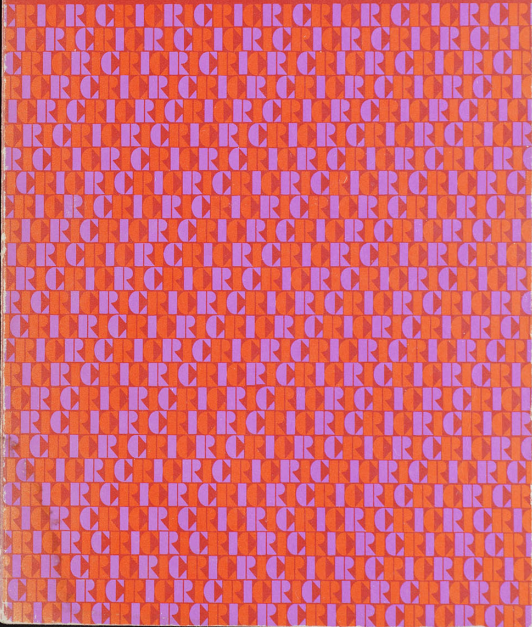


Bulletin of

Rhode Island College

1971/73 Catalog





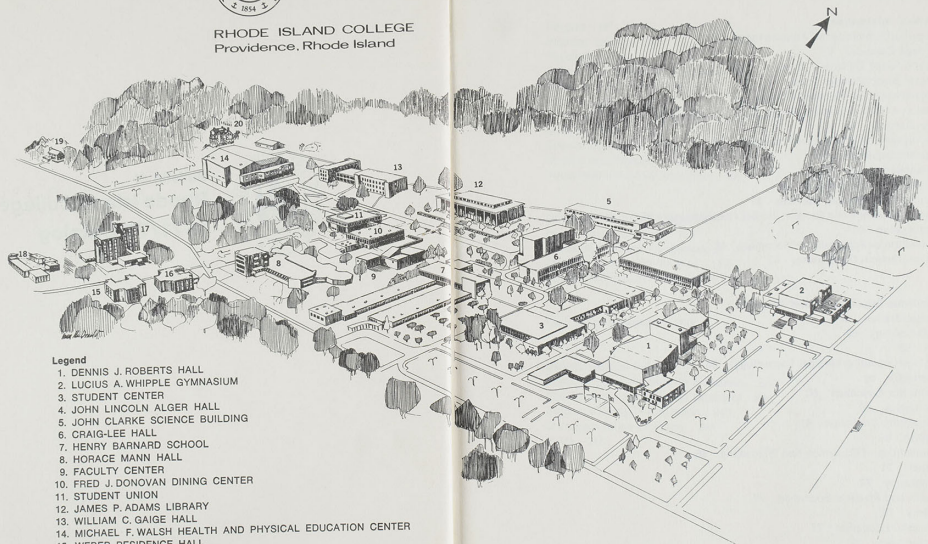
**Bulletin of  
Rhode Island College  
1971/73 Catalog**

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RHODE ISLAND COLLEGE  
Providence, Rhode Island



**Legend**

1. DENNIS J. ROBERTS HALL
2. LUCIUS A. WHIPPLE GYMNASIUM
3. STUDENT CENTER
4. JOHN LINCOLN ALGER HALL
5. JOHN CLARKE SCIENCE BUILDING
6. CRAIG-LEE HALL
7. HENRY BARNARD SCHOOL
8. HORACE MANN HALL
9. FACULTY CENTER
10. FRED J. DONOVAN DINING CENTER
11. STUDENT UNION
12. JAMES P. ADAMS LIBRARY
13. WILLIAM C. GAIGE HALL
14. MICHAEL F. WALSH HEALTH AND PHYSICAL EDUCATION CENTER
15. WEBER RESIDENCE HALL
16. MARY TUCKER THORP HALL
17. ROSE BUTLER BROWNE RESIDENCE HALL
18. NEW DORMITORY
19. PRESIDENT'S HOUSE
20. DOORLEY HOUSE

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(A directory of administrative staff will be found on page 220. Faculty members are listed on page 224, and a guide to correspondence with college personnel is provided on page 244.)

## COLLEGE CALENDAR

### SPRING SEMESTER 1971

February	3-5	Wednesday-Friday	Registration for classes
	8	Monday	Classes resume
April	2	Friday	End of third quarter
	5-9	Monday-Friday	No classes: spring recess
	12	Monday	Classes resume
May	12	Wednesday	Cap and Gown Convocation
	31	Monday	No classes: Memorial Day
June	1	Tuesday	No classes: Reading Day (except for classes meeting once a week)
	2-10	Wednesday-Thursday	Final examinations
	11	Friday	Baccalaureate
	12	Saturday	Commencement

### SUMMER SESSION

June	21	Monday	Summer Session begins
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### FALL SEMESTER 1971/72

September 13 and 14		Monday and Tuesday	New student orientation and academic advisement
	15	Wednesday	Academic advisement and registration for classes
	16 and 17	Thursday and Friday	Registration for classes
	19	Sunday	Opening convocation and President's Reception
	20	Monday	Classes begin
October	11	Monday	No classes: Columbus Day
	25	Monday	No classes: Veterans Day
November	12	Friday	End of quarter
	25 and 26	Thursday and Friday	No classes: Thanksgiving recess
December	20-31	Monday-Friday	No classes: Christmas recess

**SPRING SEMESTER 1972**

January	3	Monday	Classes resume
	17	Monday	No classes: Reading Day (except for classes meet- ing one day a week)
	18-26	Tuesday-Wednesday	Examinations (including Saturday, January 22)
	31	Monday	New student orientation and academic advisement
February	1	Tuesday	Academic advisement
	2-4	Wednesday-Friday	Academic advisement and registration for classes
	7	Monday	Classes resume
March	31	Friday	End of quarter
April	3-7	Monday-Friday	No classes: spring recess
	10	Monday	Classes resume
May	10	Wednesday	Cap and Gown Convocation
	29	Monday	No classes: Memorial Day
	30	Tuesday	No classes: Reading Day (except for classes meet- ing one day a week)
	31	Wednesday	Examinations
June	1-8	Thursday-Thursday	Examinations (including Saturday, June 13)
	9	Friday	Baccalaureate
	10	Saturday	Commencement

**SUMMER SESSION 1972**

June	19	Monday	Summer Session begins
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**FALL SEMESTER 1972/73**

September 11 and 12	Monday and Tuesday	New student orientation and academic advisement	
	13	Wednesday	Academic advisement and registration for classes
	14 and 15	Thursday and Friday	Registration for classes
October	17	Sunday	Opening convocation and President's Reception
	18	Monday	Classes begin
	9	Monday	No classes: Columbus Day
November	23	Monday	No classes: Veterans Day
	7	Tuesday	No classes: Election Day
	10	Friday	End of quarter
December	23 and 24	Thursday and Friday	No classes: Thanksgiving recess
	20-29	Wednesday-Friday	No classes: Christmas recess
January	1	Monday	No classes: Christmas recess
	2	Tuesday	Classes resume
	15	Monday	No classes: Reading Day (except for classes meet- ing one day a week)
February	16-24	Tuesday-Wednesday	Examinations (including Saturday, January 20)
	29	Monday	New student orientation and academic advisement
	30	Tuesday	Academic advisement
March	31	Wednesday	Academic advisement and registration for classes



PHOTO BY RICHARD G. BROWN, RIC NEWS



## RHODE ISLAND COLLEGE TODAY

Rhode Island College is one of the older colleges in New England, and one of the newest. It is an unusual institution.

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 enrollment, 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 3,700 undergraduates and 2,600 full and part-time graduate students. It has a diverse alumni—businessmen, government officials, 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 for the preparation of elementary and secondary teachers and school service personnel.

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 service, 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 \$400 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 \$1,000 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 principally devoted to educating students in the arts and sciences and to preparing teachers and other school personnel. Other professional and pre-professional programs are offered to meet needs of students and to serve the community.

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 capabilities in a useful and satisfying life. More generally, the curriculum aims at improved understanding and perception of behavior, values, attitudes, and beliefs. The curriculum, in a formal and supervised way, provides opportunities for study in the areas of the humanities, mathematics and the sciences, and the social and behavioral sciences.

A person so educated should:

- think clearly and accurately;
- communicate effectively;
- 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;
- make 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 curriculums 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 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 years of labor by Henry Barnard, the first state agent for education in Rhode Island, and his successor, Elisha A. Potter.

RIC'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 re-opening 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 1889 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 1890's.

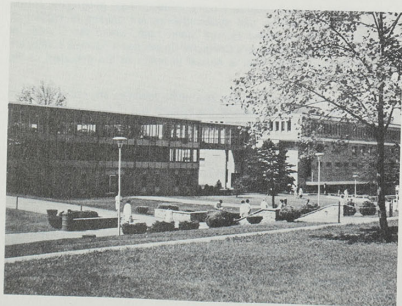
At first the Rhode Island State Normal School offered admission to both high school graduates and non-graduates, with high school graduates expected to complete their studies in one year. By 1908, however, the program had been lengthened to two and a half years and restricted to high school graduates.

In 1921 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 also 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

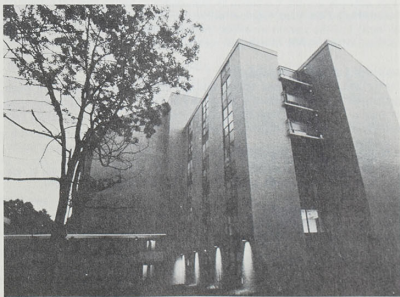




*Horace Mann Hall*, the college's educational studies center, opened in 1971. It houses the faculty and facilities of the college's Division of Educational Studies, including the areas of elementary education, secondary education, special education, psychology and reading. A specially-designed "learning center" and a curriculum resources center are major components in the building.

The campus includes four dormitories for men and women: *Mary T. Thorp Residence Hall*, *Rose Butler Browne Residence Hall*, *Weber Residence Hall*, and a fourth dormitory, as yet unnamed.

A residence for the president is also maintained on the campus.



## 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 caliber 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, part-time programs in most fields, and proficiency and advanced placement credit. Transfer students are welcome, and opportunities for non-matriculating students are available.

### Application Forms

Application forms should be obtained from high school principals or guidance officers, or from the Office of Admissions at the college. They should be completed and filed, together with a \$10 non-refundable application fee, by April 1 of the year in which the candidate seeks enrollment. To be considered for admission at mid-year, applicants must file by December 1.

### 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 a classical or modern foreign language  
*(Industrial arts education candidates may substitute 2 units of approved industrial arts subjects for a modern foreign language)*
- 1 unit of algebra
- 1 unit of plane geometry
- 1 unit of American history
- 6 units of additional related subjects

Any 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 admissions requirements.

Rhode Island College offers opportunities to gain credit by examination via the College Level Examination Program tests in specific subject fields.

### Entrance Examinations

Each candidate for 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 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 language majors should include the Achievement Test in a modern foreign language.

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. 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 usually are arranged for applicants who have problems requiring admissions counseling, but are *not required* for admission.

### Physical and Emotional Health

Admission to several departments within the college may require evidence of sound physical and emotional health. Therefore, prior to admission, stu-

dent 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 and a certificate of vaccination, dated within three years of the date of entrance. All three statements should be signed by the student's own physician and should be received by the college health department by the date specified in the enrollment data packet which accompanies the letter of acceptance.

#### Candidates in Military Service

Candidates who are serving with the Armed Forces must complete all requirements. The applicant must accept the dual responsibility of completing arrangements with the College Entrance Examination Board and of arranging for a release from military duty to permit attendance at the test center. Special centers will be arranged for servicemen at or near their duty stations if a request is filed several weeks in advance of the scheduled test dates.

#### Early Admissions

Applicants for admission under the early acceptance 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 admission the candidate must:

1. Rank in the upper third of his class at the end of his junior year.
2. Present junior year Scholastic Aptitude Test scores of 500 or above in each test.
3. Be strongly recommended for acceptance by his high school officials.

Applications for early acceptance will be processed in the fall or early winter of the senior year. Applications from other candidates should be submitted after completion of the *seventh semester* of high school work. Such applications will be processed during the February-June period.

#### Part-time Programs

Part-time programs are offered to adults with the ability to handle college-level study but who cannot attend college full-time. Students may attend regularly-scheduled daytime undergraduate classes and appropriate classes in the late afternoon and evening.

Part-time programs are available in most fields in which full-time study is offered. Most popular is the part-time program in elementary education. Contact the Office of Part-time Programs for additional information.

Students who complete the elementary education program are eligible for the Rhode Island Provisional Elementary Certificate, valid for six years

and authorizing the holder to teach in kindergarten and grades one through eight, where grades seven and eight are part of an elementary school. Students who desire to teach in kindergartens and grades one and two should enroll in the early childhood education program. Those enrolled in the elementary education curriculum with a concentration in special education are eligible to teach elementary classes of mentally retarded, emotionally handicapped, or neurologically impaired, as well as standard elementary classes. All programs include an academic major or teaching concentration.

The part-time admissions procedure varies with two options available:

1. *Immediate Matriculation*—Applicants who present above average high school records, satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board, and overall credentials meeting standards for full-time enrollment, either as freshmen or as transfer students will be admitted immediately as fully matriculated students and may pursue either part-time or full-time programs.

To apply, such qualified students will complete Form 100 (white) and arrange with the Educational Testing Service, Box 592, Princeton, N.J., to complete scholastic aptitude examinations and submit scores.

2. *Delayed Matriculation* (for non-matriculating students)—Certain applicants who are potentially qualified but who lack certain requirements at present may delay consideration for matriculation. Included would be students who need some "refresher" work and students who present non-collegiate backgrounds. Such students may be admitted to courses on the basis of space available after registration for degree candidates is completed. Upon completion of six courses 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, non-matriculants will be admitted to degree candidacy.

To take courses prior to consideration for matriculation such candidates will complete Form 200 (blue) for status as non-matriculating students. Applicants should carefully study the college catalog. Those in doubt regarding qualifications and who have completed a college preparatory secondary school course and who present CEEB test results may complete both forms. *When non-matriculants seek degree consideration Form 100 accompanied by a \$10 fee must reach the Office of Admissions by April 1.*

#### 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 or minor 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) 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 students enrolled in advanced placement courses);
- (3) Scores on the CEEB College Level Examination Program tests in subject matter fields (administered at the University of Rhode Island Extension Division);
- (4) Superior overall academic achievement;
- (5) Satisfactory achievement in accelerated or enriched high school courses.

Decisions concerning the use of tests and the granting of proficiency credit fall within the authority of the appropriate department.

#### Admission from Other Colleges

Rhode Island College admits to upper classes a limited 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.

Scores on the College Entrance Examination Board's 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 credit 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 required 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. Such standards as are 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 who have the greatest opportunity for favorable second semester consideration are those who have completed considerable study, usually two years, including a number of liberal arts courses at a previous college. Students should file prior to December 1 for mid-year enrollment and prior to June 1 for fall enrollment. Shortly before classes are to resume students accepted as transfers above freshman level will receive registration instructions.

## 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, three assessments, the General Fee, the Student Activity Fee, and the Dining Center and 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 <i>per year</i> :	
General Fee	\$300
Student Activity Fee	40
Dining Center and Student Union Fee	30
	<hr/>
	\$370
Out-of-state students add:	
Tuition	\$785
Dormitory students add:	
Room rent (all private rooms)	\$475
Board	\$540
TOTAL COSTS	
Out-of-state dormitory students	\$2,170
Rhode Island dormitory students	\$1,385

### Explanation of Fees

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

**Student Activity Fee.** Each full-time student is assessed \$40 annually to support the various student organizations and athletic events, to meet class dues, to pay for the student newspaper and college yearbook, and to defray expenses of campus cultural enrichment activities.

**Dining Center and Student Union Fee.** All full-time undergraduate students pay a \$30 Dining Center and Student Union Fee. Funds collected are used to re-pay the Federal government loans which made possible construction of the two buildings.

**Part-time Students.** Part-time degree candidates in undergraduate programs and non-matriculating undergraduate students pay \$23 per credit hour plus a Dining Center/Student Union Fee of \$5 per person in the fall, spring and summer programs. Out-of-state students pay an additional \$22 per credit hour, for a total of \$45 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.

**Graduate Student Fees.** Graduate students pay \$23 per credit hour for each course and a Student Union/Dining Center Fee of \$5 per semester. 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 \$125 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 student accident 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 for by the year. When a room contract is offered, \$25 will be required to hold the room. This deposit will be held as a breakage fee to be refunded, if unused, when the student terminates his residence at the college.

When requests for dormitory accommodations exceed facilities available, preference is given Rhode Island students living more than 15 miles from the college. Priority in assignment of dormitory rooms will be according to date of receipt of dormitory deposits and return of contracts.

Students admitted to dormitory housing must re-apply each year, as the contract is on a yearly basis. Four-year residence is *not* implied when students are initially housed. All residence hall students are required to purchase a meal ticket.

**Board.** Off-campus students may purchase a meal ticket covering 15 meals weekly. All students residing at the college must purchase this meal ticket as part of their regular fees. Upon payment of fees students will be issued a meal ticket which must be presented for all meals.

The resident period begins one day prior to registration for class at the beginning of each semester. All rooms must be vacated within 24 hours after the close of the contract period. Residence halls are closed during Christmas and spring vacations, and between semesters. No meals will be served during periods when classes are not in session unless otherwise announced.

**Tuition for Out-of-State Students.** There is an annual \$785 tuition fee, in addition to the general fee charged all Rhode Island College students, re-

quired of all out-of-state students. When residence status is in question, the student must present a certification from the clerk of the city or town in Rhode Island in which he claims residence, clarifying that the parent or legal guardian or spouse has resided in the state for a period of at least 12 months and is a qualified voter, in order to receive a tuition fee exemption. If the applicant is over 21, he must furnish 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. *For such students over 21, time spent in the state while attending college cannot be used to establish tuition exemption.*

**Enrollment Fee Deposit.** All incoming freshmen and transfer students are required to pay a non-refundable enrollment fee deposit of \$25 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 and payment of fees.

**Refunds to Undergraduates.** A student withdrawing from the college either as a voluntary termination or a dismissal for disciplinary reasons before the end of the semester will receive a refund for the General Fee, Student Activity 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 such refund, a formal withdrawal from the college must be completed. The amount of the refund will be determined on the basis of the official date of withdrawal.

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

**Room Refund.** A student withdrawing from a residence hall will receive a pro-rata refund of the semester fee, less a charge of \$25, if the assistant dean of students for housing is able to fill the vacated quarters and all halls are at 100 per cent capacity. If these two conditions are not met, then no refund will be made.

**Board Refund.** The refund for cancellation of a semester meal ticket will be 50 per cent of the unexpired portion of the board payment for the sem-

ester as of the official date of withdrawal. This policy applied 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 pro rata refund will be made.

**Refunds—(Graduate Program).** Refunds for students in the Fall and Spring Graduate Programs will follow the same schedule as undergraduates indicated above. Refunds for the Summer Session are as follows:

After registration and within 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.** A student is allowed three transcripts free of charge. Subsequent transcripts are issued at the rate of \$1 for the first copy and 25¢ for each additional copy ordered at the same time. Single copies cost \$1 each. Payment should be made in cash or by postal money order. Personal checks are not acceptable.



## FINANCIAL AID

Though costs at Rhode Island College are relatively modest, many students do encounter financial difficulties. For their benefit the college maintains a Financial Aid Office to administer grants, loans and part-time employment opportunities.

The college believes that parents and students have the primary responsibility for financing a college education. Students' savings and summer earnings are their chief resources. The Financial Aid Office enters the picture when these resources are not sufficient to meet the student's college budget. Students who qualify for aid usually receive a financial aid "package" of a grant, a loan, and/or a part-time job.

Two criteria—financial need and academic promise—are considered in the granting of all aid, although a limited number of scholarships are awarded solely for superior academic achievement in high school or college.

To apply for financial aid, students must file either a Parents' Confidential Statement (PCS) directly with College Scholarship Service of Princeton, N.J., or a Student's Confidential Statement (SCS) directly with College Scholarship Service, Berkeley, California, prior to March 1 for the following academic year. Only those students who have not resided with their parents for at least one year and who have not been claimed as income tax exemptions on their parents' last Form 1040 may submit a Student's Confidential Statement. The SCS must be accompanied by a statement of financial independence completed by both the student and his parent(s). Married students should submit a Married Student Supplement in conjunction with the appropriate confidential statement.

A Rhode Island College Financial Aid Application will be sent by the Office of Student Financial Aid ONLY to those students who have demonstrated financial need on either the Parents' Confidential Statement or the Student's Confidential Statement.

All students must re-apply for awards each year, for none is renewable automatically. The following list, subject to change, is an outline of the college's current financial aid program. Unless otherwise noted, all programs are administered by the Financial Aid Office.

For graduate assistantships and trainee and fellowship programs for graduate students, see the Graduate Catalog.

### Scholarships

*Rhode Island College Scholarships* are awarded for academic proficiency and financial need. Amounts range from \$100 to \$300 per year.

*Rhode Island State Scholarships* are applied for through a student's high school early in his senior year. Once matriculated, students may apply through the Financial Aid Office. They are renewable through the Financial Aid Office on re-application each year. Amounts range from \$250 to \$1,000 per year.

*Special Talent Scholarships* are granted by department heads for demonstrated talent in art, music, drama, modern dance, speech and athletics. Inquiry may be made through the Financial Aid Office or the appropriate department. Amounts vary with need.

*Federal Products Foundation Scholarship:* Federal Products Foundation, Inc., awards a sum of money annually for graduate and undergraduate study, with preference given to sons and daughters of its employees. Applications should be made through the executive secretary of the foundation or the Financial Aid Office.

*John Clarke Trust Fund* provides scholarships for qualified residents of Aquidneck Island, Rhode Island.

*Rhode Island College Alumni Scholarship* provides a grant of \$200 per year to each of 20 entering freshmen, renewable for the sophomore year only.

*The Rhode Island College Associates Scholarship* is a \$100-per-year award to an outstanding freshman, sophomore and junior from an organization of parents of students and friends of the college.

*Educational Opportunity Grants* are government-sponsored grants to students from especially needy circumstances. Amounts range from \$200 to \$800 per year.

### Loans

*The National Defense Student Loan Program* provides long-term, Federally-supported, loans at 3% interest with a stipulation that for every year of full-time teaching after graduation 10% of the principal (up to a maximum of 50%) is deducted from the payment obligation. Up to 100% of such a loan may be cancelled at the rate of 15% for each year of full-time teaching in disadvantaged areas and for teachers of special education.

*The Cuban Student Loan Program* resembles the National Defense Student Loan Program and is for students who are former residents of Cuba.

*The Margaret Hill Irons Loan Fund* is a short-term, no-interest, loan fund for students in need of small amounts of money for a short period of time.

*The Alumni Loan Fund* is designed to give students small amounts of money for immediate needs. Repayment is expected within a few days or weeks.

*Higher Education Assistance Corporation Loans* administered by local banks in students' home states are designed to grant amounts of up to \$1,500 per year to students for educational purposes. The loan carries a low rate of interest. Application is made directly to the student's bank.

This loan is not to be confused with the National Defense Student Loan described above.

#### **Opportunities for Work**

*The College Work-Study Program* is a Federally-subsidized program of student employment aimed at combining an educational experience with an opportunity to earn up to \$600 per academic year. Students interested in this program must follow procedures for financial aid applicants described above.

*Off-Campus Employment Opportunities* under the Federal Work-Study Program are available in many of the non-profit social agencies in the Providence area. These include Progress for Providence, Boy Scouts of America, East Providence Neighborhood Center, and the Providence School Department, among others.

*Campus Employment:* As well as work-study jobs, there are a number of positions on campus, ranging from maintenance of grounds to research assistantships.

*The Financial Aid Office* maintains a listing of other off-campus part-time jobs for both after-class and summer employment. These positions are with factories, hospitals and other employers throughout the state.

## **STUDENT LIFE AND SERVICES**

Student life includes out-of-class experiences which provide valuable opportunities for the individual student 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 the classroom and in later life. The programs and services administered by the vice president for student affairs are designed to assist the student in pursuing his interests and accomplishing his objectives in his campus life beyond the classroom.

#### **Freshman Programs**

Orientation, advisement, and educational programs designed to assist members of the freshman class in becoming familiar with the college and building a successful academic career are provided by the office of the associate dean of students for freshman programs. This office coordinates the total program of the college as it affects freshmen.

#### **Upperclass Programs**

Programs designed to enrich and expand the experience and skills of upperclass students are provided by the office of the associate dean of students for upperclass programs. This office coordinates the total resources of the college as they affect sophomores, juniors and seniors to the end that their academic program may be facilitated and their preparation for a career enhanced.

#### **Activities**

Social, cultural, and recreational activities for the enjoyment and development of students are the responsibility of the office of the associate dean of students for activities and the Student Union. This office works closely with individual students and student organizations to develop programs reflecting their interests and to facilitate the accomplishment of their objectives. It cooperates with individual students and members of the faculty, as well as campus organizations, to facilitate the extra-curricular activity program described below.

#### **Student Senate**

Elected by the students, the Student Senate participates in the management of student affairs and participates in the development of policies affecting the welfare of the entire student body.

The Senate annually publishes the Student Handbook, containing regulations bearing on student life at the college. It also assumes responsibility for determining annual allocations, from the student activity fee, for support of student organizations.

The Senate seeks to build student participation in the governance of

Rhode Island College through student appointments to various committees. Through these committees the Senate wishes to reflect the feelings of the students concerning campus issues that affect them.

#### Campus Organizations

Adding to student life at Rhode Island College are more than 50 different organizations, reflecting a wide variety of interests and activities.

In addition to the Student Senate, students elect officers for each of their four classes. Supplementing this are groups organized for social, religious, service, academic, and cultural reasons.

The Board of Governors is the governing body for student activities. Its various committees work together to produce cultural, social, educational and recreational programs throughout the year.

Limited membership "Greek Letter" groups include Kappa Delta Phi, Tau Epsilon Phi and Zeta Chi for men, and Alpha Iota Delta, Omega Chi Epsilon, Rho Iota Chi and Sigma Mu Delta for women. The Inter-Fraternal Council coordinates and works as a unifying force with these groups. All such groups are pledged to serve community and campus as well as social purposes. In choosing members none can discriminate in matters of race, color or creed. In addition, members of the college's residence halls organize for the purpose of self-government and coordination with other campus activities.

Among the religious groups serving Rhode Island College students are Anchor Christian Fellowship, Delta Alpha Epsilon, and Hillel (the latter jointly with Brown University).

A chapter of Kappa Delta Pi, the national honorary society in education, annually chooses a limited number of outstanding full-time teacher-education students.

Other groups with a special interest in education include the Rhode Island College Education Association, the Math Club, the Eastern States Association for Teacher Education and the Student Council for Exceptional Children.

Among groups concerned with specialized academic areas are the Biology Club, Psychology Club, Art Club, Math Club, Phi Alpha Theta (honorary for history students), Pi Mu Epsilon (honorary for mathematics students), the Industrial Arts Club, and Epsilon Pi Tau (international honorary fraternity for industrial education students.)

The Anchor, a weekly student newspaper; the Janus, the college year-book, and the Helicon, a literary magazine, are published by students.

Students with the appropriate abilities and interests are invited to join the Chalktones (a women's singing group), the Rhode Island College Choir, the Wind Ensemble, the Rhode Island College Dance Company and the Rhode Island College Theatre. Alpha Psi Omega, a national honor society in dramatics, maintains a "cast" (chapter) at the college.

The Women's Recreation Association sponsors a variety of intramural and intercollegiate sports activities for women. Other groups with specialized interests include the Jazz Club, Debate Club and Chess Club.

Several student-faculty committees are established to deal with issues that affect college community development.

#### Social Life

The four undergraduate classes and the various student organizations sponsor social events throughout the year, many sanctioned by long tradition. Outstanding among them are Homecoming Weekend each fall, Winter Week-end, the Christmas Ball, Awards Day and Stunt Night. For many years the undergraduate classes have competed with each other in extracurricular affairs for "anchor points." The class with the most points annually wins the anchor, symbol of class spirit at Rhode Island College.

#### Athletics

Rhode Island College is a member of the New England College Athletic Conference, the National Collegiate Athletic Association, the Eastern College Athletic Conference and the National Association of Intercollegiate Athletics. The college sponsors eight varsity teams for competition in soccer, cross country, basketball, wrestling, baseball, track, golf and tennis.

The college's intramural sports program fosters competitive athletics on campus and the recreation program provides an informal sports program for all students. Ski trips, camping and similar weekend excursions are part of the recreational program.

The objectives of the intercollegiate athletics are:

1. To foster esprit de corps among the student body, and to provide constructive recreation for the spectator.
2. To provide self-expression for students of advanced skills in competitive sports.
3. To provide an important phase of professional training for students who expect to go into coaching, teaching and supervision of recreational programs.

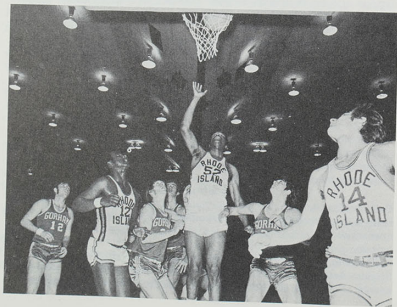
The facilities include six tennis courts, two gymnasiums, and fields for soccer, baseball, softball, touch football, field hockey, track and field and a cross country course.

#### Cultural Events

Many events of cultural interest take place at the college each year, some sponsored by the college itself and others 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 Minneapolis Symphony, the Paul Taylor Dance Company, and "PDQ Bach."

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 gallery of the James P. Adams Library and in the Student Union. 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 Wind Ensemble, and the Rhode Island College Choir also present concerts during the year.

The *Rhode Island College Theatre* presents four major theatrical productions each year, and various one-act plays. 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. Exemplary choreography by students and dances by Doris Humphrey and Anna Sokolow are in the repertoire. As well as presenting a major dance concert each spring, the company makes one or more tours of the public schools and appears on television.

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* of lectures, panel discussions, plays and other events are presented each semester under the sponsorship of the chaplains assigned to the college.

### Counseling and Student Development

Assistance to the individual student and to small groups of students is the goal of the Office of Counseling and Student Development.

The Counseling Center assists students in the resolution of educational, personal, social and vocational questions and provides them with the opportunity to gain increased understanding of themselves. Students may work with counselors holding advanced degrees in psychology and counseling with the assurance that their privacy will be respected and that their discussions are held in strictest confidence. Individual and group programs are used in the work of the center and where appropriate, various tests are

utilized. The Counseling Center is able to call upon the extensive resources of the campus and the community when psychiatric or other consultation is required.

The Student Development Program deals with the student's academic and sociocultural experience. Tutorial programs, extra assistance in reading and writing, vocational guidance, and exposure to the wide range of cultural opportunities are offered to develop "whole persons" who can effectively manage their lives.

### Housing

Residence hall experiences which contribute meaningfully to the development of students is the responsibility of the office of the assistant dean of students for housing. This office supervises four residence units which provide housing for 620 men and women. Each of the residential units provides housing in a suite arrangement where 8 to 12 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 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 Rhode Island students living more than 15 miles from the college. 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 the assistant dean for 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.

### Regulations Affecting Students

Campus regulations governing student life are designed to protect the rights of all members of the campus community and to insure that the educational programs and objectives of the college may be accomplished. Rules and regulations governing students are established by the Committee on Student Regulations composed of students, faculty, and members of the staff, or by organizations who have been delegated authority to do so by the committee.

Instances of alleged violation of college rules are adjudicated by a Board of College Discipline composed of students, faculty and staff. The board

has the authority to delegate this responsibility to student judicial boards and to officers of the college.

Each student is provided with a copy of the college handbook for students which lists student regulations and describes adjudication procedures.

#### 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 several full-time nurses and by a part-time psychiatric consultant.

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.

#### Placement and Career Planning

The Office of Placement and Career Planning provides students and alumni with assistance in preparing for and securing placement in full-time positions. Individuals are encouraged to register with the office and to develop a permanent placement file, including references.

#### Religious Life

Religious experiences are an important part of life at the college. Two full-time chaplains are available to students and others are available on an appointment basis. One full-time chaplain is sponsored by the Roman Catholic diocese in Rhode Island, and the other, a Protestant minister, is sponsored jointly by the Baptist, Congregational, Episcopalian, Methodist, Presbyterian, and United Church of Christ denominations.

#### Military Service

A variety of information and opportunities are available to students having questions regarding military service. Advisement regarding the requirements of the selective service system, opportunity for participation in an ROTC program offered by Providence College, and information regarding an officer candidate program in the Rhode Island National Guard is available through the office of dean of students.

## 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.

#### College 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 130,000 volumes and 1,300 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 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 interlibrary loan service. Conference rooms, 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.

#### Curriculum Resources Center

The Curriculum Resources Center contains instructional materials frequently used and suggested for use in elementary and secondary schools, as well as reports, monographs and pamphlets of special interest to educators. The Curriculum Resources Center collection includes curriculum guides from selected state and local departments of education throughout the country. In addition, textbooks and other instructional materials representing a wide range of publishers and covering a variety of subject areas and instructional approaches, as well as programmed instructional materials, multi-media instructional kits, and educational games are available for examination and circulation.

The center is open to any persons interested in utilizing its resources. School curriculum evaluation groups, class and individual visitors are welcome at all times. The Center is open, excepting holidays, Monday through Thursday 9 a.m. to 9 p.m.; Friday, 9 a.m. to 4:30 p.m.; Saturday, 9 a.m. to 5 p.m. and Sunday 2 p.m. to 9 p.m. It is located in Horace Mann Hall.



### Audiovisual Department

The Audiovisual Department, equipped and organized primarily for the purpose of serving college instructional needs is available to faculty and the undergraduate and graduate student body. Providing effective audiovisual media to implement the instructional program is the primary function of the staff of the Audiovisual Department. The staff assists faculty in preparation of graphics, photography, television, and other specialized media.

All types of audiovisual equipment are available, including motion picture 16mm sound projectors, overhead and opaque projectors, slide projectors, public address systems, tape recorders, and record players. The center has a library of filmstrips, some films, slides, recordings, all available for use in college classes. Film rental service is coordinated through the center.

The staff of the Audiovisual Department directs the use of instructional television throughout campus. Several portable video tape units are available. Multi-channel monitors are located in most classroom buildings. The biology department has made extensive use of the closed-circuit television for presentation and development of freshman courses through this medium.

### Bureau of Social and Educational Services

The Bureau of Social and Educational Services was established to promote cooperation and provide for a sharing of resources and information between the college, local schools, and community service agencies. The bureau is the central office at the college that can marshal institutional resources and develop positive programs in response to requests from local agencies. In the first few months of its existence the bureau sponsored a number of in-service programs for teachers, developed regional seminars on race and poverty, and provided consultants for special projects.

The bureau is specifically responsible for program development, contract negotiations with off-campus agencies, and processing of requests for outside financial assistance.

### The Language Laboratory and Audio Tape Library

The facilities of the Language Laboratory are an important adjunct to the work of the Department of Modern Languages. Use of the laboratory is planned to develop skill in oral and aural command of the foreign language; consequently, regular attendance is an essential part of elementary and intermediate courses. The laboratory also lends its services to a number of other departments. It is a complete installation, with recording and playback equipment in 60 individual student booths and with facilities for the simultaneous emission of 10 programs from the master console. An intercommunication system provides for two-way conversation and for monitor-

ing of student performance. The capabilities of this equipment invite innovative use of the laboratory by the departments it services. The Audio Tape Library housed in the laboratory makes a variety of taped programs available to students and faculty. Many departments contribute to this library, and it is the repository for many important speeches and colloquia sponsored by the college.

### Learning Center

The Rhode Island College Learning Center, part of the Division of Educational Studies, was conceived as an interdisciplinary activity, with faculty drawn from all appropriate departments. The center serves as a training ground in which graduate and undergraduate students at the college receive clinical, laboratory and internship experiences. It serves the entire state of Rhode Island and surrounding communities, offering diagnostic and remediation services to children with psycho-educational problems referred from the public schools and other state and local agencies.

### The Speech Laboratory

Facilities of the Speech Laboratory include therapy rooms, observation rooms, and sound-treated listening booths. The purpose of the laboratory is to provide therapy for students with speech or voice problems, and supervised practice for students in speech and theatre arts programs.

### Rhode Island College Testing Service

*The service:*

- a. Carries out research relevant to testing and test evaluation.
- b. Assists faculty and student personnel staff in administering scoring various diagnostic tests carried out to assist undergraduates overcome problems associated with study habits, learning deficiencies, career decisions, and personnel adjustment.
- c. Provides consulting services to faculty and staff on matters of testing and test evaluation.
- d. Cooperates with the State Agency for Elementary and Secondary Education in making available educationally oriented diagnostic testing services to local school systems.

### Office of Planning and Institutional Research

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

- a. 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.
- b. Assisting in the development of procedures for on-going program planning and evaluation at the departmental level.

- c. Liaison for various planning activities within the college's academic, nonacademic and service sectors, and for cooperative planning among these sectors.

#### Alumni Association

Graduates of Rhode Island College maintain their contact with the college through the activities of the Alumni Association. The Alumni Association publishes *The Review* (a magazine 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.

#### Bookstore

Located in the Student Union, the College Bookstore sells textbooks, classroom, laboratory and art supplies, art prints and a wide variety of paperback and hard-covered books.

## DEGREE OFFERINGS AND GENERAL STUDIES REQUIREMENTS

Rhode Island College offers programs leading to degrees of:

*Bachelor of Arts*  
*Bachelor of Science (in medical technology)*  
*Bachelor of Science in Nursing*  
*Bachelor of Science in Education*  
*Bachelor of Science in Education (in elementary school physical education)*  
*Bachelor of Science in Art Education*  
*Bachelor of Science in Music Education*  
*Bachelor of Science in Industrial Arts Education*  
*Bachelor of Science in Vocational-Industrial Education*  
*Bachelor of Science in School Nurse-Teacher Education*  
*Master of Arts\**  
*Master of Education\**  
*Master of Arts in Teaching\**  
*Certificate of Advanced Graduate Study\**

\*Offered through the Division of Graduate Studies

The programs of the Division of Graduate Studies are outlined briefly later in this catalog. Detailed information is available in the Graduate Catalog and in the bulletins published for each session.

Recipients of degrees usually receive their diplomas at the annual commencement exercises held on the first Saturday following the first Monday in June, but undergraduate degrees are also awarded after the first semester, and after the summer session each year.

#### Major

Candidates for the Bachelor of Arts degree, including students preparing in secondary education, must complete an academic major of at least 27 semester hours. All students who achieve an academic major in addition to other degree requirements including those students in elementary education who so choose, are awarded the Bachelor of Arts degree.

Content of the major is determined by individual departments of instruction.

Academic majors are available in *anthropology, biology, chemistry, economics, English, French, general science, history, mathematics, philosophy, physical science, political science, psychology, social science, sociology, Spanish, and speech-theatre*. Students majoring in medical technology receive the degree of Bachelor of Science. Professional programs are offered in *industrial arts, nursing, medical technology, industrial-vocational education, nurse-teacher education, social services, and others*.

#### Concentrations and Cognates

Candidates for the Bachelor of Science in Education degree preparing in elementary education must complete an academic concentration of eight

to nine courses. Some major programs require cognate course work in fields other than the major. Course requirements in concentrations are determined by individual departments in collaboration with the Department of Elementary Education.

#### Minor

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

#### General Studies

The new General Studies Program developed for the class of 1974 offers a comprehensive array of courses designed to challenge and interest students. The knowledge explosion of the second half of the twentieth century has created a demand for a wider variety of programs and choices than previously offered. In addition to the established departmental offerings and majors, Rhode Island College now provides the opportunity for students to pursue new specialties and to engage in the examination of problems in interdisciplinary programs.

The curricular offerings provide students with intellectual training through which to understand the processes of discovery and evaluation in particular subjects as well as to gain insight into the interrelatedness of knowledge. The new curriculum provides the flexibility to build on interests students may have developed prior to entering college, in addition to fostering interests through new collegiate experiences.

The General Studies Program offers two options, Plan A and Plan B, each of which consists of eight courses chosen from three Areas.

AREA I, *Humanities*, includes art, dance, English, history, modern languages, music, philosophy, and speech-theatre.

AREA II, *Mathematics and Science*, includes biology, chemistry, mathematics, physical science, and physics. AREA III, the *Social and Behavioral Sciences*, includes anthropology, economics, education, geography, political science, psychology, and sociology.

Both Plan A and Plan B require each student to pursue at least one or more courses in each area. This requirement exists to expose the student to other disciplines besides that in which his major interest lies. This gives breadth to the program and avoids distorted plans of study. However, the student is free to elect from among the variety of choices within each Area.

#### The Plan A Option

Plan A is a program designed for the student who seeks challenge in ideas and who is interested in doing a great deal of independent research, reading, and thinking. In order to complete the General Studies requirements in Plan A the student will take four Plan A colloquia. The Plan A

colloquia are concerned with in depth examinations of ideas and themes, of problems and concepts, in particular disciplines. Special attention is focused on the methodology, that is, the systematic set of procedures, followed in acquiring and applying knowledge in a specific subject. The student must elect one colloquium in the humanities area, one in the mathematics and science area, and one in the social and behavioral sciences area. The student must take a fourth colloquium of his choice in any of the three areas.

The colloquia in all areas 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. All will demand a student's close attention, his time and his energy, for the courses are challenging departures from the traditional survey course. Many are interdisciplinary in nature.

In addition to the four colloquia which he must complete to fulfill the General Studies requirement, the student in Plan A will also take, before he graduates, 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. The ADEs have as their objective acquainting students with the tools or skills or methods of examination used in each discipline. In addition, a Plan A student will complete two Plan A 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 annually.

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 electing Plan A must take a minimum of two General Studies courses in his first semester. The other two courses may be chosen in his intended major, in General Studies, in his concentration, or as free electives.

A student in Plan A must finish at least three colloquia by the end of the second semester, and 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 forced 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 reading 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. A series of special events including films, speakers, and panels are scheduled to supplement the class discussions.

In addition to the Plan B colloquium the student in Plan B will choose two area distribution electives from Area I, two from Area II, and two from Area III to fulfill his program during his four years. The ADE's from which he chooses are the same as those from which students in Plan A choose. There are no restrictions on the ADE's he may choose in each area.

In his senior year the student in Plan B will take a seminar, Aspects of Contemporary Civilization, in an area outside his major. The senior seminar will deal with contemporary issues and problems and will be his culminating experience in General Studies.

A student in Plan B must take a minimum of two General Studies courses in the first semester. The other two courses may be chosen in his intended major, in General Studies, in his concentration, or as free electives.

## REGISTRATION

The Office of Records is responsible for the administration of all aspects of registration and pre-registration for all programs, both graduate and undergraduate.

Information concerning registration for courses offered through the Division of Graduate Studies may be found in the Graduate Catalog and in the Graduate Bulletins. The latter, published for each session, include registration information, dates, advisers, and course schedules and offerings.

### Fall Opening

Registration for the fall semester takes place early in September. For freshmen, registration is part of a summer "Encounter" program which is planned and directed by the Office of the Associate Dean for Freshmen Programs and involves a number of special programs over a two-day period.

For upperclassmen and graduate students, registration is held at the beginning of each semester. Pre-registration and registration are mandatory for all students.

Details of all procedures are published and announced in advance. Faculty advisers aid students in completing registration procedures.

### Program Revision

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 ten weeks of the semester with permission of the department chairman. No course credit will be allowed unless the student has been duly registered in the Office of Records.

### 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 dean of students and the Rhode Island College chairmen of the departments concerned.

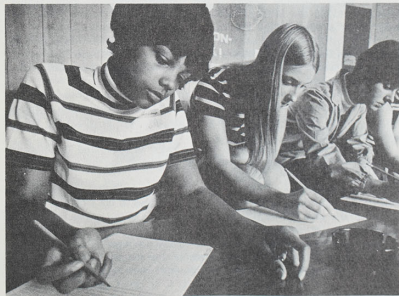
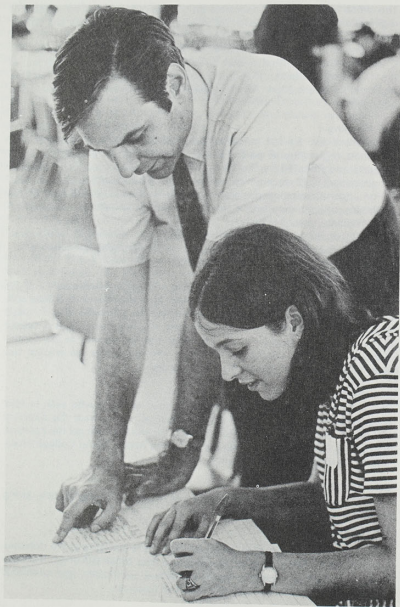
### Late Registration

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

### Veterans

Information concerning allowances for veterans is available at the Veterans Administration Office, Federal Building (old Post Office Building), Kennedy Plaza, Providence. Eligibility forms, enrollment certificates, and additional information are available from the Office of Records.





## EVALUATION OF SCHOLASTIC ACHIEVEMENT

### Semester Hours

The college year consists of approximately 36 weeks, divided into two semesters. Most students enrolled prior to 1970-1971 will complete between 120 and 129 hours. Students enrolled in 1970-1971 and thereafter will complete 118-120 hours.

Programs offered through the Division of Graduate Studies, including those for the Master of Arts, Master of Arts in Teaching, Master of Education, and Certificate of Advanced Graduate Study, are outlined in the Graduate Catalog.

### Quality Points

Determination of academic standing for undergraduates is based on quality points. A quality-point index is computed by dividing the total quality points achieved by the total number of credit hours attempted. A cumulative grade point average 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.

A student's scholastic rating is based upon cumulative indices forming a sliding scale. Failure to attain the minimum cumulative index required for any single semester results in the student's dismissal from college. Failure to attain the following semester's minimum required cumulative index automatically places the student on academic probation.

A student who is placed on academic probation is notified in writing by the Office of Records immediately following the marking period when such action becomes necessary. If the student is under 21, his parent or guardian is also notified.

Under ordinary circumstances a student who receives a grade of F in a required course must make up the course within three semesters (summer session counts as a semester) following the semester in which the failing grade was received.

A student who fails a required course twice is requested to withdraw from the college, and may be readmitted only upon special review by the Committee on Academic Standing.

A student who has withdrawn from college voluntarily and wishes to seek readmission must make application in writing to the Office of Admissions not later than one month before the opening of the semester in which he hopes to be re-admitted.

A student who has been dropped for academic reasons may not apply for reinstatement until at least one semester has elapsed.

Academic averages are based on the following values, per semester hour of credit: A, excellent, 90 or above, 4; B, good, 80-89, 3; C, satis-

factory, 70-79, 2; D, poor but passing, 60-69, 1; P, satisfactory; E, conditional failing, 0; F, failing, below 60, 0; I, work, otherwise satisfactory, incomplete at time of reporting; W, withdrawn from course with permission; W/F, withdrawn from course without permission, and/or failing, 0; an experimental credit/no credit grading system which permits students to enroll in up to 1 course per semester is being instituted during 1970-71 and 1971-72.

### Withdrawal from Course

Students withdrawing from a course, with permission of the dean of students or adviser not later than the tenth week of a semester (fourth week of a six-week summer course; fifth week of an eight-week summer course) receive a grade of W. This grade appears on the permanent record and does not affect the cumulative index.

Under extenuating circumstances a student, with the permission of the dean of students and either the instructor or adviser, may be permitted to drop a course after the tenth week of a semester (fourth week of a six-week summer course; fifth week of an eight-week summer course). In such cases a grade of W is given the student. This grade appears on the permanent record and may or may not affect the cumulative index.

Students who withdraw from a course without permission at any time after the Add/Drop period (10 weeks) receive a grade of W/F. This grade is treated as an F and is used in computing the cumulative index.

### Audiovisual Proficiency

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

### 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.

### 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**

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 S (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, English, French, history and mathematics.

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.

**Selection and Retention for Educational Studies Program**

Students applying for admission to a specific professional program are evaluated as potential teachers by their major department, the Departments of Elementary or Secondary Education, the Department of Speech, the College Health Service and the Dean of Students' Office. Information from those various sources is pooled and evaluated by the Professional Admissions Committee.

Students formally apply for student teaching through practicum by March 15 (Section B) or October 15 (Section A) 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 major department and the Departments of Elementary or Secondary Education, 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 passing of all courses required prior to student teaching in the major teaching field and professional sequence;
4. adequate performance in practicum;
5. proficiency in the operation of audio-visual equipment.

The Professional Admissions Committee review procedures 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 requirement 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.

\*A student in Division A 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.

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

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.

#### 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 truth 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 rules of personal property and rights, so also the academic community expects its members to refrain from breaching its rules. A student who seaches 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. As community violations of law and ethics are dealt with as societal infringements, so also are intellectual violations. 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 expulsion depending on the seriousness of the act. Instances of alleged academic dishonesty are adjudicated under procedures established by the Board of College Discipline.

## UNDERGRADUATE CURRICULUMS

(See the appropriate departmental descriptions for specific requirements)

### CURRICULUM IN ART EDUCATION

	Number of Courses
<b>General Studies</b> , either Plan A or Plan B	8
<b>Professional Education</b> , including student teaching	5
<b>Art</b>	
Theories in Artistic Development	4
Studio Experience	10
<b>Electives</b>	Balance
<i>Total Semester Hours Required for Degree:</i>	118-120

### CURRICULUM IN ARTS AND SCIENCES

	Number of Courses
<b>General Studies</b> , either Plan A or Plan B	8
<b>Major</b>	8 to 11
<b>Cognates</b> , if required	2 to 6
<b>Minor</b> (optional)	
<b>Electives</b>	Balance
<i>Total Semester Hours Required for Degree:</i>	118-120

## CURRICULUM IN ELEMENTARY EDUCATION

	Number of Courses
General Studies, either Plan A or Plan B	8
Professional Education, including student teaching	9 to 11
Specialized Requirements	8
Concentration, Bachelor of Science or Major, Bachelor of Arts	7 to 9 or 8 to 10
Electives	Balance

*Total Semester Hours Required for Degree:*  
121 for Classes of '72 and '73; 118 to 120  
beginning with Class of 1974

## CURRICULUM IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

	Number of Courses
General Studies, either Plan A or Plan B	8
Professional Education, including student teaching	7
Specialized Courses	9
Cognates	5
Electives	Balance
<i>Total Semester Hours Required for Degree:</i>	<u>118-120</u>

## CURRICULUM IN INDUSTRIAL ARTS EDUCATION

	Number of Courses
General Studies, either Plan A or Plan B	8
Professional Education, including student teaching	6
Industrial Arts	10
Electives (Not less than 16 semester hours in liberal studies)	Balance
<i>Total Semester Hours Required for Degree:</i>	<u>118-120</u>

## CURRICULUM IN MEDICAL TECHNOLOGY

	Number of Courses
General Studies, either Plan A or Plan B	8
Specialized Courses	14
Clinical (seven areas at an affiliated hospital)	7
Electives	Balance
<i>Total Semester Hours Required for Degree: 122, including 90 in college courses.</i>	

## CURRICULUM IN MUSIC EDUCATION

	Number of Courses
General Studies, either Plan A or Plan B	8
Professional Education, including student teaching	5
Music (In addition, students must earn seven semester hours credit by participation in music organizations and eight semester hours in applied private study.)	12
Electives	Balance
<i>Total Semester Hours Required for Degree:</i>	<u>118-120</u>

## CURRICULUM IN NURSING

	Number of Courses
General Studies, either Plan A or Plan B	8
Nursing Courses (six semesters)	6
Specialized Courses	6 to 8
Electives	<u>Balance</u>
<i>Total Semester Hours Required for Degree:</i>	<u>118-120</u>

## CURRICULUM IN SECONDARY EDUCATION

	Number of Courses
General Studies, either Plan A or Plan B	8
Professional Education, including student teaching	6
Major	8 to 11
Cognates, if required	2 to 6
Minor (optional)	
Electives	<u>Balance</u>
<i>Total Semester Hours Required for Degree:</i>	<u>118-120</u>

## ACADEMIC DEPARTMENTS AND PROGRAMS



**ADMINISTRATION****(Department of Educational Administration and Supervision)**

Refer to the catalog of the Division of Graduate Studies for information concerning degree offerings and requirements in this area, administered by the Department of Educational Administration and Supervision. Undergraduates are normally not admitted to these courses.

