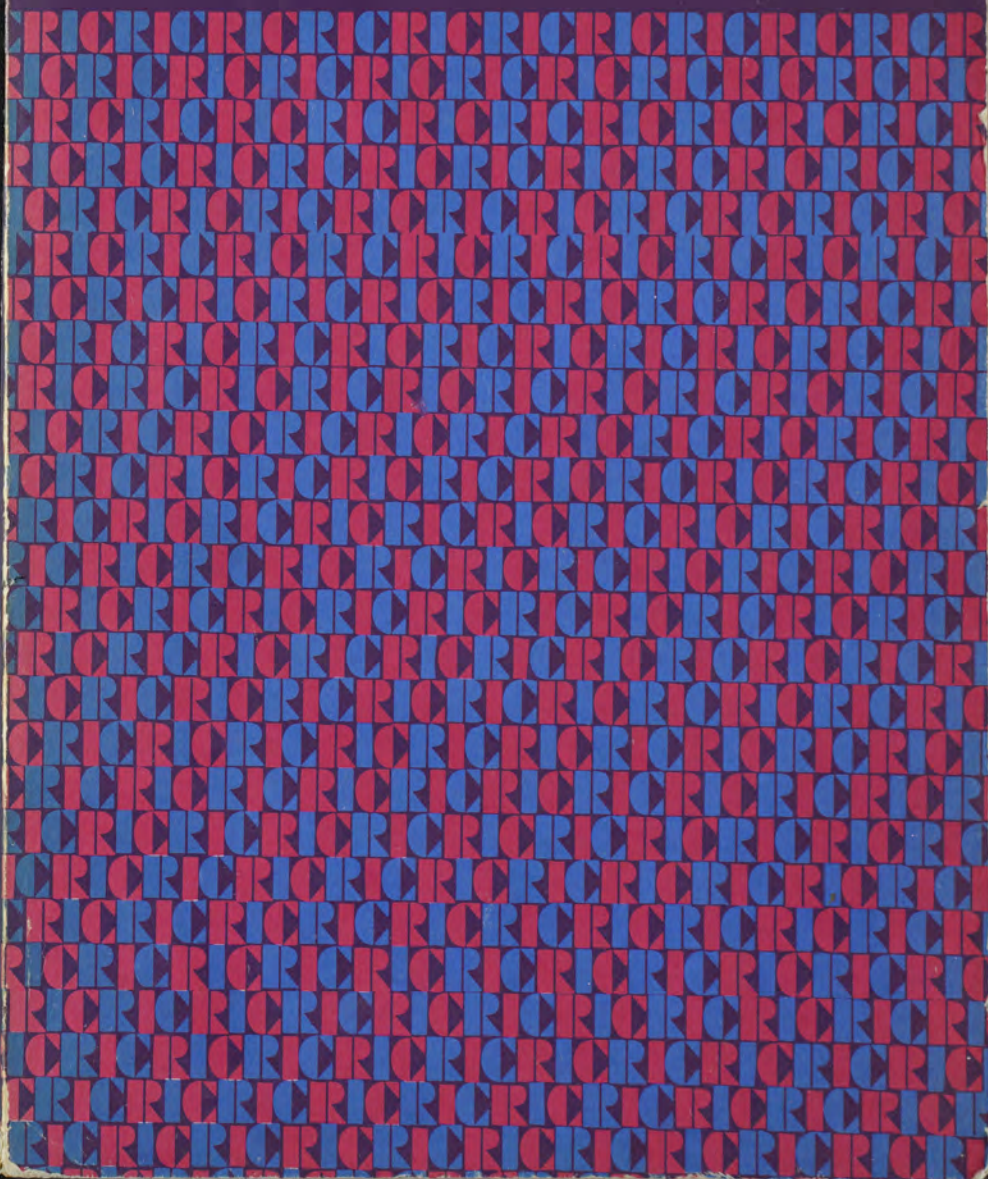


Rhode Island College
1968/70 Catalog





General catalog 1968/70

Rhode Island College

Providence, R.I. 02908



RHODE ISLAND COLLEGE
Providence, Rhode Island



Legend

1. DENNIS J. ROBERTS HALL
Auditorium, Little Theatre, Music Wing
2. LUCIUS A. WHIPPLE GYMNASIUM
3. STUDENT CENTER
4. JOHN LINCOLN ALGER HALL
5. JOHN CLARKE SCIENCE BUILDING
Amos Assembly Room, Demonstration Room
6. CRAIG-LEE HALL
7. HENRY BARNARD SCHOOL
8. PROFESSIONAL STUDIES CENTER
(Completion in 1969)
9. FRED J. DONOVAN DINING CENTER
10. STUDENT UNION
11. JAMES P. ADAMS LIBRARY
12. HORACE MANN HALL
13. MICHAEL F. WALSH HEALTH AND PHYSICAL EDUCATION CENTER
14. WEBER RESIDENCE HALL
15. MARY TUCKER THORP HALL
(Completion in 1969)
17. PRESIDENT'S HOUSE

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Chancellor of State Colleges

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Richard A. Olsen,
B.A., M.S.L.S., Director of Library

Lois L. Wartman,
M.B.A., Registrar

COLLEGE CALENDAR

This calendar is necessarily subject to change

SUMMER SESSION 1968

June 24 Monday Summer session begins

FALL SEMESTER 1968

September 8 Sunday President's Reception for Freshmen
 9-11 Monday-Wednesday Freshman Orientation
 12-13 Thursday-Friday Undergraduate registration
 16 Monday Undergraduate and graduate classes begin
 18 Wednesday Opening Convocation
 November 6 Wednesday Fall Convocation
 8 Friday End of first quarter
 11 Monday Veterans Day: no classes
 12 Tuesday Grades due for freshmen
 28-29 Thursday-Friday Thanksgiving recess: no classes
 December 23-31 Monday-Tuesday Christmas recess: no classes

1969

January 1 Wednesday Christmas recess: no classes
 2 Thursday Classes resume
 13 Monday Reading Day: no classes (except classes meeting one day a week)
 14-22 Tuesday-Wednesday Examinations (including Saturday, 18)
 23-29 Thursday-Wednesday Mid-year recess: no classes
 24 Friday Grades due

SPRING SEMESTER 1969

January 30-31 Thursday-Friday Undergraduate registration
 February 3 Monday Undergraduate and graduate classes begin
 5 Wednesday All-College Assembly

March 28 Friday End of third quarter
 31 Monday Spring recess: no classes
 April 1-4 Tuesday-Friday Spring recess: no classes
 7 Monday Grades due for freshmen
 7 Monday Classes resume
 23 Wednesday Governor's Assembly
 May 7 Wednesday Cap and Gown Convocation
 26 Monday Reading Day: no classes (except for classes meeting once a week)
 27-29 Tuesday-Thursday Final examinations
 30 Friday Memorial Day: no classes
 June 1 Sunday Baccalaureate
 2-5 Monday-Thursday Final examinations
 7 Saturday Commencement

SUMMER SESSION 1969

June 23 Monday Summer session begins

FALL SEMESTER 1969

September 7 Sunday President's Reception for Freshmen
 8-10 Monday-Wednesday Freshman Orientation
 11-12 Thursday-Friday Undergraduate registration
 15 Monday Undergraduate and graduate classes begin
 17 Wednesday Opening Convocation
 October 13 Monday Columbus Day holiday: no classes
 November 5 Wednesday Fall Convocation
 7 Friday End of first quarter
 10 Monday Grades due for freshmen
 11 Tuesday Veterans Day: no classes
 27-28 Thursday-Friday Thanksgiving recess: no classes
 December 22-31 Monday-Wednesday Christmas recess: no classes

1970

January	1-3	Thursday-Saturday	Christmas recess: no classes
	5	Monday	Classes resume
	12	Monday	Reading Day: no classes (except for classes meeting once a week)
	13-21	Tuesday-Wednesday	Examinations (including Saturday, 17)
	22-28	Thursday-Wednesday	Mid-year recess: no classes
	23	Friday	Grades due

SPRING SEMESTER 1970

January	29-30	Thursday-Friday	Undergraduate registration
February	2	Monday	Undergraduate and graduate classes begin
	4	Wednesday	All-College Assembly
March	27	Friday	End of third quarter
	30-31	Monday-Tuesday	Spring recess: no classes
April	1-3	Wednesday-Friday	Spring recess: no classes
	6	Monday	Classes resume
	7	Tuesday	Grades due for freshmen
	22	Wednesday	Governor's Assembly
May	6	Wednesday	Cap and Gown Convocation
	25	Monday	Reading Day: no classes (except for classes meeting once a week)
	26-29	Tuesday-Friday	Final examinations
	30	Saturday	Memorial Day: no Graduate Division classes
	31	Sunday	Baccalaureate
June	1-4	Monday-Thursday	Final examinations
	6	Saturday	Commencement

SUMMER SESSION 1970

June	22	Monday	Summer session begins
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RHODE ISLAND COLLEGE IN BRIEF

Founded in 1854

Public general college

Non-sectarian, co-educational

Enrollment: 3,000 undergraduates; 2,000 full- and part-time graduate students

Dormitory accommodations for men and women

Annual fees: \$320 (Rhode Island residents); \$905 (non-residents); \$875 room and board

Accreditation: New England Association of Colleges and Secondary Schools; National Council for Accreditation of Teacher Education

Bachelor of Arts degree in

Biological	General Science
English	Physical Science
French	Psychology
History	Social Sciences
Mathematics	Sociology

(Secondary education candidates receive B.A. degrees)

Bachelor of Science degree in

Elementary Education
Industrial Arts Education
Music Education
Medical Technology

Special Programs: Accelerated Elementary Education, Part-time

Elementary Education, Social Service Program

Graduate Division Programs:

Master of Arts in Teaching

Master of Education

Intensive Teacher Education

Certificate of Advanced Graduate Study

Bachelor of Science in Industrial-Vocational Education*

Bachelor of Science in School Nurse-Teacher Education*

* For teachers in service only.

PUBLICATIONS: This catalog and a viewbook describing and illustrating the college are distributed by the Office of Admissions of Rhode Island College. The Division of Graduate Studies publishes a Graduate Catalog and bulletins each session.

A correspondence directory may be found on page 301.



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.

Rhode Island College today is a state-supported, co-educational, general college enrolling 3,000 undergraduates and nearly 2,000 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 the Rhode Island College graduates, for it is the state's largest single source of teachers and school administrators. The institution is accredited by the New England Association of Colleges and Secondary Schools, one of the nation's six regional accrediting organizations. Accreditation indicates the college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Rhode Island College is also accredited by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary teachers and school service personnel. NCATE accreditation generally assures acceptance of a graduate's teaching credentials by state departments of education throughout the country.

As well as enrolling an increasing number of liberal arts students who enter a variety of careers, the college prepares medical technologists and social service workers. The college offers the Bachelor of Arts degree in a number of academic areas and the Bachelor of Science in education, music education, medical technology, and industrial arts education, and on the graduate level, the Master of Education, Master of Arts in Teaching, and Certificate of Advanced Graduate Study for work beyond the master's degree. Offered through the Division of Graduate Studies to teachers in service are programs leading to the Bachelor of Science in Vocational-Industrial Education or School Nurse-Teacher Education.

A Rhode Island resident living at home can attend the college for \$320

in fees annually, with out-of-staters paying an additional \$585. Students may also have a private room in one of the college's dormitories and dine on campus for an additional \$875 per year. A number of scholarships, loans and employment opportunities are available.

Since construction of the original Mount Pleasant campus in 1958, the college has built new buildings at the rate of almost one a year. Undergraduate enrollment, which has nearly quadrupled in the past decade, is expected to reach 4,000 by 1980.

When he was Secretary of Health, Education and Welfare, Anthony Celebrezze told the college in an address:

"Rhode Island College, as a result of a decade of truly remarkable achievement, is now one of our most progressive and solidly based colleges. You are taught by a well-qualified faculty. You have a splendid library. An air of expectation now permeates this campus—a campus that is physically among the most distinguished in New England.

OBJECTIVES OF RHODE ISLAND COLLEGE

Rhode Island College is a general state college principally devoted to liberal education and the preparation of teachers.

Objectives of the Program in Liberal Studies

All students at the college receive both extensive and intensive education in the liberal arts and sciences. Through this liberal study it is hoped that each student will realize his God-given intellectual potential, that he will mature as an individual in intelligence and wisdom, and that he will become effective and just in his relations with other men.

Specifically through its liberal studies program, the college seeks to help each student:

Develop a sense of values. From his experience with and understanding of the enduring contributions of philosophy, the sciences and the arts, the student should derive integrity, refinement of taste, a deepening concern for others and a strengthening of his spiritual values.

Acquire communicative skills and the widely transferable abilities of the educated man. Acquiring a mastery of methods proper to the various branches of the intellectual life, he should develop proficiency in recognizing and solving problems. Acquiring a command of distinctive ways of thinking, he should learn to work effectively and creatively alone and with others in the pursuit of truth.

Acquire an ever-increasing store of knowledge from the disciplines of the natural and social sciences, mathematics and the humanities. Through his expanding concepts and deepened understandings within one or more selected disciplines, he should perceive the interrelationships in the stream of culture.

It is the belief of the faculty of the college that the man thus liberally educated has a continuing desire and the ability to know, to think, to act and to grow. He accepts the challenge of change, and he has the vision and courage to commit himself to some values and to criticize and transcend others. Self-directed, he finds pleasure and stimulation in the cultivation of his intellect and in its enlightened application to his life and livelihood. Self-motivated, he contributes to the betterment of society.

Objectives of the Programs in Teacher Preparation

The major function of Rhode Island College has been and continues to be the preparation of well-educated, professionally competent teachers for the public schools of Rhode Island and the advancement of knowledge of the theory and techniques of effective teaching. The college seeks to provide its students with knowledge and understanding of the nature and growth of children, of the learning process, and of the materials and methods of teaching. It seeks further to help each student, through observation of skilled teaching and supervised student teaching, to develop beginning professional competence in teaching.

At the graduate level, the college serves the teachers of the state by providing means for the improvement of both their academic and professional competence as teachers and the means for preparing for positions as special teachers, counselors, and administrators.

HISTORY OF RHODE ISLAND COLLEGE

Rhode Island College traces its origin 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.

The new institution replaced a private normal school in Providence which, in its turn, had grown out of a "normal department" established at Brown University in 1850. Dana P. Colburn, who had been employed by Horace Mann in Massachusetts to conduct teachers' institutes, was appointed the first principal of the state normal school.

In 1857, however, the state curtailed its financial support of the school and it was moved to Bristol. Mr. Colburn died unexpectedly in 1859. Even the free accommodations Bristol provided the school failed to save it, and in 1865 it closed its doors, the victim of public apathy, diminished finances and a lack of leadership.

Thomas W. Bicknell, who was appointed state commissioner of public education in 1869, began a vigorous personal campaign to revive the normal school. His efforts were rewarded in 1871 when the General Assembly unanimously approved its re-opening and voted a \$10,000 appropriation. The normal school opened in Providence on September 6 of that year.

For the first half-century of its existence the normal school occupied a series of improvised homes. In 1898, however, a specially-designed building of its own was opened on Capitol Hill in Providence. In 1928 another new building was constructed nearby for the Henry Barnard School, the institution's model and demonstration school.

At first 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 was restricted to high school graduates. Another turning point came in 1920 when the normal school became, by act of the General Assembly, Rhode Island College of Education, offering a four-year program leading to the degree of Bachelor of Education.

In 1952, when it became evident that the downtown facilities had become inadequate and unsuitable for the needs of the expanding pro-

gram, steps were initiated for planning a new campus. In 1954, the voters of the state authorized a \$3,500,000 bond issue. When a supplementary issue for \$1,500,000 was approved two years later, construction began on a new six-unit college campus, located on Mount Pleasant Avenue, at the northern boundary of Providence, just south of Route 44 on Smith Street.

In September, 1958, Rhode Island College of Education was established on its new campus. Accreditation was granted by the New England Association of Colleges and Secondary Schools. In February, 1959, the Rhode Island Commission to Study Higher Education, appointed by Gov. Dennis J. Roberts, recommended, and the General Assembly approved, the development of Rhode Island College of Education as a *general* college. The college was re-named Rhode Island College, but a major part of its program continues to stress preparation of teachers.

In 1959 a program leading to the Bachelor of Science in Industrial Arts Education was begun. In 1962 new and revised curriculums, including programs in the liberal arts, senior secondary education and special education, were instituted, leading to the degrees of Bachelor of Arts and Bachelor of Science in Education. Programs leading to the Master of Arts in Teaching were begun.

The college has more than doubled the number of facilities on the campus since 1958. The additional buildings include the college's first dormitory, Mary Tucker Thorp Hall; Weber Residence Hall, the John Clarke Science Building, the James P. Adams Library, the Fred J. Donovan Dining Center, the Student Union, Horace Mann Hall, the Michael F. Walsh Health and Physical Education Center, and the President's House. Still other buildings are planned or under construction.

In 1964 the college was re-accredited by the National Council for Accreditation of Teacher Education. In 1965 the college introduced its Accelerated Elementary Education Program, and in 1966 the Certificate of Advanced Graduate Study program was approved.

In 1966 a new administrative organization took effect, with the appointment of deans of administration, graduate studies, liberal studies, and professional studies. The year 1967 was marked by the appointment of

a chancellor of state colleges to coordinate the programs of the college, the University of Rhode Island, and the Rhode Island Junior College. Among the new programs introduced in 1967 were those for training medical technologists and social workers, and a "continuing education" program enabling adults to prepare on a part-time basis over an extended period of years for elementary teaching.

Henry Barnard School

Prospective teachers should have opportunities to observe, analyze and participate in classroom teaching under professional supervision. Rhode Island College provides future teachers with such opportunities in the Henry Barnard School, a campus laboratory school named for Rhode Island's distinguished first commissioner of 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. As 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.

Like the college of which it is part, Henry Barnard School is undergoing continuing change. In 1966 it was decided to phase out grades 7, 8 and 9 so the college could establish teacher preparation arrangements with a larger, more representative public junior high school.

In 1967 a special faculty-administration committee issued a statement of goals for the school. In that statement the campus laboratory school is charged with (1) contributing to education through research activities, (2) representing excellence in elementary education, (3) providing a "laboratory" experience for future teachers, and (4) providing leadership to the schools of Rhode Island.

During 1967-68 the Henry Barnard School enrolled over 600 students in 23 regular classes ranging from the "pre-school" level through junior high. There is also a class for children with special needs.



THE CAMPUS

Dennis J. Roberts Hall houses the majority of the college's administrative offices, the college's largest auditorium, and the Department of Music. The offices of the president, vice president for academic affairs and dean of the college, vice president for business affairs, bursar, dean of administration, registrar, director of admissions, placement counselor, director of public relations and alumni affairs and alumni secretary are located here. Administrative office facilities will be expanded with the planned construction of a two-story wing on the east side of Roberts Hall. The building houses an auditorium with a capacity of 975, a large stage, and extensive backstage facilities, including dressing rooms and workshop. The Little Theatre, with a small stage and an audience capacity of 100, and a number of music listening and practice rooms, are located in Roberts Hall. In September, 1967, the college opened a two-story wing providing the Department of Music with additional offices and sound-proof practice rooms, classrooms, and two large rehearsal halls.

The Student Center was, until 1968, the center for student activities offices. Although it has been replaced by the new Student Union, the Student Center continues to serve student needs with its snack bar and several lounges. The major student personnel services offices are located here, including the offices of the dean of students, assistant deans of students, college counselors, and financial aid officer. Among other offices in the building are those of the scheduling officer, the educational services center, and institutional research.

John Lincoln Alger Hall, named in memory of the president of Rhode Island College of Education from 1909 to 1938, houses classrooms used primarily for science and art. The Christopher Mitchell Study, a conference room and faculty offices are also located in this building.

Craig-Lee Hall, honoring Clara Elizabeth Craig and Mary Martha Lee, former directors of training at the college, is used for classes in teacher education, English and foreign languages. Located here also are the Thomas Herbert Robinson Study, Language Laboratory, faculty offices and conference rooms. At the ground level are located the Audio-Visual Services office and the Division of Audio-Visual Instruction of the State Department of Education. The office of the dean of professional studies is located in Craig-Lee Hall.



The James P. Adams Library, distinctively constructed with an open front portico and blue stone facing, eventually will house 300,000 volumes, and seat 1,000 students. The intellectual center of the campus, the library is becoming the physical center as well, and is situated within easy access to classrooms, laboratories, the Student Union, Donovan Dining Center and dormitories. The state's educational television station as well as the college's facilities for closed-circuit campus television broadcasting form an integral part of the ground floor of this building. On the second floor are located conference rooms, classrooms, the Curriculum Resources Center, and an art gallery.

Dr. James P. Adams, in whose honor the library was named, was chairman of the Board of Trustees of State Colleges from 1955 to 1960, following a distinguished academic career at Brown University and the University of Michigan.

The Katherine L. Cuzner Reference Room is named in honor of the college librarian from 1942 to 1962. The Amy A. Thompson Children's Literature Collection has been so designated in recognition of the service of Miss Thompson as a member of the English department, especially in the field of children's literature.

Lucius A. Whipple Gymnasium bears the name of the president of Rhode Island College of Education from 1939 to 1951. This building contains a double gymnasium and classrooms for courses in health and physical education. The playing fields which extend beyond the gymnasium have been developed specifically as areas for tennis, soccer, track, softball, baseball, archery and girls' field hockey.

Henry Barnard School is a U-shaped building with a primary and an elementary wing. The primary wing includes nursery, kindergarten and primary classrooms with immediate access to the courtyard. The elementary wing has nine classrooms, with a small double gymnasium at one end and specially planned areas for art, homemaking, industrial arts and cafeteria at the other. The administration offices, health suite, rooms for exceptional children, library, and music rooms are on the main corridor. Located on the second floor above the main corridor are nine classrooms, including two equipped for science teaching. The second floor also includes a guidance office and elementary school science workshop. Three observation booths, closed circuit television facilities,



and modern audio-visual equipment facilitate use of the school in programs of teacher education.

Weber Hall, opened in September, 1965, is similar in design to Thorp Hall, but larger, accommodating 180 students in private rooms. Men and women are housed in separate and independent areas. Located next to Thorp Hall, it was the second dormitory built at Rhode Island College, and like its neighbor is constructed around an open courtyard, with three floors of private rooms on three sides and a one-story dormitory lounge on the fourth. Weber's 18 suites—several of them reserved for men—consist of 10 private rooms each, a suite lounge and bath facilities. The dormitory is named in honor of the late Mary A. Weber, long a professor mathematics at the college.

Mary Tucker Thorp Hall, completed in September, 1961, provides attractive and comfortable modern living accommodations for 144 undergraduate women. The building has been named in honor of the first Distinguished Professor of Education, Dr. Mary T. Thorp, who previously served as principal of Henry Barnard School from 1937 to 1960. Unique among women's residences, Thorp Hall is free of wasted corridor areas, granting maximum space for living and study purposes in each of its 18 suites, each containing eight single rooms, a living room, and lavatory.

The John Clarke Science Building, named for a pioneer Rhode Island physician and statesman, serves the sciences and industrial arts. On the first floor are biology laboratories, a psychology laboratory, two special biological research laboratories and two auditoriums for general use. The larger of the auditoriums, the Amos Assembly Room, was named for the late Robert T. Amos, professor of psychology at Rhode Island College. One wing of the building is devoted entirely to shops and offices for industrial arts education.

The physical science laboratories are on the second floor, with one designed specifically for advanced physics courses, one for chemistry, and two for research in these fields. This building also contains classrooms and faculty offices.

The Fred J. Donovan Dining Center, honoring the vice president of Rhode Island College from 1944 to 1966, now vice president emeritus,

is the main dining facility on campus, serving all students and staff personnel. Dr. Donovan was a member of the college faculty from 1938, and acting president in 1952. The building, with a capacity of over 2,000 patrons, has a large main floor and an extensive mezzanine. Folding partitions make it possible to create as many as six smaller dining rooms for group dinner meetings.

Michael F. Walsh Health and Physical Education Center was named in honor of the commissioner of education for the State of Rhode Island from 1947 to 1963. During that time Dr. Walsh was, ex-officio, a member of the Board of Trustees of State Colleges. Principal feature of the Walsh Center is its main gymnasium area providing a basketball court with an audience seating capacity of nearly 2,600 and convertible into four separate areas, each accommodating a basketball court. Additional facilities include accommodations for visiting teams, special areas for wrestling, dance and adaptive physical education, as well as classrooms and faculty offices.

Horace Mann Hall, the first portion of which was dedicated in May, 1966, includes two wings of classrooms and offices and a 500-seat auditorium. Named for the pioneering 19th-century educator from Massachusetts, Horace Mann Hall was the fourth classroom building constructed on campus. Folding walls permit its auditorium to be used as a small theater or as three individual lecture halls. Mann's east wing includes classrooms, industrial arts laboratories, and faculty offices on three floors; the west wing, opened in September, 1967, houses four stories of classrooms and offices, including the Division of Graduate Studies. The college computer center is housed in the building.

The President's House, located at the western entrance to the campus and constructed in 1965, is the official residence of the college's chief executive and his family.

The Student Union, opened in 1968, offers lounges, game rooms, craft rooms and a ballroom, as well as the college bookstore and the offices of student organizations. The Student Union is under the supervision of a full-time director. An enclosed bridge connects the building to the Donovan Dining Center.

New Construction Projects, planned or under way, include a third dormitory, a professional studies building, and an administrative office wing for Roberts Hall. The dormitory, a "high-rise" structure of seven floors, will accommodate 154 students in private rooms arranged in suites. Men and women will be housed in separate areas. The college infirmary will also be located in the building, scheduled for completion in 1968. All college departments involved in teacher preparation will be housed in the Professional Studies Center, as well as a two-story "learning center" and a four-story office tower.



UNDERGRADUATE ADMISSION PROCEDURES

Admission Factors

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

Admissions policy is formulated by a committee of administrative and teaching faculty. 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, an accelerated program in elementary education, a part-time study program in elementary education, and proficiency and advanced placement credit. Some transfer students are admitted, and a limited number of non-matriculating students are accepted.

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. Applicants for admission to the freshman class may enter only in September, except for those accepted for the Accelerated Elementary Education Program, who begin in June. Other new students are generally admitted only in September each year, although some transfer students may be considered for admission at mid-year, if circumstances warrant.

Secondary School Requirements

To be admitted to Rhode Island College, the applicant must have been graduated from an accredited secondary school with satisfactory standing. At least 15 college preparatory units must be presented, including

the following minimum requirements:

- 4 units of English
- 2 units of a 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
- 1 unit of laboratory science
- 5 units of additional college-preparatory 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.

The college level General Educational Development Tests which are tests in academic areas, will be considered for advanced baccalaureate credit. The credits may be applied as electives if the scores are acceptable. Transfer credits from colleges and universities recommended by the United States Armed Forces Institute will also be accepted if they fit the program of the candidate.

Modern Language Requirements

The college requires that all students, except those in the industrial arts program, present two units of a foreign language for admission and that they attain a proficient reading knowledge of the language before they may be graduated from the college. This proficiency may be demonstrated through the CEEB Achievement Test taken before admission, or may be attained during the college year.

However, students whose preparations indicate probable difficulty in the required intermediate level course at the college will be expected to complete satisfactorily an accredited college-level elementary course in the summer prior to enrollment as a condition of acceptance

Entrance Examinations

Each candidate for admission must present satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board and on Achievement Tests in English composition and a modern language. A third Achievement Test is optional. These tests may be taken in November, December, January or March preceding the anticipated date of entrance. Candidates for admission to the industrial arts program must take an achievement test in a subject of their own choice in place of the achievement test in a foreign language.

Achievement tests in French, German and Spanish are given on all the testing dates. The achievement test in Russian is offered only once each year at a time to be announced. The examination in Italian is given at the individual high schools. Candidates who wish to take this examination must arrange to do so through their own schools.

Proficiency in other modern foreign languages not listed above may be accepted in fulfillment of the language requirement if it is possible for the college to arrange for special examinations. Requests for this consideration should be submitted to the director of admissions.

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-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 the college is conditional until the student has presented evidence of sound physical and emotional health. The college reserves the right to deny admission or to dismiss a student who is unable to participate in the required physical education program. The student must submit evidence on the college health record card that his own physician has examined him and found him to be in sound health. He must also submit evidence of a chest X-ray taken after January 1 in the year of anticipated admission 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.

Accelerated Program

In the summer of 1965 Rhode Island College began its Accelerated Elementary Education Program in response to an increasing demand for teachers in the elementary grades and a growing trend among college students to accelerate their undergraduate studies in order to proceed to graduate study.

A special group of superior students who indicate on their regular applications that they are interested in participating in this program are invited to be considered upon evaluation by a special committee. The following criteria are considered:

1. Potential for the development of poise, maturity, and appropriate personality and character traits.
2. Recommendation from high school officials.
3. Superior high school academic record.
4. Scores on admissions tests of the College Entrance Examination Board which exceed the national average.

Students who are accepted in the program may then complete all requirements for the degree of Bachelor of Science in Education in six regular academic semesters and four eight-week summer sessions, or in three years and two months from the date of entrance in the summer session of the first year. Freshmen begin their studies in June of their first year, more than two months in advance of regular freshman entrance in September.

Part-time Elementary Education

A part-time elementary education program is 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.

The part-time program leads to the Bachelor of Science in Education degree and is designed to prepare students to teach in the elementary grades. However, if an academic major is taken in addition to the required course work the Bachelor of Arts may be awarded. Upon graduation,

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 disturbed, or physically handicapped, as well as standard elementary classes. All programs include an academic major or minor.

