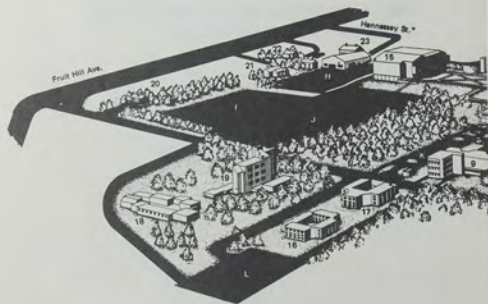


**BULLETIN OF RHODE ISLAND COLLEGE
GENERAL CATALOG 1975-1976**

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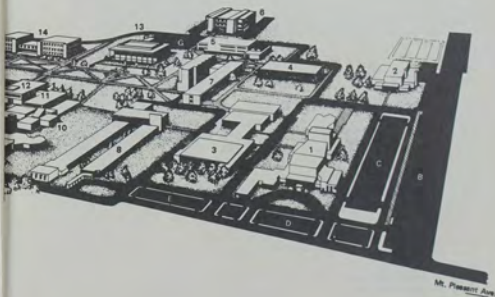
**BULLETIN OF RHODE ISLAND COLLEGE
GENERAL CATALOG 1975/1976**

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Legend

1. Dennis J. Roberts Hall
2. Lucius A. Whipple Gymnasium
3. Student Center/Art Center
4. John Lincoln Alger Hall
5. John Clarke Science Building
6. John E. Fogarty Life Science Building
7. Craig-Lee Hall
8. Henry Barnard School
9. Horace Mann School
10. Faculty Center
11. Fred J. Donovan Dining Center



12. Student Union
13. James P. Adams Library
14. William C. Gaige Hall
15. Michael F. Walsh Health and Physical Education Center
16. Mary A. Weber Residence Hall
17. Mary Tucker Thorp Residence Hall
18. Charles B. Willard Residence Hall
19. Rose Butler Browne Residence Hall
20. President's House
21. Alumni House
22. Bureau of Social and Educational Services
23. Physical Plant Building

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COLLEGE CALENDAR

Fall Semester 1975

August		
26	Tuesday	New student orientation begins
September		
2	Tuesday	Academic advisement begins
3	Wednesday	Registration for classes begins
7	Sunday	Freshman assembly and president's reception
8	Monday	Classes begin — graduate and undergraduate
19	Friday	Last day for adding courses
October		
13	Monday	No classes — Columbus Day
14	Tuesday	Monday class schedule will be followed
17	Friday	Last day for dropping courses
27	Monday	No classes — Veterans Day
31	Friday	End of first quarter — freshman grades due

November

27 Thursday No classes — Thanksgiving recess begins

December

1 Monday Classes resume
19 Friday Fall semester classes end
20 Saturday Christmas recess begins

January, 1976

2 Friday No classes — reading day
5 Monday Final examinations begin
12 Monday All final grades due

Spring Semester 1976

January

13 Tuesday New student orientation begins
19 Monday Academic advisement and registration begins
25 Sunday Reception for January graduation
26 Monday Classes begin

February

6 Friday Last day for adding courses

March

5 Friday Last day for dropping courses
19 Friday End of second quarter — freshman grades due

April

19 Monday No classes — spring recess begins
26 Monday Classes resume

May

5 Wednesday Cap and Gown Convocation
14 Friday Spring semester classes end
17 Monday Final examinations begin
28 Friday Awarding of graduate degrees
29 Saturday Awarding of undergraduate degrees

June

21 Monday Summer session begins



RHODE ISLAND COLLEGE IN BRIEF

Founded in 1854

Public general college;

Non-sectarian, co-educational;

Enrollment (as of September, 1974): 5,221 full and part-time undergraduate students; 3,008 full and part-time graduate students;

Dormitory accommodations for men and women;

Annual fees (subject to change); \$504 (Rhode Island residents); \$1,326 (out-of-state students); \$1,410 to \$1,510 room and board; Part-time \$28 per credit hour (Rhode Island residents); \$37 (out-of-state students)

Degrees Offered

Bachelor of Arts

Bachelor of Science

Master of Arts

Master of Arts in Teaching

Master of Education

Certificate of Advanced Graduate Study

Accreditation by:

National Association of Schools of Music

National Council for Accreditation of Teacher Education

National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs

New England Association of Colleges and Secondary Schools

RHODE ISLAND COLLEGE TODAY

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

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

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

Rhode Island College today is a state-supported, co-educational, general college enrolling more than 5,200 undergraduates and 3,000 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 graduates of Rhode Island College, for it is the state's largest single source of teachers and administrators. The institution is accredited by the major accrediting agencies, including the New England Association of Colleges and Secondary Schools, which recognizes RIC as a general purpose institution, and by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary teachers and school service personnel. The music program is accredited by the National Association of Schools of Music and the nursing program by the National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs.

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

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

OBJECTIVES OF RHODE ISLAND COLLEGE

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

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

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

- understand the scope and principles of various branches of knowledge with substantial depth in at least one branch;
- possess sufficient factual knowledge for orientation, illustration and validation of reasoning;
- cope effectively with changing and challenging physical, intellectual and social environments, including the impact of mass culture and technology on individual and human values;
- interact constructively with persons of the same or different beliefs and backgrounds, making sound decisions based upon examining evidence and alternate solutions.