For course descriptions, refer to page 121.

**ANTHROPOLOGY****(Department of Anthropology and Geography)**

*Professors Lindquist (chairman), and Zigmond; Associate Professors Maynard and Noon; Assistant Professor Barnes; Instructors Kandel and Murray.*

A regular rotation of courses is given in anthropology.

**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**

	Semester Hours	
Anthropology 201: Introduction to Cultural Anthropology	3	
Anthropology 309: Basic Archeology	4	
Anthropology 360: Senior Seminar in Anthropology	4	Total: 11
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**Elective Courses**

Nineteen hours may be elected from the Anthropology offerings with the following provisions:

Two courses must be in area studies.

Two courses must be in a specialty.

The balance of required hours may be selected from courses in anthropology. One interdisciplinary social science course, or Math. 240: Statistical

Methods may be substituted.

19	19
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Total for major	30

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

**Cognates**

Cognate choices totalling 12 hours may be made from the following: economics; geography; history; political science; sociology; Biology 329: Comparative Vertebrate Anatomy; Biology 221: Genetics; Biology 331: Human Anatomy; Biology 350: Evolution; and Psychology 215: Social Psychology.

Other cognate choices may be approved, depending on the student's projected plans in anthropology.

A minor in one of the social sciences may be submitted in lieu of the cognate requirement.

**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 Descriptions**

For course offerings in anthropology, refer to page 122. The student is also referred to the interdisciplinary social science courses, page 203.

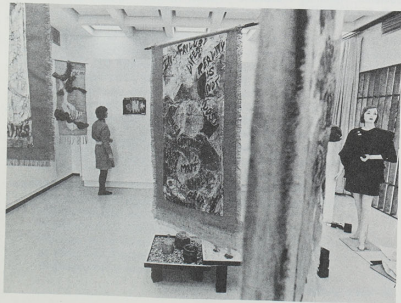
**DEPARTMENT OF ART**

*Professors Becker and Rosati; Associate Professors Crompton and DeMelim; Assistant Professors Brisson, Herdell, Kenyon, Ladd, Pinardi, D. C. Smith (Chairman), Sykes; Instructor Stuart.*

The Department of Art offers an art education major of 46 hours, leading to the Bachelor of Science in Art Education, with the possibility of at least 11 hours of art electives. Required courses include: 200, 312, 313, 314, 203, 318, 202, 305, 301, 302, 303, and a choice of three from the following four: 308, 320, 317, 319. These courses should be taken in sequence as recommended by the department. Electives may be taken in the following combinations: Two four-credit courses and one three-credit course for 11 credits or three four-credit courses for 12 credits.

The student who has completed the most advanced course offered in any one area may take further work in Art 390: Problems in the Visual Arts (directed, independent study).

From time to time the Department of Art will offer special courses under the number of 380: Workshop in Art.



#### DEPARTMENT OF BIOLOGY

*Professors Dolyak (chairman), Hartmann and Keffe; Associate Professors Lemeshka, McCutcheon, Pearson and Silver; Assistant Professors Foltz, Gonsalves, Keogh, Lough, Scholar and Young; Adjunct Assistant Professors Apple, Brownhill, Cok and Geddes; Instructor Kuchle.*



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 any other course in this department by means of proficiency tests. Evaluation of 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 Admissions Office.

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. Irregular cases are evaluated by the department chairman. To continue in the major, a student must have, at the end of the sophomore year, 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.

#### Major and Minor

The department offers a major and a minor in biology. The major requires 30 credit 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. Cell and Molecular Biology (Biology 220) and Genetics (Biology 221) should be taken in the sophomore year. The other two core courses, Ecology (Biology 318) and Developmental Biology (Biology 300), 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 credit 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 101-102, or 103-104

##### Third Year

Biology 300, 318  
Physics 101-102, or 103-104  
(Division B of the Secondary Education Program and Liberal Studies)

##### Second Year

Biology 220, 221  
Chemistry 205-206

##### Fourth Year

Biology electives, 8 credits  
Physics 101-102, or 103-104  
(Division A of the Secondary Education Program)

#### Biology Minor

##### First Year

Biology 101-102

##### Third Year or Fourth Year

Biology elective, 4 credits

##### Second Year

Biology 220, 221, 300 or 318, 8 credits

#### 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 develop a greater knowledge of research methods. Upon successful completion of the program, a student is awarded the degree of Bachelor of Arts with Honors in Biology.

General requirements for departmental honors are stated on page 44. Any student who is interested in enrolling in this program should consult with the chairman of the biology department.

#### Master of Arts in Teaching

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. A detailed listing of requirements may be found in the Graduate Catalog.

#### Medical Technology Program

The college offers a bachelor of science degree program in medical technology in affiliation with the Rhode Island Hospital, Saint Joseph's and Our Lady of Fatima Hospitals, Memorial Hospital and Miriam Hospital. During the first three years the student completes a program of study at Rhode Island College, and the terminal year is spent in training at the hospital. Students interested in this program are urged to consult with the medical technology adviser on the staff of the biology department.

*Lydia Brownhill, Adjunct Assistant Professor of Medical Technology (Rhode Island Hospital)—B.A., M.S., University of Connecticut.*

*Adjunct Lecturers of Medical Technology (at Rhode Island Hospital): Barbara Barker, Ph.D., University of Rhode Island; Enold Dahlquist, M.D., Tufts University Medical School; James Driscoll, Ph.D., University of Massachusetts; Alfredo Esparza, M.D., University of Pueblo, Mexico; Herbert Fanger, M.D., New York Medical College; William Griffiths, Ph.D., Providence College, T.Y. Lou, M.D. Aurora University Medical School, Shanghai; Horace F. Martin, Ph.D., Boston University; George Meissner, M.D., Queens University.*

*Cooperating Instructors of Medical Technology (at Rhode Island Hospital): Judith Barber, M.T. (ASCP), B.S., University of Rhode Island; Bethia Clarke,*



M.T. (ASCP), B.S., University of Rhode Island; Janice Ferraro, M.T. (ASCP), A.B., Rhode Island College; Mrs. Dorothy Gauthier, M.T. (ASCP), B.S., University of Porto; Janice Giusti, M.T. (ASCP), B.S., Rhode Island College; Charles George, B.S., Indiana University; Kathleen Goodman, M.T. (ASCP), B.S., Southeastern Massachusetts University; Franklin Meglio, B.S., Missouri State College; Mrs. Constance Moehring, M.T. (ASCP), B.S., Temple University; Mrs. Andrew Rosner, M.T. (ASCP), B.S., University of Rhode Island; Dorothy Sacoccia, B.S.S., Bryant College; Susan Whitaker, M.T. (ASCP), B.S., University of Rhode Island.

Gladys L. Cok, Adjunct Assistant Professor of Medical Technology (Saint Joseph's and Our Lady of Fatima Hospitals)—Ph.D., University of Santo Domingo.

Adjunct Lecturers of Medical Technology (at Saint Joseph's and Our Lady of Fatima Hospitals): Salvatore R. Allegra, M.D., University of Bologna, Italy; Patrick A. Broderick, M.D., National University of Ireland Medical School.

Cooperating Instructors of Medical Technology (at Saint Joseph's and Our Lady of Fatima Hospitals): Elaine Aguiar, M.T. (ASCP), B.S., Southeastern Massachusetts University; Naomi Duplessie, M.T. (ASCP), B.S., Barrington College; Kathleen Gerry, M.T. (ASCP), B.S., Southeastern Massachusetts University; Marcia Fox, M.T. (ASCP), B.S., University of Rhode Island; Donald Matterna, M.T. (ASCP), B.S., Providence College; Sandra Tordoff, M.T. (ASCP), B.S., Salve Regina College.

Claire Geddes, Adjunct Assistant Professor of Medical Technology (The Memorial Hospital)—B.S., College of Our Lady of the Elms.

Adjunct Lecturers of Medical Technology (at The Memorial Hospital)—Joseph Katz, Ph.D., University of Iowa; James Kurtis, M.D., Temple Medical School; Thomas Micolonghi, M.D., University of Rome; Gary Paparo, M.D., Boston University; Fredy Roland, M.D., University of Paris.

Cooperating Instructors of Medical Technology (at The Memorial Hospital): Joan Ash, M.T. (ASCP), B.S., Colby Junior College; Frances Calamar, M.T. (ASCP), B.S., University of Rhode Island; Susanne Derham, M.T. (ASCP), Salve Diana Kemp, Regina College; Nancy Jacobs, M.T. (ASCP), B.S., University of Rhode Island; M.T. (ASCP), B.S., Simmons College; Daniel Kuttner, M.T. (ASCP), B.S., Southeastern Massachusetts University; Dorothy Lamarche, M.T. (ASCP), B.S., University of Rhode Island; John McKay, M.T. (ASCP), B.S., Northeastern University; Florence Moran, M.T. (ASCP), AB, Pembroke College; Marilyn Perreira, M.T. (ASCP), B.S., Salve Regina College.

Nancy Apple, Adjunct Assistant Professor of Medical Technology (The Miriam Hospital), B.S., Michigan State University.

Adjunct Lecturers of Medical Technology (at The Miriam Hospital): Betty Aronson, M.D., New York University, College of Medicine; Stanley M. Aronson, M.D., New York University, College of Medicine; Jacob Dyckman, M.D., New York University, College of Medicine; Anthony Iannone, M.S., Northeastern University; Herbert C. Lichtman, M.D., Long Island College of Medicine; David J. Morris, Ph.D., Dyson Perrins Organic Chemistry Laboratory, Oxford; Jose M. Porres, M.D., University of Madrid Medical School; Hisashi Tamura, M.D., University of Tokyo, School of Medicine.

Cooperating Instructors of Medical Technology (at Miriam Hospital): Mary Canario, B.S., Salve Regina; Mary Collymore, B.B. (ASCP), Virginia Eastern School for Physician's Aides, New York City; Nancy Grasso, M.T. (ASCP), University of Rhode Island; Mary Johnson, B.S., University of Wisconsin; Diane Konopacki, B.S., University of Vermont; Nancy Walsh, B.S., Stonehill; Rena Weisman, B.S., University of Rhode Island. Nancy Sciama, B.S., Regis College.

#### Program of studies

<b>First year:</b>		Total 27-28 credits	
Semester 1		Semester 2	
	Cr. Hours		Cr. Hours
Biology 101	3	Biology 102	3
Chemistry 103	4	Chemistry 104	4
General Studies	4	General Studies	3-4
Mathematics 141	3	Mathematics 142	3
(Area II, General Studies)		(Area II, General Studies)	
	<hr/> 14		<hr/> 13-14
<b>Second year:</b>		Total 28-32 credits	
Semester 1		Semester 2	
Biology 331	4	Biology 335	4
Chemistry 205	4	Chemistry 206	4
General Studies	3-4	General Studies	3-4
General Studies or Elective	3-4	General Studies or Elective	3-4
	<hr/> 14-16		<hr/> 14-16
<b>Third year:</b>		Total 31-33 credits	
Semester 1		Semester 2	
Biology 348	4	Chemistry 304	4
General Studies		Elective	4
and/or Electives	7-9	General Studies	4
Physics 101	4	Physics 102	4
	<hr/> 15-17		<hr/> 16



**Fourth year:**

Clinical courses, at an affiliated hospital, equivalent to 32 semester credit hours.

**Course Descriptions**

For course offerings in biology, refer to page 128.

The Department of Biology also offers the following courses in Education, found in the course listings beginning on page 135.

Education 310: Practicum in Secondary Education (Biology section) (5)	4 semester hours
Education 444: Biology in the Secondary Schools	3 semester hours
Education 507S: Functions of the Cooperating Teacher (Secondary), Biology	3 semester hours

**CHEMISTRY**

Courses in chemistry are offered through the Department of Physical Sciences (page 86), and faculty is drawn from that department.

Both a major and a minor in chemistry are available. See page 89.

**Course Descriptions**

For course offerings in chemistry, refer to page 132.

**DEPARTMENT OF COUNSELOR EDUCATION**

*Professor Calla (chairman); Associate Professor Tamagini; Assistant Professors Esposito, Perkins and Scarvellis.*

For detailed information concerning degree offerings and requirements in this area refer to the catalog of the Division of Graduate Studies.

**Course Descriptions**

For course offerings in counselor education, refer to guidance courses, page 161.

**DEPARTMENT OF ECONOMICS**

*Professor Lundberg; Assistant Professors P. R. Moore and Sapinsley; Instructors Gustely and Thompson.*

The Department of Economics offers a major and a minor in economics. Economics 200 will serve as an area distribution elective. 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**

The major in economics consists of 30 semester hours selected from three areas: Economics 311 and Economics 312 in Area I are required, as are one course each selected from Areas II and III. The remaining hours are selected from any of the three areas.

I. The Theoretical Base	<i>Sem. Hrs.</i>
Econ. 200: Introduction to Economics	4
Econ. 311: Micro-economic Theory & Analysis	3
Econ. 312: Macro-economic Theory & Analysis	3
Econ. 323: Survey of Modern Economic Thought	3
Econ. 348: Economic History of the United States	3
Math. 212: Calculus & Analytic Geometry I	4
Math. 240: Statistical Methods	3
II. Sector Analysis	
Econ. 301: Economics of Labor	3
Econ. 303: Economics of Government	3
Econ. 304: Monetary Economics	3
Econ. 321: International Economics	3
Econ. 306: Industrial Organization & Market Structure	3
III. Policy Formation	
Econ. 302: Comparative Economic Systems	3
Econ. 305: Regional & Urban Economics	3
Econ. 322: Theory of Economic Development	3
Econ. 360: Economic Seminar	3

**Minor in Economics**

The Department of Economics offers an 18-hour minor in economics. Economics 311 or 312 is required. The remaining 15 hours are to be selected with the advisement of a member of the Department of Economics.

**Center for Economic Education**

The Center for Economic Education, staffed by members of the Department of Economics, provides off-campus services in economic education. These services include curriculum consultation, materials selection and the teaching of in-service courses. The center is affiliated with the Rhode Island Council on Economic Education and the Joint Council on Economic Education, a national organization.

**Course Descriptions**

For course listing in economics, refer to page 133.

**DEPARTMENT OF ELEMENTARY EDUCATION**

*Professor Emerita Thorp; Professors Campbell, Cooling, Herman and Kyle; Associate Professors Hanley and Picozzi; Assistant Professors Crenson,*

*Fox, Green, Jones, Lawton, Martin, Mildram, Ryan, Sanzen, Seiders, Slicker (chairman) and Williams; Instructors Delong, Roumelis and Young.*

The Department of Elementary Education offers baccalaureate programs for the early childhood, elementary, and middle school levels. It also offers Master of Education, Master of Arts in Teaching and Intensive Teacher Education programs, which are described in detail in the Graduate Catalog.

The basic curriculum in elementary education includes an eight-course general studies component required of all Rhode Island College students and an additional eight-course extended general studies component required of students in elementary education. The latter component is referred to as "specialized requirements." The curriculum also includes an eight to 10 course academic major or a seven to 9 course teaching concentration, nine to 11 courses in professional studies, and electives to make a total of 118-120 hours for graduation. Students who complete a teaching concentration are eligible for a Bachelor of Science degree. Students who complete an academic major are eligible for a Bachelor of Arts degree.

Within the professional studies component, there are three programs: early childhood, generalized, and specialized. Students whose interest is in the young child and who hope to teach at the nursery, kindergarten, or early primary levels are advised to take the early childhood program; those whose interest is in the late primary or intermediate grades are advised to take the generalized program; those who wish to teach in middle schools or in team teaching situations are advised to take the specialized program.

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.

Students who successfully complete an elementary education curriculum are eligible for the Rhode Island provisional elementary certificate which is valid for six years and which authorizes the holder to teach from kindergarten through grade eight except where grades seven or eight are part of a Junior or senior high school. Those in the early childhood or generalized program who take a teaching concentration in special education are 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.")

## Curriculum in Elementary Education

### I. Professional Specialization Component

	Early Childhood Program	Generalized Program	Specialized Program
<b>Humanistic and Behavioral Studies</b>			
Education 300	3	3	3
302	3	3	3
Psychology 213	4	4	4
Total	10	10	10
<b>Teaching Specialty</b>			
Education 210	3	3	3
211	3		
212		4	4
213	3		
214		4	4
322	3	3	3
340,			
341,			
342	6	(Select two) 4	(Select one) 2
320	8	8	8
Total	26	26	24

### II. Specialized Requirements

English 210	3
English 211	2
Mathematics 141,142	6
Psychology	4
Social Science	3-4
Science	6-8
Total	24-27

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 Area Distribution Electives, are indicated below with an asterisk(\*).

As indicated above, the specialized requirement in mathematics is 141\*-142\*. In individual cases Mathematics 140 may be approved as a substitute for Mathematics 141. However, students majoring or concentrating in mathematics should consult with that department concerning alternatives. In *psychology* the specialized requirement may be fulfilled by taking 210\* which is recommended for most students or 211\*, 212\*, 215\*, or 219\*. In *social science* the specialized requirement may be fulfilled by selecting one of the following courses: Anthropology 200\*, 201; Economics 200\*; Geography 200\*, 201; History 101-106\*, 200; Political Science 100\*, 204\*;

Social Science 200; Sociology 111<sup>1</sup>, 201<sup>1</sup>, 202<sup>1</sup>, 204<sup>1</sup>, 208<sup>1</sup>. In *science*, the specialized requirement for the class of 1974 may be fulfilled by selecting two courses in science from among the following: Biology 101<sup>1</sup>-102<sup>1</sup>; Chemistry 101<sup>1</sup>-102<sup>1</sup>; Physical Science 101<sup>1</sup>-102<sup>1</sup>, 105, 201<sup>1</sup>, 202<sup>1</sup>; Physics 101<sup>1</sup>-102<sup>1</sup>. For the class of 1975 and thereafter the specialized requirement in science will consist of Physical Science 103 and Biology 101. Students majoring in science should consult with the appropriate departments concerning alternatives.

Furthermore, as indicated below, 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.

### III. Concentration or Major

	Early Childhood and Generalized	Specialized
Teaching Concentration	Language Arts Social Science <sup>1</sup> Mathematics <sup>2</sup> Science Special Education	
Academic Major	Anthropology <sup>1</sup> Economics <sup>1</sup> English <sup>6</sup> French <sup>4</sup> General Science <sup>2-3</sup> History <sup>1</sup> Mathematics <sup>2</sup> Philosophy Political Science <sup>1</sup> Psychology <sup>5</sup> Social Science <sup>1</sup> Sociology <sup>1</sup> Spanish <sup>4</sup> Speech-Theatre	English <sup>6</sup> French <sup>4</sup> General Science <sup>2-3</sup> Mathematics <sup>2</sup> Social Science

<sup>1</sup> Exempt from specialized requirement in social science

<sup>2</sup> Exempt from specialized requirement in mathematics

<sup>3</sup> Exempt from specialized requirement in science

<sup>4</sup> Exempt from specialized requirement in English (linguistics)

<sup>5</sup> Exempt from specialized requirement in psychology

<sup>6</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.

When implemented, geography will be available as a major for students in the early childhood or generalized programs.

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 or 115;
  2. One English course at the 300 level.
- B. Three Speech courses chosen as follows:
  1. One course from Speech 202, 204, 206;
  2. One course from Speech 201, 330, 335;
  3. One course from Speech 200, 350, 351.
- 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: Speech 251, 304, 305, 328, 355.
  3. Two courses in Portuguese or 2 courses in Spanish.

### 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, 211, 212, 309, 331, and three courses chosen from the list below. Students with above-average high school background may choose to take Mathematics 209, 212, 309, 331, and four courses from the list below.

The mathematics choices are: 313, 216, or 317, 324, 240 or 341, 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 102, Physical Science 201 or 202, Chemistry 101 or 103, and 3 additional courses in biology.

*Physical Science:* Biology 102, Physical Science 102, Physical Science 201 or 202, Chemistry 101 or 103, and 3 additional courses in physical science.

### 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
  - One course in economics;
  - One course in geography;
  - Two courses in one of the following areas:
    - History or political science;
  - Two courses in one of the following areas:
    - Anthropology or sociology.
- C. Interdisciplinary Courses
  - An area study.

#### Course Descriptions

For course offerings in this area, refer to the listing of courses in education, page 135.

#### DEPARTMENT OF ENGLISH

*Professor Emerita Thompson; Professors Allison, Bloom, Comery, Robinson, Stevens, Sullivan, White and Willard; Associate Professors Anghinetti, Estrin (chairman), Grellner, Salzberg and Stenberg; Assistant Professors Bains, Ducey, Elkind, Geiersbach, Getty, Gunning, Hoffmann, Lash, McSweeney, Morkan, Mulligan, Orsini, Salesses, Schleiner, Scott, Turley and Votoras; Instructors Frerichs and Lenz; Lecturer M. Ballinger.*

#### Major in English

Beginning with the class of 1974, students majoring in English can choose from either of two plans, as described below. Students must choose between Plan I or Plan II by February 1 of the sophomore year.

No changes can be made from Plan I to Plan II after May 1 of the junior year. No changes can be made from Plan II to Plan I after February 1 of the junior year.

*Note:* English majors and minors in the class of 1972 will complete requirements as defined in the 1968/70 catalog. English majors in the class of 1973 will take Plan II of the major, as explained below; in special cases, a student may be permitted to enter Plan I with the permission of the department chairman.

#### Plan I

The major consists of any eight 300-level courses chosen by the student.

A comprehensive examination is taken in the senior year, based upon a reading list compiled by the department. Three credits will be given to the student successfully passing the comprehensive examination. The grade for this examination will be noted as Pass, Fail, Honors.

The examination will be written and will be given on or about March 1

of the senior year, with the option of a make-up on or about May 1. A student who fails the make-up will be given one further opportunity to pass it the following academic year. During this time, under the supervision of an adviser, he will read and audit courses in preparation for retaking the examination.

#### Plan II

Plan II is a 10-course major, with six courses required from the following: one from English 301-303; two from English 344-347; two from English 349-359; one from English 361-362.

#### Grade Index

Applicants for the major will be accepted provisionally until the end of the sophomore year at which time they must have achieved a cumulative index of 2.0 in all English courses. Thereafter an index of 2.0 must be maintained in English or the student will revert to a provisional status for one semester after which he will be asked to leave the program unless his index has reached 2.0.

#### Student Advising

Upon provisional acceptance, applicants for the major will be assigned a member of the department who will assess their potential, their past performance and plan a curriculum schedule.

At least two conferences a semester will be required of each student. No schedules will be accepted unless worked out through conference with the faculty adviser and all requests for changes must be approved by the chairman and the faculty adviser.

#### Undergraduate/graduate sections

It will be the department's policy to designate section registration as limited to undergraduates, major-minor, or graduate. Each instructor should make sure that unqualified students are not accepted in his section and are redirected to sections into which they belong.

#### Honors Program

The Department of English offers an honors program to provide English majors of demonstrated superiority with 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.

#### The Master of Arts in Teaching Program

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 in various ways to suit the needs of individual candidates. Students should consult the Graduate Catalog and the Department of English graduate adviser.



**The Master of Arts in English**

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. Students should consult the Graduate Catalog and the Department of English graduate adviser.

**Course Descriptions**

For course offerings in English, refer to page 147.

The following courses, listed under Education (see page 135), are also offered by the Department of English:

Education 310: Practicum in Secondary Education (English section) (5)	4 semester hours
Education 442: English in Secondary Schools	3 semester hours
Education 507S: Functions of the Cooperating Teacher (Secondary), English	3 semester hours

**DEPARTMENT OF FOUNDATIONS OF EDUCATION AND PHILOSOPHY**

*Professors Houghton, Howell (chairman) and Pleniadz; Associate Professor Averill; Assistant Professors Berkholtz, Blanchard, Hoy, Hullinghorst and Silverstein.*

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 Foundations of Education and Philosophy. Psychological foundations of education are taught by members of the Department of Psychology.

Each student in a professional curriculum normally takes psychological foundations (Psychology 213 or 214) in his sophomore year, social foundations (Education 300) in his junior year, and philosophical foundations (Education 302) in his senior year. Secondary education candidates take Education 302 after student teaching and in conjunction with Education 360: Senior Seminar. Permission of the department is required in case the sequence needs to be altered in the best interests of the individual student.

In addition to faculty assignments to teach the philosophical foundations of education course, philosophy department members teach the problems of philosophy, ethics, logic, American philosophy and epistemology courses. It is recommended that students start with Philosophy 200: Prob-

lems of Philosophy, but this is not a requirement, except for students who major or minor in philosophy.

**Majors and Minors**

The department offers a major and minor in philosophy, as well as a minor in foundations of education.

A major requires a minimum of eight courses.

A minor requires 18 hours of credit.

**Major in Philosophy**

The major in philosophy requires a minimum of eight courses. Four courses are obligatory. They are:

Phil. 200: Problems of Philosophy; Phil. 350: Plato, Aristotle, and Greek Thought; Phil. 355: Aquinas, Bonaventure, and Medieval Thought; Phil. 356: 17th and 18th Century Philosophers.

Four additional courses may be chosen to complete the requirement. Choices are to be made from:

Phil. 205: Logic; Phil. 206: Ethics; Phil. 230: Aesthetics; Phil. 300: American Philosophy; Phil. 320: Philosophy of Science; Phil. 357: Existentialism and Contemporary Philosophy; Phil. 360: Seminar in Philosophy.

(Under certain conditions, courses may be chosen in history, and be accepted for the major, if the student has a fundamental interest in intellectual history; or in sociology, if he has a fundamental interest in the sociology of knowledge; or in mathematics, if he has a fundamental interest in mathematical and symbolic logic; or in art or dance, if he has a fundamental interest in aesthetics. Permission of the chairman of the Department of Foundations of Education and Philosophy is required.)

**Philosophy Minor**

The minor in philosophy requires a minimum of 18 hours of course work. Four courses are required:

Phil. 200: Problems of Philosophy; Phil. 350: Plato, Aristotle, and Greek Thought; Phil. 355: Aquinas, Bonaventure, and Medieval Thought; Phil. 356: 17th and 18th Century Philosophers.

Two additional courses may be chosen to complete the requirement of 18 hours of credit. Choices may be made from:

Phil. 205: Logic; Phil. 300: American Philosophy; Phil. 320: Philosophy of Science; Phil. 357: Existentialism and Contemporary Philosophy; Phil. 360: Seminar in Philosophy.

**Foundations of Education Minor**

Emphasis is on *elective* concentrations in the minor in Foundations of Education. 15 hours are elected by taking courses which explore the

relationship between education and politics, education and economics, education and critical thinking, etc. To this end, courses will be selected from within any two of the following five concentrations:

- Group A:* Psych. 300: Learning; Ed. 316: Experience and the Curriculum; Phil. 230: Aesthetics.
- Group B:* Phil. 205: Logic; Ed. 315: Critical Thinking and Logic of Teaching.
- Group C:* Pol. Sci. 321: U.S. Local Government; Phil. 206: Ethics; Ed. 317: Moral Education and Institutions.
- Group D:* Econ. 322: Econ. Development; Phil. 200: Problems of Phil.; Ed. 301: History of Education.
- Group E:* Econ. 322: Econ. Development; Ed. 413: Comparative Education.

One course is required, Philosophy 320: Philosophy of Science. It is not necessary for students who minor in foundations of education to take either Education 300: Social Foundations of Education, or Education 302, Philosophical Foundations of Education, but credit towards the minor will be given to students who do.

#### General Education

Philosophy 200: Problems of Philosophy is a general education course required of all undergraduates in the liberal arts degree program, unless they choose Psychology 200, or an equivalent course.

#### General Studies

Under Plan A, the Department offers colloquia under General Studies 151. They are Revolts in Education; Philosophy and The Literature of Modern Man; and Creative Process.

Under Plan B, the Department offers Philosophy 200: Problems of Philosophy, Philosophy 205: Logic, Philosophy 206: Ethics, and Philosophy 230: Aesthetics.

#### Course Descriptions

For course descriptions in philosophy, refer to page 185. The following courses, listed under either Education or General Studies, are also offered by the Department of Philosophy and Foundations of Education

Education 300: Social Foundations of Education	3 semester hours
Education 302: Philosophical Foundations of Education	3 semester hours
Education 315: Critical Thinking and Logic of Teaching	3 semester hours
Education 316: Epistemology and Curriculum	3 semester hours
Education 317: Moral Education and Institutions	3 semester hours
Education 413: Comparative Education	3 semester hours

Education 422: Comparative Philosophies of Education	3 semester hours
Education 501: Education and Social Institutions	3 semester hours
General Studies 151: Philosophy and the Literature of Modern Man	4 semester hours
General Studies 153: Revolts in Education	4 semester hours
General Studies 151: Creative Process	4 semester hours

## 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 page 82.

A major of 32 hours in French is offered for students in the liberal arts curriculum. Requirements for this major include French 201, French 202, French 360 and 21 hours selected from courses numbered above 200.

A major of 32 hours is offered for students in the secondary school preparation curriculum, including those preparing to teach in the junior high school. Requirements for this major are French 201, French 202, French 300, French 360 and 18 hours selected from 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.

A minor of 20 hours is offered for students in the liberal arts and the secondary preparation curriculums. Requirements are French 201, French 202, French 300 and nine hours selected from courses numbered above 200.

A minor of 20 hours is offered for students in the elementary school preparation curriculum. Requirements for this minor are French 201, French 202, French 300 and nine hours selected from the courses numbered above 200. Students in elementary education should also take Education 312.

Students in this curriculum may achieve a major in French by adding to the above minor French 360 and nine hours of literature from the 300-level courses. If they are pursuing the 32-hour major in French, they may substitute Education 312 for one of the literature courses. However, if they are pursuing the 20-hour minor they should take Education 312 as a cognate requirement.

The requirements for majors and minors in the several curriculums are tabulated below:

<i>Liberal Arts</i>	<i>Major</i>	<i>Minor</i>
French 201 and 202	8	8
French 360	3	
French 240 or above	21	12
	<hr/> 32	<hr/> 20

**Secondary Education**

French 201 and 202	8	8
French 300	3	3
French 360	3	
French 240 or above	18	9
	<hr/> 32	<hr/> 20

**Elementary Education**

French 201 and 202	8	8
French 300	3	3
French 360	3	
French 240 and above and ED. 312	18	9*
	<hr/> 32	<hr/> 20

\* In minor program Education 312 is a cognate.

Prerequisite for all 200 or 300 courses in French is proficiency in Intermediate French, demonstrated through examination or through successful completion of French 103-104.

**Course Descriptions**

For course offerings in French, refer to page 154.

**GEOGRAPHY****(Department of Anthropology and Geography)**

Professor Wright; Associate Professor Smolski; Assistant Professors Nebiker and R. Sullivan; Instructor Tilghman.

The minor in geography will consist of a minimum of 18 hours in geography. Geography 201: Introduction to Geography is a prerequisite for all other courses.

A balance of regional and topical courses is suggested. It is assumed that 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 Descriptions**

For course offerings in geography, refer to page 158.

**DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**

Professor Melcer; Associate Professors Baird, Burrill and P. J. Moore; Assistant Professors Bogda, Brightman, Hlavska, Mines (chairman), Richards, Taylor and Wood; Instructors Champion, Marecsak and Moore.

The elementary school physical education program consists of nine courses (27 semester hours), five courses (17 hours) of cognates, and seven courses (31 hours) of professional preparation.

**Program of Studies****FIRST YEAR**

<i>First Semester</i>		<i>Second Semester</i>	
Biology 101: Introductory Biology		Biology 102: Introductory Biology	
		Phys. Ed. 306: Foundations of Movement	

**SECOND YEAR**

Biology 331: Human Anatomy		Biology 335: Vertebrate Physiology	
		Sp. Ed. 300: Introduction to Education of Exceptional Children	

**THIRD YEAR**

Phys. Ed. 311: Kinesiology		Biology 336: Physiology of Exercise	
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**FOURTH YEAR**

Ed. 326: Student Teaching in Physical Education	
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Other courses in the sequence may be taken as schedule permits, and as the courses are offered. The complete list of courses follows. For course descriptions see page 186.

**Required courses:**

Phys. Ed. 301: History of Physical Education	Sem. Hrs.	3
Phys. Ed. 302: Camping and Recreation Leadership or Phys. Ed. 303: Health and Safety Practices, or 304: Choreography		3
Phys. Ed. 305: Principles of Teaching		3
Phys. Ed. 306: Foundations of Movement		3
Phys. Ed. 309: Physical Education for Exceptional Children		3
Phys. Ed. 310: Measurement and Evaluation		3
Phys. Ed. 311: Kinesiology		3
Phys. Ed. 312: Organization and Administration		3
Phys. Ed. 336: Physiology of Exercise		3
		<hr/> 27



**Cognates**

	<i>Sem. Hrs.</i>
Bio. 101-102: Introductory Biology	6
Bio. 331: Human Anatomy	4
Bio. 335: Vertebrate Physiology	4
Sp. Ed. 300: Introduction to Education of Exceptional Children	3
	<hr/> 17
Educational Foundations (Psych. 213; Ed. 300, 302)	10
Physical Education 313, 314, 315	12
Education 326: Student Teaching and Seminar	9
	<hr/> 31

**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 credit hours. Prerequisite to the practicum courses, students must satisfactorily complete the departmental requirements of Physical Education 306: Foundations of Movement, and Physical Education 305: Principles of Teaching Activity. The practicum courses (specified below) 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.

The practicum courses are listed below. For course descriptions, see page 189.

- Phys. Ed. 313: Rhythmic Analysis and Creative Dance for Children
- Phys. Ed. 314: Individual Activities for Children
- Phys. Ed. 315: Group Activities for Children

**Course Descriptions**

The department also offers activity electives on the beginning and intermediate levels, as well as area distribution electives in the General Studies Program. For descriptions of these courses, see page 186.

Students are limited to four activity electives during their four-year course of study.

The following courses, listed under Education, are also taught by the Department of Health, Physical Education and Recreation. For descriptions, see page 135.

Education 342: Methods and Materials in Physical Education (3)	2 sem. hrs.
Education 345: Methods and Materials in Health Education	3 sem. hrs.

**DEPARTMENT OF HISTORY**

*Professor Emerita Connor; Professors R. Ballinger, Lewalski (chairman), Santoro, Shinn and Walsh; Associate Professors Marks, Morgan, Patrucco, Pyle and N. Smith; Assistant Professors Browning, Cooke, Dashew, Kellner, Lemons, Mignard, Piccillo, Schaefer and Sippel; Instructors Kohen, Rich, Teng, Tereszczenko and Thomas.*

The Department of History offers an undergraduate major in history for students in liberal arts and secondary education curricula. 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 of History offers graduate study leading to the Master of Arts degree and the Master of Arts in Teaching degree. These programs are described in full in the Graduate Catalog and in brief below.

**The Major in History**

The major in history comprises nine courses. Since the requirement for the major is stated in courses rather than credits, the major would range from a minimum of 31 credits to a maximum of 34 credits depending upon the student's choice of courses.

Two specified courses are required of all students majoring in history: History 200: The Nature of Historical Inquiry and History 361: Seminar in History. The additional seven 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 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 five of the nine 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. The Seminar in History is taken in the senior year except by students in the honors program who take the seminar in the junior year. Social Science 310 and Social Science 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. Curricular choices in these areas should be made in consultation with the history advisers.



**The Minor in History**

The minor in history comprises five courses. Since the requirement is stated in courses rather than credits, the minor would range from a minimum of 15 credits to a maximum of 19 credits depending upon the student's choice of courses.

One specified course is required of all students in the history minor: History 200: The Nature of Historical Inquiry. The four additional courses are elected from departmental offerings at the 200 and 300 level. At least two of the four elected courses must be taken in 300-level courses.

**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 the Bachelor of Arts with Honors in History. Students interested in applying for admission in the honors program should consult with the department chairman for specific details.

**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 credit hours and includes a master's thesis. Twenty-four credits are earned in course work; six credit 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.

**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 credit-hour requirement in history may range from 12 to 21 hours of course work; the professional requirement entails nine credit hours. For candidates seeking certification, only 12 hours of course work are available in history while 18 hours are required in the professional area, with three hours for electives. For all candidates, History 501, one graduate seminar (History 561 or 562), and a MAT Field Paper are required.

**Course Descriptions**

For course offerings in history, refer to page 164.

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
Education 443: Social Studies in Secondary Schools	3 semester hours
Education 507S: Functions of the Cooperating Teacher (Secondary), History	3 semester hours

**DEPARTMENT OF INDUSTRIAL EDUCATION**

*Professor King (chairman); Associate Professor Bzowski; Assistant Professors Foster, Kavanaugh and O'Shea.*

**Industrial Arts Education**

In September, 1959, Rhode Island College instituted a program to prepare teachers of industrial arts for the junior and senior high schools. That program now 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. The Rhode Island College program 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 requirements of the college under either Plan A or Plan B provisions. It is probable that most students would elect the Departmental Distribution Plan (Plan B). In addition, he must complete the 24-hour sequence in professional education for secondary school teachers and 24 hours of elective course work. At least 16 hours of the elective credits must be chosen in liberal studies. Finally, he is urged to enroll in the student sickness and accident insurance plan offered through the college business office.

**Vocational-Industrial Education**

The Department of Industrial Education also administers the program leading to the Bachelor of Science in Vocational-Industrial Education.

**Industrial Education**

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 upgrade themselves, extend their teaching certificates, or prepare for advanced graduate study. It is described in detail in the Graduate Catalog.

**Industrial Arts Degree Program**

The full recommended curricular sequence for undergraduates majoring in industrial arts education is as follows:

<i>First Year—First Semester</i>	<i>Credit Hours</i>
Ind. Arts 110: Technical Drawing I	4 (8)
Ind. Arts 140: Basic Wood Fabrication	4 (8)
General Studies: Two (2) courses, <i>either</i> Plan A or Plan B. Same plan followed for full 8-course G.S. sequence	4 (4)
	<hr/> 16 (24)
<i>First Year—Second Semester</i>	
Ind. Arts 100: Philos. & Implementation of the Ind. Arts	4 (4)
Ind. Arts 125: Basic Metalworking Processes	4 (8)
General Studies: Two courses from <i>either</i> Plan A or Plan B, as begun Sem. I	4 (4)
	<hr/> 16 (20)
<i>Second Year—First Semester</i>	
Ind. Arts 130: Product Design	4 (8)
Ind. Arts 135: Power Mechanics I	4 (8)
General Studies: Two (2) courses, <i>either</i> Plan A or Plan B, as begun previous year	4 (4)
	<hr/> 16 (24)
<i>Second Year—Second Semester</i>	
Ind. Arts 150: Crafts I	4 (8)
Ind. Arts 145: Basic Electricity	4 (8)
General Studies: One course from Plan A	4 (4)
One elective	4 (4)
	<hr/> 16 (24)
<i>Third Year—First Semester</i>	
Ind. Arts Elective	4 (8)
Psy. 214: Educational Psychology (Secondary)	4 (5)
Electives: Two electives	4 (4)
	<hr/> 16 (21)
<i>Third Year—Second Semester</i>	
Ind. Arts Elective	4 (8)
Ed. 308: Practicum in Industrial Arts	4 (4)
Electives: Two electives	4 (4)
	<hr/> 16 (20)

*Fourth Year—First Semester*

Educ. 321: Student Teaching (Secondary)	<i>Credit Hours</i> 9
Educ. 300: Social Foundations of Educ.	3 (3)
	<hr/> 12

*Fourth Year—Second Semester*

Educ. 302: Philosophical Foundations of Educ.	3 (3)
Educ. 360: Senior Seminar	1 (1)
Electives: One elective	4 (4)
General Studies: Senior Seminar (Plan B) or Seminar (Plan A)	4 (4)
	<hr/> 12 (12)

**Course Descriptions**

For course offerings in industrial arts, industrial-vocational and industrial education, refer to pages 171 and 218.

The following courses, listed under Education and Mathematics, are offered by the Department of Industrial Education:

Educ. 308: Practicum in Industrial Arts	4 semester hours
Educ. 323: Internship in Industrial Education	9 semester hours
Mathematics 113: Shop Mathematics I	3 semester hours
Mathematics 114: Shop Mathematics II	3 semester hours

**DEPARTMENT OF MATHEMATICS**

*Professors Correia, Steward (chairman) and P. Whitman; Associate Professors Nazarian and O'Regan; Assistant Professors Bierden, Games, Guillotte, Hall, Mocchiola, Mielke, Rodrigues, Salhany, H. Salzberg, Schiller, A. Smith and Sousa; Instructors Ford, Gilfillan, Michalek, Nashawaty, Peteruti and Schaefer.*

**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, Mathematics 142, Mathematics 209 and Mathematics 211, 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 (see page 13) or by passing with grade C or better the next course in sequence.

#### General Studies Program

Four alternate programs in mathematics are offered as distribution electives: Mathematics 140-240; Mathematics 140-142; Mathematics 141-142; and Mathematics 141-240. Mathematics 140 is especially designed for students who are not majoring in mathematics. Mathematics 141-142 is especially appropriate for elementary education students, but not for mathematics majors.

#### Major

The Department of Mathematics offers a major consisting of 11 courses plus a cognate requirement of any two courses in other departments which have a mathematics course as prerequisite or are approved by the Department of Mathematics as significantly illustrating applications of mathematics.

If a student has received a grade below C in any of his first four mathematics courses or more than one grade below C in the courses he is counting toward the mathematics major, then he must obtain special permission of the department chairman to continue in the major.

The major includes Mathematics 209, 212, 313, 314, 412, 333, 334, 324, 341, and two additional mathematics courses at the 300- or 400-level. At the present time the cognate requirement is ordinarily satisfied by choosing two of the following courses: Physics 103, Physics 104 or Chemistry 303. (Students who choose mathematics as their major should not take Physics 101-102 as a General Studies Area II Distribution Elective.)

#### Recommended Sequence of Courses

Students majoring in mathematics normally would have been prepared to take Mathematics 209-212 as freshmen. The recommended sequence of mathematics and related courses is then:

##### First Semester

Math. 209

##### Third Semester

Math. 313

Math. 324 or 341

##### Fifth Semester

Math. 333

Mathematics choice (for division A of education curriculums)

Cognate (for Liberal Arts and division B of education curriculums)

##### Second Semester

Math. 212

##### Fourth Semester

Math. 314

Math. 341 or 324

##### Sixth Semester

Math. 334

Cognate (for liberal arts and division B education curriculums)

#### Seventh Semester

Mathematics choice

Cognate (for division A of education curriculums)

#### Eighth Semester

Math. 412

Mathematics choice (for Liberal arts and division B of education curriculums)

Cognate (for division A of education curriculums)

#### 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, 211, 212, 309, 331, and three courses chosen from the list below. Students with above-average high school background may choose to take Mathematics 209, 212, 309, 331, and 4 courses from the list below.

Mathematics choices: 313, 216 or 317, 324, 240 or 341, 333, and 358.

#### Recommended Sequence of Courses

The recommended sequence of mathematics courses in the teaching concentration is the following:

##### First Semester

Math. 141

##### Third Semester

Math. 211

##### Fifth Semester

Math. 331

##### Seventh Semester

Concentration choice

Concentration choice (for division A)

##### Second Semester

Math. 142

##### Fourth Semester

Math. 212

##### Sixth Semester

Math. 309

##### Eighth Semester

Concentration choice

Concentration choice (for division B)

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.

#### Minors (terminating with Class of 1973)

The minor for liberal arts and junior high school students includes Mathematics 212, 313, 324, 333, 341 and one course chosen from other mathematics courses at the 300 level. The minor for elementary education students includes Mathematics 211, 331 and four courses chosen from other mathematics courses at the 200 or 300 level; students who have passed 103-104 or 107 do not take Mathematics 211, but take Mathematics 331 and five other mathematics courses at the 200 or 300 level.



**Minor (effective with Class of 1974)**

The mathematics minor consists of six courses which total 20 to 21 semester hours. The courses are Mathematics 209 or 211, 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 departmental honors programs are stated on page 44. Any student who is interested in enrolling in this program should consult with the chairman of the Department of Mathematics before registering for Mathematics 314.

**Graduate Programs**

The Department of Mathematics offers programs for graduate students leading to the Master of Arts in Teaching and Master of Arts Degrees. These programs are described in detail in the Graduate Catalog.

**Course Descriptions**

For course offerings in mathematics, refer to page 175.

The following courses, listed under education, are also offered in cooperation with the Department of Mathematics:

Education 310: Practicum in Secondary Education (Mathematics section)	(5) 4 semester hours
Education 356: Mathematical Structures in the Intermediate Grades	3 semester hours
Education 404: Mathematics in the Elementary School	3 semester hours
Education 429: Mathematics in the Secondary Schools	3 semester hours
Education 507S: Functions of the Cooperating Teacher (Secondary), Mathematics	3 semester hours

**DEPARTMENT OF MODERN LANGUAGES**

*Professor Emerita Loughrey; Professor Gossner; Associate Professors Avila, Chassé, Coons (chairman), Couture, Freimanis, Guertin and Tillotson; Assistant Professors Castellucci, Chadwick, Nelson, Pagés, Tegu and Thomas; Instructors M. Custer, Gendreau, and P. Sullivan.*

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 71, and the major and minor in Spanish on page 100.

Courses which meet the requirements for area distribution electives in

the humanities are offered at the intermediate level. 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 (100, 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.

**The Honors Program**

The Department of Modern Languages offers an honors program for French 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 majors who complete successfully the two-year program and are approved by the department are graduated with a Bachelor of Arts with Honors in French. Students interested in applying for admission to the program should consult the chairman of the department for specific details.

**Master of Arts in Teaching**

The Department of Modern Languages offers an opportunity to properly qualified candidates to earn the degree of Master of Arts in Teaching with a major in French. A detailed listing of requirements may be found in the Graduate Catalog.

**Course Descriptions**

For course offerings in French, refer to page 154; German page 160; Italian, page 174; Portuguese, page 196; Spanish, page 208; and Russian, page 203. The following courses, listed under Education, are also offered by the Department of Modern Languages:

Education 310: Practicum in Secondary Education (Modern Language section)	(5) 4 semester hours
Education 312: Methods and Materials in Teaching French (Elementary School)	3 semester hours
Education 427: Foreign Language in the Schools	3 semester hours
Education 507S: Function of Cooperating Teacher (Secondary), Modern Language	3 semester hours

**DEPARTMENT OF MUSIC**

*Associate Professors Bicho and R. Smith (chairman); Assistant Professors Boberg, Chapman, Currier, Pellegrino and Poularikas; Instructors Coston and Mack.*

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 hours
Professional and music education	25 hours
Music (theory, literature, and applied)	50 hours
Electives	12-16 hours

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.

A minor of 18 hours is offered to students of all curricula through the class of 1973. A student minoring in music will choose courses with the approval of his adviser, Music 203: Elementary Music Theory being the only course required of all minors.

#### Musical Organizations

Chorus, Orchestra, and Wind Ensemble (Concert Band) are all-college organizations which are open to all qualified students. Music education majors are required to hold membership in one organization and are awarded one semester hour credit per semester for participation. Chamber ensembles are also available to students on a non-credit basis. Participation in more than one group is recommended if the student's schedule permits.

#### Hohenemser Award

Through the generosity of Temple Emanu-El in Providence to the Rhode Island College Foundation, the Cantor Jacob Hohenemser Award, a financial grant, is presented annually to an outstanding student of music. Cantor Hohenemser came to Rhode Island as a refugee from Nazi Germany. He was graduated from the Rhode Island College in 1948, subsequently earned a doctorate in music, and served as cantor at Temple Emanu-El until his death.

#### Sequence of Study in Music Education Curriculum

##### First year

I		II	
General Studies I	4	General Studies III	3 or 4
General Studies II	3 or 4	General Studies IV	3 or 4
Music 210	4	Music 211	4
Applied Music	1	Applied Music	1
Music 181, 182, or 183	1	Music 181, 182, or 183	1
	13-14		12 to 14

#### Second Year

I		II	
General Studies V	3 or 4	General Studies VI	3 or 4
Music 212	4	Music Literature	3
Music 220	3	Music 103	2
Music 101	2	Elective	3 or 4
Applied Music	1	Applied Music	1
Music 181, 182, or 183	1	Music 181, 182, or 183	1
	15 or 16		14 or 15

#### Third Year

I		II	
Music Literature	3	Education 309	6
Music 105	2	Music 109	2
Psychology 214	4	Music Literature	3
Music 321	3	Elective	3 or 4
Elective	3 or 4	Applied Music	1
Applied Music	1	Music 181, 182, or 183	1
Music 181, 182, or 183	1		
	17 or 18		16 or 17

#### Fourth Year

I		II	
Education 324	9	General Studies VII	3 or 4
Education 300	3	Education 302	3
Applied Music	1	General Studies VIII	3 or 4
	13	Elective	3 or 4
		Applied Music	1
		Music 181, 182, or 183	1
			14-17

#### Applied Music Fee

Students studying music for credit will be charged an additional fee of \$98 for 14 private 50-minute lessons.

#### Course Descriptions

For course offerings in music, refer to page 181.

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

Education 309: Practicum in Music Education	6 semester hours
Education 324: Student Teaching in Music Education	9 semester hours
Education 341: Methods and Materials in Music Education	(3) 2 semester hours
Education 424: Music in the Elementary School	3 semester hours
Education 425: Advanced Problems in Music Education	3 semester hours

### DEPARTMENT OF NURSING

*Professor Coe (chairman); Associate Professor Maloof; Assistant Professor Cascone.*

The Department of Nursing offers a four year program leading to a Bachelor of Science in Nursing degree. General education courses and approximately two years of professional nursing courses are included. These nursing courses provide learning experiences in hospitals and other health agencies. The graduate is prepared to participate in the planning, giving and evaluating of nursing care and the promotion of health in homes, hospitals and other places in a community where health services are needed. The program in nursing prepares the student to take state board examinations which lead to licensure as a registered nurse. The baccalaureate degree serves as a basis for graduate-level education.

Students applying for admission who have previous college work and/or nursing experience may submit these credentials for evaluation and the possibility of advanced placement. Consult the chairman of the department for detailed information concerning course requirements.

