing 3

390: Directed Study in Creative Writing 3

One free elective to be chosen from among English 205, 206 or any 300-level course. (The student taking this minor should take English 205 or 206 as the first course in the sequence; moreover, the student is strongly advised to take either English 110 or 231, in addition, early in this program.)

Total: 19-20 semester hours

## Minor in Technical/Applied Writing

English 100: Business and Technical Writing 3

110: Approaches to Writing 4

380: Workshop in Technical/Applied Writing 3

Cooperative Education 6-9

One free elective to be chosen from among English 205, 206 and any 300-level courses. (The student taking this minor should take English 110 or as the first course in this sequence.)

Total: 19-23 semester hours

## Minor in Linguistics

English 211: Introduction to Linguistics 3

332: History of the English Language 3

6-9

333: Modern English Linguistics 3

338: Phonology 3

339: English Dialects and Usage 3

One free elective to be chosen from among English 205, 206 and any 300-level courses. (The student taking this minor is strongly advised to take either English 110 or 231, in addition, early in the minor.)

Total: 18-19 semester hours

## Honors Program

The Department of English offers an honors program to provide English majors of demonstrated superiority the opportunity for work of greater depth and scope than that found in the regular major. Details are worked out in consultation with the chairman of the English Honors Committee.

## Graduate Programs

Advisers: Carl E. Stenberg (MA), Joseph P. McSweeney (MAT)

## Master of Arts Program

The Master of Arts degree in English may serve either as a terminal degree or as an intermediate step to further graduate study in that it provides the opportunity for a student to achieve one or more of the following objectives: breadth of knowledge in the field of English or American literature, specialization within the discipline, experience with literary research.

## Master of Arts

## Admission Requirements

24 semester hours of upper level undergraduate study in English language and literature, with at least a B average; the Graduate Record Examination (Aptitude Test); Graduate Record Advanced Literature in English Examination (optional); two of three recommendations should be from English professors.

## Program Requirements

Thesis Plan semester hours 24

English (including English 560) 6

Thesis 30

Total: 30

## Seminar Plan

English - at least 21 semester hours at the 500 level, including 560 and at least six semester hours of 561 and/or 562 seminars.

## Exit Requirements

After completing all other requirements, the student will take a written examination which shall be prepared and administered by the Department of English Graduate Committee. The examination covers areas of English and American literature selected by the student from a reading list available in the Department of English office. Students are urged to secure a copy of the reading list as soon as possible.

## Master of Arts in Teaching Programs

The Department of English offers Master of Arts in Teaching programs to provide elementary and secondary school teachers with greater depth in subject matter. These programs are arranged to suit the needs of individual candidates. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in English leading to the Master of Arts in Teaching degree.



**Master of Arts in Teaching***Admission Requirements*

Minimum of 24 semester hours of upper level undergraduate work in English with an average of B; at least two of three recommendations should be from former professors. Candidates who do not have sufficient undergraduate background in English may be asked to complete successfully certain courses in English before acceptance to the program.

*Program Requirements - Certified Teachers*

English (including nine semester hours at the 500 level one of which must be English 560);

English 332 or 333 (An additional nine semester hours may be selected from approved cognate courses.)

Professional Education Courses (Education 442 required)

21

9

Total: 30

**Master of Arts in Teaching - Certification***Program Requirements*

Humanistic and Behavioral Studies

Professional Specialization

Student Teaching

English: 12 hours, including English 332 or 333 and 560

10

4-6

9

12

Total: 35-37

**Course Listings**

For departmental course offerings see the course listing section.

The following courses, listed under education, are staffed by members of the Department of English.

Education 310: Practicum in Secondary Education

(English section)

442: English in Secondary Schools

507: Functions of the Cooperating

Teacher (Secondary, English section)

(5) 4 semester hours

3 semester hours

3 semester hours

**FILM STUDIES PROGRAM***Mark Estrin, Coordinator*

The interdepartmental major in film studies leads to the Bachelor of Arts degree with a major in film studies.

**Major**

Ten courses to be selected from the following:

A. *Required Courses: (six courses, 20-21 semester hours)*

Art 327: Cinematography

Communications 342: Basic Filmmaking

341: Introduction to the Cinema

or

English 116: Approaches to Film and Film Criticism

325: Literature and Film

Film Studies 220: History of Film I

221: History of Film II

B. *Electives: Any four of the following courses may be elected (13-16 semester hours)*

Art 350: Studio Topics in Art/Film

semester hours

3

3

3

4

3

4

4

3

Communications 343: Animation

341: Introduction to the Cinema

or

English 116: Approaches to Film and Film Criticism

337: Topics in the Aesthetics of Film

Film Studies 350: Topics in the Study of Film

C. *Cognates: None required, but at least two of the following courses are recommended.*

Art 317: Introduction to Photography

347: Photography II

Communications 240: Mass Communications

347: Television Production

378: Communications Internship

Cooperative Education Field Experiences

English 322: Modern Drama

323: Modern British Novel

328: American Fiction 1914-1945

329: American Fiction 1945-present

345-346: Shakespeare

Theatre 315: Lighting for the Theatre

316: Makeup for Stage, Film and Television

320: Fundamentals of Acting

323: Fundamentals of Directing

Philosophy 230: The Philosophy of Aesthetics

3

3

4

4

4

3

3

3

3

3

3

3

3

3-3

3

3

3

3

3

**Minor**

The minor in film studies consists of the five courses contained in section A above (20-21 semester hours).

**Course Listings**

For departmental course offerings see the course listing section.

**FRENCH***(Department of Modern Languages)*

Study in French is offered by the Department of Modern Languages and faculty is drawn from that department. For further information about the department, including its honors program, see Modern Languages.

**Major**

A major of 32 semester hours in French is offered for students in the liberal arts curriculum. Requirements for this major include French 201, 202, 360 and 21 semester hours selected from other French courses numbered above 200.

A major of 32 semester hours is offered for students in the secondary school curriculum, including those preparing to teach in the junior high school. Requirements for this major are French 201, 202, 300, 360 and 18 hours selected from other courses numbered above 200. Education 310 (practicum required for all students in the secondary education curriculum) for students majoring in French is taught by a member of the French staff.

Students in the elementary school curriculum may elect a major in French and may substitute Education 312 for one of the literature courses.

**Minor**

A minor of 20 semester hours is offered for students in the liberal arts and the secondary education curricula. Requirements are French 201, 202, 300 for all students in the education curriculum and 9 semester hours selected from other French courses numbered above 200.

The requirements for majors and minors in the several curricula are tabulated below:

<i>Liberal Arts</i>	<i>Major</i>	<i>Minor</i>
French 201 and 202	8	8
French 360	3	
Additional courses above 200	21	12
	<hr/> 32	<hr/> 20
<i>Secondary Education</i>		
French 201 and 202	8	8
French 300	3	3
French 360	3	
Additional courses above 200	18	9
	<hr/> 32	<hr/> 20
<i>Elementary Education</i>		
French 201 and 202	8	
French 300	3	
French 360	3	
Additional courses above 200 with Education 312 as a possible elective.	3	
	<hr/> 18	
	<hr/> 32	

The general prerequisite for all 200- or 300-level courses in French is proficiency in intermediate French, demonstrated through examination or through successful completion of French 113-114 or the equivalent.

#### Modern Language Workshop

The department of Modern Language encourages the study of language in its cultural context. See Modern Language 380 in course listing section.

### Graduate Programs

Adviser: Dzintars Freimanis

#### Master of Arts

##### Admission Requirements

Completion with a B average or better of the Rhode Island College undergraduate major in French or its equivalent.

##### Program Requirements

###### Thesis Candidate

Required: 30 semester hours, including French 595 and at least six other courses at the 500 level, no more than two of which may be 590 courses; either a comprehensive examination or two additional French courses at the 500 level.

###### Non-Thesis Candidate

Required: 30 semester hours normally including French 560 (or French 590) and at least seven other courses at the 500 level. Comprehensive examination: 30

#### Master of Arts in Teaching

##### Admission Requirements

Completion with a B average or better of the Rhode Island College undergraduate minor in French or its equivalent.

#### Program Requirements — Certified Teachers

##### Senior High School

##### Professional Education Courses

French: 21 semester hours, including French 560 or 590 and at least three other courses at the 500 level

semester hours

9

21

Total: 30

##### Junior High and Middle School

##### Professional Education Courses

French: 12 semester hours at the 500 level including French 560 or 590 French or second academic area

semester hours

9

12

9

##### Elementary School

##### Professional Education Courses

French: 12 semester hours, including French 560 or 590 French or second academic area

semester hours

12

9

Total: 30

#### Master of Arts in Teaching — Certification

##### Program Requirements

##### Senior High, Junior High or Middle School

##### Humanistic and Behavioral Studies

##### Professional Education Courses

##### Student Teaching

French: 12 semester hours at the 500 level, including French 560 or 590

semester hours

10

4-6

9

12

Total: 35-37

##### Elementary School

##### Humanistic and Behavioral Studies

##### Professional Specialization

##### Student Teaching

French: 12 semester hours including French 560 or 590

semester hours

10

14-18

8

12

Total: 44-48

#### Course Listings

For departmental course offerings see the course listing section.

### GENERAL STUDIES PROGRAM

Peter E. Picillo, Director

The general studies program offers three options: Plan A, Plan B and Plan C. Each plan provides the student with intellectual experiences through which to understand the processes of discovery and evaluation in particular subjects as well as to understand how elements of knowledge are interrelated. Each student is required to study and participate in the three areas of knowledge.

AREA I, the *Humanities*, includes the following subjects:

art	modern languages
communications	music
dance	philosophy
English	theatre
history	

**AREA II, Mathematics and Science includes:**

biology  
chemistry  
mathematics

physical science  
physics

**AREA III, Social and Behavioral Sciences, includes:**

anthropology  
economics  
education  
geography

political science  
psychology  
sociology

**The Plan A Option**

Plan A is a program designed for the student who desires a more intensive and independent approach. The Plan A student will take four Plan A colloquia which are concerned with in-depth examination of ideas and themes, of problems and concepts in particular disciplines. Special attention is focused on methodology, that is, the systematic set of procedures, followed in acquiring and applying knowledge in a specific subject.

The student in Plan A must complete one colloquium in each of the three areas. The fourth colloquium which is required for Plan A may be taken in any one of the three areas. By the end of the fourth semester the Plan A student must have completed two colloquia in one area and one colloquium in each of the other two areas.

In each area the colloquia are concerned with vital problems, with the ways in which a person goes about solving those problems, and with the results of the problem-solving process. All will demand a student's close attention, time and energy, for these courses are a challenging departure from the traditional survey course. Many are interdisciplinary in nature. Colloquia are limited to 12 to 15 students.

In addition to the four colloquia, the student in Plan A must complete two area distribution electives. An area distribution elective, or ADE, is a course given by a specific single department. It introduces the student to the methodology of the discipline and provides significant subject matter for the understanding of that discipline. None of the ADEs are interdisciplinary in nature. These courses are broader in nature, more traditional in format than the Plan A colloquia.

In addition, a Plan A student will complete two general studies seminars in which a very small number of students under the guidance of a faculty member will pursue advanced study and research on a limited topic.

Descriptions of courses designated as area distribution electives are preceded by \* Changes in the list of courses designated as ADEs will occur from time to time. Up-to-date listings appear in the General Studies Catalog, published each semester.

A student in Plan A must complete a sequence of one colloquium, one ADE and one seminar outside the area of his major. This requirement allows a student to examine at least one other area besides that in which he has chosen to spend the major portion of his college study.

A student in Plan A must complete at least three colloquia by the end of the second semester, all four by the end of the fourth semester.

**The Plan B Option**

Plan B is essentially a program in which a student chooses a series of courses from among the offerings of the departments in the college. It is a modification of the more traditional college program, although there are a great many more choices open to the student than in the past. That is, he is not required to take a series of specific courses and he is not required to pursue a subject which he might really dislike.

One course required of all Plan B students in the first semester is the Plan B colloquium, General Studies 150. It is the only colloquium offered for Plan B students and it is designed to engage students in the discussion and analysis of contemporary issues raised in various creative and expository works.

In addition to the Plan B colloquium, the student in Plan B will choose the following to fulfill his general studies requirements:

Two area distribution electives from Area I;

Two area distribution electives from Area II;

Two area distribution electives from Area III.

The list of electives is the same for both Plan A and Plan B. There are no restrictions as to which courses the student chooses from the list to fulfill area distribution elective requirements.

Because the general studies seminar is meant to be the culminating experience in their general education program, Plan B students will normally take the general studies seminar during their senior year.

**The Plan C Option**

Plan C for general studies is comparable to Plan B, except that in Plan C the general studies requirements other than the seminar may be satisfied by attaining the 35th percentile on the appropriate sections of the General Examination of the College Level Examination Program (CLEP) as follows:

	semester hours
1. Composition requirement	4
2. Distribution requirements	
I. Humanities	6
II. Mathematics/Science*	6
III. Social Science/History	6
<b>Total possible by CLEP General Examination</b>	<b>22</b>
3. Seminar requirement: One of General Studies	
361/362/363, in an area outside the area of the student's major.	
This cannot be credited by the CLEP General Examination	4

**Total General Studies** 26

\*The CLEP examinations contain two parts in Area II, natural science and mathematics. Satisfactory performance on either (or both) will meet this area requirement in this option. But the maximum credit available is 6 credits.

4. Students may receive credit for some requirements and not for others through the examinations. Area requirements may be completed by taking appropriate ADE courses offered in the Plan B general studies option.

5. All students who elect this option are to file their test profiles with the Admission Office for evaluation. Students who have already been admitted to the college must also obtain the authorization of the director of general studies program. That authorization is to be filed with the Admissions Office.

6. Rhode Island College is a test center for the CLEP examinations. However, the student may take the examinations at any of the CLEP test centers.

**GEOGRAPHY**

(Department of Anthropology and Geography)

Professor Wright; Associate Professor Smolksi; Assistant Professors Demars

and S. Sullivan

leave Spring

**Major in Geography: (B.A. Degree)**

The major in geography consists of 30 semester hours of courses in geography. Twelve additional hours in cognate areas or a minor in one of the social sciences are required. The cognate requirement is waived for students in elementary education.

## I. Required Courses

*Geography 201: Introduction to Geography	semester hours
*310: Cartography I	3
*321: Cultural Geography	3
*325: Physical Geography	3
*360: Seminar in Geography	3
	2

Total: 13

## II. Course Choices Within Required Areas:

A. One Regional Choice such as: Geography 301, 302, 303, 304, 305	3
B. Two Systematic Choices such as: Geography 311, 312, 313, 315, 316, etc.	6

Total: 9

## III. Two Electives from Regional or Systematic Choices

One interdisciplinary social science course or Mathematics 240: Statistical Methods	6
----------------------------------------------------------------------------------------	---

Total: 30

## IV. \*\*\*Cognates

12 hours of courses as approved by the geography adviser.

## Minor in Geography

The minor in geography will consist of a minimum of 18 hours in geography. Geography 201: Introduction to Geography is prerequisite for all other courses.

A balance of regional and topical courses is suggested. Students taking a minor will work out a program of study in consultation with an adviser or members of the geography staff.

One interdisciplinary social science course may be included in the minor.

## Course Listings

For departmental course offerings see the course listing section.

\*Prerequisite: Geography 201 or consent of instructor.

\*\*Prerequisite: seniors with 18 hours of geography.

\*\*\*The cognate requirement is waived for students in elementary education.

## DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Professor Melzer, Associate Professors Burrill, P. Moore and Wood (chairman); Assistant Professors Bogala, Hlausa, Lombardo, Marecsak and Mines.

von leave Spring

## Physical Education Program

The Department of Health and Physical Education offers a baccalaureate program in elementary school physical education leading to a Bachelor of Science degree. It also offers a physical education-recreation specialization and a minor in dance.

The basic program in elementary school physical education includes:

1. An eight course general studies component required of all Rhode Island College students.
2. Eleven courses in the major sequence.
3. Five courses of cognates.
4. Seven courses of professional preparation.
5. Electives to make a total of 118-120 hours for graduation.

## Program of Studies

General Studies 26-32 hrs.

## Required Major Courses

Phys. Ed. 240: Basic Skills in Group Activities	2
241: Basic Skills in Individual, Dual and Rhythmic Activities	2
242: History of Physical Education	3
243: Foundations of Movement	3
244: Principles of Teaching Activity	3
309: Physical Education for Exceptional Children	3
310: Measurement and Evaluation in Elementary School Physical Education	3
311: Kinesiology	3
312: Organization and Administration of Elementary School Physical Education	3
362: Senior Seminar in Physical Education	2
Biology 336: Physiology of Exercise	3

Total: 30

## Cognates

semester hours

Biology 101-102: Introductory Biology	8
331: Human Anatomy	4
335: Vertebrate Physiology	4
Spec. Ed. 300: Introduction to Education of Exceptional Children	4

Total: 20

Biology 101-102 are general studies area distribution electives. At the student's choice the cognate requirement of Biology 101-102 may be met in the general studies component of the total curriculum.

## Professional Education

semester hours

Humanistic and Behavioral Studies	
Psychology 213: Educational Psychology - Elementary	4
Foundations of Education 300: Social Foundations of Education	3
Foundations of Education 302: Philosophical Foundations of Education	3
Teaching Specialty	
Physical Education 245: Group Activities for Children	4
313: Creative Rhythms for Children	4
314: Individual Activities for Children	4
Education 326: Student Teaching in Elementary School Physical Education	10

Total: 32

## Electives

In order to fulfill the college requirement of two years (60 semester hours) of unrestricted arts and sciences course, students in physical education need to select most of their elective hours from unrestricted arts and sciences courses.

## Practicum Experiences

Students in this program are required to take three different practicum courses during their sophomore and junior years prior to their student teaching experience. Each course meets five contact hours per week for four semester hours. Prerequisite to the practicum courses, students must satisfactorily complete the department requirements of Physical



Education 243. Foundations of Movement and Physical Education 244. Principles of Teaching Activity. The practicum courses (Phys. Ed. 245, 313, 314) emphasize application of various methodologies, materials within each area, effects of growth and developmental factors upon the motor performance of children and the development of individual skills and teaching techniques of professional students in the program.

#### Physical Education - Special Education Student Teaching

Students who anticipate working with handicapped children must meet the following additional requirement for a dual assignment in student teaching: (1) a grade of B or better in Physical Education 245, 309, 313, 314 and Special Education 300; (2) satisfactory completion of Special Education 304, and (3) additional laboratory experiences with handicapped children in Physical Education 309. Students who select the Special Education specialization will be required to study beyond the usual eight semesters or 118/120 semester hours in order to meet all program requirements. These students must complete approximately 121 semester hours of course work.

#### Physical Education - Recreation Specialization

Students with a particular interest in recreation are advised to select the recreation specialization within the major. The recreation specialization is a 5 course/16 hrs. program and includes:

	semester hours
Health Education 200: First Aid and Safety	3
201: Camping and Recreational Leadership	3
300: Aquatics	3
301: Outdoor Education	3
302: Recreation Practicum	4
<b>Total:</b>	<b>16</b>

In addition, students enrolled in the recreation specialization complete all physical education program requirements except Physical Education 242.

Students who select the recreation specialization will be required to study beyond the usual eight semesters or 118/120 semester hours. In order to meet all program requirements students must complete approximately 124 semester hours of course work.

#### Health Education Program

The Department of Health and Physical Education offers a curriculum in health education which qualifies the student for the B.S. degree for both the elementary and secondary schools. The program provides teachers who are prepared to improve health knowledge and attitudes and alter behavior which affects health. Although primarily a teacher, a graduate of this program will be able to serve a school system in acquiring the resources necessary to develop a sound health education program within the school curriculum.

The program is multi-disciplinary in nature and provides professional preparation in the biological and behavioral sciences, in human growth and development, and in the modification and reinforcement of behavior through learning opportunities that favorably affect health.

#### Program of Studies

##### First Semester

##### First Year

General Studies	3-4
General Studies	3-4
Biology 101	4
Chemistry 103	4

14-16

##### Second Semester

General Studies	3-4
General Studies	3-4
Biology 102	4
Chemistry 104	4

14-16

##### Second Year

##### General Studies

Biology 331	3-4
Health Education 201	3
Anthropology/Sociology	3
Anthropology/Sociology	3

16-17

##### General Studies

Biology 335	3-4
Health Education 202	3
Psychology 330	4
Anthropology/Sociology	3

17-18

##### Third Year

Biology 348	4
Psychology 216	4
Psychology 320	4
Health Education 303	3

15

##### General Studies

Foundations of Education 302	3-4
Instructional Technology 304	3
Education 318	4
Health Education 304	3

16-17

##### Fourth Year

Education 327	9
Foundations of Education 300	3

12

##### General Studies

Electives (3)	4
---------------	---

13

#### Minor in Dance

The Department of Health and Physical Education offers an 18 semester hour minor in modern dance. It has as its core the following 14 semester hours: Dance 106, 107, 207, 302 and 304. The remaining 4 semester hours are to be selected from the following offerings: Dance 181, 281, 303, 307, 308, 381, 391, and 392.

#### Course Listings

For departmental course offerings see the course listing section.

## DEPARTMENT OF HISTORY

*Professor Emerita C. Connor; Professors R. Ballinger, Lemons, Lewalski, Santoro, Shinn, N. Smith (chairman) and E. Walski; Associate Professors Cooke, Dashew, Kreller; S. Marks, Patrucco, Picillo, Pyle and Sippl; Assistant Professors Browning, Pollard, Reinke, C. Schaefer, Teng, Thomas and C. Thompson.*

#### on leave Spring

The Department of History offers an undergraduate major in history for students in liberal arts, in elementary education and in secondary education. A minor in history is available. An honors program is offered for superior students who are majors in history. The Department of History participates in an interdisciplinary program leading to a social science major or concentration. The department offers graduate study leading to the Master of Arts degree and the Master of Arts in Teaching degree. These programs are described in full below.

#### Major

The major in history comprises 30 semester hours. Two specified courses are required of all students majoring in history: History 200. The Nature of Historical Inquiry and History 361: Seminar in History. Additional courses are elected according to the following distribution pattern: (1) at least two courses in United States history; (2) at least two courses in Western history (i.e., ancient history, medieval history and Renaissance history, modern European history, British history, Latin American history); (3) at least two

courses in non-Western history (i.e., Asian history, Near Eastern history, African history). At least six of the courses constituting the major must be taken in 300-level courses. Students may begin the major in the freshman year. History 200 is normally the first course taken toward the major. The two courses which comprise the non-Western history requirement should normally be taken in the same cultural area; this sequence is usually taken in the sophomore year. Social Science 310 and 311 may be counted toward the major requirement in history. The area distribution electives (History 101-106) are not applicable toward the history major.

The history major does not include a specified or uniform cognate requirement. The Department of History, however, feels that courses in related disciplines and study of a foreign language are important for history students. History majors are strongly urged to utilize their electives for language study and in related-discipline courses. Curriculum choices in these areas should be made in consultation with the history advisers.

#### Minor

The minor in history is comprised of five courses. One specified course is required of all students in the history minor: History 200. The Nature of Historical Inquiry. At least two of the remaining courses must be taken at the 300 level.

#### Honors Program

The Department of History offers an honors program for history majors who have demonstrated superior scholastic ability by the end of their sophomore year. This program provides the student with an opportunity during his junior and senior years for independent study and a chance to work in greater depth than is customarily possible in the regular course offerings. History majors who successfully complete a minimum of nine hours of honors course work are graduated with honors in history. Students interested in applying for admission to the honors program are urged to consult with the department chairman for specific details.

#### Graduate Programs

Advisers: John E. Browning, Alan P. Pollard, Carmela Santoro.

#### Master of Arts Program

The program for the Master of Arts degree in history provides an opportunity for graduate study in United States, Western and non-Western history for both teaching and research purposes and as preparation for further graduate study at the doctoral level. The Master of Arts program totals 30 semester hours and includes a master's thesis. Twenty-four semester hours are earned in course work; six semester hours in directed graduate research is granted for the completion of the master's thesis. Candidates for the degree are required to demonstrate reading proficiency in one foreign language. An oral examination is administered after the completion of the thesis.

#### Admission Requirements

Minimum of 24 semester hours of undergraduate work in history (not including the Western Civilization series or its equivalent), with a grade of B; Graduate Record Examination (history section), and three letters of recommendation (two from history professors).

#### Program Requirements

Required: History 501, 511, 561 or 562,  
six semester hours in Directed Graduate Research (thesis)  
Electives

semester hours

15

15

Total: 30

Demonstration of reading proficiency in one foreign language; oral examination on thesis and major field.

#### Master of Arts in Teaching Program

The program in history for the Master of Arts in Teaching degree is available to candidates who are presently certified to teach and also to candidates who are seeking certification. For those candidates who are presently certified, the semester hour requirement in history may range from 12 to 21 semester hours of course work; the professional requirement entails nine semester hours. For candidates seeking certification, only 12 semester hours of course work are available in history while 18 semester hours are required in the professional area, with three semester hours for electives. For all candidates, History 501, one graduate seminar (History 561 or 562) and an M.A.T. field paper are required.

College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C) in history leading to the Master of Arts in Teaching degree.

#### Master of Arts in Teaching

##### Admission Requirements

Three letters of recommendation

(two from history professors)

Program Requirements - Certified Teachers

History

(Required: History 501, 561 or 562, field paper)

Professional Education Courses

semester hours

21

9

Total: 30

#### Master of Arts in Teaching - Certification

##### Program Requirements

Humanistic and Behavioral Studies

Professional Education Courses

Student Teaching

History

(Required: History 501, 561 or 562, field paper)

semester hours

10

4-6

9

12

Total: 35-37

#### Course Listings

For departmental course offerings see the course listing section.

The following courses, listed under education, are also offered by the history department:

Education 310: Practicum in Secondary Education

(History section)

(5) 3 semester hours

443: Social Studies in Secondary Schools

3 semester hours

## DEPARTMENT OF INDUSTRIAL EDUCATION

Professor King; Associate Professor Blowski; Assistant Professors Goodness, Kavanagh, McCrystal (chairman); O'Shea and J. McGuire.

The department of Industrial Education offers a program in industrial arts and a program in industrial technology, leading to the degree of Bachelor of Science.

The industrial arts degree program described below becomes effective in September of 1976. See the 1974-75 Rhode Island College catalog for a description of the earlier program requirements. The full recommended curriculum sequence for undergraduates majoring in industrial arts education is as follows:

#### B.S. Degree Program in Industrial Arts

Rhode Island College offers a program to prepare teachers of industrial arts for the junior and senior high schools. It encompasses specialist preparation at all grade levels. The program recognizes that teachers of industrial arts, like all other teachers, must have a strong

general education as well as technical knowledge and skill; it emphasizes laboratory experiences in the fields of materials processing, communications and service industries.

The student preparing for a Bachelor of Science in industrial arts education must fulfill the general studies requirement of the college under either Plan A or Plan B, complete the 46 semester hour major, the 24 semester hour sequence in professional education for secondary school teachers and elect at least 16 semester hours in arts and sciences.

#### Required Major

	semester hours
Industrial Arts 101: Technical Drawing	3
105: Fabrication Techniques in Wood	3
109: Fabrication Processes in Metal	3
115: Crafts	3
121: Synthetic Materials Technology	3
126: Basic Electricity	3
131: Philosophy & Implementation of Industrial Arts	4

Total: 22

#### Professional/Educational Requirements

	semester hours
Psychology 214: Educational Psychology - Secondary	4
Foundations of Education 300: Social Foundations of Education	3
302: Philosophical Foundations of Education	3
Education 308: Practicum in Industrial Arts Education	4
321: Student Teaching in the Secondary School	9
360: Senior Seminar in Secondary Education	1

Total: 24

#### General Studies: Plan B

	semester hours
Free Electives	26-32
Student Concentration in Major - select any two clusters	16-22

	semester hours
Structures Cluster	
Industrial Arts 200: Architectural Design	3
202: Construction	3
Electronics Cluster	
Industrial Arts 210: Electronics I	3
212: Electronics II	3
Power Systems Cluster	
Industrial Arts 220: Power and Energy Systems	3
222: Power Systems Development	3
Communications Cluster	
Industrial Arts 230: Technical Illustration	3
232: Commercial Printing	3

Total: 12

#### Synthesis in Major

	semester hours
Industrial Arts 320: Industrial Organization & Managerial Structure	3
325: Industrial Processing	3
330: Industrial Technology Analysis	3
335: Lab Planning & Organization	3

Total: 12

Semester 1	semester hours	Semester 2	semester hours
Technical Drawing	3	Crafts	3
Fabrication Techniques in Wood	3	Fabrication Processes in Metal	3
General Studies 150	4	General Studies ADE III	3-4
General Studies	3-4	General Studies	3-4
	13-14		12-14

Semester 3	semester hours	Semester 4	semester hours
Basic Electricity	3	Architectural Design	
Synthetic Materials in Technology	3	Power & Energy Systems	
Philosophy & Implementation of Industrial Arts	4	Technical Illustration	
Psychology 214	4	Electronics II	
Free Elective	3-4	(any two of the above)	6
	17-18	General Studies	3-4
		General Studies	3-4
		Free Elective	3-4
			15-18

Semester 5	semester hours	Semester 6	semester hours
Construction		Industrial Organization & Managerial Structure	3
Power Systems Development		Industrial Processing	3
Commercial Printing		Education 308-Practicum in Industrial Arts	4
Electronic II		Free Elective	3-4
(any two of the above)	6	*Free Elective	3-4
General Studies	3-4		13-18
Free Elective	3		
Foundations of Education 300	3		
	15-17		

Semester 7	semester hours	Semester 8	semester hours
Student Teaching	9	Industrial Technology Analysis	3
Free Elective	3-4	Lab Planning & Organization	3
*Free Elective	4	Education 360	1
	12-17	General Studies 361 or 362	4
		Foundations of Education 302	3
			14

\*Free electives (if needed to complete elective credit component)

Total: 118

#### B.S. Degree Program in Industrial Technology

The Department of Industrial Education, realizing the need for a non-teaching degree in industrial arts, offers the Bachelor of Science degree in industrial technology for those students who are seeking personal enrichment, advancement in industry or a sharpening of skills with an eye towards self-employment.