Objectives of Professional Programs

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

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

HISTORY OF RHODE ISLAND COLLEGE

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

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

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

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

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

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

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

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

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

Under Dr. William C. Gaige, who was president from 1952 to 1966, Dr. Charles B. Willard, acting president from 1966 to 1968, and Dr. Joseph F. Kauffman, president from 1968 to January, 1973, the college added a number of undergraduate programs, and constructed many new buildings. Among noteworthy recent developments have been the revision of the entire undergraduate curriculum, effective in September, 1970, and the increasing involvement by the college in direct service to the community.

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

THE CAMPUS

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

Dennis J. Roberts Hall houses the majority of the college's administrative offices, among them admissions, dean of graduate studies, business, personnel, records and president's offices. The building also houses a 975-seat auditorium with extensive stage facilities, Little Theatre, the Department of Music and the Office of Continuing Education.

The Art Center houses the classrooms, studios and galleries of the art department. The south wing of the building is known as the Student Center and has snack bar facilities.

John Lincoln Alger Hall houses the Audiovisual Department, the Department of Economics, the Bursar and other administrative offices.

Craig-Lee Hall houses the Career Development Center, the Office of Counseling Services, New Student programs, the Student Development program, the Deans of Students and the Language Laboratory. It also is the location of the offices of the Departments of English, Communications and Theatre, Political Science, Modern Languages, Sociology and Social Welfare, Industrial Education and the Writing Skills Center.

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

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

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

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

The James P. Adams Library presently has a capacity for holding 195,000 volumes and seating 650 students. The college's closed-circuit television studios and an art gallery are also located in the building.

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

The Fred J. Donovan Dining Center holds over 2,000 patrons and provides both contract meal plans and a la-carte service. Attached to the center are the *Faculty Center*, on the east side, with dining and lounge areas and conference facilities and the *Student Union* on the west side. The four floors of the union provide lounge and recreation areas, and hold the college bookstore, office for student organizations, a coffeehouse and the Rathskellar.

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

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

Alumni House provides space for the Alumni-Public Relations Office, the Center for Evaluation and Research and the Testing Office.

The Bureau houses the office and facilities of the Bureau of Social and Educational Services and the Ethnic Heritage Studies Project. The new *Physical Plant Warehouse Building* houses the Office of the Physical Plant and the Purchasing Office.

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

UNDERGRADUATE ADMISSION PROCEDURES

Admission Factors

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

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

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

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

Application Forms / Procedures

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

Secondary School Requirements

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

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

Request for exceptions should be made in writing to the director of admission. 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.

Entrance Examinations

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

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

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

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

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

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

Interviews

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

Physical and Emotional Health

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

Military Personnel and Veterans

As a Servicemen's Opportunity College, under the sponsorship of the American Association of State Colleges and Universities, Rhode Island College actively seeks to enroll military personnel and veterans of the armed

forces of the United States who appear ready and qualified to pursue a formal academic program of study consistent with their background and experience. Individuals may enter the college through a variety of ways and programs. Candidates who desire to enter an undergraduate degree program should complete application Form 100 (white) and contact the Office of Admissions for additional information. Persons interested in continuing education, or who feel they may lack the necessary prerequisites for degree candidacy, should complete application Form 200 (blue) and contact the Office of Continuing Education.

Project Ahead

Through this cooperative education program Rhode Island College offers qualified applicants the opportunity to begin a career in the United States Army while concurrently pursuing their educational objectives. An academic adviser will be assigned to each student to plan and coordinate the individual's program of study at the college. Each candidate will also receive personal assistance in the identification and selection of appropriate educational opportunities from the Base Education Center Counselor. For further information contact a local army representative or the director of admissions.

Early Admission

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

Early Decision

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

1. rank in the upper third of 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 decision will be processed in the fall or early winter of the senior year.

Part-time Programs and Continuing Education

Part-time students with the ability to handle college-level study but who cannot attend college full time may attend regularly scheduled daytime undergraduate classes and appropriate classes in the late afternoon and evening. Interested persons should contact the Office of Admissions or the Office of Continuing Education for further information.

Part-time study is available in many fields in which full-time study is offered. Students who choose either the secondary or elementary education curriculum are reminded that there is a student teaching requirement which entails devoting a full day in the public schools every day that they are open

for the duration of one semester.

The admissions procedure varies with two options available:

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

To apply, complete Form 100 and arrange to submit appropriate credentials and test scores to the Office of Admissions.

2. *Delayed Matriculation* (for non-matriculating students) — To take courses prior to consideration for matriculation candidates will complete Form 200 and arrange to submit appropriate secondary school transcripts or high school equivalency results to the Office of Continuing Education.

Applicants to part-time study should carefully study the college catalog. Those in doubt regarding their qualifications for immediate matriculation, but who have completed a college preparatory secondary school course and present CEEB test results, may complete both Form 100 and 200.

Preparatory Enrollment Program

The college conducts a pre-matriculating program designed to assist economically and culturally disadvantaged Rhode Island high school graduates qualify for entrance and ultimately achieve a baccalaureate degree. Interested students should contact the director of special services, Craig-Lee Hall, as early as possible in their senior year of high school.

Proficiency and Advanced Placement

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

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

1. appropriate scores on College Entrance Examination Board Achievement Tests in modern foreign language and other specific disciplines;

2. scores of 3 or higher on the CEEB Advanced Placement Test (usually administered to high school students enrolled in advanced placement courses);

3. qualifying scores on the CEEB College Level Examination Program tests in appropriate subject matter fields (administered by the Center for Evaluation and Research, Rhode Island College, as well as national test centers of the College Entrance Examination Board);

4. scores at or above the 35th percentile on the CEEB College Level Examination Program General Level examinations;

5. superior overall academic achievement;

6. satisfactory achievement in accelerated or enriched high school courses.