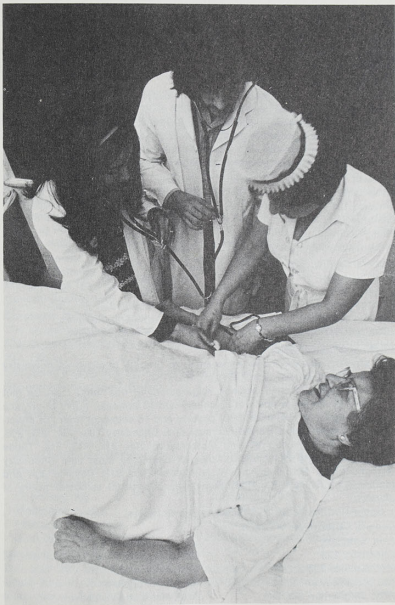
All students at Rhode Island College participate in either Plan A or Plan B of the General Studies Program, earning from 30 to 32 semester hours credit. In addition, nursing students earn 46 hours in nursing courses over a span of six semesters; 36 hours in specialized requirements (biological sciences, chemistry, social and behavioral sciences), eight of which are credited toward the General Studies Program, and 14 to 22 hours in electives.

### DEPARTMENT OF PHYSICAL SCIENCES

*Professors Leonelli and Meinhold; Associate Professors Borst, Lalerriere (chairman) and O'Keefe; Assistant Professors Brotherton, Deckey, Muller, Peterson and Viens; Instructor Gardiner.*

The Department of Physical Sciences offers the introductory courses in chemistry, physics, earth science and physical science which serve as Area II distribution electives. Students electing Chemistry 101-102, Physics 101-102, or Physical Science 101-102 must take the two-semester sequence. Physical Science 201 and Physical Science 202 are independent courses. Either one or both may be chosen as an Area II distribution elective.

The department offers three majors: general science, physical science, and chemistry. For freshmen entering the college in September, 1970, or September, 1971, the department offers an experimental program for the preparation of secondary school teachers of science in cooperation with the Educational Development Center (EDC). Minors in chemistry and physics are also available. As indicated below, students planning to enroll in any of the 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.

#### General Science Major

The general science major is designed to prepare the student to teach general science at the junior high school.

The major consists of Chemistry 103-104, Physics 101-102, Physical Science 201-202 and Biology 101-102. Cognate courses in mathematics include Mathematics 209, 212 and 313.

Suggested freshmen programs are shown below.

#### General Studies Plan A Option

##### First Semester

Physics 101  
Mathematics 209  
Plan A colloquium  
Area distribution Elective

##### Second Semester

Physics 102  
Mathematics 212  
Plan A colloquium  
Area distribution elective

#### General Studies Plan B Option

##### First Semester

Physics 101  
Mathematics 209  
Plan B colloquium  
Area distribution elective

##### Second Semester

Physics 102  
Mathematics 212  
Area distribution elective  
Area distribution elective

#### Physical Science Major

The physical science major is designed to prepare teachers of chemistry and/or physics for the senior high school.

The 36-semester hour science requirement in this major can be met by taking 20 semester hours of chemistry and 16 semester hours of physics or by taking 20 semester hours of physics and 16 semester hours of chemistry. All physical science majors must take Chemistry 103, 104, 205, 206, Physics 103, 104, 205, 206 and Mathematics 209, 212, 313, 314. Those students choosing 20 semester hours of chemistry must take Chemistry 301 and either Mathematics 316 or Mathematics 317. Physics 304 and Mathematics 316 are taken by those who choose 20 semester hours of physics.

Suggested freshman programs are shown below.

#### General Studies Plan A Option

##### First Semester

Chemistry 103  
Mathematics 209  
Plan A colloquium  
Area distribution elective

##### Second Semester

Chemistry 104  
Mathematics 212  
Plan A colloquium  
Area distribution elective

#### General Studies Plan B Option

##### First Semester

Chemistry 103  
Mathematics 209  
Plan B colloquium  
Area distribution elective

##### Second Semester

Chemistry 104  
Mathematics 212  
Area distribution elective  
Area distribution elective

#### Physical Science Major (EDC)

Beginning in September, 1970, and in cooperation with the Education Development Center (EDC), the college has implemented an experimental undergraduate program to train physical science (physics/chemistry) teachers. The program will extend through 1974 and 1975, and beyond, if it proves successful. Graduates of Rhode Island College who successfully complete this curriculum meet Rhode Island State Agency for Elementary and Secondary Education certification requirements for both chemistry and physics.

Required courses include Physical Science 111, 112, 203, 204, 207, 208, 310, and Physics 101-102. The sequence for freshmen is given below. The student must enroll in Plan B of the General Studies program.

##### First Semester

Physical Science 111  
Mathematics 181  
General Studies 150

##### Second Semester

Physical Science 112  
Mathematics 182  
English 331

#### Chemistry Major

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.

Suggested freshman programs are shown below.

#### General Studies Plan A Option

##### First Semester

Chemistry 103  
Mathematics 209  
Plan A Colloquium  
Area Distribution Elective

##### Second Semester

Chemistry 104  
Mathematics 212  
Plan A Colloquium  
Area Distribution Elective

#### General Studies Plan B Option

##### First Semester

Chemistry 103  
Mathematics 209  
Plan B Colloquium  
Area Distribution Elective

##### Second Semester

Chemistry 104  
Mathematics 212  
Area Distribution Elective  
Area Distribution Elective

#### Minors in Chemistry and Physics

The chemistry minor consists of five courses in chemistry. Normally this would include Chemistry 101-102 or 103-104, Chemistry 205-206 and one more course at the 300 level.



The physics minor consists of five courses in physics, with the recommendation that these include Physics 103-104 and 205-206.

#### Master of Arts in Teaching

The Department of Physical Science offers work for graduate students leading to the degree of Master of Arts in Teaching. This program is described in the Graduate Catalog.

#### Course Descriptions

For course offerings in chemistry, refer to page 132; in physics, page 191. Courses in the area of earth science are listed with the courses in physical science on page 189.

### PHYSICS

Courses in physics are offered by the Department of Physical Science (page 86), and faculty is drawn from that department.

A minor in physics is available. See above.

#### Course Descriptions

For course offerings in physics, refer to page 191.

### DEPARTMENT OF POLITICAL SCIENCE

*Associate Professors Perry, Profughi and Winter (acting chairman); Assistant Professors Karl and Ritter; Instructor Paisner.*

The Department of Political Science offers a major consisting of a minimum of 30 credit hours in political science. For students in liberal arts 12 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 hours, is available for students in all curriculums.

#### Major in Political Science

The major in political science consists of a minimum of 30 semester hours in political science and 12 hours of cognates.

##### I. Required Courses

Political Science 300: Scope & Methods in Political Science	3
Political Science 360: Senior Seminar in Political Science	3
	<hr/>
	6

##### II. Course Choices

(Courses serving the political science major are separated into three categories: elementary, intermediate and advanced. A minimum of two courses must be taken at each level.)

*Elementary Courses (No prerequisites)*

Pol. Sci. 202: American Government	4
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Pol. Sci. 203: Introduction to World Politics	4
Pol. Sci. 204: Political Theory and Analysis	3
Pol. Sci. 205: Principles of Public Administration	3

#### *Intermediate Courses (Prerequisite one elementary course)*

Pol. Sci. 301: International Politics	3
Pol. Sci. 302: Comparative Government	4
Pol. Sci. 303: International Organizations	3
Pol. Sci. 305: Urban Politics	3
Pol. Sci. 313: History of Political Theory	4
Pol. Sci. 351: Parties and Politics in America	4
Pol. Sci. 353: Policy Formation Process: Executive	4
Pol. Sci. 354: Policy Formation Process: Legislative	4

#### *Advanced Courses (Prerequisite one intermediate course and Scope and Methods)*

Pol. Sci. 314: Concepts in Contemporary Political Thought	3
Pol. Sci. 321: Problems of State Government	4
Pol. Sci. 357: Problems in International Relations	4
Pol. Sci. 371: Readings in Political Science	3
Pol. Sci. 380: Workshop in Political Science	
Pol. Sci. 381: Workshop in Public Administration	4
Pol. Sci. 390: Independent Research in Political Science	4

#### III. Distribution of Courses

At least one course must be taken in the area of American government, one in comparative government and international relations, and one in the area of public administration or theory.

#### IV. Cognate Requirement

Majors, with the advice and approval of their adviser, will take 12 credit 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 elementary political science courses (100, 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 two public adminis-



tration courses, including Political Science 205: Principles of Public Administration and Political Science 381: Workshop in Public Administration. The latter provides each student with field work experience in such areas as budgeting, personnel management, and planning under the supervision of both a faculty member and an administrative agency head.

#### *Curriculum in Public Service*

Required of all political science majors:

Pol. Sci. 300 Scope and Methods in Political Science	3
Pol. Sci. 360 Seminar in Political Science	3
	<hr/> 6

Required of political science majors electing the public service program:

Pol. Sci. 202 American Government	4
Pol. Sci. 205 Principles of Public Administration	3
Pol. Sci. 381 Workshop in Public Administration	4
	<hr/> 11

Major in the public service program shall take at least two of the following:

Pol. Sci. 305 Urban Politics	3
Pol. Sci. 321 Problems in State Government	4
Pol. Sci. 351 Parties and Elections in America	4
Pol. Sci. 353 Policy Formation Process: Executive	4
Pol. Sci. 354 Policy Formation Process: Legislative	4
	<hr/> 7-8

(Normally)

The remainder of the minimum of 30 hours required for the political science major (normally six hours) may be taken from among regular departmental offerings, although at least one course must be taken in either comparative government or international relations.

**Cognate requirement:** The 12-hour political science cognate requirement shall be selected, with the advice and consent of the public services program adviser, from courses related to the area of concern to the program, such as:

Anth. 311 Primitive Political Institutions
Econ. 301 Economics of Labor
Econ. 303 Economics of Government
Econ. 306 Industrial Organization
Econ. 305 Regional and Urban Economics
Geog. 305 Geography of Rhode Island
Geog. 315 Urban Geography
Hist. 347 U.S. History in the 20th Century
Hist. 356 Studies in Black History
Soc. 204 Urban Sociology
Soc. 208 Minority Group Relations
Soc. 312 Population

Soc. 315 Community  
Soc. Sci. 315 The City in the 20th Century  
Math. 240 Statistical Methods

#### **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 Robert O. Tiernan, 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.

#### **DEPARTMENT OF PSYCHOLOGY**

*Professors DeLucia, Dutton, Finger, Holden and Very (chairman); Associate Professors Cloward, Deignan, DeVault, Gilmore, Nolan and Sr. Jean; Assistant Professors Goltz, Hennan, Kayama, Lederberg and Rollins; Instructors Donovan, Lawson and Phillips.*

The Department of Psychology offers a major of 32 hours for students in the liberal arts curriculum. 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.

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 and 214 which are professional preparation courses for elementary and secondary teachers, respectively. Courses at the 300 level are designed for the student who wishes to concentrate in the area. Courses at the 400 level are primarily designed for graduate students who are not in the field of psychology. Courses at the 500 level are primarily designed for graduate students in psychology.

For a concentration in psychology students must take the four courses which constitute the core of the discipline, Psychology 320, 330, 340 and 350. They must take four additional courses in psychology from among the 300-level courses.

#### **Graduate Program in School Psychology**

This 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.

#### Course Descriptions

For course offerings in psychology, refer to page 197.

### SCHOOL NURSE-TEACHER EDUCATION

A program for teachers in service leading to the Bachelor of Science in School Nurse-Teacher Education is offered. For advisement, contact the Office of Part-time Programs.

### DEPARTMENT OF SECONDARY EDUCATION

*Professors Keefle, King, Meinhold (chairman) and Santoro; Associate Professors Couture, Greliner, Hasentus, Lapan, O'Regan and Tillotson; Assistant Professors Bierden, Eikind, Foltz, Guilloffe, McSweeney, Moore, Nebiker, Piccillo, Turley and Walker; Instructors Giffillan and Murray.*

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, speech and theatre, social science, physical science (chemistry and/or physics), or industrial arts. 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 education requirement, the required academic sequence in any of the major fields listed above, and the professional sequence qualifies graduates of Rhode Island College to teach in the state of Rhode Island.

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.

### Secondary Education Professional Sequence

The following patterns indicate the correct sequence of professional courses for students following the secondary curriculums. 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.

#### DIVISION A

	Sem. Hours		Sem. Hours
		<i>Fourth Semester</i>	
		Psychology 214:	
		Foundations of Education I	4
		<i>Fifth Semester</i>	
Education 310: Practicum in Secondary Education	4	Ed. 321: Student Teaching	9
or		or	
Ed. 307: Practicum in Art Education	6	Ed. 324: Student Teaching in Music	9
or		or	
Ed. 309: Practicum in Music Education	6	Ed. 325: Student Teaching in Art	9
		Ed. 300: Foundations of Education II	3
		<i>Sixth Semester</i>	
		Ed. 302: Foundations of Education III	3
		*Ed. 360: Senior Seminar	1

#### DIVISION B

	Sem. Hours		Sem. Hours
		<i>Fifth Semester</i>	
Psychology 214: Foundations I	4		
		<i>Sixth Semester</i>	
		Ed. 310: Practicum in Secondary Education	4
		or	
		Ed. 307: Practicum in Art Education	6
		or	

	Ed. 308: Practicum in Industrial Arts Education	4	
	or		
	Ed. 309: Practicum in Music Education	6	
<i>Sem. Hours</i>			<i>Sem. Hours</i>
<i>Seventh Semester</i>			
	Ed. 321: Student Teaching	9	
	Ed. 300: Foundations of Education II	3	
<i>Eighth Semester</i>			
	Ed. 302: Foundations of Education III	3	
	*Education 360: Senior Seminar	1	

\*Ed. 360: *Senior Seminar is taken only by those students in the secondary education and industrial arts curriculums. Students in music and art education curriculums should examine the specific course offerings of their respective departments.*

## SOCIAL SCIENCE

The courses in the social science majors are taught by members of the departments of Anthropology/Geography, Economics, History, Political Science, and Sociology.

### Social Science Major for Elementary Education Students

	<i>Semester Hours</i>
I. Methodology	3-4
History 200 or Social Science 200	
II. Distribution	19-24
One course in economics	
One course in geography	
Two courses in one of the following areas: history or political science	
Two courses in one of the following areas: anthropology or sociology	
III. Interdisciplinary Courses	6
Two area study courses	
	28-34
	(9 courses)

### Social Science Major for Secondary Education Students

	<i>Semester Hours</i>
I. Methodology	7
History 200	
Social Science 200	

II. 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	
III. Interdisciplinary courses	3
An area study course	
	32-36
	(10 courses)

### IV. 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. However, the major plus cognates must include a minimum of 18 credits in history.

### Social Science Major for Liberal Arts Students

	<i>Semester Hours</i>
I. Methodology	7
History 200	
Social Science 200	
II. Distribution	22-26
One course in economics	
One course in geography	
Two courses in one of 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	
III. Interdisciplinary courses	3
An area study course	
	32-36
	(10 courses)

### IV. Cognates

Four additional courses, in any combination, chosen from anthropology, economics, geography, history, political science, sociology, interdis-

ciplinary social science courses, social psychology, Mathematics: 240; or a minor in any one of the social science disciplines including history.

## DEPARTMENT OF SOCIOLOGY

Professor L. B. Whitman (chairman) and Zaki; Associate Professor Miller; Assistant Professors Alam, Blank, Kupinsky, Ramsbey and Roche; Instructors Adler, deLong, Ford, Irvine and Leland.

### Major in Sociology

#### The Sociology Curriculum:

The general goals of a major in Sociology are to develop an understanding of the methods and substantive areas of sociology, to acquaint students with the history and theories of sociology, to give students an understanding of our society as it is and as it might be, and to provide for application of the learning experience outside the classroom situation.

A student may enter the sociology curriculum through a variety of academic programs. (Plan A, Plan B or the old curriculum). Accordingly, courses are arranged to provide for progression in level of difficulty, yet individualization of programs. The more advanced courses are designed to be elected predominantly by majors, but the student's own interest and experience will be the determining factor in the choice of courses.

General education courses are designed to meet requirements in the general education program. They do not count toward the sociology major, but can be taken as elective courses by students majoring in sociology. Other courses, elementary, intermediate and advanced, can count toward the major.

Elementary and intermediate courses also can be used as area distribution courses, under the new curriculum.

Students will enter the major by taking any one of the elementary courses. Each of these will cover an area of content as well as introduce the student to a basic core of sociological concepts. Those students who prefer the traditional introductory survey may elect "Basic Concepts of Sociology." Any one of these elementary courses will satisfy the prerequisite for intermediate courses. Any combination of two elementary or intermediate courses will qualify a student to take the advanced courses.

The recommended sequence of courses is: Level 1: any elementary sociology course or courses; Level 2: any additional elementary course or courses, as well as any intermediate course or courses, including a course in statistics; Level 3: theory, then research, as well as any intermediate or advanced courses; Level 4: senior seminar, and any additional advanced courses.

**Structure of the Major:** Thirty hours are required for the major in sociology. The following courses are included:

### Part I

#### Required courses:

Sociology 309:	4 semester hours (offered every semester)
Mathematics 240:	3 semester hours (offered every semester)
Sociology 310:	4 semester hours (offered every semester)
Sociology 360:	4 semester hours (offered every semester)
	$\overline{15}$ required hours.

### Part II

**Elective Courses:** The remaining 15 required hours may be composed of any combination of elementary, intermediate, or advanced courses in sociology. The student is advised to consult with his adviser concerning the selection of elective courses that would best meet the student's needs.

**Minor in Sociology:** The minor in sociology is 18 hours, of which at least nine hours must be at the intermediate or advanced level.

**Social Service Program:** The Social Service Program is open to students in the Division of Arts and Sciences. The general objectives of the program are to provide a basic understanding of social welfare problems and of the knowledge, values, and skills of social work. The more specific objectives of the program are to enrich the general education of the student, to prepare the student for graduate work in social work, or a related human service profession, or to prepare him for immediate employment upon graduation in a social work, or other human services setting.

The program normally includes a major in sociology, psychology, or social sciences. Students majoring in other subjects, however, may be admitted to the program by special permission of its director.

Prerequisites for Social Service should ordinarily be taken prior to the junior year, followed by courses in the Sociology of Welfare and Elements of Social Work in the junior year. Field experiences in the Social Services are reserved for the senior year.

**Structure of the Social Service Program:** Twenty-one hours are required for the Social Service Program. The following courses are required:

#### A. Prerequisites:

1. Sociology 201 or any other elementary course in Sociology—3 hrs.
2. Psychology 210—4 hrs.
3. One introductory course in Political Science or Economics—3 hrs.

Total Prerequisites: 10 Hours

#### B. Preprofessional Social Service Courses:

1. Sociology 320: The Sociology of Welfare—4 hrs.
2. Sociology 322: Elements of Social Work—3 hrs.
3. Sociology 321: Field Experience in the Social Services—4 hrs.

Total Preprofessional Social Service Courses: 11 hours



**Course Descriptions**

For course offerings in Sociology, refer to page 204.

**SPANISH****(Department of Modern Languages)**

Study in Spanish is offered by the Department of Modern Languages and faculty is drawn from that department. For further information about the department, see page 82.

A major of 32 hours in Spanish is offered for students in the liberal arts curriculum. Requirements for the major include Spanish 201, Spanish 202, Spanish 360 and 21 hours selected from courses numbered above 200.

A major of 30 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, Spanish 202, Spanish 300, Spanish 360 and 18 hours selected from courses numbered 200 and above. Education 310 (practicum required for all students in the secondary curriculum) for students majoring in Spanish is taught by a member of the modern languages faculty.

A minor of 20 hours is offered for students in all curriculums. Requirements are Spanish 201, Spanish 202, and 12 hours selected from the Spanish courses numbered 200 and above.\* The requirements for majors and minors in the various curriculums are tabulated below:

	<i>Major</i>	<i>Minor</i>
<i>Liberal Arts</i>		
Spanish 201 and 202	8	8
Spanish 360	3	
Additional courses above 200	21	12
	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
	32	20
<i>Elementary and Secondary Education</i>		
Spanish 201 and 202	8	8
Spanish 300	3	
Spanish 360	3	
Additional courses above 200*	18	12
	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
	32	20

\*Students in education curriculums should elect Spanish 300.

The general prerequisite for 200 and 300 courses is proficiency in Spanish, demonstrated through examination or through successful completion of Spanish 103-104.

**Course Descriptions**

For course offerings in Spanish, refer to page 208.

**DEPARTMENT OF SPECIAL EDUCATION**

*Professors Harshman and Novack; Adjunct Professors Denhoff and Laufer; Associate Professors Bonaventura and Sherlock (chairman); Assistant Professors McCormick, Stillings and Vreeland.*

The Department of Special Education offers teaching concentrations of 23 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 disturbance; (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.

**Master of Education**

The Department of Special Education prepares teaching personnel at the Master of Education level in the areas of the emotionally disturbed, mentally retarded, and learning disabilities. Provisional certification in elementary education and at least one year of teaching experience are among the prerequisites for admission to these programs.

**Sequence in Emotional Disturbance**

Sp. Ed. 300: Introduction to Education of Exceptional Children (Revised)	4
Sp. Ed. 304: Psychology of Exceptional Children	4
Sp. Ed. 307: Education of the Emotionally Disturbed (Revised)	4
Sp. Ed. 303: Student Teaching in Special Education (Revised)	5
Sp. Ed. 409: Language Development and Communication Problems of Children (Revised)	3
Sp. Ed. 313: Clinical Orientation in Special Education	3
	<hr style="width: 100%;"/>
	23

**Sequence in Mental Retardation**

Sp. Ed. 300: Introduction to Education of Exceptional Children (Revised)	4
Sp. Ed. 304: Psychology of Exceptional Children	4
Sp. Ed. 302: Education of Mentally Retarded Children	4
Sp. Ed. 303: Student Teaching in Special Education (Revised)	5
Sp. Ed. 409: Language Development and Communication Problems of Children (Revised)	3
Sp. Ed. 313: Clinical Orientation in Special Education	3
	<hr style="width: 100%;"/>
	23

**Sequence in Neurological Impairment**

Sp. Ed. 300: Introduction to Education of Exceptional Children (Revised)	4
Sp. Ed. 304: Psychology of Exceptional Children	4
Sp. Ed. 306: Education of the Neurologically Impaired	4
Sp. Ed. 303: Student Teaching in Special Education (Revised)	5
Sp. Ed. 409: Language Development and Communication Problems of Children (Revised)	3
Sp. Ed. 313: Clinical Orientation in Special Education	3
	<hr/> 23

**Course Descriptions**

For course offerings in special education, refer to page 210.

**DEPARTMENT OF SPEECH AND THEATRE**

*Professor Cabbage; Associate Professors Eubank, Graham, Healey and Schell (chairman); Assistant Professors Custer, Hutchinson, Joyce, Perry and E. Smith; Instructors Goldman and Hopkins; Lecturers Matheson and MacPherson.*

**General Studies**

The Department of Speech and Theatre offers, in addition to Plan A colloquia, three courses that satisfy the area distribution electives requirement: Speech 200: Introduction to Speech Communication; Speech 201: Introduction to Theatre Arts; Speech 251: Argumentation and Debate.

**Major**

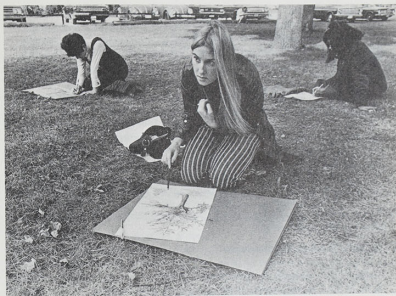
A student may acquire a major in the Department of Speech and Theatre in the areas of speech communication (public address), theatre, and speech in secondary education. In each case the major comprises 30-32 semester hours in the department and 12-16 semester hours in four cognate courses approved by the department in other departments. Specific course requirements depend on individual student needs and interests. Programs of study should be developed and approved in consultation with the student's major adviser.

**Minor**

A minor of 18 semester hours in speech and theatre is available for students in all curricula. Information regarding the specific courses suitable for the minor may be obtained from the Department.

**Major in Speech Communication (Public Address)**

The major in Speech Communication consists of 30-32 semester hours and 12-16 semester hours in four cognate courses approved by the Department of Speech and Theatre as follows:



1. <i>Two courses from:</i>	<i>Sem. Hrs.</i>
Speech 200: Introduction to Speech Communication	3
Speech 251: Argumentation and Debate	3
Speech 350: Discussion and Group Communication	4
Speech 351: Persuasion	3
2. <i>Two courses from:</i>	
Speech 250: Communication Theories	4
Speech 252: Speech Communication and Contemporary Issues	3
Speech 352: Public Address in Anglo-American History	4
Speech 353: History of Public Address	4
Speech 355: Language and Thought in Communication	3
Speech 456: Problems in International Communication	3
Speech 457: Speech Communication and Society	3
3. Two courses from the remaining speech and theatre courses, excluding Speech 361, 390, and 391.	
4. Necessary additional semester hours in courses from 1 or 2 above and:	
	<i>Sem. Hrs.</i>
Speech 361: Seminar in Speech and Theatre	3
Speech 390: Independent Study in Speech and Theatre	3
Speech 391: Special Problems in Speech and Theatre	3

#### Major in Theatre

The major in theatre consists of 30-32 semester hours of courses in Speech and Theatre, and 12-16 semester hours in four cognate courses approved by the Department of Speech and Theatre.

#### 1. Required Courses:

Speech 201: Introduction to Theatre Arts	4
Speech 203: Fundamentals of Technical Theatre	3
	<hr/> 7

#### 2. Two courses from:

Speech 200: Introduction to Speech Communication	3
Speech 251: Argumentation and Debate	3
Speech 350: Discussion and Group Communication	4
Speech 351: Persuasion	3
Speech 202: Fundamentals of Oral Interpretation	3
Speech 204: Voice and Articulation	3
Speech 206: Principles of Speech Pathology	4
Speech 328: Oral Interpretation: Programs and Group Performances	4
Speech 380: Workshop in Mass Communications	3
Speech 381: Workshop in Television and Film Production	3

#### 3. 15-17 additional semester hours from:

Speech 301: Fundamentals of Acting	3
Speech 304: History of Theatre: I	4
Speech 305: History of Theatre: II	4
Speech 307: Fundamentals of Directing	3
Speech 311: Dramatic Criticism	3
Speech 312: Scene Design for the Theatre	3
Speech 314: Costuming and Make-up	4
Speech 315: Lighting and Sound	3
Speech 317: Advanced Acting	3
Speech 318: Advanced Directing	3
Speech 330: Creative Drama with Children	3
Speech 335: Theatre for Children	3
Speech 361: Seminar in Speech and Theatre	3
Speech 390: Independent Study in Speech and Theatre	3
Speech 391: Special Problems in Speech and Theatre	3

#### Major in Secondary Education Speech

The major in secondary education speech consists of 32-33 semester hours of speech and theatre courses, and 12-16 semester hours in four cognate courses approved by the Department of Speech and Theatre as follows:

Speech 200: Introduction to Speech Communication	3
Speech 201: Introduction to Theatre Arts	4
Speech 202: Fundamentals of Oral Interpretation	3
Speech 203: Fundamentals of Technical Theatre	3
Speech 204: Voice and Articulation	3
Speech 206: Principles of Speech Pathology	4
Speech 251: Argumentation and Debate	3
Speech 301: Fundamentals of Acting	3
Speech 307: Fundamentals of Directing	3
Elective in Speech and Theatre	3-4
	<hr/> 32-33

#### Professional Education Course Requirements

Educational Foundations	10
Practicum	4
Student Teaching	9
	<hr/> 23

#### Course Descriptions

For course offerings in speech, refer to page 214.

The following course, listed under Education, is also offered by the Department of Speech and Theatre.

Education 344: Methods and Materials in Speech Education (3) 2 semester hours

## VOCATIONAL EDUCATION

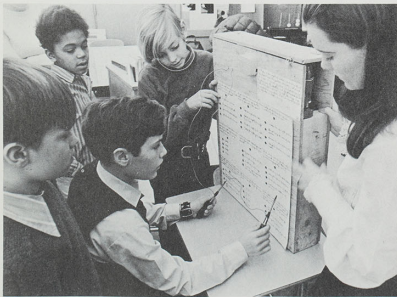
The college offers a part-time program leading to the Bachelor of Science degree in Vocational-Industrial Education. Applicants must be occupationally certified by the Vocational Division of the Rhode Island State Agency for Elementary and Secondary Education, or similar division of a state in which they teach, to be considered for admission to this program. Initial acceptance is conditional to demonstrated satisfactory academic and professional performance.

Courses in vocational education are administered by the Department of Industrial Education. For course descriptions, refer to page 218.

Queries may be directed to the chairman of the Department of Industrial Education.

## OTHER FACILITIES AND PROGRAMS





## HENRY BARNARD SCHOOL

*Assistant Professor Boylan, Principal*

*Assistant Professor Kohler, Assistant Principal*

The Henry Barnard School, which enrolls children from the pre-kindergarten 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.

### Classroom Teachers

*Associate Professor Colton; Assistant Professors Carey, Donahue, Merenda, Starr, Whipple; Instructors Aiello, Allaire, Calvo, Croke, Duarte, Perkins, Perry, Pietras and Schultz.*

### Special Subject and Resource Teachers

*Associate Professor Mullaney (special education); Assistant Professors Currier (music); Foster (art); Goodness (industrial arts); Murphy (physical education); Nixon (librarian/media specialist); Nugent (reading); Peterson (music); Walsh (school nurse); Instructors Coolum (home economics); DiMeo (special education); Habershaw (physical education); Lieberman (speech therapist); Poirier (French); Roberts (visiting elementary teacher); Ury (guidance counselor).*

### Auxiliary Staff

*L. Bischoff (library aide); S. Percelay (teacher aide); C. Watts (teacher aide).*

### Henry Barnard School

Prospective teachers have opportunities to observe, analyze and participate in classroom teaching in the Henry Barnard School. The school also provides the setting for laboratory experiences of students in the departments of art, music, French, 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 use of the Benefit Street School by its faculty and students. 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, 10 classrooms on the first floor of the school were designated as the Normal Observation School, including classes from kindergarten through grade 8. 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 400 children of whom an average of 80 are inner city black children from Providence, 80 are children of faculty members, 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, speech, and the general area of learning disabilities.

At the early childhood level, there are three basic units, the Pre-kindergarten, the kindergarten and the transition room. These units focus on a balanced development of four- and five-year-old children in both the affective and cognitive domains through the use of a variety of teaching techniques and materials. In addition to its basic program, in 1970-71 the early childhood unit is experimenting with a contemporary science program and a learner-oriented phonics program.

There are two classes at each grade level, grades 1 through 6. In 1970-71, grades 1 through 3 are involved in an individualized continuous-progress computer-assisted instructional program; grades 1-6 are involved in a creative dramatics program; grade 4 in an experimental science program; and grades 4-6 in an individualized reading skills program.

## OFFICE OF LABORATORY EXPERIENCES

*Professor McMahon, director; Assistant Professor Lawton, assistant 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 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 the professional component of practicum courses takes place off-campus in what are known as cooperative centers. The cooperative center is a relatively new 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 Junior High School in Providence. Cranston West High School and Gilbert Stuart Middle School have since become cooperative centers. In 1970 practicum experiences were expanded beyond Henry Barnard School to the Robert F. Kennedy School in Providence, which became the first elementary cooperative center.

*Student Teaching.* Laboratory experiences in professional programs generally culminate in assignment to student teaching. All undergraduate students in elementary education, secondary education, and special education are assigned to one semester of student teaching for four and one-half or five days each week and concurrently take one or two college courses. Student teaching takes place in a cooperating school under the joint supervision of an experienced and certified cooperating teacher and a college supervisor. Cooperating teachers are certified by the State Agency for Elementary and Secondary Education. Criteria for such certification are three years' teaching experience, the recommendation of one's superintendent, and completion of a program of study approved by the State Agency for Elementary and Secondary Education. 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 is a selected secondary school 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 and, in this role, 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 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 referred to above, that is, programs in elementary education, special education, and secondary education, there are a number of other programs at Rhode Island College which include practicum and student teaching. Specifically, these are the programs in art education, music education, physical education, speech-theatre 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 such internship programs in Special Education, School Psychology and Counselor Education.

The adjunct faculty members involved in Laboratory Experiences are listed on page 240.

## DIVISION OF GRADUATE STUDIES

The college's graduate degree program originated in the early 1920's, and the first two master's degrees were granted in 1924. Since then the college's graduate program has expanded to serve three kinds of students: (1) *teachers* holding bachelor's degrees who wish further study, either for an advanced degree or for renewal of state certification; (2) *other 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, and (3) *college graduates* who wish to work toward Master of Arts degrees.

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 and the Certificate of Advanced Graduate Study beyond the master's degree. The college's Intensive Teacher Education program prepares college graduates to meet state certification requirements.

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 more than 150 men and women, each a member of one of the college's 23 academic departments. Most teach both graduate and undergraduate classes.

Following is an outline of the programs offered by the Division of Graduate Studies. Detailed information, including requirement for admission and for degrees, is given in the Graduate Catalog. The Division of Graduate Studies also issues a bulletin before each session, fall, spring and summer, listing specific course offerings, times, places and instructors, and including registration materials.

### Summer Session

For many years the college has conducted an annual summer session for teachers in service, for those preparing to teach, and others. Of nine weeks duration, the session includes both graduate and undergraduate courses. An increasing number of undergraduates have been augmenting and enriching, and in some instances accelerating, their programs by attending these courses. Professors from other American and foreign colleges and universities as well as Rhode Island College are invited to teach summer session courses.

### Master of Education Programs.

Master of Education degree programs are available in the following areas: educational administration and supervision (elementary or secondary),



elementary education, counselor education, secondary education, special education, reading education, and industrial education. The programs for the Master of Education degree 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 prospective 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.

For admissions procedures and other details consult the Graduate Catalog.

#### **Master of Arts in Teaching Degree Program**

The purpose of the programs leading to the Master of Arts in Teaching degree is to improve the preparation of teachers in English, French, biology, physical science, mathematics, history, and junior college teaching. The programs offer preparation for three levels of teaching for both experienced teachers and college graduates wishing to enter teaching.

1. Senior high school teaching, with the opportunity to increase academic competence by majoring in one subject-matter specialty;
2. Junior high and middle school teaching, with the opportunity to increase academic competence in two subject-matter areas;
3. Elementary school teaching, with the opportunity to increase academic competence in as many as three subject-matter areas.

Teachers who hold or are at least eligible for Rhode Island provisional certification may enroll in any one of the three levels in the program. For certified teachers the program consists of a minimum of 21 hours in subject-matter courses and nine hours in professional courses.

Special provision is made for graduates of liberal arts colleges who wish to enter teaching. They may enroll in any of the three programs and satisfy certification requirements within the program. For them, the secondary program requires a minimum of 18 hours of professional studies and 12 hours of academic study. The elementary program requires a minimum of 30 hours of professional study and 12 hours of academic study.

The planning of a program must be undertaken prior to beginning course work. Course work completed without written approval of an adviser may not be acceptable as part of a student program.

For admissions and other details consult the Graduate Catalog.

#### **Master of Arts Programs**

Master of Arts degree programs are available in mathematics, English, history, and school psychology. It is assumed that candidates for the Master of Arts degree have an undergraduate major in the field they have chosen.

The programs require successful completion of 30 semester hours of work. Candidates in mathematics also must complete written and oral examinations. Candidates in history must complete a master's thesis (included in the 30 credit hours) and an oral examination. Interested students should contact the chairman or graduate adviser of the appropriate department.

#### **Rhode Island College Certificate of Advanced Graduate Study**

The sixth-year program in professional education leading to the Certificate of Advanced Graduate Study (CAGS) at Rhode Island College provides an organized sequence of preparation beyond the master's degree for positions and competencies in education for which the master's degree is not sufficient. Presently the CAGS program is offered in the fields of elementary administration, secondary administration, and counselor education.

The program requires 30 credit hours of courses beyond the master's degree. Fifteen of these credit hours must be in professional courses directly related to the student's concentration, and 15 must be in the supporting disciplines of sociology, anthropology, economics, political science, psychology, or statistics.

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

Throughout the program the student works closely with his area adviser and with him develops a plan of study. The period of study of the CAGS is equivalent to two full-time semesters plus one summer session. All work (courses and field project) must be completed within six years.

Residence requirements are the same as those specified for the Master of Education and Master of Arts in Teaching degrees.

The CAGS will be awarded only if a B average has been attained, with a maximum of two C grades. Upon earning the third C grade the student will be dropped from the program.

For admission procedures and other details consult the Graduate Catalog.

#### **Intensive Teacher Education Program**

It has long been recognized that teaching demands specific professional preparation. A four-year general college curriculum is not enough to assure that the graduate can successfully teach in elementary or secondary schools. Therefore, Rhode Island College offers the Intensive Teacher Education Program for holders of the bachelor's degree from accredited institutions if there is evidence they qualify by character, ability, and personality for teaching. This program is designed to meet certification requirements for teaching in the public schools of the state. It does not lead to a degree.

#### **Professional Specialization in Urban Education**

The purpose of the establishment at Rhode Island College of a program in urban education is to help relieve the shortage of teachers who understand



the theoretical and practical problems of teaching in the urban schools. Participants in this program will be expected to develop increased knowledge of problems of teaching in disadvantaged areas, to develop increased understanding of the pupils they teach and to improve skills in teaching them, and to develop new approaches to working with disadvantaged children in urban schools. For additional information contact the director of the program.

#### Graduate Assistantships

The Division of Graduate Studies offers a limited number of graduate assistantships.

1. Graduate assistantships are limited to full-time graduate students enrolled in departments offering graduate programs.
2. 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.
3. For this he receives a stipend of \$2,900 for nine months, with additional \$2,900 remuneration for any work done during the summer, and remission of tuition and fees for the academic year and the summer session. Appointments to assistantships are for one year. Renewals must be recommended to the dean of graduate studies by the department.
4. Graduate assistants are selected by chairmen of departments and recommended to the appropriate academic dean for appointment. However, the student applies for admission by March 1 through the Graduate Office, filing application transcripts of undergraduate and graduate credit, and letters of recommendation. These are transmitted to the department chairman involved, who makes recommendation concerning admission to the dean of graduate studies.
5. To be nominated for assistantship a student must first be admitted to a graduate program. To insure this, the recommendation for appointment from the appropriate academic dean must bear the approval of the dean of graduate studies. A professor may not commit the college to an assistantship in advance of these procedures. In appointing graduate assistants, the Division of Graduate Studies will issue an official appointment form to the student in addition to the regular college contract issued through the president's office.
6. The college endorses the policy adopted by the Council of Graduate Schools in the United States. The awarding of assistantships for the ensuing year will be announced on April 1. Successful applicants have until April 15 to accept or decline the offer. If a graduate student accepts, he is morally obligated to fulfill his commitment to the college.

#### SPECIAL PROJECTS AT RHODE ISLAND COLLEGE

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.

The projects are supported by the college and grants from foundations and United States Government agencies. Some are of limited duration, such as summer institutes, while others extend over a period of years. Typical were those planned or under way early in 1970:

In-Service Institute in Mathematics for Secondary School Teachers (National Science Foundation). Purpose: to provide in-service training in mathematics for secondary school teachers. Dr. James Bierden, director.

Nursing Education Program (National Institute of Health). Purpose: to develop a baccalaureate program in nursing at Rhode Island College. Dr. Frank Dolyak and Dr. Charlotte Coe, directors.

Rhode Island College Learning Center (United States Office of Education). Purpose: to develop a diagnostic and prescriptive center for children with learning disabilities. Dr. Raymond H. Holden, coordinator.

Seminars on Race and Poverty (United States Office of Education). Purpose: to offer a series of regional seminars for the state's elementary and secondary school teachers on the impact of race and poverty on the educational process. Jarvis Jones and John C. O'Neill, directors.

Junior College Institute (United States Office of Education). Purpose: an EPDA-sponsored institute for the training of present and prospective junior college teachers. A. St. Clair Neild, director.

Large Group Instruction through Concept Development (United States Office of Education). Purpose: to create conceptual schemes for a basic physical science course and to develop tutorial types of multiple choice questions to replace the lecture as a method of instruction. Dr. Russell Meinhold, director.

The Bureau of Social and Educational Services (United States Office of Education). Purpose: to develop a college unit that may develop programs and provide consultation to local social and educational agencies. John C. O'Neill, director.

Talent Search, Project VIII (United States Office of Education). Purpose: to identify talented disadvantaged youngsters at the eighth grade level and provide them with encouragement and assistance to assure that they realize their potential. Dr. John A. Finger, Jr. and Henry Tyson, directors.

Project Upward Bound (United States Office of Education). Purpose: to interest deprived boys and girls in post high school education. Mrs. Velma Monteiro, director.

Project Student Development (United States Office of Education). Purpose: to provide tutorial, counseling and other special services to disadvantaged students at the college and junior college. Roger M. Parrish, director.

Program for the Preparation of Professional Personnel in the Education of Handicapped Children (United States Office of Education). Purpose: to provide traineeships and graduate fellowships in the special education areas of the emotionally disturbed, mentally retarded, crippled and other health impaired. Dr. Paul V. Sherlock, director.

Career Opportunity Program (United States Office of Education). Purpose: to develop a career ladder and career opportunity program for aides from the Pawtucket schools. Thomas F. Lavery, director.

Pre-Service and In-Service Training Program (Rhode Island State Agency for Elementary and Secondary Education). Purpose: to attract and qualify as elementary school teachers in grades K-6 persons presently "otherwise engaged." John M. Crenson, director.

#### COURSES OF INSTRUCTION

## COURSES OF INSTRUCTION

Courses numbered 100-199 are primarily freshman and beginning courses. Those numbered 200-299 are lower-division courses, courses in general education normally taken in the sophomore year, and certain basic courses in majors, minors, and education.

Courses numbered 300-399 are upper-division courses. These include general education courses limited to the third and fourth year, more advanced courses in majors and minors, certain professional education courses (including methods and materials in special areas) and some courses which may have prerequisites. Graduate students may be admitted to 300-399 courses subject to program requirements and with the approval of advisers.

Courses in the 400-499 category are graduate courses to which undergraduates may be admitted by permission. Courses on the 500-599 level are adequate courses to which undergraduates are normally not admitted.

When the last two digits of a course number are in the 60's, the course is a seminar; in the 70's, a reading course; in the 80's, a workshop, and in the 90's, directed study.

The number of "semester hours" (or "credit 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 credit hours.

Those courses selected as Area Distribution Electives (ADEs) in the college's General Studies Program are designated by a ●. Because the list of ADEs is subject to change, the annual General Studies Catalog should be consulted for up-to-date information.

## ADMINISTRATION

*(Department of Educational Administration and Supervision)*

### ADMINISTRATION 500: THE ELEMENTARY SCHOOL PRINCIPALSHIP

3 semester hours

The role of the principal as a leader in the administration of the elementary school is examined in this course. It includes school organization, personnel practices and policies, the legal rights and responsibilities of the principal, the changing role of the principal, the evaluation of pupil progress and the building of good school-community relationships. The human relations aspect of the principalship is stressed.

*Prerequisites: Administration 502, Administration 510, and Education 505.*

### ADMINISTRATION 502: SCHOOL SUPERVISION

3 semester hours

The course involves a study of concepts, techniques, problems and trends in supervision, and the role of the teacher and the administrator in supervision. Included are an examination of current theory and research concerning supervisor-teacher relationships and leader behavior.

*Prerequisite: Administration 507 or Administration 510.*

### ADMINISTRATION 503: THE SECONDARY SCHOOL PRINCIPALSHIP

3 semester hours

Considered here are the basic principles of educational administration, with their application to the internal organization of secondary schools, administering the program of studies, direction of extra-curricular activities, organization and direction of guidance, making the school schedule, selection of the staff, discipline and control, finance, records and reports, public relations and publicity. The course is organized to permit students to work on individual projects.

*Prerequisites: Administration 507, Administration 502, and Education 514.*

### ADMINISTRATION 504: SCHOOL FINANCE

3 semester hours

The course provides an overview of the basic problems, issues and influences of financing schools in America. Emphasis is placed upon sources of income and the budgeting process. A short overview of the mechanics of financing and accounting in Rhode Island schools is included.

### ADMINISTRATION 506: SCHOOL PLANT PLANNING

3 semester hours

This course is concerned with the problems of planning and constructing the school plant. Special emphasis is placed upon the following aspects: the school building survey, citizenship participation, the appraising of present school buildings, educational planning and specifications, the selection of the architect, site selection and financing the school building program. Field trips are included.

### ADMINISTRATION 507: ORGANIZATION AND ADMINISTRATION OF SECONDARY EDUCATION

3 semester hours

The major areas considered are the relation of school to society, the general aims of secondary schools and how they may be derived, the development of the total school program, the administration of the school program, and procedures for evaluating the program of the secondary school. This course is planned as the first in the secondary administration sequence.

### ADMINISTRATION 508: SCHOOL LAW PROBLEMS

3 semester hours

This course is concerned with the powers and duties of school committees, school administrators and teachers in relation to city or town council, the town meeting, and the State Department of Education; and also with legal problems involving contracts, salaries, tenure, dismissal, and pensions.

## COURSES OF INSTRUCTION

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3 semester hours

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*Prerequisite: Administration 507 or Administration 510.*

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3 semester hours

Considered here are the basic principles of educational administration, with their application to the internal organization of secondary schools, administering the program of studies, direction of extra-curricular activities, organization and direction of guidance, making the school schedule, selection of the staff, discipline and control, finance, records and reports, public relations and publicity. The course is organized to permit students to work on individual projects.

*Prerequisites: Administration 507, Administration 502, and Education 514.*

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3 semester hours

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The major areas considered are the relation of school to society, the general aims of secondary schools and how they may be derived, the development of the total school program, the administration of the school program, and procedures for evaluating the program of the secondary school. This course is planned as the first in the secondary administration sequence.

### ADMINISTRATION 508: SCHOOL LAW PROBLEMS

3 semester hours

This course is concerned with the powers and duties of school committees, school administrators and teachers in relation to city or town council, the town meeting, and the State Department of Education; and also with legal problems involving contracts, salaries, tenure, dismissal, and pensions.



**ADMINISTRATION 509: PERSONNEL PROBLEMS  
IN EDUCATION**

3 semester hours

Covered here are techniques for improving working relationships with the professional staff, the non-professional staff, and pupil personnel. Staff selection, orientation, and evaluation are stressed. Theory of organizational behavior as it affects allocation of personnel is reviewed.

*Prerequisite:* Administration 502.

**ADMINISTRATION 510: ORGANIZATION AND  
ADMINISTRATION OF ELEMENTARY EDUCATION**

3 semester hours

The course considers the objectives, relationships to society, and organizational patterns of elementary schools. Organization for instruction, administration of pupil personnel, grouping practices, school and community relations, and other aspects of elementary school are discussed.

**ADMINISTRATION 560: SEMINAR IN  
EDUCATIONAL ADMINISTRATION**

3 semester hours

Topics vary. Consent of instructor required.

**ANTHROPOLOGY**

(Department of Anthropology and Geography)

● **ANTHROPOLOGY 200: ON BEING HUMAN**

4 semester hours

This course investigates the reasons for man's humanity. In doing so, it utilizes a multi-media approach with films, tapes, and games which are especially designed to elicit a variety of responses from participants. Contrasts are made between men and animals which point up the differences between innate and learned behavior. Special attention is given to accentuating the uniqueness of man, including the recognition of the logical patterns of his learned behavior, and to suggestions as to how he might improve his culture.

**ANTHROPOLOGY 201: INTRODUCTION  
TO CULTURAL ANTHROPOLOGY**

3 semester hours

This course presents the aims, theories and problems of cultural anthropology. It deals with such aspects or patterns of culture as technology, economics, social and political organization, aesthetics, ideology, and languages. The universals of culture are noted, together with the phenomena of local uniqueness as they apply to primitive societies.

**ANTHROPOLOGY 301: CULTURE CONTACTS**

3 semester hours

This is a study of societal change, conflicts and accommodations caused by the contact of differing cultures.

*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 302: HINDU, BUDDHIST AND  
ISLAMIC CULTURES**

3 semester hours

This course is concerned with the development of these cultures and the resultant effect on the basic social structure (family, kinship, marriage, government, economics, etc.).

*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 303: PROBLEMS IN  
CULTURAL ANTHROPOLOGY**

3 semester hours

Lectures, discussions and readings focus on key problems in anthropological theory

and research. Social structure, political and economic organization, and enculturation may be considered.

*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 304: EARLY MAN**

3 semester hours

An archaeological survey is made of technological and institutional development from the earliest evidence of tool using to the rise of the early civilizations. Fossil man and the later phases of human evolution are considered in conjunction with cultural data.

*Prerequisites:* Anthropology 201 and Anthropology 309.

**ANTHROPOLOGY 305: COMPARATIVE CULTURES**

3 semester hours

A practical inquiry is made into the basic patterns of culture. Lectures deal with the methods of comparative cultural analysis, and focus on a number of primitive and folk societies. Class discussions center around the general patterns and local uniqueness of culture.

*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 306: PRIMITIVE RELIGIONS**

3 semester hours

The content, structure, concepts and functions of the religions of primitive peoples are studied, with particular attention to the relationship of religion to other aspects of culture.

*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 307: PEASANT SOCIETIES AND CULTURES**

3 semester hours

Utilizing a comparative and historical approach, this course explores the nature and variety of world peasantry. Theories explaining peasant social, economic, political and ideological life are presented against a contrasting background of empirical material taken from ethnographic descriptions of various peasantries. The place of peasantry in a world undergoing economic development also is considered.

*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 308: NATIVE NORTH AMERICA**

3 semester hours

The course surveys representative native culture types north of Mexico. The characteristics of various tribal groupings, the relationships between them and contemporary Indian conditions and affairs are examined.

*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 309: BASIC ARCHAEOLOGY**

4 semester hours

This course is designed to acquaint the student with the kinds of data and methods used in reconstructing past cultures. It will include both theoretical and practical introductions to such topics as site survey and excavation techniques, preservation and display of specimens, dating methods, and cultural reconstruction.

**ANTHROPOLOGY 310: LANGUAGE AND CULTURE**

3 semester hours

This course will place human communication in its proper perspective as related to other aspects of culture and society. Concepts of social and cultural uses of language will be surveyed, as well as some field techniques used in language and culture research.

*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 311: PRIMITIVE POLITICAL INSTITUTIONS**

3 semester hours

The various factors contributing to the structure, form and cohesiveness of primitive groups will be studied.

*Prerequisite:* Anthropology 201.