#### Program Description

Requirements for the 42 semester hour major would be as follows:

1) 18 semester hours of required courses:

Industrial Arts 101: Technical Drawing
105: Fabrication Techniques in Wood
109: Fabrication Processes in Metal
115: Crafts
121: Synthetic Materials Technology
126: Basic Electricity

2) 12 semester hours of concentration in the major (two of the following clusters):  
Industrial Arts 200: Architectural Design

- 202: Construction
- 210: Electronics I
- 212: Electronics II
- 220: Power and Energy Systems
- 222: Power Development and Production
- 230: Technical Illustration
- 232: Commercial Printing

3) 12 semester hours in Industrial Operations and Management  
Industrial Technology 300: Design and Analysis

- 305: Production Control and Management
- 310: Plant Supervision and Management
- 320: Industrial Organization and Managerial Structure

Up to 30 semester hours in the program may be awarded through trade-industrial work experiences.

#### Vocational-Industrial Education

The Department of Industrial Education also administers the program leading to the Bachelor of Science in vocational-industrial education. Refer to vocational education.

### Graduate Programs

Adviser: Edward D. Bzowski

#### Master of Education Program

The graduate program leading to the degree of Master of Education in industrial education is designed for industrial arts and vocational teachers who wish to extend their teaching certificates or prepare for advanced graduate study.

##### Admission Requirements

Undergraduate program in industrial arts or appropriate certification, Miller Analogy Test.

##### Program Requirements

Humanistic and Behavioral Studies

Major Concentration

Required: Industrial Education 500 or 506

Electives: Industrial Arts 303, 381,

382; Industrial Education 400, 402, 403, 440,

500, 506, 507, 520, 580

Related Disciplines

semester hours

6

18

6

Total: 30

##### Exit Requirements:

Successful completion of the comprehensive examination.

##### Course Listings

For departmental course offerings see the course listing section.

The following courses, listed under education and mathematics, are offered by the Department of Industrial Education:

Education 308: Practicum in Industrial Arts Education

323: Internship in Industrial Education

Mathematics 113: Shop Mathematics I

114: Shop Mathematics II

4 semester hours

9 semester hours

3 semester hours

3 semester hours

### DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY

Assistant Professors: Davis, Frye, Kewey (chairman) and Ward

The Department of Instructional Technology offers a number of courses which may be taken as electives by undergraduates, but there is no undergraduate major in this area.

The program in instructional technology for the Master of Education degree is available to candidates who are presently certified to teach.

The Department of Instructional Technology also offers a program leading to the Certificate of Advanced Graduate Study.

#### Master of Education

##### Admission Requirements

Candidate should have minimum 3.00 average and should attain a minimum GRE total of 1000 or a score of 55 on the M.A.T. A candidate must normally show proof of two years actual classroom experience and evidence of a valid teaching certificate. Personal interview also required.

##### Program Requirements

Humanistic or Behavioral Studies

from an approved list of courses

Professional Concentration

Required: Instructional Technology 304, 435, 422 and Ed 505 or 514

Elective: Instructional Technology 436, 437, 439, 440, 430 or 450

Related Discipline

At least 6 hours from appropriate areas in arts and sciences.

semester hours

6

18

6

Total: 30

##### Exit Requirements

A comprehensive examination is also required at the conclusion of a student's academic work.

#### Certificate of Advanced Graduate Study

##### Admission Requirements

Candidates must possess a master's degree with a minimum of 3.25 average in previous graduate work and recommendation of the department.

##### Program Requirements

\*Prerequisite: Instructional Technology 304, 435, 439

Required: Instructional Technology 504, 516, 526, 564

Electives: Instructional Technology 537, 539, 541, 542

Educational Services 500, Administration 502, 515, 531, 561,

Curriculum 480, 503, 532, 561

Humanistic and Behavioral Studies

Field Project

semester hours

0-9

12

12

6

6

0

Total: 30-39

\*Proficiency must be shown in these areas by successful completion of the course or by passing a comprehensive examination in each area.

##### Exit Requirements

Field Project

#### Course Listings

For departmental course offerings see the course listing section.



## LATIN AMERICAN STUDIES

Dir S. Coons, Coordinator

The Rhode Island College program in Latin American studies is concerned with Latin America as a major cultural and political region of the world. Designed for undergraduate students, the program identifies courses in a wide range of disciplines which offer students the opportunity to view Latin America from a variety of perspectives. Successful completion of the program plus completion of general graduation requirements leads to a baccalaureate degree in Latin American studies are open to all students at Rhode Island College. After consultation with a member of the Latin American Advisory Committee, the student declares his intention to major in Latin American studies by filing the appropriate form with the Records Office.

Rhode Island College encourages and provides opportunities for residence and training in Latin America through cooperative programs with institutions in Latin America.

**Concentration in Latin American Studies**

The concentration in Latin American studies consists of 15 courses as outlined below:

**A. Specialized requirements:**

Anthropology 201: Introduction to Cultural Anthropology  
History 106: Issues and Approaches to Latin American History

**B. Core Requirements:**

Social Science 311: Latin America  
Geography 304: Geography of Latin America

Six courses from the following list, at least one from each group; two taken each year:

**Group 1**

Anthropology 325: Indian Cultures of Latin America  
316: Archeology of the Americas  
322: Peoples and Cultures of the Caribbean

**Group 2**

Economics 321: International Economics  
322: Economics of Developing Countries

**Group 3**

History 346: The History of American Foreign Policy  
358: Colonial Latin America  
359: Modern Latin America

**Group 4**

Political Science 341: The Politics of Development

C. *Interdepartmental Course 363*: Seminar: Topics in Latin American Studies, or any other culminating experience approved by the director of Latin American studies.

**D. Cognates**

Four courses from the following list or acceptable equivalent courses:

- Portuguese 113: Intermediate Portuguese\*  
114: Readings in Intermediate Portuguese\*  
201: Conversation and Composition  
202: Composition and Conversation  
Spanish 113: Intermediate Spanish\*  
114: Readings in Intermediate Spanish\*  
201: Conversation and Composition  
202: Advanced Composition and Conversation  
231: The Hispanic World: Latin America  
321: Latin American Literature: Colonialism to Modernism  
322: Contemporary Latin American Literature

\*May count if not presented for language proficiency as defined in E.

**E. Language proficiency**

All students must demonstrate proficiency in either Spanish or Portuguese. This requirement can be met by completing the corresponding 113-114 sequence or by any other means acceptable to the Department of Modern Language.

With the prior approval of the director of Latin American studies, students may substitute in the program alternate courses when the content deals primarily with Latin American subjects.

**Suggested Sequence**

Freshman year**	Junior year
Anthropology 201	2 core courses
History 106	2 cognates
Language proficiency	
Sophomore year**	Senior year
Social Science 311	2 core courses
Geography 304	2 cognates
Language proficiency or cognates	Interdepartmental Course 363
2 core courses	

\*\*Students should consult with an advisor in Latin American studies regarding the selection of area distribution elective in the general studies component of the curriculum required of all students for graduation.

**Course Listings**

For departmental course offerings see the course listing section.

## DEPARTMENT OF MATHEMATICS

Professors Corraia, Nazarian, O'Regan, Steward and P. Whitman; Associate Professors G. Anderson, Bieden, Guillette, Howland, Salkany (chairman), Sedlock and A. Smith; Assistant Professors B. Gilfillan, H. S. Hall, Mielke, Rodrigues, H. Salzberg, J. Schaefer, and Schiller; Instructors Andreozzi, La Fira, Magliaro and Moskoff on leave all year

**Proficiency and Advanced Placement**

In accordance with the college's general program of crediting proficiency achieved by advanced work in high school or elsewhere, the Department of Mathematics administers a program for evaluating proficiency in the material covered by any or all of the following courses: Mathematics 141, 142, and 209 and other courses if necessary. At the discretion of the department, this evaluation may be based on special examinations or entrance records. Students who believe their knowledge of mathematics justifies recognition of proficiency should apply as early as possible to the chairman of the Department of Mathematics, either directly or through the admissions office.

Students whose proficiency is approved in writing by the chairman of the department are allowed to omit the corresponding college course or courses. If a course omitted by proficiency is to count in a mathematics major program the proficiency must be confirmed either by formal examination in the Advanced Placement Program or by passing with grade C or better, the next course in sequence.

In accordance with the college's program of granting credit by examination, the department offers the opportunity to gain credit by examination via the College Level Examination Program (CLEP) tests in the following subjects: Mathematics 209, 240 and 212-213. Information relating to these tests can be obtained at the Department of Mathematics.

**General Studies Program**

Mathematics courses designated as Area II distribution electives are: Mathematics 139, 140, 141, 142, 177, 216 and 240. Any pair of these courses may be used to satisfy the Area II requirement of the general studies Plan B option, except that (1) Mathematics 139 and

142 cannot both be taken for credit and (2) Mathematics 140 and 142 cannot both be taken for credit. For the possibility of taking one of these mathematics courses and one science course, see the section on general studies. Mathematics 139 and 140 are especially designed for students who do not major in mathematics. Mathematics 141-142 is especially appropriate for elementary education students, but not for mathematics majors.

#### Major

The Department of Mathematics offers three alternative plans leading to a major, each consisting of 11 courses plus a cognate requirement. The cognate requirement does not apply to students in the elementary education curriculum.

Students planning to major in mathematics are strongly urged to take Mathematics 216: Programming for Digital Computers, either as a general studies area distribution elective or as a free elective, regardless of the major plan they select.

#### Core Courses and Cognates

The following courses are common to all three plans:

Mathematics	209: Pre-Calculus Mathematics	semester hours
	212: Calculus and Analytic Geometry I	4
	313: Calculus and Analytic Geometry II	4
	314: Calculus and Analytic Geometry III	4
	315: Linear Algebra	3
	<b>Total:</b>	<b>19</b>

The following choice of cognates is common to all three plans:

- Physics 103-104: General Physics
- or Chemistry 303: Inorganic Chemistry (Prerequisite Chemistry 103-104)
- or Economics 212-317: Microeconomics, Mathematical Economics
- or Economics 212-318: Microeconomics, Econometrics
- or Any two courses in departments other than mathematics which are approved by the department of mathematics as significantly illustrating applications of mathematics.

#### Plan 1: Standard Plan

The standard plan is a general (liberal arts) undergraduate major which exposes the student to a broad range of mathematics courses. This provides preparation for teaching as well as future graduate work. The standard plan is required of all mathematics majors in the secondary education curriculum, and may be selected by other students as well.

The additional courses in this plan are:

Mathematics	324: Foundations of Geometry	semester hours
	333: Introduction to Abstract Algebra	3
	341: Introduction to Probability	3
	412: Higher Analysis	3
Two mathematics electives at 300 or 400 level		6

**Total (with core courses): 37**

#### Plan 2: Applied Plan

The applied plan is not available to students majoring in secondary or elementary education. This plan is designed to prepare students seeking a professional career outside of teaching and also for future graduate work in specialized areas such as experimental statistics and applied mathematics. The student should carefully choose his cognates to complement his mathematics program, considering his ultimate goals.

The additional courses in this plan are:

Mathematics	316: Differential Equations	semester hours
	317: Numerical Analysis	3
		3

341: Introduction to Probability	3
411 or 441: Advanced Calculus or Mathematical Statistics	3
Two math electives chosen from:	6
Mathematics 333: Introduction to Abstract Algebra	3
350: Topics in Math	3
411: Advanced Calculus	3
412: Higher Analysis	3
415: Introduction to Complex Variables	3
441: Mathematical Statistics	3

**Total (with core courses): 37**

#### Plan 3: Individualized Plan

The individualized plan is a highly specialized program intended for a small number of students not in secondary education whose academic goals are not accommodated by the standard or applied plan. The additional courses in this plan are:

Six mathematics courses chosen in consultation with an adviser but subject to the approval of the departmental advisory committee. The proposal must be submitted to the advisory committee at or before the completion of the core courses. Approval will involve assessing:

1. The lack of suitability of the standard plan or the applied plan in meeting the academic goals of the student.
2. The suitability of the proposed program in regards to the student's goals.
3. The overall competency in mathematics that would be attained by the proposal (normally the six courses would be at the 300 level or higher).

**Total (with core courses): 37**

Among the courses taken for the major, the student must earn a grade of C or better in at least nine courses. To satisfy this requirement, the student may have to take more than the required minimum of 11 courses for the major.

If a student receives grades below C in two of the first three mathematics courses allowable in the major, he must see his adviser to discuss the wisdom of continuing in the major. A student who receives grades below C in three of the first four mathematics courses allowable in the major will not be permitted to continue in the major. An appeal to continue in the major can be made to the Department of Mathematics.

**Recommended Sequence of Courses**  
Students majoring in mathematics normally are prepared to take Mathematics 209 and 212 as freshmen. The recommended sequence of mathematics courses is then:

First Semester	Second Semester
Mathematics 209	Mathematics 212
Third Semester	Fourth Semester
Mathematics 313	Mathematics 314
324 (Plan 1)	315
Fifth Semester	Sixth Semester
Mathematics 333 (Plan 1)	Mathematics 341 (Plan 1)
341 (Plan 2)	316 or 317 (Plan 2)
Seventh Semester	Eighth Semester
Mathematics 411 or	Mathematics 412 (Plan 1)
441 in Eighth Semester (Plan 2)	316 or 317 (Plan 2)
	441 if 411 is not taken in seventh semester (Plan 2)

**Note.** In addition, two mathematics electives plus cognates are required of all majors. Education majors are advised to plan their mathematics electives and cognates for semesters in which they are not student teaching.

### Teaching Concentration in Mathematics

A teaching concentration in mathematics is a program of eight or nine mathematics courses selected for the student in the elementary education curriculum who has special interest in mathematics. Ordinarily the program includes Mathematics 141, 142, 209, 212, 309, 330 and three courses chosen from the list below. Students with above-average high school background may choose to take Mathematics 209, 212, 309, 330 and four courses from the list below.

Mathematics choices: 313, 216, 324, 240, 245 or 341; 246, 315, 333; 358.

The recommended sequence of mathematics courses in the teaching concentration is the following:

First Semester

Mathematics 141

Third Semester

Mathematics 209

Fifth Semester

Mathematics 330

Seventh Semester

Concentration choice

Concentration choice

(for division S)

Second Semester

Mathematics 142

Fourth Semester

Mathematics 212

Sixth Semester

Concentration choice or

Mathematics 309

Eighth Semester

Mathematics 309 or Concentration

choice

Concentration choice

(for division F)

Students who choose to start the concentration with Mathematics 209 would ordinarily take Mathematics 209 and 212 in the first year, two concentration choices in the second year and then follow the sequence above for the last two years.

### Minor

The mathematics minor consists of six courses which total 21 or 22 semester hours. The courses are Mathematics 209, 212, 313 and three other mathematics courses on at least the 300 level.

### Honors Program

An honors program in mathematics has been designated to offer challenges beyond those found in the usual course offerings, to superior undergraduate students who are majoring in mathematics. Upon successful completion of the program, a student will be awarded the degree of Bachelor of Arts with honors in mathematics.

General requirements for department honors programs are stated on page 49. Students participating in the honors program in mathematics must take two suitable mathematics courses beyond the minimum number required for the major, and must undertake "honors work" in at least three courses allowable in the major program (including Mathematics 412). Participation in the honors program normally begins in the fifth semester with the option of starting in the sixth semester. A more specific statement of requirements may be obtained from the chairman of the Department of Mathematics, who should be consulted by an interested student before he completes Mathematics 314.

### Graduate Programs

Advisers: Frank B. Correia, James T. Sedlock, Arthur F. Smith, Robert J. Salhany.

The Department of Mathematics offers programs for graduate students leading to the Master of Arts, the Master of Arts in Teaching and the Certificate of Advanced Graduate Study in mathematics education. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in mathematics leading to the Master of Arts in Teaching degree.

### Master of Arts

#### Admission Requirements

At least 30 semester hours of mathematics (not including pre-calculus courses) with a grade average of at least B, including at least one semester of abstract algebra and one of analysis beyond calculus.

#### Program Requirements

A minimum of 30 semester hours in mathematics courses, including Mathematics 412, 415, 419, 426, 433 and 516 (unless previously taken). At least 15 credits at the 500 level, except that one 400-level course may be substituted with the consent of the adviser; one course at the 300 level may be included only with the approval of the adviser; courses below the 300 level are not acceptable.

#### Exit Requirements

A comprehensive written examination which tests the student's understanding of the fundamental concepts and interrelationships in graduate level mathematics; an oral examination which tests the student's ability at oral exposition of his ideas and which will probe areas in which the student's competence is left in doubt by the written examination, and a passing grade on the combined written and oral examination is required.

### Master of Arts in Teaching

#### Admission Requirements

Senior High School Teaching — 21 to 27 semester hours of college level mathematics

Junior High School or Middle School Teaching — 15 to 21 semester hours of college level mathematics

Elementary School Teaching — See adviser for M.A.T. elementary program

#### Program Requirements — Certified Teachers

Secondary School Teaching

Mathematics, including 412 and 419

Professional Education Courses

semester hours

21

9

Total: 30

Each program including previous work contains a minimum of one year of modern algebra; one year of geometry (excluding analytic geometry); and one semester each of probability, applications and history of mathematics, and at least two additional mathematics courses; either comprehensive examination, designed to test the understanding of fundamental ideas and interrelationships or a master's paper. The department may require a candidate, who takes more than four years to complete the program, to pass the examination.

Junior High School or Middle School Teaching

Academic Studies (one or two areas)

Mathematics

Second Discipline

Professional Education Courses

semester hours

21

21 or 12

0 or 9

9

Total: 30

Each program including previous work contains a minimum of one semester each of foundations of geometry, modern algebra, probability, and history of mathematics and at least one additional mathematics course. Programs ordinarily comprise courses at the 300 level which are especially appropriate for this level of teaching.

A candidate must give evidence of competence in the fundamentals of mathematics in one of the following ways: (1) take the required mathematics courses in his Master of Arts in Teaching program at Rhode Island College within a period of four years and obtain a

grade of at least B in all courses, including Mathematics 333: Introduction to Abstract Algebra; or (2) near the end of the program pass an examination in the fundamentals of mathematics; or (3) present other evidence acceptable to the Department of Mathematics.

If a student chooses to take 12 semester hours in another discipline, he may elect a nine semester hour sequence in mathematics. The departmental adviser will work out an appropriate plan of study with the student.

#### Elementary School Teaching

Depending on the student's background and interest, provision can be made for as many as seven mathematics courses within the program of study.

#### Master of Arts in Teaching – Certification

##### Program Requirements

Humanistic and Behavioral Studies

Professional Education Courses

Student Teaching

Mathematics

semester hours

16

4-6

9

12

Total: 35-37

The level of mathematical competency required in this program is the same as the appropriate level for certified teachers at the secondary level including the comprehensive examination or master's paper.

#### Certificate of Advanced Graduate Study in Mathematics Education

##### Admission Requirements

Candidates must possess an M.A. or M.A.T. degree in mathematics with 3.00 or higher index and must have two years of full-time teaching experience. All applicants must be certified, with the exception of non-certified junior college teachers. The latter may be required to take some professional studies courses as deficiencies before being conditionally accepted into the program.

##### Program Requirements

30 semester hours

**Academic Component – Mathematics Requirements:** A student must take at least three courses in graduate-level mathematics. Upon completion of the program, his total background (including previous undergraduate and graduate courses) must contain Mathematics 412, 415, 419, 428, 441, 433 and 516.

**Professional Component:** A student must take Education 527, 528 and a concentration of at least two approved courses in either Administration or Curriculum. Education 429 must also be taken as part of the program if not previously taken.

The graduate of the program must have a total (including previous undergraduate and graduate courses) of at least 15 semester hours in Psychological, Social and Philosophical Foundations and no less than 24 semester hours in all professional studies courses.

**Related Disciplines:** The balance of the total program is to be taken from courses in educational studies and arts and sciences with the consent of the departmental graduate committee and the student's adviser.

##### Project

Each candidate is expected to complete an expository or research project on a problem in mathematics education under the direction of a C.A.G.S. project adviser. The project should integrate the student's courses in mathematics education with the other professional courses he has taken.

A detailed description of C.A.G.S. program in mathematics is available from the Department of Mathematics and the Department of Secondary Education.

#### Course Listings

For departmental course offerings see the course listing section.

The following courses, listed under education, are also offered in cooperation with the Department of Mathematics:

Education 310: Practicum in Secondary Education (Mathematics section)	(S) 4 semester hours
356: Mathematical Structures in the Intermediate Grades	3 semester hours
404: Mathematics in the Elementary Schools	3 semester hours
429: Mathematics in the Secondary Schools	3 semester hours
430: Internship in Teaching Mathematics at the Junior College	1 semester hour
527: Curriculum in Mathematics Education	3 semester hours
528: Methods of Teaching Mathematics	3 semester hours

### MEDICAL TECHNOLOGY PROGRAM

Irja J. Lough, Director

The college offers a Bachelor of Science degree program in medical technology in affiliation with Rhode Island Hospital, Saint Joseph's Hospital Providence Unit and Our Lady of Fatima Unit, The Memorial Hospital, The Miriam Hospital, and the Rhode Island Medical Center. A student who enters Rhode Island College with an interest in this program enrolls as a liberal arts biology major and follows a program of study formulated in consultation with his academic adviser. During the sophomore year the student must submit a formal application to the director of medical technology for entrance into the program. If accepted, the student undertakes his internship during the fourth year at one of the affiliated hospitals. Students interested in this program are urged to consult with the medical technology adviser on the staff of the biology department.

There is no guarantee of acceptance for the clinical year of training, and students should be prepared to elect an alternate program in either the Divisions of Arts and Sciences or Educational Studies.

#### Program of Studies

##### First Semester

##### First Year:

	semester hours
Biology 101	4
Chemistry 103	4
(Area II, General Studies)	
General Studies	4
Mathematics 181, 209 or 212	3-4
	15-16

##### Second year:

Biology 331	4
Chemistry 205	4
General Studies	3-4
General Studies or Elective	3-4
	14-16

##### Second Semester

##### Total 29-30 semester hours

	semester hours
Biology 102	4
Chemistry 104	4
(Area II, General Studies)	
General Studies	3-4
Mathematics 182 following 181	3
	14-15

##### Total 28-32 semester hours

Biology 335	4
Chemistry 206	4
General Studies	3-4
General Studies or Elective	3-4
	14-16



Third year		Total 31-33 semester hours	
Biology 348	4	Chemistry 304	4
General Studies		Elective	4
and/or Electives	7-9	General Studies	4
Physics 101	4	Physics 102	4
	15-17		10

**Fourth year:**

Clinical courses, at an affiliated hospital, equivalent to 32 semester hours.

**DEPARTMENT OF MODERN LANGUAGES**

Professors Avila (chairman), Chasse, Freimanis, Grover-Nelson and Gossner; Associate Professors Coons, Coulter, Tegu and Tilletson; Assistant Professors Castellucci, Chadwick and M.F. Taylor.

on leave Spring

The Department of Modern Languages offers a major in French, a minor in French, a major in Spanish, a minor in Spanish, and elementary and intermediate courses in German, Italian, Portuguese and Russian. The major and minor in French are outlined on page 103 and the major and minor in Spanish on page 148.

Courses which meet the requirements for area distribution electives in the humanities are offered at the elementary, intermediate and at times somewhat higher levels. Students may indicate their preparation for these courses by demonstration of ability on the CEEB examination or by course work. Students who demonstrate proficiency on the CEEB examination are granted credit toward graduation in accordance with college policy.

Elementary language courses (101, 102) may be taken for elective credit except in the language presented to meet admission requirements. They do not count as area distribution electives. Students who wish to continue their study of the language presented for admission should elect 110, 113 or 114 which are area distribution electives in Area I.

**The Honors Program**

The Department of Modern Languages offers an honors program for French or Spanish majors who have demonstrated superior scholastic ability by the end of the sophomore year. The program provides the student with an opportunity during the junior and senior years for independent study and for work in greater depth than is customarily possible in regular course offerings. French and Spanish majors who complete successfully the two-year honors program and are approved by the department are graduated with a Bachelor of Arts with honors in French or Spanish. Students interested in applying for admission to the program should consult the chairman of the department for specific details.

**Course Listings**

For departmental offerings in French, German, Italian, Portuguese, Russian and Spanish as well as Modern Language workshops see the course listing section.

The following courses, listed under education, are also offered by the Department of Education 310: Practicum in Secondary Education

(Modern Language section)	
312: Methods and Materials in Teaching	(5) 4 semester hours
Foreign Languages (Elementary School)	
427: Foreign Languages in the Schools	3 semester hours
	3 semester hours

**Modern Language Workshop**

The Department of Modern Language encourages the study of language in its cultural context.

**Graduate Programs**

(see French and Spanish)

**DEPARTMENT OF MUSIC**

Professor R. Smith; Associate Professors Bicho, Boberg, Currier, Fairleigh, Marciniak, Markward, McClintock (chairman), J. Pellegrino; Assistant Professors Elam, Mack and Poularikas; Visiting Instructors Caldwell, Collins, DiNunzio, Eylich, Gasperini, Gonen, MacArthur, Meardon, A. Pellegrino, Pezallo, Olivier and Zeitlin.

**Major in Liberal Arts Curriculum**

A 32 semester hour major in music is offered within the liberal arts curriculum. This program leads to the B.A. degree and requires Music 210, 211, 212, 213; three courses chosen from Music 302, 309, 311, 313 or 314; plus one additional 300-level course in literature or theory. Students must also choose, in conference with the faculty adviser, five semester hours of music electives which may include applied music. Elective credit in musical ensembles is restricted to three semester hours.

**Curriculum in Music Education**

The Department of Music offers a curriculum in music education leading to the degree of Bachelor of Science in music education. The program of study prepares teachers of music (vocal and instrumental) for both elementary and secondary schools. Required studies include four general areas.

General Studies	28-32 semester hours
Professional studies and music education	25 semester hours*
Music (applied 25, literature 9, theory 16)	52 semester hours*
Electives	12-16 semester hours

\*Music education majors are required to hold membership in one organization and are awarded one semester hour credit per academic year for participation.

In order to identify students who will be successful in and profit by a program of studies in music education, a demonstration of musical talent is necessary. Satisfactory completion of an examination in the candidate's major applied area before a faculty committee at the end of the freshman year is required for continuation in the curriculum. All transfer students must pass this audition before matriculating in the program.

**Sequence of Study in Music Education Curriculum**

First Year	semester hours		semester hours
First Semester		Second Semester	
General Studies	4	General Studies	3 or 4
General Studies	3 or 4	General Studies	3 or 4
Music 210	4	Music 211	4
Applied Music and Music 191	2	Applied Music and Music 191	2
Music 181, 182 or 183	0	Music 181, 182 or 183	1
		Music 101	2
	13-14		15-17
Second Year		Second Semester	
First Semester		General Studies	3 or 4
General Studies	3 or 4	Music Literature	3
Music 212	4	Music 103	2
Elective	3-4	Music 213	4
Music 107	2	Applied Music and Music 191	1
Applied Music and Music 191	2	Music 181, 182 or 183	1
Music 181, 182 or 183	0		
	14-16		15-16

**Third Year****First Semester**

Music Literature

Music 105

Psychology 216

Elective

Applied Music and Music 191

Music 181, 182 or 183

3

2

4

3 or 4

2

0

14-15

**Fourth Year****First Semester**

Education 324

Foundations of Education 300

9

3

12

**Second Semester**

Education 309

Music 108

Music Literature

Elective

Applied Music and Music 191

Music 181, 182 or 183

6

2

3

3 or 4

2

1

17-18

**Second Semester**

General Studies

Foundations of Education 302

General Studies

Elective

Applied Music and Music 191

Music 181, 182 or 183

3 or 4

3

3 or 4

3 or 4

2

0

14-17

**Curriculum in Music Performance**

The Department of Music offers a curriculum in music performance leading to the degree of Bachelor of Science in music performance. The program of study, through intensive study in performance and the theory and literature of music, provides a foundation for all areas of music performance in orchestral instruments, piano, harpsichord, organ, guitar and voice. The major is a valuable basis for graduate work in music performance, theory or musicology, for careers in individual and ensemble music performance, for private instruction, and for employment opportunities which call for an extensive knowledge of the literature and theory of music and practical application of music writing and arranging.

Required courses include three general areas:

General Studies

Music Courses

Electives

semester hours

26-32

82

6-14

Total: 120

The music courses include the following:

Applied Music

Musical Organizations

Music Theory

Music History and Literature

Related Requirements

Musical Organizations

Chorus, Orchestra and Symphonic Band are all college organizations which are open to all qualified students. Chamber ensembles are also available to students. Participation in more than one group is recommended if the student's schedule permits.

**Applied Music Fee**

Students registering in Music 370-388 or 270-288 each consisting of 14 private 50-minute lessons, will be charged a fee of \$98 in addition to the regular college fees for these two semester hour courses.

**Graduate Programs**

*Adviser: Philip T. McCloskey*

The Department of Music offers work for graduate students leading to the degree of Master of Arts in Teaching. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in music leading to the Master of Arts in Teaching degree.

**Master of Arts in Teaching****Admission Requirements**

Completion with a 2.50 average or better of the Rhode Island College undergraduate major in music or its equivalent, comprising at least 45 semester hours of music, and evidence of musicianship.