The admissions procedure varies with two options available:

1. *Immediate Matriculation*—Applicants who present above average high school records in college preparatory courses (secondary school record must include a minimum of algebra, geometry, laboratory science and two years of a modern foreign language), 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*—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, students who present non-collegiate backgrounds or students who choose to delay presentation of Scholastic Aptitude Test results. Such applicants may be accepted as non-matriculating students. Upon successful completion of 18 hours of study in courses in general education, credentials will again be evaluated by the Admissions Committee.

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.

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: superior overall academic preparation, satisfactory achievement in accelerated or enriched high school courses, scores on College Entrance Examination Board tests, and departmental tests.

Advanced placement is determined by a score of 3 or better on the CEEB Advanced Placement Test. This test is usually administered to students enrolled in secondary school advanced placement programs.

Students declared proficient may, together with their advisers, plan a program which provides opportunities: to begin advanced courses in the freshman year, to permit an enriched academic program, to permit a lighter freshman schedule, or (with approved summer school study) to accelerate the fulfillment of degree requirements.

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. Scores on the College Entrance Examination Board's Scholastic Aptitude Tests are required. Achievement Tests, however, may be waived by the Admissions Committee in cases of students with prior college experience.
6. High school transcript.
7. Indication of major and minor fields of study desired at Rhode Island College.

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 32 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 or other similar evaluation.

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 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.

Admission of Non-Matriculating Students

A limited number of qualified persons who have the requisite background may be admitted as non-matriculating students into one, two, or three courses a semester. These students are not candidates for a degree at Rhode Island College and will be admitted to courses when the size of the class permits after registration of matriculated students is complete. Such special students are subject to the same regulations regarding attendance, examinations, and academic standards, as are candidates for degrees. Special application forms should be obtained from the Admissions Office, completed with appropriate data indicating qualifications, and submitted prior to August 1 and January 1.

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 due and payable on or before September 1 and January 30 of each year in installments of 50%. Registration is complete only upon payment of these fees.

Because of rising costs, the Board of Trustees of State Colleges reserves the right to change these fees as conditions necessitate.

All students pay per year:

General Fee	\$250	30	0
Student Activity Fee		40	
Dining Center and Student Union Fee		30	
	\$320	37	0

Dormitory students add:

Room rent (all private rooms)	\$375	475
Board (19 meals per week, including weekends)	50	490

(Room and board rates are subject to change)

Out-of-state students add:

Tuition	\$685	685
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Explanation of Fees

Application Fee. All candidates 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 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 and Graduate Student Fees. Graduate students and other special students enrolled for three or fewer courses per semester pay

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~~25~~ per credit hour for each course and a pro-rated Student Activity and Dining Center Fee per semester (\$1 for graduate students).

② 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. ~~All women students are expected to purchase the regulation physical education outfit at the time of entering the college. The current cost of this outfit is \$21.75, subject to change.~~

Other Expenses. The college offers student accident ^{and health} 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 or semester. A room deposit of \$25 is required at the time of filing application for a room in the residence halls. If accepted for dormitory residence, the student's \$25 deposit is held as a breakage fee, and refunded at the end of the academic year. time the student leaves the room deposit of \$25 will be required.

A housing contract will be mailed after the deposit has been received. 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 admitted.

Residence hall rates are quoted for the period specified in the contract. Payment must be made in full for the semester. Upon payment of fees

students will be issued a meal ticket which must be presented for all meals. All resident students are required to have a meal ticket.

② Upon voluntary termination of the housing contract or dismissal for disciplinary reasons before the expiration date, the student assigned to a residence hall will forfeit the room payment for the remainder of the semester but will be reimbursed for 50% of the unexpired portion of the board payment less a service charge of \$10. If the contract is terminated by college action before the expiration date, the unexpired portion of the room fee will be refunded.

The residence period begins one day prior to the beginning of the 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. No meals will be served during periods when classes are not in session unless otherwise announced.

② Tuition for Non-Residents. For non-residents of the state, the tuition charge is \$585 annually, in addition to the General Fee charged Rhode Islanders. If the question of residency status is in question, in order to receive tuition exemption the student must present a certified statement from the clerk of the city or town in Rhode Island in which he claims residence, certifying that the parent or legal guardian (or husband) has resided in the state for a period of at least 12 months and is a qualified voter. Students who are age 21 or older may present these credentials in their own behalf. Time spent living with relatives or in residence at the college cannot be used to establish exemptions from tuition.

Enrollment Fee Deposit. All incoming freshmen and transfer students are required to pay an 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, he forfeits the admission fee deposit.

Late Fee. Students who fail to appear for registration at the appointed time must pay a late registration fee of \$5.

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Refunds. A student withdrawing from college before the first day of the semester may receive a full refund of the General Fee only. To be eligible for such refund, written notice must be given to the bursar immediately upon withdrawal. When the cause for withdrawal is involuntary induction into military service, the percentage refund shall be made in direct relation to the percentage of time left in the semester after the withdrawal date.

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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 some students do encounter financial difficulties. For their benefit the college maintains a Financial Aid Office to administer grants, loans and 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 a campus 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, a student must complete two forms: (1) the Rhode Island College Financial Aid Application, available from the Financial Aid Office, and (2) the Parents' Confidential Statement, published by the College Scholarship Service of Princeton, N.J. Application deadline is April 1 for the following September.

All students must re-apply for awards each year, for none are 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. 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 dem-

onstrated 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 Scholarship: Federal Products, Inc., Foundation awards a total of \$3,000 annually for the graduate and undergraduate 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 10 entering freshmen, renewable for the sophomore year only.

The Rhode Island College Associates Scholarship is a \$300-per-year award to an outstanding freshman, sophomore and junior from an organization of parents of students and friends of the college.

Economic 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 repayment obligation.

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.

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.

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 GUIDANCE AND HOUSING

To aid students in their academic and personal lives the college provides counseling and guidance services, directed by the dean of students. Students also have access to religious counsel and to medical services. The college's dormitories for men and women are also under the direction of the dean of students.

Student Personnel Services

The college provides students and faculty with a professional staff experienced in helping individuals with the varied concerns they may encounter in the college community. The staff of the dean of students' office offers services ranging from coordination of student activities to personal counseling.

As well as the dean and the assistant deans of students, the college has a staff of professional counselors. The counseling service provides both guidance and psychological help to students. Although concerned primarily with the educational, vocational and emotional problems of the individual student, the professional counseling staff is also concerned with mental health in all areas of the college community. Thus counselors work closely with the College Health Service, chaplains, dormitory directors, resident assistants, student counselors and faculty members.

Student counselors, who are selected upperclassmen, work with the faculty advisers (under the guidance of the college counselors) to help freshmen in their adjustment to college. Assistance is given with course selection, extracurricular activities and personal problems.

Every student entering the college is assigned a faculty adviser, who aids the student in planning his academic program, registration and other matters.

Chaplains

Two chaplains are assigned fulltime at Rhode Island College and others are available to students on an appointment basis. At present, one chaplain is assigned by the Roman Catholic Diocese of Rhode Island and the other, a Protestant minister, is sponsored jointly by the Baptist, Congregational, Episcopalian, Methodist, Presbyterian and United Church of Christ denominations.

College Health Service

The College Health Service, under the direction of the college physician, maintains health records for all students, evaluates entrance physical examinations, advises the Office of Laboratory Experiences on the health of candidates for student teaching, and provides for the immediate health needs of students on campus.

Housing

While the majority of Rhode Island College students continue to commute, an increasing number of men and women are being housed on campus in modern dormitories. For those who can take advantage of it, dormitory life at Rhode Island College offers the opportunity to mature in a new environment.

In the spring of 1968 Rhode Island College had two modern dormitories—Mary Tucker Thorp and Weber Residence Halls, with a total capacity of 324 men and women—and was building a third, with a planned capacity of 154 students. All three buildings are arranged in suites of six to 10 private rooms, and each suite has its own lounge and lavatory facilities. Normal practice is to give each student a private room.

Each room is furnished with a single bed, a closet, a modern desk and bureau unit, excellent lighting, and draperies. Each dormitory also has a large general lounge, and auxiliary vending, laundry, kitchenette and recreation rooms. Adult dormitory directors, who live in apartments in the dormitories, are aided by student resident assistants. Special programs of extracurricular activities are conducted by the residence hall associations of each dormitory.

Students accommodated in the campus residence halls are under a one-year contract. When requests for housing exceed available facilities, 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 deposit and return of contracts.

All students living off-campus but not at home must register their housing with the office of the dean of students. Rhode Island students under 21 who live more than 15 miles from the campus and out-of-state students will be assisted in securing adequate housing.

Parents are responsible for the housing of students under 21 who are not living at home but off-campus within the 15-mile distance.

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 James P. Adams Library houses an expanding collection of books and periodicals, including a large number on the professional aspects of education, as well as in academic subject areas. Early in 1968 the library had 100,000 volumes to which it was adding at the rate of 10,000 per year.

The library has a collection of material on microfilm, wide holdings in art and special education, and recently-developed collections of African, Southeast Asian and Latin American works. The James P. Adams Library is a depository for selected United States government documents, and serves the Rhode Island state-wide system of library services as a research center for materials in the field of education. It is connected with major libraries in the state through a teletype hookup.

The building offers a variety of accommodations for research, individual or group study, and browsing. During the academic year, when classes are in session, the library is open 8 a.m. to 10 p.m. Monday through Friday, 9 a.m. to 5 p.m. on Saturday, and 2 to 10 p.m. on Sunday.

Curriculum Resources Center

Housed on the second floor of the James P. Adams Library, the Curriculum Resources Center contains approximately 10,000 pieces of material, including curriculum guides in various subjects, from the United States Office of Education, state and local departments of education, and private institutions. Textbooks from a number of publishers and covering a variety of subject and grade areas aid educators in their search for new and improved methods of teaching.

The center is open to any person interested in utilizing its resources. School curriculum evaluation groups and class and individual visitors are welcome at all times. The center is open, excepting holidays, Monday through Thursday 8:30 a.m. to 10 p.m., Friday 8:30 a.m. to 4:30 p.m., and Saturday 9 a.m. to 1 p.m. Guides and textbooks may be borrowed at any time.

Reserve Officers Training Corps

Through arrangements with Brown University and Providence College, Rhode Island College students who qualify can earn a commission through participation in Air Force ROTC at Brown or Army ROTC at Providence College.

Physical and mental tests should be completed during the final semester of the sophomore year. A summer camp experience is required for admission to the program which starts in the junior year. Students who are accepted receive a monthly stipend of \$50. Elective academic credits, to a total of 12 hours, are granted for the course work involved.

Providence College also offers a four-year Army ROTC program for which students must apply by September of their freshman year.

Information on procedures is available from the assistant dean of students.

Audio-Visual Center

The Audio-Visual Center, equipped and organized primarily for the purpose of serving college instructional needs, is available to faculty and the undergraduate and graduate student body. All types of audio-visual equipment are available, including motion picture (8 mm and 16 mm) sound projectors, slide projectors, overhead and opaque projectors, tape recorders, and record players. The center has a library of film strips, films, slides, recordings, and study prints available for use in college classes. The staff assists faculty in preparation of graphics, in photography and in other specialized media presentations.

Closed-Circuit Television

Since the fall of 1959 the college has been equipped to offer course work by closed-circuit television. The facility is under the direction of the Audio-Visual Center. Telecasts are made from studios located in the Adams Library. The mathematics and biology departments have made extensive use of closed-circuit television for presentation of freshman courses through this medium.

The Language Laboratory

The Language Laboratory is an important adjunct to the work of the

Department of Modern Languages. It is a complete installation, with recording and play-back 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 monitoring of student performance. Use of the laboratory is planned to develop skill in oral and aural command of the foreign language; consequently, regular laboratory attendance is an essential part of elementary and intermediate courses and is available to students in all courses.

The Speech Laboratory

The Speech Laboratory is located in Horace Mann Hall. Facilities include a therapy room, an observation room 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 theater arts programs.

Educational Services Center

The Educational Services Center directs and supervises various testing, counseling and referral services, with appropriate follow-up and interpretation of findings. The center, using college and state resources and personnel, offers the following services:

1. College testing services for undergraduate and graduate students.
2. Test scoring service for the college faculty for course examinations and for research involving psychometric tests.
3. Coordination of research services of the college's computer center.
4. Coordination of college services in such areas as reading deficiency, speech handicaps and associated learning problems both within the college and for cooperating area schools.
5. The Rhode Island State Testing Program for the State Department of Education; test interpretation services to schools, and test scoring services to schools.

Office of Institutional Research

The Office of Institutional Research conducts research and provides comprehensive data on the problems and the issues concerning the general and specific effectiveness of Rhode Island College. The research studies are related to policy formation, long-range planning, administration, decision-making, and prediction.

Some of the areas of institutional research are: faculty characteristics, enrollment predictions, alumni studies, administration analysis and curriculum evaluation. The greatest emphasis is placed upon the student population. Most important is an understanding of all the conditions which contribute to student success or failure.

The Office of Institutional Research also serves in an advisory capacity to faculty undertaking research, and to all committees or agencies seeking to improve Rhode Island College.

Placement

The Placement Office, conducted by the Public Relations and Alumni Office, assists students and alumni in placement in positions after graduation. It arranges interviews with prospective employers and maintains a permanent file of references for employers.

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.

The association elects one alumnus to membership on the Board of Trustees of State Colleges, to serve for a three-year term. 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.

EXTRACURRICULAR ACTIVITIES

Students participate in the administration of their affairs by electing the Student Senate. There are, as well, a number of other organizations formed for social, religious, service, academic and cultural reasons. The college maintains programs of intercollegiate and intramural athletics. Rounding out campus life are continuing programs of social and cultural events.

Student Senate

Elected by the students, the Student Senate participates in the management of student affairs and recommends to the administration 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.

Through its committees the Senate seeks to develop new clubs, new activities and to advise existing organizations.

Campus Organizations

Adding to student life at Rhode Island College are nearly 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 the Student Union. 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, Sigma Iota Alpha 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 the Newman Club, Alpha Omega, Eastern Orthodox Club, Anchor Christian Fellowship, Student Christian Association, 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 Elementary Math Club, the Eastern States Association for Teacher Education and the Student Council for Exceptional Children.

Groups concerned with specialized academic areas include the Biology Club, Psychology Club, Art Club, Math Club, Phi Alpha Theta (honorary for history students) and Pi Mu Epsilon (honorary for mathematics students).

The Anchor, a weekly student newspaper; the Janus, the college yearbook, and the Helicon, a literary magazine, are published by students. The International Relations Club and the Young People's Socialist League are open to those interested.

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.

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 Weekend, 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.

Physical education courses offering opportunities for participation in athletics are required for both men and women during their freshman and sophomore years. 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 pianist Peter Nero, the Martha Graham

Dance Company, the New York Opera Company, the Reyes-Soler Ballet Espanol and Pete Seeger.

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. During a typical year topics have ranged from the philosophy of William James to the anthropology of Bolivia.

The James P. Adams and the Robert M. Brown Lecture series bring leading scholars and other public figures to the campus for public lectures, the Adams series in the fall and the Brown series in the spring. Archaeologist Cyrus Gordon, social reformer Dorothy Day, Rudolph Bing, general manager of the Metropolitan Opera, and composer Gunther Schuller were among those sponsored by the series in recent years.

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, the Rhode Island College Choir, and the Chalktones, a group of women students who like to sing, 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.



DEGREE OFFERINGS AND REQUIREMENTS

Rhode Island College offers programs leading to the degrees of:

- Bachelor of Arts
- Bachelor of Science (in medical technology)
- Bachelor of Science in 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 Education*
- Master of Arts in Teaching*

* 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. The bachelor's degrees offered through this division are limited to teachers in science.

Recipients of degrees usually receive their diplomas at the annual commencement exercises held on the first Saturday following the first Monday in June. Undergraduate students who fail to qualify for their degrees at the regular commencement exercises are sometimes permitted to complete their necessary courses during the summer session instead of waiting for the following commencement.

Certification to Teach

The State Board of Education has approved all curriculums of the college, and graduates of the various professional curriculums meet requirements of the State Department of Education for *initial* certification to teach. (Candidates have six years after graduation to complete requirements for permanent certification.)

General Education

Candidates for the Bachelor of Arts and the Bachelor of Science in Education degrees must complete a program of 48 semester hours in general education as follows:

English	4 semester hours
Mathematics	6 semester hours

Western Culture (Humanities)	12 semester hours
Science	6 semester hours
Social Science	3 semester hours
Speech	2 semester hours
Psychology or Philosophy	3 semester hours
Art or Music	3 semester hours
Modern Foreign Language	6 semester hours
Physical Education and Health	3 semester hours

The requirement in social science is fulfilled by either an introductory course in a social science (other than history) or the course in contemporary civilization. Variations in the courses that fulfill the science requirement are given in the program requirements for the various curriculums. Candidates for the Bachelor of Science in Industrial Arts Education degree are not required to take the foreign language phase of general education. The requirement in western culture is listed as Humanities 103, 104, 105, 106.

Major

Candidates for the Bachelor of Arts degree, including students preparing in secondary education, must complete an academic major of at least 30 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 biology, English, French, history, mathematics, general science, physical science, psychology, social sciences and sociology. Students majoring in medical technology receive the degree of Bachelor of Science.

Minor and Cognates

Candidates for the Bachelor of Science in Education degree preparing in elementary education must complete a minor of at least 18 semester hours. In some major programs, cognate course work in fields other than the major is required up to a maximum of 12 semester hours except for majors in biology which require 14 hours of cognates. Course

requirements in minors and cognates are determined by individual departments.

Minors are available in anthropology, art, biology, chemistry, economics, English, French, geography, history, mathematics, music, political science, physics, psychology, social sciences, sociology, Spanish, special education, and speech-theatre.



UNDERGRADUATE REGISTRATION

The registrar of the college is responsible for the administration of all aspects of registration, and the academic scheduling officer for all aspects of pre-registration, which takes place each spring.

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 and information on dates, advisers, and course schedules and offerings.

Fall Opening

Registration for the fall semester takes place early in September (exact dates appear in the academic calendars in this catalog). For freshmen, fall registration confirms a student's enrollment in prescribed and optional courses, if any. Freshman Orientation, planned and directed by the Office of the Dean of Students, is carried on immediately prior to and during the registration period and involves a number of special programs over a period of days.

For upperclassmen, registration at the beginning of each semester confirms a student's enrollment in courses selected during the previous spring. 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, if acceptable in view of the student's total needs, should be made within the first two weeks of the semester. No student may drop a course after the add/drop period without permission in writing from the dean of students, nor may he receive course credit unless he has been duly registered in the registrar's office.

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 for late registration. A student who does not register on the date designated for his class is considered a late registrant. All tardiness must be explained. No student is permitted to register if he is more than seven days late, except under extraordinary circumstances.

Veterans

Information concerning allowances for veterans is available at the Veterans Administration Office, Federal Building (old Post Office Building), Kennedy Plaza, Providence. Eligibility forms and enrollment certificates should be cleared through the Office of the Registrar.

Public Law 358 is based on 14 hours (or 25 clock hours, if student teaching) as a full load. Veterans to whom this law applies must submit enrollment certification for each semester.

EVALUATION OF SCHOLASTIC ACHIEVEMENT**Semester Hours**

The college year consists of approximately 36 weeks, divided into two semesters. As indicated in the curriculum outlines, the degrees offered by the college vary slightly in the number of semester credit hours required: Bachelor of Arts in liberal arts, including the social service program, 126 hours; Bachelor of Science in Industrial Arts Education, 126 hours; Bachelor of Science in Education, 128 hours; Bachelor of Arts in secondary education curriculum, 128 hours; Bachelor of Science in medical technology, 129 hours, and Bachelor of Science in Music Education, 132 hours. The teacher-education curriculums include nine or twelve credit hours of student teaching.

Programs offered through the Division of Graduate Studies, including those for the Master of Arts in Teaching, Master of Education, Certificate of Advanced Graduate Study, Bachelor of Science in School Nurse-Teacher Education and Bachelor of Science in Industrial-Vocational Education, 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 dean of students 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 the same 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, satisfactory, 70-79, 2; D, poor but passing, 60-69, 1; 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, failing, 0.

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.

Audio-Visual Proficiency

Every student enrolled in a teacher-training curriculum must demonstrate his ability to operate audio-visual equipment 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 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 Professional Education 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 the 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.
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.

* A student in Section 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.

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

Therefore, students, the faculty and the administration, are expected to strive for academic excellence: the faculty through constant appraisal of their teaching and examining methods and through intellectual challenge to their students, students through constant appraisal of their own needs and desires in the educational process and through honest achievement of their goals, and the administration through support of the ethical and academic goals of both students and faculty.

When willful violation of intellectual honesty does occur, the effect will be felt throughout the entire academic community, for students, faculty and administration will be involved. 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. Any student accused of academic dishonesty may appeal action taken, either by a teacher or by the Committee on Academic Honesty, to the Committee on Academic Standing.

UNDERGRADUATE CURRICULUMS

The following undergraduate curriculums are outlined in this section:

Elementary Education
 Secondary Education : Junior High School, Social Science-English
 Secondary Education : Junior High School, English-Social Science
 Secondary Education : Junior High School, Science-Mathematics
 Secondary Education : Senior High School
 Industrial Arts Education
 Music Education
 Liberal Arts

For information on the following, refer to the Graduate Catalog:

Master of Arts in Teaching
 Master of Education
 Certificate of Advanced Graduate Study
 Bachelor of Science in Industrial-Vocational Education
 Bachelor of Science in School Nurse-Teacher Education

CURRICULUM IN ELEMENTARY EDUCATION

	Credit Hours	Total Credit Hours
General Education		
Art or music	3	
English	4	
Introductory social science course (other than history) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern foreign language	6	
Physical education and health	3	
Psychology	3	
Science (biology, chemistry, physics or physical science)	6	
Speech	2	
Western culture (Humanities)	12	48
Professional Education		
Education 201, 300, 302: Foundations of Education (psychological); (social); (philosophical)	9	
Education 305 or 306: Practicum in Early Childhood Education or Elementary Education	6	
*Education 320: Student Teaching	9	
Education 340: Methods and Materials of Art Education	2	
Education 341: Methods and Materials of Music Education	2	
Education 342: Methods and Materials of Physical Education	2	30
Specialization for Elementary Education		
Survey of Music or Visual Arts in Society	3	
Physical science or biology	3	
Introduction to Geography	3	
Children's Literature	2	
United States History	3	14
Major (B.A.) or Minor (B.S.) Electives		30—18 6—18
Total		128

* Students who are taking the minor in special education should refer to curriculum requirements on page 130.

CURRICULUM IN SECONDARY EDUCATION
Junior High School/Social Science-English

	Credit Hours	Total Credit Hours
General Education		
Art or music	3	
English	4	
Introductory social science course (other than history) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern foreign language	6	
Physical education and health	3	
Psychology	3	
Science (biology, chemistry, physics or physical science)	6	
Speech	2	
Western culture (Humanities)	12	48
Professional Education		
Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 310: Practicum in Secondary Education	4	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
Major (Social Science)		
Social Science: One course in each of three fields in social sciences. (200-level courses in anthropology, economics, political science or sociology, or a 300-level course where the prerequisite is met.)	9	
History (any two 300-level courses in history)	6	
United States History	6	
Introduction to Geography	3	
Geography 205 or any 300-level course in geography	3	
History 361 or 362	3	30
Minor (English)		
Advanced composition or language study	3	
American literature	3	
English literature elective	3	
American or English literature elective	3	
Shakespeare	3	18
Modern literature elective	3	9
Electives		18
Total		128

CURRICULUM IN SECONDARY EDUCATION*Junior High School/English-Social Science*

	Credit Hours	Total Credit Hours
General Education		
Art or music	3	
English	4	
Introductory social science course (other than history) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern foreign language	6	
Physical education and health	3	
Psychology	3	
Science (biology, chemistry, physics or physical science)	6	
Speech	2	
Western culture (Humanities)	12	48
Professional Education		
Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 310: Practicum in Secondary Education	4	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
Major (English)		
American literature (6-9 hours) }		18
English literature (9-12 hours) }		
Advanced Composition	3	
Modern English Grammar or Hist. of Eng. Language	3	
Modern literature elective	3	27
Minor (Social Science)		
Electives in anthropology, economics, geography, po- litical science or sociology	6	
United States History	6	
Introduction to Geography	3	
History electives	3	
Electives	6	21
		9
Total		128

CURRICULUM IN SECONDARY EDUCATION*Junior High School/Science-Mathematics*

	Credit Hours	Total Credit Hours
General Education		
Art or music	3	
English	4	
Introductory social science course (other than history) or Aspects of Contemporary Civilization	3	
Mathematics 101-102 or 103-104 or 107	6	
Modern foreign language	6	
Physical education and health	3	
Psychology	3	
Science (biology, chemistry, physics or physical science)	6	
Speech	2	
Western culture (Humanities)	12	48
Professional Education		
Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 310: Practicum in Secondary Education	4	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
Major (General Science)		
Biology 105-106	8	
General Physics	8	
Two science electives to be chosen from ecology, astronomy, or geology; or courses individually ap- proved by the appropriate department	7	
Chemistry 103-104 shall be elected as the freshman science course; six of the eight credits are charge- able to general education.	2	25
Minor (Mathematics)		
Mathematics 211 (if student has completed Mathe- matics 103-104, 211 is omitted and replaced by an elective)	3	
Mathematics 212, 313	8	
Mathematics 324	3	
Mathematics 333	3	
Mathematics 358 or 341	3	
Mathematics elective from courses counting toward mathematics major	3	23
Electives		9
		128
	Total	

CURRICULUM IN SECONDARY EDUCATION

Senior High School

	Credit Hours	Total Credit Hours
General Education		
Art or music	3	
English	4	
Introductory social science course (other than history) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern foreign language	6	
Physical education and health	3	
Psychology	3	
Science (biology, chemistry, physics or physical science)	6	
Speech	2	
Western culture (Humanities)	12	48
Professional Education		
Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 310: Practicum in Secondary Education	4	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
Major		30
Minor		21
(Minimum varies from 18 to 21 credit hours, depending on minor) or cognates (not to exceed 12 credit hours) or electives		
Electives	at least	6
	Total	128

CURRICULUM IN INDUSTRIAL ARTS EDUCATION

	Credit Hours	Total Credit Hours
General Education		
Art or Music	3	
English	4	
Introductory social science course (other than history) or Aspects of Contemporary Civilization	3	

Mathematics	6	
Physical education and health	3	
Psychology	3	
Science (biology, chemistry, physics or physical science)	6	
Speech	2	
Western culture (Humanities)	12	42

Professional Education

Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 308: Practicum in Industrial Arts	4	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23

Industrial Arts

Ind. Arts 100: Theory and Organization of Industrial Arts	3	
Ind. Arts 110: Technical Drawing I	2	
Ind. Arts 116: Architectural Drawing I	2	
Ind. Arts 120: Graphic Arts I	3	
Ind. Arts 130: Basic Design	2	
Ind. Arts 140: Woodworking I	3	
Ind. Arts 170: Electricity I	3	
Ind. Arts 180: Metalworking I	3	
Ind. Arts 190: Power Mechanics I	3	
Ind. Arts 211: Technical Drawing II	2	
Ind. Arts 217: Architectural Drawing II, or Ind. Arts 321: Technical Drawing III	2	
Ind. Arts 231: Crafts I	3	
Ind. Arts 241: Woodworking II	3	
Ind. Arts 281: Metalworking II	3	
Ind. Arts 342: Woodworking III, or Ind. Arts 382: Metalworking III	3	40

Academic Electives

Total	21
	126

Elective courses other than the two contained within the 40-credit industrial arts sequence are not permitted in the areas of professional education or industrial arts.

CURRICULUM IN MUSIC EDUCATION

Area	Credit Hours	Total Credit Hours
General Education		
Art	3	
English	4	
Mathematics	6	
Modern foreign language	6	
Physical education and health	3	
Psychology	3	
Science (biology, chemistry, physics or physical science)	6	
Social Science	3	
Speech	2	
Western culture	<u>12</u>	48
Professional Education		
Education 201, 300, 302:		
Foundations of Education (psychological-social-philosophical)	9	
Education 309:		
Practicum in Music Education	6	
Education 324:		
Student Teaching in Music Education	9	
Education 361:		
Seminar in Music Education	<u>1</u>	25

Music

Music 201:		
Survey of Music		3
Music 203:		
Elementary Theory		3
Music 204:		
Harmony		3
Music 320:		
Harmony II		3
Music 306:		
Counterpoint		3
Music 321:		
Orchestration		3
Music 307:		
Basic Composition		3
Music 331:		
Elements of Conducting		1
Music 101-108:		
Class instruments and voice		7
Music 370-384:		
Applied music		8
Music 181-183:		
Organizations		7
*History-Literature		<u>9</u>
Electives		53
		<u>6</u>
Total		132

* The student may choose nine hours from the following:

Music 302
 Music 309
 Music 311
 Music 313
 Music 314

CURRICULUM IN LIBERAL ARTS

	Credit Hours	Total Credit Hours
General Education		
Art or music	3	
English	4	
Introductory social science course (other than history) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern foreign language	6	
Physical education and health	3	
Psychology or philosophy	3	
Science (biology, chemistry, physics or physical science)	6	
Speech	2	
Western culture (Humanities)	<u>12</u>	48
Major		30
Minor		
(Minimum varies from 18 to 21 credit hours, depending on minor) or cognates (not to exceed 12 credit hours)		21
Electives		27
	Total	<u>126</u>

ACADEMIC DEPARTMENTS AND PROGRAMS

ADMINISTRATION

Refer to the catalog of the Division of Graduate Studies for information concerning degree offerings and requirements in this area. Undergraduates are normally not admitted to these courses.