- ANTHROPOLOGY 312: ORAL TRADITIONS** 3 semester hours  
A study of the various forms of spoken tradition as cultural manifestations: such as myths, legends, folktales, parables, poetry, riddles, games.  
*Prerequisite:* Anthropology 201.
- ANTHROPOLOGY 313: PEOPLES AND CULTURES OF INDIA** 3 semester hours  
An ethnological study of representative social groups of India.  
*Prerequisite:* Anthropology 201.
- ANTHROPOLOGY 314: THE CULTURES OF NATIVE SOUTH AMERICA** 3 semester hours  
Various aspects of aboriginal cultures will be analyzed.  
*Prerequisite:* Anthropology 201.
- ANTHROPOLOGY 315: INDIAN CULTURES OF THE PACIFIC NORTHWEST** 3 semester hours  
The material culture and the institutional structure of selected Indian tribes of the Pacific Northwest are analyzed.  
*Prerequisite:* Anthropology 201.
- ANTHROPOLOGY 316: ARCHAEOLOGY OF THE AMERICAS** 3 semester hours  
A survey of the evidence for human cultures in the Americas from the first occupation up to but not including proto-historic and historic cultures. This course will include a short review of such problems as colonization of the New World and the nature of the earliest occupation, but will concentrate on ecological and cultural developments between about 7000 BC and AD 1100.  
*Prerequisites:* Anthropology 201, Anthropology 309.
- ANTHROPOLOGY 317: ARCHAEOLOGY OF EUROPE** 3 semester hours  
A survey of the archaeological evidence for early cultures in Europe. This course will include a short review of Palaeolithic and Mesolithic cultures, but will concentrate on the Neolithic, Bronze and Iron Age cultures which developed in Europe after 5000 BC.  
*Prerequisites:* Anthropology 201, Anthropology 309.
- ANTHROPOLOGY 318: PEOPLES AND CULTURES OF SOUTHEAST ASIA** 3 semester hours  
Representative ethnic groups in Southeast Asia will be analyzed.  
*Prerequisite:* Anthropology 201.
- ANTHROPOLOGY 319: PEOPLES AND CULTURES OF AFRICA** 3 semester hours  
Various aspects of African cultures will be considered.  
*Prerequisite:* Anthropology 201.
- ANTHROPOLOGY 320: PEOPLES AND CULTURES OF THE MEDITERRANEAN** 3 semester hours  
Selected Mediterranean societies will be studied.  
*Prerequisite:* Anthropology 201.
- ANTHROPOLOGY 321: PEOPLES AND CULTURES OF OCEANIA** 3 semester hours  
The material culture and the institutional structure of Oceanic societies will be studied.  
*Prerequisite:* Anthropology 201.

**ANTHROPOLOGY 360: SENIOR SEMINAR IN ANTHROPOLOGY** 4 semester hours  
This provides an integrating experience in theory and practice. Students do research in an anthropological topic which is the basis for oral and written reports.  
*Prerequisite:* Anthropology majors with 18 hours in the major.

**ANTHROPOLOGY 370: READING COURSE IN ANTHROPOLOGY** 4 semester hours  
Directed reading experiences in an anthropological area of interest to the student and the instructor.  
*Prerequisite:* Students must have the consent of the department chairman, their anthropology adviser and the instructor with whom they wish to work.

**ANTHROPOLOGY 380: WORKSHOP IN ANTHROPOLOGY**  
Selected topics are investigated in various formats. Credits and prerequisites vary.

**ANTHROPOLOGY 390: DIRECTED STUDY IN ANTHROPOLOGY** 4 semester hours  
The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.  
*Prerequisite:* Students must have the consent of the department chairman, their anthropology adviser and the instructor with whom they wish to work.

**ANTHROPOLOGY 480: WORKSHOP IN ANTHROPOLOGY**  
Selected topics are investigated in various formats. Credits and prerequisites vary.

## DEPARTMENT OF ART

**ART 200: ENCOUNTER WITH ART** (4) 3 semester hours  
The course is designed to examine and develop an understanding of perception, the creative process, the diversified nature of the visual arts and sources for art expression. Community resources, films, readings and discussion will be used to develop awareness and a broad orientation to terminology, art forms and processes.  
*For art education majors only.*

● **ART 201: VISUAL ARTS IN SOCIETY** (4) 3 semester hours  
The course gives an introduction to the fine and industrial arts through a sampling of the arts through history. Function and interrelationship among the arts are studied within the context of society. A limited amount of studio work is included as an aid to visual understanding.  
*For non-art education majors only.*

**ART 202: DESIGN I** (6) 4 semester hours  
This course covers the fundamentals of design, including logical and intuitive approaches as applied to pure form and natural sources in 2-D and 3-D studies. The role of feeling, emotion and intellectual control is encouraged in resolving problems of design.  
*Prerequisite required of art education majors:* Art 203.

**ART 203: DRAWING I: GENERAL DRAWING** (6) 4 semester hours  
This course covers the fundamentals of free-hand drawing based primarily on the study and representation of objects and nature forms, with problems of analysis, response, perception, composition and technical standards; contour drawing; indication of surface texture, form and tone. Various media are used.  
*Required for art education majors.*

**ART 204: DESIGN II: ADVANCED DESIGN** (6) 4 semester hours  
 A studio course dealing with practical application of design theory. The student will be encouraged to explore various materials and techniques pertinent to problems faced by the contemporary designer.  
*Prerequisite:* Art 202: Design I.

**ART 301: PAINTING I: BEGINNING PAINTING** (4) 3 semester hours  
 An introduction to the technique and nature of the materials, exploring color, line, form, texture and compositional problems, using object, nature, the figure as subject matter.  
 Required of art education majors.  
*Prerequisites:* Art 203: General Drawing and Art 318: Figure Drawing.

**ART 302: PAINTING II: ADVANCED PAINTING** (6) 4 semester hours  
 This course continues work begun in Art 301. The student is encouraged to explore more fully individual ideas and concepts with emphasis on style, technique and materials.  
*Prerequisite:* Art 301: Painting I. Required for art education majors.

**ART 303: CERAMICS I: BEGINNING CERAMICS** (4) 3 semester hours  
 This course is designed to introduce the students to clay and ceramic materials and their use by formulation and testing of clay bodies and glazes. Basic hand-forming methods will be used along with simple and direct decorating techniques.  
*Prerequisite:* Art education majors: Art 202 and 203.

**ART 304: CERAMICS II: ADVANCED CERAMICS** (6) 4 semester hours  
 This course will provide the advanced student with an opportunity to develop greater sensitivity to clay and glazes. Experimentation and development of knowledge, skills and craftsmanship will be emphasized.  
*Prerequisite:* Art 303: Introduction to Ceramics.

**ART 305: SCULPTURE I: FIGURE MODELING** (4) 3 semester hours  
 Study of the figure is the basis for understanding three-dimensional form. Clay modeling, molding and casting in plaster are included in the techniques to be explored. In-depth anatomical studies of the head and figure will be included.  
*Prerequisite required of art education majors:* Art 203.

**ART 308: PRINTMAKING** (4) 3 semester hours  
 This course is designed to introduce the student to the two major printmaking processes: intaglio and relief. Technical and aesthetic consideration is given to the linocut, the woodcut and etching.  
*Prerequisites:* Art 203: General Drawing, Art 318: Figure Drawing.

**ART 310: SURVEY OF FAR EASTERN ART** 3 semester hours  
 This course covers the painting, architecture, sculpture and minor arts of India, China, Korea and Japan. Special attention is given to the role of Buddhism and Hinduism to each culture's accomplishments. Any course in either literature or history of the Far East would be highly desirable adjuncts to this course.

**ART 311: AMERICAN ART AND ARCHITECTURE** 3 semester hours  
 A survey of American Art and Architecture from the seventeenth century through the twentieth century with attention to the rich architectural heritage of early Rhode Island and emphasis on American art of the late nineteenth and twentieth centuries.

**ART 312: HISTORY OF ART: PREHISTORIC TO EARLY CHRISTIAN** 3 semester hours  
 This course covers the development of art from prehistoric times to early Christian emphasizing the understanding and appreciation of the major styles, artists and monuments of western art. Architecture, painting, sculpture and the minor arts are analyzed within the context of the period in which they were produced.  
 Required of art education majors.

**ART 313: HISTORY OF ART: EARLY CHRISTIAN TO NEO-CLASSICAL ART** 3 semester hours  
 This course covers the development of art from early Christian to neo-classical art, emphasizing the understanding and appreciation of major styles, artists, and monuments of western art. Architecture, painting, sculpture and the minor arts are analyzed within the context of the period in which they were produced.  
 Required of art education majors.

**ART 314: HISTORY OF MODERN ART: 19TH AND 20TH CENTURIES** 3 semester hours  
 This course is designed as an analytical and interpretive discussion of the major movements and artists from the 18th through the 20th century.  
 Required of art education majors.

**ART 315: ADVANCED SCULPTURE — SCULPTURE II** (6) 4 semester hours  
 This course is a continuation of Sculpture I and serves as a general introduction to the theories and practices involved in the additive, subtractive and constructive approaches to contemporary sculpture.  
*Prerequisites:* Art 202, Art 203, Art 305.

**ART 317: INTRODUCTION TO PHOTOGRAPHY** (4) 3 semester hours  
 This course is an introduction to the fundamentals of photography. The emphasis will be upon the expressive potential of the media through the creative use of theory, procedures and controls.  
 Required for art education majors.

**ART 318: DRAWING II: FIGURE DRAWING** (6) 4 semester hours  
 Drawing from the draped and undraped figure, with an emphasis upon proportion, structure, gesture, movement, and compositional possibilities; contour and modeled drawings; memory drawings; long and short poses, elements of anatomy; use of various media.  
 Required of all art education majors.  
*Prerequisite:* Art 203: General Drawing.

**ART 319: FIBER** (4) 3 semester hours  
 Traditional and experimental approaches will be explored in construction and surface design of fabrics and related textile forms. Students will be given an opportunity to apply knowledge in design and construction relative to contemporary craft concepts.  
*Prerequisite:* Art 202.

**ART 320: METAL** (4) 3 semester hours  
 Development of design concepts and skill in control of metal in its various forms. The course will introduce the student to basic metal working processes such as forging, casting and fabrication.  
*Prerequisite:* Art 202.



**ART 380: WORKSHOP IN THE VISUAL ARTS**

This workshop is concerned with various problems in the visual arts. The number of credit hours is determined by the length of the particular workshop.

**ART 390: PROBLEMS IN THE VISUAL ARTS (DIRECTED, INDEPENDENT STUDY)**

*Credits may vary*

Students will select in consultation with the instructor a specific area and medium in the visual arts to which the work will be restricted. Evidence of performance in the form of completed art work and/or report of research completed. Admission and credit to be determined in consultation with the instructor and the department chairman. A maximum of six credits in a single area of study may be obtained in these courses.

*Prerequisite: the most advanced course offered in the area of study.*

**ART 391-392: DIRECTED STUDY IN THE VISUAL ARTS**

*3 semester hours (each course)*

Students in consultation with the instructor, will select a specific area and medium in the visual arts to which the work is restricted. Evidence of performance is presented in the form of completed art work and/or report of research completed.

*Admission and credit is determined in consultation with the instructor and department chairman.*

**ART 480: WORKSHOP IN THE VISUAL ARTS**

This workshop is concerned with various problems in the visual arts. The number of credit hours is determined by the length of the particular workshop.

**DEPARTMENT OF BIOLOGY****● BIOLOGY 101: INTRODUCTORY BIOLOGY**

*3 semester hours*

This course introduces the fundamental principles and concepts of life. The molecular and cellular nature of living systems is stressed.

Two lecture periods and one two-hour laboratory period.

**● BIOLOGY 102: INTRODUCTORY BIOLOGY**

*3 semester hours*

This course is a continuation of Biology 101. Organismal biology is emphasized and interactions among groups of organisms and their environment are also stressed. Two lecture periods and one two-hour laboratory period.

*Prerequisite: Biology 101.*

**BIOLOGY 220: CELL AND MOLECULAR BIOLOGY**

*4 semester hours*

The structure and function of cells as living units is presented. Cell metabolism, reproduction and steady-state controls are discussed. The biochemical and ultrastructural nature of cells is examined. Laboratory work involves the application of microscopy and the various biochemical-biophysical techniques used in the study of cells.

Three one-hour lectures and one three-hour laboratory period.

*Prerequisites: Biology 101-102.*

**BIOLOGY 221: GENETICS**

*4 semester hours*

Topics to be discussed in the course include the historical development of genetics, fundamental principles, experimental methods, application of statistics to genetic problems, and current literature.

Three lecture periods and one three-hour laboratory period.

*Prerequisites: Biology 101-102.*

**BIOLOGY 300: DEVELOPMENTAL BIOLOGY**

*4 semester hours*

A descriptive and experimental approach to plant and animal ontogeny with consideration of morphogenesis, induction, growth, regulation and differentiation.

Three one-hour lectures and one three-hour laboratory period.

*Prerequisites: Biology 101-102.*

**BIOLOGY 310: NONVASCULAR PLANTS**

*4 semester hours*

This course provides a detailed survey of the anatomy and morphology of nonvascular plants exclusive of bacteria. Included are the algae, fungi, bryophytes, and lichens. Possible evolutionary sequences within and between groups are considered and special attention is given to the unique structures developed by these groups. Three lectures and one three-hour laboratory period.

*Prerequisites: Biology 101-102.*

**BIOLOGY 311: VASCULAR PLANTS**

*4 semester hours*

This course deals with the structure, life histories and evolutionary development of the major vascular plant groups both past and present. The origin and development of important organs such as flowers, stems, roots, and leaves are studied. Three one-hour lectures and one three-hour laboratory period.

*Prerequisite: Biology 101-102.*

**BIOLOGY 314: PLANT PHYSIOLOGY**

*4 semester hours*

Presented in this course are the mechanisms by which plants obtain their nutrients, grow, develop, and interact with their environment. Major consideration is given to such fundamental processes as translocation, absorption, photosynthesis, respiration and reproduction.

Three one-hour lectures and one three-hour laboratory period.

*Prerequisite: Biology 220 or consent of the instructor.*

**BIOLOGY 318: ECOLOGY**

*4 semester hours*

The objective of this course is to give the student a firm background in the fundamental concept of the ecosystem. Emphasis is placed on how the interaction of environmental factors have shaped, influenced and controlled the distribution of biomes, communities, and populations. Field experience is provided by a series of trips to a variety of terrestrial and aquatic communities.

Three lectures and one three-hour laboratory period.

*Prerequisites: Biology 101-102.*

**BIOLOGY 321: INVERTEBRATE ZOOLOGY**

*4 semester hours*

The study of common invertebrate types, their life histories, adaptive morphology, and physiology with respect to their environment as well as to their phylogenetic position are considered. The laboratory consists of dissections and experiments on selected invertebrate types.

Three lecture periods and one three-hour laboratory period.

*Prerequisites: Biology 101-102.*

**BIOLOGY 324: VERTEBRATE ZOOLOGY**

*4 semester hours*

The study is concerned with the animals in the subphylum vertebrata. The origin, evolution, life history and adaptation of this group is studied. The local fauna is stressed in the laboratory.

Three lectures, one three-hour laboratory period.

*Prerequisites: Biology 101-102.*



**BIOLOGY 327: ENTOMOLOGY**

4 semester hours

This is a study of the anatomy, physiology, development, ecology, taxonomy, and evolution of insects and their relationship to other animals. Consideration of their life histories, social structure, economic importance and control is also given. Field trips are required.

Three lectures and one three-hour laboratory period.

*Prerequisites:* Biology 101-102.

**BIOLOGY 329: COMPARATIVE VERTEBRATE ANATOMY**

4 semester hours

Comparison of the anatomy and the functions of the vertebrates from the evolutionary point of view is presented in this course. Detailed dissection of selected representatives from five classes of vertebrates will be included in the laboratory.

Three lectures and one three-hour laboratory period.

*Prerequisites:* Biology 101-102.

**BIOLOGY 331: HUMAN ANATOMY**

4 semester hours

The study of the human organism with respect to the histological and gross anatomy using a systematic approach. Laboratory work includes dissection of appropriate animals and isolated organs.

Three one-hour lectures and one three-hour laboratory period.

*Prerequisites:* Biology 101-102.

**BIOLOGY 335: VERTEBRATE PHYSIOLOGY**

4 semester hours

Body processes of chordates, common for this animal group, are stressed and physiological diversity considered. Suitable laboratory animals and human subjects are used.

Three lecture periods and one three-hour laboratory period.

*Prerequisites:* Biology 101-102.

**BIOLOGY 336: PHYSIOLOGY OF EXERCISE**

3 semester hours

Emphasis is placed on muscle physiology and the integrated adjustments of the human organism to exercise. Concepts related to biological work, efficiency, strength and endurance are developed. Metabolic and homeostatic mechanisms associated with muscle activity are studied.

Two lecture periods and one three-hour laboratory period.

*Prerequisite:* Biology 335.

**BIOLOGY 348: MICROBIOLOGY**

4 semester hours

The course will deal with microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics and virology.

Three hours of lecture and three hours of laboratory.

*Prerequisites:* Biology 101-102.

**BIOLOGY 349: BIOLOGICAL TECHNIQUES**

4 semester hours

Presented in this course are the techniques needed for scientific research and teaching, such as processing of tissues for microscopic examination, instrumentation, the collecting, preserving, mounting and displaying of plant and animal specimens. Experience is also gained in animal room and greenhouse care and procedures.

One lecture and two three-hour laboratory periods.

*Prerequisites:* Biology 101-102.

**BIOLOGY 350: EVOLUTION**

3 semester hours

A modern synthesis of evolutionary concepts is presented. An interdisciplinary ap-

proach is used to examine evolutionary trends of plants and animals, the origin of life, molecular evolution and speciation.

Three lecture periods.

*Prerequisite:* Biology 321.

**BIOLOGY 402: MYCOLOGY**

4 semester hours

This course presents the morphology, taxonomy and economic importance of the fungi. Laboratory periods generally consist of a detailed study of representative organisms; but techniques of isolation, pure culture and maintenance of pure culture will be described.

Three one-hour lectures and one three-hour laboratory period.

*Prerequisite:* Biology 310.

**BIOLOGY 404: BIOGEOGRAPHY**

3 semester hours

This course is concerned with the distribution, composition, and importance of the world's major biomes. The reasons for various types of distribution patterns, floral and faunal composition, past distributions, and evolution of the present day biomes are studied in detail.

Three one-hour lectures.

*Prerequisite:* Biology 318 or permission of the instructor.

**BIOLOGY 405: MAMMALOLOGY**

4 semester hours

A study of the mammals, their identification, life histories and economic importance with special attention to the local fauna. Laboratory sections will involve the collection, identification, and mounting of mammals.

Three one-hour lectures and one three-hour laboratory period.

*Prerequisite:* Biology 324.

**BIOLOGY 420: BIOCHEMISTRY**

4 semester hours

A discussion of the physical and chemical properties of the main classes of biological molecules, proteins, carbohydrates and lipids. Emphasis is placed on the structure and metabolism of these compounds.

Three one-hour lectures and one three-hour laboratory period.

*Prerequisite:* Organic Chemistry.

**BIOLOGY 421: BIOCHEMISTRY**

4 semester hours

In this course emphasis is placed on enzyme systems, nucleic acids, vitamins, hormones, and energy relationships of oxidation-reduction reactions.

Three one-hour lectures and one three-hour laboratory period.

*Prerequisite:* Biology 420.

**BIOLOGY 425: CYTOLOGY**

4 semester hours

The cell as the structural unit of living organisms is discussed. In considering the close relationship of cellular structure and functions, developmental, cytogenetic and biochemical aspects are emphasized.

Three lecture periods and one three-hour laboratory period.

*Prerequisites:* Biology 220 and Organic Chemistry or consent of the instructor.

**BIOLOGY 428: CELLULAR PHYSIOLOGY**

4 semester hours

This course considers the functions of cells such as respiration, active transport, and biosynthesis of macromolecules which are common to all cells. Certain specialized topics such as photosynthesis, nerve impulse conduction, integration and control of cellular activities are also discussed.

Three lecture periods and one three-hour laboratory period.

*Prerequisites:* Biology 220 and Organic Chemistry.

**BIOLOGY 430: IMMUNOBIOLOGY**

4 semester hours

The characteristics of antigens, the nature of the immune state and the use of antibodies in studies of biological problems are considered. The contributions of serology to systematics and evolution, biochemical individuality, development and genetics are stressed.

Two lectures and one four-hour laboratory period.

*Prerequisites:* Biology 101-102 and Organic Chemistry or consent of the instructor.

**BIOLOGY 460: GRADUATE SEMINAR**

1 semester hour

Reports and discussion of current, biological topics are presented.

One hour discussion a week.

*Prerequisite:* Graduate standing. Open to undergraduates with consent of the department chairman.

**BIOLOGY 491-494: PROBLEMS IN BIOLOGY**

1-4 semester hours

Students examine the experimental aspects and recent advances in different fields of biology and are required to initiate research projects and to submit papers on the work accomplished. A maximum of four credits may be earned in the sequence of Biology 491-494.

*Prerequisites:* Two 300-level biology courses or approval by the department chairman.

**CHEMISTRY**

(Department of Physical Sciences)

● **CHEMISTRY 101-102: GENERAL CHEMISTRY**

6 semester hours

Topics include stoichiometry, periodicity, atomic theory, bonding and structure of molecules, kinetic molecular theory of gases, energy concepts, kinetics and equilibrium. Throughout the course considerable emphasis is placed upon the relationship between conceptual models and empirical observations. A student cannot receive credit for both Chemistry 101-102 and Chemistry 103-104.

Two semesters. Two lecture periods and one two-hour laboratory period.

**CHEMISTRY 103-104: GENERAL CHEMISTRY**

8 semester hours

Topics include stoichiometry, periodicity, atomic theory, chemical bonding, kinetic molecular theory, kinetics, thermodynamics, electrochemistry, and equilibrium. Throughout the course considerable emphasis is placed upon the relationship between conceptual models and empirical observations. A student cannot receive credit for both Chemistry 101-102 and Chemistry 103-104.

Two semesters. Three lecture periods and one three-hour laboratory period.

**CHEMISTRY 205-206: ORGANIC CHEMISTRY**

8 semester hours

This is a two-semester course on the structure and reactions of compounds ranging from the simple methane series to complex heterocyclic compounds. Emphasis is placed upon important functional groups and upon general types of organic reactions. Mechanisms are treated as an integral part of the development. The laboratory is planned to correlate closely with the theoretical treatment.

Two semesters. Three lecture periods and three hours of laboratory.

*Prerequisite:* Chemistry 101-102 or 103-104.

**CHEMISTRY 301-302: PHYSICAL CHEMISTRY**

8 semester hours

This course presents, through rigorous quantitative approaches, topics in kinetic molecular theory, thermodynamics, kinetics, phase equilibria solutions and statisti-

cal mechanics. Chemical bonding and molecular spectroscopy are discussed within the framework of wave mechanics.

Two semesters. Three lecture periods and three hours of laboratory.

*Prerequisites:* Mathematics 314, Physics 101-102 or Physics 103-104, and Chemistry 103-104.

**CHEMISTRY 303: INORGANIC CHEMISTRY**

3 semester hours

The quantum mechanical basis of chemical bonding will be used to explain the properties, structure and reactions of the elements and their compounds.

One semester. Three lecture periods.

*Prerequisite:* Chemistry 103-104; Mathematics 212 and 313 or instructor's permission.

**CHEMISTRY 304: ANALYTICAL CHEMISTRY**

4 semester hours

Theory and applications of volumetric, gravimetric and instrumental methods of analysis are considered. Instrumentation includes spectrophotometry, potentiometry, conductivity, polarography, chromatography and flame photometry.

One semester. Three lecture periods and three hours of laboratory.

*Prerequisites:* Chemistry 103-104 or 101-102; Physics 103-104 or 101-102.

**CHEMISTRY 390: INDEPENDENT STUDY IN CHEMISTRY**

3 semester hours

Students enrolled in this course will study independently in an area of chemistry under the guidance of a member of the physical science faculty. The particular area of chemistry will be selected on the basis of the interests of the student and instructor.

*Open only with consent of the department chairman.*

**CHEMISTRY 490: INDEPENDENT STUDY IN CHEMISTRY**

3 semester hours

Students enrolled in this course will study independently in an area of chemistry under the guidance of a member of the physical science faculty. The particular area of chemistry will be selected on the basis of the interests of the students and instructor.

*Open only with the consent of the department chairman.*

**DEPARTMENT OF ECONOMICS**● **ECONOMICS 200: INTRODUCTION TO ECONOMICS**

4 semester hours

This course is a survey of economic theory and how it applies to present day problems, such as poverty, urban renewal, environmental pollution and population control. This course may be taken either as an area distribution elective or as the first course in the major.

**ECONOMICS 301: ECONOMICS OF LABOR**

3 semester hours

This is a study of the labor movement background, policies and administrative structure of the labor unions, collective bargaining and its economic impact on management-labor relations; the role of the government in industrial relations.

**ECONOMICS 302: COMPARATIVE ECONOMIC SYSTEMS**

3 semester hours

The fundamental economic philosophies, principles, institutions, and issues involved in capitalism, socialism, fascism, with particular reference to the U.S., U.S.S.R., and Great Britain, are considered.

**ECONOMICS 303: ECONOMICS OF GOVERNMENT** 3 semester hours  
An analysis is made of the role of government in a dynamic economy, including the methods and problems of financing the public sector and its impact on resource allocation, investment, production and consumption. Attention is especially given to fiscal policy, government regulation and the social problems of big government.

**ECONOMICS 304: MONETARY ECONOMICS** 3 semester hours  
In this course monetary theory is developed in terms of the public and private institutions which provide the supply of money and credit required in our economy. Special attention is given to the functions and policies of commercial banks and the Federal Reserve system as major factors in national economic well-being.

**ECONOMICS 305: REGIONAL AND URBAN ECONOMICS** 3 semester hours  
This course applies economic analysis to problems of cities and metropolitan areas. It suggests alternatives in policy decisions toward transportation, congestion, pollution, urban poverty, urban-renewal, property taxation, business location. It analyzes the interaction of economic forces and socio-political institutions.

**ECONOMICS 306: INDUSTRIAL ORGANIZATION AND MARKET STRUCTURE** 3 semester hours  
This course investigates the economics of the modern environment in which American capitalist industries operate. It analyzes in terms of influences on the economy the properties of monopoly, mergers, non-pure competition, and quasi-public institutions, such as utilities. It studies anti-trust and other policies to regulate competition.

**ECONOMICS 311: MICRO-ECONOMIC THEORY AND ANALYSIS** 3 semester hours  
This is the intermediate course in the theory of price. It examines the economic behavior of a household or single business firm. It begins to deal with forms of competition: pure, and non-pure, in the theoretical way. It analyzes social welfare consequences of these types of economic behavior.

**ECONOMICS 312: MACRO-ECONOMIC THEORY AND ANALYSIS** 3 semester hours  
This is the intermediate course in determination of national income, as influenced by money, interest rates, and the price level, analyzes inflation and unemployment. It suggests economic approaches to domestic policy measures to deal with instabilities. It explores the desirability of monetary and fiscal policy measures, and their future consequences.

**ECONOMICS 321: INTERNATIONAL ECONOMICS** 3 semester hours  
International economic theory and relations are studied, with attention to problems of adjustment between national economics and the role of international agencies in building a world economy.

**ECONOMICS 322: THEORY OF ECONOMIC DEVELOPMENT** 3 semester hours  
This course concentrates on an examination of the theories of economic growth, an analysis, the course aims to provide the background for an understanding of economic institutions and problems of the world's nations in the middle of the twentieth century.

**ECONOMICS 323: SURVEY OF MODERN ECONOMIC THOUGHT** 3 semester hours  
An introduction to current economic thought with an emphasis on national income analysis, the course aims to provide the background for an understanding of economic institutions and problems of the world's nations in the middle of the twentieth century.

**ECONOMICS 348: ECONOMIC HISTORY OF THE UNITED STATES** 3 semester hours  
(See *History 348*, p. 169.)

**ECONOMICS 360: ECONOMIC SEMINAR** 3 semester hours  
This seminar provides an integrating experience of economic theories, concepts and practices. Students have the opportunity to research in depth economic problems which are the basis of oral and written reports and seminar discussions.  
*Prerequisites: Senior economic majors with 18 hours in the major or permission of the instructor for non-majors.*

**ECONOMICS 380: WORKSHOP IN ECONOMICS**  
Selected topics are investigated in various formats. Credits and prerequisites vary.

**ECONOMICS 390: DIRECTED STUDY** 3 semester hours  
The student selects a topic and undertakes concentrated research under supervision of a faculty adviser.  
*Prerequisite: Approval of the department chairman.*

**ECONOMICS 410: CONCEPTS IN ECONOMIC EDUCATION** 3 semester hours  
A study is made of selected economic concepts and such economic institutions as markets, business, banking, labor and government, with emphasis on their significance in the public school curriculum.  
*Prerequisite: Permission of instructor.*

**ECONOMICS 480: WORKSHOP IN ECONOMICS**  
Selected problems are investigated in various formats. Credits and prerequisites may vary.

## EDUCATION

(Departments of Elementary and Secondary Education)

**EDUCATION 210: CONCEPTS OF TEACHING I** (4) 3 semester hours  
This course focuses on the analytical study of teaching and the transfer of concepts of learning to teaching situations. The major objectives are the development of the ability to apply aspects of several analytical techniques to given teaching examples and to demonstrate the significance of the concepts identified as they relate to the teaching/learning process.  
Two hours lecture, two hours of laboratory and conference per week.  
*Prerequisite: Psychology 213, preceding or concurrent.*

**EDUCATION 211: CONCEPTS OF TEACHING II (EARLY CHILDHOOD) NURSERY-KINDERGARTEN EDUCATION** (4) 3 semester hours  
Included in this course are a study of educational programs for nursery school and kindergarten pupils and analyses of curriculum materials and classroom procedures appropriate to young children's initial school experiences. Emphasis is placed on establishing a learning environment where each child can know and appreciate himself as a learner in all aspects of school life.  
For students in the early childhood curriculum.  
Two hours lecture, two hours of laboratory and conference per week.  
*Prerequisites: Education 210 and specialized requirements in English and social science.*



**EDUCATION 212: CONCEPTS OF TEACHING II (ELEMENTARY) LANGUAGE ARTS/SOCIAL STUDIES**

(5) 4 semester hours

This course focuses on the development of teaching/learning concepts and strategies relating to the teaching of language arts and social studies. Structure, curricula, media and materials are studied.

For students in the elementary education curriculum.

Three hours lecture, two hours laboratory and conference per week.

*Prerequisites:* Education 210 and specialized requirements in English and social science.

**EDUCATION 213: CONCEPTS OF TEACHING III (EARLY CHILDHOOD) PRIMARY EDUCATION**

(4) 3 semester hours

This course is an overview of primary instruction with major emphasis on the first and second grades. A systematic examination is made of curriculum materials and classroom procedures essential to a sound learning environment. Consideration is given to the total integrated curriculum, particularly the development of skills, knowledge, and attitudes in language arts, social studies, science, and mathematics.

For students in the early childhood education curriculum.

Two hours lecture, two hours laboratory and conference per week.

*Prerequisites:* Education 210 and 211 and specialized requirements in mathematics and science.

**EDUCATION 214: CONCEPTS OF TEACHING III (ELEMENTARY)**

(5) 4 semester hours

This course focuses on the development of teaching-learning concepts and strategies relating to mathematics and science. Curricula, media and materials, and the structure of these areas are studied.

For students in the elementary education curriculum.

Three hours lecture, two hours laboratory and conference per week.

*Prerequisites:* Education 210 and 212 and specialized requirements in mathematics and science.

**EDUCATION 300: SOCIAL FOUNDATIONS OF EDUCATION**

3 semester hours

This course is devoted to Rhode Island education in the context of the interrelationships between American education and key social forces, organizations and movements. It covers the basic constitutional and legal aspects of education, the political dynamics of education, the educational impact of race relations, the influence of religious organizations and schools, the dynamics of school finance and educational investment, and the role of business, labor and other groups.

**EDUCATION 301: HISTORY OF EDUCATION**

3 semester hours

The course is concerned with the historical development of selected educational theories, practices, institutions and policies.

**EDUCATION 302: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

3 semester hours

This course includes a philosophical analysis of key educational concepts such as the purposes of education, academic freedom, authority, indoctrination, equality of educational opportunity and professional autonomy. Individual and institutional approaches to selected educational concepts, issues and theories are included. (Secondary education teacher candidates will take this course after student teaching and in conjunction with Education 360: Senior Seminar.)

**EDUCATION 304: AUDIO-VISUAL INSTRUCTIONAL MATERIALS**

(4) 3 semester hours

Designed to give the student an understanding of audio-visual materials as classroom teaching tools, the course includes evaluation of materials and techniques of utilization. In addition to non-projected materials of all types, projected materials, instructional television, multiple listening recording devices and other audio aids are covered. Selected experiences in the preparation of teaching materials are included. Two-hour lecture, two-hour laboratory per week.

**EDUCATION 305: PRACTICUM IN EARLY CHILDHOOD EDUCATION**

(7) 6 semester hours

This course is a study of educational programs for pre-school, kindergarten, and primary pupils. It includes analysis of curriculum materials and classroom procedures used to orient young children to school activities and to provide formal and informal learning experiences in language arts, social studies, mathematics and science. Five hours per week of college class instruction and two hours of observation and participation in the Henry Barnard School or a Cooperative Center as well as group and individual conferences are required.

*Prerequisites:* Education 201 or Psychology 213, English 210, Art 201 and Music 201, a class standing of at least the fifth semester and the minimum index required for retention in Educational Studies for the related class standing. (For students in the class of '74 and thereafter, this course will be replaced by Education 210, 211, and 213.)

**EDUCATION 306: PRACTICUM IN ELEMENTARY EDUCATION**

(7) 6 semester hours

This course is an overview of elementary school instruction, including systematic examination of methods, materials and subject matter in language arts, social studies, mathematics, and science. Five hours per week of college class instruction and two hours of observation and participation in the Henry Barnard School or a Cooperative Center as well as group and individual conferences are required.

*Prerequisites:* Education 201 or Psychology 213, English 210, Art 201 and Music 201, a class standing of at least the fifth semester and the minimum index required for retention in Educational Studies for the related class standing.

(For students in the class of '74 and thereafter, this course will be replaced by Education 210, 212, and 214.)

**EDUCATION 307: PRACTICUM IN ART EDUCATION**

6 semester hours

This course is designed to give the student an understanding of principles, curriculum development and practices in teaching art at both the elementary and secondary levels. Observation of classes and initial participation in teaching are included.

*Prerequisites:* Psychology 213 or 214; cumulative index of 2.0; all art courses in sequence up to junior year.

**EDUCATION 308: PRACTICUM IN INDUSTRIAL ARTS EDUCATION**

4 semester hours

Comprising this course are three major instructional units, involving observation of accepted practices in industrial arts education, principles and practices of teaching industrial arts and initial participation in the teaching of industrial arts.

**EDUCATION 309: PRACTICUM IN MUSIC EDUCATION**

6 semester hours

The course is designed to give the student an understanding of principles, programs and practices in teaching music at both elementary and secondary grade levels. Observation of classes and initial participation in teaching are included.

*Prerequisites:* Music 101 and Psychology 214.



**EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION (5) 4 semester hours**

The Secondary Practicum is devoted to a study of the principles, curriculum, materials and methods of secondary education. Under the guidance of college and laboratory school instructors, students prepare lessons and work with individual pupils, small groups and classes of secondary school pupils. Each student takes this course under the direction of his major department.

*Prerequisites:* Psychology 214; a class standing of at least the fifth semester, and the minimum index required for retention in educational studies for the related class standing.

**EDUCATION 311: DEVELOPMENTAL READING IN SECONDARY SCHOOLS**

3 semester hours

This course includes: diagnosis of reading abilities, development of specific reading skills such as vocabulary building, word analysis, reading in content areas, examination of instructional materials, and the role of interest and motivation in establishing permanent reading and study habits. Emphasis is given to the role of principal, teacher, librarian and guidance counselor in the reading program. Individually prescribed instruction and school wide programs are examined.

*Prerequisites:* Education 321, or secondary teaching experience, or consent of program adviser, M.Ed. in Reading.

**EDUCATION 312: METHODS AND MATERIALS IN TEACHING FRENCH (ELEMENTARY SCHOOL)**

3 semester hours

This course covers the aims, principles, methods and problems of teaching a second language. It includes observation and participation in the Henry Barnard School. Discussions are led by language specialists in the Henry Barnard School and College Instructors.

**EDUCATION 315: CRITICAL THINKING AND LOGIC OF TEACHING**

3 semester hours

Topics will include the application of logic to teaching practices, and critical thinking.

*Prerequisite:* Philosophy 205.

**EDUCATION 316: EPISTEMOLOGY AND CURRICULUM**

3 semester hours

Current work in the structure of knowledge, i.e., epistemologies, will be considered as a basic part of curriculum change. The structure of experience in such areas as art, music, and literature will be considered in relation to the structure of knowledge and the curriculum, too.

*Prerequisite:* Philosophy 200 or Psychology 210 or 214.

**EDUCATION 317: MORAL EDUCATION AND INSTITUTIONS**

3 semester hours

Current techniques of moral education and dimensions of moral experience are studied. Both the individual and institutional influences on moral character are specified.

*Prerequisite:* Philosophy 206 or permission of the instructor.

**EDUCATION 319: DRIVER EDUCATION**

3 semester hours

This is a two-phase program consisting of classroom activities and on-the-road training. The successful completion of the course will certify the students for the teaching of driver education. This course will not count for credit towards a degree.

**EDUCATION 320: STUDENT TEACHING IN THE ELEMENTARY SCHOOL**

6 or 9 semester hours

This course provides teaching experience in an elementary or middle school classroom under the joint supervision of a certified cooperating teacher and a college

supervisor. Students observe the calendar of the school to which they are assigned and gradually assume responsibility for a class or a set of classes. Upon request students qualified to teach elementary French are assigned one quarter in elementary French and one quarter in a regular elementary classroom.

Undergraduates in regular elementary and early childhood: one assignment, four and one-half days weekly for one semester, nine semester hours.

Undergraduates in special education: two half-semester assignments, full-time, six semester hours in regular classroom and six semester hours in special education classroom (See Special Education 303).

*Prerequisites:* Education 201 or Psychology 213; Education 322; Education 340, 341 and 342\*; Education 305 or 306; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the passing of all courses required prior to student teaching in the major field and professional sequence; adequate performance in practicum; proficiency in the operation of audiovisual equipment.

\*Students in the class of '71, '72 and '73 are required to take all three of these special methods courses. For students in the class of '74 and thereafter, those in the Early Childhood program will also be required to take all three special methods courses; those in the Generalized Elementary Program will be required to select two of these three special methods courses; those in the Specialized program will be required to select one of these three special methods courses.

Intensive Teacher Education and Master of Arts in Teaching students: Refer to the Graduate Catalog for requirements and prerequisites.

**EDUCATION 321: STUDENT TEACHING IN THE SECONDARY SCHOOL**

9 semester hours

This course involves a semester of teaching in a junior or senior high school under the joint supervision of a certified cooperating teacher and a college supervisor. The student assumes increasing responsibility for classroom instruction and for extra-class activities expected of a teacher in his subject field. The student also participates in a weekly seminar concerned with his teaching experiences. Students observe the calendar of the school to which they are assigned.

*Prerequisites:* Education 201 or Psychology 214; Education 310; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the passing of all courses required prior to student teaching in the major field and professional sequence; adequate performance in practicum; proficiency in the operation of audio-visual equipment.

Intensive Teacher Education and Masters of Arts in Teaching students: Refer to the Graduate Catalog for requirements and prerequisites.

**EDUCATION 322: METHODS AND MATERIALS IN TEACHING READING**

(4) 3 semester hours

This course analyzes elementary school reading programs. An investigation is conducted into alternative teaching methods and materials. Construction of materials designed to meet needs of particular learning situations are required.

Two hours lecture, two hours of laboratory and conference per week.

**EDUCATION 323: INTERNSHIP IN INDUSTRIAL EDUCATION**

9 semester hours

In-service teacher completes one year of supervised full time teaching, as an employed teacher. This course may not be taken for credit by persons who have completed Education 321: Student Teaching in Secondary Schools.

*Prerequisites:* Voc. Ed. 300: Methods of Teaching Industrial Subjects; Voc. Ed. 301: Occupational Analysis and Course Construction; Voc. Ed. 303: Shop Planning and Management.

**EDUCATION 324: STUDENT TEACHING  
IN MUSIC EDUCATION**

9 semester hours

Student teaching in music offers the student an opportunity to gain teaching experiences for a half semester each at the elementary and secondary levels under the joint supervision of certified cooperating teachers and a college supervisor. Whenever possible, the student's special interest area is considered in arranging school assignments (i.e., elementary vocal or instrumental, secondary vocal or instrumental, junior high school general music, etc.)

*Prerequisites:* same as for Education 321, plus Music 103, 105 and 109.

**EDUCATION 325: STUDENT TEACHING IN ART EDUCATION**

9 semester hours

This course involves a semester of teaching art under supervision in both the elementary and secondary schools of the state. Whenever possible the student's special interest area will be considered in arranging secondary school assignments (i.e., ceramics, sculpture, etc.)

*Prerequisite:* Education 307.

**EDUCATION 326: STUDENT TEACHING****IN ELEMENTARY SCHOOL PHYSICAL EDUCATION**

9 semester hours

*Education 326:* Student Teaching in Elementary School Physical Education is usually taken during the first semester of the senior year. Students are assigned to two different cooperative centers; one half of the semester is spent in an elementary school, and one half occurs in an upper level situation. Students participate for four full school days and are expected to assist in after school programs, meetings, and other activities in which the school community is involved. One day per week, the students return to campus for their Senior Seminar and one additional course.

*Prerequisites:* In addition to satisfactory completion of the departmental prerequisites previously discussed, students must have adequate health, a cumulative index of 2.00 one full semester prior to student teaching, and passing grades in all professional and major courses; adequate performance in practicum; proficiency in the operation of audiovisual equipment.

**EDUCATION 332: EARLY CHILDHOOD EDUCATION—PART 1**

3 semester hours

Included in this course are a study of educational programs for pre-school, kindergarten, and primary grade pupils and a systematic analysis of sequential curriculum experiences for young children in language arts, social studies, science, mathematics, music, and art. Consideration is given to the development of early childhood education and to research findings in this and related fields. This course involves individualized laboratory experiences. Students may not receive credit for both Education 332 and Education 305.

**EDUCATION 340: METHODS AND MATERIALS  
IN ART EDUCATION**

(3) 2 semester hours

This course considers children's art expression in relation to pertinent research and current trends in art education. Workshop experiences with various art materials used in the elementary classroom focus on the development of visual and aesthetic awareness. Elementary classroom observation is included.

**EDUCATION 341: METHODS AND MATERIALS  
IN MUSIC EDUCATION**

(3) 2 semester hours

A one-semester study of the theory and pedagogy of teaching music in grades 1 through 6, this course is required of all students concentrating in elementary education for classroom teachers before practice teaching assignments. It is not for music education students.

**EDUCATION 342: METHODS AND MATERIALS  
IN PHYSICAL EDUCATION**

(3) 2 semester hours

Basic principles of physical education programs for elementary schools are covered. The course includes experience in teaching movement through games, rhythms and self-testing activities suitable for various age levels.

**EDUCATION 343: METHODS AND MATERIALS  
IN SCIENCE EDUCATION**

(3) 2 semester hours

This course is devoted to research and trends related to physical science in the elementary grades. It includes an analysis of science series, supplementary texts and visual aids. Key science demonstrations are individually undertaken. The course is recommended for students in elementary and early childhood education.

**EDUCATION 344: METHODS AND MATERIALS  
IN SPEECH EDUCATION**

(3) 2 semester hours

This course covers fundamental principles and techniques for improving basic voice and articulation skills and applying them in talks, discussions, choral speaking, and creative and formal dramatics. The integration of speech with class and extra-class activities is emphasized. Types of speech problems and techniques for correction of simple articulatory defects are included.

**EDUCATION 345: METHODS AND MATERIALS  
IN HEALTH EDUCATION**

3 semester hours

A course for elementary school classroom teachers, health specialists, physical educators and other personnel interested in school health instructional programs.

The latest methods, procedures and techniques for presenting the knowledges, principles, and concepts of a school health curriculum are surveyed. Instructional materials, their sources, utilization and effects are presented and considered.

**EDUCATION 356: MATHEMATICAL STRUCTURES IN  
THE INTERMEDIATE GRADES**

3 semester hours

The teaching of elementary algebra in a framework of the theory of sets, is studied with emphasis on the understanding of fundamental principles. It is designed for teachers of grades 6 through 9.

*Prerequisite:* at least one year of college mathematics or consent of the instructor. This course may not be counted for credit in addition to either Education 310 (Practicum, mathematics section) or Education 429 except by explicit special consent of the department in writing.

**EDUCATION 360: SENIOR SEMINAR  
IN SECONDARY EDUCATION**

(2) 1 semester hour

Taken concurrently with Education 302, this course provides a seminar situation for the analysis and discussion of the student's research.

**EDUCATION 362: SENIOR SEMINAR IN ART**

(2) 1 semester hour

This course is designed to serve as the capstone to the sequence of professional courses and to correct the gap between student teaching and full-time teaching. Students investigate topics or problems of general concern to art educators and present and defend their findings in the seminar. This course is to be taken the semester following student teaching.

**EDUCATION 380: WORKSHOP IN EDUCATION**

Selected topics are investigated in various formats. Credits and prerequisites vary.

**EDUCATION 390: DIRECTED STUDY**

3 semester hours

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

**EDUCATION 402: CURRENT PROBLEMS IN EDUCATION** 3 semester hours

This course provides intensive treatment of selected educational problems or problem areas such as collective negotiations in education, race relations in education, separation of church and state as it affects educational policy and practice, and the education of the culturally deprived.

**EDUCATION 404: MATHEMATICS IN THE ELEMENTARY SCHOOLS** 3 semester hours

This course is a study of the content and approach of modern mathematics programs with emphasis on current research and curriculum trends.

*Prerequisite:* Education 305 or 306, or elementary experience, or consent of instructor.

**EDUCATION 406: EARLY CHILDHOOD EDUCATION—PART II** 3 semester hours

A continuation of Education 332, this course includes a study of the organization, administration, and evaluation of kindergarten and primary programs. Attention is given to the wide range of early childhood programs, the role of government, the use of community agencies, the variety of staffing plans, the contribution of an interdisciplinary team, and the strengthening of home-school relationships.

*Prerequisite:* Education 305 or Education 332.

**EDUCATION 408: LANGUAGE ARTS IN THE ELEMENTARY SCHOOL** 3 semester hours

This course approaches language arts from a research base and focuses on the role of creativity in language expression, the sequence in which the child develops linguistic skills, and the characteristics of a spiral curriculum organization in the elementary school. This course includes individualized laboratory experiences.

*Prerequisite:* Education 305 or 306 or elementary experience, or consent of instructor.

**EDUCATION 410: PRACTICUM IN URBAN EDUCATION** 6 semester hours

This course is chiefly clinical in operation. Under the direction of the unit coordinator, participants observe disadvantaged youth in youth centers, Drop-In Centers, Upward Bound and Talent Search conferences, and in Family Court. After a period of observation, and participation in appropriate conferences, the participants accept responsibility for working with disadvantaged youth in counseling, advisory and tutorial roles. An important aspect of this experience is a one-to-one relationship with disadvantaged youth. Participants will meet in a weekly seminar.

**EDUCATION 412: PRINCIPLES AND TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL** 3 semester hours

This experience is designed to give the student a knowledge of the ways and means of teaching his major subject effectively, and to provide him with laboratory experience in classroom management.

**EDUCATION 413: COMPARATIVE EDUCATION** 3 semester hours

The course studies selected systems of foreign education, including the relationship of instructional practices to the culture of the country being studied. The comparison of economic, ideological and social determinants affecting instructional practices in foreign countries is made. Special consideration is given to educational problems in underdeveloped countries.

*Prerequisite:* Education 300 or equivalent.

**EDUCATION 415: LITERATURE IN THE ELEMENTARY SCHOOL** 3 semester hours

This course is primarily concerned with the development of various patterns of

literature instruction in the elementary school. The development and enrichment of children's literary taste and appreciation are stressed. This course includes individualized laboratory experiences.

*Prerequisite:* Education 305 or 306, or elementary teaching experience, or consent of instructor.

**EDUCATION 418: SCIENCE IN THE ELEMENTARY SCHOOL** 3 semester hours

This course emphasizes recent research and curriculum trends in science education. Individual and group laboratory experiences employing various science processes are also included.

*Prerequisite:* one year of college level science or consent of instructor.

**EDUCATION 420: TEACHING INTERNSHIP IN URBAN EDUCATION** 6 semester hours

This is a supervised internship. The participant will be a teacher in an inner city school, supervised by the unit coordinator. MAT Plan IV and ITE candidates are supervised cooperatively by the unit coordinator and the appropriate subject matter specialist. M.Ed. and CAGS candidates are supervised by the unit coordinator. One of the most important functions of the unit coordinator will be to work with the school administration and department heads, in order to evaluate his own progress. The internship will normally be completed in one semester and include a weekly seminar. The experience will be evaluated on a satisfactory/unsatisfactory basis.

**EDUCATION 421: ART IN THE ELEMENTARY SCHOOL** 3 semester hours

This course considers the objectives of an art program in the elementary grades and also the means of presenting, motivating, encouraging and evaluating such a program. Current research and activities in the field are discussed and the class participates in relevant studio activities.

*Prerequisite:* Education 340, art or elementary experience and consent of instructor.

**EDUCATION 422: COMPARATIVE PHILOSOPHIES OF EDUCATION** 3 semester hours

Major educational philosophies and theories are analyzed.

*Prerequisite:* Education 302 or equivalent.

**EDUCATION 424: MUSIC IN THE ELEMENTARY SCHOOL** 3 semester hours

Conducted as a workshop, the course deals with more advanced topics of concern to both the classroom and music teacher. Areas covered include philosophy, contemporary methodology, research and special problems.

*Prerequisite:* consent of department chairman.

**EDUCATION 425: ADVANCED STUDIES IN MUSIC EDUCATION** 3 semester hours

Selected problems are investigated. Theoretical and practical topics as well as recent developments are included.

*Prerequisite:* permission of the department chairman.

**EDUCATION 427: FOREIGN LANGUAGES IN THE SCHOOLS** 3 semester hours

The purpose of this course is to develop more effective foreign language teaching at all levels, through the examination of recent research in methodology and educational media, with particular reference to the contributions made by such areas as psychology, linguistics and social anthropology. Laboratory experiences will be offered.

*Prerequisite:* Education 320 or 321 (or equivalent), and/or consent of the instructor.



**EDUCATION 428: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

3 semester hours

Students examine and evaluate objectives, content and organization of social studies, curriculum resource materials, and selected instructional models in the light of current recommendations and research data.

*Prerequisite:* Education 305 or 306, or elementary teaching experience, and consent of instructor.

**EDUCATION 429: MATHEMATICS IN THE SECONDARY SCHOOLS**

3 semester hours

This course studies the modern secondary curriculum in mathematics, emphasizing those aspects which are directly concerned with the actual teaching of mathematics. Particular attention is paid to recent curriculum recommendations which affect methodology and the teacher's fundamental approach to mathematics or which propose specific new topics. The course is designed for secondary school teachers of mathematics, in particular for those in M.Ed. or M.A.T. programs.

*Prerequisites:* At least two years of college mathematics and an introduction to methods of teaching mathematics (such as Education 310), or consent of the instructor.

**EDUCATION 434: READING IN THE ELEMENTARY SCHOOL**

3 semester hours

The following basic aspects of reading instruction are studied in this course: reading readiness, word analysis, vocabulary building, comprehension, oral reading and study skills. Schoolwide reading programs and informal testing strategies are explored.

*Prerequisite:* Education 322, or elementary teaching experience, or consent of program adviser, M.Ed in Reading.