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

College Level Examination Program (CLEP)

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

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

A student can meet all of the general studies requirements except the general studies seminar(s) through specified CLEP general exams (see pg. 69). Arrangements for the CLEP examinations can be made through the Center for Evaluation and Research at the college. A listing of the subject level examinations follows:

Afro-American History
American Government
American History
American Literature
Analysis and Interpretation of Literature
Biology
Calculus with Analytic Geometry
Clinical Chemistry
College Algebra
Geology
Hematology
History of American Education
Human Growth and Development
Immunohematology
Introduction to Business Management
Introductory Accounting
Introductory Business Law
College Algebra-Trigonometry
Computers and Data Processing

Educational Psychology
Elementary Computer Programming-Fortran IV
English Composition
English Literature
Freshman English
General Chemistry
General Psychology
Introductory Macroeconomics
Introductory Microeconomics
Introductory Micro- and Macroeconomics
Introductory Marketing
Introductory Sociology
Microbiology
Money and Banking Statistics
Tests and Measurements
Trigonometry
Western Civilization

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

Leave of Absence for Students Studying Elsewhere (Continuing Student Status)

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

Leave of Absence for Students Not Studying Elsewhere

When a student finds it necessary to interrupt his studies at the college for not more than one year, he can apply for a leave of absence. The fee is \$10 and the application form may be obtained from the academic dean, department chairman, dean of students or the Records Office. Further information concerning the policy concerning leave of absence for students is available in any of the offices mentioned above.

Readmission

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

Admissions from Other Colleges

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

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

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

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

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

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

Transfer credit for admissions purposes will usually be granted for courses in which the grade earned is at least one grade above minimum passing standards at a regionally accredited four-year college and in which content is comparable to that of courses offered at Rhode Island College. Rhode Island College reserves the right to set special standards regarding

transfer credit from both special institutions and junior colleges. In such cases work completed must be certified to be on a college level. Records of students seeking to transfer will be evaluated after presentation of all information.

The following factors will enter into admissions decisions:

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

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

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

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

Transfer Candidates from Rhode Island Junior College

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

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

New England Regional Student Program

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

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

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

Admission of Foreign Students

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

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

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, four assessments, the General Fee, the Student Activity Fee, Athletics Fee and the Dining Center/Student Union Fee are charged to all students. One half of this amount is due and payable on or before September 1 and the remainder on or before January 30 of each year. Registration is complete only upon payment of these fees.

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

ALL students pay per year:

General Fee	\$504
Student Activity Fee	40
Dining Center/Student Union Fee	37
Athletics Fee	14
Health Fee	10
	<hr/>
	\$605

Students living on campus add:

Room	\$655 or 755
(Single occupancy-Browne, Thorp, Weber Halls-\$655; Double occupancy-Willard Hall-\$655; Single occupancy- Willard Hall-\$755)	
Board	\$755
(Monday breakfast through Friday dinner-15 meals)	
New students: Orientation Fee (Encounter)	\$13-20
(Transfer students pay \$13; incoming freshmen pay \$20)	
Music students add:	\$196
Out-of-state students add:	\$822

Explanation of Fees

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

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

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

Dining Center and Student Union Fee. All full-time undergraduate students annually pay a \$37 dining center/student union fee. Funds collected are used to repay the federal government loans which made possible construction of the two buildings and to provide for maintenance and operational expenses.

Applied Music Fee. Students registering in Music 370-387, each consisting of 14 private 50-minute lessons, will be charged a fee of \$98 in addition to the regular college fees for these two-credit courses.

Part-time Students. Part-time degree candidates in undergraduate programs and non-matriculating undergraduate students pay \$28 per credit hour plus a dining center/student union fee of \$6 per person in the fall, spring and summer programs, a student activity fee of \$3 per credit and a health fee of \$2.50 each semester. Out-of-state students pay an additional \$17 per credit hour, for a total of \$45 per credit hour.

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

Graduate Student Fees. Graduate students pay \$28 per credit hour for each course, a registration fee of \$6 per semester and a health fee of \$2.50 each semester. Out-of-state residents pay an additional \$6 per credit. When applying for admission to the graduate program, a \$10 application fee must be submitted.

Textbooks and Supplies. Students purchase their own textbooks and general supplies. The cost of these materials approximates \$150 annually.

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

Other Expenses. The college offers students accident and sickness insurance at a nominal rate. Commuting students must meet the cost of transportation and college lunches, which together can cost from \$250 to \$450 annually. Students should also expect to pay up to \$400 for clothing, entertainment and other personal expenses. It should be emphasized, of course, that such expenses stem partly from a student's mode of living and can vary markedly among individuals.

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

Since on-campus housing is limited, preference is given to new students (freshmen and transfer students) until May 15. After that date one half of the spaces are reserved for freshmen and the remainder for returning residents. Distance from campus is not considered until late into the summer. Current residents have first priority for a particular hall or room. Students are admitted to residence halls on a yearly basis and must apply for a room each year.

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

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

Tuition for Out-of-State Students. There is an annual \$822 tuition fee required of all out-of-state students in addition to the general fee charged all students. When residence status is in question, the student, if under 18, must present to the director of admissions a certification from the clerk of the city or town in Rhode Island in which he claims residence, certifying that his parents or legal guardians have resided in the state for a period of at least 12 months and are qualified voters in order to receive a tuition fee exemption. If the applicant is over 18, and claims independent status, he must furnish the director of admissions with a certified statement that he has been a resident of the state of Rhode Island at least one year prior to his first registration at Rhode Island College and evidence that he has not been claimed as a federal income tax exemption by his parents during the last 12 months period. For such students, time spent in the state while attending college usually may not be used to establish tuition exemption. Contact the Office of Admissions for further information.