**Program Requirements - Certified Teachers**

Music; 21 semester hours including Music 501

Professional Education Courses

semester hours

21

9

Total: 30

**Master of Arts in Teaching - Certification****Program Requirements**

Professional Studies

Psychology 216

Education 309

324

325

Foundations of Education 300

302

Music; 12 semester hours, including Music 501

semester hours

28

12

Total: 40

**Exit Requirements**

Each candidate will choose as a final requirement either a graduate project in music education or a graduate recital. Topics for the graduate project in music education may be a traditional thesis in which a problem area in music education is identified, appropriate sources located and organization of materials is effected. Other possibilities might include a demonstration of innovative techniques in the teaching of music, the development of a curriculum guide for disadvantaged youth or the development of an achievement test in music. Topics must have the approval of the departmental graduate committee.

The graduate recital will not suit the interest or capability of every graduate student. Only those students clearly exhibiting advanced musicianship and technique will be considered. All recital programs must have the approval of the departmental graduate committee.

**Course Listings**

For departmental course offerings see the course listing section.

The following courses, listed under education, are also offered by the Department of Music:

Education 309: Practicum in Music Education

6 semester hours

324: Student Teaching in Music Education

9 semester hours

341: Methods and Materials in Music Education

(3) 2 semester hours

424: Music in the Elementary School

3 semester hours

523: Music in the Secondary School

3 semester hours

525: Advanced Studies in Music Education

3 semester hours

566: Seminar in Music Education

3 semester hours

## DEPARTMENT OF NURSING

Associate Professors Maranda and L. Sullivan (chairman); Assistant Professors Braye, Carry, Cascone, Cathers, Hainsworth, Maddox, Marks, Rozendal, Strin and Zaki; Instructors Benson, Burbank, Fallon and Kulbok.  
\*on leave all year

Rhode Island College initiated a program leading to a Bachelor of Science degree with a major in nursing in 1970. In April, 1974, the program received accreditation from the National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs. Graduates of the program are eligible to write state board examinations in any state in the nation for licensure as a registered nurse. In addition, graduates who complete a course in history or philosophy of education are eligible for certification as school nurse teachers in the state of Rhode Island.

The curriculum is designed as a four academic year program and incorporates provisions for flexibility so that students may accelerate, enter, or reenter as their personal circumstances allow and may enroll full time and part time. The faculty is committed to integration of basic nursing concepts; to provide students opportunity for as many free electives as possible so each may pursue his/her particular interests and self-development, and to prepare graduates who can function effectively within an emerging health care system.

Clinical learning experiences in nursing care for persons of all ages, in all stages of the health-illness spectrum, are incorporated in nursing courses, and include experiences in health promotion and maintenance, ambulatory care, acute care, critical care, home care and extended care in the various health agencies and schools in the metropolitan area.

Consistent with college policy, semester hours may be earned by examination. Registered nurses seeking to earn a bachelor's degree may earn semester hours in nursing by this means for their prior education and experience and are urged to contact the department for specific details. Selection and administration of proficiency examinations in nursing are done within the department.

There is a special procedure for admission into the nursing program which requires filing of a separate application with the Department of Nursing only when minimum requirements have been met. These are:

- Successful completion of at least 3 semesters work (44 semester hours) including the following courses: Biology 331; Human Anatomy and 348; Microbiology; Chemistry 103-104; General Chemistry and General Studies 150.
- Attainment of an overall minimum cumulative index of 2.00 and at least a 2.00 index in the cognates by the end of the third semester.
- Fulfillment of the health requirements as listed in the policy on health.

## Suggested Program, General Studies Plan A

Freshman Year		semester hours	
Plan A Colloquium	4	Plan A Colloquium	4
Area Distribution Elective*	3-4	Biology 102	4
Biology 101	4	Chemistry 104	4
Chemistry 103	4	Plan A Colloquium	4
	15-16		16
Sophomore Year			
Plan A Colloquium	4	Psychology 330	4
Biology 331	4	or Area Distribution Elective*	3-4
348	4	Biology 335	4
Psychology 330 or	4	Nursing 201	6
Area Distribution Elective*	3-4	Electives 3-4	
	15-16		16-18

Junior Year			
Nursing 301 and 302	10	Nursing 301 and 302	10
or		or	
303 and 304	8	303 or 363 or Elective*	8
Elective* or Psychology 216	4	Elective* or Psychology 216	3-4
Elective*	3-4	Elective*	3-4
	15-18		14-18
Senior Year			
General Studies Seminar	4	General Studies Seminar	
Nursing 341	5	361 or 363 or Elective	4
345	4	Nursing 366	2
Elective*	3-4	351-355	5
	16-17	Elective*	3-4
			14-15

\*Final number of semester hours must be at least 118

## Suggested Program, General Studies Plan B

Freshman Year			
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4
General Studies 150	4	Psychology 330	4
Area Distribution Elective*	3-4	Area Distribution Elective*	3-4
	15-16		15-16
Sophomore Year			
Biology 331	4	Biology 335	4
348	4	Nursing 201	6
Area Distribution Elective*	3-4	Area Distribution Elective* or	
Area Distribution Elective* or	3-4	Elective*	3-4
Elective*	3-4	Elective*	3-4
	14-16		16-18

Junior Year			
Nursing 301 and 302	10	Nursing 301 and 302	10
or		or	
303 and 304	8	303 or 363 or	8
Psychology 216 or Elective*	3-4	Psychology 216 or Elective* 3-4	
Elective* or Area	3-4	Elective*	3-4
Distribution Elective*	3-4	Elective*	3-4
	14-18		14-18
Senior Year			
Nursing 341	5	Nursing 366	2
345	4	351-355	5
General Studies 361 or		General Studies 361 or 363	
363 or Elective*	3-4	or Elective*	3-4
Elective*	3-4	Elective* (could be a	
		non-clinical nursing	
		course)	3-4
	15-17		13-15

Note: Students are advised not to take more than two 3 semester hours Area Distribution Electives. If electives are not 4 credit electives, students must take an extra elective to meet graduation requirement of 118 semester hours.

**Course Listings**

For departmental course offerings see the course listing section.

## DEPARTMENT OF PHILOSOPHY AND FOUNDATIONS OF EDUCATION

Professors Ansell, Houghton, Howell (chairman), Pieniadz<sup>1</sup> and Williston<sup>2</sup>; Associate Professors Blanchard and Olmsted; Assistant Professors Alfonso, Bucci, Castiglione and S. Smith.

<sup>1</sup>on leave Fall, <sup>2</sup>on leave Spring

The college offers a three-course sequence in the foundations of education: psychological, social and philosophical. Psychological foundations must be completed first.

Social and philosophical foundations of education are taught by members of the Department of Philosophy and Foundations of Education. Psychological foundations of education is taught by members of the Department of Psychology.

Each student in a professional curriculum normally takes psychological foundations (Psychology 213, 214 or 216) in the sophomore year, social foundations (Foundations of Education 300) in the junior year and philosophical foundations (Foundations of Education 302) in the senior year.

In addition to faculty assignments to teach the philosophical foundations of education course, philosophy department members teach introductory, advanced and historical courses in philosophy. It is recommended that students start with Philosophy 200: Problems of Philosophy, but this is not a requirement.

### Majors and Minors in Philosophy

The department offers a major and minor in philosophy, as well as a minor in foundations of education.

*Regulations for Majors and Minors in Philosophy and Suggested Specializations in Philosophy*

1. Current majors and minors in Philosophy may continue under the old requirements until September, 1979. Refer to pages 89-90 of the General Catalog 1974-1975.
2. The chairman of the Department of Philosophy and Foundations of Education may grant permission to both new and old majors and minors to make course and credit substitutions in order to gain equivalent course and program credits.
3. A major in philosophy shall consist of a program of philosophy courses totaling 30 semester hours, at least eighteen of which must be at the 300 level.
4. A minor in philosophy shall consist of philosophy courses totaling 18 semester hours, at least six of which must be at the 300 level.

### Suggested Specializations within the Philosophy Major

The department suggests that students develop a specialization within the philosophy major and offers four suggested specializations:

1. Logic Specialization
2. Values Specialization
3. Specialization in the History of Philosophy
4. Aesthetics Specialization

Course lists for these specializations are available in the department office.

### Minor in Foundations of Education<sup>1</sup>

Emphasis is on elective concentrations in the minor in foundations of education. Fifteen semester hours are elected by taking courses which explore the relationship between education and politics, education and economics, educational and critical thinking, etc. To this end, courses will be selected from within any three of the following five concentrations:

Group A: Psychology 344: Theories of Learning; Foundations of Education 322: Teacher Organizations, Governance Structures and Educational Decision-Making; Philosophy 230: Aesthetics.

Group B: Philosophy 205: Introduction to Logic; Philosophy 241: Philosophy of Religion; Philosophy 300: American Philosophy. (Any two courses in Group B)

Group C: Political 322: Problems of State Government; Philosophy 206: Ethics; Foundations of Education 343: Theories of Moral Education.

Group D: Economics 343: History of Economic Thought; Philosophy 200: Problems of Philosophy, and two of the following: Foundations of Education 322: Teacher Organizations, Governance Structures, and Educational Decision-Making; or Philosophy 321: Social and Political Philosophy.

Group E: Economics 343: History of Economic Thought; Foundations of Education 405: Introduction to Comparative Education.

One course is required, Foundations of Education 360: Seminar in the Foundations of Education. It is not necessary for liberal arts students who minor in foundations of education to take Foundations of Education 300: Social Foundations of Education, or Foundations of Education 302: Philosophical Foundations of Education, but credit towards the minor will be given to students who do.

<sup>1</sup>Students minoring in foundations of education may substitute Education 250: Topics in Education, or Foundations of Education 250: Topics in Foundations of Education, for any single course listed in the groups A, B, C, D or E upon approval of the department.

**Course Listings**

For departmental course offerings see the course listing section.

## DEPARTMENT OF PHYSICAL SCIENCES

Professors Laferriere, O'Keefe; Associate Professors Borst, Gilbert and Marzacco; Assistant Professors Brotherton, Decker, Drew, Gekrenbeck, Glanz, Greener (Chairman), J. Peterson<sup>1</sup>, Viers and J. Williams.

<sup>1</sup>on leave spring

The Department of Physical Sciences offers the introductory courses in chemistry, physics, earth science and physical science which serve as Area II distribution electives.

The department offers three undergraduate majors: chemistry, general science and physical science. Minors in chemistry and physics are also available. As indicated below, students planning to enroll in any of the undergraduate major programs offered by this department are required to take specific science and mathematics courses during the freshman year. To continue in any major program beyond the second year, the student must achieve a cumulative index of 1.69 in all mathematics courses he has taken. Teacher education candidates are assigned to student teaching in the seventh semester.

### Major in General Science

The general science major is designed to prepare the student to teach general science at the junior high school.

The major consists of 10 courses including Biology 101-102, Chemistry 103-104, Physical Science 201-202, Physics 101-102, and two additional courses at the 200 level or higher in one of the four areas: biology, chemistry, earth science and physics.

Cognate requirements are Mathematics 209, 212 and 313.

Suggested freshman programs are:

#### General Studies Plan A Option

Semester I  
Physics 101  
Mathematics 209  
Plan A Colloquium  
Plan A Colloquium

Semester II  
Physics 302  
Mathematics 212  
Plan A Colloquium  
Plan A Colloquium



**General Studies Plan B Option****Semester I**

Physics 101  
Mathematics 209  
Plan B Colloquium  
Area Distribution Elective

**Major in Physical Sciences**

The physical sciences major consists of 39-42 semester hours and is designed to prepare teachers of both chemistry and physics for the senior high school. Graduates of Rhode Island College who successfully complete this curriculum, meet Rhode Island State Department of Education certification requirements for both sciences.

Those courses within the major which qualify as Area II distribution electives will satisfy as the Area II General Studies requirement.

Suggested freshman programs are shown below:

**General Studies Plan A Option****Semester I**

Chemistry 103  
Physics 101  
Mathematics 209  
Plan A Colloquium

**General Studies Plan B Option****Semester I**

Chemistry 103  
Physics 101  
Mathematics 209  
General Studies 150

**Required Courses**

Chemistry 103-104  
301-302  
Physics 101-102 or 103-104  
300  
Physical Science 107  
108

**One course selected from**

Chemistry 205, 303, 304

**Two courses selected from**

Physics 203, 301, 303, 307, 308

**Mathematics cognate**

Mathematics through Mathematics 314

(ordinarily this includes Mathematics 209, 212, 313, 314)

**The rest of the program would be:**

Secondary education professional sequence  
General Studies  
Electives

**Semester II**

Physics 102  
Mathematics 212  
Area Distribution Elective  
Area Distribution Elective

**Semester II**

Chemistry 104  
Physics 102  
Mathematics 212  
Plan A Colloquium

**Semester II**

Chemistry 104  
Physics 102  
Mathematics 212  
Area Distribution Elective

**Semester hours**

5  
5  
5  
4  
1  
1

Total: 30

3-4

6-8

9-12

Total: 39-42

**Semester hours**

16

24

24-30

9

Total: 119

**Major in Chemistry**

The chemistry major includes Chemistry 103, 104, 205, 206, 301, 302, 303, 304.

Cognate courses include Mathematics 209, 212, 313, 314 and Physics 101, 102.

This is a liberal arts degree program, designed to prepare the student for a career in chemistry, which may be initiated with this degree or following graduate work.

Suggested freshman programs are shown below:

**General Studies Plan A Option****Semester I**

Chemistry 103  
Mathematics 209  
Plan A Colloquium  
Area Distribution Elective

**General Studies Plan B Option****Semester I**

Chemistry 103  
Mathematics 209  
Plan B Colloquium  
Area Distribution Elective

**Semester II**

Chemistry 104  
Mathematics 212  
Plan A Colloquium  
Area Distribution Elective

**Semester II**

Chemistry 104  
Mathematics 212  
Area Distribution Elective  
Area Distribution Elective

**Minors in Chemistry and Physics**

The chemistry minor consists of five courses. Normally this would include Chemistry 103-104, 205-206 and one more course at the 300 level.

The physics minor consists of five courses in physics.

**Graduate Programs**

Advisers: J. George O'Keefe, George Duckey, John E. Peterson and Miner Brotherton

The Department of Physical Sciences offers programs in general science and physical science leading to the degree of Master of Arts in Teaching. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in general sciences or physical sciences leading to the Master of Arts in Teaching degree.

**Master of Arts in Teaching (General Science)****Program Requirements - Certified Teachers**

Physical and Biological Sciences  
Six semester hours in mathematics may be included with the approval of the adviser.  
Professional Education Courses

**Semester hours**

21

9

9

Total: 30

**Master of Arts in Teaching (General Science) - Certification****Program Requirements**

Humanistic and Behavioral Studies  
Professional Specialization  
Student Teaching  
Physical and Biological Sciences

10

4-6

9

12

Total: 35-37

**Exit Requirements**

A minimum of 45 semester hours in physical and biological sciences, including three one-semester courses in each of four areas of general science: biology, chemistry, earth science and physics.

**Master of Arts in Teaching (Physical Science)***Program Requirements — Certified Teachers***Academic Area**

Courses may be taken in chemistry and physics; six semester hours in mathematics may be included with the permission of the adviser.

**Professional Education Courses****Master of Arts in Teaching (Physical Science) — Certification***Program Requirements*

Humanistic and Behavioral Studies

Professional Specialization

Student Teaching

Chemistry or Physics

semester hours	21
----------------	----

9
---

10
----

4-6
-----

9
---

12
----

Total: 35-37
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*Exit Requirements*

General and specific exit requirements may be satisfied with courses taken as an undergraduate or graduate student, subject to the acceptance of the department.

30 semester hours in area of concentration, chemistry or physics; 18 semester hours in a second discipline.

*Concentration in Chemistry*

Organic Chemistry

Physical Chemistry

Analytical Chemistry

Chemistry 392

Total: 22
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*Concentration in Physics*

Atomic and Nuclear Physics

Electricity and Magnetism

Quantum Physics

Mechanics

Physics Science 392

Total: 16
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**Course Listings**

For departmental course offerings see the course listing section.

**PHYSICS***(Department of Physical Sciences)*

Courses in physics are offered by the Department of Physical Sciences and faculty is drawn from that department. A minor in physics is available. See above.

**Course Listings**

For departmental course offerings see the course listing section.

**DEPARTMENT OF POLITICAL SCIENCE**

Professors Winter and Profughi, Associate Professors E. H. Perry (chairman) and Rickabaugh, Assistant Professors Oppenlander, Perrotti, Ritter and Stone.  
von leave Spring

**Major in Political Science**

The Department of Political Science offers a major consisting of a minimum of 30 semester hours in political science. For students in liberal arts 12 semester hours of cognate work are required. The cognate requirement is waived for students in elementary education. A minor in political science, consisting of 18-19 semester hours, is available for students in all curricula.

**1. Required Courses**

Political Science 202: American Government

360: Senior Seminar in Political Science

semester hours	3
----------------	---

3
---

Total: 6
----------

**2. Course Choices**

Courses serving the political science major are separated into two categories: basic and advanced. A minimum of three courses, including Political Science 202, will be taken from among the basic courses. The balance of the major is to be selected from courses in the advanced category, although Political Science 360 must be included in the senior year.

*Basic Courses*

Political Science 200: Introduction to Political Science

202: American Government

204: Introduction to Political Thought

206: International Politics

207: Introduction to Comparative Politics

211: The Politics of Community Action Groups

255: Public Administration

3
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4
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3
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3
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4
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4
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3
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*Advanced Courses*

Prerequisite: one basic course, plus any specific prerequisite for an individual course as indicated under "Courses of Instruction" elsewhere in this catalog.

Political Science 300: Methodology in Political Science

303: International Organization

305: Urban Politics

308: Political Socialization

313: History of Political Thought

314: Concepts in Contemporary Political Thought

322: Comparative State Politics

325: Public Administration in State and Local Government

327: Internship in State Government

328: Advanced Internship in State Government

329: Practicum in Public Service

331: Courts and Politics

332: Civil Liberties in the United States

341: The Politics of Development

343: Politics in Advanced Societies

345: Comparative Foreign Policy

351: Parties and Elections in America

352: Politics of Bureaucracy

355: Policy Formation Process

360: Senior Seminar in Political Science

371: Readings in Political Science

381: Workshop in Public Service

390: Independent Research in Political Science

480: Workshop in Political Science

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3. *Distribution of Courses*

At least one course must be taken in four of the following seven sub-disciplinary areas of political science: (1) political thought, (2) public administration, (3) state and local government, (4) comparative government, (5) public law, (6) international relations and (7) American politics and policy formation.

4. *Cognate Requirement*

Majors, with the advice and approval of their adviser, will take 12 semester hours in related disciplines. The cognate requirement is waived for students in elementary education.

**Minor in Political Science**

The minor in political science consists of 18-19 semester hours. Two courses from among the basic political science courses (200, 202, 203, 204 and 205) are required. The remaining courses to complete the minor will be taken from among the departmental offerings at the 300 level.

**Public Service Program**

The Department of Political Science offers the public service program, built upon the political science major.

The public service program is pre-professional and is designed to initiate the preparation of students for domestic governmental service and community participation through political involvement and action.

All students in the program will be required to take Political Science 205: Principles of Public Administration and Political Science 329: Practicum in Public Service. The latter provides each student with field work experience under the joint supervision of college faculty and public and private political organizations.

*Program in Public Service*

	<i>semester hours</i>
Political Science 202: American Government	3
360: Senior Seminar in Political Science	3
<b>Total:</b>	<b>6</b>
Required of political science majors electing the public service program:	
Political Science 205: Principles of Public Administration	3
329: Practicum in Public Service	3
<b>Total:</b>	<b>11</b>

Students in the public service program shall take at least two of the following:

Political Science 211: The Politics of Community Action Groups	4
305: Urban Politics	3
325: Public Administration in State and Local Government	3
327: Internship in State Government	3
331: Courts and Politics	4
332: Civil Liberties in the United States	4
351: Parties and Elections in America	4
352: Politics of Bureaucracy	3
355: Policy Formation Process	4
356: Policy Analysis	4
<b>Total:</b>	<b>6-8</b>

*Cognate Requirement*

The remainder of the minimum of 30 semester hours required for the political science major may be taken from among any of the regular departmental offerings so long as the student fulfills the departmental distribution of courses requirement.

Public service students, with the advice and approval of their adviser, will take 12 semester hours in related disciplines. The cognate requirement is waived for students in elementary education.

*Internship Programs*

The Department of Political Science offers internship opportunities in both Washington, D.C., and the Rhode Island State House. In cooperation with Senator Claiborne Pell and Representative Edward P. Beard, several students are selected each semester to spend a week in Washington in the office of either the Senator or the Representative. Under the auspices of the Rhode Island State Internship Program students are placed for 12 weeks during the fall or spring semester with individual members of the legislature or in the offices of the executive and judicial branches of the state government.

**Course Listings**

For departmental course offerings see the course listing section.

**PRE-LAW PROGRAM**

*Adviser: Carey G. Rickabaugh*

Rhode Island College offers a variety of courses and majors to prepare students for entrance to law schools. Most law schools require applicants to submit their results on the Law School Admission Test (LSAT). The LSAT is a test which is designed "to measure certain mental abilities important in the study of law" (LS Admission Bulletin, 1975-76). The LSAT is based upon questions dealing with verbal, quantitative and symbolic interpretations. Law schools require that entering students be competent in writing and that they demonstrate undergraduate competency in their chosen majors. Neither a specific program of study nor a specific undergraduate major is required of applicants.

Law schools assess a student's undergraduate record on a 4.0 index scale, excluding grades in physical education, ROTC, and performance courses in art and music.

The LSAT is given five times during the year at test sites in the United States. A student intending to apply for financial aid to law school should register to take the LSAT in October or December of the year preceding his intended enrollment. Any student planning to apply to law school should confer in the sophomore and junior years with the college designated law school adviser concerning a plan of study and application procedures.

It is recommended that students pursuing a pre-law program supplement their majors with electives chosen from the following lists:

*Strongly Recommended Courses:* (In addition to an academic major)

Political Science 202: American Government	
331: Courts and Politics	
332: Civil Liberties	
English 231: Expository Writing	
Philosophy 300: American Philosophy	
<i>Other desirable electives:</i>	
Political Science 255: Principles of Public Administration	
305: Urban Politics	
Economics 200: Introduction to Economics	
301: Public Finance	
304: Monetary Economics	
Management 230: Accounting I	
231: Accounting II	
Mathematics 240: Statistical Methods	
Philosophy 205: Introduction to Logic	
206: Ethics	

- History 343: Social and Intellectual History of the United States to 1865  
 344: Social and Intellectual History of the United States from 1865 to the Present  
 Communications 206: Fundamentals of Oral Communication  
     251: Argumentation and Debate  
 Sociology 204: Urban Sociology  
     208: Minority Group Relations  
     303: Social Stratification

## PRE-MEDICAL, PRE-DENTAL, PRE-VETERINARY PROGRAMS

Adviser: Ira Lough

Rhode Island College offers a variety of courses and majors which will give pre-professional training for students planning to enter medical, dental or veterinary schools. Such schools require that entering students be competent in their chosen academic major, that they demonstrate a proficiency in writing and that they present a strong liberal arts background. Neither a specific program of study nor a specific undergraduate major is required of applicants, although they must demonstrate some knowledge of work in the laboratory sciences. Most medical schools also will ask for results of the student's performance on some standardized tests of verbal and quantitative analytical abilities.

Students who desire to prepare for entrance to medical school, to dental school or veterinary school should consult, beginning in the freshman year, with the college designated pre-medical adviser concerning their plan of study and application procedures. A biology major provides excellent preparation for medical and dental school admission, although other majors are also appropriate.

*Necessary Courses* (in addition to an academic major):  
 Biology 101-102

Chemistry 103-104 and 205-206

Physics 101-102

Two or three advanced biology courses (chosen in consultation with pre-med adviser)

*Strongly recommended electives:*  
 English 110 or 231

Mathematics sequences through calculus

Intermediate or advanced modern foreign language

## DEPARTMENT OF PSYCHOLOGY

*Professors:* Cloward, DeLuca, Depaulis (chairman), Dalton, Finger, Holden, Mullaney and Verry; *Associate Professors:* Cousins, Gilmore, Hennen, Lederberg, J. Rollins and Werner; *Assistant Professors:* B. Anderson, Belcher, Fingeret, Phillips, Randall, J. Rahovits, P. Rahovits, Tropper and Walter.

on leave Fall on leave Spring

Psychology courses are arranged according to their purposes. Courses at the 200 level are designed to be area distribution electives. The exceptions to this are Psychology 213, 214 and 216 which are professional preparation courses for elementary, secondary, K-12 teachers and nurses respectively. Courses at the 300 level are designed for the student who wishes to major in the area. Courses at the 400 level are primarily designed for graduate students. Courses at the 500 level are primarily designed for graduate students in psychology.

The Department of Psychology offers a major of 32 semester hours for students in the

liberal arts curriculum leading to a B.A. degree. Students in the early childhood and elementary curriculum may take psychology as a major and students in secondary education may take psychology as a second major if their first major is in a field taught in the secondary schools. It is strongly recommended that students who anticipate a major in psychology take Biology 101 and 102 in their freshman year. Each student who expects to major in psychology must plan a coherent sequence of courses in consultation with an adviser from the Department of Psychology by the end of his sophomore year.

### Major

To a major in psychology students must take the four courses which constitute the core of the discipline: Psychology 320, 330, 340 or 334 in place of 340 for students in elementary education and 351 or 355. They must take four additional courses in psychology from among the 300-level courses.

### Graduate Programs

*Advisers:* Donald H. Cousins, (Developmental Psychology) Terence Belcher, (M.A. Educational Psychology, C.A.G.S. School Psychology) Joan H. Rollins, (Personality and Social Psychology).

The Department of Psychology offers three graduate programs which could lead to a Master of Arts and one program leading to the Certificate of Advanced Graduate Study.

#### Master of Arts in Developmental Psychology

The Department of Psychology offers a Master of Arts program in psychology with a concentration in developmental psychology. This program is designed for individuals in the education professions who wish to pursue graduate work which has a broad relationship to their work in the teaching professions.

The objectives of this program are best described in terms of the individuals served by this program. All recent graduates now teaching in the schools of Rhode Island must, within five years of their graduation, earn a master's degree or take 30 semester hours of work beyond their bachelor's degree in order to maintain their state teaching certificate. These people usually remain regular classroom teachers and seek a program which would aid them in improving the quality of their regular classroom instruction. A master's degree in psychology with a concentration in developmental psychology provides students with an opportunity to study children's physical, emotional, social and learning processes in a depth not possible at the undergraduate level.

#### Master of Arts in Personality and Social Psychology

The program in personality and social psychology provides expertise in an area which has applications in a wide variety of fields: personnel work in government, business and industry, market research, management and work with many social agencies. It is also a suitable program for a second master's degree for school personnel such as guidance counselors, administrators or teachers who desire a better understanding of human personality and of social interaction.

#### Master of Arts in Educational Psychology

The Department of Psychology offers a Master of Arts Program in psychology with a concentration in educational psychology which is designed to train researchers capable of evaluating educational processes at all levels within the school system and to serve as preparation for the advanced program in school psychology. An individual can obtain his Master of Arts in educational psychology, and if accepted, can continue on for the C.A.G.S. in school psychology.

#### Master of Arts

*Admission Requirements*

Course work in the areas of statistics; learning, developmental, experimental, social and personality interview; Miller Analogies Test



**Program Requirements — Developmental Psychology Concentration**

Required: Psychology 332 or 402, 419, 440, 508, and 599  
 Electives: Education 332, Psychology 333, 418, 430, 435 and 560

semester hours

16-19

14

Total: 30-33

**Program Requirements — Personality and Social Psychology Concentration**

Required: Psychology 322, 430, 440, 441, 450, and 599  
 Electives: Psychology 322, 352, 408, 409, 410, 421, 509, 560 and Sociology 331

16-19

14

Total: 30-33

**Program Requirements — Educational Psychology Concentration**

Required: Psychology 322, 430, 435, 440, 441, 450, and 451  
 Electives: Any three courses from Areas I, II, and III of the curricular areas for educational school psychology list, except those required at the C.A.G.S. level.

**Exit Requirement**

Successful completion of a comprehensive examination at the end of M.A. course work.

**The Certificate of Advanced Graduate Study in School Psychology**

The C.A.G.S. in school psychology program is intended to prepare competent school psychologists who will be able to provide professional services in the schools and will meet Rhode Island state certification requirements. The program emphasizes experiences that will enable the graduate to contribute to the individual and social adjustment of children in the school setting, to perform the role of the school psychologist in the diagnosis and remediation of learning and emotional problems, to coordinate action among teachers, parents, school administrators and special school programs, and to act as liaison and referral source to appropriate community agencies and resources. In addition, emphasis will be placed on the responsibility of the psychologist to plan and conduct research bearing on school-related problems.

**Admission Requirements**

Master of Arts in Educational Psychology or a related field, including the successful completion of the required courses for the M.A. in educational psychology at Rhode Island College or their equivalents; Personal interview.

**Program Requirements**

Psychology 502, 504, 505, 530, Education 434, and 3 additional graduate credits in reading selected from courses at the 400 level or above.

Optional Courses: Any four courses from the curricular areas for educational school psychology list except those taken previously, so as to fulfill exit requirement (1) for the C.A.G.S.

**Exit Requirements**

1. Certification Requirement: Successful completion of 60 semester hours inclusive of the M.A. in Psychology with a concentration in educational psychology.
2. Successful performance on comprehensive competence tests to be taken at the end of one's C.A.G.S. academic course work.
3. Successful completion of a one academic year's accredited supervised internship to be conducted after completion of exit requirements 1 & 2. This internship receives 6 semester hours per semester and will be in addition to the 60 academic semester hours.

**Course Listings**

For departmental course offerings see the course listing section.

**SCHOOL NURSE-TEACHER EDUCATION**

A program for registered nurses leading to the degree of Bachelor of Science in school nurse-teacher education is offered only to degree candidates currently enrolled. For advisement, contact the Office of Continuing Education. The program will be phased out by June, 1978.