For course descriptions, refer to page 151.

ANTHROPOLOGY

Professor Lindquist; Assistant Professor Winner; Instructors Barnes and Fulmer.

A regular rotation of courses is given in anthropology by the Department of Social Sciences. Anthropology 201 meets the requirement for social science in general education, and serves as a prerequisite for advanced courses in anthropology.

Minor in Anthropology

The minor in anthropology consists of 18 hours: Anthropology 201, with the balance of hours taken at the 300 level. One interdisciplinary social science course is also acceptable for the minor.

For further information refer to Department of Social Sciences, page 122.

Course Descriptions

For course offerings in anthropology, refer to page 153. The student is also referred to the interdisciplinary social science course, page 249.

DEPARTMENT OF ART

Professor Becker; Associate Professors Crompton, Ravenal and Rosati; Assistant Professors DeMelim, Kenyon (chairman), Ladd, Pinardi, Scofield, D. Smith and Sykes.

The Department of Art offers a minor of 18 hours. Required courses include Art 202, 203, and 306 or 307; the other nine hours may be elected from Art 301, 302, 303, 304, 305, 308 and 309. Art minors should take Art 201 in the first semester of the sophomore year.

All art courses, with the exception of History of Art and Survey of Modern Painting, meet for four hours per week with three hours of credit. Students, other than art minors, electing Art 301, 303 or 305, should have had art experiences. If they lack such experiences, they may be admitted to the course only by permission of the instructor.

Art 201 fulfills the general education requirement in art, and is a prerequisite for Education 340.

The art and music departments recommend that students minoring in art or music take the general education course in the other discipline; i.e., art minor and general education music, music minor and general education art.

Course Descriptions

For course offerings in art, refer to page 155.

Refer to page 169 for the following courses listed under Education and also offered by the Department of Art:

Education 340: Methods and Materials in Art Education	(3) 2 semester hours
Education 421: Art in the Elementary School	3 semester hours

From time to time the following courses are offered by the Department of Art:

Art 480: Workshop in the Visual Arts	Prerequisites and credits vary.
Education 460: Seminar-Research in Art Education	3 semester hours
Education 480: Art Education Workshop	3 semester hours



DEPARTMENT OF BIOLOGY

Professors Dolyak (chairman), Hartmann and Keefle; Associate Professors Lemeszka and Pearson; Assistant Professors Corrigan,¹ Keogh, Lough, McCutcheon and Sadick; Adjunct Assistant Professor Brownhill; Instructors Dickson, Messenger and Scholar.

¹ On leave, academic year, 1968-69.



The Department of Biology offers a general course, Biology 101-102, to students who select the field of biology to fulfill the science requirement as part of the general education 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 biology department. Application for such evaluation should be made to the chairman of the department directly or through the admissions office. Students whose proficiency is approved in writing by the chairman of the Department of Biology are exempted from the required courses with a maximum of six credits for the general education requirement in science.

Three introductory courses are offered: Biology 101-102, Biology 105-106 and Biology 103. Biology 103 is restricted to those students in the elementary education programs who have chosen six credits in physical science to satisfy the general education requirement in science. Biology 103 is offered every semester.

Students who wish to major in biology must satisfy the six credits' requirement in the general education requirement for science by selecting Chemistry 101-102 or Chemistry 103-104.

Major and Minor

The Department of Biology offers a major of 30 hours, and 14 hours of cognate subjects in the fields of chemistry and physics beyond the general education are required for students in the liberal arts curriculum and the students planning to teach biology in the secondary schools. Students in the elementary education program may take the major in biology of 30 hours without the cognates. A minor of 21 hours is offered to those students who are either in the liberal arts program or preparing to teach in the secondary school. A minor of 18 hours is offered to students in the elementary education program. An honors program for well qualified students is offered under the jurisdiction of the honors committee of the college.

Admission to either a major or a minor in biology requires a grade index of 2.00 (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 2.00 in biology at any time, are doubtful prospects for success in this field and should consult their advisers about the wisdom of continuance.

The liberal arts major in biology includes Biology 105-106 or Biology 201-202 if Biology 101-102 had been taken. With proficiency in Biology 105-106, Biology 201 or 202 must be taken. The major also includes Biology 330; Biology 340; Biology 301, 317 or 401; Biology 302, 322, 332 or 402; Biology 410, 425, or 428; and Biology 360.

Requirements for biology majors in secondary education are as follows: Biology 105-106 or Biology 201-202, or with proficiency in introductory biology, Biology 201 or 202; Biology 301 or 318; Biology 330; Biology 340; Biology 302 or 402; Biology 410, 425, 428 or 485; and Biology 360.

For majors in liberal arts and secondary education, physics and chemistry courses are required as cognate courses. The student may select either eight credits in organic chemistry and six in physics or six credits in organic chemistry and eight in physics. The cognate hours are not required of the elementary education students who major in biology.

The minor for liberal arts or senior and junior high school education students includes Biology 201 or 202, 216 or 318, 317, 340 or 410, and 330. Biology 270 and 312 are also recommended for secondary education students. There are no related courses required, but it is recommended that such courses be taken.

The minor for students in other curriculums includes Biology 201-202 and at least two courses in the Biology 300 or 400 group.

Biology Major**LIBERAL ARTS***First Year*

Chemistry 101-102 or 103-104

Third Year

Biology 330

Biology 340

Physics 101-102 or 103-104

SECONDARY EDUCATION*First Year*

Chemistry 101-102 or 103-104

Second Year

Biology 105-106

or

Biology 201-202 (if Biology 101-102 had been taken)

or

Biology 201 or 202 (with proficiency in Biology 105-106)

Chemistry 201 or

Chemistry 205-206

Fourth Year

Biology 301, 317, or 401

Biology 302, 322, 332 or 402

Biology 360

Biology 410, 425 or 428

Second Year

Biology 105-106

or

Biology 201-202 (following Biology 101-102)

or

Biology 201 or 202 (with proficiency)

Biology 301 or 318 (following Biology 105-106, if taken first year)

Chemistry 201 or

Chemistry 205-206

*Third Year**Division B*

Biology 340

Biology 302 or 402

Physics 101-102 or 103-104

Fourth Year

Biology 330

Biology 410, 425, 428 or 485

Biology 360

Division A

Biology 340

Biology 302 or 402

Biology 330

Biology 410, 425, 428 or 485

Biology 360

Physics 101-102 or 103-104

ELEMENTARY EDUCATION*First Year*

Biology 101-102 or 105-106

or

Physical Science 101-102

Third Year

Biology 301 or 350

Biology 340

Biology 330

Second Year

Biology 105-106

or

Biology 201-202 (following Biology 101-102)

or

Physical Science 101-102

Fourth Year

Biology 216 or 318

Biology 325 or 360

Biology 302, 312, 402 or 410

Biology Minor**A. LIBERAL ARTS OR SECONDARY EDUCATION CURRICULUM****21 credit hours***First Year*

General education requirement in science:

Preferred in the following order:

1. Chemistry 2. Physics 3. Biology 4. Physical Science

Second Year

Biology 105-106

or

Biology 201-202

Third Year

Biology 301 or 302

Biology 216 or 318

Fourth Year

Biology 330

Biology 325 or 360

B. ELEMENTARY EDUCATION CURRICULUM 18 credit hours*First Year*

General education requirement:

Preferably biology or chemistry.

Second Year

Biology 105-106

or

Biology 201-202

Third Year

Biology 301 or 302

Biology 216 or 318

Fourth Year

Biology 325 or 360

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 . . . 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

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

Associate Instructors of Medical Technology (all at Rhode Island Hospital): Enold Dahlquist Jr., M.D., Tufts University Medical School; Herbert Fanger, M.D., New York Medical College; H. F. Martin, Ph.D., Boston University; George Meissner, M. D., Queens University; Charles Pan, M.D., Taiwan University Medical College; Andrew Platthy, M.D., University of Budapest; Raymond Young, Ph.D., Yale University.

Cooperating Instructors of Medical Technology (all at Rhode Island Hospital): Mary Jane Abeel, M.T. (ASCP), B.S., Regis College; Bethia Clarke, M.T. (ASCP), B.S., University of Rhode Island; Audrey Forrest, M.T. (ASCP), B.S., College of William and Mary; Dorothy Gauthier, M.T. (ASCP), B.S., University of Porto; Charles George, B.S., Indiana University; Joan Hologgitas, M.T. (ASCP), M.A., Boston University; Constance Moehring, M.T. (ASCP), B.S., Temple University; Mrs. William Palmisciano, M.T. (ASCP), B.S., Our Lady of the Elms; Paula Revette, M.T. (ASCP), B.S., Springfield College; Dorothy Saccoccia, B.S.S., Bryant College; Joan Weathers, B.S., University of Rhode Island.

The college offers a bachelor of science degree program in medical technology in affiliation with the Rhode Island Hospital School of Pathology. 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.

Program of studies*First year:***Semester 1**

	Cr. Hours
Mathematics 101	3
English 101	2
Language	3
Biology 105	4
Chemistry 103	4
Physical Education	1
	<hr/>
	17

*Second year:***Semester 1**

Physics 101	3
Psychology 200	3
Humanities 103	3
Chemistry 205	4
Speech 101	1
Physical Education	$\frac{1}{2}$
	<hr/>
	14 $\frac{1}{2}$

*Third year:***Semester 1**

Biology 431	4
Biology 410	4
Social Science	3
Humanities 105	3
Electives	3
	<hr/>
	17

Total 34 credits**Semester 2**

	Cr. Hours
Mathematics 102	3
English 102	2
Language	3
Biology 106	4
Chemistry 104	4
Physical Education	1
	<hr/>
	17

Total 29 credits**Semester 2**

Physics 102	3
Art or Music	3
Humanities 104	3
Chemistry 206	4
Speech 102	1
Physical Education	$\frac{1}{2}$
	<hr/>
	14 $\frac{1}{2}$

Total 34 credits**Semester 2**

Biology 435	4
Biology 485	4
Humanities 106	3
Electives	6
	<hr/>
	17

Fourth year:

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

Course Descriptions

For course offerings in biology, refer to page 158.

The Department of Biology also offers the following courses in Education, found in the course listings beginning on page 169.

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, and faculty is drawn from that department. See the department description for further information on physical science, page 111.

An 18-hour minor is offered in chemistry. Requirements are: Chemistry 103-104, 201 and 302, and Physics 103-104.

In both the physics and the chemistry minors a student should plan to meet his general education requirements with six hours from either Chemistry 103-104 or Physics 103-104. Also, the student should plan to include all necessary prerequisites for the various courses in his program of studies. It is strongly recommended that all students planning to take the minor confer with the chairman of the Department of Physical Sciences.

Course Descriptions

For course offerings in chemistry, refer to page 165.

DEPARTMENT OF COUNSELOR EDUCATION

Professor Calia (chairman); Assistant Professors Perkins, Tamagini and vonSander.

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 199.

ECONOMICS

Professor Lundberg; Assistant Professors Markiewicz and P. R. Moore; Instructor Premus.

A regular rotation of courses is given in economics by the Department of Social Sciences. Economics 201 or 202 meets the requirement for social science in general education and serves as the prerequisite for advanced courses in economics.

Minor in Economics

The Department of Social Sciences offers an 18-hour minor in economics. Economics 201 and 202 are required. Next in sequence, a student selects two interdisciplinary courses, while at the third level a choice is made of six hours of the 300 or 400 level economics courses, other than Economics 302.

Introductory—Level One: Economics 201 and 202.

Interdisciplinary—Level Two: six hours to be selected from the following
Geography 311, History 348, Social Science 310, Social Science 311,
Social Science 315, Economics 302.

Economics Policy—Level Three: select six hours from Economics 301,
303, 304, 321 or 322.

Course Descriptions

For course listings in economics, refer to page 167.

For further information, including interdisciplinary social science courses, refer to Department of Social Sciences, page 249.

History 348: Economic History of the United States (3 semester hours), listed under the Department of History, may be taken for additional credit in economics.

EDUCATION

See Department of Elementary Education or Department of Secondary Education.

DEPARTMENT OF ELEMENTARY EDUCATION

Professor Emerita Thorp; Professors Campbell, Cooling, Herman, Kyle, McMahon, Munzer (chairman), Passy and Piucci; Associate Professors Hanley and Picozzi; Assistant Professors Chaika, Fox, Jones and Small; Instructors Rinaldi, Roumelis.



The Department of Elementary Education prepares students to teach in the elementary grades. Upon graduation, students who take the elementary education program are eligible for the Rhode Island provisional elementary certificate, which is valid for six years and authorizes the holder to teach in grades kindergarten through 8, except where grades 7 and 8 are part of a junior or senior high school. Students who wish to teach kindergarten through grade 2 should take the early childhood education program. Elementary majors who minor in special education are eligible to teach elementary classes and either the mentally retarded, the emotionally disturbed or the orthopedically handicapped.

The curriculum in elementary education includes 62 semester hours of required general and liberal education (the 48 hours required of all Rhode Island College students and 14 more which are particularly important for elementary teachers), 30 hours in a professional sequence, a 30-hour major or an 18-hour minor, and electives to make a total of 126-128 hours for graduation. For the Bachelor of Arts degree, a student takes 30 hours in an academic major and six hours of electives. For the Bachelor of Science degree, a student takes 18 hours in a minor and 18 hours of electives. Because most elementary teachers teach several subjects, the B.S. in Ed. degree program is usually more appropriate, but elementary majors who wish to pursue a particular subject in depth should take the program leading to the Bachelor of Arts degree.

Academic majors for Bachelor of Arts degree candidates in elementary education are available in biology, English, French, history, mathematics and social science. Minors for B.S. in Ed. degree candidates are available in anthropology, art, biology, chemistry, economics, English, French, geography, history, mathematics, music, political science, physics, psychology, social sciences, sociology, Spanish, special education, and speech-theater. Special requirements for majors or minors are determined by the departments which offer them.

The Master of Education degree in elementary education and the Master of Arts in Teaching (elementary education) are also offered. The Master of Education in elementary education is open only to teachers who hold a Rhode Island elementary teacher's provisional certificate or a certificate for the state in which they teach. There are two Masters of Arts in Teaching programs at Rhode Island College. One is for certificated teachers and the other is for students who would like to earn an

elementary teaching certificate and a master's degree. The emphasis in the Master of Education degree and the Master of Arts in Teaching degree for non-certificated students is upon professional studies. The emphasis in the Master of Arts in Teaching program for certificated teachers is on academic studies.

There is also an Intensive Teacher Education program designed to prepare college graduates for teacher certification. Holders of bachelor degrees who are suited by character, ability and personality for teaching are encouraged to apply. In brief, this program consists of eighteen hours of appropriate professional courses plus student teaching.

Further information concerning the advanced degree programs and the Intensive Teacher Education program may be found under Division of Graduate Studies and in the Graduate Catalog.

The Department of Elementary Education also sponsors an accelerated program for selected students which leads to a bachelor's degree and elementary teacher certification after four summers and three academic years of work. In effect, it enables some students to start teaching one year sooner than would otherwise be possible.

The following patterns indicate the normal sequence of courses for students enrolled in an undergraduate elementary education program. Slight variations are necessary for students taking certain majors or minors. These variations are indicated in the departmental descriptions concerned. At the end of the freshman year, students are assigned to A or B sections to facilitate subsequent placement and supervision of student teachers in public schools.

Curriculum in Elementary Education, Division A

First Year

	Cr. Hours		Cr. Hours
English 101:		English 102:	
Freshman English	2	Freshman English	2
Speech 101: Fundamentals of Speaking	1	Speech 102: Fundamentals of Speaking	1
Humanities 103: Western Culture	3	Humanities 104: Western Culture	3

Language	3	Language	3
Science*	3	Science*	3
Mathematics	3	Mathematics	3
Physical Education 101 or 103	1	Physical Education 102 or 104	1
	<u>16</u>		<u>16</u>

Second Year

Psychology 200: General Psychology	3	Education 201: Psychological Foundations of Education	3
Humanities 105: Western Culture	3	Humanities 106: Western Culture	3
English 210: Children's Literature	2	Science*	3
Physical Education 201	$\frac{1}{2}$	Physical Education 202	$\frac{1}{2}$
Art 201: Visual Arts in Society	3	Education 342: Methods and Materials in Physical Education	2
Major, minor or elective	6	Geography 201: Introduction to Geography	3
Piano Ia or IIa	..	Major, minor or elective	3
(Early child, majors only)		Piano Ib or IIb	..
		(Early child, majors only)	
	<u>17$\frac{1}{2}$</u>		<u>17$\frac{1}{2}$</u>

Third Year

Education 305 or 306: Practicum	6	Education 320: Student Teaching	9
Education 340: Methods and Materials in Art Ed	2	Education 300: Social Foundations of Education	3
Education 341: Methods and Materials in Music Ed.	2	Major, minor or elective	3
Major, minor or elective	6		
	<u>16</u>		<u>15</u>

Fourth Year

Education 302: Philosophical Foundations of Education	3	History 203: U.S. History	3
Social Science**	3	Music 201: Survey of Music	3
Major, minor or elective	9	Major, minor or elective	9
	<u>15</u>		<u>15</u>

Curriculum in Elementary Education, Division B*First Year*

	Cr. Hours		Cr. Hours
English 101: Freshman English	2	English 102: Freshman English	2
Speech 101: Fundamentals of Speaking	1	Speech 102: Fundamentals of Speaking	1
Humanities 103: Western Culture	3	Humanities 104: Western Culture	3
Language	3	Language	3
Science*	3	Science*	3
Mathematics	3	Mathematics	3
Physical Education 101 or 103	1	Physical Education 102 or 104	1
	<u>16</u>		<u>16</u>

Second Year

Psychology 200: General Psychology	3	Education 201: Psychological Foundations of Education	3
Humanities 105: Western Culture	3	Humanities 106: Western Culture	3
Physical Education 201	$\frac{1}{2}$	Science*	3
Geography 201: Introduction to Geography	3	Physical Education 202	$\frac{1}{2}$
Major, minor, or elective	6	English 210: Children's Literature	2
Piano Ia or IIa	..	Art 201: Visual Arts in Society	3
(Early child, majors only)		Major, minor, or elective	3
		Piano Ib or IIb	..
		(Early child, majors only)	
	<u>16$\frac{1}{2}$</u>		<u>17$\frac{1}{2}$</u>

Third Year

Education 342: methods and materials in Physical Education	2	Education 305 or 306: Practicum	6
History 203: U. S. History	3	Education 340: Methods and Materials in Art Education	2
Music 201: Survey of Music	3	Education 341: Methods and Materials in Music Education	2
Major, minor, or elective	9	Major, minor, or elective	6
	<hr/>		<hr/>
	17		16

Fourth Year

Education 320: Student Teaching	9	Education 302: Philosophical Foundations of Education	3
Education 300: Social Foundations of Education	3	Social Science**	3
Major, minor or elective	3	Major, minor or elective	9
	<hr/>		<hr/>
	15		15

* *Biology 101-102 or 105-106 and Physical Science 105, or Physical Science 101-102 and Biology 103.*

** *Social Science 301, or any 200 course in anthropology, economics, political science, or sociology.*

Course Descriptions

For course offerings in this area, refer to the listing of courses in education, page 169.

The following courses in administration are also offered by the Department of Elementary Education. Course descriptions will be found on page 151.

Administration 500: The Elementary School Principalship	3 semester hours
Administration 510: Organization and Administration of Elementary Education	3 semester hours
Administration 560: Seminar in Educational Administration	3 semester hours

DEPARTMENT OF ENGLISH

Professor Emeritus Thompson; Professors Bloom, Comery, Sullivan, White (chairman) and Willard; Associate Professors Allison and Salzberg; Assistant Professors Anghinetti, Bains, Coleman, Ducey, Elkind, Estrin, Gunning,² Hoffman, Lash, McSweeney, Rosenthal, Salesses,² Scott, Stenberg,¹ Turley and Votoras; Instructors Cushman, Fierichs, Geiersbach, Hilt, Leibert, LeMaire, Lenz,³ Mulligan, Orsini, Patrucco and Schenck, Lecturer M. Ballinger.

English 101-102 and Humanities 103-104-105-106 fulfill the general education requirements in English.

The Department of English offers a major of 30 hours for liberal arts students, secondary education students preparing to teach in senior high school and elementary education students; a major of 27 hours for secondary education students preparing to teach in junior high school; and a minor of 18 hours for students in all curriculums.

The major for liberal arts and elementary education students includes English 231, 331, 342 and 361; at least two courses from those numbered 306-310; one course from those numbered 301-303; one course from those numbered 321-323; and two further courses numbered in the 300's.

The major for secondary education students preparing to teach in senior high school is the same as the above with the following exception: it must include English 332 or 333 in place of 361 or one of the elective 300 courses.

The major for secondary education students preparing to teach in junior high school is the same as the above but does not include English 361 and requires English 332 or 333 in place of one of the elective 300 courses.

The minor includes English 231 and 342; one course from those numbered 306-310; one from those numbered 321-323; one from those numbered 331-333; and one further course from those numbered in the 300's.

English 231 should be taken in the sophomore year, English 342 in the junior or senior year and English 361 (where it is required) in the senior year.

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. The program requires 30 hours of work in English beyond general education, of which six are devoted to two seminars in the junior year, and six to a tutorial and a writing project in the senior year. 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. Details are worked out in consultation with advisers from the Division of Graduate Studies and the Department of English.

Course Descriptions

For course offerings in English, refer to page 184.

The following courses, listed under Education (see page 169), 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

¹ On leave, fall semester, 1968.

² On leave, spring semester, 1969.

³ On leave, academic year, 1969-69.

DEPARTMENT OF FOUNDATIONS OF EDUCATION AND PHILOSOPHY

Professors Benjamin, Howell (chairman) and Lieberman; Assistant Professors Avenill, Blanchard, Shimahara and Williston; Instructor Schlosser.

The college offers a three-course sequence in the foundations of education: psychological, social and philosophical.

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

Each student in a professional curriculum normally takes psychological foundations (Education 201) in the second semester of the sophomore year, social foundations (Education 300) in his junior year, and philosophical foundations (Education 302), in his senior year. Permission of the department chairman 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: Problems of Philosophy, but this is not a requirement.

Course Descriptions

For course offerings in this area, refer to the listing under Philosophy, page 235.

The Department of Foundations of Education and Philosophy also offers the following courses listed under Education (see page 169):

Education 300: Social Foundations of Education		3 semester hours
Education 302: Philosophical Foundations of Education		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

FRENCH

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 103.

A major of 30 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 30 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 18 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 18 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 this curriculum may achieve a major in French by adding to the above minor French 360 and nine hours of literature from the 300 courses.

Students in elementary education should also take Education 312. If they are pursuing the 30-hour major in French, they may substitute Education 312 for one of the literature courses. However, if they are pursuing the 18-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	6	6
French 360	3	
French 240 or above	21	12
	<hr/> 30	<hr/> 18

<i>Secondary Education</i>		
French 201 and 202	6	6
French 300	3	3
French 360	3	
French 240 or above	18	9
	<hr/> 30	<hr/> 18

<i>Elementary Education</i>		
French 201 and 202	6	6
French 300	3	3
French 360	3	
French 240 and above and Ed. 312	18	9*
	<hr/> 30	<hr/> 18

* 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 191.

GEOGRAPHY

Professor Wright; Associate Professor Smolski;¹ Assistant Professors Nebiker and R. Sullivan.

The minor, offered by the Department of Social Sciences, includes Geography 201: Introduction to Geography as a prerequisite and Geography 205: Physical Geography. In addition, five courses are chosen, three from one group and two from the other, as listed below.

Group I

Geography 301
Geography 302
Geography 303
Geography 304
Geography 305

Group II

Geography 310
Geography 311
Geography 312
Geography 313
Geography 314

Minors normally take Geography 201 in the fall and Geography 205 in the spring of their sophomore year. The five other courses from Group I and Group II may be selected by choice and as the sequence of presentations permits. (Note that Geography 201 is the prerequisite of all other courses in geography.)

One interdisciplinary course may be credited in Group I or Group II with the adviser's approval.

For complete information concerning offerings in the social sciences, refer to page 122.

Course Descriptions

For course offerings in geography, refer to page 196.

¹ On leave, academic year, 1968-69.

GUIDANCE

See Department of Counselor Education.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Professor Melcer;¹ Associate Professors Baird and Burrill; Assistant Professors Bogda, Brightman, Hlavsa, Mines (chairman), P. J. Moore and Poretz; Instructors Carlson, Champion, Ginsburg, Green and Taylor.

Physical education courses numbered 301 or higher are electives designed primarily to strengthen the program in elementary education. However, 18 hours of such electives are available to all students, whether or not they are enrolled in elementary programs.

Course Descriptions

For course offerings in this area, refer to the listings under physical education, page 236.

The following course, listed under Education, is also offered by the Department of Health and Physical Education:

Education 342: Methods and Materials in Physical Education (3) 2 semester hours

The following courses in health, listed under School-Nurse Teacher Education, are offered by the Division of Graduate Studies:

Health 320: Public Health Nursing	3 semester hours
Health 321: Nutrition	3 semester hours
Health 322: School Nursing	3 semester hours
Health 323: Practicum in School Nursing	3 semester hours

Course descriptions may be found on page 204 of this catalog.

¹ On leave, fall semester, 1968.

DEPARTMENT OF HISTORY

Professor Emerita Connor; Professors Ballinger, Santoro,² Shinn and Walsh; Associate Professor Lewalski (chairman); Assistant Professors Browning, Cooke, Dashew,¹ Dostourian, Lemons, Marks, Mignard, Ommen, Patrucco,¹ Pyle, Rosen, Sippel and N. Smith; Instructors Danos, Marshall and Tezeszczenko.

The Department of History offers a major of 30 hours. For liberal arts and secondary education students, 12 hours of cognate work are required; for elementary education students, 12 hours of cognate work are recommended. A minor of 18 hours is available. Courses offered by the Department of History are an integral part of the junior high school program in social science and English which is described under offerings in the social sciences. An honors program is offered for superior students who are majors in history. The Department of History offers work for graduate students leading to the degree of Master of Arts in Teaching. This program is described in full in the Graduate Catalog and in brief below.

The major includes History 201-202; six hours in the history of the non-Western world selected from History 207, 307, 308, 211, 311, 312; 15 hours selected from history courses at the 300-level including six hours from History courses numbered 301-303, 315-321, 325, 331-333; and three hours of seminar, either History 361 or 362. The cognate requirement or recommendation may be met in either of the following ways: (1) six hours in each of two fields selected from anthropology, economics, geography, philosophy, political science or sociology; or (2) a minor in social sciences or in any single social science discipline. The 300-level courses include Social Science 310 and Social Science 311.

The Department of History offers work each semester in each group of courses: ancient and European history, history of the non-Western world, United States history, history of Latin America, and seminars.

Introductory or prerequisite courses are offered every semester. Sophomore standing or consent of the department chairman is prerequisite for 300-level courses in ancient and European history. All 300-level courses in United States history and non-Western history require the appropriate 200-level course as prerequisite. Note that the two courses

¹ On leave, fall semester, 1968

² On leave, spring semester, 1969

which comprise the non-Western history requirement for majors should normally be taken in the same cultural area.

A recommended sequence for the history major:

	<i>Second Semester</i>
	<i>Second Year</i>
History 201	History 202
Non-Western History (choice)	Non-Western History (choice)
	<i>Third Year</i>
History (choice)	History (choice)
History (choice)	History (choice)
Cognate	Cognate
	<i>Fourth Year</i>
*History (choice)	*History (choice)
Cognate	Cognate

* The seminar, History 361 or 362, should normally be taken here.

The minor includes History 201-202; six hours of work selected from history courses numbered 301-303, 315-321, 325, 331-333; and six hours selected from courses at the 300-level. The 200-level non-Western history courses may be counted toward the minor requirement.

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 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 those 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 elective. For all candidates, History 501, either History 561 or History 562, and a master's essay (without credit) are required.

Course Descriptions

For course offerings in history, refer to page 205.

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

HUMANITIES PROGRAM

Assistant Professor Anghinetti (chairman).

Staff is drawn primarily from the English and history departments.

The program in humanities offers four consecutive general education courses required of all students. These are interdepartmental courses specially designed to integrate main historical developments and cultural themes in Western civilization and to provide students with a common base of experience through their reading and discussion of masterpieces of Western culture.

The selection of works, movements and institutions considered is not intended to survey or introduce traditional bodies of knowledge, but to provide experience with how Western man has met his responsibility to choose and create and to provide a basis for discussion of man's continuing quest for the good society and the good life.

Course Descriptions

For course offerings in humanities, refer to page 214.

DEPARTMENT OF INDUSTRIAL ARTS EDUCATION

Professor King (chairman); Assistant Professors Bzowski, Foster and O'Shea; Instructor Robert.

In September, 1959, Rhode Island College instituted a program to prepare teachers in junior and senior high school industrial arts. The program recognized 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 the acquisition of the needed technical skill and knowledge through laboratory experiences. Since drafting, basic design and the graphic arts are the media of communication in industrial arts, extensive work is offered in these areas.

The student preparing for a Bachelor of Science in Industrial Arts Education must fulfill all the general education requirements except the one in foreign languages. In addition, he must complete the 23-hour sequence in professional education for secondary school teachers and 21 hours of academic electives.