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

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

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

After registration and within first two weeks	80%
Within third week	60%
Within fourth week	40%
Within fifth week	20%

After five weeks there is no refund.

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

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

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

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

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

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

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

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

FINANCIAL AID

Though costs at Rhode Island College are relatively modest, many students do encounter financial difficulties. For their benefit the Career Development Center through its Office of Student Financial Aid administers an extensive program of grants, loans and part-time employment opportunities. During the 1974-75 academic year approximately one out of three full-time students received some type of financial assistance.

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

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

Who May Apply

Any student accepted for admission to or currently enrolled at Rhode Island College may be considered for financial assistance. Most financial aid programs are available to full-time undergraduates only. However, graduate students and others taking at least one-half the normal full-time academic load may be eligible for some types of aid. For more detailed information contact the Office of Student Financial Aid.

How and When to Apply

To insure an objective and equitable assessment of each applicant's financial need, Rhode Island College subscribes to the College Scholarship Service (CSS). Every applicant for financial assistance must file either a Parents' Confidential Statement (PCS) with the College Scholarship Service, Princeton, New Jersey 08540, or a Student's Financial Statement (SFS) with the College Scholarship Service, Berkeley, California 93306.

Only those students who are totally independent of parental support defined by federal guidelines may submit an SFS. SFS filers also must submit a notarized Statement of Financial Independence. *If the student's status is not clear, he should contact the Office of Student Financial Aid for clarifications before completing either form.* In any case, for assistance needed for either summer school or the following academic year, the appropriate form must be filed with the College Scholarship Service *not later than March 1 by upperclass renewal applicants, and not later than January 1 by freshmen, transfer and new upperclass applicants.* Students planning to enroll for spring semester only are urged to apply as early as possible but *not later than November 1 of the calendar year preceding the semester for which aid is sought.*

When the college has received the financial need analysis from the College Scholarship Service, an initial screening takes place. At this point a Rhode Island College Financial Aid Application will be sent by the Office of Student Financial Aid *ONLY* to those students who have demonstrated financial need on either the Parents' Confidential Statement or the Student's Financial Statement. Other applicants will be notified of the college's inability to offer them financial assistance.

Awards will be announced by mail in late spring and early summer. Under no circumstances, however, will financial assistance be offered to an applicant until his admission to the college is certified by the director of admissions, but freshmen applicants are cautioned to file a PCS at the earliest possible time and not to wait until acceptance for admission is confirmed.

All students *must re-apply for awards each year.* Awards are not automatically renewable. The following list, subject to change, denotes the programs currently administered by the Office of Student Financial Aid. Unless otherwise noted a Parents' / Student's Confidential Statement is required to establish eligibility.

For graduate assistantships, trainee and fellowship programs for graduate students, consult the Graduate Catalog or contact the dean of graduate studies.

Sources of Financial Aid

A financial aid award may consist of one or a package of the following types of assistance:

Grants / Scholarships

Alumni Nursing Scholarship
 Federal Products Foundation Scholarship
 Law Enforcement Education Grants*
 Model Legislature Award (Sponsored by RIC Alumni Association)
 Non-Matriculating Student Grants
 Nursing Student Scholarship Program
 Old Stone Bank Scholarship
 Preparatory Enrollment Program Grants
 Rhode Island College Alumni Scholarships
 Rhode Island College Trust National Bank Scholarship
 Rhode Island Hospital Trust National Bank Scholarship
 Sigma Mu Delta Scholarship
 Supplemental Educational Opportunity Grants
 Westerly Club - RIC Alumni Scholarship

Loans

Alumni (Class of 1942) Short-term Loan Fund*
 Margaret Hill Irons Loan Fund*
 National Direct Student Loan Program
 Nursing Student Loan Program
 Women of Rhode Island College Student Assistance Fund*
Student Employment
 College Work-Study Program
 Rhode Island College Student Employment Program*

In addition to the above financial aid programs, students should be aware of the availability of the following financial resources not directly administered by the Office of Student Financial Aid:

Resource

Basic Educational Opportunity Grants*

Guaranteed Loan Program (Higher Education Loan Programs)

Off-Campus Employment Opportunities*

Rhode Island State Scholarship Program

Special Talent Scholarship Program

Alumni String Scholarships

*No PCS or SFS Required

Administered by

U.S. Government - applications available from high schools

Commercial lenders (Banks, credit unions, etc.)

Career Development Center
 Roberts Hall

Educational Testing Service, Princeton, New Jersey

Department chairmen-art, athletics, dance, debate, music, theatre

Department of Music

Should there be a need for further information about financial aid programs at Rhode Island College, please contact:

Financial Aid Officer
 Career Development Center
 Rhode Island College
 Providence, Rhode Island 02908
 (401) 831-6600

STUDENT LIFE AND SERVICES

A wide variety of out-of-class experiences, programs and services provide the Rhode Island College student with valuable opportunities to gain additional information about himself and his world, to define himself as a person and to gain additional skills and competencies for building successful careers in college and in later life. The vice president for student affairs and members of his staff coordinate and supervise these programs and services.

Undergraduate Admissions

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

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

New Student Programs

Reception and orientation of new students and educational programming which is designed to assist them in the transition to Rhode Island College are provided by the Office of New Student Programs. This office coordinates the total program of the college as it relates to freshmen, transfers and readmitted students. The services offered are aimed at facilitating the personal, educational, cultural and social development of all new students.

Records Office

The Records Office maintains the official academic records for all Rhode Island College students. It is responsible for registration for classes and for the scheduling of academic and other activities held on the campus.