**DEPARTMENT OF SECONDARY EDUCATION**

*Professor Emeritus Merinhold, Professors Turley (chairman), Keefe, and Santoro; Associate Professors Bieden, Couture, Ewbank, Griller, Guilloite, Hansen, A. Smith and Tillotson; Assistant Professors Christina, Foltz, Gilfillan, McSweeney, Murray, Piculle, Steer, Taylor, Tomlinson and Walker.*

Undergraduates planning to teach in the secondary schools (grades 7 through 12) may specialize in biology, English, a foreign language (French and Spanish), general science, history, mathematics, communications and theatre, social science, physical sciences, both chemistry and physics or industrial arts (see Department of Industrial Education). The programs for teacher preparation in art and music are offered on a K-12 basis, that is the student is prepared to teach in these two areas at all levels from kindergarten through senior high school.

Completion of the general studies requirement, the required academic sequence in any of the major fields listed above and the professional sequence qualifies graduates of Rhode Island College for the B.A. degree and for Rhode Island secondary school certification. Additional course requirements, namely Education 322 and Psychology 400, are necessary if the student also wishes middle school certification. Undergraduates desiring double certification should consult with the department chairman and the director of laboratory experiences.

Students who intend to become secondary school teachers should examine the specific course requirements for each teaching major. The requirements are included with the information about each department. Students should discuss their plans with the chairman of the Department of Secondary Education and the department chairman of their major field of study or their designates. Undergraduates interested in urban education should consult with the director of urban education concerning the urban education elective program. The program is designed to prepare students for effective teaching in urban schools.

**Secondary Education Professional Sequence**

The following patterns indicate the correct sequence of professional courses for students following the secondary curricula. Students who do not follow the sequence may find themselves in difficulty because they have not taken a prerequisite course. Any student wishing to alter his sequence of professional courses must obtain permission from the department chairman. Students should study the material pertaining to the department offering their teaching major to ascertain whether any variations are necessary in their programs and to determine the requirements for entrance to the professional sequence.

**Division S (Spring student teaching)**

semester hours		semester hours	
Semester 5 Education 310: Practicum in Secondary Education	8	Semester 4 Psychology 214: Educational Psychology- Secondary	4
		Semester 6 Education 321: Student Teaching in the Secondary School	8
		Foundations of Education 300: Social Foundations of Education	3

## Semester 7

Foundations of Education 302:	
Philosophical Foundations	
of Education	3
Education 360: Senior Seminar	1

## Division F (Fall student teaching)

## Semester 5

Psychology 214:	
Educational Psychology	
Secondary	4

## Semester 7

Education 321:	
Student Teaching in the	
Secondary School	9
Foundations of Education 300:	
Social Foundations	
of Education	3

## Graduate Programs

The Department of Secondary Education offers graduate programs leading to the Master of Education in secondary education, urban education and bilingual-bicultural education.

Advisers: Charles V. Foltz, (Secondary Education) John L. Christina, (Bilingual-Bicultural Education) Kenneth R. Walker, (Urban Education).

## Master of Education

## Admission Requirements

Teaching certification, Miller Analogy Test or Graduate Record Examination

## Program Requirements

	semester hours
Humanistic and Behavioral Studies	
Psychology 419, 402 or 407 and	6
Foundation of Education 442, 402, or 441, or	
Education 409	
Major Concentration	
Required: Curriculum 503, Education 465, 495, 514 and	
appropriate methods course	15
Electives - Teaching field or professional education	
Related Disciplines	3
	6
Total:	30

## Master of Education (Bilingual-Bicultural Education)

Adviser: John L. Christina

## Program Requirements

Humanistic and Behavioral Studies	
Select two from: Foundations of Education 402, 501; Education 409;	
Psychology 400, 402, 408, 409	6
Major Concentration	
Required: Education 446, 447, 448, 517	
One elective from: Education 311, 322, 434, 438	18
One elective from: English 332, 333; French 300, 320;	
Psychology 333; Spanish 300, 350	

## Semester 6

Education 310:	
Practicum in Secondary	
Education	4

## Semester 8

Foundations of Education 302:	
Philosophical Foundations	
of Education	3
Education 360: Senior Seminar	1

## Related Disciplines

Required: Anthropology 310

One elective from: Anthropology 312, 319, 320, 322, 324, 325, 339; Social Science 310, 311, 315; Social Welfare 323, 325; Geography 301, 303, 304, 315; Sociology 312, 315, 316, 320, 331

\*Up to six semester hours earned in Education 460 Workshop may be included in the program of study with the adviser's approval.

N.B. Candidates are expected to have minimum knowledge and skills in the use of instructional technology in the classroom. Candidates who have a weak background in this area are urged, and may be required, to develop their skills through course work.

## Bilingual Requirement

A satisfactory degree of bilinguality must be demonstrated by the candidate prior to the completion of the prescribed program of study. The candidate will demonstrate his bilingual ability in a practical way using native speaking children in a classroom setting. The candidate's bilingual ability will be evaluated by a committee composed of the chairman of the modern languages department, and a professor of the target language from the modern languages department, the director of the program and at least one native speaking adult from the community. Candidates who are unable to meet this criterion are welcome to elect individual courses in the modern languages department to achieve an acceptable level of mastery before continuing in the program.

## Master of Education - Urban Education Specialization, elementary and secondary

See page 154 for program requirements.

## Master of Arts in Teaching - Secondary Certification Programs

Program Requirements	semester hours
Humanistic and Behavioral Studies	10
Foundations of Education 300: Social Foundations of Education	3
302: Philosophical Foundations of Education	3
Psychology 214: Educational Psychology-Secondary	4
Depending on the background of the student with the approval of the adviser other courses selected from the approved list of courses in the humanistic and behavioral studies area may be substituted for those on page 65.	
With the consent of the adviser it is also possible to waive up to four semester hours of work in humanistic and behavioral studies if the student has fulfilled an equivalent requirement in his undergraduate or graduate course work with a minimal grade of B.	4-6
Professional Specialization	
Education 310: Practicum in Secondary Education (required	
for full-time students)	4
or	
Education 314: Principles and Techniques of Teaching in	
the Secondary School	3
and	
An advanced methods course chosen from Education 427, 429, 441, 442, 443, 444,	
515 or 525.	3
Student Teaching	9
Education 321: Student Teaching in the Secondary School.	
Psychology 214: Education 310 or 314 and the appropriate advanced methods course, and	
six credits of course work in the teaching area must be completed prior to student teaching. Students must have at least a 3.0 cumulative grade point average in the program and meet other prerequisites to student teaching which are described in detail in the course description of Education 321.	

## Subject Matter Area

## Course Listing

For departmental course offerings see the course listing section.

## SOCIAL SCIENCE

Lawrence W. Lindquist, Director

The courses in the social science majors are taught by members of the Departments of Anthropology/Geography, Economics and Management, History, Political Science and Sociology and Social Welfare.

## Social Science Major for Elementary Education Students

1. Methodology	semester hours
History 200 or Social Science 200	3-4
2. Distribution	19-24
One course in economics	
One course in geography	
Two courses in one of the following areas: anthropology or sociology	
3. Interdisciplinary Courses	
Two area study courses	

Total (9 courses) 28-34

## Social Science Concentration for Elementary Education Students

Students who take a concentration in social science need only take one area study course, and they may double count ADEs for general studies and social science.

## Social Science Major for Secondary Education Students

1. Methodology	semester hours
History 200	7
Social Science 200	
2. Distribution	22-26
One course in economics	
One course in geography	
Two courses in the following areas: history or political science	
Two courses in one of the following areas: anthropology or sociology	
Additional course in anthropology, economics, geography, political science or sociology	
3. Interdisciplinary courses	
An area study course	

Total (10 courses) 32-36

## 4. Cognates

At least four additional courses, in any combination, chosen from anthropology, economics, geography, history, political science, sociology, interdisciplinary social science courses, social psychology, Mathematics 240: Statistical Methods. However, the major plus cognates must include a minimum of 18 semester hours in history.

## Social Science Major for Liberal Arts Students

The major in social science for liberal arts students is the same as for secondary education students except for the cognate requirements which are as follows: four additional

courses, in any combination, chosen from anthropology, economics, geography, history, political science, sociology, interdisciplinary social science courses, social psychology, Mathematics 240: Statistical Methods or a minor in any one of the social science disciplines including history.

## DEPARTMENT OF SOCIOLOGY AND SOCIAL WELFARE

Professors Curwood, Hawker, L. Miller, Shatz, L. B. Whitman (chairman) and G. Zaki; Associate Professor Ramsby; Assistant Professors Adler, Blank, Delong, Mancini, F. McGuire, Montgomery, D. Perry, Roche and Whit.

## Major and Minor in Sociology

The sociology major, through intensive study of the essential concepts, methods and theories of sociology, provides a basis for the description, analysis and understanding of change in society. The major is a valuable foundation for graduate work in sociology, social work/welfare, and many other fields; for teaching in the public schools in social science and other areas, and in many job opportunities which call for an understanding of the social environment.

Courses in the major are arranged on four different levels: general education courses (100 level) designed to meet the requirements for interdisciplinary and general education, elementary courses (200 level) designed to serve as an introduction to sociology and as area distribution electives, intermediate and advanced courses (300 and 400 level) designed to meet the needs for work in specialized areas studied by sociologist and usually requiring Sociology 300 and some instances additional prerequisites.

Students will enter the major by taking any one of the sociology courses on the 200 level. Each of these will cover an area of content as well as introduce the student to the ways in which sociologists proceed to study society. With the completion of one 200 level course and sophomore standing, the sociology majors could then take Sociology 300 which is the channel by which all sociology majors enter the 300 level courses. (Non-major/minors may bypass the Sociology 300 under guidelines established by the department and with permission of the department chairman or his or her representative.) The sociology major would then proceed to take Sociology 332 or 310 and any other 300 level courses they may choose. The capstone experience of the major is provided in Sociology 360.

## Structure of the Major - Sociology

Thirty-four semester hours are required for the major in sociology. The following courses are included:

Required Courses:	semester hours
Sociology 300: Sociological Analysis	4
310: Methods of Social Research	4
332: Classical Sociological Theories	4
360: Seminar in Sociology (or an approved workshop or independent study)	4

## Elective Courses:

The remaining 15 required semester hours may be composed of no more than two courses on the 200 level, the others being selected from among sociology or social welfare (maximum two) courses on the 300 and 400 levels.

## Required Cognate Course

Mathematics 240: Statistical Methods  
(to be taken concurrently with or after Sociology 310)

## Minor in Sociology

The minor in sociology is 19 semester hours, of which at least 12 semester hours must be at the 300 and 400 levels, including Sociology 300.

### Curriculum in Social Welfare

The purpose of the social welfare curriculum is to provide an environment for learning for those individuals who wish to develop their understanding and capabilities in bringing about social change on the levels of individual, group, organization or community and necessary to achieve the goal of full equality and social justice. Such a goal is based upon recognition of the potential and variability which exists in men and women to develop capabilities to initiate response and adapt to individual, social and cultural change.

The cognates for the social welfare major should ordinarily be taken prior to the junior year, followed by courses in specific semesters as indicated below.

#### Structure of the Major – Social Welfare

52 hours are required for the social welfare major.

A. Social Welfare and Sociology Courses	Semester	Year	semester hours
Sociology 300: Sociological Analysis	1	Sophomore	4
Social Welfare 240: Introduction to Social Welfare	2	Sophomore	4
Sociology 320: The Sociology of Welfare	1	Junior	3
331: Human Development and Social Structure	1	Junior	3
310: Methods of Social Research	2	Junior	4
Social Welfare 328: Social Change Theory and Methods	2	Junior	4
329: Clinical Methods in Social Work	2	Junior	4
336: Field Work	1	Senior	3
361: Field Instruction Seminar	1	Senior	3
362: Senior Seminar in Social Welfare	2	Senior	3
B. Required Cognates			
Psychology – two 200- or 300-level courses	1 or 2 or 1	Freshman Sophomore	8
Political Science or Economics – one 200- or 300-level courses	1 or 2 or 1	Freshman Sophomore	3
			Total: 52

#### Recommended:

Further work in sociology, social welfare, political science, or anthropology. Social Welfare 325: Social Structure and Social Policy, and Social Welfare 323: Social Inequality, are particularly recommended.

#### Course Listings

For departmental course offerings see the course listing section.

### SPANISH

#### (Department of Modern Languages)

Study in Spanish is offered by the Department of Modern Languages and faculty is drawn from the department. For further information about the department, see Modern Languages.

#### Major

A major of 32 semester hours in Spanish is offered for students in the liberal arts curriculum. Requirements for the major include Spanish 201, 202, 360 and 21 semester hours selected from other Spanish courses numbered above 200.

A major of 32 semester hours is offered for students in the secondary school preparation curriculum, including those preparing to teach in the junior high school. Requirements for the major are Spanish 201, 202, 300, 360 and 18 semester hours selected from other Spanish courses numbered above 200. Education 310: Practicum in Secondary Education for students majoring in Spanish is taught by a member of the modern languages faculty.

Students in elementary education in the early childhood and generalized education programs may elect a major in Spanish and may substitute Education 312 for one of the 3 literature courses.

#### Minor

A minor of 20 semester hours is offered for students in the liberal arts and the secondary education curricula. Requirements are Spanish 201, 202 and 300 for all students in the education curriculum and nine semester hours selected from other Spanish courses numbered above 200.

Requirements	Major semester hours	Minor semester hours
Liberal Arts		
Spanish 201 and 202	8	8
360	3	3
Additional courses above 200	21	12
	32	20
Secondary Education		
Spanish 201 and 202	8	8
300	3	3
360	3	3
Additional courses above 200	18	9
	32	20
Elementary Education		
Spanish 201 and 202	8	8
300	3	3
360	3	3
Additional Spanish courses above 200, with Education 312 as a possible elective	18	9
	32	20

The general prerequisite for 200- and 300-level courses is proficiency in intermediate Spanish, demonstrated through examination or successful completion of Spanish 113-114 or the equivalent.

### Graduate Programs

#### Master of Arts in Teaching

##### Admission Requirements:

##### Certified Teachers

In addition to the general requirements for the M.A.T. programs established by Rhode Island College, candidates for admission should have completed, with a B average or better, the Rhode Island College undergraduate Spanish minor program or its equivalent: 20 semester hours of Spanish beyond the intermediate level including Spanish 201, 202 and 300. Candidates will demonstrate proficiency in the four basic skills (aural comprehension, speaking, reading and writing) on the level described as *good* in the MLA



statement of qualifications for secondary school teachers of modern foreign languages. Applicants whose preparation does not meet these requirements may take individual courses but will not be admitted to the program until the deficiencies are remedied.

#### Program Requirements - Certified Teachers

Spanish: 12 semester hours  
including Spanish 510, 511, 560  
Professional Education Courses

semester hours

20

9

Total: 38

#### Master of Arts in Teaching - Certification

##### Admission Requirements

In addition to the general requirements for the M.A.T. programs established by Rhode Island College, candidates should have completed with a B average or better the Rhode Island College undergraduate major in Spanish or its equivalent: 32 semester hours beyond the intermediate level including Spanish 201, 202 and 300. Candidates will demonstrate proficiency in the four basic skills (aural comprehension, speaking, reading and writing) on the level described as *good* in the MLA statement of qualifications for second-year school teachers of modern foreign languages. Applicants whose preparation does not meet these requirements may take individual courses but will not be admitted to the program until the deficiencies are remedied.

##### Program Requirements

Senior High, Junior High or Middle School  
Humanistic and Behavioral Studies  
Professional Education Courses  
Student Teaching

semester hours

10

14

9

Total: 35-37

Spanish: 12 semester hours, including Spanish 510, 511 and 560

12

#### Elementary School

Humanistic and Behavioral Studies  
Professional Specialization  
Student Teaching

semester hours

10

14-18

8

Total: 44-48

Spanish: 12 semester hours, including Spanish 510, 511 and 560

#### Modern Language Workshop

The Department of Modern Languages encourages the study of language in its cultural context. See Modern Language 380 in course listing section.

#### Course Listings

For departmental course offerings see the course listing section.

## DEPARTMENT OF SPECIAL EDUCATION

Professors Sherlock and Nowack; Associate Professors Bonaventura, Dickson, and McCormick (chairman); Assistant Professors Horne, Imber, Karp, Kochanek and Stillings; Instructors Antosh and DiMeo.  
on leave all year.

#### Teaching Concentrations

The Department of Special Education offers teaching concentrations of 23 semester hours in special education as part of the elementary education program. These concentrations

predicated on the assumption that special education is an extension and interpretation of basic pedagogy, are available in three areas: (1) emotional disturbances, (2) mental retardation and (3) neurological impairment.

Students completing a concentration in any of these areas are eligible for the Rhode Island provisional certificate in special education. The student teaching segment is required for completion of the special education concentration.

#### Admission Requirements

There is a special procedure for admission into the special education program which requires filing of a separate application with the Department of Special Education.

A departmental professional admissions committee reviews each application. The committee's evaluation is based on the following criteria: SAT verbal score, high school rank, grade point index for all previous college work at other institutions and a resume of the student's involvement (if any) with exceptional children.

Inquiries regarding admission to special education should be directed to the Office of Admissions or the Department of Special Education.

#### Sequence in Emotional Disturbance

Special Education 300: Introduction to Education of Exceptional Children

semester hours

4

304: Psychology of Exceptional Children

4

307: Education of the Emotionally Disturbed

4

303: Student Teaching in Special Education

8

409: Language Development and Communication

3

Problems of Children

3

313: Clinical Orientation in Special Education

3

Total: 23

#### Sequence in Mental Retardation

Special Education 300: Introduction to Education of Exceptional Children

semester hours

4

304: Psychology of Exceptional Children

4

302: Education of Mentally Retarded Children

4

303: Student Teaching in Special Education

8

409: Language Development and Communication

3

Problems of Children

3

313: Clinical Orientation in Special Education

3

Total: 23

#### Sequence in Neurological Impairment

Special Education 300: Introduction to Education of Exceptional Children

semester hours

4

304: Psychology of Exceptional Children

4

306: Education of the Neurologically Impaired

4

303: Student Teaching in Special Education

8

409: Language Development and Communication

3

Problems of Children

3

313: Clinical Orientation in Special Education

3

Total: 23

## Graduate Programs

Advisers: Harry S. Nowack, Paul V. Sherlock, Richard L. Dickson and Thomas T. Kochanek.

The Department of Special Education prepares teaching personnel at the Master of Education level in the areas of emotional disturbance, mental retardation, learning disabilities

and neurological impairment. Provisional certification in elementary education and teaching experience are among the prerequisites for admission to these programs.

#### **Master of Education in Special Education (Emotional Disturbance Concentration)**

##### *Admissions Requirements*

Special Education 300 and 304 or equivalents, teaching certification in elementary education, one year of teaching experience and Miller Analogy Test or Graduate Record Examination.

##### *Program Requirements*

Humanistic and Behavioral Studies

Major Concentration

Basic Program: Special Education 400, 406, 409, 407, 408, 460, 461

##### *Electives*

Special Education 302, 306, 405, 406, 409, 410, 411, 433, 434, 440, 441, 502, 550, 580

semester hours

6

21

3

Total: 30

##### *Exit Requirements:*

Comprehensive examination

#### **Master of Education in Special Education (Learning Disabilities Concentration)**

##### *Admissions Requirements*

Special Education 300, certification in elementary education and one year of experience in elementary education and Miller Analogy Test or Graduate Record Examination.

##### *Program Requirements*

Humanistic and Behavioral Studies

Major Concentration

Basic Program: Special Education 400, 406, 409, 410, 460, 461, 502

##### *Electives*

Special Education 302, 306,

404, 405, 406, 407, 411, 433,

434, 440, 441, 550, 580

semester hours

6

21

3

Total: 30

##### *Exit Requirements*

Comprehensive Examination

#### **Master of Education in Special Education (Mental Retardation Concentration)**

##### *Admissions Requirements*

Special Education 300 and 304, certification in elementary education and one year of teaching experience are prerequisite to candidacy and Miller Analogy Test or Graduate Record Examination.

##### *Program Requirements*

Humanistic and Behavioral Studies

Major Concentration

Basic Program: Special Education 302, 400, 405, 408, 411, 460, 461

##### *Electives*

Special Education 306, 307, 404, 406,

407, 409, 410, 433, 434, 440, 441, 502, 550, 580

semester hours

6

21

3

Total: 30

##### *Exit Requirements*

Comprehensive Examination

#### **Master of Education in Special Education (Severely and Profoundly Handicapped Concentration)**

##### *Admissions Requirements*

Completion of Bachelor's degree with a 2.50 minimum average, including 24 semester hours in the behavioral sciences, or 24 semester hours in health related services programs.

A minimum of three months documented experience with severely and profoundly handicapped persons.

A minimum of six semester hours in the following areas: 3 semester hours pertinent to education of exceptional children and 3 semester hours pertinent to psychology of exceptional children, Miller Analogy Test or Graduate Record Examination.

##### *Program Requirements*

Humanistic and Behavioral Studies

Six semester hours to be elected by the student in consultation with his graduate adviser from the appropriate listing.

Severely and Profoundly Handicapped Concentration

Special Education 420: Variables and Principles Affecting Educational Programs for the Severely and Profoundly Handicapped

421: Clinical Assessment and Methods of Instruction for the

Severely and Profoundly Handicapped

422: Internship in Education of the Severely and

Profoundly Handicapped

423: Issues Concerning Education of the Severely and

Profoundly Handicapped

##### *Electives*

Six semester hours to be elected by the student in consultation with his graduate adviser from related disciplines or the following special education courses. Selection will depend upon the student's depth in special education. Special Education 302, 306, 307, 400, 404, 405, 406, 407, 408, 410, 411, 424, 433, 434, 440, 441 and 502.

##### *Exit Requirements*

A comprehensive final examination.

##### *Course Listings*

For departmental course offerings see the course listing section.

## **URBAN EDUCATION PROGRAM**

Coordinator: Kenneth Walker

An elective program in urban education is open to every student in an educational studies curriculum. This program designed to provide students with a combination of theoretical knowledge and practical experience in urban education consists of three courses as follows:

1. Psychology 215: Social Psychology
  2. Sociology 211: Social Problems  
or  
204. Urban Sociology  
or  
208. Minority Group Relations
  3. Education 363: Seminar in Urban Education
- The psychology and sociology requirements are prerequisite to the seminar course which is taken in the semester preceding student teaching. In addition to the laboratory-

field work associated with these courses, the student interested in urban education will be assigned to urban settings in his practicum and student teaching courses.

Inquiries concerning the urban education program should be directed to the coordinator of the program.

#### Master of Education - Urban Education Specialization

The 15 semester hour program in urban education is designed to provide candidates for the Master of Education degree in either secondary education or elementary education with knowledge and understanding of the social and economic structure of urban areas, of social, psychological and educational problems as they relate to adolescents, and an understanding and recognition of their own prejudices and fears.

##### Admissions Requirements

Teaching certificate, Miller Analogy Test or Graduate Record Examination.

##### Program Requirements

###### Secondary Education

Humanistic and Behavioral Studies

Education 409

Concentration

Education 410, 411, 420 and Curriculum 503

12 hours in teaching area

semester hours

6

24

Total: 30

##### Elementary Education

Humanistic and Behavioral Studies

Education 409

Concentration

Education 410, 411, and 420

Elementary Methods (9)

Related Discipline

6

18

9

Total: 30

## URBAN STUDIES PROGRAM

Coordinator: Chester Smolaki

Opportunity is provided through the interdepartmental concentration in urban studies to deal with the dynamics of the urbanization process, to investigate the problems of the city today and to examine the potential that this source of civilization has for the future.

Ten courses are required for the concentration together with four lower level courses which serve as an introduction to fields which study the city.

##### Core Requirements

Distribution Requirements

Field Experience

Seminar

Cognate Requirements

4 courses

4 courses

1 course

1 course

4 courses

Total: 14 courses

##### Specific Requirements

###### A. Core Requirements

1. Three courses from the following list:

Economics 305: Regional and Urban Economics

Geography 315: Urban Geography

History 349: Urban History of the United States

Political Science 305: Urban Politics

Sociology 204: Urban Sociology

Anthropology 335: Urban Anthropology

###### 2. One of the following courses:

Mathematics 240: Statistical Methods

Psychology 320: Introduction to Psychological Methods

###### B. Distribution Requirements

Four courses from the following list, no more than three in any one discipline:

Economics 303: Public Finance

Geography 305: Geography of Rhode Island

317: Geography and Urban Planning

318: Geography of Urban Housing

History 345: Ethnic and Minority Groups in United States History

Interdepartmental course 350: Topics in Urban Studies

Political Science 321: Problems of State Government

351: Parties and Elections in America

Psychology 351: Personality

409: Psychology of Race and Class

410: Drugs and Behavior

Social Science 315: City in the Twentieth Century

Sociology 208: Minority Group Relations

315: Community

320: Sociology of Welfare

Additional courses may be chosen from A-1 above or from other courses approved by the coordinator of urban studies.

###### C. Field Experience

Interdepartmental Course 321: Field Experience in Urban Studies

###### D. Seminar

Interdepartmental Course 362: Seminar in Urban Studies

###### E. Cognate Requirements

One course from each of four of the seven groupings listed below:

1. Anthropology 201

2. Economics 200

3. Geography 200; Geography 201

4. History 200

5. Political Science: any course at the 100 or 200 level

6. Psychology 210; Psychology 211; Psychology 215

7. Sociology: any course at the 100 or 200 level

(Provided not already taken to satisfy requirements in Part A or Part B)

##### Course Listings

For departmental course offerings see the course listing section.

## VOCATIONAL EDUCATION

The college offers a part-time program leading to the Bachelor of Science degree in vocational, industrial education. Applicants must be occupationally certified by the Vocational Division of the Rhode Island State Agency for Elementary and Secondary Education, or similar division of a state in which they teach, to be considered for admission to this program. Initial acceptance is conditional on demonstrated satisfactory academic and professional performance.

**Vocational Education Degree Program***Applied Vocational Skills**(credit for trade experience)**Professional Courses:**Required:*

Vocational Education 300: Methods of Teaching Industrial Subjects

301: History, Principles and Practices of Industrial Education

302: Occupational Analysis and Course Construction

303: Shop Organization and Management

Psychology 214: Educational Psychology - Secondary

Foundations of Education 300: Social Foundation of Education

Education 321: Student Teaching in the Secondary School

or

323: Internship in Industrial Education

Professional Electives

*Restricted Arts & Sciences (required cognate)*

Mathematics 113: Shop Math I

114: Shop Math II

*Unrestricted Arts & Sciences*

General Study Program

Unrestricted Arts and Sciences Electives

two of the following:

Industrial Technology 320: Industrial Organization &amp; Managerial Structure

Industrial Arts 325: Industrial Processes

330: Industrial Technology Analysis

*semester hours*

32

3

3

3

3

4

3

9

8-10

36-38

3

3

6

26-32

6-12

3

3

3

44

*total program 118-120*

Courses in vocational education are administered by the Department of Industrial Education.

Queries may be directed to the chairman of the Department of Industrial Education.

**COURSES OF INSTRUCTION**



Courses having a number with first digit 1 or 2 are lower division courses primarily for freshmen or sophomores.

Courses having a number with first digit 3 are upper division courses usually taken by third or fourth year students. Graduate students may, with the approval of advisers, include these courses in their program.

Courses having a number with first digit 4 are graduate courses to which undergraduates may be admitted by permission. Courses having a number with first digit 5 are graduate courses to which undergraduates are normally not admitted.

In general, when the middle digit of a course number is 6, the course is a seminar; 8, a workshop; 9, directed study.

The number of "semester hours" specified for each course indicates both the number of credits it carries and the approximate total clock hours it meets each week. A number in parentheses appearing before the semester hours for a course indicates that the number of "contact hours" per week-time required in class, studio or laboratory differs from the semester hours.

Those courses selected as area distribution electives (ADE's) in the college's general studies program are designated by a •. Because the list of ADE's is subject to change, the annual General Studies Catalog should be consulted for up-to-date information.

Most departments offer a variety of topics courses (X50), seminar courses (X60), and workshop courses (X80), for which the content and semester hours are announced each semester. These courses may be repeated with a change in content.

NOTE: A catalog of course descriptions is available upon request through the Office of Undergraduate Admissions.