For a detailed curriculum in industrial arts education, refer to page 62.

The Department of Industrial Arts Education also administers the program leading to the degree of Bachelor of Science in Industrial-Vocational Education. Offered through the Division of Graduate Studies to teachers in service, the program is outlined briefly later in this catalog and described in full in the Graduate Catalog.

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

	First Semester		Second Semester	
	First Year		Second Year	
	Cr. Hours		Cr. Hours	Cr. Hours
Ind Arts 170: Electricity I	3	Ind. Arts 231: Crafts I		3
Ind. Arts 130: Basic Design	2	Ind. Arts 190: Power Mechanics I		3
Ind. Arts 110: Technical Drawing I	2			

Second Year

Ind. Arts 140: Woodworking I	3	Ind. Arts 241: Woodworking II	3
Ind. Arts 211: Technical Drawing II	2	Ind. Arts 100: Theory and Organization of Industrial Arts	3
Ind. Arts 120: Graphic Arts I	3		

Third Year

Ind. Arts 180: Metalworking I	3	Ind. Arts 281: Metalworking II	3
Ind. Arts 116: Architectural Drawing I	2	Education 308 Ind. Arts Practicum	4

Fourth Year

Ind. Arts 342: Woodworking III or		Ind. Arts 312: Technical Drawing III or	
Ind. Arts 382: Metalworking III	3	Ind. Arts 217: Architectural Drawing II	2

Course Descriptions

For course offerings in industrial arts, refer to page 215.

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

Education 308: Practicum in Industrial Arts Education	3 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 Whitman; Associate Professors Nazarian and O'Regan; Assistant Professors Bloom, Champlin, Games,¹ Guillotte, Hall, Rodrigues, Salhany, A. Smith and Sousa; Instructors Kiley, O'Connell, Schiller and Tedeschi.

One year of mathematics is required of all undergraduates as part of general education. 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 101, Mathematics 102 and Mathematics 211, and other courses if necessary. At the discretion of the department, this evaluation may be based on special examinations or on 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. They are deemed to have satisfied that much of the general education requirement in mathematics, to a maximum of six semester hours.

Students granted, in writing by the chairman of the department, proficiency in any other courses countable toward the mathematics major shall receive credit toward graduation for such courses provided that proficiency is confirmed either by formal examination in the Advanced Placement Program (see page 24) or by passing with grade C or better the next course in sequence.

General Education

Three alternate programs in mathematics are open to freshmen: Mathematics 101-102; Mathematics 103-104; and a one-semester program, Mathematics 107. Each of these programs satisfies the general education requirement in mathematics. Students entering with minimum preparation in mathematics take Mathematics 101-102. Students with better preparation, but not qualifying to omit courses by proficiency, are placed in Mathematics 101-102 or in Mathematics 103-104, depending on entrance records and their choice of curriculums. Students successfully completing Mathematics 107 receive three earned credits and three proficiency credits toward graduation.

¹ *On leave, fall semester, 1968.*

Students going on in mathematics normally follow Mathematics 103-104 or Mathematics 107 by Mathematics 212; students taking Mathematics 101-102 follow with Mathematics 211 and then Mathematics 212, subject to credits for proficiency.

Major and Minor

The Department of Mathematics offers a major of 30 hours, plus six hours of cognate subjects beyond general education, for liberal arts students and secondary education students. Elementary education students may take the major without the cognates. A minor of 20 hours is offered for liberal arts students and students preparing to teach in junior high school, and a minor of 18 hours for elementary education students.

Admission to either a major or a minor in mathematics requires a grade index of 2.00 (that is, C) or better in freshman mathematics courses. Irregular cases, such as misplacement between Mathematics 101 and Mathematics 103, are evaluated by the department chairman. To continue in the major or minor a student must have, at the end of the sophomore year, a cumulative index in mathematics courses of at least 1.69 (1.64 for the minor for elementary education students). Students meeting these minimum requirements but having a cumulative index less than 2.00 in mathematics courses at any time are doubtful prospects for success in this field and should consult their advisers about the wisdom of continuing.

The major includes Mathematics 212, 313, 314, 324 or 326, 333, 334, 341, and six hours elected from other mathematics courses at the 300- or 400-level excluding Mathematics 340. Physics 103-104 and Chemistry 103 are required as cognate courses except for elementary education students.

The minor for liberal arts and junior high education students includes Mathematics 212, 313, 324 or 326, 333, 341, and three hours elected from other mathematics courses at the 300-level excluding Mathematics 340. The minor for elementary education students includes Mathematics 211, 331, and 12 hours elected from other mathematics courses at the 200- or 300-level; students who passed Mathematics 103-104 or 107 do not take Mathematics 211, but take Mathematics 331 and 15 hours of other mathematics courses at the 200- or 300-level.

Recommended Sequence of Courses

Students majoring in mathematics normally would have been prepared to take Mathematics 103-104 as freshmen. The recommended sequence of mathematics and related courses, including general education course, is then:

Major in Mathematics

<i>First Semester</i>	<i>First Year</i>	<i>Second Semester</i>
Math. 103		Math. 104
Chem. 103 (4 credits)		
	<i>Second Year</i>	
Math. 212 (4 credits)		Math. 313 (4 credits)
Physics 103 (4 credits)		Physics 104 (4 credits)

(If the rest of the student's schedule permits, it may be better to postpone Physics 103-104 until after Mathematics 212.)

<i>Third Year</i>	
Math. 314 (4 credits)	Math. 324 or 326
Math. 341	Math. elective (Liberal Arts and B divisions of education curriculums)
<i>Fourth Year</i>	
Math. 333	Math. 334
Math. elective (A divisions of education curriculums)	Math. elective

Minor for Elementary Education Curriculum

In the mathematics minor for *elementary education* students, the following sequence of courses is recommended for those students who have not completed Mathematics 211 or 103-104 or 107 before beginning the sophomore year:

<i>First Semester</i>	<i>First Year</i>	<i>Second Semester</i>
Math. 101		Math. 102
	<i>Second Year</i>	
Math. 211		Math. elective (usually Math. 212)

Math. 331 *Third Year*
Math. elective (usually
Math. 324)

Math. elective *Fourth Year*
Math. elective

Minor for Liberal Arts or Junior High School Curriculums

	<i>First Semester</i>	<i>Second Semester</i>
Math. 103	<i>First Year</i> Math. 104	
Math. 212	<i>Second Year</i> Math. 313	
Math. 341	<i>Third Year</i> Math. 324 or 326 (Liberal Arts and B divisions of education curriculums)	

Math. 333 (Liberal Arts and A divisions of education curriculums)	<i>Fourth Year</i> Math. 324 (A divisions of education curriculums) Math. elective
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Master of Arts in Teaching

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

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 53. 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.

Course Descriptions

For course offerings in mathematics, refer to page 218.

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) 3 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 (chairman); Associate Professors Avila, Coons, Couture, Freimanis, Guertin and Tillotson; Assistant Professors Castellucci, Chadwick, Chasse, Mendizabal, Tegu¹ and Thomas; Instructors Gurland, Quirk, Starr and P. Sullivan.

The Department of Modern Languages offers a major in French, a minor in French, a minor in Spanish, and elementary and intermediate courses in German, Italian and Portuguese. A one-year course in Russian is offered as an elective. The major and minor in French are outlined on page 90, and the minor in Spanish on page 129.

The undergraduate program in general education includes one year of a modern foreign language on the intermediate level. This requirement may be met through course work or through demonstration of proficiency in the CEEB examination. Students who give evidence of proficiency in the entrance examination may substitute for the general education courses in modern language either advanced language courses or electives in other academic areas. Students whose high school preparation is insufficient, or whose CEEB scores are low, are

¹ On leave, academic year, 1968-69.

advised to take a summer session course in an elementary modern foreign language before entering Rhode Island College.

All 101-102 language courses are acceptable as a second language elective. They do not fulfill the general education language requirement.

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 191; German, page 199; Italian, page 218; Portuguese, page 244; Spanish, page 254, and Russian, page 249.

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

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

DEPARTMENT OF MUSIC

Professors Buffkins (chairman) and Schwadron; Assistant Professors Bicho, Boberg, Currier, Kent, Pellegrino and R. Smith; Instructors Mack and Poularikas.



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 Education	48 hours
Professional and Music Education	24 hours
Music (Theory, Literature, and Applied)	54 hours
Electives	6 hours

For a detailed curriculum in music education, refer to page 64.

In order to identify students who will be successful in and profit by a program of studies in music education, a demonstration of musical preparation is necessary. In addition to the normal academic requirements for college entrance, an audition representative of the candidate's major applied ability and musical proficiency will be required. Applications and appointments for auditions must be arranged with the chairman, Department of Music.

A minor of 18 hours is offered for students in all curriculums. Of these 18 hours, six are required and should be taken in the following sequence:

Music 203: Elementary Music Theory	3 semester hours
Music 204: Harmony I	3 semester hours

The remaining 12 hours may be elected from courses numbered in the 300's. Students are advised to consult with the department chairman in planning these 12 hours.

Both music education students and minors are required to hold membership in one of the musical organizations of the college, but students in all programs are invited to participate.

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.

Voice and Instrumental Classes

Music 101-108, 1 semester hour:
Music 101 Class Piano I
Music 102 Class Piano II
Music 103 Class Strings II
Music 105 Class Brass
Music 106 Class Woodwinds
Music 107 Class Voice
Music 108 Class Percussion

Group instruction involving the study of techniques, interpretation and repertoire in piano, woodwinds, strings, brass, percussion and voice is required of all music education students. These studies prepare the music educator with the broad background necessary for diverse areas of applied instruction in the public schools.

Whenever possible, the Department of Music will provide instruments for student use or help to make appropriate arrangements for rentals. Before graduation, students must demonstrate to the music faculty sufficient keyboard skill: (1) to play simple four-part chorales; (2) to harmonize simple melodies in a variety of styles; (3) to improvise harmonic and melodic folk materials in different keys.

Musical Organizations

Music 181-183, 1 semester hour:
Music 181 Choir
Music 182 Wind Ensemble
Music 183 Orchestra

Students in the music education curriculum are required to participate in at least one musical organization—choir, orchestra, wind ensemble—throughout the four years of study (excluding the semester of student teaching). Since this is a necessary laboratory experience for the major, one credit hour for each semester is permitted. While participation in more than one major organization (or in various other musical ensembles) is recommended, only one organization will receive credit. Qualified students who are not concentrating in music are invited to participate without credit.

Sequence of Study in Music Education

First Year

I		II	
	Credit		Credit
English 101	2	English 102	2
Speech 101	1	Speech 102	1
Humanities 103	3	Humanities 104	3
Mathematics	3	Mathematics	3
Science	3	Science	3
Physical Education	1	Physical Education	1
Applied Music	1	Applied Music	1
Music 101	1	Music 102	1
Music Organization	1	Music Organization	1
	<hr/> 16		<hr/> 16

Second Year

I		II	
	Credit		Credit
Psychology 200	3	Education 201	3
Humanities 105	3	Humanities 106	3
Language	3	Language	3
Physical Education	$\frac{3}{2}$	Physical Education	$\frac{3}{2}$
Music 201	3	Music 204	3
Music 203	3	Music Literature	3
Applied Music	1	Applied Music	1
Music 103	1	Music 104	1
Music Organization	1	Music Organization	1
	<hr/> 18 $\frac{1}{2}$		<hr/> 18 $\frac{1}{2}$

Third Year

I		II	
	Credit		Credit
Education 309	6	Education 300	3
Art 201	3	Music 306	3
Music 320	3	Music Literature	3
Music Literature	3	Elective	3
Music 331 (conducting)	1	Applied Music	1
Applied Music	1	Music 106	1
Music 105	1	Music 107	1
Music Organization	1	Music Organization	1
	<hr/> 19		<hr/> 16

Fourth Year

I		II	
	Credit		Credit
Education 324	9	Education 361	1
Education 302	3	Social Science	3
Elective	3	Music 307	3
Applied Music	1	Music 321	3
		Elective	3
		Applied Music	1
		Music 108	1
		Music Organization	1
	<hr/> 16		<hr/> 16

Schedule of Fees

Fees for applied music (music education students) will be arranged by one of the following plans:

1. The student will be charged, by the college, an applied music fee of \$70 per semester credit (14 lessons @ \$5). Private instruction will then be scheduled with a member of the music faculty.
2. The student may be granted approval for continuing lessons with a qualified instructor who is not a faculty member. All off-campus study must be approved, supervised, and evaluated by the Department of Music.

Course Descriptions

For course offerings in music, refer to page 229.

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 361: Senior Seminar in Music Education	(2) 1 semester hour
Education 424: Music in the Elementary School	3 semester hours

PHILOSOPHY

See Department of Foundations of Education and Philosophy.

PHYSICAL EDUCATION

See Department of Health and Physical Education.

**DEPARTMENT OF PHYSICAL SCIENCES**

Professors Leonelli and Meinhold (chairman); Associate Professors Borst, Laferriere,¹ O'Keefe and W. White; Assistant Professors Deckey and Peterson; Instructors Gardiner and Viens.

¹ *On leave, academic year, 1968-69.*



The Department of Physical Sciences offers first-year courses in chemistry, physics and physical science that fulfill the science requirement in general education. As indicated below, students planning to enroll in certain of the major curriculums are required to take specific science and mathematics courses in meeting general education requirements.

Only those students achieving an average of C or better in the general education courses in mathematics are permitted to take programs in this department. To continue in these curriculums beyond the second year, the student must achieve a cumulative index of not less than 1.69 in all mathematics courses he has taken. Teacher education candidates are assigned to student teaching in the seventh semester.

The department offers four programs: majors in physical science and general science, and minors in physics and chemistry.

Physical Science Major

The physical science major is designed to prepare teachers of chemistry and/or physics for the senior high school. Graduates of Rhode Island College who successfully complete this curriculum meet Rhode Island State Department of Education certification requirements for both sciences.

The required course work for the physical science major includes: Chemistry 103-104, 201 and 302; Physics 103-104, 301, 303 and 304; and Mathematics 103-104, 212, 313, 314 and 316.

Students planning to major in physical science must elect Mathematics 103-104 and Chemistry 103-104 as freshman general education courses. Those students not qualified to take Mathematics 103-104 should plan to take summer course work in mathematics. The extra course required is Mathematics 211.

Sequence for Physical Science

First Semester

	Cr. Hours
Mathematics 103	3
English 101	2
Humanities 103	3
Modern Language 103	3
Chemistry 103	4
Physical Education 101	1
Speech 101	1

17

Third Semester

Mathematics 212	4
Physics 103	4
Humanities 105	3
Psychology 200	3
Music or Art	3
Physical Education 201	$\frac{1}{2}$

17 $\frac{1}{2}$

Fifth Semester

Mathematics 314	4
Chemistry 201	6
Physics 301	3
Elective	3

16

Seventh Semester

Education 321	9
Elective	3

12

Second Semester

	Cr. Hours
Mathematics 104	3
English 102	2
Humanities 104	3
Modern Language 104	3
Chemistry 104	4
Physical Education 102	1
Speech 102	1

17

Fourth Semester

Mathematics 313	4
Physics 104	4
Humanities 106	3
Social Science	3
Education 201	3
Physical Education 202	$\frac{1}{2}$

17 $\frac{1}{2}$

Sixth Semester

Mathematics 316	3
Physics 303	3
Education 300	3
Education 310	4
Elective	3

16

Eighth Semester

Chemistry 302	4
Physics 304	4
Education 302	3
Education 360	1
Elective	3

15

General Science Major

The general science major is designed to prepare the student to teach general science and mathematics in the junior high school. Students

completing this curriculum meet Rhode Island State Department of Education requirements for teaching general science and mathematics.

The general science major consists of Chemistry 103-104, Biology 105-106, Physics 103-104, and two science electives. The science electives should be chosen from science courses individually and specifically approved by the department head. The general science major also includes the following mathematics courses: 101-102 or 103-104, 211, 212, 313, 324, 333, 358 or 341, and a mathematics elective which counts towards a mathematics major. If the student takes Mathematics 103-104 as his general education course, Mathematics 211 is omitted and he may use these three hours for an elective of his choice. Also, if the student is qualified, he may take Mathematics 326 instead of Mathematics 324.

Sequence for General Science

<i>First Semester</i>		<i>Second Semester</i>	
	Cr. Hours		Cr. Hours
Mathematics 101 or 103	3	Mathematics 102 or 104	3
Chemistry 103	4	Chemistry 104	4
English 101	2	English 102	2
Humanities 103	3	Humanities 104	3
Modern Language 103	3	Modern Language 104	3
Physical Education 101	1	Physical Education 102	1
Speech 101	1	Speech 102	1
	17		17
<i>Third Semester</i>		<i>Fourth Semester</i>	
	Cr. Hours		Cr. Hours
Mathematics 211	3	Mathematics 212	4
Biology 105	4	Biology 106	4
Humanities 105	3	Humanities 106	3
Psychology 200	3	Social Science	3
Music or Art	3	Education 201	3
Physical Education 201	$\frac{1}{2}$	Physical Education 202	$\frac{1}{2}$
	16 $\frac{1}{2}$		17 $\frac{1}{2}$

Fifth Semester
 Mathematics 313 4
 Physics 103 4
 Science elective 3 or 4
 Elective 3

14 or 15

Seventh Semester
 Mathematics 333 3
 Education 321 9

12

Sixth Semester
 Mathematics 324 3
 Physics 104 4
 Education 300 3
 Education 310 3
 Elective 3

16

Eighth Semester
 Mathematics 358 or 341 3
 Mathematics elective 3
 Education 302 3
 Education 360 1
 Science elective 3 or 4
 Elective 3

16 or 17

Physics and Chemistry Minors

The requirements for the physics minor are Chemistry 103-104, and Physics 103-104, 301, 303 and 304.

The requirements for the chemistry minor are Chemistry 103-104, 201 and 302, and Physics 103-104.

In either of these minors, the student should plan to meet his general education science requirements with six hours from either Chemistry 103-104 or Physics 103-104. Also, the student should plan to include all necessary prerequisites for the various courses in his program of studies. It is strongly recommended that all students planning to take either of these minors confer with the chairman of the Department of Physical Sciences.

Course Descriptions

For course offerings in chemistry, refer to page 165; in physics, page 239, and in physical science, page 238.

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

Education 310: Practicum in Secondary Education
 (General Physical Science Section) (5) 4 semester hours

or a minor in psychology take Biology 101 and 102 in their freshman year. Each student who expects to major or minor 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.

The general education requirement in psychology is fulfilled by Psychology 200. Minimum requirements for a minor and major are:

Minor: Mathematics 340, Psychology 206, Psychology 300 or 302, Psychology 301, Psychology 304 or 305 or 306, one elective.

Major: Same as minor, with the addition of Psychology 308, Psychology 369, two electives.

Suggested sequence:

	<i>Second Year</i>
<i>Semester I</i>	<i>Semester II</i>
Psychology 200	Education 201*
Psychology 206	Mathematics 340
	<i>Third Year</i>
<i>Semester I</i>	<i>Semester II</i>
Psychology 304	Psychology 305 or 306
Psychology 300 or 302	Electives
	<i>Fourth Year</i>
<i>Semester I</i>	<i>Semester II</i>
Psychology 301	Psychology 369**
Electives	

Course Descriptions

For course offerings in psychology, refer to page 244.

* Education 201: in professional education sequence.

** Open to minors, as an elective, who have completed the other requirements.

SCHOOL NURSE-TEACHER EDUCATION

For detailed information concerning degree offerings and requirements, refer to the catalog of the Division of Graduate Studies. A program for teachers in service leading to the Bachelor of Science in School Nurse-Teacher Education is offered.

For course descriptions in this area, refer to listings under Health, page 204. These courses are limited to school nurse-teachers and registered nurses desiring to become school nurses.

DEPARTMENT OF SECONDARY EDUCATION

Professors L. Bloom, Houghton, Keefe, King, Larsen, Meinhold (chairman), S. Rollins, Santoro and Stratton; Associate Professors Couture, Lapan, O'Regan and Tillotson; Assistant Professors D. Bloom, Elkind, Guilloite, Lavery, McSweeney, P. R. Moore, Nebiker, Ommen and Turley; Instructor Dickson.

Undergraduates planning to teach at the secondary level can specialize in biology, English, French, general science, history, mathematics, music psychology, social science, sociology, physical science or industrial arts. The major in physical science prepares the student to teach both physics and chemistry. Completion of the general education requirement, the required academic sequence in any major field, and the professional sequence qualifies graduates of Rhode Island College to teach in grades 7 through 12 in the State of Rhode Island.

Because of the way many junior high schools are organized and the greater vocational opportunities at this level, three special programs are available for students interested in teaching in junior high school. These programs are: English-social science, social science-English, and general science. The general science program prepares students to teach both science and mathematics in the junior high school.

Students who intend to become secondary school teachers should examine the specific course requirements for each teaching major. These requirements are usually included with the information about each department. Students should discuss their plans with the chair-

man 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 normal sequence of professional courses for students following the secondary education curriculums. 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

Cr. Hours		Cr. Hours
	<i>Fourth Semester</i>	
	Education 201: Foundations of Education I	3
	<i>Fifth Semester</i>	
	Education 310: Practicum in Secondary Education or	
	Education 308: Practicum in Ind. Arts Education	4
	Education 300: Foundations of Education II	3
	<i>Seventh Semester</i>	
	Education 302: Foundations of Education III	3
	Education 360: Senior Seminar in Secondary Education	1

Division B

	Cr. Hours
<i>Fourth Semester</i>	
Education 201: Foundations of Education I	3

<i>Sixth Semester</i>	
Education 310: Practicum in Secondary Education or	
Education 308: Practicum in Ind. Arts Education	4
Education 300: Foundations of Education II	3

<i>Seventh Semester</i>	
Education 321: Student Teaching in Secondary Schools	9

<i>Eighth Semester</i>	
Education 302: Foundations of Education III	3
Education 360: Senior Seminar in Secondary Education	1

Course Descriptions

For course offerings in this area, refer to the listing of courses in education, p. 169.

The following courses in administration are also offered by the Department of Secondary Education:

Administration 502: School Supervision	3 semester hours
Administration 503: The Secondary School Principalship	3 semester hours
Administration 504: School Finance	3 semester hours
Administration 506: School Plant Planning	3 semester hours
Administration 507: Organization and Administration of Secondary Education	3 semester hours
Administration 508: School Law Problems	3 semester hours
Administration 509: Personnel Problems in Education	3 semester hours
Administration 510: Organization and Administration of Elementary Education	3 semester hours
Administration 560: Seminar in Educational Administration	

Course descriptions for the above courses in administration will be found on page 151.

DEPARTMENT OF SOCIAL SCIENCES

Professors Lindquist, Lundberg and Wright (chairman); Associate Professors Smolski¹ and Winter; Assistant Professors Alam, Blank, Markiewicz, P. R. Moore, Nebiker, Perry,² Profughi, Sullivan and Winner; Instructors Barnes, Behar, Fulmer, Premus and Raboy.

The Department of Social Sciences presents course work in anthropology, economics, geography, political science, sociology and the social sciences. The department offers majors in sociology, social science and a program in social service, and minors in anthropology (page 68), economics (page 80), geography (page 92), political science (page 117), and sociology (page 126), as well as combined minor in social science. In cooperation with the Department of English, the Department of Social Sciences offers a dual social science and English program for the preparation of junior high school teachers. Courses in the single areas noted are given, as well as interdisciplinary offerings.

Social Science Requirement in General Education

Each student must complete a three-hour requirement in social science. There is a choice between an introductory course in one of the social sciences (other than history or geography for elementary education students) or an interdisciplinary course, Aspects of Contemporary Civilization. Under normal circumstances the introductory choice comes in the junior year and the Contemporary Civilization choice in the senior year.

Course choices:

<i>Fall</i>	<i>Spring</i>
Anthropology 201: Introduction to Cultural Anthropology	Anthropology 201: Introduction to Cultural Anthropology
Economics 201: Principles of Economics: Macro-Economics	Economics 202: Principles of Economics: Micro-Economics
Geography 201: Introduction to Geography	Geography 201: Introduction to Geography
Political Science 201: Introduction to Political Science	Political Science 202: American Government
Sociology 201: Introduction to Sociology	Sociology 201: Introduction to Sociology

¹ On leave, academic year, 1968-69.

² On leave, fall semester 1968.

Major in Social Science

A major in social science involves 30 semester hours of work, or 10 courses in the social sciences. For students in liberal arts and secondary education, 12 hours of cognate work in history are required. For students in elementary education, 12 hours of cognate work are recommended. Students who major in social science need to relate their plan to fulfilling the social science requirement in general education (see preceding material) to their plans for the major.

Thus, with 10 courses (30 hours) in the social science major plus one social science course to fulfill general education requirements, the student needs to plan the following distribution of course work through the five disciplines or fields: anthropology, economics, geography, political science and sociology.

- 3 hours One course at the 200 level in one discipline or field, to fulfill the general education requirement.
- 18 hours Two courses each in a second third and fourth discipline or field.
- 12 hours Four courses in a fifth discipline or field, including one course in a seminar format (Social Science 361).

NOTE: The Social Science Seminar (Social Science 361) is to be taken in the senior year, preferably the second semester.

For example, a student who identifies sociology as the discipline or field in which he is most interested plans a sequence of four courses in sociology. If he identifies political science as the discipline or field of least interest, he takes one course in that field to fulfill his requirement in general education. Then he takes two courses each in anthropology, economics and geography.

The cognate requirement or recommendation may be met by taking 12 hours of course work in history, including History 201-202: United States History. Elementary education students who are candidates for the degree of Bachelor of Arts and who are majoring in social science will not take History 203 but will, instead, take History 201-202 and may use one course out of the 10 courses of the social science major to do this.

A recommended sequence for the social science major:

<i>First Semester</i>	<i>Second Semester</i>
	<i>Second Year</i>
History 201 (Cognate)	History 202 (Cognate) Social Science Field 2
	<i>Third Year</i>
Social Science Field 1 or 2 Social Science Field 3 or 4 General Education Requirement in Social Science	Social Science Field 1 or 2 Social Science Field 3 or 4
	<i>Fourth Year</i>
Social Science Field 3 or 4 Social Science Field 4 Cognate	Social Science Seminar Social Science Field 3 or 4 Social Science Field 4 Cognate

Alternate choices allow freedom in selecting desired courses from the sequence listed a year or more in advance by the division.

A semester of student teaching necessitates one semester's requirements to be added elsewhere.

Minors in the Social Sciences

Minors in the social sciences include both a combination minor made up of three fields selected from the five disciplines included in the department and a minor available in any one of the social science fields.

Each one of the minors is 18 hours. Prerequisites must be met in 200 level courses before the choices in advanced courses may be taken. In each minor a course in an interdisciplinary format is acceptable. Students are advised to consult staff members in the various disciplines concerning course selection.

Introductory or prerequisite courses (in the social sciences) are offered every semester. Completion of such courses early in an undergraduate program will allow students to take their choices in advanced courses.

- II. English (27 hours) and social science (21 hours) 48 semester hours
- A. English (27 hours)
(See English department description for specific courses required.)
- B. Social Sciences 6 semester hours
1. History 201-202 6 semester hours
 2. Choice of advanced history courses 3 semester hours
 3. Geography 201 6 semester hours
 4. Social science choices
- Two courses from the fields of anthropology, economics, geography, political science, or sociology. These would be 200 courses, or 300 courses where the prerequisite is met.

Course Descriptions

For course offerings in anthropology, refer to page 153; economics, page 167; geography, page 196; political science, page 241; social science, page 249, and sociology, page 251.

Several courses offered by the Department of Social Sciences, and listed below, will be found under education listings, beginning on page 169 of this catalog:

- Education 310: Practicum in Secondary Education
(Social Studies section) (5) 3 semester hours
- Education 443: Social Studies in Secondary Schools 3 semester hours
- Education 507S: Function of Cooperating Teacher
(Secondary), Social Science 3 semester hours

SOCIOLOGY

Associate Professor Hawkes; Assistant Professors Alam and Blank; Instructors Behar, Jacobs, Raboy and Sigal.

A regular rotation of courses is given in sociology by the Department of Social Sciences. Sociology 201 meets the social science requirement in general education.

The Social Service Program

The social service program is a pre-professional effort to help prepare students for work in the social services in a volunteer or eventual professional capacity. It is designed to provide a base for graduate work in psychology, sociology or in the field of social work and is open only to students in the liberal arts curriculum.

The program includes a major in psychology, sociology or social science, as described in the respective catalog sections. The minors which can be paired as the second part of the program are psychology or sociology. The majors in sociology and social science have cognate requirements which must be taken in addition to the minor.

The third part of the program is two distinctive core courses. The first is a course designed to provide the concepts and philosophy guiding social work in the United States. The second is a work experience under supervision in an institution or agency. These experiences are planned to sharpen goals and help determine vocational and educational directions. The core courses are described under Sociology 320 and Sociology 321.

Curriculum in Social Service:

	<i>Hours</i>
1. General education requirements	48
2. Major-Minor Work:	48-60
a. Psychology major	30
Sociology minor	18
or	
b. Sociology major	30
with cognates	12
Psychology minor	18
or	
c. Social science major	30
with cognates	12
Psychology minor	18
3. Required are	
Social service courses	6
(Sociology 320 & 321)	
4. Electives	12-24

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Major in Sociology

1. Major in Sociology:

The sociology major is open to students in non-teaching programs, except for students in early childhood and elementary education curriculums. Students in secondary education may take sociology as a second major in a double major arrangement, provided that the first major is in a field taught in the secondary schools. For such students, a major in sociology provides an excellent background for community citizenship and volunteer service in their local areas and in the state and nation.