**EDUCATION 437: THE ROLE OF TELEVISION IN EDUCATION**

3 semester hours

This course is devoted in part to an exploration of the impact of television on the curriculum and on the instructional environment. Television as an aid in the classroom is discussed at length with reference to closed-circuit type operations, as well as open-circuit. Opportunity is given for actual experience in preparing and presenting a TV lesson, as well as experience in operating television cameras and allied equipment.

**EDUCATION 438: DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES**

3 semester hours

The course examines principles and techniques of diagnosis and treatment of reading difficulties. Experience in administration and interpretation of individual and group diagnostic instruments is provided. Emphasis is placed on determining the areas of difficulty, their causes, prevention, and correction. Remedial practices and procedures useful to the classroom teacher, school counselor and reading specialist are stressed.

*Prerequisite:* Education 311 or 434.

**EDUCATION 440: PREPARATION OF AUDIO-VISUAL MATERIALS**

3 semester hours

This course is devoted to the techniques of making audiovisual materials for classroom use. The laboratory technique is used almost entirely throughout the course. Emphasis is given to the preparations of various types of slides, transparencies for the overhead projector, and 8mm sound motion picture production. No technical background is required.

**EDUCATION 441: SCIENCE IN SECONDARY SCHOOLS**

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of science teaching, and current research in science education.

*Prerequisite:* Education 310 or equivalent, three years teaching experience in science, or consent of instructor.

**EDUCATION 442: ENGLISH IN SECONDARY SCHOOLS**

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of English instruction, and current research in secondary English instruction.

*Prerequisite:* Education 310 or equivalent, three years teaching experience in English or consent of instructor.

**EDUCATION 443: SOCIAL STUDIES IN SECONDARY SCHOOLS**

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of social studies instruction, and current research in social studies instruction.

*Prerequisite:* Education 310 or equivalent, three years teaching experience in social studies, or consent of instructor.

**EDUCATION 444: BIOLOGY IN SECONDARY SCHOOLS**

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of biology teaching, and current research in biological education.

*Prerequisite:* Education 310 or equivalent, three years teaching experience in biology or consent of instructor.

**EDUCATION 460: SEMINAR IN EDUCATION**

3 semester hours

The topics vary.

**EDUCATION 480: WORKSHOP IN EDUCATION**

Selected topics are investigated in various formats. Credits and prerequisites vary.

**EDUCATION 482: WORKSHOP IN EDUCATION**

3 semester hours

Subjects vary.

**EDUCATION 501: EDUCATION AND SOCIAL INSTITUTIONS**

3 semester hours

This course includes a study of historical and sociological principles and information necessary to understand the cultural forces affecting education. It considers the influences of social institutions and social agencies upon the social structure of the schools.

*Prerequisite:* Education 300 or equivalent.

**EDUCATION 502: FUNDAMENTALS OF RESEARCH**

3 semester hours

Research concepts, design and methodology are presented in terms of their specific relationships to educational problems. Critical analysis of educational material is included.

**EDUCATION 505: ELEMENTARY SCHOOL CURRICULUM**

3 semester hours

Significant trends in the development of American society, current emphases on the disciplines of knowledge, focus on processes, and recent research in pedagogy are linked to the curriculum of the elementary school. Recent innovations and new curriculum designs are analyzed.



**EDUCATION 507: FUNCTIONS OF THE COOPERATING TEACHER**

3 semester hours

This course prepares experienced teachers to work with student teachers in Rhode Island public schools. Topics studied include orientation, supervision and evaluation of student teachers, and a review of current instructional methods and curricular materials. Sections for secondary cooperating teachers also include an analysis of recent developments in their subject matter field. Candidates for a cooperating teacher's certificate should enroll in the appropriate section as described below.

*Prerequisites for all sections: certification to teach in area of assignment, three years of teaching experience, a master's degree or its equivalent, and recommendation from superintendent of schools to the coordinator of student teaching.*

**507: E. ELEMENTARY  
507: S. SECONDARY**

- |                           |                      |
|---------------------------|----------------------|
| 1. English                | 7. Industrial Arts   |
| 2. Social Studies—History | 8. Foreign Languages |
| 3. Biology                | 9. Art               |
| 4. Mathematics            | 10. Music            |
| 5. Physics—Chemistry      | 11. Speech—Theatre   |
| 6. General Science        |                      |

**EDUCATION 514: SECONDARY SCHOOL CURRICULUM**

3 semester hours

The development of a curriculum and the forces which modify it will be examined in terms of the problems, needs and trends involved. Recent curricular developments will be considered.

**EDUCATION 520: INTERNSHIP IN JUNIOR COLLEGE TEACHING**

6 semester hours

Students participate and teach full-time nearby junior colleges under the supervision of Rhode Island College faculty members and senior department members at the junior colleges. They attend a two-hour seminar every other week at Rhode Island College where common problems are discussed and experiences shared. Open only to students enrolled in the Junior College Teaching Program.

**EDUCATION 521: CONTEMPORARY METHODOLOGY—PART II**

3 semester hours

This second section of the course presents the recent and most significant developments in teaching such specialized areas as physical education, elementary science and music. Emphasis is placed upon the findings reported from research in these fields and the implications in these data for curriculum builders at the elementary school level.

**EDUCATION 529: REMEDIAL READING CLINIC**

6 semester hours

This workshop course includes lectures, demonstrations, and clinical experiences designed to reinforce theory and develop skill in the diagnosis and treatment of reading difficulties.

*Prerequisites: Education 434 or 311, Education 438, and consent of program adviser, M.Ed. in Reading.*

**EDUCATION 560: SEMINAR IN EDUCATION—REVIEW OF RESEARCH IN READING**

3 semester hours

This course involves a detailed investigation of research in reading. Emphasis is given to selection, critical analysis, and interpretation of significant reading studies. Application of the findings to current reading instruction is encouraged. This course is designed to precede the comprehensive examination in the M.Ed. in Reading program.

*Prerequisites: Education 434, 438, 529, and consent of program adviser, M.Ed. in Reading.*

**EDUCATION 563: SEMINAR IN EDUCATION: ADMINISTRATION OF READING PROGRAM**

3 semester hours

This course is a study of contemporary reading programs with emphasis on current and anticipated patterns of organization and administration. For advanced students in M.Ed. in Reading program.

*Prerequisites: Education 434 or 311, 438, 529, and consent of program adviser, M.Ed. in Reading.*

**EDUCATION 575: JUNIOR COLLEGE INSTITUTE**

6 semester hours

Students are given the opportunity in this seminar to gain insights into the role of the junior college in higher education, to examine the social and economic forces which have brought about the development of this type of institution, to develop understandings of the functions and curricula of the two-year college, and to study guidance as it concerns the junior college student. Principles for understanding the individual, counseling techniques, knowledge of educational and occupational opportunities and problems peculiar to students of the junior college are discussed. Open by permission.

**EDUCATION X80: WORKSHOP IN EDUCATION—BY ARRANGEMENT**

Students are given the opportunity in this course to study selected problems under the direction of specialists, consultants and group leaders. The number of credit hours is determined by the length of the particular workshop.

**DEPARTMENT OF ENGLISH****● ENGLISH 110: EXPERIMENTS IN PROSE WRITING**

4 semester hours

This course is designed to develop clarity, imagination, and control in writing. The student will be encouraged to experiment widely in expository prose and to strengthen the critical ability with which to judge his own work and that of professional writers.

**● ENGLISH 111: INTRODUCTION TO AUTOBIOGRAPHY**

4 semester hours

Journals, diaries and autobiographies of authors past and present will be examined. The purpose of the course is not only to analyze the works in order to reveal the personalities of the writers but also to study the autobiography as a literary genre.

**● ENGLISH 112: APPROACHES TO FICTION**

4 semester hours

This course is designed to develop an understanding of fiction through a close reading and analysis of short stories and novels selected from various periods of Western literature.

**● ENGLISH 113: APPROACHES TO DRAMA**

4 semester hours

This course is designed to develop an understanding of dramatic literature past and present through a close reading and analysis of representative plays selected from periods in which the genre has flourished.

**● ENGLISH 114: INTRODUCTION TO POETIC ANALYSIS**

4 semester hours

This course is designed to develop an understanding of poetry through a close reading and analysis of poems from various periods of English and American literature. It will examine poetic form, versification, imagery, diction, figurative language, theme, mood and tone.

● **ENGLISH 115: THEMES IN ENGLISH AND AMERICAN LITERATURE**

4 semester hours

With topics changing from semester to semester, this course offers the student an opportunity to pursue a limited but in-depth study of a significant theme in English and American Literature.

**ENGLISH 210: CHILDREN'S LITERATURE**

3 semester hours

Students read widely in material from early folklore to current literature in order to develop discrimination in the selection of books for children of the elementary school level. The course provides methods of interpreting and criteria for evaluating the different types of literature suitable for children. Required of early childhood and elementary education students prior to taking practicum.

**ENGLISH 211: INTRODUCTION TO LINGUISTICS**

2 semester hours

This course is an introduction to the principles and methods of the scientific study of English. It is designed to deepen the student's sensitivity to language and to enlarge his awareness of historical and current approaches to grammar by tracing the development of English and examining important linguistic theories.

**ENGLISH 231: INTRODUCTION TO AMERICAN LITERATURE**

3 semester hours

This course examines the significant literary forms developed in America from Colonial times to the end of the nineteenth century. Offered every semester.

**ENGLISH 301: AMERICAN LITERATURE FROM THE BEGINNINGS TO 1835**

3 semester hours

This course concentrates on the proto-literary attitudes and themes of the colonial and Republican era. Among the figures considered are Taylor, Franklin, Cooper, Irving, and Poe.

**ENGLISH 302: AMERICAN LITERATURE FROM 1835 TO 1885**

3 semester hours

The poetry and prose of the New England Renaissance are examined. Among the figures considered are Emerson, Thoreau, Hawthorne and Melville.

**ENGLISH 303: AMERICAN LITERATURE FROM 1885 TO 1914**

3 semester hours

With special attention to the rise of American realism and the major poets of the period, this course emphasizes the works of Twain, James, Dreiser, Crane, Dickinson and Whitman.

**ENGLISH 320: MODERN BRITISH POETRY**

3 semester hours

This course examines major contributions and movements in British poetry from 1900 to the present.

**ENGLISH 321: MODERN AMERICAN POETRY**

3 semester hours

This course examines major contributions and movements in American poetry from 1900 to the present.

**ENGLISH 322: MODERN DRAMA**

3 semester hours

The course is a study of the theory, types and themes of representative British, American and European plays.

**ENGLISH 323: MODERN BRITISH NOVEL**

3 semester hours

Important British novels of the twentieth century are analyzed.

**ENGLISH 324: MODERN AMERICAN NOVEL**

3 semester hours

Important American novels of the twentieth century are analyzed.

**ENGLISH 325: LITERATURE AND FILM**

3 semester hours

This course examines a number of films in an attempt to consider the role of the motion picture as a major literary and social force of the twentieth century. Although particular titles will vary from year to year, the central concerns of the course will be the major genres of the feature film and their relationships to other literary and visual forms. In addition to viewing films shown in class, students will be expected to read and write film criticism and theory, and to see films frequently off campus.

**ENGLISH 326: STUDIES IN BLACK LITERATURE**

3 semester hours

With topics varying from year to year, this course examines Black literature in English. Subjects will generally focus upon specific thematic and generic problems. This course may be taken twice.

**ENGLISH 331: ADVANCED COMPOSITION**

3 semester hours

The course is a study of the principles of rhetoric and style on a more mature level than that of English 110 and an application of those principles in the writing and revision of themes. It is designed to develop the virtues of clarity, force and fluency, especially in the writing of expository, critical and argumentative prose.

**ENGLISH 332: HISTORY OF THE ENGLISH LANGUAGE**

3 semester hours

This is an historical survey of developments in vocabulary, grammar and phonology from Old English to Modern English.

**ENGLISH 333: MODERN ENGLISH GRAMMAR**

3 semester hours

The grammar and syntax of present-day American English are examined, and pertinent readings in linguistic studies are included.

**ENGLISH 334: STUDIES IN LITERARY CRITICISM**

3 semester hours

This course is devoted to a study of significant theories of aesthetics and literary criticism and of major critics past and present. It emphasizes both the historical development of these theories and their practical application to particular works and genres. Recommended for juniors and seniors.

**ENGLISH 335: LITERATURE IN TRANSLATION**

3 semester hours

This course focuses on a limited topic changing from year to year and may be taken twice. Subjects are drawn from such various historical periods as Classical Greek, Medieval or Modern European.

**ENGLISH 344: CHAUCER**

3 semester hours

*The Canterbury Tales*, *Troilus and Criseyde* and a number of Chaucer's short poems are studied. All are read in the late Middle English of the originals. Historical, linguistic and critical material is introduced to illuminate the meaning of the poems. Recommended for juniors and seniors.

**ENGLISH 345: SHAKESPEARE: THE HISTORIES AND COMEDIES**

3 semester hours

With appropriate attention to the theatrical, literary and social background of Shakespeare's age, this course examines ten major histories and comedies. Among the plays considered are *Richard II*; *Henry IV, Parts 1 and 2*; *Twelfth Night*; *As You Like It*; and *The Tempest*.

**ENGLISH 346: SHAKESPEARE: THE TRAGEDIES**

3 semester hours

This course offers a critical analysis of Shakespeare's major tragedies and examines the theatrical tradition to which the plays belong. Considerable attention is given to the nature of tragedy as a literary genre and to the role it plays in the Shakespearean canon.

**ENGLISH 347: MILTON**

3 semester hours

Seeking to place Milton against the historical background of the Puritan Revolution, this course analyzes the writer's significant philosophical and political prose works. The major concern of the course is a critical evaluation of Milton's lyric poetry, his epics, *Paradise Lost* and *Paradise Regained*, and his drama, *Samson Agonistes*. Recommended for juniors and seniors.

**ENGLISH 348: ENGLISH LITERATURE FROM THE BEGINNINGS TO 1500**

3 semester hours

With primary emphasis on English literature of the Middle Ages, the course considers such writings as *Beowulf*, Anglo-Saxon lyrics, the works of the Pearl Poet, *Piers Plowman* and Malory's *Morte D'Arthur*. Attention is also given to Bede's *Ecclesiastical History*, the *Anglo-Saxon Chronicle*, and selected works of Chaucer.

**ENGLISH 350: ENGLISH LITERATURE FROM 1500 TO 1603**

3 semester hours

This course offers a study of the literature of the English Renaissance. Special attention is given to Edmund Spenser, the sonneteers, the non-dramatic poetry of Shakespeare, Marlowe, and Ben Jonson and the prose of Sir Philip Sidney and Francis Bacon.

**ENGLISH 351: ENGLISH LITERATURE FROM 1603 TO 1660**

3 semester hours

The chief emphasis of the course is placed on the two major poetic schools of the period: John Donne and the Metaphysicals, and Robert Herrick and the Cavalier lyricists. Some attention is also given to the early verse of Milton and to the miscellaneous prose works of such writers as Robert Burton, Sir Thomas Browne and John Bunyan.

**ENGLISH 352: ENGLISH LITERATURE FROM 1660 TO 1744**

3 semester hours

The historical and cultural background of neo-classicism is considered through a study of the major figures of the period: Dryden, Pope and Swift. Some attention is also given to other influential figures of the age.

**ENGLISH 353: ENGLISH LITERATURE FROM 1744 TO 1784**

3 semester hours

This course is chiefly concerned with the works of Johnson and his circle. Some attention is also given to the rise of the novel in the eighteenth century and to the pre-Romantic poets.

**ENGLISH 354: ENGLISH LITERATURE FROM 1784 TO 1832**

3 semester hours

The major tendencies of thought and sensibility of the English Romantic movement are studied chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Some attention may also be given to certain minor poets of the period and to such prose writers as Lamb, Hazlitt, and DeQuincey.

**ENGLISH 355: ENGLISH LITERATURE FROM 1832 TO 1900**

3 semester hours

This course alternates between Victorian prose and Victorian poetry. The writers that may be considered in Victorian prose are Macaulay, Carlyle, Ruskin, Mill, Arnold, Newman, Huxley and Pater. The writers that may be considered in Victorian poetry are Arnold, Browning, the Pre-Raphaelites, Tennyson and Swinburne.

**ENGLISH 356: ENGLISH DRAMA TO 1642, EXCLUDING SHAKESPEARE**

3 semester hours

The development of the English drama is traced from its beginnings in the Middle Ages to the closing of the theaters in 1642. The course emphasizes major Elizabethan and Jacobean dramatists other than Shakespeare.

**ENGLISH 357: RESTORATION AND EIGHTEENTH-CENTURY DRAMA**

3 semester hours

This course is concerned with the historical and critical analysis of the major dramas in England from 1660 to 1784, including Etherege, Dryden, Wycherley, Gay, Goldsmith and Sheridan. Considerable attention is also given to the theories of drama which influenced the plays of the period.

**ENGLISH 358: THE ENGLISH NOVEL FROM 1700 TO 1832**

3 semester hours

The beginnings of the English novel and those novelists who most influenced its development in the eighteenth century are considered in this course. Among the works discussed in depth are those of Defoe, Richardson, Fielding, Smollett, Sterne, Scott and Jane Austen. Some attention is also given to the "Gothic" novel.

**ENGLISH 359: THE ENGLISH NOVEL FROM 1832 TO 1914**

3 semester hours

A critical study, both historical and literary, is made of the Victorian novelists: Dickens, the Brontës, Thackeray, Eliot, Meredith and Butler.

**ENGLISH 361: SEMINAR IN AMERICAN LITERATURE**

3 semester hours

To satisfy two aims, depth study and development of research techniques, the seminar focuses on a limited topic. Semester I topics will be drawn from the beginnings of American Literature to 1885. Semester II topics will be drawn from 1885 to the present. The class is limited to 15 students. This course may be taken twice.

*Prerequisites will vary according to the topic chosen.*

**ENGLISH 362: SEMINAR IN ENGLISH LITERATURE**

3 semester hours

Like English 361, this course focuses on a limited topic changing from semester to semester. Semester I topics will be drawn from the beginnings of English Literature to 1660. Semester II topics will be drawn from 1660 to the present. The class is limited to 15 students. This course may be taken twice.

*Prerequisites will vary according to the topic chosen.*

**ENGLISH 390: DIRECTED STUDY**

3 semester hours

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

*Prerequisite: Restricted to undergraduates who have had suitable course work and who have the consent of an instructor and the department chairman. Request to participate in a reading course should be made in writing to the department chairman by the middle of the semester prior to which the student expects to take the reading course.*

This course is also open to students who wish to pursue a creative writing project in poetry, drama or fiction under the guidance of a tutor. Acceptance is to be determined by the department chairman upon written application and submission of a portfolio of work by the student.

**ENGLISH 391: DIRECTED STUDY**

3 semester hours

This course is open to students whose topic in English 390 may be more fully realized by an additional semester's work. The decision to enroll in this course must be made by the student in consultation with his tutor and the department chairman before the end of the tenth week of the semester in which English 390 is taken.

**ENGLISH 501: TRAGEDY**

3 semester hours

Through an analysis of works selected from periods when the genre flourished, this course examines the role and function of tragedy and its importance in literary history. Considerable attention is given to the critical approaches which define changes in the tragic form and to the decline of tragedy in the modern era.

*Prerequisite: consent of the instructor or the department chairman.*



**ENGLISH 502: COMEDY**

3 semester hours

This course, which, like English 501, focuses primarily on dramatic literature, attempts to define the theory and practice of comedy through an intensive study of selected works from Aristophanes through the Absurdist. Plays are supplemented with readings in major critical analyses, including discussions of comedy by such writers as Meredith, Bergson, Frye, and Santayana.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 503: FICTION**

3 semester hours

Starting with the early fictional forms of the Middle Ages and the Renaissance, this course emphasizes the rise of the novel from the eighteenth century to the present. Not intended as a "survey" of the novel and short story, the course instead analyzes selected works in order to investigate a variety of narrative forms and techniques. Considerable attention is given to major theories of the art of fiction.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 504: SATIRE**

3 semester hours

The continuing tradition of satire, its form and critical meaning will be analyzed and demonstrated in representative literatures from classical to modern times. The focus will be on English and American satirists with attention to certain Continental models.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 510: STUDIES IN OLD ENGLISH AND MEDIEVAL LITERATURE**

3 semester hours

By utilizing various topics and approaches and by emphasizing in-depth study of primary materials, this course attempts to evaluate some of the significant characteristics and accomplishments of these periods.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 511: STUDIES IN RENAISSANCE LITERATURE**

3 semester hours

This course explores some of the important developments and distinctive concerns of the literary movements and authors of the Renaissance by considering topics of limited focus for careful examination.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 512: STUDIES IN NEOCLASSICISM**

3 semester hours

This course examines aspects of neoclassicism through close study of some of its characteristic achievements.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 513: STUDIES IN ROMANTICISM**

3 semester hours

Topics of limited focus drawn from the aesthetic, philosophical, and literary achievements of Romanticism provide the basis for this course.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 514: STUDIES IN VICTORIAN LITERATURE**

3 semester hours

By choosing various topics and approaches and by stressing in-depth study of primary materials, this course evaluates some of the important characteristics and accomplishments of significant Victorian figures.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 515: STUDIES IN TWENTIETH-CENTURY BRITISH LITERATURE**

3 semester hours

This course explores some of the important developments and distinctive concerns of the literary movements and authors of the present century by selecting topics of limited focus for careful and detailed examination.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 516: STUDIES IN NINETEENTH-CENTURY AMERICAN LITERATURE**

3 semester hours

By utilizing various approaches in studying the primary materials, this course attempts to evaluate some of the important characteristics and accomplishments of significant American figures.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 517: STUDIES IN TWENTIETH-CENTURY AMERICAN LITERATURE**

3 semester hours

This course considers some of the important developments and distinctive concerns of the literary movements and authors of the present century by selecting subjects of limited focus for detailed examination.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 560: SEMINAR IN LITERARY SCHOLARSHIP**

3 semester hours

Through individual assignments in research, the students are required to find, evaluate and use research materials on a level of sophistication expected of graduate students.

*Prerequisite:* consent of the instructor or the department chairman.

**ENGLISH 561: SEMINAR IN AMERICAN LITERATURE**

3 semester hours

This seminar examines in depth a topic which changes from year to year. The student, using the methods of sound literary scholarship and criticism, explores independently a subject related to the seminar topic and will deliver one or more papers on that topic.

*Prerequisites will vary according to the topic. Permission of the instructor or the department chairman is required.*

**ENGLISH 562: SEMINAR IN ENGLISH LITERATURE**

3 semester hours

Deriving its topics from English literature, this is the same kind of course as English 561.

*Prerequisites will vary according to the topic. Permission of the instructor or the department chairman is required.*

**ENGLISH 571: DIRECTED READING**

3 semester hours

After consultation with his adviser and approval by the Department of English Graduate Committee, the student may pursue a program of reading in areas not covered by the conventional courses. Requests to participate in this course should be made in writing to the graduate adviser by the middle of the semester prior to which the student expects to take the reading course. This course may be taken for credit more than once.

**ENGLISH 590, 591: MASTER'S THESIS**

6 semester hours

This course is open only to students enrolled in the thesis plan. Before he registers for the course, the student shall, with the help of his adviser, prepare a thesis proposal which shall be submitted to the Department of English Graduate Committee for approval.



**FRENCH***(Department of Modern Languages)*

The general prerequisite for all 200 and 300 courses in French is proficiency in intermediate French, demonstrated through examination or through successful completion of French 103-104.

**FRENCH 100: ACCELERATED ELEMENTARY FRENCH** 6 semester hours

A concentrated one semester course for the student who wishes to begin the study of French. In this course emphasis is placed upon the development of the four basic skills: listening comprehension, speaking, reading and writing. Aspects of French culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

**FRENCH 101-102: ELEMENTARY FRENCH** 6 semester hours

In this course, emphasis is placed on the development of the four basic skills: listening comprehension, speaking, reading and writing. Use is made of the language laboratory. Two semesters. Students who receive a grade of F in the first semester must repeat the course with a passing grade before continuing in the second semester.

**FRENCH 103: INTERMEDIATE FRENCH** 4 semester hours

In this course emphasis on the development and practice of the basic oral and written skills is continued. The work also includes a review of French grammar and the reading of representative texts. The language laboratory is utilized as an aid in promoting oral proficiency.

● **FRENCH 104: READINGS IN INTERMEDIATE FRENCH** 4 semester hours

Readings which stress the cultural and humanistic impact of French civilization upon modern man will be selected. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

*Prerequisite:* French 103 or permission of department chairman.

● **FRENCH 107: INTRODUCTION TO LITERARY GENRES** 4 semester hours

Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in French.

*Prerequisite:* French 103 or permission of department chairman.

**FRENCH 201: ADVANCED ORAL FRENCH** 4 semester hours

Designed to develop oral proficiency on an advanced level, this course emphasizes the use of accurate, idiomatic French. It also includes an introduction to phonetics, with extensive use of the language laboratory. Literary texts which stress aspects of French culture and civilization will be bases for oral work.

**FRENCH 202: ADVANCED FRENCH SYNTAX AND STYLISTICS** 4 semester hours

The course provides a study of the finer shades of expression in the French language and an analysis of French style through the reading of selected modern texts and the re-writing of English passages in comparable literary French. This is an advanced course for students who already have a command of French grammar and the ability to write French correctly but who can profit from greater attention to style and composition.

**FRENCH 240: EXPLICATION DE TEXTES**

3 semester hours

Designed to prepare the student for courses in literature by increasing his appreciation of French style and his own skill in expression, this course provides an introduction to textual analysis through close readings of selected passages of French prose and poetry from all periods of literature.

● **FRENCH 250: FRENCH CIVILIZATION**

3 semester hours

The geography and the political and cultural history of Metropolitan France are traced from its origins to modern times. The course is taught in French.

*Prerequisite:* proficiency in intermediate French or permission of the department chairman.

**FRENCH 300: APPLIED LINGUISTICS**

3 semester hours

In this course a study is made of the meaning and nature of language and its application to the teaching of French with special emphasis on planning and presentation of basic audiolingual structures. Practical work in the language laboratory is included.

**FRENCH 302: PRE-CLASSICAL FRENCH LITERATURE**

3 semester hours

A study is made of the social, political, religious and philosophical climates that contributed to the formulation of the classical discipline and to the establishment of the absolute monarchy. Included are the works of the major writers between 1600 and 1660, such as Malherbe, Corneille, Honoré d'Urfé, Mlle. de Scudéry and Descartes.

**FRENCH 303: CLASSICAL FRENCH LITERATURE**

3 semester hours

The role of Louis XIV and his influence on French Literature are discussed in this course. Students read and criticize the works of the chief literary figures and some minor writers at the peak of Classicism (1660-1715). Representative authors included are Retz, La Rochefoucauld, Mlle. de LaFayette, Mme. de Sévigné, Bossuet, La Fontaine, Boileau, Molière and Racine.

**FRENCH 304: THE AGE OF REASON**

3 semester hours

The course includes a study of the main themes of eighteenth-century thought leading to the French Enlightenment, as well as a study of the historical and artistic backgrounds of the century. Among writers whose major works are discussed are Lesage, Prévost, Marivaux, Montesquieu and Voltaire in his earlier period. Attention is given to the development of the novel and the drama during the century.

**FRENCH 305: THE AGE OF ENLIGHTENMENT**

3 semester hours

The study of eighteenth-century thought is continued in this course with emphasis on the philosophical trends leading to the rise and development of the liberal movement. The major writers studied include Voltaire, Rousseau, Diderot, d'Alembert and the Encyclopédistes.

**FRENCH 306: ROMANTICISM**

3 semester hours

The course deals with the emergence and development of French Romanticism in prose and poetry. Among the authors studied are Chateaubriand, Lamartine, Hugo, Musset, Vigny, Stendhal and Balzac.

**FRENCH 307: REALISM, NATURALISM AND SYMBOLISM**

3 semester hours

The movements that attempted to make narrative prose and drama reflect the realities of life are studied and parassian and symbolist poetry are surveyed. The authors considered include Flaubert, Zola, Maupassant, Baudelaire, Verlaine, Rimbaud and Mallarmé.

**FRENCH 308: FRENCH LITERATURE FROM 1900 TO EARLY 1930's**

3 semester hours

The major trends of French literature of the twentieth century to the middle Thirties—cubism, surrealism, unanimism and neohumanism—are studied in the works of such authors as Claudel, Péguy, Proust, Gide, Valéry, Apollinaire, Aragon, Romain, Duhamel, Mauriac, Saint-Exupéry and Malraux.

**FRENCH 309: FRENCH LITERATURE FROM MID-1930'S TO THE PRESENT**

3 semester hours

The evolution of French literature of the twentieth century from the latter Thirties to the present is studied in the works of such writers as Cocteau Bernanos, Giraudoux, Montherlant, Sartre, Ponge, Camus, Saint-John Perse, Anouilh, Michaux, Ionesco, Beckett and Robbe-Grillet, to illustrate the progression from literature seeking significance for the *tragédie de l'homme* to existentialist literature of revolt and engagement, and the "new" literature.

**FRENCH 312: MEDIEVAL FRENCH LITERATURE**

3 semester hours

Representative literary genres of the Old and Middle French periods from the earliest documents to the works of the Grands Rhétoriciens are examined in relation to their historical, philosophical and aesthetic backgrounds.

**FRENCH 313: RENAISSANCE FRENCH LITERATURE**

3 semester hours

This course is a survey of the literature of the French Renaissance, with consideration of the philosophical, historical and aesthetic backgrounds of its prose and poetry, stressing such themes as the rise of Humanism, the spread of Platonism, and the development of critical and philosophic thought.

**FRENCH 350: APPLIED GRAMMAR**

3 semester hours

The goal of this course is to obtain facility of correct construction and grammar in speech and composition. This course involves students in a practical application of grammar both in oral and written forms. An intensive study of construction and idiomatic expressions is included.

*Prerequisite:* French 202.

**FRENCH 360: SEMINAR IN FRENCH**

The material of this course varies from year to year, but the comprehensive pattern remains constant. The work involves intensive individual and group study of literary, philosophical, historical, political, social or aesthetic problems, the choice to be based on the students' backgrounds and interests. Each student is required to submit a major paper as a culmination of the semester's work. Topic or period for each semester will be announced in advance.

**FRENCH 390: DIRECTED STUDY**

3 semester hours

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.

*Prerequisite:* approval of the department chairman.

**FRENCH 400: FRENCH LITERARY CRITICISM**

3 semester hours

The development of French literary criticism is traced from the Grands Rhétoriciens of the Renaissance to the present time, with particular emphasis on the literary movements of the nineteenth century and on the periods and trends of the present era. Open to seniors with the permission of the instructor.

**FRENCH 501: THE FRENCH NOVEL**

3 semester hours

Works of the longer forms of prose fiction constitute the general content of the course, but selection is made of a particular literary period or movement each time the course is given.

**FRENCH 502: SHORT FICTION IN FRENCH**

3 semester hours

The *conte, nouvelle* and *récit* are among the shorter genres examined. The particular literary period or movement studied is at the discretion of the instructor.

**FRENCH 503: NON-FICTION FRENCH PROSE**

3 semester hours

The essay, journal, memoirs and correspondence are the source materials from which selection is made for this course. These may be studied as literary genres in themselves, as source documents illuminating a particular cultural and intellectual milieu, or as aids to the study of the work of a particular author.

**FRENCH 504: FRENCH THEATRE**

3 semester hours

Any period, school or movement of French drama may be selected, at the option of the instructor, for intensive study. Works selected may be subjected to purely literary atmosphere of the times.

**FRENCH 505: FRENCH POETRY**

3 semester hours

The course focuses on the definition, social function and spiritual character of poetic creation as it relates to the respective historical and artistic context of the topic under consideration.

**FRENCH 520: GRAMMAR, COMPOSITION AND STYLISTICS**

3 semester hours

The traditional ideals of the French language, precision of diction, accuracy and position, the student will become acquainted with intricate and meaningful stylistic nuances. Grammar, while not formally presented, is an integral foundation of all aspects of the practical work.

*Prerequisite:* permission of department chairman.

**FRENCH 560: GRADUATE SEMINAR IN FRENCH**

3 semester hours

A thematic study of French poetry since 1900: its creative processes will be interrelated to our age of alienation, anxiety, violence, technological achievement.

**FRENCH 590: DIRECTED STUDY**

3 semester hours

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. A major paper in thesis form is required.

*Prerequisite:* approval of the department chairman.

**GENERAL STUDIES****GENERAL STUDIES 150: PLAN B COLLOQUIUM**

4 semester hours

This colloquium is a one semester course in which the students will discuss, analyze and write about the concepts and issues discovered in their reading, some of which will be in texts read during the summer prior to admission. The purpose of the course is to acquire oral and written skills by developing a personal style through writing and rewriting and in understanding the importance of organization, logic and coherence for the transmission of ideas.

Open only to students in Plan B of General Studies.

**GENERAL STUDIES 151-152-153: PLAN A COLLOQUIUM**

4 semester hours

The Colloquium focuses on the methodology, the underlying assumptions and proven areas. Its function is to introduce the student to the variety of ways of knowing through the acquisition of insight into the structure of knowledge and the interrelat-

edness of knowledge. Thus, major emphasis is placed on the methods, concepts and value judgments inherent in the understanding of specific problems, topics or issues. Offered in three areas each semester: I Humanities, II Mathematics and Science, III Social and Behavioral Sciences.

Open only to students in Plan A of General Studies.

**GENERAL STUDIES 161-162-163: PLAN A SEMINAR** 4 semester hours

These seminars are concerned with the application and the implications of knowledge rather than methods of investigation and the structure of knowledge. They provide an opportunity for the student to apply the techniques of investigation to major issues or problems and to gain insight into the implications of knowledge in a particular area.

Open only to students in Plan A of General Studies.

**GENERAL STUDIES 165-166-163: PLAN B SENIOR SEMINAR: ASPECTS OF CONTEMPORARY CIVILIZATION** 4 semester hours

This senior seminar which is offered in three areas identifies and explores the major problems and issues of contemporary society and provides a culminating experience in General Studies appropriate to the maturity of the student about to graduate.

Open only to students in Plan B in their seventh or eighth semester, in an area which does not include their major or concentration.

**GEOGRAPHY**

(Department of Anthropology and Geography)

● **GEOGRAPHY 200: THE CHANGING ENVIRONMENT OF MAN** 4 semester hours

The primary focus of this course is upon the complex interplay between man and his environment. The influence of physical and cultural environmental factors on the distribution of population, the effect of man on the environment, and the total environmental complex are considered.

**GEOGRAPHY 201: INTRODUCTION TO GEOGRAPHY** 3 semester hours

Cultural and physical elements of geography are considered individually, in inter-relationship and as these elements are found in areal patterns of political, cultural and economic associations. The use and interpretation of maps is a major emphasis. Offered every semester.

**GEOGRAPHY 205: PHYSICAL GEOGRAPHY** 3 semester hours

The concern of the course is the physical earth. Study of the land treats of rock, minerals and landforms while study of the atmosphere treats of weather and climate. Some attention is also given to oceans, soils, and vegetation. Field work is an integral part of the course.

Offered every spring. Two lecture periods and two laboratory periods.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 210: CULTURAL GEOGRAPHY** 3 semester hours

An endeavor is made to understand the cultural diversity of mankind in geographic settings. In a topical and thematic presentation an analytical inquiry is made into the nature and distribution of such features as population, cultural attributes and types of economy.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 301: REGIONAL GEOGRAPHY OF ANGLO-AMERICA**

3 semester hours

The fundamental geographic attributes of the United States and Canada are developed. This is followed by a systematic study of the regions of this area.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 302: GEOGRAPHY OF ASIA**

3 semester hours

An assessment of the potential of the major nations of this continent is made on the basis of physical and human resources. Emphasis of the course is on the four countries of China, India, Japan and the Soviet Union. Selected countries of Southeast and Southwest Asia are also discussed.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 303: GEOGRAPHY OF EUROPE**

3 semester hours

This study of the main cultural and physical features of Europe as a whole serves as an introduction to a discussion of these factors in the life of each individual country. Nations of Scandinavia, the British Isles, the Low Countries, Central Europe and the Mediterranean are treated.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 304: GEOGRAPHY OF LATIN AMERICA**

3 semester hours

The lands south of the United States are evaluated from the view of the physical and cultural setting; climates, landforms, resources, economics and population patterns are emphasized. The areas of South America, Middle America, and Caribbean America are discussed each in turn.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 305: GEOGRAPHY OF RHODE ISLAND**

3 semester hours

Discussion centers on the geographic elements in the history and development of Rhode Island as well as their influence on the present and future patterns of growth in the state. The analysis will attempt to assess Rhode Island's place and problems as they exist in the New England, national and world scenes.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 310: CARTOGRAPHY I**

3 semester hours

Maps and related graphics are considered as a means of communication. The course includes cartographic theory and practical experiences in projection, scale, map compilation and map reproduction.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 311: ECONOMIC GEOGRAPHY**

3 semester hours

An analysis of man's economic activities and their variation over the earth's surface makes up the content of this course. Emphasis will be placed on the production, exchange and consumption of agricultural, mineral and industrial resources, as related to economic growth and resource development. Acceptable for credit in economics minor.

Prerequisite: Geography 201 or consent of the instructor.

**GEOGRAPHY 312: HISTORICAL GEOGRAPHY OF THE UNITED STATES**

3 semester hours

The historical development of the United States is examined from a geographical view point. Emphasis is placed on the interaction of those physical and cultural elements which contribute to the emergence of distinctive landscapes past and present.

Prerequisite: Geography 201 or consent of the instructor.



**GEOGRAPHY 313: POLITICAL GEOGRAPHY**

3 semester hours

Political geography approaches the similarities and differences of the world's political units from the standpoint of their spatial relationships. The elements of size, shape, population, resources and political organization, as well as the social and economic factors which differentiate political units, are analyzed.

*Prerequisite:* Geography 201 or consent of the instructor.

**GEOGRAPHY 315: URBAN GEOGRAPHY**

3 semester hours

A geographic analysis is used to study urban development. Consideration is given to urbanism on a national and world scale.

*Prerequisite:* Geography 201 or consent of the instructor.

**GEOGRAPHY 316: CARTOGRAPHY II**

3 semester hours

Advanced problems in cartography are provided in preparing specialized maps.

*Prerequisite:* Geography 310.

**GEOGRAPHY 360: SENIOR SEMINAR IN GEOGRAPHY**

3 semester hours

This provides an integrating experience in theory and practice. Students do research on a geographic topic which is the basis for oral and written reports.

*Prerequisite:* Seniors with 18 hours of geography.

**GEOGRAPHY 371: READING COURSE IN GEOGRAPHY**

3 semester hours

Directed reading under the guidance of a geographer is determined on the basis of the student's and instructor's interests.

*Prerequisite:* Approval of department chairman.

**GEOGRAPHY 380: WORKSHOP IN GEOGRAPHY**

Selected topics are investigated in various formats. Credits and prerequisites vary.

**GEOGRAPHY 390: DIRECTED STUDY IN GEOGRAPHY**

3 semester hours

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.

*Prerequisite:* Approval of department chairman.

**GEOGRAPHY 480: WORKSHOP IN GEOGRAPHY**

Selected topics are investigated in various formats. Credits and prerequisites vary.

**GERMAN**

(Department of Modern Languages)

**GERMAN 100: ACCELERATED ELEMENTARY GERMAN**

6 semester hours

A concentrated one semester course for the student who wishes to begin the study of German. In this course emphasis is placed upon the development of the four basic skills: listening comprehension, speaking, reading and writing. Aspects of German culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

**GERMAN 101-102: ELEMENTARY GERMAN**

6 semester hours

The course emphasizes the development of the four basic skills: listening comprehension, speaking, reading and writing German. Use is made of the language laboratory. Two semesters. Students who receive a grade of F in the first semester must repeat the course with a passing grade before continuing in the second semester.

**GERMAN 103: INTERMEDIATE GERMAN**

4 semester hours

In this course emphasis on the development and practice of the basic oral and written skills is continued. The work also includes a review of German grammar and the reading of representative texts. The language laboratory is utilized as an aid in promoting oral proficiency.

**● GERMAN 104: READINGS IN INTERMEDIATE GERMAN**

4 semester hours

Readings which stress the cultural and humanistic impact of German civilization upon modern man will be selected. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

*Prerequisite:* German 103 or permission of department chairman.

**● GERMAN 107: INTRODUCTION TO LITERARY GENRES**

4 semester hours

Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in German.

*Prerequisite:* German 103 or permission of the chairman.

**GUIDANCE**

(Department of Counselor Education)

**GUIDANCE 401: PRINCIPLES OF GUIDANCE**

3 semester hours

Consideration is given to the nature and need of school guidance, evaluation and operation of the major services, understanding of the individual, imparting of guidance information, counseling the individual, and placement and follow-up. This is a basic course for prospective teachers, administrators and guidance counselors.

**GUIDANCE 480: WORKSHOP IN GUIDANCE**

Selected topics are investigated in various formats. Credits and prerequisites vary.

**GUIDANCE 500: TECHNIQUES OF COUNSELING**

3 semester hours

The nature of the counseling process and theories of counseling are considered in this course. Techniques of interviewing, and common and special counseling problems at various school levels are studied.

*Prerequisites:* Psychology 308 and Guidance 401 or its equivalent.

**GUIDANCE 501: GUIDANCE IN THE ELEMENTARY SCHOOL**

3 semester hours

The course considers the nature of guidance at the elementary school level. Attention is given to the various functions of the school counselor. Emphasis is placed upon the integration of guidance within the total school program. Current practices and trends are examined.

*Prerequisites:* Guidance 401, Guidance 500 and Guidance 506.

**GUIDANCE 502: OBSERVATIONAL PROCEDURES IN ELEMENTARY SCHOOL GUIDANCE**

3 semester hours

The course is aimed at identification and assessment of observational procedures employed in the study of the child. A variety of longitudinal and cross-sectional approaches utilizing both objective and subjective techniques are considered. Students are expected to develop observational skills through practice under controlled conditions.

*Prerequisites:* Psychology 308, Psychology 401 and Guidance 501.

**GUIDANCE 503: PUPIL BEHAVIOR AND ADJUSTMENT PROBLEMS**

*3 semester hours*  
Symptoms, causes and treatment of emotional problems of the child from the elementary school through the secondary school are described. Problems peculiar to the school setting, deviant achievement, reading disability, the slow learner, the gifted child, the drop-out, delinquency and cultural deprivation are considered and discussed within the context of personality theory.

**GUIDANCE 504: VOCATIONAL INFORMATION AND PLACEMENT**

*3 semester hours*  
Considered here are problems of occupational orientation, knowledge of occupational opportunities, aptitudes and interests, and theories of vocational choice and "status." Techniques of placement and student personnel work are considered in terms of the role of the school.

*Prerequisite: Guidance 401.*

**GUIDANCE 505: ORGANIZATION OF GUIDANCE SERVICES**

*3 semester hours*  
Patterns of guidance services rendered by schools are covered. It includes discussions of individual guidance counseling, group guidance, test interpretation, anecdotal records, scholastic records, etc.

*Prerequisites: Guidance 500, Guidance 504 and Guidance 509.*

**GUIDANCE 506: MEASUREMENT AND TEST INTERPRETATION IN GUIDANCE**

*3 semester hours*  
Techniques for the effective use of test results in guidance are developed and concepts such as ability, growth, aptitude and capacity are examined with references to these developments. Statistical techniques appropriate for several types of evaluation problems are studied. Analysis of data presented is an essential part of the work.

*Prerequisite: Statistics and/or Education 375: Tests and Measurements.*

**GUIDANCE 507: CASE PROBLEMS IN GUIDANCE**

*3 semester hours*  
The course deals with case methods in guidance and the development of records for an adequate case history. Each student presents a complete case history of a child having learning problems in the classroom. Evaluation of the case and plans for helping the child are developed as a part of course requirements.

*Prerequisites: Psychology 308 and Guidance 506.*

**GUIDANCE 508: REHABILITATION COUNSELING**

*3 semester hours*  
This course features the correlation of background, abilities, disability and interests of clients to the world of work. The physical and mental-emotional demands of occupations are covered. A format for recording the rehabilitation counseling process is included, and the use of consultant help and community resources explored. A case history approach is utilized.

*Prerequisites: Guidance 500; Techniques of Counseling, Education 375: Tests and Measurement, Guidance 504: Vocational Information and Placement, and at least one course in personality theory.*

**GUIDANCE 509: PRACTICES AND PROCEDURES IN GROUP GUIDANCE**

*3 semester hours*  
The course covers the principles and techniques of group guidance, an analysis of

current concepts and procedures of multiple counseling, and the dynamics of the group process.

*Prerequisite: Guidance 500.*

**GUIDANCE 510: INTERNSHIP IN GUIDANCE I**

*3 semester hours*  
This course involves a gradual introduction to the work of the counselor on the job, under the direction of a fully-prepared supervisor of guidance and counseling. Local supervisors of guidance services collaborate with college advisors in evaluating student progress.

*Prerequisites: Guidance 580: Practicum in Counseling; Guidance 509: Practices and Procedures in Group Guidance and Guidance 506: Measurement and Test Interpretation in Guidance and the consent of the department chairman.*

**GUIDANCE 511: INTERNSHIP IN GUIDANCE II**

This course provides the student with an opportunity for advanced field experiences, under the collaborative direction of a school supervisor of guidance services and a counselor educator.

*Prerequisites: Guidance 510: Internship in Guidance I and the consent of the department chairman.*

**GUIDANCE 561: SEMINAR IN GUIDANCE—SECONDARY SCHOOL**

*3 semester hours*  
This course provides an opportunity for depth analysis of the guidance functions at the secondary school level. Emphasis is upon synthesis of theory and practice. Consideration is given to both research and evaluation.

*Prerequisite: open to advanced students with the consent of adviser.*

**GUIDANCE 562: SEMINAR IN GUIDANCE—ELEMENTARY SCHOOL**

*3 semester hours*  
This course provides an opportunity for depth analysis of the guidance functions at the elementary school level. Emphasis is upon synthesis of theory and practice. Consideration is given to both research and evaluation.

*Prerequisite: open to advanced students with consent of adviser.*

**GUIDANCE 580: PRACTICUM IN COUNSELING I**

*3 semester hours*  
The practicum offers advanced counseling experience under supervised laboratory conditions emphasizing observation and evaluation by students and instructors in laboratory-seminar sequence. Closed circuit TV, tape recordings and process recordings are used.

*Prerequisite: Guidance 500.*

**GUIDANCE 581: PRACTICUM IN COUNSELING II**

*3 semester hours*  
Attention is given to the development of special skills in counseling. Self-analysis is stressed, particularly in consideration of the client-counselor relationship. Students enrolled in this course are expected to work with clients under controlled supervisory conditions.

*Prerequisite: Guidance 580.*

**GUIDANCE 582: PRACTICUM IN GROUP COUNSELING**

*3 semester hours*  
This practicum offers advanced group counseling experience under supervised laboratory conditions featuring observation and evaluation by students and instructors in laboratory-seminar sequence.

*Prerequisite: Guidance 509.*

## HEALTH

**HEALTH 320: PUBLIC HEALTH NURSING**

3 semester hours

This is an introduction to public health nursing. Consideration is given to the development and trends in the public health movement on the local, state and national bases, as well as the functions of the public health nurse in official and voluntary agencies. The fundamental principles of public health nursing are discussed in the light of recommended current practices in public health.

*Open only to students in the school nurse-teacher program.*

**HEALTH 321: NUTRITION**

3 semester hours

The fundamental principles of human nutrition are presented with application in planning of diets to individual situations as they relate to the food needs of different ages, racial preferences and budgeting.

*Open only to students in the school nurse-teacher program.*

**HEALTH 322: SCHOOL NURSING**

3 semester hours

The present day philosophy of school nursing is considered in this course. It includes the nurse's role as a member of the school health team, her functions and priorities of service. Discussion encompasses the three areas of the school health program—education, environment and services.

*Prerequisite: Health 320.*

**HEALTH 323: PRACTICUM IN SCHOOL NURSING**

3 semester hours

A special program of laboratory experiences for school nurses is available at the Henry Barnard School. This program is under the joint sponsorship of the State Department of Health and Rhode Island College and fulfills the field experience requirement for candidates seeking state certification. School nurses interested in this course should apply through their superintendents of schools to the director of laboratory experiences, Rhode Island College. The course includes 15 three-hour morning sessions of observation and participation oriented around procedures and practices of school health. The program consists of home visits and evaluation of health records and community resources.

*Prerequisite: Health 322 or consent of instructor.*

## DEPARTMENT OF HISTORY

**● HISTORY 101: ISSUES AND APPROACHES TO ANCIENT HISTORY**

4 semester hours

In this course, the student analyzes several significant issues and themes in the ancient world and examines the major interpretative approaches to them. Consideration is given to the special methods of investigation used by the ancient historian.

**● HISTORY 102: ISSUES AND APPROACHES TO MODERN EUROPEAN HISTORY**

4 semester hours

The student analyzes several significant issues and themes in European history since the 15th century, and examines some of the major interpretative approaches to the understanding of them. The course provides a perspective on the forces which have shaped contemporary Europe.

**● HISTORY 103: ISSUES AND APPROACHES TO UNITED STATES HISTORY**

4 semester hours

The student analyzes significant political and cultural issues in United States History

and examines some of the major interpretative approaches to the understanding of them. The course provides a perspective on the elements of continuity and change in United States History.

**● HISTORY 104: ISSUES AND APPROACHES TO EAST ASIAN HISTORY**

4 semester hours

The student analyzes significant political and cultural issues in the history of China, Japan and Korea and examines some of the major interpretative approaches to the understanding of these themes. The course provides perspective on the elements of continuity and change in contemporary East Asia.

**● HISTORY 105: ISSUES AND APPROACHES TO MOSLEM HISTORY**

4 semester hours

The student analyzes significant political and cultural issues in Moslem history and examines some of the major interpretative approaches to the understanding of these themes. The course provides a perspective on the modern Near East.

**● HISTORY 106: ISSUES AND APPROACHES TO LATIN AMERICAN HISTORY**

4 semester hours

The student analyzes significant political and cultural issues in Latin American history and examines some of the major interpretative approaches to the understanding of them. The course provides a perspective on the contemporary development of Hispanic civilization.

**HISTORY 200: THE NATURE OF HISTORICAL INQUIRY**

3 semester hours

This course introduces the student to the principal concerns of historical investigation. Emphasis will be placed upon the tools of historical inquiry, the nature of sources, the extraction and evaluation of evidence, the role of individual judgment and the conceptual framework of historical interpretation. History 200 is normally the first course in the history major and minor.

**HISTORY 201-202: UNITED STATES HISTORY**

3 or 6 semester hours

The first semester deals with the development of the United States from its colonial origins through the Civil War and Reconstruction. The area of study in the second semester is the emergence of modern America from the rise of industrialization to the present. (Designed for students who need a general background in United States history before taking 300-level courses.)

**HISTORY 207: INTRODUCTION TO MOSLEM CIVILIZATION**

3 semester hours

An examination is made of the background and development of Moslem Civilization from the seventh to the sixteenth century. Emphasis will be given to the religious, intellectual and cultural characteristics of the civilization as they are elaborated and become institutionalized. (This is the first course in the Moslem-Near East sequence and is taken prior to History 307 or History 308 in satisfying the requirement for the major in non-Western history.)