## DEPARTMENT OF ADMINISTRATION AND CURRICULUM

*None of the courses listed below are unrestricted arts and sciences courses.*

ADMINISTRATION 480: WORKSHOP IN ADMINISTRATION	3 semester hours
ADMINISTRATION 502: SCHOOL SUPERVISION	3 semester hours
ADMINISTRATION 504: SCHOOL FINANCE	3 semester hours
ADMINISTRATION 506: SCHOOL PLANT PLANNING	3 semester hours
ADMINISTRATION 507: ORGANIZATION AND ADMINISTRATION OF SECONDARY EDUCATION	3 semester hours
ADMINISTRATION 508: SCHOOL LAW PROBLEMS	3 semester hours
ADMINISTRATION 509: PERSONNEL PROBLEMS IN EDUCATION	3 semester hours
ADMINISTRATION 510: ORGANIZATION AND ADMINISTRATION OF ELEMENTARY EDUCATION	3 semester hours
ADMINISTRATION 515: EDUCATIONAL PLANNING	3 semester hours
ADMINISTRATION 520: THE ELEMENTARY SCHOOL ADMINISTRATOR	3 semester hours
ADMINISTRATION 523: THE SECONDARY SCHOOL ADMINISTRATOR	3 semester hours
ADMINISTRATION 531: EDUCATIONAL LEADERSHIP	3 semester hours
ADMINISTRATION 532: ORGANIZATION AND ADMINISTRATION OF SCHOOLS K-12	3 semester hours
ADMINISTRATION 560: SEMINAR IN EDUCATIONAL ADMINISTRATION	3 semester hours
ADMINISTRATION 561: SEMINAR IN ADMINISTRATIVE RESEARCH	3 semester hours
EDUCATIONAL SERVICES 500: MANAGEMENT INFORMATION SYSTEMS I	3 semester hours

**ANTHROPOLOGY***(Department of Anthropology and Geography)**All of the courses offered by this department are unrestricted arts and sciences courses.*

- ANTHROPOLOGY 100: ON BEING HUMAN 4 semester hours
- ANTHROPOLOGY 201: INTRODUCTION TO CULTURAL ANTHROPOLOGY 3 semester hours
- ANTHROPOLOGY 202: INTRODUCTION TO ARCHAEOLOGY 3 semester hours
- ANTHROPOLOGY 203: INTRODUCTION TO PHYSICAL ANTHROPOLOGY 3 semester hours
- ANTHROPOLOGY 302: HINDU, BUDDHIST AND ISLAMIC CULTURES 3 semester hours
- ANTHROPOLOGY 303: PROBLEMS IN CULTURAL ANTHROPOLOGY 3 semester hours
- ANTHROPOLOGY 304: EARLY MAN 3 semester hours
- ANTHROPOLOGY 305: COMPARATIVE CULTURES 3 semester hours
- ANTHROPOLOGY 307: PEASANT SOCIETIES AND CULTURES 3 semester hours
- ANTHROPOLOGY 310: LANGUAGE & CULTURE 3 semester hours
- ANTHROPOLOGY 312: ORAL TRADITIONS 3 semester hours
- ANTHROPOLOGY 315: INDIAN CULTURES OF THE PACIFIC NORTHWEST 3 semester hours
- ANTHROPOLOGY 316: ARCHAEOLOGY OF THE AMERICAS 3 semester hours
- ANTHROPOLOGY 317: ARCHAEOLOGY OF EUROPE 3 semester hours
- ANTHROPOLOGY 318: PEOPLES AND CULTURES OF SOUTHEAST ASIA 3 semester hours
- ANTHROPOLOGY 319: PEOPLES AND CULTURES OF AFRICA 3 semester hours
- ANTHROPOLOGY 320: PEOPLES AND CULTURES OF THE MEDITERRANEAN 3 semester hours
- ANTHROPOLOGY 321: PEOPLES AND CULTURES OF OCEANIA 3 semester hours
- ANTHROPOLOGY 322: PEOPLES AND CULTURES OF THE CARIBBEAN 3 semester hours

- ANTHROPOLOGY 323: PEOPLES AND CULTURES OF SOUTH ASIA 3 semester hours
- ANTHROPOLOGY 324: NATIVE NORTH AMERICA 3 semester hours
- ANTHROPOLOGY 325: INDIAN CULTURES OF LATIN AMERICA 3 semester hours
- ANTHROPOLOGY 335: ECONOMIC ANTHROPOLOGY 3 semester hours
- ANTHROPOLOGY 336: POLITICAL ANTHROPOLOGY 3 semester hours
- ANTHROPOLOGY 337: ANTHROPOLOGICAL APPROACHES TO RELIGIONS 3 semester hours
- ANTHROPOLOGY 338: URBAN ANTHROPOLOGY 3 semester hours
- ANTHROPOLOGY 339: CULTURAL CHANGE 3 semester hours
- ANTHROPOLOGY 340: SOCIAL ORGANIZATION 3 semester hours
- ANTHROPOLOGY 345: HISTORY OF ANTHROPOLOGY 3 semester hours
- ANTHROPOLOGY 350: TOPICS IN ANTHROPOLOGY
- ANTHROPOLOGY 360: SEMINAR IN ANTHROPOLOGY 3 semester hours
- ANTHROPOLOGY 371-374: READING COURSE IN ANTHROPOLOGY 1-4 semester hours
- ANTHROPOLOGY 380: WORKSHOP IN ANTHROPOLOGY
- ANTHROPOLOGY 391-394: DIRECTED STUDY IN ANTHROPOLOGY 1-4 semester hours
- ANTHROPOLOGY 480: WORKSHOP IN ANTHROPOLOGY

**DEPARTMENT OF ART***The restricted arts and sciences courses in this department are 204, 309, 319, 320, 380, and 383. All of the other courses listed below are unrestricted arts and sciences courses.*

- ART 101: DRAWING I: GENERAL DRAWING (6) 3 semester hours
- ART 104: DESIGN I (6) 3 semester hours
- ART 105: DRAWING II: FIGURE DRAWING (4) 3 semester hours

ART 200: ENCOUNTER WITH ART	(4) 3 semester hours
• ART 201: VISUAL ARTS IN SOCIETY	(4) 3 semester hours
ART 202: PAINTING I	(4) 3 semester hours
ART 204: DESIGN II	(4) 3 semester hours
ART 205: STUDY OF THE FIGURE	(4) 3 semester hours
ART 206: CERAMICS I	(4) 3 semester hours
ART 215: SCULPTURE I	(4) 3 semester hours
• ART 231: PREHISTORIC TO RENAISSANCE ART	3 semester hours
• ART 232: RENAISSANCE THROUGH MODERN ART	3 semester hours
ART 302: PAINTING II	(4) 3 semester hours
ART 304: GRAPHIC DESIGN	(4) 3 semester hours
ART 306: CERAMICS II	(4) 3 semester hours
ART 308: PRINTMAKING I	(4) 3 semester hours
ART 315: SCULPTURE II	(4) 3 semester hours
ART 317: INTRODUCTION TO PHOTOGRAPHY	(4) 3 semester hours
ART 318: SERIGRAPHY	(4) 3 semester hours
ART 319: FIBER I	(4) 3 semester hours
ART 320: METAL I	(4) 3 semester hours
ART 327: FILMMAKING	(4) 3 semester hours
ART 330: A SURVEY OF FAR EASTERN ART	3 semester hours
ART 331: GREEK AND ROMAN ART	3 semester hours
ART 332: MEDIEVAL ART	3 semester hours
ART 333: RENAISSANCE AND BAROQUE ART	3 semester hours
ART 334: AMERICAN ART	3 semester hours
ART 335: HISTORY OF MODERN ART	3 semester hours
ART 340: METAL II	(4) 3 semester hours
ART 347: PHOTOGRAPHY II	(4) 3 semester hours
ART 348: PRINTMAKING II	(4) 3 semester hours
ART 350: TOPICS IN STUDIO ART	(4) 3 semester hours
ART 360: SEMINAR IN THE VISUAL ARTS	3 semester hours
ART 361 SEMINAR IN ART HISTORY	3 semester hours
ART 380: WORKSHOP IN THE VISUAL ARTS	
ART 383: WORKSHOP IN MEDIAN AND MATERIALS	(4) 3 semester hours

ART 390: PROBLEMS IN THE VISUAL ARTS	1-6 semester hours
ART 391: READING AND RESEARCH	3 semester hours
ART 392: SENIOR STUDIO	(4) 3 semester hours
ART 450: ADVANCED TOPICS IN STUDIO ART	(4) 3 semester hours
ART 480: WORKSHOP IN THE VISUAL ARTS	
ART 560: GRADUATE SEMINAR IN THE VISUAL ARTS	3 semester hours
ART 590: DIRECTED GRADUATE STUDY	1-6 semester hours

## DEPARTMENT OF BIOLOGY

*All of the courses listed below are unrestricted arts and sciences courses*

• BIOLOGY 101: INTRODUCTORY BIOLOGY	4 semester hours
• BIOLOGY 102: INTRODUCTORY BIOLOGY	4 semester hours
BIOLOGY 220: CELL AND MOLECULAR BIOLOGY	4 semester hours
BIOLOGY 221: GENETICS	4 semester hours
BIOLOGY 300: DEVELOPMENTAL BIOLOGY	4 semester hours
BIOLOGY 310: NONVASCULAR PLANTS	4 semester hours
BIOLOGY 311: VASCULAR PLANTS	4 semester hours
BIOLOGY 314: PLANT PHYSIOLOGY	4 semester hours
BIOLOGY 318: ECOLOGY	4 semester hours
BIOLOGY 321: INVERTEBRATE ZOOLOGY	4 semester hours
BIOLOGY 324: VERTEBRATE ZOOLOGY	4 semester hours
BIOLOGY 326: ANIMAL BEHAVIOR	4 semester hours
BIOLOGY 329: COMPARATIVE VERTEBRATE ANATOMY	4 semester hours
BIOLOGY 331: HUMAN ANATOMY	4 semester hours
BIOLOGY 335: VERTEBRATE PHYSIOLOGY	4 semester hours
BIOLOGY 336: PHYSIOLOGY OF EXERCISE	3 semester hours
BIOLOGY 348: MICROBIOLOGY	4 semester hours
BIOLOGY 349: BIOLOGICAL TECHNIQUES	4 semester hours
BIOLOGY 350: EVOLUTION	3 semester hours
BIOLOGY 402: MYCOLOGY	4 semester hours
BIOLOGY 404: BIOGEOGRAPHY	3 semester hours
BIOLOGY 405: MAMMALOGY	4 semester hours

BIOLOGY 410: BIOCHEMISTRY	3 semester hours
BIOLOGY 411: BIOCHEMISTRY	3 semester hours
BIOLOGY 412: BIOCHEMISTRY LABORATORY	2 semester hours
BIOLOGY 425: CYTOLOGY	4 semester hours
BIOLOGY 427: ENTOMOLOGY	4 semester hours
BIOLOGY 428: CELLULAR PHYSIOLOGY	4 semester hours
BIOLOGY 429: ADVANCED MICROBIOLOGY	4 semester hours
BIOLOGY 430: IMMUNOBIOLOGY	4 semester hours
BIOLOGY 431: ENDOCRINOLOGY	4 semester hours
BIOLOGY 432: ADVANCED DEVELOPMENTAL BIOLOGY	4 semester hours
BIOLOGY 460: GRADUATE SEMINAR	1 semester hour
BIOLOGY 491-494: PROBLEMS IN BIOLOGY	1-4 semester hours
BIOLOGY 551-554: ADVANCED TOPICS IN BIOLOGY	1-4 semester hours
BIOLOGY 591-596: DIRECTED RESEARCH	1-6 semester hours

### BLACK STUDIES

*This course is an unrestricted arts and sciences course.*

INTERDEPARTMENTAL COURSE 361: SEMINAR IN BLACK STUDIES	3 semester hours
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### CHEMISTRY (Department of Physical Sciences)

*All of the courses listed below are unrestricted arts and sciences courses.*

• CHEMISTRY 103-104: GENERAL CHEMISTRY	8 semester hours
CHEMISTRY 103H-104H: HONORS GENERAL CHEMISTRY	8 semester hours
CHEMISTRY 205-206: ORGANIC CHEMISTRY	8 semester hours
CHEMISTRY 301-302: PHYSICAL CHEMISTRY	8 semester hours
CHEMISTRY 303: INORGANIC CHEMISTRY	3 semester hours
CHEMISTRY 304: ANALYTICAL CHEMISTRY	4 semester hours
CHEMISTRY 321: IDENTIFICATION OF ORGANIC COMPOUNDS	4 semester hours
CHEMISTRY 350: TOPICS IN CHEMISTRY	3-4 semester hours
CHEMISTRY 390: INDEPENDENT STUDY IN CHEMISTRY	3 semester hours

CHEMISTRY 391, 392, 393: PROBLEMS IN CHEMISTRY	1-3 semester hours
CHEMISTRY 490: INDEPENDENT STUDY IN CHEMISTRY	3 semester hours

### COMMUNICATIONS

*(Department of Communications and Theatre)*

*All of the courses offered by this department are unrestricted arts and sciences courses.*

• COMMUNICATIONS 111: APPROACHES TO SPEECH COMMUNICATION	4 semester hours
COMMUNICATIONS 208: FUNDAMENTALS OF ORAL COMMUNICATION	3 semester hours
COMMUNICATIONS 220: VOICE AND ARTICULATION	3 semester hours
COMMUNICATIONS 221: INTRODUCTION TO SPEECH PATHOLOGY	4 semester hours
COMMUNICATIONS 222: PHONETICS	3 semester hours
• COMMUNICATIONS 240: MASS COMMUNICATION	3 semester hours
COMMUNICATIONS 251: ARGUMENTATION AND DEBATE	3 semester hours
COMMUNICATIONS 252: SPEECH COMMUNICATION AND CONTEMPORARY ISSUES	3 semester hours
COMMUNICATIONS 254: COMMUNICATION IN BUSINESS AND THE PROFESSIONS	3 semester hours
COMMUNICATIONS 255: COMMUNICATION THEORIES	4 semester hours
COMMUNICATIONS 258: INTERPERSONAL COMMUNICATION	3 semester hours
COMMUNICATIONS 302: FUNDAMENTALS OF ORAL INTERPRETATION	3 semester hours
COMMUNICATIONS 321: SPEECH AND LANGUAGE DEVELOPMENT	3 semester hours
COMMUNICATIONS 325: VOICE AND ARTICULATION DISORDERS	3 semester hours
COMMUNICATIONS 341: INTRODUCTION TO CINEMA	3 semester hours
COMMUNICATIONS 342: BASIC FILMMAKING	3 semester hours



COMMUNICATIONS 343: FILMMAKING ANIMATION	3 semester hours
COMMUNICATIONS 346: INTRODUCTION TO BROADCASTING	3 semester hours
COMMUNICATIONS 347: TELEVISION PRODUCTION	3 semester hours
COMMUNICATIONS 351: PERSUASION	3 semester hours
COMMUNICATIONS 353: HISTORY OF PUBLIC ADDRESS	4 semester hours
COMMUNICATIONS 354: LEADERSHIP AND MANAGEMENT COMMUNICATION	3 semester hours
COMMUNICATIONS 355: LANGUAGE AND THOUGHT IN COMMUNICATION	3 semester hours
COMMUNICATIONS 356: DISCUSSION AND GROUP COMMUNICATION	4 semester hours
COMMUNICATIONS 358: ADVANCED INTERPERSONAL COMMUNICATION	3 semester hours
COMMUNICATIONS 361: SEMINAR IN COMMUNICATIONS	3 semester hours
COMMUNICATIONS 378: COMMUNICATIONS INTERNSHIP	9 semester hours
COMMUNICATIONS 390: INDEPENDENT STUDY IN COMMUNICATIONS	3 semester hours
COMMUNICATIONS 391: SPECIAL PROBLEMS IN COMMUNICATION	3 semester hours
COMMUNICATIONS 457: SPEECH COMMUNICATION AND SOCIETY	3 semester hours
COMMUNICATIONS 461: SEMINAR IN MASS COMMUNICATIONS	3 semester hours
COMMUNICATIONS 480: WORKSHOP IN COMMUNICATIONS	

### COOPERATIVE EDUCATION

*All of the courses listed below are unrestricted arts and sciences courses.*

COOPERATIVE EDUCATION 261: FIELD EXPERIENCE I	3-12 semester hours
COOPERATIVE EDUCATION 262-263-264: FIELD EXPERIENCE II-III-IV	3-12 semester hours

### DEPARTMENT OF COUNSELOR EDUCATION

*None of the courses offered by this department are arts and sciences courses.*

COUNSELOR EDUCATION 401: INTRODUCTION TO PUPIL PERSONNEL SERVICES	3 semester hours
COUNSELOR EDUCATION 402: INTRODUCTION TO THE SOCIAL AND REHABILITATIVE SERVICES	3 semester hours
COUNSELOR EDUCATION 403: THEORIES AND METHODS OF COUNSELING	3 semester hours
COUNSELOR EDUCATION 404: COUNSELING CHILDREN: OBSERVATIONAL PROCEDURES	3 semester hours
COUNSELOR EDUCATION 405: PUPIL BEHAVIOR AND ADJUSTMENT PROBLEMS	3 semester hours
COUNSELOR EDUCATION 406: MEASUREMENT AND TEST INTERPRETATION IN COUNSELING	3 semester hours
COUNSELOR EDUCATION 407: VOCATIONAL COUNSELING AND PLACEMENT	3 semester hours
COUNSELOR EDUCATION 408: MEDICAL INFORMATION FOR COUNSELORS	3 semester hours
COUNSELOR EDUCATION 409: INTRODUCTION TO GROUP COUNSELING	3 semester hours
COUNSELOR EDUCATION 410: OCCUPATIONAL ANALYSIS AND PLACEMENT OF THE DISABLED AND DISADVANTAGED	3 semester hours
COUNSELOR EDUCATION 411: PRACTICUM IN COUNSELING I	3 semester hours
COUNSELOR EDUCATION 412: PRACTICUM IN COUNSELING II	3 semester hours
COUNSELOR EDUCATION 413: AGENCY FIELD PLACEMENT I	3 semester hours
COUNSELOR EDUCATION 414: AGENCY FIELD PLACEMENT II	3 semester hours
COUNSELOR EDUCATION 415: PROFESSIONAL SEMINAR IN REHABILITATION COUNSELING	3 semester hours
COUNSELOR EDUCATION 416: CASE PROBLEMS IN COUNSELING	3 semester hours
COUNSELOR EDUCATION 480: WORKSHOP IN COUNSELING	
COUNSELOR EDUCATION 505: ORGANIZATION AND ADMINISTRATION OF COUNSELING SERVICES	3 semester hours

**COUNSELOR EDUCATION 510: INTERNSHIP IN COUNSELING I**

3 semester hours

**COUNSELOR EDUCATION 511: INTERNSHIP IN COUNSELING**

3 semester hours

**COUNSELOR EDUCATION 512: COUNSELING MINORITY GROUPS**

3 semester hours

**COUNSELOR EDUCATION 520: COUNSELING WOMEN**

3 semester hours

**COUNSELOR EDUCATION 563: SEMINAR IN COUNSELOR EDUCATION: RESEARCH DESIGN**

3 semester hours

**COUNSELOR EDUCATION 571: SEMINAR IN SCHOOL COUNSELING**

3 semester hours

**COUNSELOR EDUCATION 582: PRACTICUM IN GROUP COUNSELING**

3 semester hours

**COUNSELOR EDUCATION 583: ADVANCED PRACTICUM IN COUNSELING I**

3 semester hours

**COUNSELOR EDUCATION 584: ADVANCED PRACTICUM IN COUNSELING II**

3 semester hours

**COUNSELOR EDUCATION 585: COUNSELING WITH PARENTS**

3 semester hours

**COUNSELOR EDUCATION 586: SUPERVISION IN COUNSELING**

3 semester hours

**COUNSELOR EDUCATION 590: INDEPENDENT STUDY**

3 semester hours

**CURRICULUM***(Department of Administration and Curriculum)**None of the courses offered by this department are arts and sciences courses.***CURRICULUM 480: WORKSHOP IN CURRICULUM**

3 semester hours

**CURRICULUM 503: PRINCIPLES OF CURRICULUM CONSTRUCTION AND DEVELOPMENT**

3 semester hours

**CURRICULUM 510: CURRICULUM MATERIALS LABORATORY**

3 semester hours

**CURRICULUM 519: CURRICULUM PROBLEMS IN URBAN EDUCATION**

3 semester hours

**CURRICULUM 532: CURRICULUM THEORY AND RESEARCH**

3 semester hours

**CURRICULUM 560: SEMINAR IN CURRICULUM**

3 semester hours

**CURRICULUM 561: SEMINAR IN RESEARCH: RESEARCH DESIGN IN CURRICULUM**

3 semester hours

**DANCE***(Department of Health and Physical Education)**The restricted arts and sciences courses listed below are Dance 181, 281, 317, 381 and 392. All others are unrestricted arts and sciences courses.***\* DANCE 106: FOLK DANCE**

3 semester hours

**\* DANCE 107: BEGINNING MODERN DANCE**

3 semester hours

**DANCE 108: SOCIAL DANCE**

2 semester hours

**DANCE 109: SQUARE AND ROUND DANCE**

2 semester hours

**DANCE 181: DANCE COMPANY**

1 semester hour

**DANCE 207: INTERMEDIATE MODERN DANCE**

2 semester hours

**DANCE 281: DANCE COMPANY**

1 semester hour

**DANCE 302: MUSICAL RESOURCES FOR DANCE**

3 semester hours

**DANCE 303: DANCE PRODUCTION**

3 semester hours

**DANCE 304: CHOREOGRAPHY**

(5) 3 semester hours

**DANCE 307: ADVANCED MODERN DANCE**

3 semester hours

**DANCE 308: DANCE THERAPY**

3 semester hours

**DANCE 317: DANCE PERFORMANCE**

3 semester hours

**DANCE 381: DANCE COMPANY**

1 semester hour

**DANCE 391: INDEPENDENT STUDY IN DANCE**

1-3 semester hours

**DANCE 392: INDEPENDENT PERFORMANCE IN DANCE**

3 semester hours

**DEPARTMENT OF ECONOMICS***The restricted arts and sciences courses in this department are Management 230 and 231. All of the other courses offered by this department are unrestricted arts and sciences courses.***\* ECONOMICS 200: INTRODUCTION TO ECONOMICS**

4 semester hours

**\* ECONOMICS 202: COMPARATIVE ECONOMIC SYSTEMS**

3 semester hours

**ECONOMICS 211: MICROECONOMIC THEORY AND ANALYSIS**

4 semester hours

**ECONOMICS 212: MACROECONOMIC THEORY AND POLICY**

4 semester hours

**ECONOMICS 301: HUMAN RESOURCES**

3 semester hours

**ECONOMICS 303: PUBLIC FINANCE**

3 semester hours

ECONOMICS 304: MONETARY ECONOMICS	3 semester hours
ECONOMICS 305: REGIONAL AND URBAN ECONOMICS	3 semester hours
ECONOMICS 306: INDUSTRIAL ORGANIZATION AND MARKET STRUCTURE	3 semester hours
ECONOMICS 317: MATHEMATICAL ECONOMICS	3 semester hours
ECONOMICS 318: ECONOMETRICS	3 semester hours
ECONOMICS 321: INTERNATIONAL ECONOMICS	3 semester hours
ECONOMICS 322: ECONOMICS OF DEVELOPING COUNTRIES	3 semester hours
ECONOMICS 343: HISTORY OF ECONOMIC THOUGHT	3 semester hours
ECONOMICS 348: ECONOMIC HISTORY OF THE UNITED STATES	3 semester hours
ECONOMICS 360: SEMINAR IN ECONOMIC RESEARCH	3 semester hours
ECONOMICS 380: WORKSHOP IN ECONOMICS	3 semester hours
ECONOMICS 390: DIRECTED STUDY	3 semester hours
ECONOMICS 410: CONCEPTS IN ECONOMIC EDUCATION	3 semester hours
ECONOMICS 480: WORKSHOP IN ECONOMICS	3-6 semester hours

## EDUCATION

While the great majority of courses in education are offered by the Departments of Elementary and Secondary Education courses in education are also offered by the Departments of Administration and Curriculum, Industrial Education, Health and Physical Education, Philosophy and Foundations of Education, Art, Music, Mathematics, English, Communications and Theatre, Psychology, Modern Languages and Instructional Technology. The unrestricted arts and sciences course in this department is 250. None of the other courses listed below are arts and sciences courses.

EDUCATION 203: CONCEPTS IN ART EDUCATION	3 semester hours
EDUCATION 210: CONCEPTS OF TEACHING I	(4) 3 semester hours
• EDUCATION 250: TOPICS IN EDUCATION	3 semester hours
EDUCATION 303: PRACTICUM IN ART EDUCATION	4 semester hours
EDUCATION 308: PRACTICUM IN INDUSTRIAL ARTS EDUCATION	4 semester hours

EDUCATION 309: PRACTICUM IN MUSIC EDUCATION	6 semester hours
EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION	(5) 4 semester hours
EDUCATION 311: DEVELOPMENTAL READING IN SECONDARY SCHOOLS	3 semester hours
EDUCATION 312: METHODS AND MATERIALS IN TEACHING FOREIGN LANGUAGES (ELEMENTARY SCHOOL)	3 semester hours
EDUCATION 314: PRINCIPLES AND TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL	3 semester hours
EDUCATION 318: PRACTICUM IN HEALTH EDUCATION	4 semester hours
EDUCATION 319: DRIVER EDUCATION	3 semester hours
EDUCATION 320: STUDENT TEACHING IN THE ELEMENTARY SCHOOL	5 or 6 semester hours
EDUCATION 321: STUDENT TEACHING IN THE SECONDARY SCHOOL	9 semester hours
EDUCATION 322: METHODS AND MATERIALS IN TEACHING READING	(4) 3 semester hours
EDUCATION 323: INTERNSHIP IN INDUSTRIAL EDUCATION	9 semester hours
EDUCATION 324: STUDENT TEACHING IN MUSIC EDUCATION	9 semester hours
EDUCATION 325: STUDENT TEACHING IN ART EDUCATION	9 semester hours
EDUCATION 326: STUDENT TEACHING IN ELEMENTARY SCHOOL PHYSICAL EDUCATION	10 semester hours
EDUCATION 327: STUDENT TEACHING IN SCHOOL HEALTH EDUCATION	9 semester hours
EDUCATION 328: CONCEPTS OF TEACHING II (EARLY CHILDHOOD) NURSERY-KINDERGARTEN EDUCATION	(4) 3 semester hours
EDUCATION 329: CONCEPTS OF TEACHING II (ELEMENTARY) LANGUAGE ARTS/SOCIAL STUDIES	(5) 4 semester hours
EDUCATION 330: CONCEPTS OF TEACHING III (EARLY CHILDHOOD) PRIMARY EDUCATION	(4) 3 semester hours
EDUCATION 331: CONCEPTS OF TEACHING III (ELEMENTARY)	(5) 4 semester hours

EDUCATION 332: EARLY CHILDHOOD EDUCATION — PART I	3 semester hours
EDUCATION 333: PERSONALIZED CLASSROOM READING INSTRUCTION	3 semester hours
EDUCATION 340: METHODS AND MATERIALS IN ART EDUCATION	(3) 2 semester hours
EDUCATION 341: METHODS AND MATERIALS IN MUSIC EDUCATION	(3) 2 semester hours
EDUCATION 342: METHODS AND MATERIALS IN PHYSICAL EDUCATION	(3) 2 semester hours
EDUCATION 345: METHODS AND MATERIALS IN HEALTH EDUCATION	3 semester hours
EDUCATION 356: MATHEMATICAL STRUCTURES IN THE INTERMEDIATE GRADES	3 semester hours
EDUCATION 360: SENIOR SEMINAR IN SECONDARY EDUCATION	(2) 1 semester hour
EDUCATION 362: SENIOR SEMINAR IN ART EDUCATION	(2) 1 semester hour
EDUCATION 363: SEMINAR IN URBAN EDUCATION	3 semester hours
EDUCATION 380: WORKSHOP IN EDUCATION	3 semester hours
EDUCATION 390: DIRECTED STUDY	3 semester hours
EDUCATION 402: CURRENT PROBLEMS IN EDUCATION	3 semester hours
EDUCATION 404: MATHEMATICS IN THE ELEMENTARY SCHOOLS	3 semester hours
EDUCATION 406: EARLY CHILDHOOD EDUCATION — PART II	3 semester hours
EDUCATION 408: LANGUAGE ARTS IN THE ELEMENTARY SCHOOL	3 semester hours
EDUCATION 409: PSYCHOLOGICAL AND SOCIAL PROBLEMS OF URBAN YOUTH	6 semester hours
EDUCATION 410-411: PRACTICUM IN URBAN EDUCATION	6 semester hours
EDUCATION 415: LITERATURE IN THE ELEMENTARY SCHOOL	3 semester hours
EDUCATION 416: CURRICULA IN SCIENCE	3 semester hours
EDUCATION 417: TEACHING THE PROCESSES AND CONCEPTS OF SCIENCE	3 semester hours

EDUCATION 418: SCIENCE IN THE ELEMENTARY SCHOOL	3 semester hours
EDUCATION 420: TEACHING INTERNSHIP IN URBAN EDUCATION	3 semester hours
EDUCATION 421: ART IN THE ELEMENTARY SCHOOL	3 semester hours
EDUCATION 424: MUSIC IN THE ELEMENTARY SCHOOL	3 semester hours
EDUCATION 427: FOREIGN LANGUAGES IN THE SCHOOLS	3 semester hours
EDUCATION 428: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL	3 semester hours
EDUCATION 429: MATHEMATICS IN THE SECONDARY SCHOOLS	3 semester hours
EDUCATION 430: INTERNSHIP IN TEACHING MATHEMATICS AT THE JUNIOR COLLEGE	1 semester hour
EDUCATION 433: ADULT BASIC EDUCATION	3 semester hours
EDUCATION 434: READING IN THE ELEMENTARY SCHOOL	3 semester hours
EDUCATION 441: SCIENCE IN SECONDARY SCHOOLS	3 semester hours
EDUCATION 442: ENGLISH IN SECONDARY SCHOOLS	3 semester hours
EDUCATION 443: SOCIAL STUDIES IN SECONDARY SCHOOLS	3 semester hours
EDUCATION 444: BIOLOGY IN SECONDARY SCHOOLS	3 semester hours
EDUCATION 445: THE TEACHING OF WRITING IN SECONDARY SCHOOLS	3 semester hours
EDUCATION 446: TEACHING ENGLISH AS A SECOND LANGUAGE	3 semester hours
EDUCATION 447: CONCEPTS IN BILINGUAL-BICULTURAL EDUCATION	3 semester hours
EDUCATION 448: DIAGNOSTIC AND PRESCRIPTIVE TEACHING IN BILINGUAL EDUCATION	3 semester hours
EDUCATION 450: METHODS AND PRINCIPLES OF APPLIED LINGUISTICS IN THE CLASSROOM	3 semester hours
EDUCATION 452: CREATIVE DRAMA AND LITERATURE: RESOURCES IN THE CLASSROOM	3 semester hours



EDUCATION 453: DIAGNOSTIC TECHNIQUES IN ELEMENTARY SCHOOL MATHEMATICS	3 semester hours
EDUCATION 454: TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS	3 semester hours
EDUCATION 455: PRACTICUM IN DIAGNOSTIC TECHNIQUES AND TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS	6 semester hours
EDUCATION 456/457: INTERNSHIP IN DIAGNOSTIC TECHNIQUES AND TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS	6 semester hours
EDUCATION 458: DEVELOPING COMPOSITION AND CREATIVE WRITING SKILLS IN THE ELEMENTARY SCHOOL	6 semester hours
EDUCATION 460: SEMINAR IN EDUCATION	3 semester hours
EDUCATION 465: SECONDARY EDUCATION COLLOQUIUM	3 semester hours
EDUCATION 480: WORKSHOP IN EDUCATION	
EDUCATION 481: WORKSHOP IN EDUCATION (ALC)	1-3 semester hours
EDUCATION 485: DIAGNOSIS OF READING DIFFICULTIES	3 semester hours
EDUCATION 486: TREATMENT OF READING DIFFICULTIES	3 semester hours
EDUCATION 495: FIELD STUDY IN SECONDARY EDUCATION	3 semester hours
EDUCATION 505: ELEMENTARY SCHOOL CURRICULUM	3 semester hours
EDUCATION 506: THEORY OF EDUCATIONAL INSTRUCTION	3 semester hours
EDUCATION 507: FUNCTIONS OF THE COOPERATING TEACHER: ELEMENTARY OR SECONDARY	3 semester hours
EDUCATION 508-509: EDUCATIONAL EXPERIENCES LABORATORY	6 semester hours
EDUCATION 513: RESEARCH AND EVALUATION IN ART	3 semester hours
EDUCATION 514: SECONDARY SCHOOL CURRICULUM	3 semester hours

EDUCATION 515: CURRICULUM ISSUES IN ART EDUCATION	3 semester hours
EDUCATION 517: CURRICULUM ISSUES IN BILINGUAL-BICULTURAL EDUCATION	3 semester hours
EDUCATION 523: MUSIC IN THE SECONDARY SCHOOL	3 semester hours
EDUCATION 525: ADVANCED STUDIES IN MUSIC EDUCATION	3 semester hours
EDUCATION 527: CURRICULUM IN MATHEMATICS EDUCATION	3 semester hours
EDUCATION 528: METHODS OF TEACHING MATHEMATICS	3 semester hours
EDUCATION 529: REMEDIAL READING CLINIC	6 semester hours
EDUCATION 530: INTERNSHIP IN READING I	3 semester hours
EDUCATION 531: INTERNSHIP IN READING II	3 semester hours
EDUCATION 532: THEORIES OF THE READING PROCESS	3 semester hours
EDUCATION 541: ADMINISTRATION OF READING PROGRAMS	3 semester hours
EDUCATION 542: RESEARCH DESIGN FOR THE IMPROVEMENT OF READING INSTRUCTION	3 semester hours
EDUCATION 545: PRACTICUM IN READING ADMINISTRATION	6 semester hours
EDUCATION 562: SEMINAR IN EDUCATION: REVIEW OF RESEARCH IN READING	3 semester hours
EDUCATION 564: SEMINAR IN INSTRUCTIONAL MEDIA	3 semester hours
EDUCATION 566: SEMINAR IN MUSIC EDUCATION	3 semester hours
EDUCATION 580: WORKSHOP IN EDUCATION	

## DEPARTMENT OF ENGLISH

English 010 and 011 are restricted arts and sciences courses. All other courses offered by this department are unrestricted arts and sciences courses.