A major in sociology serves those students primarily interested in vocations that include social service, recreation, personnel, corrections, urban re-development at local, state and federal levels. Other students may wish to continue graduate study in sociology for college teaching and/or research. Some may wish to go on to graduate schools in social work. Others will enter graduate schools of education.

The recommended sequence in sociology is: semester 1: Sociology 201; semester 2: 300-level course (301, 303, 304, 306, 307, 308 or 311) and Mathematics 340; semester 3: 309 or 310, another 300 course or an interdisciplinary social science; semester 4: 309 or 310 and another 300 course or social science; semester 5: 300 course or seminar; semester 6: seminar and/or additional 300-level courses. Cognates are taken as desired course is given.

2. Structure of the major:

Sociology may be elected as the major or minor in the social work service program. The cognates for the sociology major must be taken as well as the psychology minor.

Major-Cognates

The major in sociology has 30 credit hours. The requirements are in three parts. (The following core of courses is required.)

Part I: Core Courses

Sociology 201: Introduction to Sociology	3 hrs. (offered every semester)
Sociology 309: Sociology Theories	3 hrs. (to be offered every year)

Sociology 310: Research Methods	3 hrs. (offered every year)
Mathematics 340: Statistics	3 hrs. (offered every semester)
Sociology 360: Seminar	3 hrs. (to be taken in the senior year)

Part II: Elective Choices

The remaining 15 hours must be chosen from the 300- and 400-level courses offered in sociology. Credit toward the major will be given for one interdisciplinary social science course, such a choice is recommended.

Part III: Cognate Requirements

Twelve credit hours of cognate work are required in at least two but not more than three academic disciplines of the social sciences, i.e. anthropology, economics, geography, political science or psychology, or history. The cognates for each student are to be worked out with the approval of an adviser in sociology.

Minor in Sociology

The minor in sociology is 18 hours at two levels. Sociology 201 is required at the 200 level and meets the prerequisite for all other courses in sociology. Fifteen additional hours in sociology are required on the 300 level. Mathematics 340: Statistical Methods, or Mathematics 341: Mathematical Statistics I, is recommended for students expecting to do graduate study in sociology and is acceptable for credit at the second level.

Students planning to take Sociology 309: Sociological Theories, should take Sociology 201 and one other 300-level course as prerequisites.

For further information concerning sociology and the social sciences see Department of Social Sciences, page 122.

Course Descriptions

For course listings in sociology, refer to page 251.

SPANISH

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 103.

A minor of 18 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 minors in the various curriculums are tabulated below:

Liberal Arts

Spanish 201 and 202	6 semester hours
Additional courses above 200	<u>12</u>
	18

Elementary and Secondary Education

Spanish 201 and 202	6
Additional courses above 200*	<u>12</u>
	18

* 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 254.

DEPARTMENT OF SPECIAL EDUCATION

Professors Harshman and Novack;¹ Adjunct Professors Denhoff and Laufer; Associate Professor Bonaventura; Assistant Professors McCormick and Sherlock (chairman).

The Department of Special Education offers a minor of 18 hours in special education which can be achieved in one of three areas: (1) the mentally retarded, (2) the emotionally disturbed or (3) the orthopedically handicapped. The minor in special education is available to students taking the early childhood education or the elementary education program.

The 18-hour minor in special education does not qualify the student for certification in the area of special education. For such certification, students must complete a 24-hour program in special education. This program includes the 18-hour minor, Education 201, and one additional course taken as a free elective which meets certification requirement in special education.

Students taking a minor in one of the above three areas complete the elementary education sequence except that in student teaching, the student has two assignments: (1) one quarter of nine weeks in an elementary school, earning six credits and (2) one quarter of nine weeks in a special education classroom including a seminar conducted by a special education college supervisor, earning an additional six credits.

Students completing a program in special education are eligible for the Rhode Island Provisional Certificate in Special Education. The required courses and recommended sequences in the special education programs include the following courses:

<i>Semester</i>		<i>Cr. Hours</i>
3	Special Education 300, Introduction to Education of Exceptional Children	3
4	Education 201, Psychological Foundations (Required)	3

¹ On leave, spring semester, 1969

Following successful completion of Special Education 300, students will concentrate in one of the following areas:

Mentally Retarded

4	Special Education 301, Psychology of Mental Subnormality	3
5	Special Education 302, Education of Mentally Retarded Children	3
6 or 7	*Special Education 303, Mentally Retarded Student Teaching	6
8	Special Education 311, Education of Mentally Retarded Adolescent	3
	**Special Education 305 or 308 or 409	3

Emotionally Disturbed

4	Special Education 305, Psychology of Behavior Disorders	3
5	Special Education 307, Education of the Emotionally Disturbed	3
6 or 7	*Special Education 303, Emotionally Disturbed Student Teaching	6
8	Special Education 308, Psychology of the Orthopedically Handicapped	3
	**Special Education 301 or 409	3

Orthopedically Handicapped

4	Special Education 308, Psychology of Orthopedically Handicapped	3
5	Special Education 309, Education of Orthopedically Handicapped	3
6 or 7	*Special Education 303, Orthopedically Handicapped Student Teaching	6
7	Special Education 410, Medical Aspects of Physical Disability	3
	**Special Education 301 or 305 or 409	3

Course Descriptions

For course offerings in special education, refer to page 257.

* Special Education minors are enrolled for six semester hours of Special Education 303 and six semester hours of Education 320 concurrently.

** Special Education elective required for certification but not for the minor; can be taken any semester during junior or senior year.

DEPARTMENT OF SPEECH AND THEATRE

Professor Cabbage (chairman); Associate Professors Graham² and Healey; Assistant Professors Hutchinson, Joyce,¹ Kuemmerle, E. Perry and E. Smith; Instructors Buglio, Trent and Wiggin.

¹ On leave, fall semester, 1968.

² On leave, spring semester, 1969.



A minor of 18 hours in speech and theatre is available for students in all curriculums. The minor for liberal arts students includes Speech 201, 202, and 12 hours of electives.

The minor for students in the elementary and secondary school teaching curriculums includes Speech 201, 202, 203 and nine hours of electives. Speech 201 is a prerequisite for admission to Speech 301 and Speech 307. Speech 203 is a prerequisite for admission to Speech 308. Each student in the minor must complete a non-credit requirement by participating in an approved activity or major production in at least one of the following areas: adult or children's play, choric speech, reader's theatre, interpretive reading, debate, or discussion.

General Education

Speech 101-102: Fundamentals of Speaking is a general education course required of all undergraduates and is not pertinent to a speech-theatre minor. This requirement may be met through course work or through demonstration of proficiency in an oral examination administered by the Department of Speech and Theatre. Application for such an evaluation should be made to the chairman of the Department of Speech and Theatre during Freshman Orientation or such other time as designated by the chairman.

Students whose proficiency is approved in writing by the chairman of the Department of Speech and Theatre are deemed to have satisfied the general education requirement in speech and may forgo Speech 101 and 102.

Course Descriptions

For course offerings in speech, refer to page 261.

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

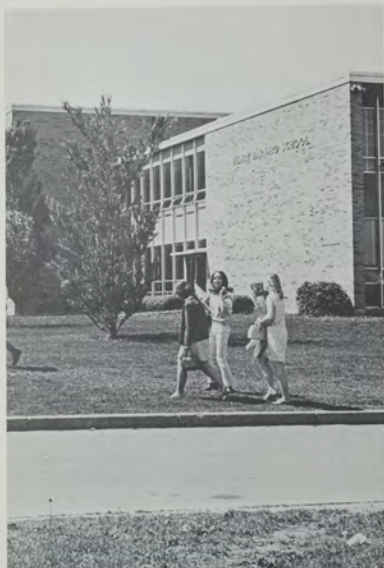
VOCATIONAL EDUCATION

For detailed information concerning degree offerings and requirements in this area, refer to the catalog of the Division of Graduate Studies, Rhode Island College. The college offers a program for teachers in service leading to the Bachelor of Science in Vocational-Industrial Education.

Courses in vocational education are administered by the Department of Industrial Arts Education. For course descriptions, refer to page 264. These courses are limited to teachers in service.

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

OTHER FACILITIES AND PROGRAMS



HENRY BARNARD SCHOOL

Associate Professor Hasenfus, principal.

The Henry Barnard School, which enrolls children from the pre-school level through sixth grade, serves as the campus laboratory school for Rhode Island College. As well as providing an on-campus elementary classroom experience 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.

CHILDREN'S SCHOOL

Associate Professor Lavallee; Assistant Professors Feldman, Merenda and Whipple; Instructors Monti and Vooght.

ELEMENTARY SCHOOL

Associate Professors Colton and Kelly; Assistant Professors Baxter, Carey and Miley; Instructors Ervanian and Romano.

SPECIAL SUBJECTS

Associate Professor Mullaney (Special Education); Assistant Professors Arnold (Director, Guidance and Testing), Currier (Music), Fletcher (Social Studies), Habercom (Librarian), MacAndrew (Art), Medeiros (Industrial Arts), Murphy (Physical Education), Peterson (Music), Sullivan (Mathematics), Walsh (Nurse-Teacher) and Williams (English); Instructors Frame (French), Habershaw (Physical Education), Kullick (Home Economics), E. Lieberman (Speech), Nugent (Reading), Pantalena (Art), Poirier (French), Roberts (Special Education) and Such (Science).



LABORATORY EXPERIENCES

Professor McMahon, director; Assistant Professor Lawton, assistant to the director.

The Division of Laboratory Experiences offers every student preparing to teach a variety of opportunities to observe, analyze and participate in teaching and related aspects of the work of teachers. Laboratory experiences for most students preparing to teach include a practicum in the instructional theory of the specialization and nine semester hours of student teaching. Different requirements apply to students enrolled in special programs or minoring in special education.

Faculty in all divisions of the college participate in the supervision of the laboratory experiences of students, both on and off campus. Practicum teaching in the campus laboratory school is under the immediate supervision of the Henry Barnard School faculty. The college also maintains cooperative programs with public schools in the operation of its secondary practicums. Teachers who cooperate in these programs are designated as practicum instructors.

Normally, student teachers are assigned to selected cooperating schools throughout the state. In these schools students are supervised jointly by Rhode Island College supervisors and adjunct assistant professors, cooperating instructors or cooperating teachers. An adjunct assistant professor is a certified cooperating teacher with a master's degree who has completed a 15-hour advanced program in elementary education sponsored by Rhode Island College in cooperation with the Carnegie Corporation. A cooperating instructor is also a certified cooperating teacher with a master's degree who has completed an 18-hour program of advanced studies in elementary education at Rhode Island College. Whenever possible, two student teachers are assigned to each classroom supervised by either an adjunct assistant professor or a cooperating instructor.

The adjunct faculty working with the Division of Laboratory Experiences are listed on page 295.



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) certain *specialized part-time bachelor's degree candidates*: school nurse-teachers and vocational-industrial education teachers.

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 and to the Certificate of Advanced Graduate Study beyond the master's degree. The CAGS or Sixth-Year Diploma may also be earned through a cooperative sixth-year program with the University of Connecticut and Boston University. The college's Intensive Teacher Education program prepares college graduates to meet state certification requirements, and to students with the appropriate background, the division offers programs leading to the degrees of Bachelor of Science in School Nurse-Teacher Education and Bachelor of Science in Vocational-Industrial Education.

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

The graduate faculty of Rhode Island College includes more than 120 men and women, each a member of the college's 18 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 outlined 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 six 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: elementary school administration, elementary education, counselor education, secondary school administration, secondary education, special education, and reading.

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 Programs

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, mathematics and history. 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 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 please consult the Graduate Catalog.

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 procedure 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.

Bachelor of Science in Vocational-Industrial Education

This degree is offered for teachers already in the field of vocational or industrial arts education. Academic courses are given at Rhode Island College. Evidence of technical skill and knowledge must be presented

by the applicant and evaluated by the State Department of Education. Further information regarding this program may be obtained by writing to the chairman, Department of Industrial Arts Education.

Bachelor of Science in School Nurse-Teacher Education

Candidates for the degree for the school nurse-teacher must first complete the requirements for professional certification as a School Nurse-Teacher. The program is limited to school nurse-teachers and those desiring to become school nurse-teachers. Details regarding the program may be secured from the Division of Graduate Studies.

Trainee and Fellowship Programs 1968-69 Academic Year

The purpose of this program, sponsored by the United States Department of Health, Education and Welfare, is to encourage the expansion of teaching of handicapped children through grants to colleges and universities and state educational agencies. Tuition and fees are covered by the supporting grant and are not to be charged to an individual holding a senior traineeship or fellowship. For applications write to the chairman, Department of Special Education, Rhode Island College, 600 Mt. Pleasant Ave., Providence, R.I. 02908.

Traineeships

Junior year traineeships will receive a stipend of \$300 to assist them in their junior academic year of full-time undergraduate study with major program emphasis in mental retardation.

A traineeship awarded under this program shall be for a period of one academic year beginning with the fall term. An individual may be awarded only one junior year traineeship under this program. The recipient of this award will pay his own tuition and fees.

Senior year trainees will receive a stipend of \$800 for the senior academic year of full-time undergraduate study with major program emphasis in mental retardation.

A traineeship awarded under this program shall be for a period of one academic year beginning with the fall term. An individual may be awarded only one senior year traineeship under this program.

Fellowships

Fellowship grants are for full-time graduate study at the master's level with major program emphasis in the areas of mental retardation or neurologically impaired. Master's fellows will receive a stipend of \$2,200 and an allowance of \$600 for each dependent (excluding the fellowship recipient).

A fellowship awarded under this program shall be for a period of one academic year beginning with the fall term. An individual may be awarded no more than two master's level fellowships under this program.



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 1968:

Center for Reading Diagnosis and Remediation (United States Office of Education). Purpose: to train classroom teachers in reading remediation techniques, to provide diagnosis and remedial programs for children, and to provide resources for trained remedial reading teachers. Dr. John A. Finger Jr., director.

Developmental Aspects of Intellectual Abilities Research Project (U. S. Public Health Service). Purpose: to learn how patterns of intelligence develop according to age and sex. Dr. Philip S. Very, director.

Mathematics Institute (National Science Foundation). Purpose: to provide in-service training in mathematics for secondary school teachers. Dr. John Nazarian and Dr. Patrick J. O'Regan, directors.

Introductory Physical Science Institute (National Science Foundation). Purpose: to train junior high school teachers in the Introductory Physical Science approach to teaching. Kenneth E. Borst, director.

Occupational Research and Development Coordinating Unit (U. S. Office of Education). Purpose: to sponsor research in occupational education and establish a continuing center for research development and information. Dr. Charles W. Hailes, director.

Program for the Preparation of Professional Personnel in the Education of Handicapped Children (U. S. 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. Paul V. Sherlock, director.

Project Recall (U. S. Office of Education). Purpose: to encourage school dropouts to resume their education. Dr. Robert D. Cloward, director.

Project Upward Bound (U. S. Office of Education). Purpose: to interest deprived boys and girls in post-high school education. Thomas F. Lavery, director.

Providence Social Studies Curriculum Project (U. S. Office of Education). Purpose: to prepare a social studies curriculum for the kindergarten through the twelfth grade that will use history and geography as integrating disciplines. Dr. Ridgway F. Shinn Jr., director.

Rhode Island Carnegie Study Program (The Carnegie Foundation). Purpose: to develop "adjunct assistant professors" for the student teaching program. Dr. J. Howard Munzer and Dr. Eleanor M. McMahon, directors.

Special Education Program Development Grant (U. S. Office of Education). Purpose: to develop Rhode Island College's preparation of clinical teachers of the handicapped. Dr. Harry S. Novack, director.

Teachers Corps (U. S. Office of Education). Purpose: to prepare teachers for schools of the "inner city." Walter T. Blanchard, director.

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 graduate 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.

ADMINISTRATION

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 evaluation of pupil progress and the building of good school-community relationships. The human relations aspect of the principalship is stressed.

Prerequisite: at least nine hours of approved administration courses.

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.

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, administration of 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.

Prerequisite: at least nine hours of approved administration courses.

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, 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.

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.

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, staff relations, school and community relations, and other aspects of the elementary school are discussed.

ADMINISTRATION 560: SEMINAR IN EDUCATIONAL ADMINISTRATION

3 semester hours

Topics vary. Consent of instructor is required.

ANTHROPOLOGY

(Department of Social Sciences)

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.

Prerequisites: 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.

Prerequisite: Anthropology 201.

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 peasantries. 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.

DEPARTMENT OF ART**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 arts through history. Function and interrelationship among the art forms are studied within the context of society. A limited amount of studio work is included as an aid to visual understanding. This course meets the general education requirement in art, and is a prerequisite for Education 340.

ART 202: DESIGN WORKSHOP*(4) 3 semester hours*

Opportunity is given to use two-dimensional creative expression in a wide variety of media. Experimentation with different combinations of materials and techniques is encouraged. Understanding of the creative process is fostered through the use of research materials, observation and discussion through the use of research materials, observation and discussion. The work includes representational and abstract approaches in the basic art media: crayon, chalk, tempera, colored paper, ink and numerous scrap materials. Whenever possible, reference is made to the style, technique or contributions of well-known artists or designers.

ART 203: GENERAL DRAWING*(4) 3 semester hours*

This basic drawing course acquaints the student with the various drawing media of pencil, charcoal, wash, ink and colored chalk. Drawing is explored in the areas of the figure, portrait, still life, landscape and special form study.

ART 301: PAINTING*(4) 3 semester hours*

The student is encouraged to explore a number of approaches to painting and thereby to find a style suitable for self-expression. Work includes a variety of subject matter to be interpreted in both representational and abstract manner, and an introduction to technical materials and methods.

Prerequisite: Art 203.

ART 302: ADVANCED PAINTING*(4) 3 semester hours*

This approach to oil painting and encaustic painting is designed to further an understanding of form and color by emphasizing simplicity, directness, clarity and solidity with various types of subject matter. Personal differences are encouraged.

Prerequisite: Art 301.

ART 303: INTRODUCTION TO CERAMICS*(4) 3 semester hours*

Experiences with freehand forming processes in clay are provided in this studio course. Emphasis is placed on the design as it is related to the plastic clay medium. Activities include modeling, freehand pottery construction, decorative techniques and glazing, and handling techniques essential to finishing ceramic pieces.

Prerequisite: Art 202.

ART 304: ADVANCED CERAMICS*(4) 3 semester hours*

An opportunity for the student to develop a sense of sculptural form is offered by this advanced course. Emphasis is placed on creative visualization and composition.

Prerequisite: Art 303.

ART 305: SCULPTURE*(4) 3 semester hours*

This studio course makes use of a wide variety of media. Creative experimentation with different materials and processes is encouraged. Critical examination of natural form, and significant examination of three-dimensional art both of the past and the present are made. Activities include carving, construction and modeling.

Prerequisite: Art 203.

ART 306: HISTORY OF ART*3 semester hours*

An historical survey is made with emphasis on the understanding and appreciation of architecture, painting, sculpture and the minor arts within the context of the cultural period in which they were produced. The course covers the period from prehistoric times through the Baroque.

ART 307: SURVEY OF MODERN PAINTING*3 semester hours*

A survey, this course is designed as an analytical and interpretative discussion of the outstanding artists and movements from 1874 to the present. Parallel developments in the culture are emphasized, and the significance of contemporary art as a product of contemporary civilization is considered.

ART 308: PRINTMAKING*(4) 3 semester hours*

The course is designed to introduce the student to the two major print-making processes: intaglio and relief printing. The techniques covered

begin with simple cardboard cut-outs and move on to block prints, etching and lithography. An attempt is made to introduce the numerous variations with each medium.

Prerequisites: Art 201, Art 203. Limited to 15 students.

ART 309: ADVANCED DRAWING*(4) 3 semester hours*

The course is designed as an extension of Art 203: General Drawing, which is built upon the concept that drawing is basic in all areas of visual design. Subject matter includes landscape, still life and the human figure with emphasis upon the latter. Attention is directed to drawing as a creative process with importance placed on individual exploration and expression. Media used are charcoal, pencil, ink, conte crayon, water color and pastel. Each is considered for its appropriateness to searching for solutions to assigned problems and visual communication.

Prerequisite: Art 203

ART 310: A SURVEY OF FAR EASTERN ART*3 semester hours*

This course is designed to acquaint the student with the art of India, China, Japan and Korea from Neolithic times to the nineteenth century. Greatest emphasis is placed on painting and sculpture, but architecture and ceramics are covered adequately. Stress is placed on the understanding of the influence of Buddhism, in its various forms, to each culture's accomplishment. Lectures are illustrated. Courses taken in the history or the literature of the East are highly desirable as adjuncts to this course.

A free elective, this course cannot be applied to an art minor.

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.

A free elective, this course cannot be applied to art minor.

ART 480: WORKSHOP IN THE VISUAL ARTS*credits may vary*

DEPARTMENT OF BIOLOGY

BIOLOGY 101: INTRODUCTORY BIOLOGY 3 semester hours

The basic principles of biology and a general survey of the plant and animal kingdoms are presented. Laboratory work, demonstrations and short field trips are included.

Two lecture periods and one two-hour laboratory period.

BIOLOGY 102: INTRODUCTORY BIOLOGY 3 semester hours

The course is a continuation of Biology 101, and consideration of basic principles is continued. Particular attention is focused on human anatomy and physiology, genetics and evolution.

Two lecture periods and one two-hour laboratory period.

BIOLOGY 103: INTRODUCTION TO BIOLOGY 3 semester hours

The objective of this course is to acquaint the student with the major concepts of the biological sciences and their importance to human society.

Designed for elementary education students who select Physical Science, 6 credits, and Biology, 3 credits. Biology 103 cannot be substituted for Biology 101 or 102. Admission of other students is subject to the approval of the department chairman.

Two lecture periods and one two-hour laboratory period.

BIOLOGY 105: BIOLOGY 4 semester hours

The fundamental principles of plant and animal biology including structure, food and energy transformations and coordination are introduced.

Three lecture periods and one three-hour laboratory period.

BIOLOGY 106: BIOLOGY 4 semester hours

The course is a continuation of Biology 105 and includes development, heredity and evolution. The classification of plants and animals is one area of study.

Three lecture periods and one three-hour laboratory period.

BIOLOGY 201: ZOOLOGY 4 semester hours

This is a detailed survey of the animal kingdom with consideration of the histology, physiology, embryology, genetics and evolution.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, Biology 105-106, or proficiency examination.

BIOLOGY 202: BOTANY 4 semester hours

Based on a morphological physiological approach, the course is designed to familiarize the student with the plant kingdom. Taxonomic and evolutionary principles are emphasized in relation to the subject matter.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, Biology 105-106, or proficiency examination.

BIOLOGY 210: INTRODUCTORY MICROBIOLOGY 3 semester hours

The course will emphasize the practical aspects of microbiology such as sanitation, public health and food processing. It is designed primarily for those who wish a survey course with possible practical applications, and would be especially useful to those in pharmacy, dental hygiene, nursing, home economics and education. It requires minimal training in chemistry.

BIOLOGY 216: FIELD BIOLOGY 3 semester hours

Emphasized in this course is the study of the environmental relationships, the collection, preservation and identification of the local flora and fauna.

One lecture and two laboratory periods to include required field trips.

Prerequisites: Biology 101-102 or its equivalent. Open to all elementary education students who have completed Biology 103.

BIOLOGY 270: BIOLOGICAL INVESTIGATION

4 semester hours

Students are introduced to an understanding of the theory and practical application of investigative procedures in modern biology.

Four lecture hours or the equivalent.

Prerequisite: 12 hours of credit in biology beyond Biology 101-102.

BIOLOGY 301: COMPARATIVE VERTEBRATE ANATOMY

4 semester hours

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

Two lectures and two three-hour laboratory periods.

Prerequisites: Biology 101-102, 105-106, or 201-202.

BIOLOGY 302: PLANT PHYSIOLOGY

4 semester hours

Included in this course is a study of environmental factors upon the plant and a consideration of such fundamental plant processes as translocation, absorption, photosynthesis, respiration and reproduction. Three hours of lecture and one three-hour laboratory period.

Prerequisites: Biology 202 or Biology 106, and preferably Organic Chemistry and Physics.

BIOLOGY 312: BIOLOGICAL MICROTECHNIQUES

4 semester hours

Essential microtechniques in biology are presented. Emphasis will be placed on preparation of microscope slides of plants and animals.

Two lecture periods and two three-hour laboratory periods.

Prerequisites: Biology 101-102 or 105-106 and one 200 or 300 biology course.

BIOLOGY 317: ANIMAL PHYSIOLOGY

4 semester hours

The functions of the animal body are studied with emphasis on fundamental physiological processes, such as photoplasmic organisms, permeability, metabolism, movement and reproduction. Laboratory

work includes experimentation on selected animals.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 106 or 201.

BIOLOGY 318: ECOLOGY

4 semester hours

The course is concerned with the adaptations of plants and animals, both in structures and functions, in response to environmental changes and their interrelationships with other living organisms. Special reference is made to the general principles of succession and ecological plant geography. Field trips are included.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, 105-106, or 201-202.

BIOLOGY 322: PLANT ANATOMY

3 semester hours

The objective of this course is to provide the student with a detailed knowledge of the structure of vascular plants. The ontogeny of plant organs and the microscopic characteristics of wood are considered.

Three lecture periods.

Prerequisites: Biology 202 or the equivalent.

BIOLOGY 325: HISTORY OF BIOLOGY

2 semester hours

Included in this course is a survey of the discovery and subsequent development of the basic themes and principles of biology. Emphasis is placed on a detailed study of selected classic experiments and the subsequent scientific investigations leading to the concept of modern biology.

Two lecture periods.

Prerequisites: Biology 101-102, 103, 105-106, or 201-202.

BIOLOGY 330: 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.

Prerequisite: Biology 101-102, 103, 105-106, or 201-202.

BIOLOGY 332: INTRODUCTORY PLANT MORPHOLOGY

3 semester hours

The course provides a detailed examination of the morphology of representative plants. A comparative study of life cycles and structure and various aspects of plant evolution are essential features of the course.

Three Lecture periods.

Prerequisites: Biology 202 or equivalent.

BIOLOGY 340: ANIMAL DEVELOPMENTAL BIOLOGY

4 semester hours

The course will present an integration of comparative anatomy, descriptive embryology and histogenesis. Included as major areas will be the growth, differentiation and metabolism of developing organisms from the levels of the cells, tissues, organs and living systems.

Two lecture periods and two three-hour laboratory periods.

Prerequisite: Biology 101-102, or 105-106, or 201-202, and preferably Organic Chemistry.

BIOLOGY 350: EVOLUTION AND DEVELOPMENT

3 semester hours

An intensive study of evolution is made, emphasizing the evolutionary mechanisms and the developmental aspects of animal and plant life. Among the pertinent topics considered are: the evolution of the sexual processes and nuclear phenomena, the significance of the larva and the origin of vertebrates.

Three lecture periods.

Prerequisites: Biology 101-102, or 201-202; also Animal Developmental Biology and Genetics preferred.

BIOLOGY 360: SENIOR SEMINAR

2 semester hours

Reports and discussions on current biological problems and related research techniques with special emphasis on reviews of current journals are presented by the students and members of the biology staff. Subject matter covered will be pertinent to the various areas of the biological sciences.

Two lecture periods per week.

Prerequisites: 12 credit hours in biology.

BIOLOGY 380: TRENDS IN CELL BIOLOGY

3 semester hours

This course is primarily for in-service teachers who wish to update their knowledge of trends in cell biology, but whose background is deficient in physical science. Although not a substitute for college chemistry and physics, the course attempts to provide background material sufficient for understanding the main aspects of cells at the molecular level. This course is not open to undergraduate majors in biology and may be taken by Master of Arts in Teaching candidates only with permission of the department chairman. Biology 380 may not be taken for credit in addition to Biology 428 and Biology 385 (Biochemistry).

Prerequisites: The equivalent of 12 semester hours credit in undergraduate biology courses.

BIOLOGY 401: 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.

Prerequisite: Biology 201.

BIOLOGY 402: MYCOLOGY

4 semester hours

The student is introduced to the morphology, taxonomy and economic importance of the fungi. Laboratory periods will generally consist of a detailed study of representative organisms; but techniques of isolation, pure culture and maintenance of pure culture will be described.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 202.

BIOLOGY 410: MICROBIOLOGY

4 semester hours

The course will deal with microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics and virology. It is designed primarily for biology majors and minors or for those who wish a thorough insight into the life processes of microorganisms.

Three hours of lecture and one three-hour laboratory period.

Prerequisites: Biology 105-106 or Biology 201-202. A knowledge of organic chemistry is preferred.

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.

Prerequisite: Biology 101-102, 105-106, or 201-202, and preferably Organic Chemistry.

BIOLOGY 428: CELLULAR PHYSIOLOGY 4 semester hours

The course emphasizes the functions of the various components of the cells with the inclusion of energy transformations and characteristic activities of specialized cells such as muscle contraction, nerve conduction and secretion.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 106 or 201-202, and Biology 302 or 317; Organic Chemistry or Physics preferred.

BIOLOGY 431: HUMAN ANATOMY 4 semester hours

The study of the human organism with respect to the gross anatomy of the organ systems will be undertaken with special emphasis on osteology, myology, angiology and neuroanatomy. Laboratory work includes detailed dissection of the cat.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102 or 105-106; Biology 301 desirable but not essential.