Student Activities / Athletics

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

Participation in a student organization whether social, religious, governmental or academically related provides students a variety of opportunities

to gain new skills and increase their competency. Membership is voluntary and most organizations actively seek new members in the fall of each year. Some organizations are based on particular student interests or talents, while others are the programs of academic departments.

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

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

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

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

The College Lecture Program, supported by the college, annually brings a large number of artists and scholars to campus for lectures, performances and exhibits. While open to the public, the lectures have an immediate appeal to students and faculty interested in a particular academic, cultural or professional area.

Art exhibits are regularly scheduled in the gallery of the James P. Adams Library and in the Art Center. As well as featuring visiting exhibits of paintings, crafts and sculpture, the galleries also display work by student and faculty artists and craftsmen.

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

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

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

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

Chaplaincy Programs of lectures, panel discussions, Third Curriculum courses, retreats, marriage preparation and liturgies are offered each semester under the sponsorship of the chaplains assigned to the college.

Student Government

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

A student parliament of no more than 37 members is selected in the following manner:

- no more than 25 members shall represent the students in the academic departments by petition;
- other members shall represent the following constituencies: graduate, non-matriculated, freshmen, faculty, administration and dormitories;
- provision has been made for at-large representation.

The parliament shall elect a president who in turn will appoint an executive council. The parliament shall also elect a speaker to be the presiding officer of the body.

The president shall appoint the members to the finance commission who will assume the responsibility for determining annual allocations, from the student activity fee, for support of student organizations.

The parliament seeks to build student participation in the governance of the college through student appointments to various committees. Through these committees, the parliament wishes to reflect the feelings of the students concerning campus issues that affect them.

Student Life Office

The staff of the Office of Student Life serves students in a variety of ways by providing information and advice designed to help the student function

more effectively within the college community. The associate dean for student life assists students in understanding their responsibilities and rights under college policies and regulations. He represents the college in the day-to-day life of students and seeks to respond promptly to student needs and interests. The *College Handbook for Students* containing information and college regulations is published annually by this office.

Housing

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

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

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

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

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

Career Development Center

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

The Financial Aid Program is described on page 16. Further information is available through the Career Development Center.

The Student Employment Program aids students in finding employment on a part-time basis during the academic year and during the summer. Where possible, an attempt is made to find employment related to the career interests of the student.

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

Office of Counseling and Special Services

The Office of Counseling and Special Services provides service without fee to all members of the college community. Assistance is usually in the form of personal interviews, but there are programs and groups available for those who desire alternative experiences. The department is staffed by

professional persons trained in psychology, social work, counselor education and psychiatry.

In keeping with accepted professional practice, counseling contacts with students or members of the college community are confidential. No information is released to administration, faculty, parents or outside agencies without the student's explicit written authorization in advance, except when in the office's professional judgment there is a clear, immediate threat to the life or welfare of either the individual himself or of others.

The counseling service also interprets student needs to faculty and staff by serving on committees, conducting research about students and their behavior and the influence of faculty and the institution upon students, and by the dissemination of the outcome of such research to the total community.

Health Service

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

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

Religious Life

The religious dimension of life is an important part of life at the college. Three full-time chaplains are available to students, faculty and staff for counseling, support and religious services. Two chaplains are sponsored by the Roman Catholic Diocese in Rhode Island, and a third chaplain is sponsored by United Ministries in Higher Education which represents the Baptist, Congregational, Episcopalian, Methodist, Presbyterian and United Church of Christ denominations.

Student Development Programs

Student development programs at Rhode Island College provide motivational and supportive services for students at the college and for others in pre-college settings.

At Rhode Island College, the special services program of the Office of Counseling and Special Services assists eligible students with information, advice, counseling, tutoring and other activities designed to assist them in being successful in their college work.

Another unit provides assistance to pre-college young people, by identifying individuals who should be encouraged to continue their education beyond secondary school, by assisting them in building skills and competencies to be successful in their educational programs and by encouraging them to continue. This unit includes the federally-funded Project Upward Bound and the college's Preparatory Enrollment Program.

Parking and Traffic Regulations

Legal parking and traffic information are described in a booklet titled *Board*

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

Registration of Autos

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

SPECIAL FACILITIES AND SERVICES

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

Alumni Association

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

Audiovisual Department

The Audiovisual Department is organized and equipped to serve the college's instructional needs. Providing effective instructional media for faculty and students is the goal of each staff member. The department has three service centers: 1) the *Audiovisual Center* includes conventional equipment, repair and graphic arts services, 2) the *Television Center* includes an eleven channel campus-wide closed circuit television system, studio facilities and portable TV equipment, 3) the *Film Center* includes a 2,500 film state-wide distribution system for the elementary, secondary and college instruction as well as Rhode Island College's campus services for film purchase, rental and distribution.

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

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

sultant services.

The department's services are available during all scheduled instructional periods. The department's staff assists in providing the best equipment for specific tasks.

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, as well as sundry gift items.

Bureau of Social and Educational Services

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

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

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

Center for Economic Education

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

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

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

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

Center for Evaluation and Research — CERRIC

The Center for Evaluation and Research, part of the Division of Educational

Studies, is organized:

a. to effectively utilize the resources at Rhode Island College to provide evaluative and research services to educational institutions in the state of Rhode Island;

b. to maintain the college's leadership role in the provision of consultative and operational activities in the area of test administration and scoring.

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

Computer Center

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

Curriculum Resources Center

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

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

Ethnic Heritage Studies Project

The Ethnic Heritage Studies Project, an effort to further the study of ethnicity, brings together students, faculty, community members and educators for examination of the immigrant experience in America. Particular emphasis is given to study of the rich variety of ethnic resources in the Rhode Island community.