**HISTORY 211: AN INTRODUCTION TO THE EAST ASIAN TRADITION**

3 semester hours

An emphasis is placed on traditional Chinese culture and the major variations of this basic civilization as found in Korea and Japan and some parts of Southeast Asia. Fundamental social, economic, political, literary and artistic themes will be dealt with, especially in light of their influences on modern Asia. (This is the first course in the East Asia sequence and is taken prior to History 311 or History 312 in satisfying the requirement for the major in non-Western history.)



**HISTORY 221: ANCIENT HISTORY***3 semester hours*

This course examines the major civilizations of the ancient Near East and Mediterranean, emphasizing their characteristic institutions and significant achievements. (Designed for students who need a general background in ancient history before taking 300-level courses in this area.)

**HISTORY 223: EARLY MODERN EUROPE***3 semester hours*

This course examines major political, economic and cultural developments in European history from the fifteenth century through the French Revolution and Napoleonic Wars. (Designed for students who need a general background in modern history before taking 300-level courses in this area.)

**HISTORY 224: MODERN EUROPE***3 semester hours*

This course examines major political, economic and cultural developments in nineteenth and twentieth century European history since the Congress of Vienna. (Designed for students who need a general background in modern history before taking 300-level courses in this area.)

**HISTORY 301: HISTORY OF GREECE***3 semester hours*

Political and social history form the background for a study of artistic, literary, scientific and philosophic achievements of the Greeks. From the pre-Hellenic Aegean cultures to the Hellenistic era, the course emphasizes the influence of ancient institutions and ideas upon the development of Europe and America.

**HISTORY 302: HISTORY OF ROME***3 semester hours*

An examination is made of the political history of Rome from its beginnings through the Empire. Special attention is devoted to Rome's cultural achievements in the fields of government and law, literature and art, and religion and philosophy.

**HISTORY 303: MEDIEVAL HISTORY***3 semester hours*

This survey of Europe from the breakup of the Roman Empire to the fourteenth century examines the political, economic and intellectual forces which shaped medieval civilization. Through a study of such institutions as the Church and feudalism, an attempt is made to give the student a fuller appreciation of the character and contributions of this period.

**HISTORY 307: HISTORY OF THE NEAR EAST FROM THE SIXTEENTH CENTURY***3 semester hours*

An examination is made of the Near East under the increasingly powerful impact of contemporaries gives way to weakness and decline. Main emphasis is given to political and military as well as institutional and cultural developments since the beginning of the nineteenth century.

**HISTORY 308: HISTORY OF THE NEAR EAST IN THE TWENTIETH CENTURY***3 semester hours*

A detailed examination of the Near East in the past half century is made with emphasis on the internal development of the contemporary nations of the Arab world, Turkey and Iran.

**HISTORY 311: HISTORY OF EAST ASIA IN MODERN TIMES***3 semester hours*

The focus of this course is on the revolutionary changes which have occurred in Asia from 1600 to the present, particularly the social and political changes. Emphasis is Asian development.

**HISTORY 312: CONTEMPORARY INSTITUTIONS IN EAST ASIA***3 semester hours*

An examination is made in this course of the new political, social and economic institutions which have come into being in the twentieth century in Asia. Particular attention is given to such movements as Asian nationalism, Asian communism, the economic and social attitudes following the end of war in 1945, and the dynamic effects these have had on the traditional society of Asia.

**HISTORY 313: EARLY AFRICAN HISTORY***3 semester hours*

This course is designed to provide an orientation to the history of Africa as a whole by introducing the student to the present state of knowledge of pre-colonial Africa. The course examines and analyzes the political, social and economic development of the indigenous peoples and cultures before the advent of European domination in the nineteenth and twentieth centuries.

**HISTORY 314: MODERN AFRICAN HISTORY***3 semester hours*

The European powers, having divided virtually the whole continent of Africa among them and imposed their rule upon its peoples during the nineteenth and twentieth centuries accepted—with a few exceptions—African independence in the last quarter century. This course traces the steps by which political independence in Africa came about and examines the impact both of the colonial experience and subsequent independence upon the structure of modern African history.

**HISTORY 315: THE AGE OF THE RENAISSANCE***3 semester hours*

This is a study of Europe's transition from the Middle Ages to the early modern period. The primary focus centers on changing patterns of thought and new art forms that appear in the culture of the Italian city-state of the fourteenth and fifteenth centuries. Attention is also given to the spread of these trends and the emergence of a new social and political order.

**HISTORY 316: THE AGE OF THE REFORMATION***3 semester hours*

The religious crisis of the sixteenth century forms the central theme of this course. Special effort is made to set forth the political, economic and intellectual context within which the Reformation occurred, and to assess the importance of these factors on religious developments.

**HISTORY 317: EUROPE IN THE SEVENTEENTH CENTURY***3 semester hours*

An examination is made of the main aspects of European history from the close of the Reformation to the beginning of the Age of Reason. The purpose of this study is to place the political-military developments of the period in their proper perspective, and to provide an understanding of the causes and consequences of the great scientific and intellectual changes that make this century important.

**HISTORY 318: EUROPE IN THE EIGHTEENTH CENTURY***3 semester hours*

An analysis is made of the intellectual, social and political developments in Europe in 1715 to 1789 which caused serious discontent and created demands for reform that led to revolution.

**HISTORY 319: EUROPEAN HISTORY 1789-1870***3 semester hours*

An intensive study of the French Revolution and the Napoleonic era is followed by a consideration of the importance for Europe and European society of the rise of nationalism, liberalism and dynamic industrialism.

**HISTORY 320: EUROPEAN HISTORY 1870-1918***3 semester hours*

The course considers such topics as the decline of classical liberalism, the increasing impact of democracy on social and political institutions, and the international tensions which preceded the outbreak of war in 1914.

**HISTORY 321: TWENTIETH CENTURY EUROPE**

3 semester hours

This is a study of developments in Europe since the Versailles Treaty. The course seeks to give the student a deeper understanding of his own century by analyzing the effects of total war upon Europe and its place in the world order. Special attention may be given to such topics as fascism, communism, the economic crisis of the 1930's, and the events that led to war in 1939.

**HISTORY 325: HISTORY OF RUSSIA SINCE 1801**

3 semester hours

An examination of the political, economic, social and intellectual developments of Imperial Russia since the French Revolution emphasizes the ways in which these developments led to the Bolshevik Revolution of 1917. An examination of the ideological, administrative, economic and imperial development of Soviet Russia emphasizes its distinctive conditioning by Russia's antecedent historical experience.

**HISTORY 331: TUDOR AND STUART ENGLAND**

3 semester hours

The main themes of English history between 1485 and 1714 are analyzed: The anarchic setting of the 15th century, administrative problems, religious conflicts, overseas expansion, the Elizabethan Age, the Civil War, and the development of political institutions and traditions.

**HISTORY 332: MODERN BRITAIN FROM 1714**

3 semester hours

Issues in British development from 1714 receive attention: the emergence of the first industrial society, imperial ideas and policies, the development of democratic institutions, the role of Britain in world affairs, and British decline in the twentieth century.

**HISTORY 333: HISTORY OF THE BRITISH EMPIRE—COMMONWEALTH FROM 1815**

3 semester hours

Following the Napoleonic Wars, Britain confronted the task of coping with a far-flung empire. As policy was created in response to varying needs, the process of evolution eventually led to the present Commonwealth of Nations. Attention is given to domestic developments in the major parts of the developing Empire-Commonwealth: Canada, Ireland, South Africa, Australasia, India, and the newer dominions.

**HISTORY 341: AMERICAN COLONIAL HISTORY TO 1750**

3 semester hours

This course studies the colonization of North America from its beginnings with emphasis upon the political, economic, social and religious development of the English colonies.

**HISTORY 342: THE AMERICAN REVOLUTION, 1750-1788**

3 semester hours

This course studies the origins, course and aftermath of the American Revolution and the problems of forming the federal union.

**HISTORY 343: SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865**

3 semester hours

The purpose of this course is to lead the student toward an understanding of the influence of important intellectual currents upon American development and to study the interaction of social and economic change with American culture. The first semester covers the period from our colonial beginnings to 1865.

**HISTORY 344: SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES FROM 1865 TO THE PRESENT**

3 semester hours

A continuation of History 343, the second semester continues an analysis of the influence of important intellectual currents upon American development after 1865.

**HISTORY 345: HISTORY OF THE AMERICAN WEST**

3 semester hours

This course deals with the expansion of the American frontier and the influence of this expansion on the social, economic and political history of our country. The period from 1763 to 1896 is examined.

**HISTORY 346: HISTORY OF AMERICAN FOREIGN POLICY**

3 semester hours

Beginning with a survey and analysis of the historic bases of our foreign policy, the course emphasizes the emergence of the United States as a world power and the factors shaping our foreign policy in the twentieth century.

**HISTORY 347: UNITED STATES IN THE TWENTIETH CENTURY**

3 semester hours

Significant developments in the United States since 1900 in all fields, social, economic, intellectual, political and diplomatic, are examined against the background of world developments and with special reference to their influence upon contemporary problems.

**HISTORY 348: ECONOMIC HISTORY OF THE UNITED STATES**

3 semester hours

This is a study of the development of the American economy with special emphasis on the 19th and 20th centuries. Both historical and economic insights will be applied to the experience of the United States in an analysis of those forces which have shaped and are shaping the American economic system. (Accepted for credits in economics.)

**HISTORY 350: UNITED STATES HISTORY FROM 1815 THROUGH THE AGE OF JACKSON**

3 semester hours

The course analyzes domestic problems and institutional developments to the 1840's. Emphasis is placed on economic change, fiscal policy, the growth of sectionalism, and on the political and social implications of Jacksonian democracy.

**HISTORY 351: THE CIVIL WAR AND RECONSTRUCTION**

3 semester hours

Included in this course are an analysis of the developments leading to the Civil War, a study of the efforts of the Union and the Confederacy on the military and home fronts, and an examination of the effects of the war on North and South, including special consideration of the continuing problems of racial adjustments.

**HISTORY 355: RHODE ISLAND HISTORY**

3 semester hours

A survey, this course stresses colonial origins and distinctive characteristics, the part played in the Revolutionary period, and the problems of industrial growth and social change during the national period.

**HISTORY 356: STUDIES IN BLACK HISTORY**

3 semester hours

This course deals with selected topics in Black history in the United States such as the African background of Black Americans, the origin and development of slavery, the abolitionist and protest movements, legislative and judicial efforts to achieve racial equality, and the contributions of Black Americans to the development of modern society. Alternatively, the course may deal with topics in Black history in other geographic areas such as Latin America.

**HISTORY 358: COLONIAL LATIN AMERICA**

3 semester hours

In the period from 1492 to the eve of independence, special stress is given to Spanish colonization and institutions, to colonial rivalry with France and England, and to inner conflicts within the settled areas. Attention is paid to the Indian heritage and to the work of the Portuguese in Brazil.

**HISTORY 359: MODERN LATIN AMERICA**

3 semester hours

This course underscores the process of achieving independence together with the political, economic and social evolution of the Spanish-speaking republics, Brazil and the Caribbean area in the light of emerging contemporary needs for collective security in the Western hemisphere.

**HISTORY 361: SEMINAR IN HISTORY**

3 semester hours

This course builds upon the students' experience in History 200. Emphasis will be placed on issues in historiography, the identification and definition of historical problems, the writing and researching of a substantial paper and historical criticism. Various topics will be offered for analysis each semester. This course is required of all History majors.

*Prerequisite:* History 200.

**HISTORY 371: READING COURSE IN HISTORY**

3 semester hours

Independent study under the careful guidance of an historian is the goal of a reading course. Materials are selected on the basis of student's and instructor's interests.

*Prerequisite:* Restricted to undergraduate seniors who have had suitable course work and who have the consent of an instructor and the department chairman. Request to participate in a reading course should be made in writing to an instructor by the end of the quarter of the semester preceding the one in which the student expects to take the reading course.

**HISTORY 390: DIRECTED STUDY**

3 semester hours

Concentrated research under the supervision of a faculty adviser for honors candidates in the first semester of the senior year.

*Prerequisite:* admission to the honors program.

**HISTORY 391: DIRECTED STUDY**

3 semester hours

Completion of research on the honors paper in the second semester of the senior year. Honors candidates will prepare a final draft of the honors essay and submit it to the department for acceptance.

*Prerequisite:* satisfactory completion of History 390.

**HISTORY 501: HISTORIOGRAPHY**

3 semester hours

Main emphasis is placed upon an introduction to the theories and types of history and the various schools of historical thought.

*Prerequisite:* consent of department chairman and graduate adviser.

**HISTORY 511: GRADUATE HISTORY COLLOQUIUM**

3 semester hours

The colloquium introduces the Master of Arts candidate to the bibliography of his area of study and provides preparation for the research seminar and the master's thesis. Each section of the course focuses on the critical examination of texts and documents on a broad theme selected by the department.

*Prerequisite:* consent of department chairman and graduate adviser.

**HISTORY 521: TOPICS IN COMPARATIVE HISTORY**

3 semester hours

Aimed at providing a theoretical and practical appreciation of historical comparison and generalization, this course examines the methodological basis of comparative history and studies in detail instances of analogous development, significant contrast, or unique contribution in a topic such as English and American Puritanism; the American, French and Russian Revolutions; ancient and modern slavery; caste and class in East and West.

*Prerequisite:* consent of department chairman and graduate adviser.

**HISTORY 561: GRADUATE SEMINAR IN EUROPEAN HISTORY**

3 semester hours

Study in a seminar develops greater knowledge of materials for history, of methods of research and of skill in solving problems of analysis and exposition.

*Prerequisite:* History 501 and graduate adviser.

**HISTORY 562: GRADUATE SEMINAR IN UNITED STATES HISTORY**

3 semester hours

Study in a seminar develops greater knowledge of materials for history, of methods of research and of skill in solving problems of analysis and exposition.

*Prerequisite:* History 501 and graduate adviser.

**HISTORY 571: GRADUATE READING COURSE IN HISTORY**

3 semester hours

A reading course is available upon the completion of suitable arrangements between candidate, adviser, and instructor. Independent study under the careful guidance of an historian is the goal of a reading course.

*Prerequisite:* restricted to graduate students who have had suitable course work and who have obtained the consent of an instructor and the department chairman. Request to participate in a reading course should be made in writing to an instructor by the end of the quarter of the semester preceding the one in which the student expects to take the reading course.

**HISTORY 599: DIRECTED GRADUATE RESEARCH**

3 or 6 semester hours

This course is open to Master of Arts and Master of Arts in Teaching candidates preparing a thesis or field paper under the supervision of a member of the department. Credit is assigned in the semester that the paper is completed and approved. No grade is given in this course.

**DEPARTMENT OF INDUSTRIAL EDUCATION****INDUSTRIAL ARTS 100: PHILOSOPHY AND IMPLEMENTATION OF THE INDUSTRIAL ARTS**

4 semester hours

An historical and philosophical orientation in the development of the Industrial Arts is presented as a prelude to studying the various contemporary approaches, resources, facilities, activities, and patterns of instruction dealing with industry and technology.

**INDUSTRIAL ARTS 110: TECHNICAL DRAWING I**

(8) 4 semester hours

In this course, the student is introduced to the science of technical communication through a study of pictorial sketching and projections, orthographic sketching and industrial practices and processes, and machine reproduction processes. Laboratory work leads toward the development of individual technical skills.

**INDUSTRIAL ARTS 116: ARCHITECTURAL DESIGN**

(8) 4 semester hours

This course is centered around an individually designed home which is structurally sound and aesthetically pleasing. All phases of home construction are investigated with special attention to foundation requirements, support elements, nonbearing walls, roof load and design, insulation and moisture control, heating/conditioning and ventilating, plumbing, and electrical requirements. Buying, codes, zoning, and financing add further research topics to round out other theoretical and practical work.

**INDUSTRIAL ARTS 125: BASIC METALWORKING PROCESSES**

(8) 4 semester hours

The importance of the metalworking industries to the American culture, and basic instruction for this course. Students develop skills in working with a variety of materials in the use of both hand and machine tools on an introductory level during laboratory sessions while they learn, simultaneously, correct personal and shop safety practices.



**INDUSTRIAL ARTS 130: PRODUCT DESIGN**

(8) 4 semester hours

The student studies product design in terms of creating, analyzing and planning for the production of a product. Then, through laboratory and field experiences, he develops his ability to adapt to the school classroom the industrial design practices which deal with elements of expression, product research and development, and problems associated with product production and marketing.

**INDUSTRIAL ARTS 135: POWER MECHANICS I**

(8) 4 semester hours

This is an introductory course to a broad study of power, its generation and utilization, and the impact of power on civilization. Steam, gasoline, and diesel engines; turbines and propulsion units as well as latest power generation units are studied along with related fuel and ignition systems. Land, water and air vehicles, their operating characteristics and controls also are studied. Both theory and practical instruction are given.

**INDUSTRIAL ARTS 140: BASIC WOOD FABRICATION**

(8) 4 semester hours

The student is introduced to basic tools, materials, processes, and procedures used in industry which are applicable to the industrial arts classroom; he develops skill in the use of these. Attention is given to safe practice for the craftsman. Research is carried on by the student which is related to economic and technical factors which influence the types of fibrous materials selected for product development.

**INDUSTRIAL ARTS 145: BASIC ELECTRICITY**

(8) 4 semester hours

This is a study of the nature of electricity and sources for producing electricity from early times to the present. Also included is a study of the basic electrical circuits and the factors and devices which control electrical mechanisms. Semi-conductors, their theory of operation and basic electronic circuit functions also are investigated. Practical laboratory experiences are included in the course.

**INDUSTRIAL ARTS 150: CRAFTS I**

(8) 4 semester hours

This course introduces the student to a number of the art, guild, and industrial crafts. A study is made of material sources, manufacture and characteristics. Laboratory work permits the student to develop classroom materials as well as performance skills in working with processes such as injection, blow, and vacuum forming, metal enameling, design screening, casting, carving or sculpting while working with materials such as plastics, leather, wood, metal, finishes or latex.

**INDUSTRIAL ARTS 204: TECHNICAL ILLUSTRATION**

(8) 4 semester hours

This course emphasizes fundamentals of technical illustration other than usual instrumental drawings. Beginning with introductory work on geometric shapes and perspective, the problems are advanced through samples of industrial illustration which bring into play many media and techniques of visual communication.

**INDUSTRIAL ARTS 208: FIRST AID AND SHOP SAFETY**

3 semester hours

Instruction is given in first aid consonant with current practices in industries as approved by medical societies and insurance companies. Special attention is given prevention of shop accidents through offering a sound program of safety education and by observing safe practices in equipment placement and operation. This course is restricted to students in the vocational-industrial arts education program.

**INDUSTRIAL ARTS 211: TECHNICAL DRAWING II**

(8) 4 semester hours

This course provides both instruction and laboratory time to develop knowledge and skills associated with intersections and developments, working and assembly illustrations, charts and graphs, motion analysis, cam and gear design and advanced (ASA) dimensioning standards. IA 110, or its equivalent as defined by the instructor, are prerequisite to this course.

**INDUSTRIAL ARTS 226: METALS PROCESSING II**

(8) 4 semester hours

Both theoretical and practical instruction in the areas of foundry, forging, gas and arc welding, and basic metallurgy are coupled with laboratory assignments to develop both knowledge and skills needed to round out an individual's basic general metals capabilities. General-Metals course organization plus a research paper constitute an important segment of the course.

**INDUSTRIAL ARTS 241: WOOD PROCESSING**

(8) 4 semester hours

This course is designed to give the student necessary skills, knowledge and abilities to teach a successful machine woodworking program. The study of cabinetry, up-to-date industrial processes, and new industrial machinery will be covered through research and field visitations to selected industrial sites. Physical plant planning and prevailing curriculum ideas will be investigated through school visitations. Prerequisite: IA 140 or consent of department.

**INDUSTRIAL ARTS 327: ORNAMENTAL AND ART METAL WORK**

(8) 4 semester hours

Instruction is given in both ornamental iron and art metal work which involves both knowledge of materials and skills in fabrication. Both hand and machine techniques are taught and used. The techniques and design capability of the craftsman are promoted to develop the student's self expression in metals.

**INDUSTRIAL ARTS 328: ADVANCED MACHINE PROCESSES**

(8) 4 semester hours

This course proceeds from the basic course in electricity. The student is introduced machine processing in the metalworking field. Laboratory work is combined with industrial field visitations. An investigation and research report is made by each student on a phase of new technology or process. This course is offered alternately with IA 327 as IA electives.

Prerequisite: consent of the instructor.

**INDUSTRIAL ARTS 342: WOOD TECHNOLOGY**

(8) 4 semester hours

This course is an extensive study of phases of the technology of the wood industries. Through units such as mass production techniques, laminating, upholstery or building construction, instruction is given and skills are developed for working with fibrous and allied materials. Research into material testing, experimental programs, and industrial techniques are carried on as a regular part of the course.

Prerequisite: IA 140 or consent of the department.

**INDUSTRIAL EDUCATION 400: APPLIED ELECTRONICS**

3 semester hours

This course proceeds from the basic course in electricity. The student is introduced to the more advanced study of basic electronics. Units typical to the course are the electron tube, elements of radio, principles of semi-conductors and basic electron circuits.

Prerequisite: IA 145, or consent of instructor.

**INDUSTRIAL EDUCATION 402: POWER MECHANICS II**

3 semester hours

This is an extension of IA-135 and involves minor tune-up of the internal combustion engine, introduction to horsepower rating and testing, and further study of hydraulic and pneumatic and other power generation systems.

Prerequisite: IA 135, or consent of the instructor.

**INDUSTRIAL EDUCATION 500: ADMINISTRATION AND SUPERVISION OF INDUSTRIAL EDUCATION**

3 semester hours

This is a study of current practices in the administration and supervision of programs of vocational, technical, and industrial arts education at the elementary, secondary

and junior college (post secondary) levels. Special emphasis is placed on a study of relationships between administrators and teachers, the impact of Federal legislation of local programs, and the involvement of local agents in program planning.

*Prerequisite:* IA 100 or Voc. Ed. 301, or equivalent.

**INDUSTRIAL EDUCATION 503: INDUSTRIAL ARTS FOR THE ELEMENTARY SCHOOL**

3 semester hours

This course identifies and places industrial arts in the curriculum of the elementary school (nominally below the seventh grade). Suitable laboratory work and planning is offered in woods, metals, plastics, and graphics as they would be offered in a general shop situation for the lower grades.

*Prerequisite:* open to art, special education, or industrial arts majors, or elementary classroom teachers or those already teaching these areas.

**INDUSTRIAL EDUCATION 506: CURRENT ISSUES IN INDUSTRIAL EDUCATION**

3 semester hours

Students study selected topics connected with current issues and recent research in the several branches of industrial education. Wide use is made of the problem-solving approach through situational identification, research, and recommendations for action.

*Prerequisite:* either IA 100, Voc. Ed. 302, Voc. Ed. 303, or consent of the instructor.

**INDUSTRIAL EDUCATION 507: COOPERATIVE PROGRAMS IN INDUSTRIAL EDUCATION**

3 semester hours

Beginning with a study of purposes and operational principles of cooperative education, the student moves on to considerations of both traditional and innovative means of implementing programs in schools.

*Prerequisite:* two years teaching experience and IE 500, or consent of the instructor.

**INDUSTRIAL EDUCATION 520: SUPERVISED OCCUPATIONAL EXPERIENCE**

3 semester hours

Supervised experiences in an approved occupational situation are related directly to the professional assignment of the student by means of detailed written plans for integrating the experiences into the school program. More than one experience is permitted under special conditions when recommended by the adviser or departmental chairman.

*Prerequisite:* approval of department chairman not less than one month prior to registration.

**INDUSTRIAL EDUCATION 580a, b, c: WORKSHOP IN MATERIAL AND PROCESS TECHNIQUES**

Advanced study of material and process is made in the several technical fields of industrial education such as wood, metals, plastics, graphics. A student may take this course with his adviser's consent a maximum of three times. Credits may vary.

*Prerequisite:* permission of department chairman or instructor.

**ITALIAN**

(Department of Modern Languages)

**ITALIAN 100: ACCELERATED ELEMENTARY ITALIAN**

6 semester hours

A concentrated one semester course for the student who wishes to begin the study of Italian. In this course emphasis is placed upon the development of the four basic

skills: listening comprehension, speaking, reading and writing. Aspects of Italian culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

**ITALIAN 101-102: ELEMENTARY ITALIAN**

6 semester hours

A thorough study of pronunciation and grammar is offered, including conversation, dictation, and reading of Italian texts, plus the acquisition of some knowledge of Italian culture. Two semester course. Students who receive a grade of F in the first semester must repeat the course with a passing grade before continuing the second semester.

**ITALIAN 103: INTERMEDIATE ITALIAN**

4 semester hours

In this course emphasis on the development and practice of the basic oral and written skills is continued. The work also includes a review of Italian grammar and the reading of representative texts. The language laboratory is utilized as an aid in promoting oral proficiency.

● **ITALIAN 104: READINGS IN INTERMEDIATE ITALIAN**

4 semester hours

Readings which stress the cultural and humanistic impact of Italian civilization upon modern man will be selected. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

*Prerequisite:* Italian 103 or permission of department chairman.

● **ITALIAN 107: INTRODUCTION TO LITERARY GENRES**

4 semester hours

Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in Italian.

*Prerequisite:* Italian 103 or permission of the chairman.

**DEPARTMENT OF MATHEMATICS**

*Courses marked \*\* do not carry credit toward the major, minor nor the concentration in mathematics. Courses marked \* do not carry credit toward the major or minor in mathematics but do carry credit toward the concentration in mathematics in the Elementary Education Curriculum.*

\*\***MATHEMATICS 113: SHOP MATHEMATICS I**

3 semester hours

In this applied mathematics course, problem content is taken from the general trade areas to provide a base for instruction in measurement, elements of algebra, and selected topics in plane geometry. Instruction is given in the use of the slide rule, which is the basic computational tool for the course.

\*\***MATHEMATICS 114: SHOP MATHEMATICS II**

3 semester hours

This is an applied mathematics course and an extension of Mathematics 113. It centers about a study of plane trigonometry and its adaptation to problems of trade and industry. Problems are drawn primarily from the building, metals and electrical trades.

*Prerequisite:* Mathematics 113 or consent of the Department of Industrial Education.

● **MATHEMATICS 140: DEVELOPMENT OF MATHEMATICAL MODELS—PROBABILITY**

4 semester hours

The development of mathematical models is emphasized, with probability as the area

of investigation. Problems in probability are identified, and models to effect solution of these problems are developed and refined. The concepts of sets and logic which contribute to the development of these models are introduced and discussed. Mathematics 140 is especially designed for students not majoring in mathematics.

● **\*MATHEMATICS 141: MODERN ELEMENTARY MATHEMATICS I**

3 semester hours

This course surveys some of the fundamental concepts of modern mathematics. Topics included are sets and logic, geometry, counting and probability, and numeration systems. Not open for credit for those who also receive credit for Mathematics 140.

*Note: Mathematics 141-142 has been chosen by the Elementary Education Department to best fulfill the need in mathematics for the Elementary Education Curriculum.*

● **\*MATHEMATICS 142: MODERN ELEMENTARY MATHEMATICS II**

3 semester hours

The structures of various mathematical systems are investigated, from the whole numbers through the complex numbers. Modular arithmetic, functions and graphs are included.

*Prerequisite: Math 140 or Math 141 or consent of Department Chairman.*

**MATHEMATICS 181-182: EDC MATHEMATICS I, II**

8 semester hours

A special pre-calculus mathematics course for students in the Physical Science Teacher Training Program of the Educational Development Council.

● **\*MATHEMATICS 203: INTRODUCTION TO PROBLEM SOLVING**

3 semester hours

A one-semester elective designed for persons interested in elementary school teaching, the course discusses the analysis of problems, involving mathematics, which are dealt with in the elementary school. Problems studied will include those whose solutions provide motivation for the extension of the number system from the natural numbers through the complex numbers. The emphasis will be placed on the development and the use of elementary methods of representing and solving problems. This course may not be taken as part of a major or concentration in mathematics, and a student may not receive credit for both it and Mathematics 309.

*Prerequisite: Mathematics 142.*

● **\*MATHEMATICS 207: ELEMENTS OF GEOMETRY**

3 semester hours

Selected topics from Euclidean, non-Euclidean, projective, and analytical geometry are studied. Emphasis is on the role of axioms, accuracy of definitions, constructions, graphing. There is some development of concepts of vectors. Many of the topics will be approached intuitively. Designed for the M.A.T. elementary program, this course is not countable in other programs except by special consent.

*Prerequisite: Mathematics 142 or 209.*

● **\*MATHEMATICS 208: STRUCTURES IN ELEMENTARY ALGEBRA**

3 semester hours

Considered in this course are fundamental concepts of simple algebraic systems such as groups and the algebra of sets. Concepts of elementary algebra, functions, relations, graphs and the development of the real number system are treated in the context of the theory of sets. Designed for the M.A.T. elementary program, this course is not countable in other programs except by special consent.

*Prerequisite: Mathematics 142 or 209.*

**MATHEMATICS 209: PRE-CALCULUS MATHEMATICS**

4 semester hours

This course includes the study of logic, sets, the complex and real number systems,

algebraic and non-algebraic functions, and trigonometry. It is designed primarily for students intending to do further work in Mathematics or the sciences.

*Prerequisite: three units of college-preparatory mathematics, or consent of the department chairman.*

**MATHEMATICS 211: COLLEGE ALGEBRA AND TRIGONOMETRY**

3 semester hours

The course covers systems of equations, determinants, exponents, logarithms, progressions, inequalities, trigonometric functions and identities, triangles, sine and cosine laws, complex numbers, and elements of the theory of equations. Not open for credit for those who also receive credit for Mathematics 209.

*Prerequisite: Mathematics 142 or consent of the department chairman.*

**MATHEMATICS 212: CALCULUS AND ANALYTIC GEOMETRY I**

4 semester hours

Study is made of the analytical geometry of the straight line and the circle, and the fundamental concepts and applications of the differential and integral calculus. Derivatives of algebraic and trigonometric functions are treated.

*Prerequisite: Mathematics 209 or 211.*

● **\*MATHEMATICS 216: PROGRAMMING FOR DIGITAL COMPUTERS**

3 semester hours

A study is made of principles and methods of programming for digital computers and relevant characteristics of the machines, with applications in education and other areas. Writing and testing actual programs is an integral part of the course.

*Prerequisite: Mathematics 209, 211, or (with the consent of the department chairman) 142.*

● **\*MATHEMATICS 240: STATISTICAL METHODS**

3 semester hours

An introduction to basic statistics, the course includes measures of central tendency and variability, probability and distributions, estimation and tests of significance, regression and correlation. In addition to enabling the student to operate a desk calculator, the laboratory will allow him time to study in more detail topics and problems related to the lectures. Two lecture periods and one two-hour laboratory period.

*Prerequisite: Mathematics 140, 141, or 209.*

● **\*MATHEMATICS 301: CALCULUS A**

3 semester hours

This course develops the fundamental concepts, techniques and applications of the differential and integral calculus. Differentiation of algebraic and transcendental functions is treated.

*Prerequisites: Analytic Geometry and consent of the department chairman.*

*Note: Analytic Geometry is no longer offered as a separate course at this college. Mathematics 301-302 is intended primarily for special programs such as institutes for teachers-in-service. Undergraduates, with rare exceptions, should instead take the sequence Mathematics 212-313-314, which includes the same material differently organized. Mathematics 301-302 may not be taken for credit in addition to Mathematics 212-313-314.*

● **\*MATHEMATICS 302: CALCULUS B**

3 semester hours

A continuation of Mathematics 301, the course considers more advanced methods of integration, and includes partial differentiation, multiple integration, vectors, infinite series and sequences.

*Prerequisite: Mathematics 301. See note following the prerequisites for Mathematics 301.*



**\*MATHEMATICS 309: MATHEMATICAL PROBLEM ANALYSIS**

3 semester hours

Designed for teachers of mathematics, this course emphasizes the concepts involved in choosing a mathematical model in which to set up the problem, and on the actual setting up of the problem. The level of difficulty of the problems and their analysis will reach beyond that of secondary mathematics, to provide a broad base for the teaching of problem analysis as well as giving the student confidence in his own ability to handle problems. Designed for the teaching concentration in mathematics and junior high and elementary level graduate programs.

*Prerequisites: Mathematics 209 or 211.*

**\*\*MATHEMATICS 310: TOPICS FOR MODERN SECONDARY MATHEMATICS**

3 semester hours

This course deals with selected topics from the foundations of mathematics. Topics studied in suitable depth include logic, development of the real number system, functions and relations, and the quadratic, absolute value, logarithmic, exponential and trigonometric functions. The course is designed for secondary school teachers and in special cases may be taken as part of a Master of Education or Master of Arts in Teaching program with permission. (*It is not ordinarily open to undergraduate students because it overlaps their freshman course.*)

*Prerequisites: At least two years of college mathematics and consent of the department chairman.*

**MATHEMATICS 313: CALCULUS AND ANALYTIC GEOMETRY II**

4 semester hours

A continuation of Mathematics 212, this course treats the analytical geometry of the conic sections, differentiation of transcendental functions, and more advanced methods of integration.

*Prerequisite: Mathematics 212.*

**MATHEMATICS 314: CALCULUS AND ANALYTIC GEOMETRY III**

4 semester hours

This continuation of Mathematics 313 covers solid analytic geometry, partial differentiation, multiple integration, series, and elementary vector analysis.

*Prerequisite: Mathematics 313.*

**MATHEMATICS 316: ORDINARY DIFFERENTIAL EQUATIONS**

3 semester hours

A study is made of the theory and methods of solving differential equations of the first and second orders, with particular emphasis on the linear constant-coefficient type. Applications to geometry, physics, and chemistry are included.

*Prerequisite: Mathematics 314, preceding or concurrent.*

**MATHEMATICS 317: COMPUTER MATHEMATICS**

3 semester hours

A study of numerical methods, the course includes an introduction to digital computers and their programming. Numerical methods include interpolation and numerical differentiation and integration. Uses of computers in business and education are considered.

*Prerequisite: Mathematics 212.*

**MATHEMATICS 324: FOUNDATIONS OF GEOMETRY**

3 semester hours

Included in this course is study of axiomatics, including consistency, independence, and completeness of axiom systems. On this basis, finite geometries and presentations of Euclidean geometries are examined. The course also includes a synthetic development of hyperbolic geometry.

*Prerequisite: Mathematics 209 or 211.*

**MATHEMATICS 326: SYNTHETIC PROJECTIVE GEOMETRY**

3 semester hours

This course is a synthetic approach to topics in projective geometry using central projection to develop the theorems of Desargues, Pappus, Pascal, and Brianchon, the theory of conics and leads to Affine, Euclidean and non-Euclidean Geometries.

*Prerequisite: Mathematics 209 or 211.*

**MATHEMATICS 331: NUMBER THEORY**

3 semester hours

A study is made of number systems, divisibility, primes and factorization, Diophantine problems, congruences, and Wilson's, Euler's and Fermat's theorems.

*Prerequisite: Mathematics 209 or 211.*

**MATHEMATICS 333: INTRODUCTION TO ABSTRACT ALGEBRA**

3 semester hours

A study is made of the theoretical properties of groups, rings, fields, polynomials and sets. Properties of familiar number systems are exhibited as special cases of more general and abstract systems.

*Prerequisite: Mathematics 313.*

**MATHEMATICS 334: LINEAR ALGEBRA**

3 semester hours

This course includes topics selected from matrices, linear systems, vector spaces, vector geometry, linear transformations, linear programming, and game theory.

*Prerequisites: Mathematics 313 and 333 or 313 and 324.*

**MATHEMATICS 341: MATHEMATICAL STATISTICS I**

3 semester hours

The development of formulas and interpretation of concepts of elementary statistical methods are included in this course. Also considered are topics such as probability, mathematical models, testing hypotheses, univariate frequency distributions, and correlation and regression.

*Prerequisites: Mathematics 13, preceding or concurrent.*

**MATHEMATICS 342: MATHEMATICAL STATISTICS II**

3 semester hours

A continuation of Mathematical Statistics I, this course treats principles of sampling, hypotheses testing, estimation, experimental designs, and distribution-free methods.

*Prerequisite: Mathematics 341.*

**MATHEMATICS 358: HISTORY OF MATHEMATICS**

3 semester hours

This is a history of mathematical thought and a study of the development of mathematics through the present. Taught as a seminar at the discretion of the instructor, the course is intended for seniors.

*Prerequisite: Mathematics 314 or 333 or consent of the department chairman.*

**MATHEMATICS 366H: SEMINAR IN MATHEMATICS**

3 semester hours

The course consists of selected topics in advanced mathematics, which will be determined in part by the needs and interests of the students. It is required of all honors students in mathematics, and is open to other students only by consent of the instructor.

**MATHEMATICS 411: ADVANCED CALCULUS**

3 semester hours

A continuation of the calculus sequence, the course includes a further discussion of improper integrals, evaluation of special functions defined by integrals, and multiple integration applied to line and surface integrals. Also included is an introduction to other advanced topics such as Fourier series and the Jacobian. Balance is maintained between theory and practice.

*Prerequisite: Mathematics 314.*

**MATHEMATICS 412: FOUNDATIONS OF HIGHER ANALYSIS** 3 semester hours

Presented here are a rigorous development of fundamental concepts in analysis, especially limits, continuity, differentiation, and an introduction to the Riemann-Stieltjes integral. It includes the definition of the real numbers by Dedekind cuts, complex numbers, set theory emphasizing countable, uncountable, compact, perfect and connected sets; numerical sequences and series, and convergence criteria.

*Prerequisite:* Mathematics 314.

**MATHEMATICS 415: INTRODUCTION TO COMPLEX VARIABLES** 3 semester hours

The course starts with the basic concept of a complex variable and the corresponding laws of algebra which apply. Functions of a complex variable such as the trigonometric, the exponential, and the logarithmic function are investigated. Differentiation and integration of complex functions, conformal mapping, and other related topics are discussed together with the underlying theory.

*Prerequisite:* Mathematics 314 and 333, or consent of department chairman.

**MATHEMATICS 419: SET THEORY** 3 semester hours

The foundations of set theory and logic are studied in the context of their application in the construction of number systems, from the natural numbers through the reals.

*Prerequisite:* Mathematics 314 and 333, or consent of department chairman.

**MATHEMATICS 426: ANALYTIC PROJECTIVE GEOMETRY** 3 semester hours

A study is made of the general projective transformation using the algebra of matrices and homogeneous coordinates applied to collineations and correlations and developing the theory of conics. Invariant properties of various subgroups of the general projective transformation group are investigated.

*Prerequisite:* Mathematics 334.

**MATHEMATICS 428: TOPOLOGY** 3 semester hours

A study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves and mappings.

*Prerequisite:* Mathematics 314.

**MATHEMATICS 433: ALGEBRAIC STRUCTURES** 3 semester hours

A study is made of selected topics in the development of groups, rings, modules and fields. Topics will include homomorphisms, permutation groups, series of groups, ideals, and ring and field extensions.

*Prerequisites:* Mathematics 333 and Mathematics 334.

**MATHEMATICS 490: INDIVIDUAL STUDY IN MATHEMATICS** 3 semester hours

The course consists of independent study under the guidance of a member of the mathematics faculty. The area of study is selected on the basis of the interests of the student and instructor. This is open only to students who have demonstrated superior ability and initiative in previous mathematics courses. It may be repeated once, with change of content, for credit.

Open only with consent of the department chairman.

**MATHEMATICS 516: THEORY OF FUNCTIONS OF REAL VARIABLES** 3 semester hours

A continuation of Mathematics 412, the course topics include sequences of functions, functions of several variables, and an introduction to Lebesgue measure.

*Prerequisite:* Mathematics 412.

**MATHEMATICS 518: THEORY OF FUNCTIONS OF COMPLEX VARIABLES** 3 semester hours

This course is a continuation of Mathematics 415 in the development of the theory underlying functions of complex variables, including Taylor and Laurent series, and analytic continuation.

*Prerequisite:* Mathematics 412 and 415.

**MATHEMATICS 519: MEASURE THEORY** 3 semester hours

The general theory of measure for sets is covered by this course. It includes a study of additive set functions, outer measure (regular or metric), and provides for specific examples such as the Lebesgue-Stieltjes measure.

*Prerequisite:* Mathematics 516.

**MATHEMATICS 531: ADVANCED NUMBER THEORY** 3 semester hours

The course is an extension of elementary number theory, involving solutions of problems requiring application of algebraic or analytic theories.

*Prerequisite:* Mathematics 331.

**MATHEMATICS 533: GROUP THEORY** 3 semester hours

The basic theory of groups is considered by this course. It includes a discussion of Abelian groups, finite groups, the Sylow Theorems, subgroups, generators, composition series, and direct products.

*Prerequisite:* Mathematics 433.

**MATHEMATICS 541: PROBABILITY** 3 semester hours

The theoretical foundations of probability theory are developed by this course. It includes a discussion of probability spaces, random variables, distribution functions and probability functions. Emphasis is placed on identifying the weaknesses in intuitive probability and the construction of probability models which overcome them.

*Prerequisite:* Mathematics 341 and 419, or consent of the department chairman.

**DEPARTMENT OF MUSIC****MUSIC 101: CLASS PIANO** (4) 2 semester hours

The course content of Class Piano will presuppose the knowledge and ability of the keyboard technique of Music Theory I and II and will proceed from there to include the following: developing of further keyboard manipulative skills, improvising of accompaniments in various styles, sight reading of the simpler examples of piano literature as found in the graded series, and individual work.

*Prerequisite:* Music 210 and 211 or permission of the instructor.

**MUSIC 103: CLASS STRINGS** (4) 2 semester hours

A course in the basic technique of the orchestral strings. Pedagogy and a knowledge of basic materials are also considered.

**MUSIC 105: CLASS WOODWINDS, BRASS, AND PERCUSSION** (4) 2 semester hours

A course in the basic techniques of the instruments of the standard concert band. Pedagogy and a knowledge of basic materials are also considered.

**MUSIC 109: ENSEMBLE LABORATORY** (4) 2 semester hours

Conducting techniques and vocal pedagogy will be examined in this course in which the class members constitute vocal and instrumental ensembles. Through the in-

strumental ensemble the student will gain further experience on one of the instruments studied in Music 103 or 105.

*Prerequisite:* Music 103 and 105.

**MUSIC 181: CHORUS**

1 semester hour

The chorus chooses its repertory from the major choral literature of Western music as well as from the popular and folk categories. Open to all qualified students. Credit available to music majors only.

**MUSIC 182: WIND ENSEMBLE**

1 semester hour

Twentieth-century works for wind ensemble and concert band, as well as the standard literature—original and transcribed—of earlier periods are performed. Open to all qualified students. Credit available to music majors only.

**MUSIC 183: ORCHESTRA**

1 semester hour

A symphony orchestra with full instrumentation which performs the standard literature. Open to all qualified students. Credit available to music majors only.

● **MUSIC 201: SURVEY OF MUSIC**

3 semester hours

This course serves as a general introduction which should stimulate the student to a greater understanding, both intellectual and emotional, of music as a facet of man's experience. A special effort is made to broaden the student's awareness of the many musical styles that we inherit and to perceive their basic similarities and differences. The development of nomenclature is also regarded as fundamental to the student's readiness to enter the world of educated adulthood.

● **MUSIC 203: ELEMENTARY MUSIC THEORY**

3 semester hours

Fundamentals of scale construction, intervals, syllables, clefs, rhythms and form are studied with stress placed on musical acuteness through ear-training, sight-singing and dictation.

**MUSIC 210: MUSIC THEORY I**

(5) 4 semester hours

Music theory is presented in a developmental sequence which relates sixteenth-century species counterpoint to the harmonic theory of the common practice period, integrating aural, visual, and keyboard skills, written harmony, and basic melody writing with the analysis and function of primary chords in all major and minor keys. Three lecture periods and two one-hour laboratory periods.

**MUSIC 211: MUSIC THEORY II**

(5) 4 semester hours

This course continues the study of music theory along the lines established in Music Theory I, combining sight singing, dictation, keyboard and written harmony, and melody writing in smaller forms with the analysis and function of all diatonic triads, seventh chords, and secondary dominant seventh chords. Three lecture periods and two one-hour laboratory periods.

*Prerequisite:* Music 210.

**MUSIC 212: MUSIC THEORY III**

(5) 4 semester hours

The study of functional harmony is expanded to include chromatic chords and modulations which are studied systematically through analysis, aural recognition, and written exercises based on their use in compositions representing a variety of forms and styles. The structural functions of harmony within longer segments of music are examined, as are the lines of development to twentieth-century melodic and harmonic practices.

*Prerequisite:* Music 210 and 211.

**MUSIC 220: INTRODUCTION TO MUSIC LITERATURE**

3 semester hours

A chronological survey of music in Western civilization from Medieval Gregorian chant to present-day avant-garde techniques. Emphasis is on major stylistic and formal developments.

*Prerequisite:* Music 203 or Music 210.

● **MUSIC 221: THE SYMPHONY**

3 semester hours

Representative works from the standard repertory of the eighteenth and nineteenth centuries are analyzed, covering major composers from Haydn to Mahler. The development of the symphony in the mid-eighteenth century and its decline in the twentieth are also studied. Open to all students.

● **MUSIC 222: OPERA**

3 semester hours

The course is a survey of opera from the seventeenth century to the present, encompassing factors contributing to the changing styles in opera, the particular contributions of composers, the librettists, and the music of the most significant operas of the past and present. Open to all students.

**MUSIC 301: CHORAL CONDUCTING**

3 semester hours

This course is designed to analyze the techniques of the art of conducting and the study of voices, voice testing, rehearsal techniques, choral interpretation, score reading and concepts of program building.

**MUSIC 302: TWENTIETH-CENTURY MUSIC**

3 semester hours

The music of Western civilization since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg, and Hindemith. Also studied are Impressionism, Post-romanticism, and recent stylistic trends.

*Prerequisite:* Music 201 or Music 220.

**MUSIC 305: FORM AND ANALYSIS**

3 semester hours

This course is designed to study in detail the design and style of musical structure. Small and large forms covered include binary, ternary design, song-form, variations, rondo, sonata form, as well as various hybrid forms.

*Prerequisite:* Music 211 or consent of the instructor.

**MUSIC 306: COUNTERPOINT**

3 semester hours

A detailed study is made of the sixteenth-century strict-species counterpoint in two or three parts, including the techniques of double counterpoint, canon, crab canon and invention. Extensive writing and special projects are included.

*Prerequisite:* Music 211; open to others by permission only.

**MUSIC 307: BASIC COMPOSITION**

3 semester hours

This course consists of a study of creative musical techniques of composition in the smaller forms. Extensive experience in form and analysis, and a culminating composition are also included.

*Prerequisite:* Music 211 and either Music 305 or Music 306; open to others by permission only.

**MUSIC 309: MUSIC OF THE BAROQUE**

3 semester hours

A study of European musical literature from the last decade of the sixteenth century to the mid-eighteenth century. Emphasis is placed on the late Baroque—the music of Handel and J. S. Bach—but the development of various styles and media, the national schools, and other important composers are also stressed.

*Prerequisite:* Music 201 or Music 220.



**MUSIC 311: MEDIEVAL AND RENAISSANCE MUSIC**

3 semester hours

This is an historical and critical study of the development of the musical arts from ancient beginnings through the Middle Ages and the Renaissance. Plainchant, polyphony, sacred and secular music, and problems in early notation are examined within the changing socio-aesthetic patterns.

*Prerequisite:* Music 201 or Music 220.

**MUSIC 313: MUSIC OF THE CLASSIC ERA**

3 semester hours

This course is a study of the history and literature of music from the mid-eighteenth century to about 1825, including precedents in the Rococo period. Representative works, chiefly of Mozart, Haydn and Beethoven, will be analyzed.

*Prerequisite:* Music 201 or Music 220.

**MUSIC 314: MUSIC OF THE ROMANTIC PERIOD**

3 semester hours

Musical history and literature during the nineteenth century, including the late romantic composers, are studied. Representative works in various forms are analyzed in detail.

*Prerequisite:* Music 201 or Music 220.

**MUSIC 321: ORCHESTRATION**

3 semester hours

The course is a detailed study of the range, tonal quality and characteristics of the various orchestral and band instruments. Problems and projects in scoring for various ensembles are included.

*Prerequisite:* Music 211; open to others by permission only.

**MUSIC 322: EIGHTEENTH-CENTURY COUNTERPOINT**

3 semester hours

The study of counterpoint is continued to include eighteenth-century styles in canon, fugue, invention and passacaglia. Extensive writing and special projects are included.

*Prerequisite:* Music 211 and 306; open to others by permission only.

**MUSIC 360: SEMINAR IN MUSIC LITERATURE**

3 semester hours

The seminar concentrates on a selective topic, announced in advance, and offers intensive study of a major composer or of an important historical development. Knowledge of research techniques is also emphasized.

*Prerequisite:* Music 201, 210, and 211, or the permission of the instructor.

**MUSIC 370-386: APPLIED MUSIC**

1 semester hour

Private study in voice or any one of the instruments listed below. Performance in a student recital series is required each semester. Students registered for applied music are expected to regularly attend this series. Music education majors study in the same area for eight semesters, and are expected to perform a major public recital under departmental advisement during the senior year. Exceptions will be handled individually by the department.

Music 370 Viola  
Music 371 Viola  
Music 372 Cello  
Music 373 String Bass  
Music 374 Voice  
Music 375 Clarinet-Saxophone  
Music 376 Flute  
Music 377 Oboe-English Horn  
Music 378 Bassoon

Music 379 Trumpet  
Music 380 French Horn  
Music 381 Trombone-Baritone  
Music 382 Tuba  
Music 383 Organ  
Music 384 Piano  
Music 385 Guitar  
Music 386 Percussion

**MUSIC 390: INDEPENDENT STUDY**

3 semester hours

The student with the guidance of a faculty advisor, selects and thoroughly investigates a specialized topic.

*Prerequisite:* Permission of the department chairman.

**MUSIC 460: MUSIC THEORY SEMINAR**

3 semester hours

The seminar focuses on advanced topics in the theory and composition of music through writing, analysis, ear training and individual projects. This course is limited to music education students and to others with sufficient background.

*Prerequisite:* Music 212 and permission of the instructor.

**MUSIC 461: SEMINAR IN MUSIC PERFORMANCE**

3 semester hours

Participants will study and perform masterpieces from the solo and chamber literature of their instrument. Historical background, including proper performance practice, and pedagogical considerations are included.

*Prerequisite:* Permission of the department chairman.

**DEPARTMENT OF NURSING**

Consult with the department chairman for information on courses in nursing.

**DEPARTMENT OF FOUNDATIONS OF EDUCATION AND PHILOSOPHY****● PHILOSOPHY 200: PROBLEMS OF PHILOSOPHY**

4 semester hours

Involved in this course are an examination and evaluation of beliefs about our knowledge of the world, moral judgments, political ideals, the interpretation of history, the forms of meaning and nature of science, the existence of God, man's freedom, and the propriety to the justification of these beliefs.

**● PHILOSOPHY 205: INTRODUCTION TO LOGIC**

4 semester hours

This course covers principles of valid reasoning in responsible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is made in subject matter and to practical use in critical thinking.

**● PHILOSOPHY 206: ETHICS**

4 semester hours

An examination and explanation of ethical judgments is made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intentional, hedonistic and naturalistic ethical theories are considered.