BIOLOGY 435: HUMAN PHYSIOLOGY 4 semester hours

The course stresses the functions of the body processes and the inter-relationship of the physiology of the organ systems. Laboratory includes experiments involving manometric measurements and kymograph work, as well as basic physiological experiments utilizing suitable laboratory animals and human subjects.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 431; open to others by permission only.

BIOLOGY 485: BIOCHEMISTRY 4 semester hours

This course includes detailed study of proteins, carbohydrates, lipids, and nucleic acids. The principles and problems of biochemistry are emphasized through consideration of enzymes and their kinetics, oxidative-reduction phenomena, normal metabolism and body fluid functions.

Laboratory work includes a study of selected biologically important substances with analysis of milk, blood and urine by means of modern techniques.

Two lectures and two three-hour laboratory periods.

Prerequisite: Chemistry 201, Chemistry 205-206 or the equivalent.

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 structure of atoms and molecules, chemical change, chemical reactivity and energy, bonding, the periodic table, chemical geometry, equilibria and acid-base systems. Throughout the course considerable emphasis is placed upon the relationship between mental models and empirical observations.

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

CHEMISTRY 103-104: GENERAL CHEMISTRY

8 semester hours

Topics include structure and geometry, chemical reactivity, energy, bonding, periodicity, equilibria, acid-base systems and thermodynamics. As in Chemistry 101-102, emphasis is placed upon mental models and the corresponding empirical observations. Problem solving based on the mole concept is also stressed. This course cannot be taken for credit if Chemistry 101-102 has previously been taken.

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

CHEMISTRY 201: ORGANIC CHEMISTRY

6 semester hours

Presented in this course are the general principles of the chemistry of carbon compounds, including classes and nomenclature, principal methods of synthesis, type reactions and important mechanisms. The laboratory experiences are closely correlated with the topical presentation.

One semester. Four lecture periods and four hours of laboratory.

Prerequisite: Chemistry 103-104, or 101-102 with permission from the department head.

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.

CHEMISTRY 302: PHYSICAL CHEMISTRY

4 semester hours

This course presents, through rigorous quantitative approaches, topics in thermochemistry, free energy and chemical equilibria, molecular structure, phase equilibria, and rates and mechanisms of chemical reactions.

Three lecture periods and three hours of laboratory.

Prerequisites: Chemistry 103-104; Mathematics 316; Physics 103-104.

CHEMISTRY 303: INORGANIC CHEMISTRY

3 semester hours

The philosophy of quantum mechanics, including a discussion of spherical coordinates, orbital angular momenta, and addition of spin vectors is presented. A study of Crystal Field Theory will constitute a major portion of the course.

Prerequisites: Chemistry 103-104; Mathematics 212 and 313.

DEPARTMENT OF COUNSELOR EDUCATION

Courses listed under GUIDANCE

ECONOMICS

(Department of Social Sciences)

**ECONOMICS 201: PRINCIPLES OF ECONOMICS/
MACRO-ECONOMICS**

3 semester hours

The student is introduced to national income analysis as an analytical tool designed to provide understandings of a modern economy, its nature and its problems.

**ECONOMICS 202: PRINCIPLES OF ECONOMICS/
MICRO-ECONOMICS**

3 semester hours

This course is an introduction to price and distribution theory, emphasizing the behavior of the customer and the firm in the American economic system.

ECONOMICS 301: LABOR ECONOMICS

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.

Prerequisite: Economics 201 or 202.

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.

Prerequisite: Economics 201 or 202.

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.

Prerequisite: Economics 201 or 202.

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.

Prerequisite: Economics 201.

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.

Prerequisite: Economics 201 or 202.

ECONOMICS 322: THEORY OF ECONOMIC DEVELOPMENT

3 semester hours

This course concentrates on an examination of the theories of economic growth, an analysis of the conditions of economic development and a study of the process of economic growth in developed and underdeveloped countries.

Prerequisite: Economics 201 or 202.

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 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.

Prerequisites: introductory economics and a year of teaching experience or 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 201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

3 semester hours

Introduced in this course are the basic psychological concepts such as "growth" and "learning" of particular importance to education. General principles of human development are emphasized, including the biological bases of behavior; cognitive, social and personality development; and the measurement of psychological growth. The course may be counted in the professional education sequence or in the psychology minor, but not in both.

Prerequisite: Psychology 200.

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.

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

Included in this course are a study of educational programs for pre-school and primary pupils and an analysis of curriculum materials and classroom procedures used to orient young children to school activities and to introduce them to reading, other language arts, social studies and arithmetic. Five hours per week of college class instruction and two hours' observation and participation in the Henry Barnard School

are involved. Group and individual conferences are required.

Prerequisites: Education 200; Piano I or II, or proficiency in piano; and English 210.

EDUCATION 306: PRACTICUM IN ELEMENTARY EDUCATION

(7) 6 semester hours

The course is an overview of elementary school instruction, including systematic examination of methods, materials and subject matter in reading, other language arts, social studies and arithmetic. Five hours per week of college class instruction and two hours' observation and participation in the Henry Barnard School are involved. Group and individual conferences are required.

Prerequisites: Education 200, English 210.

EDUCATION 308: PRACTICUM IN INDUSTRIAL ARTS EDUCATION

(4) 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.

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 instructors in the cooperative centers, 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.

EDUCATION 311: DEVELOPMENTAL READING IN SECONDARY SCHOOLS*3 semester hours*

Individualized reading programs in secondary schools are discussed. Topics include the higher reading skills, physical and mental factors involved in reading, students' interests and needs, appraising reading ability, providing suitable reading materials, and the contribution of the principal, teacher, librarian and guidance workers to the improvement of 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 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 ELEMENTARY SCHOOL*6, 9, or 12 semester hours*

The course involves teaching in a public 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. Students qualified to teach French in elementary school are assigned whenever possible to classrooms where French is being offered.

Undergraduates in the regular elementary and early childhood education programs earn nine semester hours in student teaching. Students with a minor in special education earn six hours in a regular classroom and six hours in a special education classroom (See Special Education 303).

Prerequisites: adequate health, a cumulative index of 2.00 by mid-semester prior to student teaching, passing grades in professional

sequence and special field, if any (special education or French), adequate performance in a practicum, proficiency in operation of audio-visual equipment.

Students in the Intensive Teacher Education program spend full time in student teaching and earn 12 hours of undergraduate credit. They return bi-weekly to campus, in late afternoon, for a seminar.

Prerequisites: completion of 18 hours of approved professional courses, approval by ITE adviser.

Master of Arts in Teaching candidates working toward certification (see Graduate Catalog) spend full time in student teaching and earn 12 hours of undergraduate credit.

Prerequisites: completion of 18 hours of approved professional courses, approval by the professional adviser.

EDUCATION 321: STUDENT TEACHING IN SECONDARY SCHOOLS*9 or 12 semester hours*

The course involves a semester of teaching in one of the public junior or senior high schools of the state under the joint supervision of an experienced 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.

Prerequisites: adequate health, a cumulative index of 2.00 by the end of the first quarter of the semester prior to student teaching, passing grade in required courses, adequate performance in a practicum. Also, every student enrolled in a teacher-education curriculum must demonstrate his ability to operate audio-visual equipment with proficiency before the end of the semester in which he applies for student teaching.

EDUCATION 322: METHODS AND MATERIALS IN TEACHING READING*3 semester hours*

The course considers all phases of the elementary school reading program and presents new and current techniques for the successful implementation of such a program and for attacking the problems which the teacher encounters in the classroom. The latest research in this area is discussed.

This course is not for teachers in service.

EDUCATION 323: INTERNSHIP IN INDUSTRIAL EDUCATION*9 semester hours*

The 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*

The course involves a semester of teaching music under supervision in one of the public elementary or secondary schools of the state. 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.).

Prerequisite: same as for Education 321.

EDUCATION 332: EARLY CHILDHOOD EDUCATION—PART 1*3 semester hours*

This course considers the historical development of the kindergarten movement, the relationship between pre-school and primary school programs, and the need for a sequential curriculum. Application of research is made to children's literature, storytelling, social studies, science, mathematics, music (including rhythm and dramatic play) and art. Emphasis is upon guidance, creative expression, and readiness for all of the experiences of the primary school.

Students may not receive credit for both Education 332 and Education 305.

EDUCATION 340: METHODS AND MATERIALS IN ART EDUCATION*(3) 2 semester hours*

Included in the course are children's art expression, methods and materials used in guiding creative expression, and opportunities to experiment with a variety of art media suitable for the elementary school. Experience with crayon, paint, chalk, plasticine, paper con-

struction and scrap materials is included.

Prerequisite: Art 201.

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.

Prerequisite: Physical Education 101-102.

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 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

Designed as the capstone to the sequence of professional courses, the course bridges the gap between student teaching and fulltime teaching. Students investigate topics or problems of general concern to educators and present and defend their findings in the seminar. The student takes the course in the semester following his student teaching; exceptions must be approved by the chairman of the Department of Secondary Education.

EDUCATION 361: SENIOR SEMINAR IN MUSIC EDUCATION

(2) 1 semester hour

This course is devoted to critical analyses of problem areas, theoretical and practical, as they pertain to music education. The music education student takes the course in the semester following his student teaching; exceptions must be approved by the chairman of the Department of Music.

EDUCATION 375: TESTS AND MEASUREMENTS

3 semester hours

Designed primarily for teachers, this course presents an introduction to testing techniques in the areas of achievement, capacity, and, to some extent, personality. Practice in interpreting test data, profiles and case studies is included. Also, included is some attention to constructing tests and to using appropriate statistical procedures.

Prerequisites: Psychology 200 and Education 201 or equivalents.

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 SCHOOL

3 semester hours

The course discusses the teaching of arithmetic, emphasizing suggestions affecting methodology and the teacher's fundamental approach to elementary mathematics. Special attention is given to the teaching of topics now appearing in special modern elementary materials, such as numeration systems, modular arithmetic, elementary geometry, and the gradual development of our real number system. This course does not require any specific background in college mathematics.

Prerequisite: Education 306 or elementary experience or consent of the instructor.

EDUCATION 406: EARLY CHILDHOOD EDUCATION—PART II

3 semester hours

A continuation of Education 332, this course includes a study of criteria for the approval of pre-school programs. Attention is given to their organization, equipment and administration. Major topics discussed are: planning the school day, provision for health and safety, instruments for evaluating, recording and reporting pupil progress, parent education and establishment of adult-child and peer group relationships, and working with community agencies.

Prerequisite: Education 305 or Education 332.

EDUCATION 408: LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 semester hours

This course provides a comparison of current methods in oral and written communication, handwriting, spelling and listening. There is attention to analysis and correction of basic difficulties, means for increasing opportunities for creative expression in writing and drama, and correlation of language arts with other activities and school subjects.

Prerequisite: Education 306 or elementary experience or consent of instructor.

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.

*Required of all ITE Secondary School candidates.
Graduate credit for MAT program only.*

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 under-developed countries.

Prerequisites: 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.

Prerequisite: Education 306 or elementary experience and consent of instructor.

EDUCATION 418: SCIENCE IN THE ELEMENTARY SCHOOL 3 semester hours

The course emphasizes recent research and curriculum trends in science education. Laboratory experiences, demonstrations and the use of visual aids are also included.

Prerequisite: Education 343 or permission of instructor.

EDUCATION 421: ART IN THE ELEMENTARY SCHOOL 3 semester hours

The 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, or permission 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: Education 341 or permission of instructor.

EDUCATION 428: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL 3 semester hours

The course deals with objectives, content and organization of social studies, analysis and evaluation of textbooks and other materials, the unit method and its alternatives, and the development of permanent interest in social issues.

Prerequisite: Education 306 or elementary experience or 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 course covers materials and methods for various phases of reading programs: readiness, vocabulary development, work attack, comprehension, study skills, visual and auditory practice, interpretation of reading content, construction of study aids, testing and organization of leisure reading programs.

Prerequisites: Education 306 or elementary experience and consent of instructor.

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 diagnosis and treatment of reading difficulties are the concerns of this course. Emphasis is placed upon the utilization of diagnostic instruments and instructional materials.

Prerequisites: Education 434 and Psychology 302, or consent of adviser.

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 8 mm 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 482: PROFESSIONAL PROBLEMS OF TEACHERS
*3 semester hours***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

This course deals with theories of elementary curriculum development. Methods, techniques, group work and content fields as aspects of curriculum are also included.

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 methods and 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 below.

Prerequisites for all sections: appropriate certification to teach in area of assignment, three years of teaching experience and recommendation from superintendent of schools.

- 507: E. Elementary
S. Secondary
- | | |
|---------------------------|----------------------|
| 1. English | 5. Physics—Chemistry |
| 2. Social Studies—History | 6. General Science |
| 3. Biology | 7. Industrial Arts |
| 4. Mathematics | 8. Foreign Languages |

EDUCATION 514: SECONDARY SCHOOL CURRICULUM
3 semester hours

The development of a curriculum and the forces which modify it are examined in terms of the problems, needs and trends involved. Recent curricular developments are considered.

EDUCATION 515: THE MODERN JUNIOR HIGH SCHOOL
3 semester hours

This course provides direct help to teachers and principals in fulfilling the functions and purposes of the junior high school. Consideration is given to the organizational, curriculum, teaching and evaluation practices that exist in junior high schools throughout the country.

EDUCATION 520: INTERNSHIP IN JUNIOR COLLEGE TEACHING
6 semester hours

Students participate and teach full-time at 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*

The clinical approach is stressed in this workshop. There are lectures, demonstrations and clinical periods to provide both theory and practice in diagnosing reading difficulties of children in the elementary school and also to provide the needed treatment for these children through small group techniques and individual tutoring.

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 curriculum 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 101-102: FRESHMAN ENGLISH***4 semester hours*

These courses are designed to develop proficiency in written expression. They are devoted chiefly to the writing and revision of themes of expository, argumentative, and critical prose, including the research paper. English 101 is prerequisite to English 102. Offered annually. Two semesters.

ENGLISH 201-202: WESTERN LITERATURE*6 semester hours*

This is an historical and critical study of major authors and works from Homer and the Old Testament to the twentieth century. Emphasis is given to the Greek dramatists, Virgil, St. Augustine, Dante, Chaucer, Shakespeare, Cervantes, Milton, Voltaire and Goethe. Two semesters. Offered from time to time.

ENGLISH 210: CHILDREN'S LITERATURE*2 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. Offered every semester.

ENGLISH 215: INTRODUCTION TO POETIC ANALYSIS*3 semester hours*

The course is designed to improve the student's understanding of poetry through a close reading and analysis of poems from various periods of English and American literature. It will include developing an awareness of the import of poetic form, versification, imagery, diction, figurative language, theme, mood and tone. Offered from time to time as an elective.

**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 POETRY TO 1900*3 semester hours*

Study is made of the American poetic imagination at work in the themes and styles of major poets from Edward Taylor through Whitman and Emily Dickinson. Offered annually in the spring semester.

ENGLISH 302: AMERICAN NON-FICTIONAL PROSE*3 semester hours*

An insight into the thought and moods of the American people is provided through the study of prose works by such representative

authors as William Bradford, Thoreau, Emerson, Mark Twain, Henry Adams and H. L. Mencken. Offered annually in the spring semester.

ENGLISH 303: THE NINETEENTH CENTURY AMERICAN NOVEL *3 semester hours*

The course is concerned with a critical study of the major nineteenth century novelists from Cooper and Hawthorne to James and Crane. Biographical and historical materials serve as tools of critical analysis. Offered annually in the spring semester.

ENGLISH 306: ENGLISH LITERATURE FROM THE BEGINNINGS TO 1500 *3 semester hours*

A general survey of English literature of the Middle Ages, the course includes detailed study of 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. Offered annually in the fall semester.

ENGLISH 307: ENGLISH LITERATURE FROM 1500 TO 1660 *3 semester hours*

The course is a detailed study of the works of the chief figures of the English Renaissance, and to the Metaphysical and Cavalier poets. Special attention is given to the sonneteers, Edmund Spenser, Francis Bacon, Ben Jonson and John Donne, and somewhat less attention to Shakespeare, Marlowe and Dekker. Offered annually in the fall semester.

ENGLISH 308: ENGLISH LITERATURE FROM 1660 TO 1784 *3 semester hours*

The historical background and cultural standards of the neo-classical period are considered here through a study of such writers as Pepsy, Dryden, Addison, Steele and Gay. The major emphasis is placed on the great literary figures of the period: Milton, Pope, Swift and Johnson. Offered annually in the spring semester.

ENGLISH 309: 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 is also given to certain minor poets of the period and to such prose writers as Lamb, Hazlitt and DeQuincey. Offered annually in the fall semester.

ENGLISH 310: ENGLISH LITERATURE FROM 1832 TO 1900 *3 semester hours*

While some attention to a variety of representative Victorians such as Newman, Swinburne, the Rossetis, Fitzgerald and Morris is given, the course is chiefly devoted to a close study of the major figures: Carlyle, Ruskin, Tennyson, Browning and Arnold. Offered annually in the spring semester.

ENGLISH 311: 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. Offered every other year in the fall semester.

ENGLISH 312: RESTORATION AND EIGHTEENTH CENTURY DRAMA *3 semester hours*

This course is concerned with the historical and critical analysis of the major dramatists 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. Offered every other year in the spring semester.

ENGLISH 313: 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. Offered every other year in the fall semester.

ENGLISH 314: THE ENGLISH NOVEL FROM 1837 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. Offered every other year in the spring semester.

ENGLISH 321: MODERN POETRY*3 semester hours*

The dominant trends that constitute the modern idiom are examined as they appear in the work of several of the more significant modern British and American poets, such as T. S. Eliot and W. B. Yeats. Attention is also given to very recent developments and poets to demonstrate the continuity of an ever-evolving art form. Offered annually in the fall semester.

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. Offered annually in the fall semester.

ENGLISH 323: MODERN FICTION*3 semester hours*

Important trends and developments in the modern British and American novel are examined through an analysis of the works of such significant novelists as Joseph Conrad, James Joyce, D. H. Lawrence, Ernest Hemingway and William Faulkner. Offered annually in the fall semester.

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 101-102 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. Offered every semester.

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. Offered annually in the fall semester.

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. Offered annually in the spring semester.

ENGLISH 334: INTRODUCTION TO LITERARY CRITICISM*3 semester hours*

The course is concerned with the aesthetic theories (and their application) of the major critics of the western world: Aristotle, Longinus, Dante, Sidney, Johnson, Coleridge, Arnold and Eliot. Offered from time to time.

ENGLISH 341: 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. Offered annually in the fall semester.

ENGLISH 342: SHAKESPEARE*3 semester hours*

With appropriate attention to biographical, literary and theatrical background material, this course is chiefly devoted to a critical analysis of 12 of the major plays. The plays studied, with a few changes of particular titles from year to year, will include representative histories, comedies and tragedies, with greatest emphasis on the tragedies. Offered every semester.

ENGLISH 343: 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*. Offered every other year in the spring semester.

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 changing from year to year. The class is limited to 15 students. Offered annually in the fall semester.

Prerequisite: English 231 and one of the courses numbered 301-303.

ENGLISH 362: SEMINAR IN ENGLISH LITERATURE*3 semester hours*

Like English 361, this course focuses on a limited topic changing from year to year. The class is limited to 15 students.

Prerequisite: At least two of the courses numbered English 306-310.

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.

For honors candidates; open to others with permission of the department chairman.

ENGLISH 391: DIRECTED STUDY*3 semester hours*

Continuing the work done in English 390, the student submits one or more papers based on his research.

For honors candidates; open to others with permission of the department chairman.

Prerequisite: English 390.

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.

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.

Prerequisite: English 560 and at least three other graduate courses.

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: English 560 and at least three other graduate courses.

DEPARTMENT OF FOUNDATIONS OF EDUCATION AND PHILOSOPHY

Courses listed under PHILOSOPHY

FRENCH

(Department of Modern Languages)

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 103-104: INTERMEDIATE FRENCH *6 semester hours*

Included are a review of French grammar, practice in the basic oral and written skills, and the reading of representative texts selected from the major periods of French literature. The language laboratory is utilized as an aid in promoting oral proficiency. 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 201: ADVANCED ORAL FRENCH *3 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

3 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 reading 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.

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 rôle 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, Mme. 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 Encyclopedists.

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, Stendal 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 parnassian and symbolist poetry are surveyed. The authors considered include Flaubert, Zola, Maupassant, Beaudelaire, Verlaine, Rimbaud and Mallarmé.

FRENCH 308: TOWARD MODERN IDEALS

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, Romains, Duhamel, Mauriac, Saint-Exupéry and Malraux.

FRENCH 309: EXISTENTIALISM TO NEW PERSPECTIVES

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 *tragique 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 360: SEMINAR IN FRENCH

3 semester hours

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.

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 DRAMA

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 analysis, or may be studied also as reflections of the social, intellectual and cultural 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 560: GRADUATE SEMINAR IN FRENCH*3 semester hours*

This course is open only to students in the graduate program. The work includes intensive individual and group study of one major author or of an important period in the development of French literature. It is directed toward the writing of a major paper in thesis form.

GEOGRAPHY

(Department of Social Sciences)

GEOGRAPHY 201: INTRODUCTION TO GEOGRAPHY*3 semester hours*

Cultural and physical elements of geography are considered individually, in interrelationship 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. This course serves as a prerequisite of *all other courses in geography*.

Offered every semester. Three lecture periods and one laboratory period.

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.

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.

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.

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.

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.

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.

GEOGRAPHY 310: CARTOGRAPHY*3 semester hours*

Through the application and/or examination of the four stages of map production, or the art of cartography, namely projection, compilation, execution and reproduction, the course provides an opportunity to any student interested in the analysis and interpretation of data as presented on maps.

Prerequisite: Geography 201.

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.

GEOGRAPHY 312: HISTORICAL GEOGRAPHY OF THE UNITED STATES*3 semester hours*

The changing geography of the United States is discussed through five major themes: the early economic dominance of New England, the general westward movement of settlement, the rapid changeover from subsistence to commercial agriculture, the development of rapid transportation; and the growth of urbanism. The time period emphasized is from 1790 to 1900.

Prerequisite: Geography 201.

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.

GEOGRAPHY 314: POPULATION AND SETTLEMENT*3 semester hours*

An analysis is made of population in the areal distribution of numbers,

density and cultural characteristics. The categories and interrelationships of settlement in nucleated and scattered patterns will be examined in rural and urban settings. Although the scope is worldwide, there is detailed analysis of local areas.

Prerequisite: Geography 201.

GERMAN**(Department of Modern Languages)****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 103-104: INTERMEDIATE GERMAN*6 semester hours*

Included in this course are a review of German grammar, the reading of German texts of average difficulty and simple conversation. The aim of the course is to achieve a good reading knowledge of, as well as a familiarity with, the spoken language. This language laboratory is used as an aid for promoting oral proficiency. 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.

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 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 are 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*

A presentation of skills and knowledge necessary to vocational rehabilitation counseling, 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

The 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

The student is provided 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*

An opportunity for depth analysis of the guidance functions at the secondary school level is provided. Emphasis is upon synthesis of theory and practice. Consideration is given to both research and evaluation.

Open to advanced students with the consent of adviser.

GUIDANCE 562: SEMINAR IN GUIDANCE—ELEMENTARY SCHOOL *3 semester hours*

This course offers 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.

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

These courses are limited to those enrolled in the Bachelor of Science in School Nurse-Teacher Education program, offered through the Division of Graduate Studies.

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.

HEALTH 321: NUTRITION 3 semester hours

The fundamental principles of human nutrition are presented with application in planning of dietries to individual situations as they relate to the food needs of different ages, racial preferences and budgeting.

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.

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 fulfills the field experience requirement for candidates seeking state certification. School nurses interested in this course should apply through their superintendents of schools to 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: Consent of the program adviser.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Courses listed under PHYSICAL EDUCATION.

DEPARTMENT OF HISTORY**HISTORY 201-202: UNITED STATES HISTORY**

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.

Students majoring in history take both semesters; other students may elect either semester.

The two courses in this sequence fulfill the requirement in United States history for majors in secondary education.

HISTORY 203: UNITED STATES HISTORY FROM THE REVOLUTION TO THE PRESENT

3 semester hours

Through selected topics an attempt is made in this one-semester course to arrive at an understanding of the development of the United States as a democracy and a world power. This course is designed for all elementary education students but may be selected by other students.

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.

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.

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 the West, as the resurgence of Moslem strength under the Ottoman Turks and their 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.

Prerequisite: History 207.

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.

Prerequisite: History 207.

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 placed on a survey of the major events which have altered the traditional course of Asian development.

Prerequisite: History 211.

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.

Prerequisite: History 211.

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 1798-1870*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.)

Prerequisite: History 201-202 or 203 and Economics 201 or 202, or permission of the instructor.

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 357: PROBLEMS IN INTERNATIONAL RELATIONS*3 semester hours*

Some of the more important changes in the twentieth century are introduced and appraised in the light of such topics as historical backgrounds, instruments and concepts of power, national aspirations, ideological conflicts, economic problems, and means for achieving world understanding. Illustrations may be drawn mainly from the

Middle East, East Asia or the North Atlantic Community. (Acceptable for credit in political science.)

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 EUROPEAN HISTORY

3 semester hours

This is an introductory experience in historical method: problems of historiography, the role and tasks of the historian, identification and definition of a problem, finding and appraising sources, exposition of work in a brief paper, and criticism. Various themes from European history are selected for analysis each semester, such as "Studies in Nineteenth Century Biography."

HISTORY 362: SEMINAR IN UNITED STATES HISTORY

3 semester hours

This is an introductory experience in historical method: problems of historiography, the role and tasks of the historian, identification and definition of a problem, finding and appraising sources, exposition of work in a brief paper, and criticism. Various themes from American history are selected for analysis each semester, such as "The Progressive Era" or "The Civil War."

HISTORY 371: READING COURSE IN EUROPEAN OR IN UNITED STATES 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. 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

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.

Prerequisite: approval of the department chairman.

HISTORY 391: DIRECTED STUDY

3 semester hours

The student extends research undertaken in History 390. He then writes and submits a paper on the basis of this research.

Prerequisite: approval of the department chairman.

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. Offered each fall and spring semester.

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.

HISTORY 521: TOPICS IN COMPARATIVE HISTORY

3 semester hours

Aimed at providing a generalization and practical appreciation of historical comparison and theorization, 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: to be determined by department.

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. Offered each spring semester.

Prerequisite: History 501 and consent of department chairman.

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 consent of department chairman.

HISTORY 571: 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.

HUMANITIES PROGRAM

HUMANITIES 103: THE CLASSICAL WORLD

3 semester hours

Concentrating on the Greek cultural tradition from Homer to the fall of Athens, this course initiates discussion of selected themes through examination of the work of Homer, the Greek dramatists, Plato and Thucydides.

HUMANITIES 104: THE MIDDLE AGES

3 semester hours

The themes of social and political order, human identity and man's

relation to authority are discussed through an examination of work and institutions in the Judeo-Christian tradition from the first through the sixteenth century.

HUMANITIES 105: THE RISE OF THE MODERN WORLD

3 semester hours

This course is a selective and thematic examination of the modern political, philosophic and artistic traditions through reading and discussion of works from the seventeenth through the nineteenth century.

HUMANITIES 106: THE TWENTIETH CENTURY

3 semester hours

This section of the humanities series consists of integrated and thematic examination of the history, thought and art of the century by placing students in contact with important personal responses to the century.

DEPARTMENT OF INDUSTRIAL ARTS EDUCATION

INDUSTRIAL ARTS 100: THEORY AND ORGANIZATION OF INDUSTRIAL ARTS

(3) 3 semester hours

This course studies the function of industrial arts in the school program, the organization and development of instructional materials, and principles and practices of shop planning and management. The unit and general shop patterns or organization and operation are studied.

INDUSTRIAL ARTS 110: TECHNICAL DRAWING I

(6) 2 semester hours

Basic skills of drafting, chalkboard illustrating for classroom use and lettering are presented. Graphic representation of ideas and fabricated objects are studied by means of orthographic projections, developments and production illustrations.

INDUSTRIAL ARTS 116: ARCHITECTURAL DRAWING I

(6) 2 semester hours

Considered in this course are the elements of planning and construction for frame and masonry houses embodying lettering, symbols and conventions, fireplaces and stairs. Students plan and draw floor plans.

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: to be determined by department.

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. Offered each spring semester.

Prerequisite: History 501 and consent of department chairman.

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 consent of department chairman.

HISTORY 571: 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.

HUMANITIES PROGRAM

HUMANITIES 103: THE CLASSICAL WORLD 3 semester hours

Concentrating on the Greek cultural tradition from Homer to the fall of Athens, this course initiates discussion of selected themes through examination of the work of Homer, the Greek dramatists, Plato and Thucydides.

HUMANITIES 104: THE MIDDLE AGES 3 semester hours

The themes of social and political order, human identity and man's

relation to authority are discussed through an examination of work and institutions in the Judeo-Christian tradition from the first through the sixteenth century.

HUMANITIES 105: THE RISE OF THE MODERN WORLD 3 semester hours

This course is a selective and thematic examination of the modern political, philosophic and artistic traditions through reading and discussion of works from the seventeenth through the nineteenth century.

HUMANITIES 106: THE TWENTIETH CENTURY 3 semester hours

This section of the humanities series consists of integrated and thematic examination of the history, thought and art of the century by placing students in contact with important personal responses to the century.