ENGLISH 010: BASIC WRITING SKILLS	2 semester hours*
ENGLISH 011: WRITING ENGLISH AS A SECOND LANGUAGE	2 semester hours
ENGLISH 100: BUSINESS AND TECHNICAL WRITING	3 semester hours

- ENGLISH 110: APPROACHES TO WRITING 4 semester hours
- ENGLISH 111: INTRODUCTION TO AUTOBIOGRAPHY 4 semester hours
- ENGLISH 112: APPROACHES TO FICTION 4 semester hours
- ENGLISH 113: APPROACHES TO DRAMA 4 semester hours
- ENGLISH 114: APPROACHES TO POETRY 4 semester hours
- ENGLISH 115: THEMES IN LITERATURE 4 semester hours
- ENGLISH 116: APPROACHES TO FILM AND FILM CRITICISM 3 semester hours
- ENGLISH 200: CREATIVE WRITING 4 semester hours
- ENGLISH 205: BACKGROUNDS IN ENGLISH LITERATURE TO 1800 3 semester hours
- ENGLISH 206: BACKGROUNDS IN ENGLISH AND AMERICAN LITERATURE 1800-PRESENT 4 semester hours
- ENGLISH 210: CHILDREN'S LITERATURE 3 semester hours
- ENGLISH 211: INTRODUCTION TO LINGUISTICS 3 semester hours
- ENGLISH 212: ADOLESCENT LITERATURE 3 semester hours
- ENGLISH 231: EXPOSITORY WRITING 3 semester hours
- ENGLISH 300: ADVANCED CREATIVE WRITING 3 semester hours
- ENGLISH 301: AMERICAN LITERATURE FROM THE BEGINNINGS TO 1853 3 semester hours
- ENGLISH 302: AMERICAN LITERATURE FROM 1835 TO 1885 3 semester hours
- ENGLISH 303: AMERICAN LITERATURE FROM 1885 TO 1914 3 semester hours
- ENGLISH 321: MODERN POETRY 3 semester hours
- ENGLISH 322: MODERN DRAMA 3 semester hours
- ENGLISH 323: MODERN BRITISH NOVEL 3 semester hours
- ENGLISH 325: LITERATURE AND FILM 3 semester hours
- ENGLISH 326: STUDIES IN BLACK PROSE 3 semester hours
- ENGLISH 327: STUDIES IN BLACK POETRY 3 semester hours
- ENGLISH 328: AMERICAN FICTION: 1914-1945 3 semester hours
- ENGLISH 329: AMERICAN FICTION: 1945 TO THE PRESENT 3 semester hours
- ENGLISH 332: HISTORY OF THE ENGLISH LANGUAGE 3 semester hours
- ENGLISH 333: MODERN ENGLISH GRAMMAR 3 semester hours

- ENGLISH 334: STUDIES IN LITERARY CRITICISM 3 semester hours
- ENGLISH 335: LITERATURE IN TRANSLATION 3 semester hours
- ENGLISH 336: TOPICS IN LITERATURE 3 semester hours
- ENGLISH 337: TOPICS IN THE AESTHETICS OF FILM 3 semester hours
- ENGLISH 338: PHONOLOGY 3 semester hours
- ENGLISH 339: ENGLISH DIALECTS AND USAGE 3 semester hours
- ENGLISH 344: CHAUCER 3 semester hours
- ENGLISH 345: SHAKESPEARE: THE HISTORIES AND COMEDIES 3 semester hours
- ENGLISH 346: SHAKESPEARE: THE TRAGEDIES 3 semester hours
- ENGLISH 347: MILTON 3 semester hours
- ENGLISH 349: ENGLISH LITERATURE FROM THE BEGINNINGS TO 1500 3 semester hours
- ENGLISH 350: ENGLISH LITERATURE FROM 1500 TO 1603 3 semester hours
- ENGLISH 351: ENGLISH LITERATURE FROM 1603 TO 1660 3 semester hours
- ENGLISH 352: ENGLISH LITERATURE FROM 1660 TO 1744 3 semester hours
- ENGLISH 353: ENGLISH LITERATURE FROM 1744 TO 1784 3 semester hours
- ENGLISH 354: ENGLISH LITERATURE FROM 1784 TO 1832 3 semester hours
- ENGLISH 355a: ENGLISH PROSE FROM 1832 TO 1900 3 semester hours
- ENGLISH 355b: ENGLISH POETRY FROM 1832 TO 1900 3 semester hours
- ENGLISH 356: ENGLISH DRAMA TO 1642, EXCLUDING SHAKESPEARE 3 semester hours
- ENGLISH 357: RESTORATION AND EIGHTEENTH-CENTURY DRAMA 3 semester hours
- ENGLISH 358: THE ENGLISH NOVEL FROM 1700 TO 1832 3 semester hours
- ENGLISH 359: THE ENGLISH NOVEL FROM 1832 TO 1914 3 semester hours
- ENGLISH 361: SEMINAR IN AMERICAN LITERATURE 3 semester hours

ENGLISH 362: SEMINAR IN ENGLISH LITERATURE	3 semester hours
ENGLISH 380: WORKSHOP IN ENGLISH	
ENGLISH 390: DIRECTED STUDY	3 semester hours
ENGLISH 391: DIRECTED STUDY	3 semester hours
ENGLISH 501: TRAGEDY	3 semester hours
ENGLISH 502: COMEDY	3 semester hours
ENGLISH 503: FICTION	3 semester hours
ENGLISH 504: SATIRE	3 semester hours
ENGLISH 510: STUDIES IN OLD ENGLISH AND MEDIEVAL LITERATURE	3 semester hours
ENGLISH 511: STUDIES IN RENAISSANCE LITERATURE	3 semester hours
ENGLISH 512: STUDIES IN NEOCLASSICISM	3 semester hours
ENGLISH 513: STUDIES IN ROMANTICISM	3 semester hours
ENGLISH 514: STUDIES IN VICTORIAN LITERATURE	3 semester hours
ENGLISH 515: STUDIES IN TWENTIETH-CENTURY BRITISH LITERATURE	3 semester hours
ENGLISH 516: STUDIES IN AMERICAN LITERATURE TO 1900	3 semester hours
ENGLISH 517: STUDIES IN TWENTIETH-CENTURY AMERICAN LITERATURE	3 semester hours
ENGLISH 560: SEMINAR IN LITERARY SCHOLARSHIP	3 semester hours
ENGLISH 561: SEMINAR IN AMERICAN LITERATURE	3 semester hours
ENGLISH 562: SEMINAR IN ENGLISH LITERATURE	3 semester hours
ENGLISH 571: DIRECTED READING	3 semester hours
ENGLISH 590: MASTER'S THESIS	3 semester hours
ENGLISH 591: MASTER'S THESIS	3 semester hours

#### FILM STUDIES

(These courses are offered alternately by the Departments of Art, Communications and Theatre and English.)

All of these courses are unrestricted arts and sciences courses.

FILM STUDIES 220: HISTORY OF FILM I	4 semester hours
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FILM STUDIES 221: HISTORY OF FILM II	4 semester hours
FILM STUDIES 350: TOPICS IN THE STUDY OF FILM	4 semester hours

#### FOUNDATIONS OF EDUCATION (Department of Philosophy and Foundations of Education)

The unrestricted arts and sciences courses in Foundations are 200 and 250. No other courses are arts and sciences courses.

• FOUNDATIONS OF EDUCATION 200: INTRODUCTION TO AMERICAN EDUCATION	3 semester hours
• FOUNDATIONS OF EDUCATION 250: TOPICS IN FOUNDATIONS OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 300: SOCIAL FOUNDATIONS OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 302: PHILOSOPHICAL FOUNDATIONS OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 322: TEACHER ORGANIZATIONS, GOVERNANCE STRUCTURES, AND EDUCATIONAL DECISION-MAKING	3 semester hours
FOUNDATIONS OF EDUCATION 343: THEORIES OF MORAL EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 360: SEMINAR IN FOUNDATIONS OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 380: WORKSHOP IN FOUNDATIONS OF EDUCATION	
FOUNDATIONS OF EDUCATION 390: INDEPENDENT STUDY IN FOUNDATIONS OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 402: CURRENT PROBLEMS IN EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 405: INTRODUCTION OF COMPARATIVE EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 410: HISTORY OF WESTERN EDUCATIONAL THOUGHT	3 semester hours
FOUNDATIONS OF EDUCATION 415: HISTORY OF AMERICAN EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 420: CULTURAL FOUNDATIONS OF EDUCATION	3 semester hours

FOUNDATIONS OF EDUCATION 431: POLITICAL ELEMENTS IN PUBLIC SCHOOL POLICY	3 semester hours
FOUNDATIONS OF EDUCATION 441: COMPARATIVE PHILOSOPHIES OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 442: THEORIES OF KNOWLEDGE AND THE CURRICULUM	3 semester hours
FOUNDATIONS OF EDUCATION 445: LOGIC OF TEACHING	3 semester hours
FOUNDATIONS OF EDUCATION 450: TOPICS IN FOUNDATIONS OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 480: WORKSHOP IN FOUNDATIONS OF EDUCATION	
FOUNDATIONS OF EDUCATION 490: INDEPENDENT STUDY IN FOUNDATIONS OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 501: EDUCATION AND SOCIAL INSTITUTIONS	3 semester hours
FOUNDATIONS OF EDUCATION 534: COLLECTIVE NEGOTIATIONS IN EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 542: MODERN THEORIES OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 560: SEMINAR IN FOUNDATIONS OF EDUCATION	3 semester hours
FOUNDATIONS OF EDUCATION 575: TOPICS IN INTERNATIONAL EDUCATION	3 semester hours

### FRENCH (Department of Modern Languages)

The general prerequisite for 200- and 300-level courses in French is proficiency and intermediate French, demonstrated through examination or successful completion of French 113-114 or 115 or equivalent. The restricted arts and sciences courses in this department are 101 and 102. All of the other courses listed below are unrestricted arts and sciences courses.

FRENCH 101: ELEMENTARY FRENCH I	3 semester hours
FRENCH 102: ELEMENTARY FRENCH II	3 semester hours
• FRENCH 110: CONTINUING ELEMENTARY FRENCH	4 semester hours
• FRENCH 113: INTERMEDIATE FRENCH	4 semester hours
• FRENCH 114: READINGS IN INTERMEDIATE FRENCH	4 semester hours
FRENCH 115: INTERMEDIATE ORAL FRENCH	4 semester hours
FRENCH 201: CONVERSATION AND COMPOSITION	4 semester hours

FRENCH 202: COMPOSITION AND CONVERSATION	4 semester hours
• FRENCH 230: FRENCH CIVILIZATION	3 semester hours
FRENCH 300: APPLIED LINGUISTICS	3 semester hours
FRENCH 302: PRE-CLASSICAL FRENCH LITERATURE	3 semester hours
FRENCH 303: CLASSICAL FRENCH LITERATURE	3 semester hours
FRENCH 304: THE AGE OF REASON	3 semester hours
FRENCH 305: THE AGE OF ENLIGHTENMENT	3 semester hours
FRENCH 306: ROMANTICISM	3 semester hours
FRENCH 307: REALISM, NATURALISM AND SYMBOLISM	3 semester hours
FRENCH 308: FRENCH LITERATURE FROM 1900 TO THE EARLY 1930's	3 semester hours
FRENCH 309: FRENCH LITERATURE FROM THE MID-1930's TO THE PRESENT	3 semester hours
FRENCH 312: MEDIEVAL FRENCH LITERATURE	3 semester hours
FRENCH 313: RENAISSANCE FRENCH LITERATURE	3 semester hours
FRENCH 320: APPLIED GRAMMAR	3 semester hours
FRENCH 321: FRENCH CANADIAN LITERATURE	3 semester hours
FRENCH 350: TOPICS IN FRENCH	3 semester hours
FRENCH 360: SEMINAR IN FRENCH	3 semester hours
FRENCH 390: DIRECTED STUDY	3 semester hours
FRENCH 401: ADVANCED CONVERSATION AND DICTION	3 semester hours
FRENCH 501: THE FRENCH NOVEL	3 semester hours
FRENCH 502: SHORT FICTION IN FRENCH	3 semester hours
FRENCH 503: NON-FICTION FRENCH PROSE	3 semester hours
FRENCH 504: FRENCH THEATRE	3 semester hours
FRENCH 505: FRENCH POETRY	3 semester hours
FRENCH 520: GRAMMAR, COMPOSITION AND STYLISTICS	3 semester hours
FRENCH 550: TOPICS IN FRENCH	3 semester hours
FRENCH 560: GRADUATE SEMINAR IN FRENCH	3 semester hours
FRENCH 590: DIRECTED STUDY	3 semester hours
FRENCH 595: MASTER'S THESIS	6 semester hours



**GENERAL STUDIES***All of the courses listed below are unrestricted arts and sciences courses.*

- GENERAL STUDIES 150: PLAN B COLLOQUIUM: CONTEMPORARY TOPICS AND PROBLEMS 4 semester hours
- GENERAL STUDIES 151, 152, 153 PLAN A COLLOQUIUM 4 semester hours
- GENERAL STUDIES 361, 362, 363: GENERAL STUDIES SEMINAR 4 semester hours

**GEOGRAPHY***(Department of Anthropology and Geography)**All of the courses offered by this department are unrestricted arts and sciences courses.*

- GEOGRAPHY 200: THE CHANGING ENVIRONMENT OF MAN 4 semester hours
- GEOGRAPHY 201: INTRODUCTION TO GEOGRAPHY 3 semester hours
- GEOGRAPHY 301: REGIONAL GEOGRAPHY OF ANGLO-AMERICA 3 semester hours
- GEOGRAPHY 302: GEOGRAPHY OF ASIA 3 semester hours
- GEOGRAPHY 303: GEOGRAPHY OF EUROPE 3 semester hours
- GEOGRAPHY 304: GEOGRAPHY OF LATIN AMERICA 3 semester hours
- GEOGRAPHY 305: GEOGRAPHY OF RHODE ISLAND 3 semester hours
- GEOGRAPHY 310: CARTOGRAPHY I 3 semester hours
- GEOGRAPHY 311: ECONOMIC GEOGRAPHY 3 semester hours
- GEOGRAPHY 312: HISTORICAL GEOGRAPHY OF THE UNITED STATES 3 semester hours
- GEOGRAPHY 313: POLITICAL GEOGRAPHY 3 semester hours
- GEOGRAPHY 315: URBAN GEOGRAPHY 3 semester hours
- GEOGRAPHY 316: CARTOGRAPHY II 3 semester hours
- GEOGRAPHY 317: GEOGRAPHY AND URBAN PLANNING 3 semester hours
- GEOGRAPHY 318: GEOGRAPHY OF URBAN HOUSING 3 semester hours
- GEOGRAPHY 319: THE GEOGRAPHY OF OUTDOOR RECREATION 3 semester hours
- GEOGRAPHY 320: COASTAL GEOGRAPHY 3 semester hours

- GEOGRAPHY 321: CULTURAL GEOGRAPHY 3 semester hours
- GEOGRAPHY 325: PHYSICAL GEOGRAPHY 3 semester hours
- GEOGRAPHY 360: SEMINAR IN GEOGRAPHY 3 semester hours
- GEOGRAPHY 371-374: READING COURSE IN GEOGRAPHY 1-4 semester hours
- GEOGRAPHY 380: WORKSHOP IN GEOGRAPHY 1-4 semester hours
- GEOGRAPHY 391-394: DIRECTED STUDY IN GEOGRAPHY 1-4 semester hours
- GEOGRAPHY 480: WORKSHOP IN GEOGRAPHY

**GERMAN (Department of Modern Languages)***The restricted arts and sciences courses in this department are 101 and 102. All of the other courses listed below are unrestricted arts and sciences.*

- GERMAN 101: ELEMENTARY GERMAN I 3 semester hours
- GERMAN 102: ELEMENTARY GERMAN II 3 semester hours
- GERMAN 110: CONTINUING ELEMENTARY GERMAN 4 semester hours
- GERMAN 113: INTERMEDIATE GERMAN 4 semester hours
- GERMAN 114: READINGS IN INTERMEDIATE GERMAN 4 semester hours
- GERMAN 115: INTERMEDIATE ORAL GERMAN 4 semester hours

**GREEK***(Department of Modern Languages)**All of the courses offered by this department are unrestricted arts and sciences courses.*

- GREEK 101: ELEMENTARY ANCIENT GREEK I 3 semester hours
- GREEK 102: ELEMENTARY ANCIENT GREEK II 3 semester hours

**HEALTH***None of the courses offered by this department are arts and sciences courses.*

- HEALTH 320: PUBLIC HEALTH NURSING 3 semester hours
- HEALTH 321: NUTRITION 3 semester hours
- HEALTH 322: SCHOOL NURSING 3 semester hours
- HEALTH 323: PRACTICUM IN SCHOOL NURSING 3 semester hours

**HEALTH EDUCATION (Department of Health and Physical Education)***None of the courses offered by this department are arts and sciences courses.*

- HEALTH EDUCATION 200: FIRST AID AND SAFETY 3 semester hours

HEALTH EDUCATION 201: PERSONAL HEALTH LIVING	3 semester hours
HEALTH EDUCATION 202: HEALTH AND SOCIAL LIVING	3 semester hours
HEALTH EDUCATION 303: COMMUNITY HEALTH AND SAFETY	3 semester hours
HEALTH EDUCATION 304: ORGANIZATION AND ADMINISTRATION OF SCHOOL HEALTH EDUCATION PROGRAMS	3 semester hours
HEALTH EDUCATION 401: CONTEMPORARY DESIGNS OF HEALTH EDUCATION PROGRAM	3 semester hours
HEALTH EDUCATION 402: FOUNDATIONS OF HEALTH SCIENCE	3 semester hours
HEALTH EDUCATION 462: SEMINAR IN HEALTH EDUCATION	3 semester hours

#### DEPARTMENT OF HISTORY

*All of the courses offered by this department are unrestricted arts and sciences courses.*

• HISTORY 101: ISSUES AND APPROACHES TO ANCIENT HISTORY	4 semester hours
• HISTORY 102: ISSUES AND APPROACHES TO MODERN EUROPEAN HISTORY	4 semester hours
• HISTORY 103: ISSUES AND APPROACHES TO UNITED STATES HISTORY	4 semester hours
• HISTORY 104: ISSUES AND APPROACHES TO EAST ASIAN HISTORY	4 semester hours
• HISTORY 105: ISSUES AND APPROACHES TO MOSLEM HISTORY	4 semester hours
• HISTORY 106: ISSUES AND APPROACHES TO LATIN AMERICAN HISTORY	4 semester hours
HISTORY 200: THE NATURE OF HISTORICAL INQUIRY	3 semester hours
HISTORY 201-202: UNITED STATES HISTORY	3 or 6 semester hours
HISTORY 221: ANCIENT HISTORY	3 semester hours
HISTORY 223: EARLY MODERN EUROPE	3 semester hours
HISTORY 224: MODERN EUROPE	3 semester hours
HISTORY 301: HISTORY OF GREECE	3 semester hours
HISTORY 302: HISTORY OF ROME	3 semester hours
HISTORY 303: MEDIEVAL HISTORY	3 semester hours

HISTORY 306: FOUNDATIONS OF MOSLEM CIVILIZATION	3 semester hours
HISTORY 307: HISTORY OF THE NEAR EAST FROM THE SIXTEENTH CENTURY	3 semester hours
HISTORY 308: HISTORY OF THE NEAR EAST IN THE TWENTIETH CENTURY	3 semester hours
HISTORY 310: FOUNDATIONS OF EAST ASIAN CIVILIZATION	3 semester hours
HISTORY 311: HISTORY OF EAST ASIA IN MODERN TIMES	3 semester hours
HISTORY 312: CONTEMPORARY INSTITUTIONS IN EAST ASIA	3 semester hours
HISTORY 313: EARLY AFRICAN HISTORY	3 semester hours
HISTORY 314: MODERN AFRICAN HISTORY	3 semester hours
HISTORY 315: THE AGE OF THE RENAISSANCE	3 semester hours
HISTORY 316: THE AGE OF THE REFORMATION	3 semester hours
HISTORY 318: EUROPE IN THE DYNASTIC AGE, 1648-1789	3 semester hours
HISTORY 319: EUROPE IN THE AGE OF REVOLUTION, 1789-1850	3 semester hours
HISTORY 320: EUROPE IN THE AGE OF NATIONALISM, 1850-1914	3 semester hours
HISTORY 321: TWENTIETH CENTURY EUROPE	3 semester hours
HISTORY 324: HISTORY OF RUSSIA FROM THE FIFTEENTH CENTURY TO 1861	3 semester hours
HISTORY 325: HISTORY OF RUSSIA FROM 1861 TO THE PRESENT	3 semester hours
HISTORY 331: TUDOR AND STUART ENGLAND	3 semester hours
HISTORY 332: MODERN BRITAIN FROM 1714	3 semester hours
HISTORY 333: HISTORY OF THE BRITISH EMPIRE -COMMONWEALTH FROM 1815	3 semester hours
HISTORY 341: AMERICAN COLONIAL HISTORY TO 1750	3 semester hours
HISTORY 342: THE AMERICAN REVOLUTION, 1750-1788	3 semester hours
HISTORY 343: SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865	3 semester hours

- HISTORY 344: SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES FROM 1865 TO THE PRESENT 3 semester hours
- HISTORY 345: ETHNIC AND MINORITY GROUPS IN UNITED STATES HISTORY 3 semester hours
- HISTORY 346: HISTORY OF AMERICAN FOREIGN POLICY 3 semester hours
- HISTORY 347: UNITED STATES IN THE TWENTIETH CENTURY 3 semester hours
- HISTORY 348: ECONOMIC HISTORY OF THE UNITED STATES 3 semester hours
- HISTORY 349: URBAN HISTORY OF THE UNITED STATES 3 semester hours
- HISTORY 350: UNITED STATES HISTORY FROM 1815 THROUGH THE AGE OF JACKSON 3 semester hours
- HISTORY 351: THE CIVIL WAR AND RECONSTRUCTION 3 semester hours
- HISTORY 355: RHODE ISLAND HISTORY 3 semester hours
- HISTORY 356: STUDIES IN BLACK HISTORY 3 semester hours
- HISTORY 358: COLONIAL LATIN AMERICA 3 semester hours
- HISTORY 359: MODERN LATIN AMERICA 3 semester hours
- HISTORY 361: SEMINAR IN HISTORY 3 semester hours
- HISTORY 371: READING COURSE IN HISTORY 3 semester hours
- HISTORY 390: DIRECTED STUDY 4 semester hours
- HISTORY 391: DIRECTED STUDY 4 semester hours
- HISTORY 401: SPECIAL TOPICS IN HISTORY 3 semester hours
- HISTORY 501: HISTORIOGRAPHY 3 semester hours
- HISTORY 511: GRADUATE HISTORY COLLOQUIUM 3 semester hours
- HISTORY 521: TOPICS IN COMPARATIVE HISTORY 3 semester hours
- HISTORY 561: GRADUATE SEMINAR IN EUROPEAN HISTORY 3 semester hours
- HISTORY 562: GRADUATE SEMINAR IN UNITED STATES HISTORY 3 semester hours
- HISTORY 571: GRADUATE READING COURSE IN HISTORY 3 semester hours
- HISTORY 599: DIRECTED GRADUATE RESEARCH 3-6 semester hours

## DEPARTMENT OF INDUSTRIAL EDUCATION

Industrial Technology 300, 305, 310 and 320 are unrestricted arts and sciences courses.  
None of the other courses offered by this department are arts and sciences courses.