The project includes the Ethnic Materials Collection, an archive which seeks to collect and preserve ethnic-related materials and to make them available for research and examination. In addition to sponsorship of conferences and efforts in curriculum development, the project works with individuals and organizations interested in ethnicity, and serves as a clearinghouse for information on immigrant ethnic resources.

Language Laboratory

The facilities of the Language Laboratory are an important increment to the work of the Department of Modern Languages. Use of the laboratory is planned to develop skill in oral and aural command of the foreign language in both elementary, intermediate and advanced courses.

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

The laboratory is a complete installation with open reel and cassette recording and playback equipment in 60 individual student booths and with facilities for simultaneous emission of 10 programs from the master console. The cassette tape recorders mounted in carrels allow students to do audio-active recording and to listen to pre-recorded cassette tapes.

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

The Learning Center

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

Library

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

The purpose of the James P. Adams Library is to provide the intellectual resources of books, periodicals and pamphlets needed to support the work

of students in the academic program. Most of the collection has been selected by the faculty and therefore reflects the curriculum of the college. All students have free access to the resources of the library which includes over 195,000 volumes and 2,000 periodical subscriptions. In addition to the traditional printed material, a number of major collections on microfilm, microcard and microfiche have been acquired with appropriate viewers and copiers. An official depository for selected U.S. government publications has been maintained at the library since 1965.

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

Planning and Institutional Research, Office of

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

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

Reading Center

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

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

The center sponsors the Graduate Reading Internship Program in which graduate students enrolled in the M.Ed. program in reading spend one school year of internship in a local school under the supervision of center personnel. Here the interns receive experience in diagnosing reading difficulties, teaching corrective and remedial reading and providing con-

sultant services to school faculties. A limited number of internship stipends are available each year.

Speech Laboratory

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

The Urban Educational Center

The Urban Educational Center was established in the spring of 1968 as a "port-of-entry" to post-secondary education for low-income and minority group individuals in the state of Rhode Island. In June of 1971, the Board of Regents for Education approved the transfer of the administrative and budgetary controls of the UEC to Rhode Island College. The policies and procedures of the center are governed by an advisory board composed of students and representatives from the community and educational institutions.

A limited number of Rhode Island College courses for credits and general interest courses for which UEC credits are awarded are offered by the center. Seminars and workshops are sponsored periodically dealing with problems of interest to the urban community of Rhode Island.

The center also offers High School Equivalency preparation classes and serves as an Official GED Testing Center for the Rhode Island State Department of Education.

The center is located at 2 Winter Street, Providence, Rhode Island, and is open from Monday — Thursday, 9 a.m. — 10 p.m. and on Friday from 9 a.m. — 5 p.m.

The Writing Skills Center

The Writing Skills Center provides several services for students who need to improve their writing competence. The center's activities include placement and diagnostic testing, basic writing skills instruction, and a writing tutorial service. A faculty member may refer a student to the center for assistance, or a student may drop in voluntarily to request help in developing his writing ability. For more detailed information on the college's writing program consult *Ways to Successful Writing at Rhode Island College*, available at The Writing Center.

DEGREE OFFERINGS

Rhode Island College offers programs leading to degrees of:
Bachelor of Arts degree with majors or concentrations in:

Anthropology	Music
Art	Philosophy
Biology	Physical Science
Black Studies	Political Science
Chemistry	Political Science/Public Service
Communications/Theatre	

Economics
 English
 French
 General Science
 Geography
 History
 Latin American Studies
 Mathematics

Psychology
 Social Science
 Social Welfare
 Sociology
 Spanish
 Urban Studies

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

Bachelor of Science degree in:

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

*For teachers in service only

Graduate Division Programs:

Master of Arts degree offered in:

English
 French
 History
 Mathematics
 Psychology, Developmental
 Psychology, Educational
 Psychology, Personality and Social

Master of Arts in Teaching degree offered in:

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

Master of Education degree offered in:

Agency Counseling
 Bilingual — Bicultural Education

Counselor Education
 Educational Administration
 Elementary Education
 Individualized Masters Program
 Industrial Education
 Instructional Technology
 Reading
 Secondary Education
 Special Education

Certificate of Advanced Graduate Study degree offered in:

Counselor Education
 Curriculum
 Educational Administration
 Mathematics Education
 Reading
 School Psychology

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

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

General descriptions of graduate programs appear in appropriate sections later in this catalog. Detailed information is available in the Graduate Catalog and in the bulletins for each session.

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

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

Curriculum

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

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

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

Students interested in any of the following curricula leading to various B.S. degrees may refer to the departments offering the programs for descriptions:

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

A student choosing an education curriculum must complete the professional sequence described under the appropriate program offering.

General Studies

John J. Salesses, Director

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

Normally each student will complete a general studies program consisting of eight courses. The student has the option of following either of two patterns in meeting this requirement; the patterns are designated as Plan A and Plan B and are described in detail beginning on page 69 in this catalog.

A Plan C which is based on CLEP examinations is also available. This plan is particularly appropriate for students who have interrupted their formal education and whose life-experiences would prepare them for proficiency examinations. Plan C is described beginning on page 70 in this catalog.

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

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

Major

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

Content of the major is determined by individual departments of instruction. Candidates for the Bachelor of Arts degree must complete an academic major or concentration (excluding teaching concentrations) and a minimum of two and one-half years (75 credits) of unrestricted arts and science courses. (See course description section of the catalog for courses which are excluded from these 75 credits.)