DEPARTMENT OF INDUSTRIAL ARTS EDUCATION

INDUSTRIAL ARTS 100: THEORY AND ORGANIZATION OF INDUSTRIAL ARTS (3) 3 semester hours

This course studies the function of industrial arts in the school program, the organization and development of instructional materials, and principles and practices of shop planning and management. The unit and general shop patterns or organization and operation are studied.

INDUSTRIAL ARTS 110: TECHNICAL DRAWING I (6) 2 semester hours

Basic skills of drafting, chalkboard illustrating for classroom use and lettering are presented. Graphic representation of ideas and fabricated objects are studied by means of orthographic projections, developments and production illustrations.

INDUSTRIAL ARTS 116: ARCHITECTURAL DRAWING I (6) 2 semester hours

Considered in this course are the elements of planning and construction for frame and masonry houses embodying lettering, symbols and conventions, fireplaces and stairs. Students plan and draw floor plans.

elevations and sections.

INDUSTRIAL ARTS 120: GRAPHIC ARTS I

(6) 3 semester hours

The course presents reproductive processes in graphic arts. Students gain experience in wood and resilient block cutting, etching, lithography, silk screen, stencil, ditto, engraving and bookbinding.

INDUSTRIAL ARTS 130: BASIC DESIGN *(6) 2 semester hours*

This is an application of good design to the activities of the industrial arts program. Students consider beauty and function, durability, economy of materials, material selection, construction, color and texture.

INDUSTRIAL ARTS 140: WOODWORKING I

(6) 3 semester hours

Practice is provided in the fundamental operations and processes in hand woodworking allied to the creation of projects.

INDUSTRIAL ARTS 204: TECHNICAL ILLUSTRATION

3 semester hours

Fundamentals of technical illustration, other than instrumental drawings, are taught. These include such studies as lines, circles, ellipses, geometric solids and perspective.

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 vocation-industrial arts education program.

INDUSTRIAL ARTS 211: TECHNICAL DRAWING II

(6) 2 semester hours

Experience is provided with advanced problems in projections, auxiliary views, intersections, revolutions, developments, detailing and tracing.

INDUSTRIAL ARTS 217: ARCHITECTURAL DRAWING II

(6) 2 semester hours

Topics include optional layout of rooms, floor plans, elevations, details and specifications for frame or masonry houses, working plans and rendered perspective, scale model and landscaping from student's plans.

INDUSTRIAL ARTS 231: CRAFTS I

(6) 3 semester hours

The course provides experience in project design and creation of work suitable for the junior high school level. Students develop skill in working with leather, art metals, plastics, Fiberglas cloth, enamel and tile.

INDUSTRIAL ARTS 241: WOODWORKING II

(6) 3 semester hours

This is a course in basic nomenclature, setup and operation of power equipment for the woodworking shop, working drawings, bills of material, routing procedures, and use of patterns, jigs and templates.

INDUSTRIAL ARTS 281: METALWORKING II

(6) 3 semester hours

In this general shop course of the trade group type, students take up organization, layout, equipment, management, uses of instructional materials, and selected projects in bench metal, forging, heat treating, machine shop, oxyacetylene welding and cutting.

INDUSTRIAL ARTS 312: TECHNICAL DRAWING III

(6) 2 semester hours

Topics include analysis of motion, motion diagrams, design of various types of cams, spur and bevel gears, worm and worm wheel.

INDUSTRIAL ARTS 342: WOODWORKING III

(6) 3 semester hours

Three units of related woodworking experiences are provided, typical of that carried on in general woodworking classes: simple upholstery, light house-framing construction (scale construction) and turning.

INDUSTRIAL ARTS 382: METALWORKING III

(6) 3 semester hours

This is a course in art metal design and fabrication: raising, forming,

stretching, shrinking, bending, spinning, chasing, seaming, piercing, etching and coloring. There are projects in the working of copper, brass, aluminum, Monel, steel and nickel silver.

ITALIAN

(Department of Modern Languages)

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 in the second semester.

ITALIAN 103-104: INTERMEDIATE ITALIAN *6 semester hours*

The course involves a thorough review of the essentials of Italian grammar as well as the reading and analysis of texts of average difficulty. The use of the spoken language is strongly encouraged. 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.

DEPARTMENT OF MATHEMATICS

A student is allowed credit for only one of the following three sequences: (1) Mathematics 101/102/211, (2) Mathematics 103/104, or (3) Mathematics 107.

Courses marked ** do not carry credit toward the major or minor in mathematics.

Courses marked * do not carry credit toward the major or minor in mathematics except the minor with the elementary education curriculum.

- ** MATHEMATICS 101: FUNDAMENTALS OF MATHEMATICS I *3 semester hours*
The course is designed to make meaningful the fundamental concepts

and principles of mathematics. Aspects of mathematics treated include the history and nature of numbers and number systems, the logical structure of arithmetic, and algebra.

- ** MATHEMATICS 102: FUNDAMENTALS OF MATHEMATICS II *3 semester hours*

A survey is made of the basic subjects in college mathematics. The course includes a discussion of functions and functional relationships, linear and quadratic equations, as well as a sampling of fundamental topics such as the theory of sets and probability and statistics.

Prerequisite: Mathematics 101, or consent of department chairman.

- ** MATHEMATICS 103: INTRODUCTORY COLLEGE MATHEMATICS I *3 semester hours*

Some fundamental concepts in sets, number systems, the logic of algebra, and basic analytic geometry are introduced. Strong mathematical aptitude and interest are necessary for success in this course.

Prerequisite: three units of college preparatory mathematics and approval by the Department of Mathematics.

- ** MATHEMATICS 104: INTRODUCTORY COLLEGE MATHEMATICS II *3 semester hours*

A continuation of Mathematics 103, the course covers topics in algebra, including elementary theory of equations, probability and statistics, and trigonometry.

Prerequisite: Mathematics 103.

- ** MATHEMATICS 107: PRINCIPLE OF MATHEMATICS *3 semester hours*

A study is made of the fundamental concepts in sets, number systems, algebra (including elementary theory of equations), probability, statistics, and plane trigonometry. An accelerated course, covering the topics of Mathematics 103 and Mathematics 104 in one semester, this course is intended primarily for prospective mathematic majors.

Prerequisite: three units of college preparatory mathematics and approval by the Department of Mathematics.

**** MATHEMATICS 109: TOPICS IN MODERN MATHEMATICS***3 semester hours*

This is a study of the foundations of modern mathematics: logic, proofs and nature of proof, mathematical induction, permutations and combinations, probability and topics from elementary algebra. Similar to Mathematics 107 in topics covered but less demanding of up-to-date preparation; this course is designed to precede the M.A.T. Elementary program. Not countable in any program except by special consent.

Prerequisite: high school algebra and geometry, and consent of instructor.

**** 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. This course is available only to industrial-vocational degree students.

**** 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. This course is available only to industrial-vocational degree students.

Prerequisite: Mathematics 113.

**** 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 a minor in mathematics, and a student may not receive credit for both it and Mathematics 309.

Prerequisite: Mathematics 102.

**** 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 the 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 102, 104, 107, or 109.

**** 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 102, 104, 107, or 109.

*** 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 have received credit for Mathematics 103-104, or 107.

Prerequisite: Mathematics 102, or 109.

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 104, 107, 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 104, 107, 211, or (with the consent of the instructor) 102.

**** MATHEMATICS 221: INDUSTRIAL MATHEMATICAL TOPICS**

3 semester hours

Selected topics from algebra, trigonometry, analytic geometry, and possibly calculus and mathematical parts of physics are discussed. Designed as an elective terminal course for Industrial Arts students, illustrations and applications are chosen accordingly. Not open for credit to students receiving credit for Mathematics 211 or 212.

Prerequisite: Mathematics 102, 104, or 107.

**** 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.

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. Problems analyzed will be chosen from algebra, geometry, trigonometry, probability, logic, number theory and applications. The level of difficulty of the problems and their analysis will reach well 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 M.A.T. junior high and M.A.T. elementary programs, the course is not countable in other programs except by special consent.

Prerequisites: Mathematics 109 and trigonometry, or Mathematics 104, 107, 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 instructor.

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 elliptic and hyperbolic geometries.

Prerequisite: Mathematics 102, 104 or 107.

MATHEMATICS 326: PROJECTIVE GEOMETRY *3 semester hours*

This course includes a parallel development of topics in both synthetic and analytic projective geometry, covering such topics as the theorems of Desargues, Pappus, Pascal, and Brianchon, and the theory of conics. A study of the invariant properties of the homographic transformation leads to affine, Euclidean, and non-Euclidean geometries.

Prerequisite: Mathematics 314, preceding or concurrent.

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 104, 107, or 211.

MATHEMATICS 333: ABSTRACT ALGEBRA I *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.

Prerequisites: Mathematics 313 or consent of the instructor.

MATHEMATICS 334: ABSTRACT ALGEBRA II *3 semester hours*

A continuation of Abstract Algebra I, this course includes topics selected from matrices, linear systems, vector spaces, vector geometry, linear transformations, linear programming, and game theory.

Prerequisites: Mathematics 333 or consent of the instructor.

***MATHEMATICS 340: 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. The course is intended for non-majors; students may

not receive credit for both this course and Mathematical Statistics (Mathematics 341 or 342).

Two lecture periods and one two-hour laboratory period.

Prerequisites: Mathematics 102, 104, or 107.

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 313, 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 instructor.

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, preceding or concurrent.

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 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 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 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 412.

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 333.

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 instructor.

DEPARTMENT OF MODERN LANGUAGES

Courses listed under FRENCH, GERMAN, ITALIAN, PORTUGUESE, SPANISH and RUSSIAN.

DEPARTMENT OF MUSIC**MUSIC 101-108: VOICE AND INSTRUMENTAL CLASSES***(2) 1 semester hour each*

Music 101—Class Piano I	Music 105—Class Brass
Music 102—Class Piano II	Music 106—Class Woodwinds
Music 103—Class Strings I	Music 107—Class Voice
Music 104—Class Strings II	Music 108—Class Percussion

Group instruction involving the study of techniques, interpretation, and repertoire in piano, woodwinds, strings, brass, percussion and voice is required of all music education majors. These studies prepare the music educator with the broad background necessary for diverse areas of applied instruction in the public schools. Whenever possible the music department provides instruments for student use or helps to make appropriate arrangements for rentals. Before graduation, students must demonstrate to the music faculty sufficient keyboard skill:

1. To play simple four-part chorales
2. To harmonize simple melodies in a variety of styles
3. To improvise harmonic and melodic folk materials in different keys.

MUSIC 181-183: MUSICAL ORGANIZATIONS*1 semester hour each*

- Music 181—Choir
 Music 182—Wind Ensemble
 Music 183—Orchestra

Students majoring in music education are required to participate in at least one musical organization—Choir, Orchestra, Wind Ensemble—throughout the four years of study (excluding the semester of student teaching). Since this is a necessary laboratory experience for the major, one credit hour for each semester is permitted. While participation in more than one major organization (or in various other musical ensembles) is recommended, only one organization receives credit. Qualified students who are non-music majors are invited to participate without credit.

MUSIC 201: SURVEY OF MUSIC*3 semester hours*

Presented in this course are the basic elements of melody, rhythm, harmony and form, as well as a survey of music history and music literature, emphasizing vocal and instrumental forms. Music 201 is a general education requirement for all elementary majors. Students in other programs may select either Music 201 or Art 201 to fulfill the general education requirement.

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 204: HARMONY I*3 semester hours*

A detailed study of the principles of harmony is made with emphasis on chordal structure, inversions, progressions, non-harmonic tones and chromaticism of the common-practice period. Experiences in writing and playing original harmonic accompaniments, in creative melodies to given texts, and in hearing and analyzing representative musical compositions are also provided.

Prerequisite: Music 203; open to others by permission only.

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*

An intensive study is made of the literature of music from Debussy and Ravel through contemporary composers. New techniques of composition in both vocal and instrumental forms are discussed and analyzed. Scores and recordings are utilized.

MUSIC 304: OPERA*3 semester hours*

The course is a study of the history of opera from the seventeenth century to the present, encompassing factors contributing to the changing styles in opera, the particular contributions of composers, the libretti, and the music of the most significant operas of the past and present.

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-allegro, as well as various hybrid forms.

Prerequisite: Music 203 and Music 204 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.

Prerequisites: Music 203 and 204; open to others by permission only.

MUSIC 307: BASIC COMPOSITION*3 semester hours*

Primarily for the advanced music major, 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 204 and either Music 305 or Music 306; open to others by permission only.

MUSIC 308: THE SYMPHONY

3 semester hours

This is an analytical study of symphonic music with emphasis on the Classical and Romantic periods. Treatment of style, form, instrumentation and social forces will all be considered. This course is designed for the general enrichment of the layman, not for the music teacher. No prerequisite.

MUSIC 309: MUSIC OF THE BAROQUE

3 semester hours

The course is a survey of the development of music literature—vocal and instrumental—from Monteverdi up to and including J. S. Bach. Scores, lectures and recordings are utilized. Open to all students.

MUSIC 311: LITERATURE OF MUSIC PRIOR TO BACH

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.

MUSIC 313: MUSIC OF THE CLASSICAL PERIOD

3 semester hours

Musical history and literature during the second half of the eighteenth century, including precedents in the Rococo period are studied. Representative works in various forms are analyzed in detail.

Prerequisite: Music 201.

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.

MUSIC 320: HARMONY II

3 semester hours

This course continues the study of harmony to include the construction and function of extended chords, chromatic harmony, advanced modulation and correlated analysis.

Prerequisites: Music 203 and 204; open to others by permission only.

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.

Prerequisites: Music 203 and Music 204; 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.

Prerequisites: Music 203, 204, 306; open to others by permission only.

MUSIC 331: ELEMENTS OF CONDUCTING

(2) 1 semester hour

This course is designed not only to study the fundamental concepts of choral and instrumental conducting, but also to provide laboratory experiences in correlation with the musical organizations of the college. The student devotes one of the two hours to an assigned musical organization as a student conductor. Both instrumental and vocal techniques are covered on a half-semester basis.

MUSIC 360: SEMINAR IN MUSIC LITERATURE

3 semester hours

The seminar focuses on a selected topic announced in advance, offering intensive study of a major composer or study of a major historical development such as Soviet Socialist Realism, Experimental Music, Venetian Polychoral Style or Medieval Notation.

Prerequisite: Music 201 and permission of the instructor.

MUSIC 370-385: APPLIED MUSIC

1 semester hour

All students enrolled in the music education program for majors receive individual instruction in one major applied area (voice, band or orchestral instrument). The student continues studies in the applied major area for eight semesters. One lesson weekly for each semester is equivalent to one semester hour. During the senior year the student

is required to perform a major public recital under departmental advisement. A student should register for the same applied music course for all eight semesters.

Music 370	Violin
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	Percussion

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.

Prerequisites: Music 320 and permission of the instructor.

MUSIC: PIANO I 2 semesters, a, b (Elementary)

MUSIC: PIANO II 2 semesters, a, b (Intermediate) No credit

Basic experience is offered in playing melodies and rhythms with correct chordal accompaniment. Either Piano I or Piano II is required in the early childhood curriculum unless, through audition, the student can prove adequacy in performance. Each course meets twice weekly for two consecutive semesters.

PHILOSOPHY

(Department of Foundations of Education and Philosophy)

PHILOSOPHY 200: PROBLEMS OF PHILOSOPHY

3 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 methods and nature of science, the existence of God, man's freedom, and the problems of meaning and verification. Emphasis is placed on ways of reasoning appropriate to the justification of these beliefs.

PHILOSOPHY 205: INTRODUCTION TO LOGIC

3 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

3 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, intuitional, hedonistic and naturalistic ethical theories are considered.

PHILOSOPHY 300: HISTORY OF PHILOSOPHY IN AMERICA

3 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: PHILOSOPHICAL ANALYSIS OF KNOWLEDGE

3 semester hours

The course deals with an integrated group of questions about the nature of knowledge. The intellectual products of the natural sciences, the social sciences, the formal sciences, and the arts and moral or value activities are subject to analysis and synthesis.

Prerequisite: any one-semester course in philosophy.

PHYSICAL EDUCATION

(Department of Health and Physical Education)

PHYSICAL EDUCATION 101-102: FUNDAMENTAL CONCEPTS OF MOTOR PERFORMANCE (3) 2 semester hours

An introduction is given to the development of perceptual motor learning, based on psychological and other scientific principles underlying effective movement and its application to everyday activities and sports. Related health concepts are included.

Physical Education 101 is a prerequisite to Physical Education 102.

PHYSICAL EDUCATION 103-104: ADAPTED PHYSICAL EDUCATION (3) 2 semester hours

These courses are for medically restricted students who cannot take the regular physical education classes. The courses include a diversified program of developmental activities, games, dance and sports suited to the capabilities and limitations of these students. Concepts of personal and community health are included. The courses are taken in place of Physical Education 101-102. Eligibility is determined by the chairman of the Department of Health and Physical Education after consultation with the college physician.

PHYSICAL EDUCATION 201-202: APPLICATION OF MOTOR PERFORMANCE CONCEPTS (2) 1 semester hour

Students select activities in sports and/or dance. Emphasis is on the application of concepts of motor performance to activities designed to equip students with carry-over skills.

Prerequisite: Physical Education 101-102.

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.

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.

The course involves one lecture and four hours of laboratory each week.

Prerequisite: permission of the instructor.

PHYSICAL EDUCATION 306: FOUNDATIONS OF MOVEMENT 3 semester hours

The course is based on a Gestalt concept of movement. The component factors of anatomy, mechanics and physiology are interrelated as they affect the dynamics of human motion.

Prerequisites: Physical Education 101-102 or equivalent.

PHYSICAL EDUCATION 307 M: INDIVIDUAL AND DUAL SPORTS 3 semester hours

Basic skills in selected individual and dual sports are reviewed in a laboratory situation. Techniques of teaching intermediate and advanced skills are covered.

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 recreational situations.

Prerequisite: permission of instructor.

PHYSICAL EDUCATION 400: SCHOOL ATHLETIC PROGRAMS

3 semester hours

The course covers athletic programs within the framework of physical education in public education. Programs and trends are studied from the viewpoint of both principles and administration. Techniques of coaching in selected major sports and current research pertaining to athletic training and the treatment of sports injuries are included.

DEPARTMENT OF PHYSICAL SCIENCES

See also courses listed under CHEMISTRY and PHYSICS.

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. The elementary major cannot substitute the first semester of this course for Physical Science 105. This course is specifically organized to meet general education objectives.

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

PHYSICAL SCIENCE 105: PHYSICAL SCIENCE

3 semester hours

This course examines fundamental concepts in physics and chemistry. Specific topics covered are mechanics, heat, light, magnetism, electricity and the atom. The laboratory work departs from the traditional laboratory procedure and consists of a series of selected problems. The course is restricted to those students majoring in elementary education who have not taken Physics 102 or Physical Science 101-102.

Two lecture periods and one two-hour laboratory period.

PHYSICAL SCIENCE 391-393: 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

6 semester hours

In this non-calculus treatment of selected topics, specific areas included are mechanics, heat, light, electricity, magnetism and modern physics. Laboratory work is based upon selected problem-solving experiments rather than duplication of traditional experiments.

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

PHYSICS 103-104: GENERAL PHYSICS

8 semester hours

The first semester emphasized mechanics, heat, thermo-dynamics, light and geometric optics. The second semester treats rotational motion, wave motion, electricity, magnetism and modern physics. Elementary concepts of calculus are used. The laboratory offers selected problems designed to emphasize the lecture material.

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

Prerequisite: Mathematics 212 completed or taken concurrently.

PHYSICS 203: OPTICS

3 semester hours

This practical study of geometric optics includes applications to optical instruments. Some attention is also given to physical optics and optical phenomena generally.

Two lecture periods and one two-hour laboratory period.

Prerequisite: Physics 104.

PHYSICS 301: ELECTRICITY AND MAGNETICISM*3 semester hours*

This is an advanced treatment of the fundamental aspects of electrostatics, magnetism, electromagnetic phenomena and direct and alternating currents.

Prerequisite: Physics 104 and Mathematics 313.

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.

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, and the Heisenberg Uncertainty Principle. Also considered are some aspects of nuclear physics: natural radioactivity, nuclear reactions, binding energies and cosmic rays.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Physics 104, 301, 303 and 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.

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.

Prerequisites: Physics 103-104, Mathematics 212, 313.

POLITICAL SCIENCE**(Department of Social Sciences)****POLITICAL SCIENCE 201: INTRODUCTION TO POLITICAL SCIENCE***3 semester hours*

This basic course introduces the student to the nature and functions of government and politics in modern society.

POLITICAL SCIENCE 202: AMERICAN GOVERNMENT*3 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, Presidency, Supreme Court and civil rights.

POLITICAL SCIENCE 302: COMPARATIVE GOVERNMENT*3 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: Political Science 201 or 202.

POLITICAL SCIENCE 303: INTERNATIONAL ORGANIZATION*3 semester hours*

This course is designed to acquaint the student with international and regional institutions. Consideration is given to the structure, process and activity of these organizations with respect to the maintenance of peace, settlement of disputes and promotion of welfare. Major emphasis is placed on the United Nations.

Prerequisite: Political Science 201 or 202.

POLITICAL SCIENCE 304: PRINCIPLES OF INTERNATIONAL POLITICS*3 semester hours*

The fundamental forces of world politics are examined. Emphasis is placed on the motivating and conditioning factors which shape interaction among the states. 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: Political Science 201 or 202.

POLITICAL SCIENCE 312: AMERICAN POLITICAL THOUGHT*3 semester hours*

The course deals with the evolution of American political ideas from the colonial era to the contemporary period. Emphasis is placed upon the applied ideas of Hamilton, Jefferson, Madison, Jackson, Wilson and Roosevelt. Also analyzed are the political philosophies of Thoreau, Calhoun, Sumner, Frankel, Lippman, Lasswell, Niebuhr, Dahl and Sibley.

Prerequisite: Political Science 201 or 202.

POLITICAL SCIENCE 313: HISTORY OF POLITICAL THOUGHT*3 semester hours*

An examination is made of the political ideas advanced by leading writers from ancient times to the eighteenth century. Special attention is focused on Plato, Aristotle, Cicero, St. Augustine, St. Thomas, Machiavelli, Bodin and Hobbes.

Prerequisite: Political Science 201 or 202.

POLITICAL SCIENCE 314: MODERN POLITICAL THOUGHT*3 semester hours*

A study of political theory from the eighteenth century to the present is presented. Special attention is given to Locke, Montesquieu, Rousseau, Burke, De Tocqueville, Mill, Marx and Lenin.

Prerequisite: Political Science 201 or 202.

POLITICAL SCIENCE 321: STATE AND LOCAL GOVERNMENT IN THE UNITED STATES*3 semester hours*

This course focuses on the characteristics and problems of modern and local governments. Among the topics considered are the functions of organizations, and politics of these governments, metropolitan developments and problems and the conflict of rural versus urban political forces.

Prerequisite: Political Science 201 or 202.

POLITICAL SCIENCE 331: 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 Service, public personnel policies and other selected topics.

Prerequisite: Political Science 201 or 202.

POLITICAL SCIENCE 351: AMERICAN POLITICS

This course deals with the nature and functions of political parties and interest groups in the United States. Consideration is given to party history, minority parties, organization, nominations, campaign techniques, elections, voting, behavior and party finance.

Prerequisite: Political Science 201 or 202.

POLITICAL SCIENCE 353: THE POLICY FORMATION PROCESS*3 semester hours*

An analysis is made of the process through which executive programs are formulated and adopted as national policy in the United States. Selected topics include defense policy, foreign affairs, agriculture, finance, labor and others.

Prerequisite: Political Science 201 or 202.

PORTUGUESE

(Department of Modern Languages)

PORTUGUESE 103-104: INTERMEDIATE PORTUGUESE

6 semester hours

This is a course in Portuguese as a spoken and written language. Classroom and laboratory work will provide practice in pronunciation and understanding of the language as spoken in Portugal and in Brazil. The use of English will be gradually eliminated from the classroom, until the course is conducted largely in Portuguese. Texts of average difficulty will be read. Offered when justified by student enrollment. 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.

DEPARTMENT OF PSYCHOLOGY**PSYCHOLOGY 200: GENERAL PSYCHOLOGY**

3 semester hours

This course introduces the student to the methods, principles and concepts of psychology as a science. Basic facts and theories are presented as an overview of human and animal behavior with emphasis on experimental methods.

Prerequisite to all other courses in psychology.

PSYCHOLOGY 206: SOCIAL PSYCHOLOGY

3 semester hours

The course is an introduction to the study of social interactions and the learning of role behavior, with emphasis on the socialization process, personality and culture, and on attitudes and motives.

Prerequisite: Psychology 200.

PSYCHOLOGY 300: PSYCHOLOGY OF LEARNING

3 semester hours

Designed to analyze principles and theories of learning, the course places special emphasis on experimental findings and on the place of learning in general theories of behavior.

Prerequisite: Psychology 200.

PSYCHOLOGY 301: HISTORY AND SYSTEMS OF PSYCHOLOGY

3 semester hours

The course is a survey of modern psychology from the viewpoint of its antecedents. Emphasis is on the great historical questions and controversies, the biographies of outstanding psychologists, and on psychological "schools" and systematic theories.

Prerequisite: Psychology 200 and Psychology 300, or Psychology 304, or Psychology 312.

PSYCHOLOGY 302: PSYCHOLOGICAL TESTING

3 semester hours

Topics include the principles of psychological measurement, the construction, reliability, and validity of standardized tests; the interpretation and application of test data, the utilization of test information as experimental variables, and the construction of teacher-made tests.

Prerequisites: Psychology 200 and Mathematics 340.

PSYCHOLOGY 304: EXPERIMENTAL PSYCHOLOGY (LEARNING)

3 semester hours

The course is concerned with the methods of the experimental psychologist and the drawing of inferences from experimental data. Laboratory sessions include both classical experiments and an original research project. Concentration is on research related to learning. With laboratory.

Prerequisites: Psychology 200 and Mathematics 340.

PSYCHOLOGY 305: EXPERIMENTAL PSYCHOLOGY (SENSATION)

3 semester hours

This course is also aimed at the exploration of experimental designs for testing hypotheses and drawing inferences from experimental data. Emphasis is on research related to sensory and perceptual processes. Each student will plan and carry out an independent research project. With laboratory.

Prerequisites: Psychology 200 and Mathematics 340.

PSYCHOLOGY 306: EXPERIMENTAL PSYCHOLOGY (CHILD)

3 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 200 and Mathematics 340.

PSYCHOLOGY 308: PERSONALITY

3 semester hours

The course emphasizes the determinants of personality, various theoretical approaches to individual differences, and the methods for appraising personality. Special consideration is given to the social and biological factors related to normal behavior.

Prerequisites: Psychology 200 and Psychology 206.

PSYCHOLOGY 309: MOTIVATION AND ABILITY

3 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.

Prerequisites: Psychology 200 and Education 201 or Psychology 306.

PSYCHOLOGY 310: ABNORMAL PSYCHOLOGY

3 semester hours

The course is a study and analysis of abnormal behavior and its relationship to normal personality dynamics. Emphasis is on contemporary approaches as well as traditional categories of psychopathology.

Prerequisites: Psychology 200 and Psychology 308.

PSYCHOLOGY 312: PSYCHOLOGY OF PERCEPTION

3 semester hours

Perceptual processes are studied from the viewpoint of their historical development. The major theories of perception are analyzed in the light of contemporary research.

Prerequisites: Psychology 200 and Mathematics 340.

PSYCHOLOGY 313: PSYCHOLOGY OF THINKING

3 semester hours

An interesting study of thinking and symbolic behavior in the light of recent research and theory, this course is concerned with the structure of the intellect, strategies in concept attainment, heuristic and stochastic methods of problem-solving, and antecedent determiners of convergent and divergent thinking.

Prerequisites: Psychology 200, and Psychology 300 or Psychology 304.

PSYCHOLOGY 369: SENIOR SEMINAR IN GENERAL PSYCHOLOGY

3 semester hours

This course is a concentrated review and generalization of undergraduate learning experiences in psychology. Discussion sessions, position papers and individual research projects are included.

Prerequisites: Psychology 200, senior standing, prior and concurrent registration in a total of at least nine other courses in psychology.

PSYCHOLOGY 401: CHILD PSYCHOLOGY

3 semester hours

The course concentrates attention on the mental, emotional, social and physical development of children from conception to early adolescence with stress on developmental research related to the process of teaching and learning.

Prerequisite: Psychology 200, Education 201 or equivalent.

PSYCHOLOGY 404: ADOLESCENT PSYCHOLOGY

3 semester hours

This course concentrates attention on the mental, emotional, social and physical changes characteristic of the adolescent period, with special emphasis on peer-group and school influences on development.

Prerequisites: Psychology 200, Education 201 or equivalent.

PSYCHOLOGY 405: EDUCATIONAL PSYCHOLOGY

3 semester hours

The concern of this course is the application of empirical psychological research to classroom situations.

Prerequisites: Psychology 200, Education 201 or its equivalent, and student teaching or teaching experience. Student teaching may be taken concurrently.

PSYCHOLOGY 406: BEHAVIOR IN GROUPS AND SOCIAL ORGANIZATIONS

3 semester hours

The 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: Psychology 200 and Psychology 206.

PSYCHOLOGY 501: INDIVIDUAL TESTING PRACTICUM I

3 semester hours

This course surveys the historical background of current intelligence tests and evaluates various theories of intelligence. It requires administration, scoring, and interpretation of the Revised Sanford-Binet, Form L-M (1960). Test report writing and review of current literature is stressed.

Prerequisites: Psychology 200, Psychology 302 and consent of instructor.