**● PHILOSOPHY 230: AESTHETICS**

4 semester hours

Theories of art experience, the relation of aesthetic experience to other types of experience, and to other kinds of knowledge are included.

**● PHILOSOPHY 300: AMERICAN PHILOSOPHY**

4 semester hours

This is a survey of philosophy in America from the colonial period to 1960. The Classical American philosophers are the crux of the course, and some of their major works are read. The philosophers are Charles S. Peirce, William James, Josiah Royce, George Santayana, John Dewey and Alfred N. Whitehead.

**● PHILOSOPHY 320: PHILOSOPHY OF SCIENCE**

4 semester hours

Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification are covered.

*Prerequisite:* Permission of instructor.

**PHILOSOPHY 350: PLATO, ARISTOTLE AND GREEK THOUGHT** 4 semester hours

The origins of philosophy in Greek thought are explored. Works of philosophers like Plato and Aristotle are read.

Prerequisite: Philosophy 200.

**PHILOSOPHY 355: AQUINAS, BONAVENTURE, AND MEDIEVAL THOUGHT** 4 semester hours

The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Bonaventure are studied.

Prerequisite: Philosophy 200.

**PHILOSOPHY 356: SEVENTEENTH AND EIGHTEENTH CENTURY PHILOSOPHERS** 4 semester hours

Works of European philosophers from Rene Descartes to Immanuel Kant are read.

Prerequisite: Philosophy 200.

**PHILOSOPHY 357: EXISTENTIALISM, AND CONTEMPORARY PHILOSOPHY** 4 semester hours

In addition to analysis to current existentialist, positivist, analytic, and religious philosophers, some of the germinal thinkers and forces of 19th century life will be studied.

Prerequisite: Philosophy 200.

**PHILOSOPHY 360: SEMINAR IN PHILOSOPHY** 4 semester hours

Concepts, individual thinkers, institutional movements may be chosen to be explored intensively.

Prerequisite: Permission of the instructor.

**PHYSICAL EDUCATION**

Department of Health and Physical Education

**PHYSICAL EDUCATION 101-130: BEGINNING ACTIVITY** (4) 2 semester hours

The focus of purpose is upon the development of skill to an intermediate level. Students will analyze basic techniques and study rules which are essential to participation.

101 Archery	116 Judo
102 Badminton	117 Karate
103 Basketball (women)	118 Lacrosse (women)
104 Basketball (men)	119 Lacrosse (men)
105 Bowling	120 Sailing
106 Dance, Folk	121 Skiing
107 Dance, Modern	122 Softball (women)
108 Dance, Social	123 Softball (men)
109 Dance, Square & Round	124 Swimming
110 Fencing	125 Tennis
111 Field Hockey (women)	126 Track & Field (women)
112 Golf	127 Track & Field (men)
113 Gymnastics	128 Volleyball
114 Handball (men)	129 Weight Training (men)
115 Ice Hockey (men)	130 Wrestling (men)

**PHYSICAL EDUCATION (DANCE) 150: DANCE PRODUCTION** 4 semester hours

This course is a study in the fundamentals of technical production of dance concerts and performances. Scenic design for dance and technical aspects of lighting design will be emphasized. A minimum of twenty hours of laboratory work in production will be required.

Two hours of lecture; four hours laboratory.

**PHYSICAL EDUCATION (DANCE) 151: FOLK DANCE** 3 semester hours

This course consists of experiences designed to give the student the ability to analyze folk dance patterns, interpret dance description, and develop a repertory of dances. It will stress characteristics of the dancing of many ethnic and national groups.

One hour lecture; three hours laboratory.

**PHYSICAL EDUCATION (DANCE) 152: MODERN DANCE** 3 semester hours

This course consists of progressions of dance technique and an introduction to choreography. It includes a review of rhythms and an introduction to the use of music and sound for accompaniment.

One hour lecture; four hours laboratory.

**PHYSICAL EDUCATION 200: FUNDAMENTAL CONCEPTS OF MOTOR PERFORMANCE**

(3) 2 semester hours  
An introduction is given to the basic psychological, sociological and biological principles underlying the development of effective movement patterns. Concepts are applied through performance of sports and rhythmic activities. Health concepts which affect capacity for participation are also considered. One hour lecture; two hours laboratory.

**PHYSICAL EDUCATION 202-231: INTERMEDIATE AND ADVANCED ACTIVITY**

(5) 3 semester hours  
Students beyond the beginner level pursue further skill development. Details of individual motor patterns and advanced strategy are analyzed. Students also develop proficiency as judges, officials, critics, or choreographers.

Prerequisite: Beginning Activity course or permission of instructor.

202 Badminton	219 Lacrosse (men)
203 Basketball (women)	221 Skiing
204 Basketball (men)	222 Softball (women)
206 Dance, Folk	223 Softball (men)
207 Dance, Modern	224 Senior Life Saving
210 Fencing	225 Tennis
211 Field Hockey (women)	226 Track & Field (women)
212 Golf	227 Track & Field (men)
213 Gymnastics	228 Volleyball
215 Ice Hockey (men)	229 Weight Training (men)
216 Judo	230 Wrestling (men)
217 Karate	231 Water Safety Instructor
218 Lacrosse (women)	

**PHYSICAL EDUCATION 301: HISTORY OF PHYSICAL EDUCATION**

3 semester hours  
The course is an historical analysis of physical education with emphasis on the significant contributions that have affected current elementary school physical education programs. The analysis provides the context for the study of current physical education principles and practices in the elementary school.

**PHYSICAL EDUCATION 302: CAMPING AND RECREATIONAL LEADERSHIP**

3 semester hours

A study is made of the philosophy and problems of camping and recreational leadership. The principles, practices, processes and techniques of leadership, in relation to both camping and recreation, are studied in depth. Laboratory experiences required.

**PHYSICAL EDUCATION 303: HEALTH AND SAFETY PRACTICES**

3 semester hours

Personal and community health are studied. Recent related research is briefly reviewed. Safety responsibilities, hazards and care of injuries are covered, as well as application of professional resources from federal, state and community sources.

**PHYSICAL EDUCATION 304: CHOREOGRAPHY**

(5) 3 semester hours

Students derive a basic concept of, and have guided experience in choreography. Binary and ternary dance forms are reviewed; rondo, theme and variations, sonata and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced.

**PHYSICAL EDUCATION 305: PRINCIPLES OF TEACHING****ACTIVITY**

3 semester hours

Various techniques of activity presentation are studied, including the command, task, problem-solving, and guided discovery methods. Individual philosophies of teaching are considered.

*Prerequisite: Physical Education 306.*

**PHYSICAL EDUCATION 306: FOUNDATIONS OF MOVEMENT**

3 semester hours

This is the initial course in the physical education major and is prerequisite to all other major courses. It is designed to encompass basic concepts of motor learning and performance. Emphasis will be placed upon the neurological basis of motor learning, and the effects of growth and developmental factors.

**PHYSICAL EDUCATION 307: INDIVIDUAL AND DUAL SPORTS M&W**

3 semester hours

Techniques of teaching intermediate and advanced skills and strategy as well as officiating each team sport studied. The organization and administration of each sport is covered with reference to varsity, intramural or recreational situations.

*Prerequisite: permission of instructor.*

**PHYSICAL EDUCATION 308 M OR W: TEAM SPORTS**

3 semester hours

Techniques of teaching intermediate and advanced skills and strategy as well as officiating each team sport studied. The organization and administration of each sport is covered with reference to varsity, intramural or recreation situations.

*Prerequisite: permission of instructor.*

**PHYSICAL EDUCATION 309: PHYSICAL EDUCATION FOR EXCEPTIONAL CHILDREN**

3 semester hours

Individual differences which affect motor learning and performance are considered. Implications for planning activity programs are studied.

*Prerequisite: Special Education 300.*

**PHYSICAL EDUCATION 310: EVALUATION AND MEASUREMENT IN ELEMENTARY SCHOOL PHYSICAL EDUCATION**

3 semester hours

This is a comparative study of the validity and administration of various tests of physical fitness, motor ability and skills. Emphasis is placed upon the use of test data in evaluating elementary school children.

**PHYSICAL EDUCATION 311: KINESIOLOGY**

3 semester hours

Effects of physical and anatomical principles on the performance of motor patterns are studied. Mechanical analysis of specific activities is included.

*Prerequisite: Biology 331.*

**PHYSICAL EDUCATION 312: ORGANIZATION AND ADMINISTRATION OF ELEMENTARY SCHOOL PHYSICAL EDUCATION**

3 semester hours

This is a comparative study of physical education programs in a variety of elementary school systems. Plans are developed for systems having specialists and/or classroom teachers. Such practical matters as budgeting, facilities, and personnel evaluations are considered.

*Prerequisite: student teaching.*

**PHYSICAL EDUCATION 313: CREATIVE RHYTHMS FOR CHILDREN**

(5) 4 semester hours

Students develop competencies in basic rhythmic motor responses and in teaching these. They have diversified experiences in rhythmic accompaniment and musical resources for children's dance. They employ a galaxy of teaching methods using folk and creative dance as material. Lab and teaching experiences are required.

*Prerequisite: Physical Education 305 and 306.*

**PHYSICAL EDUCATION 314: INDIVIDUAL ACTIVITIES FOR CHILDREN**

(5) 4 semester hours

Students develop skills in gymnastics, tumbling, apparatus, and track and field. An understanding of individual approaches to motor tasks is developed. Laboratory experiences are required.

*Prerequisites: Physical education 305 and 306.*

**PHYSICAL EDUCATION 315: GROUP ACTIVITIES FOR CHILDREN**

(5) 4 semester hours

Organization and uses of group activities are studied. Provisions for coaching adolescent children in competitive team activities are discussed. Laboratory experiences are required.

*Prerequisites: Physical Education 305 and 306.*

**PHYSICAL EDUCATION 316: SOCIO-PSYCHOLOGICAL ASPECTS OF MOTOR PERFORMANCE**

3 semester hours

This course is designed to view motor performance as it is affected by social and cultural factors. Special emphasis will be placed on the study of motives and gratifications of the participants, spectators, coaches, and game officials. Included in the course will be a survey of the current literature which considers the relationship between environment and activity interest of the population.

**PHYSICAL EDUCATION 317: DANCE PERFORMANCE**

3 semester hours

The craft of dance performance will be studied. The dancer will examine and practice those aspects of performance which lend artistry to productions.

**DEPARTMENT OF PHYSICAL SCIENCES**

See also courses listed under CHEMISTRY and PHYSICS. Course numbers followed by the notation EDC refer to the experimental physical science program being carried out jointly with Rhode Island College and the Education Development Center. See the description of the physical science major, page 89, for further details.



● **PHYSICAL SCIENCE 101-102: PHYSICAL SCIENCE** 6 semester hours

The basic objective of this course is to present to the student a systematic approach to the nature and relationships of matter and energy. The topics progress from the simple to the more complex and subtle concepts of modern physical science.

Two semesters. Two lecture periods and one two-hour laboratory period.

● **PHYSICAL SCIENCE 103: PHYSICAL SCIENCE** 4 semester hours

This course is an introduction to the processes which control man's physical environment. The natural laws of the physical sciences which relate directly to our everyday living are selected for investigation. The course examines three major conceptual schemes; matter, force and motion, and energy. The laboratory uses the investigative approach and the emphasis is on principle rather than precision. One semester. Three lecture periods and one two hour laboratory period.

**PHYSICAL SCIENCE 111: EDC PHYSICAL SCIENCE I** 8 semester hours

The theme of this course is the basic properties of matter leading to the establishment of the elements of an atomic model.

One semester. Ten to twelve periods each week with the greater emphasis on laboratory work.

**PHYSICAL SCIENCE 112: EDC PHYSICAL SCIENCE II** 8 semester hours

This course deals primarily with the connection between electric charge and atoms, leading into a study of the various forms of energy and the conservation of energy. One semester. Ten to twelve periods each week with the greater emphasis on laboratory work.

*Prerequisite: Physical Science 111.*

**PHYSICAL SCIENCE 201: THE SOLID EARTH** 4 semester hours

This is an introductory course in the earth sciences which deals with material from the areas of astronomy and geology. The student will be oriented with respect to the earth in space as well as to the structural features and processes of the solid portions of this planet.

One semester. Three lecture periods and three hours of laboratory.

**PHYSICAL SCIENCE 202: THE FLUID EARTH** 4 semester hours

This introductory environmental science course considers the gaseous and liquid regions of our planet as an integrated system. Topics from the atmospheric and marine sciences are selected which reveal the unity of the physical laws which govern their behavior and the interactions which occur between them.

One semester. Three lecture periods and three hours of laboratory.

**PHYSICAL SCIENCE 203-204: EDC PHYSICAL SCIENCE III AND IV** 8 semester hours

The major themes in this course are the ideas which lead to the classification of elements and compounds by macroscopic properties, such as solubility, conductivity and acidity. An examination of a group of organic compounds, leading to a classification on the basis of their most important groups, is included.

Two semesters. Three lecture periods and three hours of laboratory.

*Prerequisite: Physical Science 112.*

**PHYSICAL SCIENCE 207: EDC PHYSICAL SCIENCE V** 8 semester hours

The theme of this course is the tying together of macroscopic and atomic properties. This will include a consideration of electric and magnetic properties, refraction, energy levels, inter-atomic potentials, and sublimation energies.

One semester. Ten to twelve periods per week, with the greater emphasis on laboratory work.

*Prerequisite: Physical Science 204, Physics 102.*

**PHYSICAL SCIENCE 208: EDC PHYSICAL SCIENCE VI** 8 semester hours

This course is a continuation of Physical Science 207 and it consists of a study of chemical and nuclear reactions from both the thermodynamical and statistical points of view.

One semester. Ten to twelve periods per week.

*Prerequisite: Physical Science 207.*

**PHYSICAL SCIENCE 301: CONCEPTS OF EARTH SCIENCE** 3 semester hours

This is an advanced treatment of selected topics which relate directly to the study of energy transformations involving physical planet Earth. The topics chosen for investigation are those which emphasize relationships among the several disciplines included in the Earth Sciences, such as geology, oceanography, meteorology, and astronomy.

One semester. Three lecture periods.

*Prerequisites: Physics 104, Chemistry 104, or permission of the instructor.*

**PHYSICAL SCIENCE 310: EDC PHYSICAL SCIENCE VII** 8 semester hours

This course deals with theoretical physics and the emphasis is on the understanding of the physical content of basic mathematical terms such as gradient, divergence, and Laplacian.

One semester. Ten to twelve periods per week.

*Prerequisite: Physical Science 208.*

**PHYSICAL SCIENCE 331: GENERAL OCEANOGRAPHY** 3 semester hours

The course is an introductory study of the total marine environment. Among the topics considered are a description of the world's oceans, the nature of the bottom, the properties of seawater, plant and animal life in the sea, waves, tides, ocean currents, near shore processes, and hydrographic regions.

One semester. Three lecture periods.

**PHYSICAL SCIENCE 391, 392, 393: PROBLEMS IN PHYSICAL SCIENCE** 1 to 3 semester hours

The student does research in a topic selected after consultation with the instructor and prepares a report of the work. A maximum of six credits may be earned in these courses.

*Admission and credit are to be determined in consultation with the instructor and the department chairman.*

## PHYSICS

(Department of Physical Sciences)

● **PHYSICS 101-102: GENERAL PHYSICS** 8 semester hours

This course is a non-calculus treatment of selected topics in physics. Specific areas included are space, time, motion, conservation laws, wave phenomenon, electricity, magnetism, and modern physics.

Laboratory work is closely integrated with the lectures and is based upon selected problem-solving experiments rather than the duplication of traditional experiments.

Two semesters. Three lecture periods and one three-hour laboratory period.

**PHYSICS 103-104: GENERAL PHYSICS**

8 semester hours

The first semester of this sequence includes the study of vectors, statics kinematics, Newton's three Laws of motion, energy, momentum (rotational and linear), and simple harmonic motion. The second semester includes the study of hydrostatics, hydrodynamics, heat, thermodynamics and wave motion. The laboratory offers selected experiments designed to emphasize the lecture material. Calculus is used throughout the course.

Two semesters. Three lecture periods and one three-hour laboratory period.

*Prerequisite:* Mathematics 212 completed or taken concurrently.

**PHYSICS 205-206: GENERAL PHYSICS**

8 semester hours

This two-semester sequence is a continuation of Physics 103-104. The first semester includes the study of electrostatics, Gauss's Law, dielectrics, elementary DC and AC circuit theory and magnetism. The second semester includes the study of electromagnetic waves, geometrical optics, physical optics, radio-activity and nuclear physics. Calculus is used throughout the course. The laboratory offers selected experiments designed to emphasize lecture material.

Two semesters. Three lecture periods and one three-hour laboratory period.

*Prerequisite:* Physics 104.

**PHYSICS 301: ELECTRICITY AND MAGNETISM**

3 semester hours

This course is an advanced treatment of the fundamental aspects of electromagnetic theory. Vector analysis and vector notation is used in the mathematical solution of special differential equations appropriate to this subject.

One semester. Three lecture periods.

*Prerequisites:* Physics 206, Mathematics 316.

**PHYSICS 303: MECHANICS**

3 semester hours

Newton's laws of motion, integrals of the second law, linear and plane motion of a mass point, dynamics of a system of particles, statics and dynamics of a rigid body, elastic bodies and fluids are studied.

One semester. Three lecture periods.

*Prerequisites:* Physics 104 and Mathematics 316 (or concurrently).

**PHYSICS 304: MODERN PHYSICS**

4 semester hours

The major developments in physics of the last 60 years are studied. Included are the experimental evidences and theories concerning the atomic nature of matter and electricity, dual nature of matter and radiation, atomic structure and atomic spectra, an introduction to relativity and quantum mechanics. Also considered are some aspects of nuclear physics: natural radioactivity, nuclear reactions, binding energies and cosmic rays.

One semester. Three lecture periods and one three-hour laboratory period.

*Prerequisites:* Physics 206, Mathematics 316.

**PHYSICS 306: ELECTRONICS**

3 semester hours

The practical electron tube and transistor circuits used in physical research are studied. The introduction to physical electronics includes thermionic emission, field emission, crystal rectification and transistor action.

One semester. Two lecture periods and one two-hour laboratory period.

*Prerequisites:* Physics 301 and Mathematics 314.

**PHYSICS 308: METEOROLOGY**

3 semester hours

An introduction to the science of meteorology is given, dealing with the composition and vertical structure of the earth's atmosphere, the basic pressure patterns and

general circulation, frontal structure and air mass analysis, adiabatic processes and stability of the atmosphere, instruments and procedures used in weather observing and forecasting, severe local storms, tornadoes and hurricanes, weather services and climatology.

One semester. Three lecture periods.

*Prerequisites:* Physics 103-104, Mathematics 212, 313.

**PHYSICS 490: INDEPENDENT STUDY IN PHYSICS**

3 semester hours

Students enrolled in this course will study independently in an area of physics under the guidance of a member of the physical science faculty. The particular area of physics will be selected on the basis of the interests of the student and instructors. Open only with the consent of the department chairman.

**DEPARTMENT OF POLITICAL SCIENCE****● POLITICAL SCIENCE 100: INTRODUCTION TO****POLITICAL SCIENCE**

3 semester hours

This course introduces students to the politics of modern society. Leadership, the influenced and the influential, political mobilization, involvement, stability and change within the political system form its focus. These will be examined through a case study approach that will center on current issues.

**● POLITICAL SCIENCE 202: AMERICAN GOVERNMENT**

4 semester hours

The objective of this course is to examine in broad outline the institutions and principles of American national government. Attention is given to the constitutional foundation, federalism, political parties, Congress, the Presidency, the Supreme Court and civil rights.

**● POLITICAL SCIENCE 203: INTRODUCTION TO WORLD POLITICS**

4 semester hours

This course is designed to be a survey which introduces the student to recent and contemporary developments in international relations as well as foreign policy aims and international politics of the major powers.

**● POLITICAL SCIENCE 204: POLITICAL THEORY AND ANALYSIS**

3 semester hours

Does government exercise the same kind of authority that parents and other social agencies exercise or is it different? This course will examine several theories which respond to this question and which suggest what "common good" government should serve.

**● POLITICAL SCIENCE 205: PRINCIPLES OF PUBLIC ADMINISTRATION**

3 semester hours

The course is designed to acquaint the student with principles, techniques and problems of public administration in the United States. Attention is given to the theory of organization and management, administrative planning and responsibility, the United States Civil Services, public personnel policies and other selected topics.

**POLITICAL SCIENCE 300: SCOPE AND METHODS**

3 semester hours

An introductory survey of the basic concepts and research methodologies of Political Science. A review of the method of data collection—including historical, quantitative, and comparative techniques of analysis—is made and the biases of contemporary political science are explored.

*Prerequisites:* one political science course at the 100 or 200 level.

**POLITICAL SCIENCE 301: INTERNATIONAL POLITICS**

3 semester hours

The fundamental focus of world politics is examined. Emphasis is placed on the motivating and conditioning factors which shape international relations. Attention is given to the means and ends in the relation of states, the impact of nationalism and imperialism, the causes of war and an analysis of the possible methods for the resolution of international conflict.

*Prerequisite: one political science course at the 100 or 200 level.*

**POLITICAL SCIENCE 302: COMPARATIVE GOVERNMENT**

4 semester hours

The operation and structure of selected foreign governments are examined in terms of comparative analysis. Emphasis is placed on the more important types of government in contemporary society.

*Prerequisite: one political science course at the 100 or 200 level.*

**POLITICAL SCIENCE 303: INTERNATIONAL ORGANIZATION**

3 semester hours

Consideration is given to the structure, process and activity of international and regional organizations with respect to the maintenance of peace, settlement of disputes and promotion of welfare. Major emphasis is placed on the United Nations.

*Prerequisite: one political science course at the 100 or 200 level.*

**POLITICAL SCIENCE 305: URBAN POLITICS**

3 semester hours

Presenting an analysis of the political system of the metropolis, the main focus of this course is upon political behavior in an urban setting, rather than institutional structure. A wide spectrum by the patterns of urban, suburban, and metropolitan politics will be discussed.

*Prerequisite: one political science course at the 100 or 200 level.*

**POLITICAL SCIENCE 313: HISTORY OF****POLITICAL THOUGHT**

4 semester hours

How social and economic power are reflected through government, the purposes of government, and the forms of government which best serve the ends of government are examined. These areas are probed through the writings of political theorists including Aristotle, Harrington, Hobbes, Rousseau, and Marx.

*Prerequisite: one political science course at the 100 or 200 level.*

**POLITICAL SCIENCE 314: CONCEPTS IN CONTEMPORARY POLITICAL THOUGHT**

3 semester hours

This course will concentrate on modern theories about the way political institutions work, including theories about the purposes which politics ought to service and the way in which they actually operate. Theorists will be selected from the 19th and 20th centuries.

*Prerequisite: one political science course at the 100 or 200 level and consent of instructor.*

**POLITICAL SCIENCE 321: PROBLEMS OF STATE GOVERNMENT**

4 semester hours

In this course an intensive study of basic contemporary problems of state government is made. Problems selected for analysis will be chosen in accordance with the needs and interests of the students registered for the course. An integral part of the course will be an internship experience or field work in Rhode Island state government.

*Prerequisite: one political science course at the 100 or 200 level and consent of instructor.*

**POLITICAL SCIENCE 351: PARTIES AND ELECTIONS IN AMERICA**

4 semester hours

Primary attention is given to party organization, nomination, electoral strategy, campaigning, voting behavior, and electoral analysis. Field work in behalf of a candidate or party of the student's choice is an integral part of this course.

*Prerequisite: one political science course at the 100 or 200 level.*

**POLITICAL SCIENCE 353: POLICY FORMATION****PROCESS: EXECUTIVE**

4 semester hours

The roles of the President and state governors in the American system of government are discussed. Topics analyzed and discussed include constitutional status and powers, recruitment and selection, legislative and political leadership, and responsibility of chief executives. Comparisons between national and state executive offices will be made.

*Prerequisite: one political science course at the 100 or 200 level.*

**POLITICAL SCIENCE 354: POLICY FORMATION****PROCESS: LEGISLATIVE**

4 semester hours

The nature of the legislative process in the United States is analyzed in this course. Organization and formal and informal rules of legislative bodies and the relationship of the legislative branch to other branches of government are considered. Attention is also given to the socioeconomic background of legislators and the folk ways of legislatures, and the role of parties and interest groups in the operation of American national and state legislative bodies.

*Prerequisite: one political science course at the 100 or 200 level.*

**POLITICAL SCIENCE 357: PROBLEMS IN INTERNATIONAL RELATIONS**

4 semester hours

Some of the more important contemporary international issues will be examined. Illustrations may be drawn mainly from regions such as the North Atlantic Community, Eastern Europe, the Middle East, Southeast Asia, the Far East, Africa, or Latin America.

Acceptable for credit in history.

*Prerequisite: one political science course at the 100 or 200 level and consent of instructor.*

**POLITICAL SCIENCE 360: SENIOR SEMINAR IN POLITICAL SCIENCE**

3 semester hours

The seminar is designed to provide an integrating experience in Political Science, based on readings, discussions, and research projects.

Social Science 361 is acceptable when Political Science 360 is not given.

*Prerequisite: senior standing and 12 credit hours in political science.*

**POLITICAL SCIENCE 371: READINGS IN POLITICAL SCIENCE**

3 semester hours

This course provides independent readings to meet the needs of individual students in Political Science.

*Prerequisite: limited to majors; approval of political science advisor and instructor is required.*

**POLITICAL SCIENCE 380: WORKSHOP IN POLITICAL SCIENCE**

Selected topics are investigated in various formats. Credits and prerequisites vary.

**POLITICAL SCIENCE 381: WORKSHOP IN PUBLIC ADMINISTRATION**

4 semester hours

This course provides an in-depth exploration of selected problems in public admin-



istration in such fields as budgeting, personnel management, and planning. An integral part of the course will be an internship experience under the joint supervision of an administrative agency head and a member of the college faculty. Problems will be chosen for analysis in accordance with the needs and desires of students registered for the course provided.

*Prerequisite: one political science course at the 100 or 200 level and consent of instructor.*

**POLITICAL SCIENCE 390: INDEPENDENT RESEARCH IN POLITICAL SCIENCE**

4 semester hours

This course provides individual students with an opportunity to select and undertake concentrated research under the supervision of a faculty advisor.

*Prerequisite: one political science course at the 100 or 200 level and consent of instructor.*

**PORTUGUESE**

(Department of Modern Languages)

**PORTUGUESE 100: ACCELERATED ELEMENTARY PORTUGUESE**

6 semester hours

A concentrated one semester course for the student who wishes to begin the study of Portuguese. In this course emphasis is placed upon the development of the four basic skills: listening comprehension, speaking, reading and writing. Aspects of Portuguese culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

**PORTUGUESE 101-102: ELEMENTARY PORTUGUESE**

6 semester hours

A thorough study of pronunciation and grammar is offered, including conversation, dictation, and reading of Portuguese text, plus the acquisition of some knowledge of Portuguese culture. Two semester course. Students who receive a grade of "F" in the first semester must repeat the course with a passing grade before continuing in the second semester.

**PORTUGUESE 103: INTERMEDIATE PORTUGUESE**

4 semester hours

In this course emphasis on the development and practice of the basic oral and written skills is continued. The work also includes a review of Portuguese grammar and the reading of representative texts. The language laboratory is utilized as an aid in promoting oral proficiency.

● **PORTUGUESE 104: READINGS IN INTERMEDIATE PORTUGUESE**

4 semester hours

Readings which stress the cultural and humanistic impact of Portuguese civilization upon modern man will be selected. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

*Prerequisite: Portuguese 103 or permission of the chairman.*

● **PORTUGUESE 107: INTRODUCTION TO LITERARY GENRES**

4 semester hours

Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each

genre are discussed and applied to selected examples. Assigned readings are in Portuguese.

*Prerequisite: Portuguese 103 or permission of the chairman.*

**DEPARTMENT OF PSYCHOLOGY**

● **PSYCHOLOGY 210: INTRODUCTORY PSYCHOLOGY** 4 semester hours

This course is a contemporary approach to the introduction of psychology as the scientific study of behavior. The present day status of the science, both in terms of areas of consensus and dispute, are emphasized.

● **PSYCHOLOGY 211: HUMANISTIC PSYCHOLOGY** 4 semester hours

This course is an introduction to basic humanistic psychological perspectives regarding science; human motivation, growth and development; attitudes and values; and, self-actualization. The works of Maslow, Rogers, Allport and others provide the major theoretical framework of this course.

● **PSYCHOLOGY 212: DEVELOPMENTAL PSYCHOLOGY** 4 semester hours

This course deals with the nature and regulation of significant structural, functional and behavioral changes in the human organism from pre-natal beginnings through to the adolescent period of life. Both biological and cultural influences in the developmental process are stressed.

**PSYCHOLOGY 213: EDUCATIONAL PSYCHOLOGY—ELEMENTARY**

4 semester hours

This course deals with the application and analysis of psychological theories and research findings to elementary classroom situations. Emphasis is laid on both the characteristics of the learner and the nature of effective teaching at specified grade levels.

*(Credit for 213 or 214 option only)*

**PSYCHOLOGY 214: EDUCATIONAL PSYCHOLOGY—SECONDARY**

4 semester hours

This course deals with an introduction to the principles of educational psychology applied to the secondary level of education. Emphasis is placed on both the social influences and personality characteristics of the adolescent.

*(Credit for 213 or 214 option only)*

● **PSYCHOLOGY 215: SOCIAL PSYCHOLOGY** 4 semester hours

This course serves as an introduction to the study of individual behavior in relation to social stimuli. The topics include interpersonal interaction, intra- and inter-group relations, cultural influences on behavior, and collective behavior.

● **PSYCHOLOGY 218: THE ABNORMAL PERSONALITY IN THE ARTS**

4 semester hours

This course deals with the study of the experience and expression of psychological abnormality through literature and self-report in the visual and dramatic arts. Emphasis is laid on the nature of creative and artistic expression and the psychological qualities of the "artistic genius."

● **PSYCHOLOGY 219: PSYCHOLOGY OF THINKING** 4 semester hours

The thinking processes of man are studied from a cognitive, conceptual and phenomenological point of view. Various theoretical viewpoints will be considered including cognitive theories of Piaget, Guilford, and Bruner. Practicum experience will be included.

**PSYCHOLOGY 220: MOTIVATION AND ABILITY**

4 semester hours

Examined in this course are the theories and research related to the personal growth of abilities, attitudes, interests, needs and flairs. The interaction between individual motives and social limitations on behavior, and the influence of ideational conflicts and non-conformity are each considered as sources of productive talent. Both internal and external determinants of goal-directed behavior are stressed.

**PSYCHOLOGY 221: INDUSTRIAL PSYCHOLOGY**

4 semester hours

This course is designed for students interested in the applications of psychology to problems in the management and administration of business and industry. Emphasis is placed on the measurement of human abilities, and psychological principles in decision-making, planning, industrial training, and group interaction.

**PSYCHOLOGY 320: INTRODUCTION TO PSYCHOLOGICAL METHODS**

4 semester hours

Methodology, design used in the conduct, principles of measurement used in the analysis, and statistical methods used in the interpretation of psychological research.

**PSYCHOLOGY 322: PSYCHOLOGICAL TESTING**

4 semester hours

Introduction to the basic principles of construction, selection, and interpretation of psychological tests. Concepts of reliability, validity, and norms will be considered by the examination of instruments selected to illustrate various approaches to these problems.

*Prerequisite:* Psychology 320 or equivalent.

**PSYCHOLOGY 324: PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT**

4 semester hours

Principles underlying the construction of instruments of psychological measurement. Theory and practice related to statistical concepts and factors affecting reliability and validity.

*Prerequisite:* Psychology 320 or equivalent.

**PSYCHOLOGY 326: ADVANCED PSYCHOMETRICS**

4 semester hours

Open to graduate students who wish to broaden their understanding and skill in testing and other quantitative measures of human behavior. Emphasis will be placed on the construction and improvement of measures related to the primary research concerns of each student.

*Prerequisite:* Psychology 320 or equivalent.

**PSYCHOLOGY 330: HUMAN DEVELOPMENT**

4 semester hours

This course is designed to emphasize the concepts of development and learning and cognition; to know the characteristics of the significant periods of human development and to know major learning processes and the nature and development of cognitive behavior.

**PSYCHOLOGY 331: CHILD PSYCHOLOGY**

4 semester hours

The course concentrates attention on the mental, emotional, social and physical development of children from birth to early adolescence with stress on developmental research related to the process of teaching and learning.

*Prerequisite:* Psychology 330.

**PSYCHOLOGY 332: ADOLESCENT PSYCHOLOGY**

4 semester hours

To explore sociological, psychological and physiological implications of adolescent adjustment and to promote understanding and gain insight into the dynamics of adolescent search for identity.

*Prerequisite:* Psychology 330.

**PSYCHOLOGY 333: PSYCHOLINGUISTICS**

4 semester hours

Learning theory, psychodynamics, and communication theory applied to the study of linguistics, language, and orthographics. The interdependencies of descriptive and enactive behaviors and of cognitive and emotional responses will be emphasized.

*Prerequisite:* Psychology 330.

**PSYCHOLOGY 334: EXPERIMENTAL CHILD PSYCHOLOGY**

4 semester hours

This course deals with various research methods for the study of children's behavior, especially topics related to their early learning and their development of self-generated purposive activities. Methods emphasized include developmental, comparative, cross-cultural, clinical and controlled experimental approaches to scientific inference, hypothesis testing and theory building. An original research project is required. With laboratory.

*Prerequisites:* Psychology 320 and Psychology 330.

**PSYCHOLOGY 335: THE DEVIAN CHILD**

4 semester hours

The course will emphasize the identification, description and diagnosis of types of deviant children and the social, psychological and physical factors involved in their development. Problems of rehabilitation and psychological treatment will also be considered.

*Prerequisites:* Psychology 330, 350.

**PSYCHOLOGY 340: EXPERIMENTAL PSYCHOLOGY**

4 semester hours

Topics include an experimental study of sensory and learning processes; experimental studies of verbal learning; the relationship of sensory processes to psychological phenomena; drawing inferences from experimental data; historical foundations and developments in psychology. With laboratory.

*Prerequisite:* Psychology 320.

**PSYCHOLOGY 341: PERCEPTION**

4 semester hours

A study of the variables that determine what we perceive, including input from sensory systems, and the effects of attention and past experience on what we perceive. Experiments which illustrate perceptual phenomena will be performed. With laboratory.

*Prerequisite:* Psychology 340.

**PSYCHOLOGY 342: OPERANT CONDITIONING**

4 semester hours

This course will consider one basic and important psychological process and investigate its applications to fields outside academic psychology. The basic psychological process to be considered is operant conditioning.

*Prerequisite:* Psychology 340.

**PSYCHOLOGY 343: HISTORY AND SYSTEMS OF PSYCHOLOGY**

4 semester hours

This course is a survey of the growth of psychology from its philosophical roots to its current status. Emphasis is on the great historical questions and controversies, and the men involved with these issues.

*Prerequisite:* Psychology 340.

**PSYCHOLOGY 344: THEORIES OF LEARNING**

4 semester hours

Introduction to the major theories of learning. Emphasis on the basic issues differentiating one theory from another. The decline of major learning theories and the rise of the meta-theories.

*Prerequisite:* Psychology 340.

**PSYCHOLOGY 345: PHYSIOLOGICAL PSYCHOLOGY**

4 semester hours

The neural and chemical bases of behavior. The relationship between anatomical, neurophysiological and behavioral data will be studied. Similarities and differences among the senses, and general principles of sensory functioning will be studied.

*Prerequisites:* Psychology 340, Biology 102.

**PSYCHOLOGY 346: COMPARATIVE PSYCHOLOGY**

4 semester hours

A study of the similarities and differences in the behavior of animals from simple celled forms to humans. Emphasis will be on comparative learning of the various species, with attention to psychophysiology, instinctive behaviors, motivation, and information processing in different organisms.

*Prerequisites:* Psychology 340, Biology 102.

**PSYCHOLOGY 350: PERSONALITY IN SOCIETY**

4 semester hours

The course is concerned with the development and functions of personality, psychological aspects of socialization, and patterns of deviant behavior.

**PSYCHOLOGY 351: ADVANCED PERSONALITY**

4 semester hours

This course is an in-depth study of personality functioning, including genetic, constitutional, and cultural determinants, theories of personality, and techniques of personality assessment in children and adults.

*Prerequisite:* Psychology 350.

**PSYCHOLOGY 352: REALITY, DEVIANCE AND CULTURE**

4 semester hours

The course examines the importance and function of linguistics and semantics as determinants of cultural views of reality and their relationships to cultural definitions of deviant behavior.

*Prerequisite:* Psychology 350.

**PSYCHOLOGY 353: GROUP DYNAMICS**

4 semester hours

The course reviews the theoretically significant empirical research in the field of group dynamics.

*Prerequisite:* Psychology 350.

**PSYCHOLOGY 354: PSYCHOPATHOLOGY**

4 semester hours

The course examines traditional and contemporary approaches to the understanding and treatment of a wide range of abnormal behaviors, both in children and in adults.

*Prerequisite:* Psychology 350.

**PSYCHOLOGY 390: DIRECTED RESEARCH**

3 semester hours

Based on prior discussion and reading, the student selects a specific problem and undertakes concentrated empirical research under the supervision of a faculty adviser.

*Prerequisite:* approval of the department chairman.

**PSYCHOLOGY 391: DIRECTED RESEARCH**

3 semester hours

The student completes research undertaken in Psychology 390. He then writes and submits a paper on the basis of this research.

*Prerequisites:* Psychology 390 and approval of the department chairman.

**PSYCHOLOGY 400: ISSUES IN CHILD DEVELOPMENT**

3 semester hours

This course deals with an investigation of the dynamic processes of human development from conception to adolescence. The works of Sears, Kagan, Piaget, Erikson and others provide the basic framework of the course.

*Prerequisite:* 6 credits in psychology or permission of department chairman.

**PSYCHOLOGY 402: THE SOCIAL PSYCHOLOGY OF ADOLESCENCE**

3 semester hours

This course approaches the problems and issues of adolescence through a social-psychological frame of reference. Patterns of development and social interaction are analyzed through an examination of the adolescent's peer group interactions in his search for identity.

*Prerequisite:* 6 credits in psychology or permission of department chairman.

**PSYCHOLOGY 403: MEASUREMENT AND EVALUATION IN THE CLASSROOM**

3 semester hours

This course deals with the techniques of test construction and the use of evaluation instruments in the classroom. Emphasis is placed on the specification of objectives, test design, construction of items and appropriate statistics analyses of results.

*Prerequisite:* 6 credits in psychology or permission of department chairman.

**PSYCHOLOGY 407: APPLICATIONS OF EDUCATIONAL PSYCHOLOGY**

3 semester hours

This course deals with an introduction to and the application of pertinent empirical psychological research and findings to classroom situations. Emphasis is placed on current issues in the application of psychological principles in the classroom.

*Prerequisite:* 6 credits in psychology or permission of department chairman.

**PSYCHOLOGY 408: BEHAVIOR IN GROUPS AND SOCIAL ORGANIZATIONS**

3 semester hours

This course is concerned with the psychological aspects of group task performance, role behavior, and social dynamics in working situations. Emphasis is on analytic techniques, institutional climates, leadership methods, human values, and community relationships.

*Prerequisite:* 6 credits in psychology or permission of department chairman.

**PSYCHOLOGY 409: PSYCHOLOGY OF RACE AND CLASS**

3 semester hours

This course examines racial and social class differences in psychological characteristics. The historical and contemporary effects of prejudice and discrimination are analyzed as well as the methods of reducing intergroup conflict.

*Prerequisite:* 6 credits in psychology or permission of department chairman.

**PSYCHOLOGY 410: DRUGS AND BEHAVIOR**

3 semester hours

The purpose of this course is to acquaint graduate students with different types of drugs, how to recognize these drugs, the mental and physical effects of the drugs, characteristics of the drug addict and rehabilitation of addicts. Experts from psychopharmacology, medicine, law enforcement, and rehabilitation will present lectures.

*Prerequisite:* 6 credits in psychology or permission of department chairman.

**PSYCHOLOGY 500: INTRODUCTION TO SCHOOL PSYCHOLOGY**

3 semester hours

This course is a survey of the theory and methods of the school psychologist; it includes the historical and current role of the psychologist in relation to teachers, administrators, parents and the community.

*Prerequisite:* consent of department chairman.

**PSYCHOLOGY 501: INDIVIDUAL TESTING PRACTICUM I**

3 semester hours

A practicum in the administration, scoring and interpretation of cognitive tests. This will include experience with individual intelligence tests as well as tests of specific cognitive abilities, and will consist report writing and the clinical application of these tests.

*Prerequisites:* Psychology 320 and Psychology 322 and consent of department chairman.

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**PSYCHOLOGY 502: INDIVIDUAL TESTING PRACTICUM II** 3 semester hours

An Introduction to the theory and use of projective techniques and other methods of personality assessment, the practicum will provide supervised experience in the administration and interpretation of these instruments, their clinical applications and the communication of findings derived from them.

*Prerequisites: Psychology 501 and consent of department chairman.*

**PSYCHOLOGY 503: DIAGNOSTIC ASSESSMENT PRACTICUM III** 3 semester hours

Supervised practice in cognitive and personality assessment, this course will utilize the case-study method in providing the student experience in diagnostic work in a clinical, school or institutional setting. Methods of evaluating perceptual and language abilities will also be introduced.

*Prerequisites: Psychology 502 and consent of department chairman.*

**PSYCHOLOGY 508: SEMINAR IN PERSONALITY** 3 semester hours

A systematic study of the major contemporary theories of personality as well as their historical antecedents, the seminar will consider original source material as well as the current theoretical and research literature in the field.

*Prerequisites: Psychology 350 and consent of department chairman.*

**PSYCHOLOGY 510: SEMINAR IN PSYCHOPATHOLOGY** 3 semester hours

An intensive study of psychopathology in both children and adults, the seminar will consider original source material as well as the contemporary literature in the field. Classification, etiology, the major theoretical approaches and the various categories of disordered behavior will be considered.

*Prerequisites: Psychology 354 and consent of department chairman.*

**PSYCHOLOGY 523: PSYCHOTHERAPEUTIC THEORIES AND RESOURCES** 3 semester hours

The basic general course in the theory and methods of promoting psychological change and behavior modification; this course will include a survey of appropriate theories and an introduction to the practical resources available for treatment. Appropriate referral and certain specific techniques will be included.

*Prerequisites: Psychology 500 and consent of department chairman.*

**PSYCHOLOGY 529: INTERNSHIP IN SCHOOL PSYCHOLOGY** 0 semester hours

The internship consists of a one year placement in a cooperating school system under the supervision of a certified school psychologist and a College faculty member. Experiences include the administration-interpretation of psychodiagnostic tests and the formulation of appropriate recommendations; observation of special classes; participation in consultation and planning in the schools and in referral both within the school and to outside agencies; an introduction to the problems and needs for research on school-related psychological problems.

*Prerequisites: Psychology 502 and consent of department chairman.*

**PSYCHOLOGY 540: QUANTITATIVE METHODS IN PSYCHOLOGICAL RESEARCH** 3 semester hours

This course deals with the theories, principles and procedures of psychological measurement and the application of multi-variate statistical models to problems in psychological research. The course seeks to prepare students to undertake behavioral research studies in school settings.

*Prerequisites: Psychology 320 and consent of department chairman.*

**PSYCHOLOGY 561: SEMINAR IN SCHOOL PSYCHOLOGY** 3 semester hours

This course, to be taken concurrently with the internship in the school setting (Psychology 529), is designed to synthesize the theoretical and experiential aspects of the graduate program in school psychology. Actual case material submitted by the class participants will be used in achieving the goals of this course.

*Prerequisites: admission to Psychology 529 and consent of department chairman.*

**PSYCHOLOGY 599: DIRECTED GRADUATE RESEARCH** 3 to 6 semester hours

This course is open only to candidates in the Master of Arts in School Psychology Program. School-related research is conducted under the supervision of a member of the department.

*Prerequisite: consent of department chairman.*

**RUSSIAN**

*(Department of Modern Languages)*

**RUSSIAN 101-102: ELEMENTARY RUSSIAN** 6 semester hours

This course is an introduction to the Russian language through a modified audio-lingual approach with a view to practical application. The objective of the course is two-fold: to enable the student to handle any situation requiring the understanding and speaking of simple Russian; and to enable him to use effectively any printed material in the language. Two semesters. Students who receive a grade of F in the first semester must repeat the course with a passing grade before continuing in the second semester.

**RUSSIAN 103: INTERMEDIATE RUSSIAN** 4 semester hours

In this course emphasis on the development and practice of the basic oral and written skills is continued. The work also includes a review of Russian grammar and the reading of representative texts. The language laboratory is utilized as an aid in promoting oral proficiency.

**RUSSIAN 104: READINGS IN INTERMEDIATE RUSSIAN** 4 semester hours

Readings which stress the cultural and humanistic impact of Russian civilization upon modern man will be selected. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

*Prerequisite: Russian 103 or permission of the department chairman.*

**SOCIAL SCIENCE**

*The following courses are taught by members of the Departments of Anthropology-Geography, Economics, History, Political Science and Sociology.*

**SOCIAL SCIENCE 200: THE DIMENSIONS OF SOCIAL SCIENCE** 4 semester hours

This introductory level course will strive to convey an understanding of the place of the social science in the totality of knowledge. It will treat the derivational, developmental and integrational aspects of the social sciences. Attention will also be given to the meaning of "science" and "scholarship" as related to social inquiry. Whenever possible, students will be put into direct contact with such practitioners of the

social sciences as social workers, legislators, teachers and lawyers, etc. Social Science 200 is normally the first course in the social science concentration or major.

**SOCIAL SCIENCE 301: ASPECTS OF CONTEMPORARY CIVILIZATION**

3 semester hours

This course presents an interdisciplinary view of the problems in contemporary society, with a critical evaluation of primary and secondary source materials.

The course is designed to meet the social science requirement in general education. It may be taken as an elective, but does not fulfill curricular requirements for a course in any of the minors in the social sciences.

**SOCIAL SCIENCE 310: AFRICA**

3 semester hours

To focus systematic attention on changing Africa, this course considers the changing face, social structure, political structure and problems of Africa.

Social science faculty members lecture in their fields of specialization. Visiting specialists may also lecture.

*Prerequisite:* any 200-course in the social sciences.

**SOCIAL SCIENCE 311: LATIN AMERICA**

3 semester hours

The many changes in Latin America during the twentieth century are examined in terms of their geographic and historical origins and of their political, social, and economic implications. Social science faculty members lecture in their fields of specialization. Visiting specialists may also lecture.

*Prerequisite:* any 200-level course in the social sciences.

**SOCIAL SCIENCE 315: THE CITY IN THE TWENTIETH CENTURY**

3 semester hours

This is an interdisciplinary offering on the nature of cities and their societal role and influence. The first part of the course views the city in both its historical and contemporary setting. Areas of concern and methodologies employed by various social science disciplines in making urban analyses are also discussed. The second part of the course concentrates on issues and problems of the contemporary city as well as the city of the future.

*Prerequisite:* any 200-level course in the social sciences.

**SOCIAL SCIENCE 361: SOCIAL SCIENCE SEMINAR**

4 semester hours

This seminar is designed to integrate the experiences of social science majors in the various social science disciplines. Objectives are (1) to examine the roles of the various disciplines in the social sciences and (2) to acquaint the students with research methods and techniques used in these fields. Students will have the opportunity to develop a research project.

**SOCIAL SCIENCE 380: WORKSHOP IN SOCIAL SCIENCE**

Selected topics are investigated in various formats. Credits and prerequisites vary.

**SOCIAL SCIENCE 480: WORKSHOP IN SOCIAL SCIENCE**

Selected problems are investigated in various formats. Credits and prerequisites may vary.

**DEPARTMENT OF SOCIOLOGY**

● **SOCIOLOGY 111: SOCIAL PROBLEMS**

3 semester hours

This course examines the social and cultural conditions in which defined social problems are rooted. Current policies adopted to solve such problems are evaluated

and alternative solutions are considered. The course content is selected from such problems as: mass culture, poverty, overpopulation, urbanization, nuclear war, etc. No credit toward sociology major.

● **SOCIOLOGY 201: BASIC CONCEPTS OF SOCIOLOGY**

3 semester hours

This course serves as an introduction to the study of primary and secondary social relations in society. Basic concepts are discussed and applied to the sociological analysis of social groups and their associated patterns of behavior. Attention is directed toward various aspects of American society such as: socialization, deviance, family and minorities. An elementary sociology course.

● **SOCIOLOGY 202: THE FAMILY**

3 semester hours

The family is studied as a primary social institution. A functional analysis is used to explain such areas as recruitment of members, role differentiation, socialization of children. Historical, cross-cultural and subcultural materials are used to provide contrast for the "normal middle class" American family pattern. An elementary sociology course.

● **SOCIOLOGY 204: URBAN SOCIOLOGY**

3 semester hours

The major focus is on urban society in the United States. Of particular concern are such topics as the growth of cities and metropolitan areas, population characteristics, ecological organization, dysfunctional aspects of urban social structure, problems of the "city center," and redevelopment programs. An elementary sociology course.

● **SOCIOLOGY 208: MINORITY GROUP RELATIONS**

3 semester hours

Broad sociological principles of intergroup relations are considered. The underlying social and individual dynamics of selected minority groups are emphasized. Minority groups of racial, religious and national origins are viewed from an historical and a contemporary perspective with an analysis of their acculturation. An elementary sociology course.

**SOCIOLOGY 303: SOCIAL STRATIFICATION**

3 semester hours

This course is concerned with the distribution of power and privileges in a society. Various social characteristics such as occupation, education, ethnic or racial origin, age, and sex are considered as factors important in establishing rank systems and class systems in rural, suburban and urban communities. An advanced sociology course.

*Prerequisite:* any two elementary and/or intermediate sociology courses.

**SOCIOLOGY 306: FORMAL ORGANIZATIONS**

3 semester hours

This course analyzes the goals, functions, and consequences of modern organizations. Consideration will be given to such characteristics as bureaucratization, the role of the bureaucrat, industrial relations, and organizational change. Theorists such as Weber, Roethlisberger, Blau and Etzioni will be discussed. An intermediate sociology course.

*Prerequisite:* any elementary sociology course.

**SOCIOLOGY 307: CRIME AND DELINQUENCY**

3 semester hours

This course is an introduction to the fields of delinquency and criminology. Subjects covered include theories of crime causation, problems in the collection and analysis of criminal statistics, the effect of the social structure on crime rates, and selected patterns of criminal activity, including white collar crime, organized crime, and narcotics. An intermediate sociology course.

*Prerequisite:* any elementary sociology course.

**SOCIOLOGY 308: PENOLOGY AND CORRECTIONS**

3 semester hours

This course deals with the role of the police, the criminal and juvenile courts, the philosophy of punishment, the sociological analysis of the prison as a social system, types of institutional and community treatment, programs of prevention and methods of prediction.

*Prerequisite:* Sociology 307.

**SOCIOLOGY 309: SOCIOLOGICAL THEORIES**

4 semester hours

The history and growth of sociological theory are studied. The function of theory in sociology is examined. Critical analysis is given to the more important theories from Comte to the present. The major views of such theorists as Weber, Durkheim, Pareto, Cooley, Merton and Parsons will be studied. An advanced sociology course.