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

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

In meeting degree requirements students in arts and sciences are limited to three elective courses in educational studies. Practicum and student teaching courses may not be elected. Elective courses may be selected from the following: Found. Ed. 200, 250, 300, 302, 343, 360 and Ed. 250.

A student who transfers from an educational studies to a liberal arts curriculum may receive credit for a maximum of three courses in educational studies not including student teaching. Requests to receive credit for more than three courses must be submitted to the Academic Standing Committee through the associate dean of arts and sciences.

Teaching Concentration

Students in elementary education who seek a Bachelor of Science in education degree must take a teaching concentration of 8-9 courses. Concentrations are designed by departments in conjunction with the elementary education department and prepare students for teaching in specific areas.

Currently concentrations are offered in:

Language Arts, see page 65.
Mathematics, see page 66.
Science, see page 66.
Social Science, see page 66.
Special Education, see page 102.

Minor

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

SPECIAL PROGRAMS

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

For descriptions see catalog listings under Black studies, page 56, Latin-American studies, page 78, and urban studies, page 103.

The urban education elective program is designed to prepare students for effective teaching in urban schools. It may be elected by any student in an educational studies curriculum as an addition to an academic major or concentration. For further description see page 103.

The medical technology program is offered for students seeking preparation as medical technologists. It is designed upon a core of courses from the disciplines in science and mathematics. For further description see page 82.

Pre-Medical, Dental and Veterinary Preparation

Students wishing to pursue graduate work in medicine, dentistry or veterinary medicine may elect courses appropriate to their career goals. See page 94 for further information.

Pre-Law Preparation

Students wishing to pursue a career in law may elect courses appropriate for pre-law school preparation. See page 94 for further information.

Student Designed Concentrations

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

Foreign Studies and International Education

Dr. Lawrence W. Lindquist, Coordinator

Rhode Island College is a member of the American Association of State Colleges and Universities (AASCU). The AASCU, in cooperation with agent institutions, sponsors International Study Programs in Brazil, Canada, India, Italy and Mexico. In addition, arrangements are being completed for study and research opportunities in Barbados, Pakistan, Poland and Malaysia. Other opportunities are anticipated. Rhode Island College has been an active participant in AASCU planning sessions and encourages qualified students to apply for a semester or a year at these international centers. Other international possibilities are available. For example, Rhode Island College has offered programs in France, Spain, Poland, Ireland and England, and has co-sponsored programs in Portugal. Students interested in Latin American programs should contact the director of the program (see *Administrative and Service Personnel*, page 226). Students and faculty interested in international study opportunities may address inquiries to Rhode Island College Coordinator of International Education, (see *Administrative and Service Personnel*, page 226). Information files on international programs are available for examination through the office of the coordinator.

Continuing Education

See page 8.

Continuing Education Units (CEU)

The college offers non-credit continuing education experiences in which participants may earn Continuing Education Units (CEU). One CEU is earned through 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. CEUs provide a way for adults, especially those in the professional and technical occupations, to accumulate, to update and to transfer a record of their educational experiences in non-credit activities. Students who wish to enroll in an educational experience offering continuing education units may range from a high school dropout to someone who has a master's degree. For further information contact the director of continuing education.

REGISTRATION

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

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

Academic advisement and registration for the spring semester for all students occur about February 1 of each year. Registration for the summer session for all students occurs early in June each year. Students must be officially enrolled at the college to receive course credit. In-person procedures are used at all registrations and all fees must be paid at the registration site.

Adding / Dropping Courses

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

Summer School Credit

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

Late Registration

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

Veterans

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

ACADEMIC POLICIES**Statement on Academic Honesty**

An academic community cannot achieve its aims unless its members subscribe to a basic principle of intellectual honesty. The search for and the communication of truth demand that the participants have a deep-seated mutual confidence in the integrity of those with whom they work. All

members of the Rhode Island College community ought to be sensitive to the need for intellectual honesty, even as a member of a larger community ought to be sensitive to the need for honesty. As the larger community expects its citizens to refrain from breaching its 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 fringements, 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 dismissal depending on the seriousness of the act. Instances of alleged academic dishonesty are adjudicated under procedures established by the Board of College Discipline.

Academic Standing

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

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

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

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

I — incomplete, no quality points

E — conditional failing grade, no quality points

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

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

NA — not available — instructor failed to turn in grades

M — missing or multimark

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

H — Honors, no quality points

S — Satisfactory, no quality points

U — Unsatisfactory, no quality points

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

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

Academic Dismissal and Probation

Failure to maintain the minimum cumulative index required at the end of a given semester results in the student's dismissal from the college.

A student is placed on academic probation at the end of a given semester if his earned index does not meet the minimum index requirement of the ensuing semester.

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

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

Credit/No Credit Option

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

Failure in Courses

Under ordinary circumstances, a student who receives a grade of F in a required course must make up the course within three semesters following the semester in which the failing grade was received.

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

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

Withdrawal from a Course

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

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

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

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

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

Audiovisual Proficiency

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

Speech Proficiency

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

Selection and Retention for Educational Studies Programs

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

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

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

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

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

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

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

1. No mid-semester index is computed or considered prior to a student's sixth semester.*
2. A mid-semester index is requested for sixth semester students who have failed to achieve the 2.00 requirements at the end of their fifth semester in college;
 - a. Achievement of the index at this time does not result in "automatic" **assignment to student teaching. However, if a student achieves the index and is recommended for assignment by his practicum professor with the concurrence of his major department, he will be assigned to student teaching;
 - b. A student failing to make the required mid-semester index during his sixth semester will not be assigned to student teaching in the following semester.
3. The same procedure is followed for students in their seventh semester with this exception: files of all students failing to make the index at mid-semester of their seventh (or subsequent) semester in college will be reviewed by the committee.