PSYCHOLOGY 502: INDIVIDUAL TESTING PRACTICUM II

3 semester hours

A continuation course which emphasizes advanced theory and practice of individual testing, with administration, scoring, and interpretation of the Wechsler Scales: WPSSI, WISC and WAIS. Other individual tests are discussed and demonstrated. Certificate of proficiency will be granted for satisfactory completion of the sequence Psychology 501 and 502.

Prerequisite: Psychology 501 and consent of the instructor.

PSYCHOLOGY 503: DIAGNOSTIC ASSESSMENT PRACTICUM III

3 semester hours

The course presents an evaluation of basic training in the use of individual and group tests for personality assessment, and specification of sensory, emotional, and communicational assets and liabilities. Emphasis is placed on both diagnostic and prognostic report writing.

Prerequisite: Psychology 501 and consent of the instructor.

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.

DEPARTMENT OF SECONDARY EDUCATION

Courses listed under EDUCATION.

DEPARTMENT OF SOCIAL SCIENCES

See also courses listed under ANTHROPOLOGY, ECONOMICS, GEOGRAPHY, POLITICAL SCIENCE, and SOCIOLOGY.

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

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 the 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 3 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 480: WORKSHOP IN SOCIAL SCIENCE 3 semester hours

Selected problems are investigated in various formats. Credits and prerequisites may vary.

SOCIOLOGY

(Department of Social Sciences)

SOCIOLOGY 201: INTRODUCTION TO SOCIOLOGY

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.

SOCIOLOGY 301: 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.

Prerequisite: Sociology 201.

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.

Prerequisite: Sociology 201.

SOCIOLOGY 304: 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.

Prerequisite: Sociology 201.

SOCIOLOGY 306: INDUSTRIAL SOCIOLOGY 3 semester hours

Attention is focused on the behavior of human groups in occupational situations: a study of the sociology of work relations. Objectives include an understanding of the structural characteristics of varied types of work groups, their patterns of human relations, their motivations and the conditions of behavioral changes. Special consideration is given to the functions and dysfunctions of formal and informal organization.

Prerequisite: Sociology 201.

SOCIOLOGY 307: DELINQUENCY IN THE UNITED STATES

3 semester hours

The course examines the meaning of delinquency and the extent of the problem in the United States. The nature of the pre-delinquent and the delinquent, the factors usually associated with delinquent and pre-delinquent behavior, and the prevention and control of delinquent behavior are considered. There are field trips to state institutions.

Prerequisite: Sociology 201.

SOCIOLOGY 308: MINORITY GROUP RELATIONS

3 semester hours

Broad sociological principles of intergroup relations are considered. The underlying social and individual dynamics of elected 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.

Prerequisite: Sociology 201.

SOCIOLOGY 309: SOCIOLOGICAL THEORIES 3 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.

Prerequisite: six semester hours in sociology.

SOCIOLOGY 310: RESEARCH METHODS IN SOCIOLOGY

3 semester hours

The course includes the logic of scientific investigation and introduction to various techniques of research in the study of sociological problems.

Prerequisite: Sociology 201.

SOCIOLOGY 311: 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.

Prerequisite: Sociology 201.

SOCIOLOGY 320: INTRODUCTION TO SOCIAL SERVICE

3 semester hours

Included in this course are historical and philosophical backgrounds of social welfare in the United States. Social work concepts, philosophies and procedures in public and private agencies are also considered.

Prerequisites: Psychology 200 and Sociology 201.

SOCIOLOGY 321: FIELD EXPERIENCE IN SOCIAL SERVICE

3 semester hours

This course comprises work experience in an institution or agency in order to give the student an understanding of social welfare through observation and participation. Students work under supervision in the agency. Weekly seminars provide an opportunity for the students to relate their individual experiences to the total social welfare perspective.

Prerequisite: Social Science 320. Restricted to those admitted to Social Service program.

SOCIOLOGY 360: SEMINAR IN SOCIOLOGY 3 semester hours

This seminar provides an integrating experience of sociological theories.

concepts and practices. Students have the opportunity to research in depth sociological problems which are the basis of oral and written reports and seminar discussion.

Prerequisite: Senior sociology majors with 18 hours in the major, or permission of the instructor for non-majors.

SOCIOLOGY 370: READING COURSE IN SOCIOLOGY

3 semester hours

Directed reading experiences in some sociological area of interest to the student and the instructor are provided.

Prerequisite: the reading course is limited to junior and senior majors. They must have consent of their advisor and their instructor with whom they wish to work.

SOCIOLOGY 480: WORKSHOP IN SOCIOLOGY

Selected problems are investigated in various formats. Credits and prerequisites vary.

SPANISH

(Department of Modern Languages)

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 103-104: INTERMEDIATE SPANISH *6 semester hours*

The emphasis in this course is on the spoken language. The work includes a thorough review of the fundamentals of Spanish grammar and the reading of texts of average difficulty. The use of English is gradually eliminated from the classroom until the course is largely in Spanish. 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 201: CONVERSATION AND COMPOSITION

3 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

3 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*3 semester hours*

The development of the realistic novel and drama in Spain is studied from the *costumbristas* to the Generation of 1898.

SPANISH 317: THE GENERATION OF 1898 TO THE SPANISH CIVIL WAR*3 semester hours*

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.

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*3 semester hours*

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.

SPANISH 322: CONTEMPORARY LATIN-AMERICAN LITERATURE*3 semester hours*

Twentieth-century manifestations of major themes of Latin-American literature are studied against their historical and social background.

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.

DEPARTMENT OF SPECIAL EDUCATION**SPECIAL EDUCATION 300: INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN***3 semester hours*

The course considers the educational implications of intellectual, physical and emotional differences among children. School and community adjustments for children who are mentally retarded, physically handicapped, brain-damaged, socially inadequate, slow learners and gifted are considered. This introductory course is required of all students in special education.

SPECIAL EDUCATION 301: PSYCHOLOGY OF MENTAL SUBNORMALITY*3 semester hours*

The course includes an intensive study of the growth and development of mentally retarded individuals in our society, the meaning and concepts of retardation, and its causes and preventions. Comprehensive study and analysis will be made of the problems of classification and identification of mental defectives.

Prerequisite: Special Education 300.

SPECIAL EDUCATION 302: EDUCATION OF MENTALLY RETARDED CHILDREN*3 semester hours*

Topics include the methods, procedures and curriculums effective in the education of mentally retarded children from pre-school age to adolescence. The needs of both educable and trainable children are considered.

Prerequisite: Special Education 301.

SPECIAL EDUCATION 303: STUDENT TEACHING IN SPECIAL EDUCATION*6 semester hours*

One quarter is spent teaching special education classes under the joint supervision of an experienced teacher and a college supervisor. The

student assumes increasing responsibility for the class to which he is assigned.

Prerequisites: Education 320, Special Education 300 and six hours of appropriate special education courses and consent of instructor.

SPECIAL EDUCATION 305: PSYCHOLOGY OF BEHAVIOR DISORDERS *3 semester hours*

The focus of the course is on common problems, character patterns and adjustment processes of maladjusted children. The basic purpose is to understand disordered behavior and to recognize the varied conditions that may produce it.

Prerequisite: Special Education 300.

SPECIAL EDUCATION 307: EDUCATION OF THE EMOTIONALLY DISTURBED *3 semester hours*

The course concentrates on methods and techniques of teaching maladjusted children in residential centers, special schools and public school classes. Particular attention is given to the role of the teacher as a member of the team working with children.

Prerequisite: Special Education 305.

SPECIAL EDUCATION 308: PSYCHOLOGY OF THE ORTHOPEDICALLY HANDICAPPED *3 semester hours*

A study of the effect of orthopedic physical disability on children, the course examines the similarities and differences in psychological growth and the implication of these for the restorative and adjustive processes. The role of supporting services is emphasized.

Prerequisite: Special Education 300.

SPECIAL EDUCATION 309: EDUCATION OF THE PHYSICALLY HANDICAPPED *3 semester hours*

The adaptation of educational procedures for children with neurological and physical defects is conducted in the course. Current practices and promising innovations are reviewed with emphasis on dealing with the associated learning problems found in children with central nervous system impairments.

Prerequisite: Special Education 308.

SPECIAL EDUCATION 311: EDUCATION OF THE MENTALLY RETARDED ADOLESCENT *3 semester hours*

The course stresses organizations of school and community programs for the adolescent educable and trainable retardate, curriculum development and methods of teaching personal, occupational and social skills.

Prerequisite: Special Education 302.

SPECIAL EDUCATION 312: EDUCATION OF GIFTED CHILDREN *3 semester hours*

A study of the identification and education of gifted children, the course includes a study of practices in the education of gifted children and of research concerning their growth and development.

SPECIAL EDUCATION 402: EDUCATION OF BRAIN-DAMAGED CHILDREN *3 semester hours*

Methods of recognizing brain-damaged children and adapting teaching methods and curricula to meet their needs are discussed.

Prerequisites: Special Education 302 or 309.

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 handicapped children. The needs of children designated as trainable, educable, emotionally disturbed, slow learners and brain-damaged are emphasized. Problems discussed are those facing administrators in relation to school and community planning for these children. National and local consultants and resource people participate in this seminar course.

Consent of instructor required for admission.

SPECIAL EDUCATION 408: TEACHING EXCEPTIONAL CHILDREN TO READ *3 semester hours*

The evaluation of specific reading disabilities found in exceptional children and the application of appropriate clinical techniques are included in this course.

Prerequisite: Special Education 300 and consent of the instructor.

SPECIAL EDUCATION 409: SPEECH AND HEARING OF HANDICAPPED SCHOOL CHILDREN

3 semester hours

The speech and hearing problems of school children are considered. The diagnosis and remediation of such problems as voice disorders, stuttering and hearing loss are studied. Emphasis is placed upon classroom techniques for helping speech handicapped, retarded children.

Prerequisite: Special Education 300.

SPECIAL EDUCATION 410: MEDICAL ASPECTS OF PHYSICAL DISABILITY

3 semester hours

The course is devoted to the etiology and treatment of neurological and orthopedic difficulties. Included are medical lectures, visits to clinics and demonstrations of therapeutic care of crippled children supplement classroom lectures and discussion.

Prerequisite: Special Education 308.

SPECIAL EDUCATION 460: SEMINAR IN THE EDUCATION OF EXCEPTIONAL CHILDREN

6 semester hours

Students spend the equivalent of two full days a week in facilities for exceptional children. Observation and participation are required in diagnostic clinics and teaching programs for children with various types of exceptionality. 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 teach at several developmental levels and to assume increasing responsibility for educational programming in his area of specialization. A seminar is included.

Prerequisite: consent of instructor.

SPECIAL EDUCATION 501: PSYCHO-EDUCATIONAL PROBLEMS OF EXCEPTIONAL CHILDREN

3 semester hours

This course is devoted to procedures for diagnosing educational problems and learning disabilities stemming from neurophysiological and psychological dysfunction. Techniques for correction or amelioration of these problems and disabilities will be developed.

Prerequisite: Special Education 402 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 co-ordination of activities for exceptional children. Hours to be arranged. Consent of instructor required for admission.

SPECIAL EDUCATION 561: DIFFERENTIAL DIAGNOSIS OF DEVELOPMENTAL PROBLEMS

3 semester hours

These clinical observations and participations are available only to graduate students. Students meet weekly with a full-team evaluation group to diagnose and plan programs for children referred to clinics because of physical and educational problems. They are required to submit detailed reports of observations, together with suggestions for educational placement and programming. 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 101-102: FUNDAMENTALS OF SPEAKING**

2 semester hours

The purpose of this course is to develop basic oral communication skills through directed practice in individual and group experiences. Emphasis is on the selection and organization of material, speech construction, voice, diction and methods of delivery. Two semesters

SPEECH 201: CONTEMPORARY THEATRE

3 semester hours

In this introductory course designed to develop the student's apprecia-

tion of theatre art, a study is made of the theatre in the twentieth century with an investigation of the way it reflects cultural and social movements.

SPEECH 202: ORAL INTERPRETATION 3 semester hours

In this study of the oral interpretation of poetry, prose and dramatic literature, student experiences include the analysis, preparation and delivery of selections with emphasis on the development of an expressive, flexible voice.

SPEECH 203: BEGINNING STAGECRAFT 3 semester hours

The course is a study in the fundamentals of various aspects of technical theatre production. Special attention is given to materials used on stage, construction drawing, basic scene construction and handling of scenery, types of scenery, color and paints used on stage. Also discussed is the historical development of stage scenery and its influence on our modern theatre plant. A minimum of 20 hours of laboratory work on an actual production is required.

SPEECH 301: STYLES AND TECHNIQUES FOR ACTING 3 semester hours

Theories and styles for acting are studied through lectures, discussion and application in scenes chosen from classic and contemporary dramas. Vocal and physical techniques for interpretation are also developed through practice and demonstration.

Prerequisite: Speech 201 or consent of the department chairman.

SPEECH 302: 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 303: PUBLIC SPEAKING 3 semester hours

In this advanced course to improve speaking proficiency before an audience, a critical analysis is made of speeches and practice is provided in the construction and delivery of speeches for various occasions.

SPEECH 304: HISTORY OF THE THEATRE TO THE RENAISSANCE 3 semester hours

The course is designed to provide the student with a knowledge of the rise and development of the theatre as an institution. A study is made of the plays, personalities, physical theatre, production conditions, conventions, and general characteristics of the major theatrical periods from the Classical Greek to the Renaissance on the continent and in England. Emphasis is on the relationship of the theater to the other arts and to the social environment.

SPEECH 305: HISTORY OF THE THEATRE FROM THE RENAISSANCE THROUGH THE NINETEENTH CENTURY 3 semester hours

This is a continuation of Speech 304, although Speech 304 is not a prerequisite.

SPEECH 306: PRINCIPLES OF SPEECH THERAPY 3 semester hours

This course is an introduction to the causes and treatment of various types of speech problems. Five hours are required in observation and/or practice under the supervision of the speech therapist.

SPEECH 307: PRODUCTION AND DIRECTION 3 semester hours

Theory and practice in play selection, script editing, organizing production units, casting and directing are combined in this course. Students will be required to prepare production books and to direct selected scenes for class presentation.

Prerequisite: Speech 201, or consent of the department chairman.

SPEECH 308: ADVANCED STAGECRAFT 3 semester hours

Material covered includes styles of scenery, design, rigging and lighting of scenery. The construction of properties and the use of sound are also discussed. All techniques discussed are applied to actual productions. Required are the design and construction of a scale model set with rear elevations, lighting plot, and property and sound effects listing. A minimum of 20 hours of laboratory work is required on an actual production.

Prerequisite: Speech 203 or the consent of the department chairman.

SPEECH 309: THEATRE FOR CHILDREN 3 semester hours

This course involves the selection and preparation of scripts, casting, rehearsing, producing and presentation of plays for audiences of children.

VOCATIONAL EDUCATION

(Department of Industrial Arts Education)

These courses are limited to teachers in service enrolled in the Bachelor of Science in Industrial-Vocational Education program, offered through the Division of Graduate Studies.

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, SERVICE AND SPECIAL PROJECT PERSONNEL

ACADEMIC AFFAIRS

Dr. Charles B. Willard, Vice President and Dean of the College

ACADEMIC SCHEDULING OFFICER

Frieda B. Hohenemser (Mrs. Jacob)

ADMINISTRATION

Dr. Lawrence M. Stratton, Dean

ADMISSIONS

Frank A. Bucci, Director

John S. Foley, Admissions Officer

Claire M. Giannamore, Admissions Officer

ATHLETICS

William M. Baird, Director

AUDIO-VISUAL CENTER

Tredwell A. Harrison, Director

Anthony P. Giardino, Assistant Director

Mitchell Chatalian, Staff Photographer

Raymond A. Fuller, Graphics Technician

Kenneth A. Oliver, Audio Systems Technician

Clinton T. Sherman, Distribution and Audio-Visual Technician

BOOKSTORE

Norma G. Weeks, Manager

BUILDINGS AND GROUNDS

Raymond Carey, Director of Physical Plant

Joseph Ingegneri, Assistant Director

Howard B. Bryer, Chief of Campus Police

BUSINESS OFFICE

Ernest L. Overbey, Vice President for Business Affairs, Treasurer

R. Eugene Nacci, Assistant Business Manager

Thomas J. Geddes, Bursar

Thomas J. Kelly, Assistant to the Comptroller

COLLEGE CHAPLAINS

The Rev. Vincent C. Maynard, Catholic Chaplain

The Rev. J. Richard Peck, Protestant Chaplain

Rabbi Nathan Rosen, Jewish Chaplain

The Rt. Rev. Athanasius E. Saliba, Eastern Orthodox Chaplain

COMPUTER CENTER

Gordon Rowles, Director

CURRICULUM RESOURCES CENTER

Dr. Maureen T. Lapan, Director

Jeanette Peck (Mrs. J. Richard), Librarian

OFFICE OF THE DEAN OF STUDENTS

Dr. Dorothy R. Mierzwa, Dean

Dixon A. McCool, Assistant Dean

Ellen Mulqueen, Assistant Dean

James R. Cornelison Jr., College Counselor

Donna Lee McCabe, College Counselor

James A. Rollins, College Counselor

Pennell S. Eustis, Director of Student Union

John R. O'Brien Jr., Financial Aid Officer

Leah D. Fitzgerald (Mrs.), Supervisor, Weber Residence Hall

Ella W. Greene (Mrs. Frank), Supervisor, Mary Tucker Thorp Residence Hall

EDUCATIONAL SERVICES CENTER

Dr. John A. Finger Jr., Director

Dr. Robert D. Cloward, Assistant Director

FOOD SERVICES

Robert H. Payne, Director

DIVISION OF GRADUATE STUDIES

Dr. Sidney P. Rollins, Dean

James H. Duffy Jr., Assistant to the Dean

Dr. Raymond W. Houghton, Director of Summer Session

HEALTH SERVICES

Clara L. Smith, M.D., (Mrs. Joseph), College Physician

Yolanda Leonelli, R.N., (Mrs. Ermanno J.), College Nurse

Dorothy B. Znosko, R.N., (Mrs. Edward J.), College Nurse

HENRY BARNARD SCHOOL

Clement J. Hasentus, Principal

OFFICE OF INSTITUTIONAL RESEARCH

Jason L. Blank, Director

OFFICE OF LABORATORY EXPERIENCES

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William H. Lawton, Assistant to the Director

DIVISION OF LIBERAL STUDIES

Dr. Ridgway F. Shinn Jr., Dean

LIBRARY

Richard A. Olsen, Director
 Dorothy A. Cox, Assistant Librarian, Reference
 Lucille Sibulkin (Mrs. Merwin), Assistant Librarian, Reference
 Rose Snell, Assistant Librarian
 Sally M. Wilson (Mrs.), Assistant Librarian in Charge of Technical Services

Frances O. Cooper (Mrs. John L.), Library Assistant
 Sandra F. Crane (Mrs. Ronald F.), Library Assistant
 Vincent Henderson, Library Assistant
 Marilla W. Lund (Mrs. Harold A.), Library Assistant
 Gertrude Mellen, Library Assistant in Charge of Ordering
 Ruth E. Rounds (Mrs. Weldon), Library Assistant
 Robert M. Simmons, Library Assistant

**OCCUPATIONAL RESEARCH & DEVELOPMENT
COORDINATING UNIT**

Charles W. Hailes, Director
 Dr. Philip S. Very, Assistant Director

PRESIDENT

Dr. Joseph F. Kauffman

DIVISION OF PROFESSIONAL STUDIES

Dr. Virginio L. Pucci, Dean

PROJECT RECALL

Dr. Robert D. Cloward, Director
 Louis Alfonso, Research Associate
 Richard Orlando, Research Associate

PROJECT UPWARD BOUND

Thomas F. Lavery, Director
 Velma L. Gay, Caseworker

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James H. Bissland III, Director

OFFICE OF PUBLIC RELATIONS AND ALUMNI AFFAIRS

Mary G. Davey, Director
 Philip C. Johnson, Public Information Officer
 Nancy H. Paine, Placement Counselor and Coordinator of Conferences

**READING DIAGNOSIS AND REMEDIATION CENTER
("Title III Reading Project")**

Shirley B. Kessler (Mrs. Sanford), Director
 John A. Carli, Reading Coordinator
 Jocelyn Feldman (Mrs.), Reading Coordinator
 Bernice O. Gunderson (Mrs.), Reading Coordinator
 Mildred B. Nugent (Mrs. Vincent), Reading Coordinator
 Madeline Shore (Mrs. Edward), Reading Coordinator

REGISTRAR'S OFFICE

Lois L. Wartman, Registrar

STENOGRAPHIC SERVICES OFFICE

Violet C. DeTora (Mrs. Angelo), Supervisor

DIRECTORY OF FACULTY AND ADMINISTRATION

This faculty list is correct as of April 15, 1968, and includes previously announced promotions and appointments effective July 1, 1968.

- James P. Adams**, Honorary Faculty Member—A.B., A.M., University of Michigan; LL.D., Brown University, University of Rhode Island; Ed.D., Rhode Island College; Provost, University of Michigan, 1945-1951; Chairman, Board of Trustees of State Colleges, 1955-1960
- Sterling E. Alam**, Assistant Professor of Sociology—A.B., Hastings College; B.D., McCormick Seminary; M.A., Syracuse University
- Ernest C. Allison**, Associate Professor of English—A.B., Bates College; A.M., Boston University
- Paul W. Anghinetti**, Assistant Professor of English—B.S., Ed.M., A.M., Boston University
- Flora C. Arnold (Mrs. Walter)**, Assistant Professor, Henry Barnard School (Director of Guidance and Testing)—A.B., Brown University; Certificate of Nursery Education, Nursery Training School of Boston; Ed.M., Rhode Island College
- Evelyn S. Aubuchon (Mrs.)**, Instructor, Henry Barnard School—Ed.B., Rhode Island College
- Donald C. Averill**, Assistant 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
- Yashdip S. Bains**, Assistant Professor of English—A.B., A.M., Panjab University; Ph.D., Syracuse University
- William M. Baird**, Associate Professor of Physical Education, Director of Athletics, Basketball Coach—B.S., M.S., University of Rhode Island; M.S., Southern Connecticut State College
- Martha Bacon Ballinger (Mrs. R. B.)**, Lecturer in Children's Literature
- Ronald B. Ballinger**, Professor of History—B.A., B.A. Hons., Rhodes University; M.Litt., Cambridge University
- R. Carol Barnes**, Instructor of Anthropology—A.B., University of Connecticut; A.M., University of Pennsylvania

- John S. Baxter**, Assistant Professor, Henry Barnard School (Elementary)—B.A., Colby College; Ed.M., Rhode Island College
- Edith C. Becker (Mrs.)**, Professor of Art—B.F.A., M.F.A., Syracuse University; Ed.D., New York University
- Joseph E. Behar**, Instructor of Sociology—A.B., Queens College; A.M., The New School of Social Research
- Harold H. Benjamin**, Professor of Secondary Education—A.B., University of Maryland; A.M., University of Connecticut; Ph.D., University of Michigan
- Rita V. Bicho**, Assistant Professor of Music—Ed.B., Rhode Island College; Ed.M., C.A.G.S., Boston University
- James H. Bissland III**, Director of Publications—B.A., Cornell University; M.A., University of Massachusetts
- Walter J. Blanchard**, Assistant Professor of Social Foundations of Education—A.B., University of Rhode Island; Ed.M., Rhode Island College
- Jason L. Blank**, Assistant Professor of Sociology, Director of Institutional Research—A.B., Harvard University; A.M., Boston University
- Dana H. Bloom (Mrs. William Jr.)**, Assistant Professor of Mathematics and Education—A.B., Greensboro College; M.S., Clemson University
- Lillian D. 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—A.B., Brooklyn College; M.M., University of Michigan
- Edward S. Bogda**, Assistant Professor of Health and Physical Education—B.S., Arnold College; Ed.M., Rutgers University
- Louis W. Boisvert**, Instructor, Henry Barnard School (Junior High School English)—A.B., Providence College
- Elisa F. Bonaventura**, Associate Professor of Special Education—Ed.B., Ed.M., Rhode Island College
- Kenneth E. Borst**, Associate Professor of Chemistry—B.S., Bloomsburg State College; M.S., University of Wisconsin
- Gladys M. Brightman**, Assistant Professor of Physical Education—B.S., Sargent College, Boston University; A.M., Boston University

- Lydia Brownhill**, Assistant Adjunct Professor of Biology—B.A., M.S., University of Connecticut
- John E. Browning**, Assistant Professor of History—A.B., Ohio State University; A.M., University of Michigan
- Frank A. Bucci**, Director of Admissions—Ed.B., Ed.M., Rhode Island College
- Archie L. Buffkins**, Professor of Music—B.S. Mus. Ed., Jackson State College; M.A., Ed.D., Teachers College, Columbia University
- Anthony A. Buglio**, Instructor of Speech—B.S., M.S., Emerson College
- Billie Ann Burrill**, Associate Professor of Physical Education—B.S., Boston University; M.S., Smith College
- Edward D. Bzowski**, Assistant Professor of Industrial Arts Education—B.S., State University of New York College at Buffalo; M.A., Ball State University
- Vincent F. Calia**, Professor of Counselor Education—A.B., Northwestern University; Ed.M., Ed.D., Boston University
- S. Elizabeth Campbell**, Professor of Education—Ed.B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University
- Elizabeth B. Carey (Mrs.)**, Instructor, Henry Barnard School (Elementary)—B.S., University of Rhode Island; Ed.M., Rhode Island College
- Raymond Carey**, Director of Physical Plant
- Carol Carlson**, Instructor of Physical Education—B.S., State College at Bridgewater
- W. Christina Carlson**, Professor and Registrar Emerita—Ed.B., Ed.M., Rhode Island College
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The Office of the Registrar, Roberts Hall, maintains Rhode Island College student *academic records*, and is the source of official *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 cents for each additional copy ordered at the same time. Single copies cost \$1 each. Payment should be made in cash or postal money order.

Publicity matters are handled by the public information officer, *post-graduate placement* by the placement counselor, *arrangements for conferences* (held on campus by non-college groups) by the conference coordinator, *alumni affairs* by the alumni secretary, and *general public relations* by the director of public relations, all staff members of the Office of Public Relations and Alumni Affairs, Roberts Hall.

Correspondence concerning the *Master of Arts in Teaching*, *Master of Education*, *Certificate of Advanced Graduate Study*, *cooperative advanced study programs*, the *Intensive Teacher Education program*, *trainee and fellowship programs in special education*, and the special bachelor's degree programs for in-service teachers (*Bachelor of Science in Vocational-Industrial Education* and *Bachelor of Science in Education: School Nurse-Teacher*) may be directed to the Division of Graduate Studies, Horace Mann Hall. However, the division's fall, spring and summer bulletins, as well as the Graduate Catalog, list advisers to the various programs who may be contacted for detailed information. Questions concerning the *summer session* should be addressed to the director of the summer session.

Questions concerning *student teaching* may be directed to the Office of Laboratory Experiences.

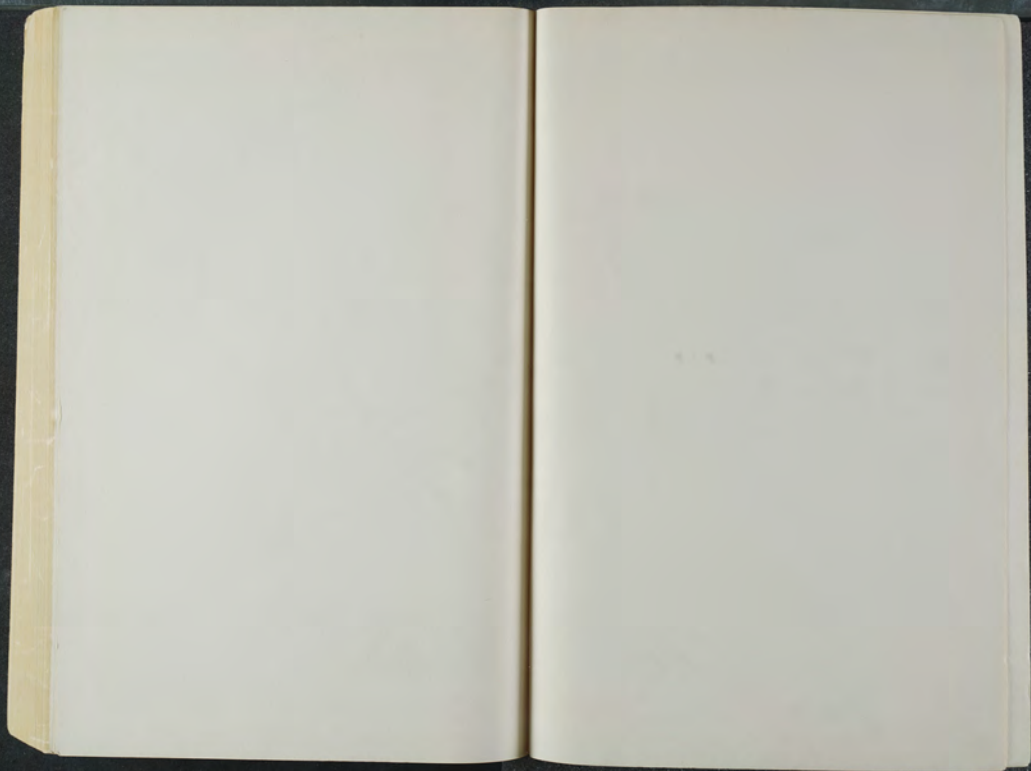
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