- INDUSTRIAL ARTS 101: TECHNICAL DRAWING (6) 3 semester hours
- INDUSTRIAL ARTS 105: FABRICATION TECHNIQUES IN WOOD (6) 3 semester hours
- INDUSTRIAL ARTS 109: FABRICATION PROCESSES IN METALS (6) 3 semester hours
- INDUSTRIAL ARTS 115: CRAFTS (6) 3 semester hours
- INDUSTRIAL ARTS 121: SYNTHETIC MATERIALS TECHNOLOGY (6) 3 semester hours
- INDUSTRIAL ARTS 126: BASIC ELECTRICITY (6) 3 semester hours
- INDUSTRIAL ARTS 131: PHILOSOPHY AND IMPLEMENTATION OF INDUSTRIAL ARTS 4 semester hours
- INDUSTRIAL ARTS 200: ARCHITECTURAL DESIGN (6) 3 semester hours
- INDUSTRIAL ARTS 202: CONSTRUCTION (6) 3 semester hours
- INDUSTRIAL ARTS 210: ELECTRONICS I (6) 3 semester hours
- INDUSTRIAL ARTS 212: ELECTRONICS II (6) 3 semester hours
- INDUSTRIAL ARTS 220: POWER AND ENERGY SYSTEMS (6) 3 semester hours
- INDUSTRIAL ARTS 222: POWER SYSTEMS DEVELOPMENT (6) 3 semester hours
- INDUSTRIAL ARTS 230: TECHNICAL ILLUSTRATION (6) 3 semester hours
- INDUSTRIAL ARTS 232: COMMERCIAL PRINTING (6) 3 semester hours
- INDUSTRIAL ARTS 303: INDUSTRIAL ARTS FOR THE ELEMENTARY SCHOOL 3 semester hours
- INDUSTRIAL ARTS 325: INDUSTRIAL PROCESSING (6) 3 semester hours
- INDUSTRIAL ARTS 330: INDUSTRIAL TECHNOLOGY ANALYSIS (6) 3 semester hours
- INDUSTRIAL ARTS 335: LABORATORY PLANNING AND ORGANIZATION (6) 3 semester hours
- INDUSTRIAL EDUCATION 381: WORKSHOP IN INDUSTRIAL EDUCATION: THE WORLD OF CONSTRUCTION 3 semester hours

INDUSTRIAL EDUCATION 382: WORKSHOP IN INDUSTRIAL EDUCATION: THE WORLD OF MANUFACTURING	3 semester hours
INDUSTRIAL EDUCATION 400: APPLIED ELECTRONICS	3 semester hours
INDUSTRIAL EDUCATION 402: POWER MECHANICS II	3 semester hours
INDUSTRIAL EDUCATION 403: INDUSTRIAL ARTS FOR THE ELEMENTARY SCHOOL II	3 semester hours
INDUSTRIAL EDUCATION 500: ADMINISTRATION AND SUPERVISION OF INDUSTRIAL EDUCATION	3 semester hours
INDUSTRIAL EDUCATION 506: CURRENT ISSUES IN INDUSTRIAL EDUCATION	3 semester hours
INDUSTRIAL EDUCATION 507: COOPERATIVE PROGRAMS IN INDUSTRIAL EDUCATION	3 semester hours
INDUSTRIAL EDUCATION 520: SUPERVISED OCCUPATIONAL EXPERIENCES	3 semester hours
INDUSTRIAL EDUCATION 580a, b, c: WORKSHOP IN MATERIAL AND PROCESS TECHNIQUES	3 semester hours
INDUSTRIAL TECHNOLOGY 300: DESIGN ANALYSIS	3 semester hours
INDUSTRIAL TECHNOLOGY 305: PRODUCTION CONTROL AND MANAGEMENT	3 semester hours
INDUSTRIAL TECHNOLOGY 310: PLANT SUPERVISION AND MANAGEMENT	3 semester hours
INDUSTRIAL TECHNOLOGY 320: INDUSTRIAL ORGANIZATION AND MANAGERIAL STRUCTURE	(6) 3 semester hours

#### DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY

*None of the courses offered by this department are arts and sciences courses.*

INSTRUCTIONAL TECHNOLOGY 304: AUDIOVISUAL INSTRUCTIONAL MATERIALS	(4) 3 semester hours
INSTRUCTIONAL TECHNOLOGY 422: FIELD INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY	3 semester hours
INSTRUCTIONAL TECHNOLOGY 430: VISUAL COMMUNICATION TECHNIQUES	3 semester hours
INSTRUCTIONAL TECHNOLOGY 435: SELECTION OF MATERIALS FOR INSTRUCTION	3 semester hours

INSTRUCTIONAL TECHNOLOGY 436: THEORY AND DESIGN OF SELF-INSTRUCTIONAL MODULES	3 semester hours
INSTRUCTIONAL TECHNOLOGY 437: THE ROLE OF TELEVISION IN EDUCATION	3 semester hours
INSTRUCTIONAL TECHNOLOGY 439: INTRODUCTION TO LIBRARY RESOURCES	3 semester hours
INSTRUCTIONAL TECHNOLOGY 440: PREPARATION OF AUDIOVISUAL MATERIALS	3 semester hours
INSTRUCTIONAL TECHNOLOGY 450: MULTI-MEDIA APPROACH TO INSTRUCTION	3 semester hours
INSTRUCTIONAL TECHNOLOGY 504: ADMINISTRATION OF INSTRUCTIONAL TECHNOLOGY PROGRAMS	3 semester hours
INSTRUCTIONAL TECHNOLOGY 516: DESIGN AND USE OF LEARNING SPACE	3 semester hours
INSTRUCTIONAL TECHNOLOGY 526: THEORY OF COMMUNICATION AND MESSAGE DESIGN	3 semester hours
INSTRUCTIONAL TECHNOLOGY 537: INSTRUCTIONAL DESIGN UTILIZING TELEVISION	3 semester hours
INSTRUCTIONAL TECHNOLOGY 539: THE SCHOOL LIBRARY	3 semester hours
INSTRUCTIONAL TECHNOLOGY 541: PHOTOGRAPHY	3 semester hours
INSTRUCTIONAL TECHNOLOGY 542: CINEMATOGGRAPHY	3 semester hours
INSTRUCTIONAL TECHNOLOGY 564: SEMINAR IN INSTRUCTIONAL TECHNOLOGY	3 semester hours

#### ITALIAN

*(Department of Modern Languages)*

*The restricted arts and sciences courses in this department are 101 and 102. All of the other courses listed below are unrestricted arts and sciences courses.*

ITALIAN 101: ELEMENTARY ITALIAN I	3 semester hours
ITALIAN 102: ELEMENTARY ITALIAN II	3 semester hours
• ITALIAN 110: CONTINUING ELEMENTARY ITALIAN	4 semester hours
• ITALIAN 113: INTERMEDIATE ITALIAN	4 semester hours



• ITALIAN 114: READINGS IN INTERMEDIATE ITALIAN

4 semester hours

ITALIAN 115: INTERMEDIATE ORAL ITALIAN

4 semester hours

**LATIN**

(Department of Modern Languages)

All of the courses offered by this department are unrestricted arts and sciences courses.

LATIN 101: ELEMENTARY LATIN I

3 semester hours

LATIN 102: ELEMENTARY LATIN II

3 semester hours

LATIN 113: INTERMEDIATE LATIN

4 semester hours

**LATIN AMERICAN STUDIES**

This course is an unrestricted arts and sciences course.

INTERDEPARTMENTAL COURSE 363: SEMINAR: TOPICS IN LATIN AMERICAN STUDIES

3 semester hours

**MANAGEMENT**

(Department of Economics and Management)

The restricted arts and sciences courses are 230 and 231. All other courses listed below are unrestricted arts and sciences courses.

MANAGEMENT 230: ACCOUNTING I

3 semester hours

MANAGEMENT 231: ACCOUNTING II

3 semester hours

MANAGEMENT 321: PRINCIPLES OF MANAGEMENT

3 semester hours

MANAGEMENT 326: PERSONNEL MANAGEMENT

3 semester hours

MANAGEMENT 331: MARKETING MANAGEMENT

3 semester hours

MANAGEMENT 336: MANAGERIAL FINANCE AND CONTROL

3 semester hours

MANAGEMENT 341: THE LEGAL ENVIRONMENT

3 semester hours

MANAGEMENT 346: MANAGEMENT INFORMATION SYSTEMS

3 semester hours

MANAGEMENT 351: DYNAMICS OF ORGANIZATION AND BEHAVIOR

3 semester hours

MANAGEMENT 361: SEMINAR IN MANAGERIAL POLICY

3 semester hours

**DEPARTMENT OF MATHEMATICS**

Courses marked \*\* do not carry credit toward the major, minor, or the teaching concentration in mathematics.

Courses marked \* do not carry credit toward the major or minor in mathematics but may carry credit toward the concentration in mathematics in the elementary education curriculum.

The restricted arts and sciences courses in this department are 113 and 114. All of the other courses listed below are unrestricted arts and sciences courses.

\*\*MATHEMATICS 113: SHOP MATHEMATICS I

3 semester hours

\*\*MATHEMATICS 114: SHOP MATHEMATICS II

3 semester hours

\*\*MATHEMATICS 139: PROBLEMS IN ARITHMETIC

4 semester hours

\*\*MATHEMATICS 140: PROBLEMS IN ELEMENTARY PROBABILITY

4 semester hours

\*MATHEMATICS 141: FUNDAMENTALS OF MATHEMATICS

3 semester hours

\*MATHEMATICS 142: MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS

3 semester hours

\*MATHEMATICS 177: LINEAR SYSTEMS

4 semester hours

\*\*MATHEMATICS 181-182: APPLIED BASIC MATHEMATICS

(8) 6 semester hours

MATHEMATICS 209: PRE-CALCULUS MATHEMATICS

4 semester hours

MATHEMATICS 212: CALCULUS AND ANALYTIC GEOMETRY I

4 semester hours

\*MATHEMATICS 216: PROGRAMMING FOR DIGITAL COMPUTERS

4 semester hours

\*MATHEMATICS 240: STATISTICAL METHODS

3 semester hours

\*MATHEMATICS 245: COMPUTER-ASSISTED STATISTICS I

4 semester hours

\*MATHEMATICS 246: COMPUTER-ASSISTED STATISTICS II

4 semester hours

MATHEMATICS 247: CALCULUS: A SHORT COURSE

4 semester hours

MATHEMATICS 248: DECISION MAKING WITH PROBABILITY

4 semester hours

\*MATHEMATICS 309: MATHEMATICAL PROBLEM ANALYSIS

3 semester hours

MATHEMATICS 313: CALCULUS AND ANALYTIC GEOMETRY II	4 semester hours
MATHEMATICS 314: CALCULUS AND ANALYTIC GEOMETRY III	4 semester hours
MATHEMATICS 315: LINEAR ALGEBRA	3 semester hours
MATHEMATICS 316: ORDINARY DIFFERENTIAL EQUATIONS	3 semester hours
MATHEMATICS 317: INTRODUCTION TO NUMERICAL ANALYSIS	3 semester hours
MATHEMATICS 324: FOUNDATIONS OF GEOMETRY	3 semester hours
*MATHEMATICS 330: NUMBER THEORY FOR THE ELEMENTARY TEACHER	3 semester hours
MATHEMATICS 331: NUMBER THEORY	3 semester hours
MATHEMATICS 333: INTRODUCTION TO ABSTRACT ALGEBRA	3 semester hours
MATHEMATICS 341: INTRODUCTION TO PROBABILITY	3 semester hours
MATHEMATICS 350: TOPICS IN MATHEMATICS	3 semester hours
MATHEMATICS 358: HISTORY OF MATHEMATICS	3 semester hours
MATHEMATICS 411: ADVANCED CALCULUS	3 semester hours
MATHEMATICS 412: FOUNDATIONS OF HIGHER ANALYSIS	3 semester hours
MATHEMATICS 415: INTRODUCTION TO COMPLEX VARIABLES	3 semester hours
MATHEMATICS 419: SET THEORY	3 semester hours
MATHEMATICS 426: PROJECTIVE GEOMETRY	3 semester hours
MATHEMATICS 428: TOPOLOGY	3 semester hours
MATHEMATICS 433: ALGEBRAIC STRUCTURES	3 semester hours
MATHEMATICS 441: MATHEMATICAL STATISTICS	3 semester hours
MATHEMATICS 490: INDIVIDUAL STUDY IN MATHEMATICS	3 semester hours
MATHEMATICS 516: THEORY OF FUNCTIONS OF REAL VARIABLES	3 semester hours
MATHEMATICS 518: THEORY OF FUNCTIONS OF COMPLEX VARIABLES	3 semester hours

MATHEMATICS 519: MEASURE THEORY	3 semester hours
MATHEMATICS 531: ADVANCED NUMBER THEORY	3 semester hours
MATHEMATICS 533: TOPICS IN ALGEBRA	3 semester hours
MATHEMATICS 541: PROBABILITY	3 semester hours
MATHEMATICS 550: TOPICS IN MATHEMATICS	3 semester hours

## MODERN LANGUAGES AND LITERATURE

(Department of Modern Languages)

These courses are unrestricted arts and sciences courses.

MODERN LANGUAGES 380: WORKSHOP IN MODERN LANGUAGES AND LITERATURE	
MODERN LANGUAGES 390: DIRECTED STUDIES IN MODERN LANGUAGES AND LITERATURE	3 semester hours

## DEPARTMENT OF MUSIC

The restricted arts and sciences courses in this department are 101, 102, 103, 105, 107, 108, 181-186, 191, 205, 270-288 and 370-388. All of the other courses listed below are unrestricted arts and sciences courses.

MUSIC 101: CLASS PIANO	(4) 2 semester hours
MUSIC 102: CLASS PIANO II	(4) 2 semester hours
MUSIC 103: CLASS STRINGS	(4) 2 semester hours
MUSIC 105: CLASS WOODWINDS, BRASS AND PERCUSSION	(4) 2 semester hours
MUSIC 107: CLASS VOICE	2 semester hours
MUSIC 108: FUNDAMENTALS OF CONDUCTING	2 semester hours
MUSIC 181: CHORUS	(4) 1 semester hour
MUSIC 182: SYMPHONIC BAND	(4) 1 semester hour
MUSIC 183: ORCHESTRA	1 semester hour
MUSIC 184: CHAMBER MUSIC ENSEMBLE	1 semester hour
MUSIC 185: JAZZ ENSEMBLE	1 semester hour
MUSIC 186: CHAMBER SINGERS	1 semester hour
MUSIC 191: PERFORMANCE CLASS	(1) 0 semester hours
• MUSIC 201: SURVEY OF MUSIC	3 semester hours
• MUSIC 203: ELEMENTARY MUSIC THEORY	3 semester hours
MUSIC 210: LITERATURE AND MATERIALS OF MUSIC I	(5) 4 semester hours
MUSIC 211: LITERATURE AND MATERIALS OF MUSIC II	(5) 4 semester hours

- MUSIC 212: LITERATURE AND MATERIALS OF MUSIC III (5) 4 semester hours
- MUSIC 213: LITERATURE AND MATERIALS OF MUSIC IV (5) 4 semester hours
- MUSIC 221: THE SYMPHONY 3 semester hours
  - MUSIC 222: OPERA 3 semester hours
- MUSIC 265: FOLK GUITAR 1 semester hour
- MUSIC 270-288: APPLIED MUSIC 2 semester hours
- MUSIC 302: TWENTIETH-CENTURY MUSIC 3 semester hours
- MUSIC 303: AMERICAN POPULAR MUSIC 3 semester hours
- MUSIC 305: FORM AND ANALYSIS 3 semester hours
- MUSIC 306: SIXTEENTH-CENTURY COUNTERPOINT 3 semester hours
- MUSIC 307: COMPOSITION 3 semester hours
- MUSIC 309: MUSIC OF THE BAROQUE 3 semester hours
- MUSIC 311: MEDIEVAL AND RENAISSANCE MUSIC 3 semester hours
- MUSIC 313: MUSIC OF THE CLASSIC ERA 3 semester hours
- MUSIC 314: MUSIC OF THE ROMANTIC PERIOD 3 semester hours
- MUSIC 321: ORCHESTRATION 3 semester hours
- MUSIC 322: EIGHTEENTH-CENTURY COUNTERPOINT 3 semester hours
- MUSIC 360: SEMINAR IN MUSIC LITERATURE 3 semester hours
- MUSIC 365: LANGUAGE ORIENTATION (3) 2 semester hours
- MUSIC 366: ACCOMPANYING 1 semester hour
- MUSIC 370-388: APPLIED MUSIC 4 semester hours
- MUSIC 390: INDEPENDENT STUDY 3 semester hours
- MUSIC 391: SENIOR RECITAL 0 semester hours
- MUSIC 421: THE SYMPHONY 3 semester hours
- MUSIC 422: OPERA 3 semester hours
- MUSIC 458: TWENTIETH-CENTURY THEORY 3 semester hours
- MUSIC 460: MUSIC THEORY SEMINAR 3 semester hours
- MUSIC 461: SEMINAR IN MUSIC PERFORMANCE 3 semester hours
- MUSIC 470-474: SECONDARY INSTRUMENTS 1 semester hour
- MUSIC 501: RESEARCH TECHNIQUES IN MUSIC 3 semester hours
- MUSIC 511: CHORUS (1 semester hour for full academic year)

- MUSIC 512: SYMPHONIC BAND (1 semester hour for full academic year)
- MUSIC 513: ORCHESTRA (1 semester hour for full academic year)
- MUSIC 514: CHAMBER MUSIC ENSEMBLE 1 semester hour
- MUSIC 515: JAZZ ENSEMBLE 1 semester hour
- MUSIC 516: CHAMBER SINGERS 1 semester hour
- MUSIC 560: SEMINAR IN MUSIC LITERATURE 3 semester hours
- MUSIC 570-588: APPLIED MUSIC 2 semester hours
- MUSIC 590: INDEPENDENT STUDY 1-6 semester hours

## DEPARTMENT OF NURSING

(For Nursing Majors Only)

All of the courses offered by this department are restricted arts and sciences courses.

- NURSING 201: CONCEPTS BASIC TO NURSING 6 semester hours
- NURSING 207: BACCALAUREATE EDUCATION FOR NURSING 4 semester hours
- NURSING 301: CARE OF THE ADULT AND CHILD 5 semester hours
- NURSING 302: CARE OF THE ADULT AND CHILD 5 semester hours
- NURSING 303: PSYCHIATRIC-MENTAL HEALTH NURSING 4 semester hours
- NURSING 304: MATERNAL AND NEWBORN CARE 4 semester hours
- NURSING 341: COMPLEX NURSING 5 semester hours
- NURSING 345: COMMUNITY HEALTH NURSING 4 semester hours
- NURSING 351: ADVANCED CONCEPTS IN CARE OF THE ADULT 5 semester hours
- NURSING 352: ADVANCED CONCEPTS IN CARE OF THE CHILD 5 semester hours
- NURSING 353: ADVANCED CONCEPTS IN THE CARE OF PSYCHIATRIC PATIENT 5 semester hours
- NURSING 354: ADVANCED CONCEPTS IN MATERNAL INFANT CARE NURSING 5 semester hours
- NURSING 355: ADVANCED CONCEPTS IN COMMUNITY HEALTH NURSING 5 semester hours
- NURSING 366: TRENDS IN NURSING 2 semester hours
- NURSING 380: WORKSHOP IN NURSING

## PHILOSOPHY

(Department of Philosophy and Foundations of Education)

All of the courses listed below are unrestricted arts and sciences courses.

- PHILOSOPHY 200: PROBLEMS OF PHILOSOPHY 4 semester hours
- PHILOSOPHY 205: INTRODUCTION TO LOGIC 4 semester hours
- PHILOSOPHY 206: ETHICS 4 semester hours
- PHILOSOPHY 230: AESTHETICS 4 semester hours
- PHILOSOPHY 241: PHILOSOPHY OF RELIGION 3 semester hours
- PHILOSOPHY 250: TOPICS IN PHILOSOPHY 3 semester hours
- PHILOSOPHY 300: AMERICAN PHILOSOPHY 4 semester hours
- PHILOSOPHY 311: KNOWLEDGE AND TRUTH 3 semester hours
- PHILOSOPHY 320: PHILOSOPHY OF SCIENCE 4 semester hours
- PHILOSOPHY 321: SOCIAL AND POLITICAL PHILOSOPHY 3 semester hours
- PHILOSOPHY 350: TOPICS 3 semester hours
- PHILOSOPHY 351: PLATO, ARISTOTLE AND GREEK THOUGHT 4 semester hours
- PHILOSOPHY 355: AQUINAS, BONAVENTURE AND MEDIEVAL THOUGHT 4 semester hours
- PHILOSOPHY 356: SEVENTEENTH AND EIGHTEENTH CENTURY PHILOSOPHERS 4 semester hours
- PHILOSOPHY 357: EXISTENTIALISM AND CONTEMPORARY PHILOSOPHY 4 semester hours
- PHILOSOPHY 358: HEGELIANISM AND POST-MODERN PHILOSOPHY 3 semester hours
- PHILOSOPHY 359: PHILOSOPHICAL ANALYSIS AND CONTEMPORARY LOGIC 3 semester hours
- PHILOSOPHY 363-364: SEMINAR IN PHILOSOPHY 3 or 4 semester hours
- PHILOSOPHY 380: WORKSHOP IN PHILOSOPHY
- PHILOSOPHY 391-394: INDEPENDENT STUDY 1-4 semester hours

## PHYSICAL EDUCATION

(Department of Health and Physical Education)

The unrestricted arts and sciences courses in this department are Physical Education 243, 311 and 316. None of the other courses listed below are arts and sciences courses.

- PHYSICAL EDUCATION 101-130: BEGINNING ACTIVITY (4) 2 semester hours

- PHYSICAL EDUCATION 200: FUNDAMENTAL CONCEPTS OF MOTOR PERFORMANCE (3) 2 semester hours
- PHYSICAL EDUCATION 202-231: INTERMEDIATE AND ADVANCED ACTIVITY (5) 3 semester hours
- PHYSICAL EDUCATION 240: BASIC SKILLS IN GROUP ACTIVITIES (4) 2 semester hours
- PHYSICAL EDUCATION 241: BASIC SKILLS IN INDIVIDUAL, DUAL, AND RHYTHMIC ACTIVITIES (4) 2 semester hours
- PHYSICAL EDUCATION 242: HISTORY OF PHYSICAL EDUCATION 3 semester hours
- PHYSICAL EDUCATION 243: FOUNDATIONS OF MOVEMENT 3 semester hours
- PHYSICAL EDUCATION 244: PRINCIPLES OF TEACHING ACTIVITY 3 semester hours
- PHYSICAL EDUCATION 245: GROUP ACTIVITIES FOR CHILDREN (5) 4 semester hours
- PHYSICAL EDUCATION 307: INDIVIDUAL AND DUAL SPORTS M/W 3 semester hours
- PHYSICAL EDUCATION 308: M OR W: TEAM SPORTS 3 semester hours
- PHYSICAL EDUCATION 309: PHYSICAL EDUCATION FOR EXCEPTIONAL CHILDREN 3 semester hours
- PHYSICAL EDUCATION 310: EVALUATION AND MEASUREMENT IN ELEMENTARY SCHOOL PHYSICAL EDUCATION 3 semester hours
- PHYSICAL EDUCATION 311: KINESIOLOGY 3 semester hours
- PHYSICAL EDUCATION 312: ORGANIZATION AND ADMINISTRATION OF ELEMENTARY SCHOOL PHYSICAL EDUCATION 3 semester hours
- PHYSICAL EDUCATION 313: CREATIVE RHYTHMS FOR CHILDREN (5) 4 semester hours
- PHYSICAL EDUCATION 314: INDIVIDUAL ACTIVITIES FOR CHILDREN (5) 4 semester hours
- PHYSICAL EDUCATION 316: SOCIO-PSYCHOLOGICAL ASPECTS OF MOTOR PERFORMANCE 3 semester hours
- PHYSICAL EDUCATION 362: SENIOR SEMINAR IN PHYSICAL EDUCATION 2 semester hours
- PHYSICAL EDUCATION 390: INDEPENDENT STUDY IN PHYSICAL EDUCATION 1-3 semester hours



**DEPARTMENT OF PHYSICAL SCIENCES**

See also courses listed under CHEMISTRY and PHYSICS

*The restricted arts and sciences courses in this department are 107 and 108. All of the other courses are unrestricted arts and sciences courses.*

- PHYSICAL SCIENCE 103: PHYSICAL SCIENCE (5) 4 semester hours
- PHYSICAL SCIENCE 104: PHYSICAL SCIENCE (5) 4 semester hours

PHYSICAL SCIENCE 107: PRINCIPLES AND PROJECTS IN PHYSICAL SCIENCE – WOOD AND METALWORKING 1 semester hour

PHYSICAL SCIENCE 108: PRINCIPLES AND PROJECTS IN PHYSICAL SCIENCE – ELECTRONICS AND GLASSBLOWING 1 semester hour

- PHYSICAL SCIENCE 150: ENVIRONMENTAL SCIENCE PROBLEMS 3 semester hours

- PHYSICAL SCIENCE 201: THE SOLID EARTH (6) 4 semester hours

- PHYSICAL SCIENCE 202: THE FLUID EARTH 4 semester hours

- PHYSICAL SCIENCE 210: INTRODUCTION TO ASTRONOMY 3 semester hours

PHYSICAL SCIENCE 301: CONCEPTS OF EARTH SCIENCE 3 semester hours

PHYSICAL SCIENCE 331: GENERAL OCEANOGRAPHY 3 semester hours

PHYSICAL SCIENCE 360: SEMINAR IN PHYSICAL SCIENCE 1-3 semester hours

PHYSICAL SCIENCE 380: WORKSHOP IN PHYSICAL SCIENCE 1-3 semester hours

PHYSICAL SCIENCE 391, 392, 393: PROBLEMS IN PHYSICAL SCIENCE 1-3 semester hours

**PHYSICS***(Department of Physical Sciences)*

- PHYSICS 101-102: GENERAL PHYSICS (12) 8 semester hours

PHYSICS 103-104: GENERAL PHYSICS (12) 8 semester hours

PHYSICS 203: OPTICS (4) 3 semester hours

PHYSICS 300: ATOMIC AND NUCLEAR PHYSICS (6) 4 semester hours

PHYSICS 301: ELECTRICITY AND MAGNETISM (6) 4 semester hours

PHYSICS 303: MECHANICS 3 semester hours

PHYSICS 304: MODERN PHYSICS (6) 4 semester hours

PHYSICS 306: ELECTRONICS (4) 3 semester hours

PHYSICS 307: QUANTUM MECHANICS 3 semester hours

PHYSICS 308: METEOROLOGY 3 semester hours

PHYSICS 350: TOPICS IN PHYSICS 3-4 semester hours

PHYSICS 391, 392, 393: PROBLEMS IN PHYSICS 1-3 semester hours

PHYSICS 490: INDEPENDENT STUDY IN PHYSICS 3 semester hours

**DEPARTMENT OF POLITICAL SCIENCE***All of the courses offered by this department are unrestricted arts and sciences courses.*

- POLITICAL SCIENCE 200: INTRODUCTION TO POLITICAL SCIENCE 3 semester hours

- POLITICAL SCIENCE 202: AMERICAN GOVERNMENT 3 semester hours

- POLITICAL SCIENCE 204: INTRODUCTION TO POLITICAL THOUGHT 3 semester hours

- POLITICAL SCIENCE 206: INTERNATIONAL POLITICS 3 semester hours

- POLITICAL SCIENCE 207: INTRODUCTION TO COMPARATIVE POLITICS 3 semester hours

POLITICAL SCIENCE 211: THE POLITICS OF COMMUNITY ACTION GROUPS 4 semester hours

POLITICAL SCIENCE 255: PUBLIC ADMINISTRATION 3 semester hours

POLITICAL SCIENCE 300: METHODOLOGY IN POLITICAL SCIENCE 3 semester hours

POLITICAL SCIENCE 303: INTERNATIONAL ORGANIZATION 3 semester hours

POLITICAL SCIENCE 305: URBAN POLITICS 3 semester hours

POLITICAL SCIENCE 308: POLITICAL SOCIALIZATION 3 semester hours

POLITICAL SCIENCE 313: HISTORY OF POLITICAL THOUGHT 4 semester hours

POLITICAL SCIENCE 314: CONCEPTS IN CONTEMPORARY POLITICAL THOUGHT 3 semester hours

POLITICAL SCIENCE 322: COMPARATIVE STATE POLITICS 3 semester hours

POLITICAL SCIENCE 325: PUBLIC ADMINISTRATION IN STATE AND LOCAL GOVERNMENT 3 semester hours

POLITICAL SCIENCE 327: INTERNSHIP IN STATE GOVERNMENT	4 semester hours
POLITICAL SCIENCE 328: FIELD EXPERIENCES IN THE PUBLIC SECTOR	4 semester hours
POLITICAL SCIENCE 329: PRACTICUM IN PUBLIC SERVICE	4 semester hours
POLITICAL SCIENCE 331: COURTS AND POLITICS	4 semester hours
POLITICAL SCIENCE 332: CIVIL LIBERTIES IN THE UNITED STATES	4 semester hours
POLITICAL SCIENCE 341: THE POLITICS OF DEVELOPMENT	4 semester hours
POLITICAL SCIENCE 343: POLITICS IN ADVANCED SOCIETIES	4 semester hours
POLITICAL SCIENCE 345: COMPARATIVE FOREIGN POLICY	4 semester hours
POLITICAL SCIENCE 351: PARTIES AND ELECTIONS IN AMERICA	4 semester hours
POLITICAL SCIENCE 352: POLITICS OF BUREAUCRACY	3 semester hours
POLITICAL SCIENCE 355: POLICY FORMATION PROCESS	4 semester hours
POLITICAL SCIENCE 356: POLICY ANALYSIS	4 semester hours
POLITICAL SCIENCE 360: SENIOR SEMINAR IN POLITICAL SCIENCE	3 semester hours
POLITICAL SCIENCE 371: READINGS IN POLITICAL SCIENCE	3 semester hours
POLITICAL SCIENCE 381: WORKSHOP IN PUBLIC SERVICE	1-4 semester hours
POLITICAL SCIENCE 390: INDEPENDENT RESEARCH IN POLITICAL SCIENCE	4 semester hours
POLITICAL SCIENCE 480: WORKSHOP IN POLITICAL SCIENCE	1-4 semester hours

## PORTUGUESE

(Department of Modern Languages)

The restricted arts and sciences courses in this department are 101 and 102. All of the other courses listed below are unrestricted arts and sciences courses. The general prerequisite for 200- and 300-level courses in Portuguese is proficiency in intermediate Portuguese demonstrated through examination or successful completion of Portuguese 113 and 114 or 115 or the equivalent.

PORTUGUESE 101: ELEMENTARY PORTUGUESE I 3 semester hours

PORTUGUESE 102: ELEMENTARY PORTUGUESE II	3 semester hours
• PORTUGUESE 110: CONTINUING ELEMENTARY PORTUGUESE	4 semester hours
• PORTUGUESE 113: INTERMEDIATE PORTUGUESE	4 semester hours
• PORTUGUESE 114: READINGS IN INTERMEDIATE PORTUGUESE	4 semester hours
PORTUGUESE 115: INTERMEDIATE ORAL PORTUGUESE	4 semester hours
PORTUGUESE 201: CONVERSATION AND COMPOSITION	4 semester hours
PORTUGUESE 202: COMPOSITION AND CONVERSATION	4 semester hours
PORTUGUESE 350: TOPICS IN PORTUGUESE	3 semester hours

## DEPARTMENT OF PSYCHOLOGY

Psychology 213, 214 and 216 are restricted arts and sciences courses. All other psychology offerings are unrestricted arts and sciences courses.