*Prerequisite:* any two elementary and/or intermediate sociology courses.

**SOCIOLOGY 310: RESEARCH METHODS IN SOCIOLOGY**

4 semester hours

The course includes the logic of scientific investigation and introduction to various techniques of research in the study of sociological problems. An advanced sociology course.

*Prerequisites:* any two elementary and/or intermediate sociology courses plus one statistics course (Math: 240).

**SOCIOLOGY 312: POPULATION**

3 semester hours

Theories of population are considered with reference to its increase and decrease and to the problems of number, quality, and distribution; a study of major world areas. An advanced sociology course.

*Prerequisite:* any two elementary and/or intermediate sociology courses.

**SOCIOLOGY 313: SOCIOLOGY OF RELIGION**

3 semester hours

Examination will be made of the basic functions and dysfunctions of the religious institution in contemporary society in the United States. The course also surveys the inter-relationships between religion and the other institutional systems, such as the economic, political and educational. An intermediate sociology course.

*Prerequisite:* any elementary sociology course.

**SOCIOLOGY 314: MEDICAL SOCIOLOGY**

3 semester hours

This course will deal with selected sociological aspects of health and social welfare institutions. Topics will include the influence of the social and economic environment in health and disease, and social-cultural forces affecting medicine, nursing, social services, public health and the provision of medical care.

The course should be of special interest to sociology and anthropology majors, those in the social services sequence, and students in the school nurse program. An advanced sociology course.

*Prerequisite:* any two elementary and/or intermediate sociology courses or permission of the instructor.

**SOCIOLOGY 315: COMMUNITY**

3 semester hours

Critical analysis is made of the concept community. Historical development of human communities is studied with particular reference to the development of social institutions, their functions, structure and inter-relationships, methods of studying the community and survey of community action activities. An advanced sociology course.

*Prerequisite:* any two elementary and/or intermediate sociology courses.

**SOCIOLOGY 316: SOCIOLOGY OF EDUCATION**

3 semester hours

This course studies the school as one of the major institutions in contemporary society concerned with the socialization of children (and adults). Special attention is paid to the relationships between the school and the family and the school's traditional role as a major route for social mobility in American society. An intermediate sociology course.

*Prerequisite:* any elementary sociology course.

**SOCIOLOGY 320: THE SOCIOLOGY OF WELFARE**

4 semester hours

An introductory course concerned with social welfare as a social institution. The course will deal with the concept and scope of the social welfare system; the historical evolution of the welfare institution and the role of such factors in social change as industrialism, urbanism, automation, and the human rights movement; the relationships between social welfare and other social institutions, such as the family and the role of social work as a professional activity. An intermediate Sociology course to be taken by juniors.

*Prerequisites:* any elementary sociology course, plus Psychology 200, and one introductory course in either political science or economics; or permission of the instructor.

**SOCIOLOGY 321: FIELD EXPERIENCE IN SOCIAL SERVICE**

3 semester hours

A field experience in selected social agencies under professional supervision. Agencies chosen will be those engaged in alleviating social problems and attempting to enhance individual social functioning. Students will spend one day (8 hours) per week in the field for one semester. This course includes an integrating seminar which will meet periodically in the classroom and provide an opportunity for students to relate their individual experience to the principles and concepts of social work practice and the total welfare perspective. For seniors who have completed Sociology 320 and 322.

Students taking this course will be placed in Providence or nearby areas of the state in such agencies as the following: The State Department of Social and Rehabilitation Services, Catholic Social Services, Community Workshops of Rhode Island, State Department of Health (Public Health Social Service Program), Jewish Home for the Aged, Butler Hospital, Rhode Island Institute of Mental Health, Federal Hill House, Veterans Administration Hospital, Providence School Clinic, Meeting Street School, Emma Pendleton Bradley Hospital.

**SOCIOLOGY 322: ELEMENTS OF SOCIAL WORK**

3 semester hours

An introduction to social work as a profession. Topics covered will include the concept, characteristics and impact of professions in modern society; the historical development and present status of social work as a profession; social work values and norms; occupational roles and the public image of social workers; the relationship of social work to other helping professions; the need for and function of social work in the provision of service; the knowledge and skill components of social work; social work methods; and settings of social work practice.

*Prerequisite:* Sociology 320.

**SOCIOLOGY 330: DEVIANT BEHAVIOR**

3 semester hours

An examination of theoretical perspectives on the societal aspects of deviant behavior. Discussion of research on the labelling process, maintenance of the deviant role, the deviant subculture, and the function of deviance in society. An advanced sociology course.

*Prerequisite:* any two elementary and/or intermediate sociology courses.



**SOCIOLOGY 331: PERSONALITY AND SOCIAL STRUCTURE** 3 semester hours

This course is concerned with the examination of current theories and research bearing upon the interface between the individual and social structure. Contributions and convergent developments in Psychology, Anthropology and Sociology are utilized in the investigation of social systems. Conflict situations and related topics. An advanced sociology course.

*Prerequisites:* any two elementary and/or intermediate sociology courses, plus one psychology course.

**SOCIOLOGY 360: SEMINAR IN SOCIOLOGY** 4 semester hours

This seminar provides an integrating experience of sociological theories.

*Prerequisite:* 18 hours of sociology, including Sociology 309 and 310.

**SOCIOLOGY 380: WORKSHOP IN SOCIOLOGY**

Selected problems are investigated in various formats. Credits and prerequisites vary.

**SOCIOLOGY 390: INDEPENDENT STUDY**

*Credits vary*

A course offered to those students who wish to undertake independent study in some area of interest in the field of sociology. The course can be in the form of a reading course or an independent research project. The structure of the course will vary.

*Prerequisite:* any two elementary and/or intermediate sociology courses plus permission of the instructor and the chairman of the department.

**SPANISH**

(Department of Modern Languages)

*The general prerequisite for 200 and 300 courses is proficiency in Spanish demonstrated through examination or through successful completion of Spanish 103-104.*

**SPANISH 100: ACCELERATED ELEMENTARY SPANISH**

6 semester hours

A concentrated one semester course for the student who wishes to begin the study of Spanish. In this course emphasis is placed upon the development of the four basic skills: listening comprehension, speaking, reading and writing. Aspects of Spanish culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

**SPANISH 101-102: ELEMENTARY SPANISH**

6 semester hours

The course offers a thorough study of Spanish pronunciation and grammar. It includes conversation, dictation and reading of Spanish texts, plus the acquisition of some knowledge of Spanish culture. Two semesters. Students who receive a grade of F in the first semester must repeat the course with a passing grade before continuing in the second semester.

**SPANISH 103: INTERMEDIATE SPANISH**

4 semester hours

This course emphasizes on the development and practice of the basic oral and written skills is continued. The work also includes a review of Spanish grammar and the reading of representative texts. The language laboratory is utilized as an aid in promoting oral proficiency.

● **SPANISH 104: READINGS IN INTERMEDIATE SPANISH**

4 semester hours

Readings which stress the cultural and humanistic impact of Spanish civilization up-

on modern man will be selected. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

*Prerequisite:* Spanish 103 or permission of department chairman.

● **SPANISH 107: INTRODUCTION TO LITERARY GENRES**

4 semester hours

Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in Spanish.

*Prerequisite:* Spanish 103 or permission of department chairman.

**SPANISH 201: CONVERSATION AND COMPOSITION**

4 semester hours

This course is designed to develop oral and written proficiency on a more advanced level, emphasizing the use of accurate idiomatic Spanish. Texts stressing Hispanic culture and civilization are used as a basis for the oral and written work.

**SPANISH 202: ADVANCED COMPOSITION AND CONVERSATION**

4 semester hours

This course is designed to develop further the ability to speak and write Spanish for those students who plan to continue their study of the language. A study of the finer shades of grammatical and idiomatic expression is made through controlled composition, the writing of original themes and the stylistic analysis of selected texts.

**SPANISH 300: APPLIED LINGUISTICS**

3 semester hours

In this course a study is made of the meaning and nature of language and its application to the teaching of Spanish with special emphasis on planning and presentation of basic audio-lingual structures. Practical work in the language laboratory is included.

**SPANISH 311: SPANISH LITERATURE OF THE MIDDLE AGES**

3 semester hours

The characteristic themes and forms of Spanish Medieval literature are studied from the *Poema del Cid* to *La Celestina*.

**SPANISH 312: SPANISH LITERATURE OF THE RENAISSANCE**

3 semester hours

An examination is made of the transformation of the Medieval heritage and its fusion with the main literary and philosophical currents of the Renaissance.

**SPANISH 313: GOLDEN AGE DRAMA**

3 semester hours

The development of the Spanish drama is studied from its beginnings in the Medieval period to its culmination in the works of Lope de Vega, Tirso de Molina, Ruiz de Alarcón and Calderón de la Barca.

**SPANISH 314: GOLDEN AGE PROSE AND POETRY**

3 semester hours

Mysticism, the picaresque, satire and allegory are examined as literary manifestations of the spirit of the Spanish Golden Age with special emphasis on Cervantes, Quevedo and Góngora as pivotal figures in the development of literary forms.

**SPANISH 315: ROMANTICISM IN SPAIN**

3 semester hours

The development and legacy of Romantic literature in Spain are considered against the background of the 18th and 19th centuries.

**SPANISH 316: REALISM IN SPAIN**

The development of the realistic novel and drama in Spain is studied from the *costumbristas* to the Generation of 1898. 3 semester hours

**SPANISH 317: THE GENERATION OF 1898 TO THE SPANISH CIVIL WAR**

The development of the major branches of Spanish literature from the Generation of 1898 to about 1940 is analyzed through representative works of the period. 3 semester hours

**SPANISH 318: THE SPANISH CIVIL WAR TO THE PRESENT** 3 semester hours  
The evolution of Spanish literature from 1940 to the present is studied through the work of representative writers.

**SPANISH 321: LATIN-AMERICAN LITERATURE: COLONIALISM TO MODERNISMO**

Latin-American literature from the colonial period to the Mexican Revolution is surveyed with special emphasis on the transformation and adaption of European sensibilities and literary forms to the realities of the New World and the development of a distinctive literary expression of that reality. 3 semester hours

**SPANISH 322: CONTEMPORARY LATIN-AMERICAN LITERATURE**

Twentieth-century manifestations of major themes of Latin-American literature are studied against their historical and social background. 3 semester hours

Attention is given to the changing view of the relationship of man to his environment, and the impact in literature of revolution and social protest, the search for cultural identity, and the role of the artist and intellectual in society and art.

**SPANISH 350: APPLIED GRAMMAR**

The goal of this course is to obtain facility of correct construction and grammar in speech and composition. This course involves students in a practical application of grammar both in oral and written forms. An intensive study of construction and idiomatic expressions is included. 3 semester hours  
*Prerequisite: Spanish 202.*

**SPANISH 360: SEMINAR IN SPANISH**

The material of this course varies from year to year, but the comprehensive pattern remains constant. The work involves intensive individual and group study of literary, philosophical, historical, political, social or aesthetic problems, the choice to be based on the students' backgrounds and interests. Each student is required to submit a major paper as a culmination of the semester's work. Topic or period for each semester will be announced in advance. This course may be taken for credit more than once if content is not duplicated. 3 semester hours

**SPANISH 390: DIRECTED STUDY**

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. 3 semester hours

*Prerequisite: approval of the department chairman.*

**DEPARTMENT OF SPECIAL EDUCATION****SPECIAL EDUCATION 300: INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN**

This course emphasizes the educational implications of intellectual, physical and 4 semester hours

emotional differences among children. School and community adjustments for children with learning and communication problems as well as children with traditional handicapping conditions are considered. This introductory course, which includes observation experiences, is required of all students in special education.

**SPECIAL EDUCATION 302: EDUCATION OF MENTALLY RETARDED CHILDREN**

Topics include the methods, procedures and curriculums effective in the education of the mentally retarded from pre-school age to adolescence. This course includes observation and practicum experiences. 4 semester hours

*Prerequisite: Special Education 304.*

**SPECIAL EDUCATION 303: STUDENT TEACHING IN SPECIAL EDUCATION**

One quarter is spent teaching in special education programs under the joint supervision of an experienced teacher and a college supervisor. The student assumes increasing responsibility for teaching in the program to which he is assigned (emotionally disturbed, mentally retarded or neurologically impaired). 5 semester hours

*Prerequisites: appropriate special education sequence; consent of instructor; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the passing of all courses required prior to student teaching in the major fields and professional sequence; proficiency in the operation of audiovisual equipment.*

**SPECIAL EDUCATION 304: PSYCHOLOGY OF EXCEPTIONAL CHILDREN**

This course will examine the nature of individual differences, basic theories of intelligence, learning, the techniques of behavior modification, and the educational evaluation of exceptional children. This is a four credit course which includes observation-participation experiences. 3 semester hours

*Prerequisite: Special Education 300.*

**SPECIAL EDUCATION 306: EDUCATION OF THE NEUROLOGICALLY IMPAIRED**

The adaptation of educational procedures for children with neurological defects. Current practices and promising innovations are reviewed with emphasis on dealing with the associated learning problems found in children with central nervous system impairments. This course includes observation and practicum experiences. 4 semester hours

*Prerequisite: Special Education 304.*

**SPECIAL EDUCATION 307: EDUCATION OF THE EMOTIONALLY DISTURBED**

The course concentrates on methods and techniques of teaching children with emotional and social maladjustments. Particular attention is given to educational programming and behavioral alteration procedures. This course includes observation and practicum experiences. 4 semester hours

*Prerequisite: Special Education 304.*

**SPECIAL EDUCATION 313: CLINICAL ORIENTATION IN SPECIAL EDUCATION**

This course is a culminating pre-service orientation and preparation of the prospective teacher in the use of community resources and services for children with learning problems. The student is given experiences in clinical referrals, programmed instruction, prescriptive teaching and the use of educational material resources. The College Learning Center and off-campus special education satellite facilities become the laboratories for the conduct of this course. 3 semester hours

*Prerequisite: Special Education 303.*

**SPECIAL EDUCATION 400: NATURE OF LEARNING DISABILITIES**

3 semester hours

This course reflects the various schools of thought and points of view concerning children with learning problems. Learning disabilities is considered both as a distinct and separate category and as an overlapping-interrelated area with all fields of exceptionality.

**SPECIAL EDUCATION 404: PSYCHOEDUCATIONAL PROCEDURES WITH EMOTIONALLY DISTURBED CHILDREN**

3 semester hours

The application of learning theory to the development of individualized special education programs will be studied. Specific methods of modifying the behavior of socially and emotionally maladjusted children will be discussed. Students are required to develop and apply techniques with disturbed and maladjusted children.

*Prerequisite:* Special Education 302, 307, 309, or 408.

**SPECIAL EDUCATION 405: TEACHING TRAINABLE MENTALLY RETARDED CHILDREN**

3 semester hours

Topics include the methods, procedures, and curriculum effective in the education of trainable mentally retarded children from pre-school age through adolescence.

*Prerequisite:* Special Education 302.

**SPECIAL EDUCATION 406: ADMINISTRATIVE PROBLEMS IN THE EDUCATION OF EXCEPTIONAL CHILDREN**

3 semester hours

This is an advanced course for persons interested in the administration of programs for exceptional children. Problems discussed are those facing administrators in relation to school and community planning for these children.

*Prerequisite:* certification in at least two areas of special education and consent of instructor.

**SPECIAL EDUCATION 407: CLINIC AND LIAISON TEACHING FOR CHILDREN WITH DISTURBED BEHAVIOR**

3 semester hours

Students will be exposed to procedures utilized in organizing and implementing special education resource and consultative services for emotionally disturbed children. Classroom lectures are supplemented with extensive on-the-job experiences in local community mental health centers and/or public school helping teacher programs for such children.

*Prerequisite:* Special Education 302, 307, 309, or 408.

**SPECIAL EDUCATION 408: CLINICAL METHODS IN SPECIAL EDUCATION**

3 semester hours

The discussion, demonstration and application of specific teaching methods in the various fields of special education. Clinical information is gathered for the demonstration of systematic remediation based upon educational priorities.

*Prerequisite:* consent of the instructor.

**SPECIAL EDUCATION 409: LANGUAGE DEVELOPMENT AND COMMUNICATION PROBLEMS OF CHILDREN**

3 semester hours

This course emphasizes the processes of language development in children. Specific techniques for enhancing language development in exceptional children are considered. The origins, nature and management of classical speech problems are also studied.

*Prerequisite:* Special Education 300.

**SPECIAL EDUCATION 410: MEDICAL ASPECTS OF LEARNING PROBLEMS**

3 semester hours

This course delineates the etiology of physical and emotional conditions as they contribute to developmental and educational handicaps. The role of the physician and the scope of medical intervention with exceptional children are explored.

*Prerequisite:* Special Education 302, 306, or 307.

**SPECIAL EDUCATION 411: THE EDUCATIONALLY RETARDED ADOLESCENT**

3 semester hours

The course stresses organization of school and community programs for the adolescent educable and other educationally handicapped children. Curriculum development and methods of teaching personal, occupational and social skills are emphasized.

*Prerequisite:* Special Education 302, 307, 309, or 408.

**SPECIAL EDUCATION 460: PRACTICUM IN THE EDUCATION OF EXCEPTIONAL CHILDREN**

3 semester hours

Concentrating in his area of specialization (emotionally disturbed, learning disabilities or mental retardation) each graduate student spends a minimum of 75 hours in assigned clinical and teaching centers. This course emphasizes professional orientation and the development of observation skills. Hours to be arranged.

*Prerequisite:* consent of instructor.

**SPECIAL EDUCATION 461: INTERNSHIP IN THE EDUCATION OF EXCEPTIONAL CHILDREN**

6 semester hours

The intern is required to evaluate, plan for and teach children at several developmental levels in his area of specialization (emotionally disturbed, learning disabilities or mental retardation).

*Prerequisite:* consent of instructor.

**SPECIAL EDUCATION 502: DIFFERENTIAL DIAGNOSIS AND REMEDIATION OF EDUCATIONAL PROBLEMS**

3 semester hours

The role of the clinical educator is emphasized as he complements meaningful psycho-medical-social information with differential educational evaluations. This process will serve as the base for planning, implementing and verifying appropriate remedial measures. Graduate students are required to participate in this process as their skills permit.

*Prerequisite:* Special Education 408 or consent of instructor.

**SPECIAL EDUCATION 550: PRACTICUM IN ADMINISTRATION OF PROGRAMS FOR EXCEPTIONAL CHILDREN**

3 semester hours

Students are required to spend two full days a week in assignments. Time is spent in classes for exceptional children in public schools at state institutions, centers operated by private agencies and in occupational training centers. Students also participate in program planning with individual teachers and as supervisor-trainees in specific areas of the State. Trainees, under supervision, are responsible for the coordination of activities for exceptional children. Hours to be arranged. Consent of instructor required for admission.

**SPECIAL EDUCATION 580: WORKSHOP IN SPECIAL EDUCATION**

6 semester hours

Topics vary from year to year. Open only to graduate students.



## DEPARTMENT OF SPEECH AND THEATRE

● **SPEECH 200: INTRODUCTION TO SPEECH COMMUNICATION**

3 semester hours

In this course to develop and improve speaking proficiency before an audience, experiences include the critical analysis of speeches and speech situations and practice in the preparation and delivery of expository and persuasive speeches. Emphasis is on the selection and organization of material, use of reasoning and evidence, speech construction and methods of delivery.

● **SPEECH 201: INTRODUCTION TO THEATRE ARTS**

4 semester hours

Designed to familiarize the student with all phases of theatre, the course focuses upon the basic principles and concepts of play structure and style of production acting, directing, scene and costume design, and criticism as they contribute to theatrical production. Attendance at, and analysis of several productions is required.

**SPEECH 202: FUNDAMENTALS OF ORAL INTERPRETATION**

3 semester hours

This course introduces the student to the procedures of analysis, preparation and delivery of literary selections for oral interpretation purposes. The student concerns himself with the demands made by a variety of literary forms, including dramatic literature, prose and poetry. The emphasis is on experiencing and leading others to the subtleties of good literature.

It is recommended that Speech-Theatre majors enroll in Speech 204, Voice and Articulation, before taking this course.

**SPEECH 203: FUNDAMENTALS OF TECHNICAL THEATRE**

3 semester hours

This course is a study of the fundamentals of various aspects of technical theatre production. The historical development of stage scenery and its influence on modern theatre technology is explored. The student studies scene construction and handling of scenery, color and paints, the use of properties, and elementary lighting and sound. A minimum of 20 hours of laboratory work is required on an actual production.

*Prerequisite:* Speech 201 or permission of the instructor.

**SPEECH 204: VOICE AND ARTICULATION**

3 semester hours

An intensive examination is made of the mechanics and physiological bases of speech. The International Phonetic Alphabet and the application of phonetics to the discrimination and improvement of speech sounds is also included. Special attention is given to the students' individual problems and improvement in the areas of vocal quality, articulation and pronunciation.

**SPEECH 206: INTRODUCTION TO SPEECH PATHOLOGY**

4 semester hours

This course is an introduction to the etiology, diagnosis and treatment of various types of speech disorders. Each student is required to complete five hours of supervised observation of therapy in schools or clinics.

**SPEECH 250: COMMUNICATION THEORIES**

4 semester hours

A study is made of the theories having contributed significantly to the understanding of speech communication habits and processes including those dealing with the origin of language, learning to speak, personal communication breakdown, feedback and cybernetics, verbal and non-verbal codes, and the relationship between communication and culture. Psychological principles in the communication process are applied to individual and group communication, personality and speech.

● **SPEECH 251: ARGUMENTATION AND DEBATE**

3 semester hours

A study of analysis, evidence, logic, refutation and briefing, this course provides practical experiences in delivering debates on contemporary issues. Emphasis is on the development of critical thinking and effective communication.

**SPEECH 252: SPEECH COMMUNICATION AND CONTEMPORARY ISSUES**

3 semester hours

Significant current issues are examined as they are reflected in the speeches of the times. Students will analyze the speeches in light of the events and the socio-political context in which the issues emerge.

**SPEECH 254: COMMUNICATION IN BUSINESS AND THE PROFESSIONS**

3 semester hours

Study and practicum in special types of speaking in professions and in business and industry. Methods of organizing and conducting meetings. Course includes tours, guest speakers, projects.

**SPEECH 301: FUNDAMENTALS OF ACTING**

3 semester hours

The student is introduced to the basic physical and psychological aspects of acting through exercises, improvisations and assigned scenes. Emphasis is placed on freeing the body and developing the powers of observation, concentration and imagination.

*Prerequisites:* Speech 201 and Speech 204, or permission of the instructor.

**SPEECH 304: HISTORY OF THE THEATRE: I**

4 semester hours

The development of the physical theatre and dramatic art is correlated from classical Greece to the French Renaissance, providing the student with a knowledge of the rise and development of the theatre as an institution, Relationships to the other arts and to the social environment of the various periods are also explored.

**SPEECH 305: HISTORY OF THE THEATRE: II**

4 semester hours

This is a continuation of Speech 304, encompassing drama and theatre arts from 1600 to the present.

**SPEECH 307: FUNDAMENTALS OF DIRECTING**

3 semester hours

Basic play interpretation, casting, rehearsal procedures and other directorial duties are covered. Techniques for achieving meaningful visual dramatization through the psychological and spatial relationships of characters are demonstrated and utilized in student-directed scenes involving problems in composition, movement, tempo and rhythm.

*Prerequisites:* Speech 201 and 301 or permission of the instructor.

**SPEECH 311: DRAMATIC CRITICISM**

3 semester hours

An intensive analysis is made of the theatrical qualities and aesthetic theories which create the experience of theatre. Dramatic criticism, style and content of plays representing major periods in the continuing evolution of theatre are examined in light of their contribution to theatrical experience.

**SPEECH 312: SCENE DESIGN FOR THE THEATRE**

3 semester hours

In this advanced course the student studies the theory and practice of scene design and its relationship to the problems of total production. The student learns techniques of mechanical drawing, color sketching, and model construction as preliminary to translating artistic concepts into practical stage scenery. Studies in the aesthetics of stage design and theatre architecture as related to major historical periods are included.

*Prerequisite:* Speech 203 or permission of the instructor.

**SPEECH 314: COSTUME AND MAKE-UP**

4 semester hours

The theoretical and practical aspects of costuming and make-up are covered through a combined lecture-laboratory format. Basic costuming design concepts, techniques of rendering costume plates, pattern drafting, draping, fabric usage and special effects are discussed. Basic character and stylized make-up categories are studied based on an understanding of facial anatomy. Practical application is accomplished through laboratory workshops and college theatre productions. A special project or at least 20 hours of laboratory work on a theatre production is required.

**SPEECH 315: LIGHTING AND SOUND FOR THE THEATRE**

3 semester hours

The student studies the elementary physics of light, electricity and sound as they pertain to theatre. Attention is given to the aesthetics of light and sound and to the instrumentation and control used to create desired effects. Optimum and minimum equipment are studied. A special project or at least 20 hours of laboratory work on a theatre production is required.

*Prerequisite:* Speech 203 or permission of the instructor.

**SPEECH 317: ADVANCED ACTING**

3 semester hours

Individual development and correction of problems is stressed in this continuation of the work begun in Speech 301. The student is trained in techniques of character analysis and creation through scenes, criticism and coaching. Both classic and contemporary plays are used.

*Prerequisite:* Speech 301, or permission of instructor.

**SPEECH 318: ADVANCED DIRECTING**

3 semester hours

Focus is placed on the interpretative problems of the script, the director-actor relationship, and the psychological and technical means of projecting dramatic values of the audience. The various forms and styles of drama are analyzed, and their presentation through student-directed scenes forms the basis of discussions, criticisms and demonstrations.

*Prerequisite:* Speech 307, or permission of the instructor.

**SPEECH 328: ORAL INTERPRETATION: PROGRAMS AND GROUP PERFORMANCE**

4 semester hours

The student applies the techniques of oral interpretation to the task of programming, preparing and presenting an individual lecture-reading recital. In addition the areas of Choral Reading, Readers' Theatre, and Chamber Theatre are introduced from the standpoints of selection and adaptation of material appropriate to these media, as well as dealing with the aspects of casting, rehearsing and performing.

*Prerequisite:* Speech 202, or permission of the instructor.

**SPEECH 330: CREATIVE DRAMATICS WITH CHILDREN**

3 semester hours

The course serves as an introduction to creative dramatics and provides a knowledge and appreciation of creative drama as a process in fostering creative expression with children. Through a study of various theories combined with observation, practice, and demonstrations of creative movement, dramatic play, and story dramatization, the student explores the uses of improvised drama in the classroom.

**SPEECH 335: THEATRE FOR CHILDREN**

3 semester hours

This course involves the selection and preparation of scripts, casting, rehearsing, producing and the presentation of plays for audiences of children.

**SPEECH 341: INTRODUCTION TO CINEMA**

3 semester hours

This course examines film as a major performing art. It covers changing styles in

film-making and their technical and aesthetic contributions, plus an indoctrination into techniques for handling and making films.

**SPEECH 350: DISCUSSION AND GROUP COMMUNICATION**

4 semester hours

This course emphasizes the principles and practice of discussion as employed in committees, panels, symposium, and forums with particular attention to the development of group leadership skills, cooperative problems solving methods, and the elements of interpersonal communication. Students plan and participate in discussions of contemporary problems. The theory and techniques of parliamentary procedure are studied and applied in the discussion setting.

**SPEECH 351: PERSUASION**

3 semester hours

A study is made of the basic elements inherent in persuasion and the means of influencing individuals and audiences through verbal appeals. Representative persuasive speeches are analyzed and practice is provided in securing the acceptance of ideas and controlling belief and behavior by implementing these principles.

**SPEECH 353: HISTORY OF PUBLIC ADDRESS**

4 semester hours

A rhetorical study is made of important speakers and their speeches from classical Greek and Roman times to the present with reference to social and political movements having been affected decisively by the power of the spoken word.

**SPEECH 355: LANGUAGE AND THOUGHT IN COMMUNICATION**

3 semester hours

The course examines communicative behavior, the symbolizing process, problems of communication failure, and how persons respond to words and symbols, drawing upon general semantics and the relationship between language, reality, and human behavior.

**SPEECH 361: SEMINAR IN SPEECH-THEATRE**

3 semester hours

This course is designed to provide the student with an opportunity to explore in depth an area in Speech-Theatre, pursuing investigations into specialized problems or theories. May not be taken more than twice. A student may not take more than 9 semester hours in any combination of Speech 361, 390, 391.

*Prerequisite:* successful completion of 12 credit hours in speech courses and permission of the supervising instructor.

**SPEECH 380: WORKSHOP IN MASS COMMUNICATIONS**

3 semester hours

A study is made of Mass Communication, its present structure and processes. The student will examine the interrelationship of the mass media and the industrial urban society in which they function.

**SPEECH 381: WORKSHOP IN TELEVISION AND FILM PRODUCTION**

3 semester hours

The course provides a basic orientation to television and film production from the development of a program concept to final production. Training in the functions and operation of studio facilities and equipment is included.

**SPEECH 390: INDEPENDENT STUDY IN SPEECH-THEATRE**

3 semester hours

The student selects an area for concentrated study under the supervision of a department faculty adviser. The course could involve creative work accompanied by a written analysis or scholarly research culminating in a thesis paper. May be taken not more than twice. A student may not take more than 9 semester hours in any combination of Speech 361, 390, 391.

*Prerequisite:* successful completion of 12 semester hours in speech theatre courses and approval of the supervision instructor.

**SPEECH 391: SPECIAL PROBLEMS IN SPEECH-THEATRE** 3 semester hours

The student selects with the aid of a faculty adviser a practicum-oriented problem on which to concentrate for the semester. The course will consist of periodic conferences between student and adviser, a tangible project, and a written report of the procedures followed in accomplishing the project. May be taken not more than twice. A student may not take more than 9 semester hours in any combination of Speech 361, 390, 391.

*Prerequisite:* successful completion of 12 semester hours in speech-theatre course and approval of the supervision instructor.

**SPEECH 457: SPEECH COMMUNICATION AND SOCIETY** 3 semester hours

The influence of Speech Communication of society is studied in terms of theory, methods and impacts. Special attention is given to propaganda, demagoguery, censorship, public opinion formation, rumor and panic. Selected readings, recording, films, video tapes and student projects augment lectures and discussions.

**SPEECH 480: WORKSHOP IN SPEECH/THEATRE**

Selected topics are investigated in various formats. Credits and prerequisites vary.

**VOCATIONAL EDUCATION**

*(Department of Industrial Education)*

These courses are limited to persons enrolled in the Bachelor of Science in Vocation Education program.

**VOCATIONAL EDUCATION 300: METHODS OF TEACHING****INDUSTRIAL SUBJECTS**

3 semester hours

Current methods and techniques of teaching industrial shop and class work for effective instruction are discussed. The course is designed for teachers who are preparing for certification or a Bachelor of Science in Industrial Vocational Education.

**VOCATIONAL EDUCATION 301: HISTORY, PRINCIPLES AND****PRACTICES OF INDUSTRIAL EDUCATION**

3 semester hours

The development and growth of technical, trade and industrial education in America are considered. Attention is given to certain European influences. The course acquaints students with the place and practices of trade and industrial education. It familiarizes them with the fundamental principles upon which this work is based.

**VOCATIONAL EDUCATION 302: OCCUPATIONAL ANALYSIS AND****COURSE CONSTRUCTION**

3 semester hours

Present methods of analyzing occupations for the purpose of determining teaching content are considered. An analysis is made for all or part of an occupation. The use of frequency charts in determining instructional order is considered. Operational and related information items of the occupation or activity are isolated and broken down for instructional purposes. Methods for developing these items into courses are presented and instruction sheets are written.

**VOCATIONAL EDUCATION 303: SHOP PLANNING AND****MANAGEMENT**

3 semester hours

This course is designed to train industrial education teachers in organizing and managing shop instruction, handling supplies, maintaining equipment and tools, purchasing materials, keeping records, making inventories, and meeting the other problems of setting up and operating shop instruction courses. A study is made of shop plans, layouts and pupil personnel organizations.

DIRECTORIES AND INDEX



## ADMINISTRATIVE AND SERVICE PERSONNEL

### ACADEMIC AFFAIRS

Dr. Charles B. Willard, Vice President and Dean of the College

### ADMISSIONS AND STUDENT SERVICES

Dr. Frank A. Bucci, Director

John S. Foley, Assistant Director of Admissions

Claire M. Glanmore, Admissions Officer

Muriel S. Sadler (Mrs. James), Admissions Aide

Burt D. Cross, Director of Records

Frieda B. Nemzoff (Mrs. Samuel), Assistant Director

Lois L. Wartman, Registrar

William H. Hurry, Jr., Director of Financial Aid

Joseph V. Alfred, Director of Placement and Career Planning

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Dr. John Nazarian, Associate Dean

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Dennis McGovern, Assistant Basketball Coach

David Stenhouse, Baseball Coach

Richard Sherza, Athletic Trainer

Edward Bogda, Golf and Soccer Coach

Roger Richards, Track Coach

Russell Carlisten, Wrestling Coach

George Fleming, Tennis Coach

John Taylor, Recreation Director

### ATHLETICS (women's sports)

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Carolyn P. Champion, Fencing and Field Hockey Coach

Doris J. Hlavsa, Tennis Coach

Patricia J. Moore, Basketball Coach

Susan Moore, Volleyball Coach

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Robert A. Dennis, Audiovisual Technician

Raymond A. Fuller, Graphic Arts Technician

Henry W. Guzeika, Audiovisual Technician

Gordon L. Salisbury, Television Engineer

Clinton T. Sherman, Audiovisual Technician

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Richard Lavallee, Assistant Manager

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William Chapman, Project Engineer

Eugene St. Godard, Maintenance Shops Foreman

Gaston Houle, Director of Housekeeping

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R. Eugene Nacci, Business Manager

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Thomas J. Kelly, Bursar

Robert A. Grenier, Assistant to the Controller, Purchasing Director

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The Rev. J. Richard Peck, Protestant Chaplain

Rabbi Nathan Rosen, Jewish Chaplain

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Student Support Project

Joseph L. Costa, Student Development Counselor

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Sr. Mary Adrian Costa, Assistant Librarian

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Dixon A. McCool, Associate Dean of Upperclass Programs

Pennell S. Eustis, Associate Dean for Activities

Dr. L. William Cheney, Assistant Dean for Housing

Arlene M. Barrow (Mrs. Geoffrey), Coordinator of Student Activities

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Dr. Eleanor M. McMahon (Mrs. Richard P.), Associate Dean

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 P. Terence Kohler, Assistant Principal

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Donald P. Hardy, Vice President and Dean of Students

**TESTING SERVICE**

Dr. John A. Finger Jr., Director  
 Dr. Robert D. Cloward, Acting Director

## DIRECTORY OF FACULTY AND ADMINISTRATION

Following is a list of administrative, faculty, and key service personnel, their academic degrees and titles, as of March 1, 1971.

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**Judith A. Aiello (Mrs. Raffaele)**, Instructor, Henry Barnard School (Third Grade)—B.S., University of Rhode Island  
**Raffaele Peter Aiello**, Instructor of Art Education—B.S., Southern Massachusetts University; M.A.T., Rhode Island School of Design  
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**Ernest C. Allison**, Professor of English—A.B., Bates College; A.M., Boston University  
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**Nancy Apple**, Adjunct Assistant Professor of Medical Technology (The Miriam Hospital)—B.S., Michigan State University  
**Donald C. Averill**, Associate Professor of Education—Ed.B., Keene State College; A.M., Ph.D., University of Connecticut  
**Lilian Avila**, Associate Professor of Modern Languages—A.B., Brown University; A.M., Middlebury College; Certificat d'Etudes, Sorbonne, Université de Paris; Ph.D., Université Laval  
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**Walter J. Blanchard**, Assistant Professor of Education—A.B., University of Rhode Island; Ed.M., Rhode Island College  
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**Lillian B. Bloom (Mrs. Edward A.)**, Professor of English—A.B., A.M., New York University; Ph.D., Yale University  
**Robert M. Boberg**, Assistant Professor of Music and Education—A.B., Brooklyn College; M.M., University of Michigan  
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**John E. Browning**, Assistant Professor of History—A.B., Ohio State University; A.M., University of Michigan  
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**Billie Ann Burrill**, Associate Professor of Health and Physical Education—B.S., Boston University; M.S., Smith College  
**Edward D. Bzowski**, Associate Professor of Industrial Arts Education—B.S., State University of New York College at Buffalo; M.A., Ball State University; Ph.D. in Ind. Ed., University of Maryland  
**Vincent F. Calla**, Professor of Counselor Education and Chairman of the Department—A.B., Northeastern University; Ed.D., Boston University  
**Catherine-Mary Calvo**, Instructor (Second Grade)—Henry Barnard School—A.B., Pembroke College  
**S. Elizabeth Campbell**, Professor of Education—Ed.B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University  
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**Osky Cascone, R.N. (Mrs.)**, Assistant Professor of Nursing—Graduate, Rhode Island Hospital School of Nursing; B.S., Teachers College, Columbia University; M.S., Boston University  
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**J. Richard Castelucci**, Assistant Professor of Modern Languages—A.B., Brown University; A.M., Middlebury College in Paris



- Noel Chadwick**, Assistant Professor of Modern Languages—B.S., Lycée Pasteur; Diplôme des Sciences Politiques, LL.B., Université de Paris; A.M., Middlebury College
- Carolyn P. Champion**, Instructor of Health and Physical Education—B.S., Douglass College; M.S., University of Massachusetts
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- Glady's L. Cok**, Adjunct Assistant Professor of Medical Technology (St. Joseph's and Our Lady of Fatima Hospitals)—Ph.D., University of Santo Domingo
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- Cynthia Corbridge (Mrs.)**, Library Assistant—B.A., University of Rhode Island
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- Joseph L. Costa**, Counselor in Student Development Program—B.A., Rhode Island College
- Jesse Coston**, Instructor of Music—B.Mus.Ed., Westminster Choir College; M.M., New England Conservatory of Music
- Rita L. Couture**, Associate Professor of Modern Languages and Education—A.B., Brown University; A.M., Middlebury College in France; Certificats d'Études, Université de Grenoble, Université de Paris, École Normale Supérieure de Saint-Cloud, Centre International d'Études Pédagogiques de Sèvres
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- Robert N. Currier**, Assistant Professor of Music—A.B., New York University; A.M., Boston University
- John F. Custer**, Assistant Professor of Speech and Theatre—B.A., University of Washington; M.F.A., University of Wisconsin
- Marilyn E. Custer (Mrs.)**, Instructor of Modern Languages—B.A., University of Rhode Island; M.A., Ph.D., University of Connecticut
- Doris W. Dashew**, Assistant Professor of History—A.B., Vassar College; A.M., Radcliffe College
- Mary G. Davey**, Associate Professor, Director of Public Relations and Alumni Affairs—Ed.B., Ed.M., Rhode Island College
- George Deckey**, Assistant Professor of Chemistry—B.S., Brown University
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- Joan deLong (Mrs. Oscar)**, Instructor of Education—B.F.A., Boston Conservatory of Music; M.A., Teachers College, Columbia University
- Oscar A. deLong**, Instructor of Sociology—B.A., Fairleigh Dickinson University; M.A., New School for Social Research
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- John E. DeMeim**, Associate Professor of Art—B.S., Tufts University; M.F.A., Instituto Allende
- Eric Denhoff**, Adjunct Professor of Health—B.S., M.D., University of Vermont
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- Spencer H. DeVault**, Associate Professor of Psychology—A.B., University of Michigan; A.M., Ph.D., Michigan State University
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- Frank Dolyak**, Professor of Biology and Chairman of the Department—A.B., University of Connecticut; Ph.D., University of Kansas (Lawrence)
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- Eugene Dutton**, Professor of Psychology—A.M., Ph.D., The University of Chicago
- Eleanor Dwyer, R.N. (Mrs. Thomas F.)**, College Nurse—Graduate, Meyer Memorial Hospital, Buffalo, New York
- Ronald Elkind**, Assistant Professor of English and Education—B.S., Ed.M., Worcester State College; A.M., University of Rhode Island
- Ronald A. Esposito**, Assistant Professor of Counselor Education—B.A., M.A., Southern Illinois University; Ph.D., Michigan State University
- Mark W. Estrin**, Associate Professor of English and Chairman of the Department—A.B., Amherst College; A.M., Columbia University; Ph.D., New York University
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- Charles V. Foltz**, Assistant Professor of Biology and Education—B.S., West Chester State College; M.Ed., Temple University; M.T.S., College of William and Mary
- Edward T. Ford**, Instructor of Mathematics—B.A., Rhode Island College; M.A., Indiana University
- Mary Lavo Ford (Mrs. Michael)**, Instructor of Sociology—B.A., Oberlin College; M.A., Northwestern University
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- Charles E. Fox**, Assistant Professor of Education—B.A., McKendree College; Ed.M., University of Illinois
- Dzintars Freimanis**, Associate Professor of Modern Languages—A.B., Phillips University; A.M., Middlebury College; Ph.D., Columbia University
- Sarah C. Frerichs (Mrs. Ernest S.)**, Instructor of English—A.B., William Jewell College; A.M., Brown University
- Edmund B. Gages**, Assistant Professor of Mathematics—B.S., United States Naval Academy; M.S., Purdue University
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- Marianne M. Gardiner (Mrs. David A.)**, Instructor of Physical Sciences—Ed.B., M.A.T., Rhode Island College
- Claire Geddes**, Adjunct Assistant Professor of Medical Technology (The Memorial Hospital)—B.S., College of Our Lady of The Elms
- Thomas J. Geddes**, Controller—B.S. in Accounting, Bryant College
- Kenneth N. Gelerbach**, Assistant Professor of English—B.A., Northwestern University; M.A.L.S., University of Rhode Island; A.M., Middlebury College
- Normand A. Gendreau**, Director of the Language Laboratory and Audio Tape Library—B.A., Our Lady of Providence Seminary, Warwick; M.A., University of Rhode Island
- Sarah S. Getty (Mrs. David J.)**, Assistant Professor of English—B.A., Stanford University; M.A., Ph.D., University of Pennsylvania
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- Anthony P. Giardino**, Assistant Professor in Audiovisual Education—B.S. in Education, Rhode Island College; M.S., Syracuse University
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- M. Shelagh Gilmore**, Associate Professor of Psychology—B.S. in Education, Lowell State Teachers College; Ed.M., C.A.G.S., Boston College
- Mark Goldman**, Instructor of Speech and Theatre—B.S., M.S., Emerson College
- Theodore H. Goltz**, Assistant Professor of Psychology—B.A., Harvard University; M.Sc., McGill University
- Nell I. Gonsalves**, Assistant Professor of Biology—B.S., Georgetown University; Long Island University Graduate School; Ph.D., Brown University
- Lee R. Goodness**, Assistant Professor of Industrial Arts at HBS—B.Ed., University of Miami; M.A., Central Michigan University
- Jay W. Gosner**, Professor of French—B.S. in Ed., A.M., Ph.D., Syracuse University
- Joseph D. Graham**, Associate Professor of Speech and Theatre—A.B., University of Michigan; A.M., Teachers College, Columbia University
- Kathryn M. A. Gray**, Conference Coordinator—B.A., Rhode Island College
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- Ella W. Greene (Mrs. Frank)**, Supervisor of Mary T. Thorp Residence Hall—Ed.B., Rhode Island College
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- Robert A. Grenier**, Director of Purchasing, Assistant to the Controller
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- Nelson A. Guertin**, Associate Professor of Modern Languages—A.B., Assumption College; Ed.B., Rhode Island College; A.M., Teachers College, Columbia University; Université de Paris (Certificat d'Etudes)
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- Joseph G. Habershaw**, Instructor, Henry Barnard School (Boys' Physical Education)—B.S., University of Rhode Island
- H. Samuel Hall**, Assistant Professor of Mathematics—B.S. in Ed., Bloomsburg State College; Ed.M., Pennsylvania State University; M.S., University of Rhode Island
- Gertrude T. Hanley**, Associate Professor of Education—Ed.B., Rhode Island College; Ed.M., Boston University
- Donald P. Hardy**, Vice President for Student Affairs and Dean of Students—B.S., M.Ed., Springfield College; Professional Diploma in Guidance, Harvard University
- Hardwick W. Harschman**, Professor of Special Education—A.B., Earlham College; A.M., Indiana University; B.D., Garrett Theological Seminary; Ph.D., University of Michigan
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- Clement J. Hasenfus**, Associate Professor of Secondary Education—A.B., Boston College; Ed.M., C.A.G.S., Boston University
- Grace D. Healey**, Associate Professor of Speech and Theatre—B.L.I., Emerson College; Ed.M., Boston University
- Florence Hennen (Mrs. John A.)**, Assistant Professor of Psychology—B.S., M.A., Ph.D., University of Minnesota

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- John Hopkins**, Instructor of Speech and Theatre, Technical Director of Roberts Theatre—S.F.A., University of Philosophy and Foundations of Education—A.B., A.M., Brown University; Ph.D., University of Connecticut
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- Gaston R. Houle**, Director of Housekeeping—Associate Degree in Mechanical Engineering, Associate Degree in Industrial Engineering, Roger Williams College
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- William H. Hurry Jr.**, Director of Financial Aid—A.B., University of Rhode Island; M.S. in Ed., Southern Illinois University
- P. William Hutchinson**, Assistant Professor of Speech and Theatre—A.B., Franklin and Marshall College; B.D., Princeton Theological Seminary; M.A., Columbia University; Ph.D., Northwestern University
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- Walter E. Jaworski**, Physical Plant Engineer
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- Randolph V. Johnson**, Operations Manager—Computer Center
- James E. Jones**, Assistant Professor of Education—B.S., Wilkes College; M.S., Queens College
- Philip C. Joyce**, Assistant Professor of Speech and Theatre—A.B., A.M., Emerson College
- Joel Kandel**, Instructor of Anthropology—B.A., City College of New York; M.A., Hunter College
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- William F. Kavanaugh**, Assistant Professor of Industrial Arts—B.S., Fitchburg State College; M.S., Willimantic State College
- Yutaka Kayama**, Assistant Professor of Psychology—B.A., Seishin Women's University, Japan; M.Ed., Ph.D., Boston College

- Mary M. Keefe**, Professor of Biology and Education—Ed.B., Rhode Island College; A.B., Providence College; M.A., Teachers College, Columbia University; Ph.D., Fordham University
- George H. Kellner**, Assistant Professor of History—B.A., Hiram College; M.A., University of Missouri
- Thomas J. Kelly**, Bursar
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- Richard N. Keogh**, Assistant Professor of Biology—B.S., Tufts University; Ph.D., Brown University
- Thomas G. King**, Professor of Industrial Arts Education and Chairman of the Department of Industrial Education—B.S., M.S., Stout State University; Ed.D., Wayne State University
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- Stuart Kohen**, Instructor of History—B.A., Queens College; M.A., University of California, Berkeley
- P. Terence Kohler**, Assistant Professor, Assistant Principal of Henry Barnard School—B.S., West Chester State; M.S., Temple University
- Marie J. Kroeger (Mrs. Karl D.)**, Assistant Librarian in Cataloging—B.M., University of Louisville; M.A., University of Oregon
- John A. Kuchle**, Instructor of Biology—B.A., M.S., University of Connecticut
- Stanley Kupinsky**, Assistant Professor of Sociology—B.A., Yeshiva College; M.H.L., Yeshiva University; M.A., Ph.D., Brown University
- Helen F. Kyle**, Professor of Education and Reading—B.S., State University of New York College at Buffalo; Ed.M., Ed.D., Boston University
- Pauline Ladd (Mrs. Milton)**, Assistant Professor of Art—B.S., Rhode Island School of Design; M.A.T., Brown University
- Arthur L. Laferriere**, Associate Professor of Chemistry and Chairman of the Department of Physical Sciences—B.S., Brown University; M.S., Rutgers University; Ph.D., University of Rhode Island
- Maureen T. Lapan**, Associate Professor of Secondary Education and Director, Curriculum Resources Center—Ed.B., Rhode Island College; A.M., Brown University; Ph.D., University of Connecticut
- Jack L. Larsen**, Professor of Educational Administration and Chairman of the Department of Educational Administration and Supervision—A.B., University of Northern Iowa; A.M., University of Minnesota; Ph.D., University of Michigan
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- Maurice W. Lauffer**, Adjunct Professor of Mental Health—A.B., University of Wisconsin; M.D., State University of New York, Downstate Medical Center
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- Dee Ann Leland (Mrs. R. S.)**, Instructor of Sociology—B.A., M.A., Kent State University



- Theodore Lemeshka, Associate Professor of Biology—A.B., A.M., Brown University  
 J. Stanley Lemons, Assistant Professor of History—A.B., William Jewell College; M.A., University of Rochester; Ph.D., University of Missouri
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- Renato E. Leonelli, Professor of Physical Sciences and Coordinator of Science Education—B.S., University of Rhode Island; Ed.M., Ed.D., Boston University
- Yolanda Leonelli, R.N. (Mrs. Ermanno J.), College Nurse—Graduate, Rhode Island Hospital School of Nursing
- Kenneth F. Lewalski, Professor of History and Chairman of the Department—Ph.B., University of Detroit; A.M., Ph.D., University of Chicago
- Lynne Lewis (Mrs. John S.), Library Assistant—B.A., Rhode Island College
- Elaine F. Lieberman (Mrs. Abbott), Instructor, Speech Therapist, Henry Barnard School—A.B., Brown University; Ed.M., Boston University
- Lawrence W. Lindquist, Professor of Anthropology and Chairman of the Department of Anthropology and Geography—Th.B., Northern Baptist Theological Seminary; A.M., Northwestern University; D.Phil., Oxford University
- Ira J. Lough, Assistant Professor of Biology—B.S., Providence College; M.A.T., Brown University
- Mary E. Loughrey, Professor of Modern Languages Emerita—A.B., A.M., Middlebury College; Certificat d'Etudes, Sorbonne; Ph.D., Columbia University
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- Janis H. Marecsak, Instructor of Health and Physical Education—B.S., Illinois State University; M.A., Southwest Texas State College
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Adjunct Assistant Professor: Gertrude Baron.

Cooperating Instructors: Gladys McCormick, Edna Nevins.

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## CORRESPONDENCE

The college's mailing address is 600 Mt. Pleasant Ave., Providence, R.I. 02908 and its telephone number is (401) 831-6600. Correspondence will be expedited by addressing it as follows. (The Administrative and Service Personnel list beginning on page 220 should be consulted for further information.)

For information on undergraduate admissions, write the Office of Admissions, Roberts Hall. Requests for catalogs and viewbooks should also be directed to the Office of Admissions.

Information on graduate programs and summer sessions may be obtained from the Graduate Office, Gaige Hall (formerly named Horace Mann Hall). Further questions concerning the programs of the college should be directed to the appropriate department chairman.

Other college officers with whom prospective students may wish to correspond are: The Director of Financial Aid, the Assistant Dean of Students for Housing, the Director of Part-time Undergraduate Programs, and the Coordinator of Student Development Programs.

The Office of Records in Roberts Hall is responsible for graduate and undergraduate registration, course scheduling, and the recording of student academic records. It is the source of official transcripts.

Publicity matters are handled by the News Bureau, and alumni matters, conference coordination, and general public relations by the Office of Public Relations and Alumni Affairs.

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