• PSYCHOLOGY 210: INTRODUCTORY PSYCHOLOGY	4 semester hours
• PSYCHOLOGY 211: HUMANISTIC PSYCHOLOGY	4 semester hours
PSYCHOLOGY 213: EDUCATIONAL PSYCHOLOGY-ELEMENTARY	4 semester hours
PSYCHOLOGY 214: EDUCATIONAL PSYCHOLOGY-SECONDARY	4 semester hours
• PSYCHOLOGY 215: SOCIAL PSYCHOLOGY	4 semester hours
PSYCHOLOGY 216: EDUCATIONAL PSYCHOLOGY K-12	4 semester hours
PSYCHOLOGY 217: DRUG USE AND PERSONAL DECISION MAKING	4 semester hours
• PSYCHOLOGY 218: THE ABNORMAL PERSONALITY IN THE ARTS	4 semester hours
PSYCHOLOGY 220: MOTIVATION AND ABILITY	4 semester hours
PSYCHOLOGY 320: INTRODUCTION TO PSYCHOLOGICAL METHODS	4 semester hours
PSYCHOLOGY 322: PSYCHOLOGICAL TESTING	4 semester hours
PSYCHOLOGY 324: PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT	4 semester hours

PSYCHOLOGY 326: ADVANCED PSYCHOMETRICS	4 semester hours
PSYCHOLOGY 330: HUMAN DEVELOPMENT	4 semester hours
PSYCHOLOGY 331: CHILD PSYCHOLOGY	4 semester hours
PSYCHOLOGY 332: ADOLESCENT PSYCHOLOGY	4 semester hours
PSYCHOLOGY 333: PSYCHOLINGUISTICS	4 semester hours
PSYCHOLOGY 334: EXPERIMENTAL CHILD PSYCHOLOGY	4 semester hours
PSYCHOLOGY 340: EXPERIMENTAL PSYCHOLOGY	4 semester hours
PSYCHOLOGY 341: PERCEPTION	4 semester hours
PSYCHOLOGY 342: OPERANT CONDITIONING	4 semester hours
PSYCHOLOGY 343: HISTORY AND SYSTEMS OF PSYCHOLOGY	4 semester hours
PSYCHOLOGY 344: THEORIES OF LEARNING	4 semester hours
PSYCHOLOGY 345: PHYSIOLOGICAL PSYCHOLOGY	4 semester hours
PSYCHOLOGY 351: PERSONALITY	4 semester hours
PSYCHOLOGY 352: REALITY, DEVIANCE AND CULTURE	4 semester hours
PSYCHOLOGY 354: ABNORMAL PSYCHOLOGY	4 semester hours
PSYCHOLOGY 355: SOCIAL BEHAVIOR	4 semester hours
PSYCHOLOGY 390: DIRECTED RESEARCH	3 semester hours
PSYCHOLOGY 391: DIRECTED RESEARCH	3 semester hours
PSYCHOLOGY 392: PROBLEMS IN PSYCHOLOGICAL RESEARCH	4 semester hours
PSYCHOLOGY 400: ISSUES IN CHILD DEVELOPMENT	3 semester hours
PSYCHOLOGY 402: THE SOCIAL PSYCHOLOGY OF ADOLESCENCE	3 semester hours
PSYCHOLOGY 403: MEASUREMENT AND EVALUATION IN THE CLASSROOM	3 semester hours
PSYCHOLOGY 407: APPLICATIONS OF EDUCATIONAL PSYCHOLOGY	3 semester hours
PSYCHOLOGY 408: BEHAVIOR IN GROUPS AND SOCIAL ORGANIZATIONS	3 semester hours
PSYCHOLOGY 409: PSYCHOLOGY OF RACE AND CLASS	3 semester hours

PSYCHOLOGY 410: DRUGS AND BEHAVIOR	3 semester hours
PSYCHOLOGY 411: INTERPRETATION OF INDIVIDUAL TESTS	3 semester hours
PSYCHOLOGY 418: THE CREATIVE AND GIFTED CHILD	3 semester hours
PSYCHOLOGY 419: PSYCHOLOGY OF THINKING	3 semester hours
PSYCHOLOGY 420: FUNDAMENTALS OF RESEARCH	3 semester hours
PSYCHOLOGY 421: INDUSTRIAL PSYCHOLOGY	3 semester hours
PSYCHOLOGY 430: BEHAVIOR MODIFICATION IN SOCIAL SETTINGS	3 semester hours
PSYCHOLOGY 435: THE DEVIANT CHILD	3 semester hours
PSYCHOLOGY 440: QUANTITATIVE METHODS IN PSYCHOLOGICAL RESEARCH	3 semester hours
PSYCHOLOGY 450: EDUCATIONAL PSYCHOLOGY	3 semester hours
PSYCHOLOGY 451: INDIVIDUAL INTELLIGENCE TESTING	3 semester hours
PSYCHOLOGY 502: PROJECTIVE TECHNIQUES	3 semester hours
PSYCHOLOGY 504: PSYCHO-EDUCATIONAL ASSESSMENT	3 semester hours
PSYCHOLOGY 505: DIAGNOSTIC ASSESSMENT PRACTICUM	3 semester hours
PSYCHOLOGY 508: PERSONALITY AND SOCIAL DEVELOPMENT OF CHILDREN	3 semester hours
PSYCHOLOGY 509: SOCIAL PSYCHOLOGY OF THE CLASSROOM	3 semester hours
PSYCHOLOGY 510: SEMINAR IN PSYCHOPATHOLOGY	3 semester hours
PSYCHOLOGY 523: THEORIES OF PSYCHOLOGICAL INTERVENTION	3 semester hours
PSYCHOLOGY 529: INTERNSHIP IN SCHOOL PSYCHOLOGY	12 semester hours
PSYCHOLOGY 530: PRACTICUM IN BEHAVIOR MODIFICATION	3 semester hours
PSYCHOLOGY 560: CURRENT TOPICS IN PSYCHOLOGY	3 semester hours

- PSYCHOLOGY 565: SEMINAR IN ATTITUDE AND ATTITUDE CHANGE 3 semester hours  
 PSYCHOLOGY 599: DIRECTED GRADUATE RESEARCH 3 to 6 semester hours

## RECREATION

(Department of Health and Physical Education)

Recreation 201 and 301 are unrestricted arts and sciences courses. None of the other courses listed below are arts and sciences courses.

- RECREATION 201: CAMPING AND RECREATIONAL LEADERSHIP 3 semester hours  
 RECREATION 300: AQUATICS (5) 3 semester hours  
 RECREATION 301: OUTDOOR EDUCATION 3 semester hours  
 RECREATION 302: RECREATION PRACTICUM (7) 4 semester hours

## RUSSIAN

(Department of Modern Languages)

The restricted arts and sciences courses in this department are 101 and 102. All of the other courses listed below are arts and sciences courses.

- RUSSIAN 101: ELEMENTARY RUSSIAN I 3 semester hours  
 RUSSIAN 102: ELEMENTARY RUSSIAN II 3 semester hours  
 • RUSSIAN 110: CONTINUING ELEMENTARY RUSSIAN 4 semester hours  
 • RUSSIAN 113: INTERMEDIATE RUSSIAN 4 semester hours  
 • RUSSIAN 114: READINGS IN INTERMEDIATE RUSSIAN 4 semester hours

## SOCIAL SCIENCE

All of the courses listed below are unrestricted arts and sciences courses. The following courses are taught by members of the Departments of Anthropology-Geography, Economics, History, Political Science and Sociology and Social Welfare.

- SOCIAL SCIENCE 200: THE DIMENSIONS OF SOCIAL SCIENCE 4 semester hours  
 SOCIAL SCIENCE 310: AFRICA 3 semester hours  
 SOCIAL SCIENCE 311: LATIN AMERICA 3 semester hours  
 SOCIAL SCIENCE 315: THE CITY IN THE TWENTIETH CENTURY 3 semester hours  
 SOCIAL SCIENCE 350: TOPICS IN SOCIAL SCIENCE

- SOCIAL SCIENCE 380: WORKSHOP IN SOCIAL SCIENCE  
 SOCIAL SCIENCE 480: WORKSHOP IN SOCIAL SCIENCE

## DEPARTMENT OF SOCIOLOGY AND SOCIAL WELFARE

(Courses in Social Welfare and Sociology)

The restricted arts and sciences courses in this department are Sociology 155-156 and Social Welfare 336. All other courses listed below are unrestricted arts and sciences courses.

- SOCIAL WELFARE 240: INTRODUCTION TO SOCIAL WELFARE 4 semester hours  
 SOCIAL WELFARE 323: SOCIAL INEQUALITY 3 semester hours  
 SOCIAL WELFARE 325: SOCIAL STRUCTURE AND SOCIAL POLICY 3 semester hours  
 SOCIAL WELFARE 328: SOCIAL CHANGE THEORY AND METHODS 4 semester hours  
 SOCIAL WELFARE 329: CLINICAL METHODS IN SOCIAL WORK 4 semester hours  
 SOCIAL WELFARE 336: FIELD WORK 6-9 semester hours  
 SOCIAL WELFARE 351: TOPICS IN SOCIAL WELFARE 3 semester hours  
 SOCIAL WELFARE 361: FIELD INSTRUCTION SEMINAR 3 semester hours  
 SOCIAL WELFARE 362: SENIOR SEMINAR IN SOCIAL WELFARE 3 semester hours  
 SOCIAL WELFARE 384: WORKSHOP IN SOCIAL WORK 3 semester hours  
 SOCIOLOGY 101: HUMAN SEXUALITY 3-6 semester hours  
 SOCIOLOGY 155-156: COMMUNITY SERVICE 3 semester hours  
 • SOCIOLOGY 202: THE FAMILY 3 semester hours  
 • SOCIOLOGY 204: URBAN SOCIOLOGY 3 semester hours  
 SOCIOLOGY 207: CRIME AND DELINQUENCY 3 semester hours  
 • SOCIOLOGY 208: MINORITY GROUP RELATIONS 3 semester hours  
 SOCIOLOGY 211: SOCIAL PROBLEMS 3 semester hours  
 SOCIOLOGY 300: SOCIOLOGICAL ANALYSIS 4 semester hours  
 SOCIOLOGY 303: SOCIAL STRATIFICATION 3 semester hours  
 SOCIOLOGY 306: FORMAL ORGANIZATIONS 3 semester hours



SOCIOLOGY 308: PENOLOGY AND CORRECTIONS	3 semester hours
SOCIOLOGY 310: METHODS OF SOCIAL RESEARCH	4 semester hours
SOCIOLOGY 312: POPULATION	3 semester hours
SOCIOLOGY 313: SOCIOLOGY OF RELIGION	3 semester hours
SOCIOLOGY 314: MEDICAL SOCIOLOGY	3 semester hours
SOCIOLOGY 315: COMMUNITY	3 semester hours
SOCIOLOGY 316: SOCIOLOGY OF EDUCATION	3 semester hours
SOCIOLOGY 319: COLLECTIVE BEHAVIOR	3 semester hours
SOCIOLOGY 320: THE SOCIOLOGY OF WELFARE	3 semester hours
SOCIOLOGY 330: DEVIANT BEHAVIOR	3 semester hours
SOCIOLOGY 331: HUMAN DEVELOPMENT AND SOCIAL STRUCTURE	3 semester hours
SOCIOLOGY 332: CLASSICAL SOCIOLOGICAL THEORIES	4 semester hours
SOCIOLOGY 333: CONTEMPORARY SOCIOLOGICAL THEORIES	3 semester hours
SOCIOLOGY 350: TOPICS IN SOCIOLOGY	3 semester hours
SOCIOLOGY 360: SEMINAR IN SOCIOLOGY	4 semester hours
SOCIOLOGY 380: WORKSHOP IN SOCIOLOGY	
SOCIOLOGY 390: INDEPENDENT STUDY	

## SPANISH

(Department of Modern Languages)

The general prerequisite for 200 and 300 level courses is proficiency in intermediate Spanish demonstrated through examination or through successful completion of Spanish 113 and 114 or 115 or the equivalent.

The restricted arts and sciences courses in this department are 101 and 102. All of the other courses listed below are unrestricted arts and sciences courses.

SPANISH 101: ELEMENTARY SPANISH I	3 semester hours
SPANISH 102: ELEMENTARY SPANISH II	3 semester hours
• SPANISH 110: CONTINUING ELEMENTARY SPANISH	4 semester hours
• SPANISH 113: INTERMEDIATE SPANISH	4 semester hours
• SPANISH 114: READINGS IN INTERMEDIATE SPANISH	3 semester hours
SPANISH 115: INTERMEDIATE ORAL SPANISH	4 semester hours

SPANISH 201: CONVERSATION AND COMPOSITION	4 semester hours
SPANISH 202: COMPOSITION AND CONVERSATION	4 semester hours
SPANISH 230: THE HISPANIC WORLD; SPAIN	3 semester hours
SPANISH 231: THE HISPANIC WORLD; LATIN AMERICA	3 semester hours
SPANISH 300: APPLIED LINGUISTICS	3 semester hours
SPANISH 311: SPANISH LITERATURE OF THE MIDDLE AGES	3 semester hours
SPANISH 312: SPANISH LITERATURE OF THE RENAISSANCE	3 semester hours
SPANISH 313: GOLDEN AGE DRAMA	3 semester hours
SPANISH 314: GOLDEN AGE PROSE AND POETRY	3 semester hours
SPANISH 315: ROMANTICISM IN SPAIN	3 semester hours
SPANISH 316: REALISM IN SPAIN	3 semester hours
SPANISH 317: THE GENERATION OF 1898 TO THE SPANISH CIVIL WAR	3 semester hours
SPANISH 318: THE SPANISH CIVIL WAR TO THE PRESENT	3 semester hours
SPANISH 320: APPLIED GRAMMAR	3 semester hours
SPANISH 321: LATIN-AMERICAN LITERATURE: COLONIALISM TO MODERNISMO	3 semester hours
SPANISH 322: CONTEMPORARY LATIN-AMERICAN LITERATURE	3 semester hours
SPANISH 350: TOPICS IN SPANISH	3 semester hours
SPANISH 360: SEMINAR IN SPANISH	3 semester hours
SPANISH 390: DIRECTED STUDY	3 semester hours
SPANISH 501: STUDIES IN HISPANIC FICTION	3 semester hours
SPANISH 502: STUDIES IN HISPANIC ESSAY	3 semester hours
SPANISH 503: STUDIES IN THE HISPANIC THEATRE	3 semester hours
SPANISH 504: STUDIES IN HISPANIC POETRY	3 semester hours
SPANISH 510: STUDIES IN CERVANTES	3 semester hours
SPANISH 511: MODERNISM AND POST-MODERNISM IN SPAIN AND SPANISH AMERICA	3 semester hours
SPANISH 550: TOPICS IN SPANISH	3 semester hours

- SPANISH 560: GRADUATE SEMINAR IN SPANISH 3 semester hours  
 SPANISH 590: DIRECTED STUDY 3 semester hours

### DEPARTMENT OF SPECIAL EDUCATION

*(None of the courses offered by this department are arts and sciences courses.)*

- SPECIAL EDUCATION 300: INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN 4 semester hours  
 SPECIAL EDUCATION 302: EDUCATION OF MENTALLY RETARDED CHILDREN 4 semester hours  
 SPECIAL EDUCATION 303: STUDENT TEACHING IN SPECIAL EDUCATION 5 semester hours  
 SPECIAL EDUCATION 304: PSYCHOLOGY OF EXCEPTIONAL CHILDREN 4 semester hours  
 SPECIAL EDUCATION 306: EDUCATION OF THE NEUROLOGICALLY IMPAIRED 4 semester hours  
 SPECIAL EDUCATION 307: EDUCATION OF THE EMOTIONALLY DISTURBED 4 semester hours  
 SPECIAL EDUCATION 313: CLINICAL ORIENTATION IN SPECIAL EDUCATION 3 semester hours  
 SPECIAL EDUCATION 330: INTRODUCTION TO EDUCATION OF CHILDREN WITH SPECIAL NEEDS 3 semester hours  
 SPECIAL EDUCATION 331: TEACHING CHILDREN WITH SPECIAL NEEDS IN REGULAR SCHOOL PROGRAMS 3 semester hours  
 SPECIAL EDUCATION 400: NATURE OF LEARNING DISABILITIES 3 semester hours  
 SPECIAL EDUCATION 404: PSYCHOEDUCATIONAL PROCEDURES WITH EMOTIONALLY DISTURBED CHILDREN 3 semester hours  
 SPECIAL EDUCATION 405: TEACHING TRAINABLE MENTALLY RETARDED CHILDREN 3 semester hours  
 SPECIAL EDUCATION 406: ADMINISTRATIVE PROBLEMS IN THE EDUCATION OF EXCEPTIONAL CHILDREN 3 semester hours  
 SPECIAL EDUCATION 407: CLINIC AND LIAISON TEACHING FOR CHILDREN WITH DISTURBED BEHAVIOR 3 semester hours  
 SPECIAL EDUCATION 408: CLINICAL METHODS IN SPECIAL EDUCATION 3 semester hours

- SPECIAL EDUCATION 409: LANGUAGE DEVELOPMENT AND COMMUNICATION PROBLEMS OF CHILDREN 3 semester hours  
 SPECIAL EDUCATION 410: MEDICAL ASPECTS OF LEARNING PROBLEMS 3 semester hours  
 SPECIAL EDUCATION 411: THE EDUCATIONALLY RETARDED ADOLESCENT 3 semester hours  
 SPECIAL EDUCATION 420: VARIABLES AND PRINCIPLES AFFECTING EDUCATIONAL PROGRAMS FOR THE SEVERELY AND PROFOUNDLY HANDICAPPED 3 semester hours  
 SPECIAL EDUCATION 421: CLINICAL ASSESSMENT AND METHODS OF INSTRUCTION FOR THE SEVERELY AND PROFOUNDLY HANDICAPPED 6 semester hours  
 SPECIAL EDUCATION 422: INTERNSHIP IN EDUCATION OF THE SEVERELY AND PROFOUNDLY HANDICAPPED 6 semester hours  
 SPECIAL EDUCATION 423: ISSUES CONCERNING EDUCATION OF THE SEVERELY AND PROFOUNDLY HANDICAPPED 3 semester hours  
 SPECIAL EDUCATION 424: METHODS IN EDUCATING THE BLIND/DEAF MULTI-HANDICAPPED 3 semester hours  
 SPECIAL EDUCATION 430: IDENTIFICATION AND ASSESSMENT OF SPECIAL NEEDS IN REGULAR CLASSES 3 semester hours  
 SPECIAL EDUCATION 431: INSTRUCTIONAL APPROACHES TO CHILDREN WITH SPECIAL NEEDS IN REGULAR CLASSES 3 semester hours  
 SPECIAL EDUCATION 433: COMMUNICATION WITH EXCEPTIONAL CHILDREN AND PARENTS 3 semester hours  
 SPECIAL EDUCATION 434: EDUCATION OF PARENTS AND FAMILIES OF EXCEPTIONAL CHILDREN 3 semester hours  
 SPECIAL EDUCATION 440: IDENTIFICATION AND AMELIORATION OF LEARNING AND BEHAVIORAL PROBLEMS IN PRESCHOOL CHILDREN 3 semester hours

SPECIAL EDUCATION 441: CURRICULUM AND TEACHER INTERVENTIONS FOR VULNERABLE PRESCHOOL CHILDREN	3 semester hours
SPECIAL EDUCATION 460: PRACTICUM IN THE EDUCATION OF EXCEPTIONAL CHILDREN	3 semester hours
SPECIAL EDUCATION 461: INTERNSHIP IN THE EDUCATION OF EXCEPTIONAL CHILDREN	6 semester hours
SPECIAL EDUCATION 502: DIFFERENTIAL DIAGNOSIS AND REMEDIATION OF EDUCATIONAL PROBLEMS	3 semester hours
SPECIAL EDUCATION 550: PRACTICUM IN ADMINISTRATION OF PROGRAMS FOR EXCEPTIONAL CHILDREN	3 semester hours
SPECIAL EDUCATION 580: WORKSHOP IN SPECIAL EDUCATION	6 semester hours

## THEATRE

(Department of Communications and Theatre).

The restricted arts and sciences courses in theatre are 321, 379, 393 and 398. All of the other courses listed below are unrestricted arts and sciences courses.

• THEATRE 110: APPROACHES TO THEATRE	4 semester hours
THEATRE 205: INTRODUCTION TO THEATRE ARTS	3 semester hours
THEATRE 210: FUNDAMENTALS OF TECHNICAL THEATRE	3 semester hours
THEATRE 302: FUNDAMENTALS OF ORAL INTERPRETATION	3 semester hours
THEATRE 312: SCENE DESIGN FOR THE THEATRE	3 semester hours
THEATRE 314: COSTUME FOR THE THEATRE	3 semester hours
THEATRE 315: LIGHTING FOR THE THEATRE	3 semester hours
THEATRE 316: MAKE-UP FOR STAGE, FILM AND TELEVISION	3 semester hours
THEATRE 320: FUNDAMENTALS OF ACTING	3 semester hours
THEATRE 321: ADVANCED ACTING	3 semester hours
THEATRE 325: FUNDAMENTALS OF DIRECTING	3 semester hours
THEATRE 330: CREATIVE DRAMATICS WITH CHILDREN	3 semester hours
THEATRE 335: THEATRE FOR CHILDREN	3 semester hours

THEATRE 340: HISTORY OF THE THEATRE: I	3 semester hours
THEATRE 341: HISTORY OF THE THEATRE: II	3 semester hours
THEATRE 379: THEATRE INTERNSHIP	9 semester hours
THEATRE 390: INDEPENDENT STUDY IN THEATRE	3 semester hours
THEATRE 391: SPECIAL PROBLEMS IN THEATRE	3 semester hours
THEATRE 393: SPECIAL PROBLEMS IN DESIGN	3 semester hours
THEATRE 398: SPECIAL PROBLEMS IN DIRECTING	3 semester hours
THEATRE 419: THEATRE MANAGEMENT	3 semester hours
THEATRE 440: DRAMATIC CRITICISM	3 semester hours
THEATRE 460: SEMINAR IN THEATRE	3 semester hours
THEATRE 480: WORKSHOP IN THEATRE	

## URBAN EDUCATION

See Education course listings.

## URBAN STUDIES

All of these courses are unrestricted arts and sciences courses.

INTERDEPARTMENTAL COURSE 321: FIELD EXPERIENCE IN URBAN STUDIES	3 semester hours
INTERDEPARTMENTAL COURSE 350: TOPICS IN URBAN STUDIES	3 semester hours
INTERDEPARTMENTAL COURSE 362: SEMINAR IN URBAN STUDIES	3 semester hours

## VOCATIONAL EDUCATION

(Department of Industrial Education)

None of the courses offered by this department are arts and sciences courses.

These courses are limited to persons enrolled in the Bachelor of Science in vocational-industrial education program.

VOCATIONAL EDUCATION 300: METHODS OF TEACHING INDUSTRIAL SUBJECTS	3 semester hours
VOCATIONAL EDUCATION 301: HISTORY, PRINCIPLES AND PRACTICES OF INDUSTRIAL EDUCATION	3 semester hours
VOCATIONAL EDUCATION 302: OCCUPATIONAL ANALYSIS AND COURSE CONSTRUCTION	3 semester hours
VOCATIONAL EDUCATION 303: SHOP ORGANIZATION AND MANAGEMENT	3 semester hours

# ADMINISTRATIVE AND SERVICE PERSONNEL DIRECTORY

*The college's mailing address is:*  
Rhode Island College  
600 Mt. Pleasant Avenue  
Providence, R.I. 02908

*Telephone: (401) 456-8000*

ACADEMIC AFFAIRS, Roberts Hall 407, 456-8102  
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ACCOUNTING, Alger Hall 134, 456-8000  
Walter J. Kochanek Jr., Chief Accountant

ADMINISTRATIVE ASSISTANT TO THE PRESIDENT, Roberts Hall 405,  
456-8120  
Margaret B. Smith

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Claire M. Giannamore, Transfer Admissions Officer  
Patricia A. Sullivan, Admissions Officer  
Barbara S. Fadirepo, Admissions Officer

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Patrick J. O'Regan, Assistant Dean

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Hans-Erik Wennberg, Assistant Director, Audiovisual Center  
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Marion F. Brown, Assistant Manager

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Margaret McDonald, Student Employment Officer  
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John M. Sapinsley, Director

CHAPLAINS, Student Union 301, 302, 303, 274-4900, Ext. 475, 476  
Reverend Joseph Creedon, Catholic Chaplain  
Reverend G. Richard Dulin, Protestant Chaplain

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School 204, 456-8032  
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Kathryn M.A. Sasso, Coordinator

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Dolores Passarelli, Assistant to the Director

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Thomas J. Geddes, Controller

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Jessie L. Dudley, Coordinator

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Mrs. Jimmie White, Acting Director

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Maureen T. Lapan, Director

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## EDUCATIONAL STUDIES, DIVISION OF, Horace Mann Hall 107, 456-8011

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 Lenore A. DeLucia, Associate Dean  
 Patricia Glasheen, Assistant Dean

ETHNIC HERITAGE STUDIES PROJECT, Bureau, 456-8228  
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 Crist H. Costa, DirectorFOREIGN STUDENT ADVISEMENT, Roberts Hall 333, 456-8234  
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 Peter E. Piccillo, DirectorGRADUATE STUDIES, DIVISION OF, Roberts Hall 124, 456-8117  
 Robert F. Steward, Acting Dean  
 William A. Small, Associate DeanHEALTH SERVICE, Browne Hall, 456-8055  
 James J. Scanlan, M.D., Director and Physician  
 Yolanda A. Leonelli, R.N., Nurse-SupervisorHENRY BARNARD SCHOOL, 456-8127  
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 Eleanor Skenyon, Assistant PrincipalINTERNATIONAL EDUCATION, Gaige Hall 104E, 456-8006  
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 Richard A. Olsen, Director  
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 Gordon E. Rowley, PhotographerOFFICE SERVICES, Alger Hall 112, 456-8231  
 Violet C. DeTora, SupervisorPERSONNEL SERVICES, Roberts Hall 308, 456-8216  
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 Alan Perry, DirectorPLANNING AND INSTITUTIONAL RESEARCH, Roberts Hall 408, 456-8200  
 John Nazarian, Special Assistant to the PresidentPREPARATORY ENROLLMENT PROGRAM, Craig-Lee Hall 055, 456-8081  
 Iola Mabray, CoordinatorPRESIDENT, Roberts Hall 404, 456-8100  
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 Marcy L. Juran, Assistant DirectorPUBLIC RELATIONS AND ALUMNI AFFAIRS, Alumni House, 456-8086  
 Mary G. Davey, DirectorPURCHASING, Walsh 223, 456-8047  
 Robert A. Grenier, DirectorREADING CENTER, Craig-Lee Hall 224, 456-8000  
 Marilyn Eanet, DirectorRECORDS OFFICE, Roberts Hall 120, 456-8212  
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 Dennis McGovern, Assistant Director - Scheduling  
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 Carol Gast, Recorder  
 Loretta M. Smith, RecorderRECREATION, INTRAMURALS AND Whipple Gym, 456-8136  
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 Edward J. Perry, Director  
 Joseph Hickox, Assistant DirectorSTUDENT ACTIVITIES, Student Union 311, 456-8034  
 Richard P. Thomas, Associate Dean for Student Activities and Student UnionSTUDENT AFFAIRS, Roberts Hall 402, 456-8104  
 Donald P. Hardy, Vice President

STUDENTS, DEAN OF, Craig-Lee Hall 063, 456-8000  
Gary M. Penfield

STUDENT HOUSING, Willard Hall, 456-8098  
Margaret A. Healy, Acting Director

STUDENT LIFE, Craig-Lee Hall 063, 456-8058  
Dixon A. McCool, Associate Dean of Students — Student Life

SUMMER SESSION, Roberts Hall 124, 456-8117  
William A. Small, Director

TESTING CENTER, Alumni House, 456-8266  
John A. Finger Jr.

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John Gilfillan, Director

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## FACULTY AND ADMINISTRATION

The following is a list of administrative officers, directors and faculty, their academic degrees and titles, as of July 1, 1976.

\*Indicates Graduate Faculty.

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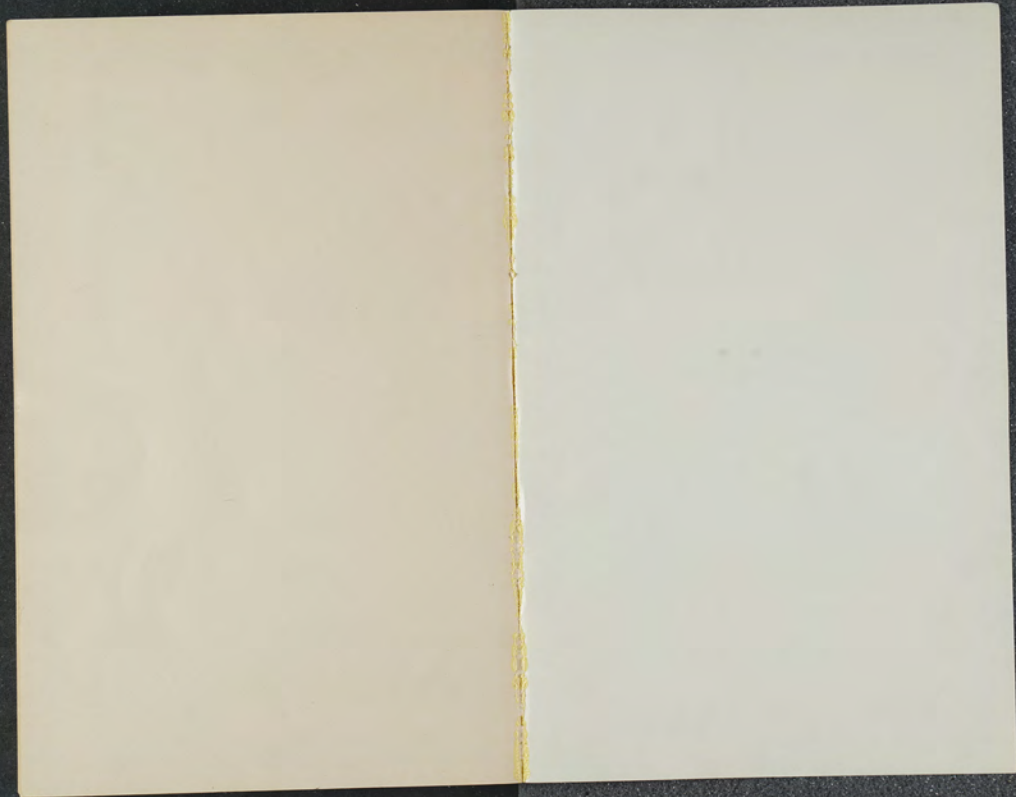
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