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

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

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

Honors

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

Dean's List

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, economics, English, French, history, mathematics and Spanish.

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

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

Graduation Honors

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

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

Kappa Delta Pi

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

PRIZES AND AWARDS

Outstanding achievement by undergraduates in certain areas of college activity is rewarded by the conferring of special awards and prizes. There are a number of scholarship grants given on the basis of auditions or previous attainments in anticipation of successful college work (see pp. 16), but the following awards and prizes are given to acknowledge success achieved during undergraduate years at Rhode Island College.

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

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

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

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

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

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

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

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

OTHER FACILITIES AND PROGRAMS

HENRY BARNARD SCHOOL

Dr. Richard E. Sevey, Associate Professor, Principal

Eleanor Skenyon, Assistant Professor, Assistant Principal

Classroom Teachers

Assistant Professors Bloom, Conforti, Donahue, Duarte, Jarvis, Malone, Merenda, Schultz', Starr', Whipple; Instructors Bridges, Croke', Drew, Ruggiero, Svengalis and Vaughn.

Special Subjects and Resource Teachers

Associate Professors Currier (Music); A. Peterson (Music); Assistant Professors Foster (Art); Foye (Reading); Habershaw (Physical Education); Hickey (Resource Room Teacher); H. Murphy (Physical Education); Nixon (Library-Media Specialist); Shapiro (Guidance Counselor); Walsh (School

Nurse); Instructors Kelly (Home Economics), R. Murphy (Resource Room Teacher), Tumminelli (Industrial Arts).

(on leave spring '76 / on leave fall '75 / on leave all year '75-'76)

Auxiliary Staff

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

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

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

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

When Rhode Island Normal School moved to Capitol Hill in 1898, 10 classrooms on the first floor of the school were designated as the Normal Observation School, including classes from kindergarten through grade eight. In 1920, when Rhode Island Normal School became Rhode Island College of Education, the Normal Observation School was renamed Henry Barnard School. The latter was transferred to its own building on the lower part of the college campus in 1928. When the college was re-located in 1958, the Henry Barnard School was moved with the rest of the college to the Mount Pleasant area of Providence, where a large building of modern design had been constructed for it.

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

The major purposes of Henry Barnard School are as follows:

1. To contribute to education through research activities which are appropriate to its role as a campus school;
2. To represent excellence in elementary education through its curriculum, classroom teaching, pupil services, school organization and patterns for administration.

3. To provide Rhode Island College with an effective laboratory environment for the development of extensive and diverse programs of laboratory and clinical experiences, and
4. To be instrumental in providing leadership to the schools of Rhode Island through its personnel, its programs and its services.

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

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

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

OFFICE OF LABORATORY EXPERIENCES

William H. Lawton, Associate Professor, Director

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

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

Practicum

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

The cooperative center is a form of partnership between Rhode Island College and selected secondary schools. Certain staff members of these schools are jointly appointed by the school system and college to serve as practicum instructors. They join with department chairmen and appropriate

administrators in providing a laboratory setting in which students observe and participate in teaching activities. The first two cooperative centers established in 1968 were Mount Pleasant High School and Nathanael Greene Middle School in Providence. Cranston West High School and Gilbert Stuart Middle School have become cooperative centers since that time. Practicum experiences at the elementary level have been expanded beyond Henry Barnard School to the Robert F. Kennedy School and Camden Avenue School in Providence.

Student Teaching

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

Student teaching takes place in a cooperating school under the joint supervision of an experienced and certified cooperating teacher and a college supervisor. Cooperating teachers are certified by the Rhode Island State Department of Education. Criteria for such certification are three year's teaching experience, the recommendation of one's superintendent and completion of a program of study approved by the state department. Selected cooperating teachers who have gone beyond this basic requirement through advanced study are designated as cooperating instructors or adjunct assistant professors and assume additional responsibilities in the student teaching program.

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

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

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

The coordinated area program is an extension of the area school at the elementary level. Its purpose is to familiarize students with the school department as a system including its pupil personnel services, federal programs and the like. This program is also directed by an area coordinator.

At the elementary level, some area programs also include area supervisors who share responsibility with Rhode Island College faculty members for the supervision of student teachers.

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

Internships

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

DIVISION OF GRADUATE STUDIES

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

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

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

The graduate faculty of Rhode Island College includes approximately 200 men and women, each a member of one of the college's 24 academic departments. Most teach both graduate and undergraduate classes.

Following is an outline of the programs offered by the Division of Graduate Studies. Detailed information, including requirement for admission and for degrees, is given in the Graduate Catalog. A listing of courses is issued before the fall and spring sessions, and a bulletin is issued before the summer session.

Summer Session

For many years the college has conducted an annual summer session. To meet the various needs of students, the college schedules evening as well

as day undergraduate and graduate courses of six, eight and nine weeks duration. An increasing number of undergraduates have been augmenting and enriching, and in some instances accelerating, their programs by attending these courses. Professors from other American and foreign colleges and universities as well as from Rhode Island College are invited to teach summer session courses.

Master of Education Programs

Master of Education degree programs are available in the following areas: agency counseling, bilingual-bicultural education, counselor education, educational administration, elementary education, industrial education, instructional technology, reading, secondary education and special education. The programs for the Master of Education degree emphasize the development of professional competence. Course work stresses an understanding of principles and concepts in each degree area. The Division of Graduate Studies of Rhode Island College believes its role is to stimulate 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 art, biology, elementary education, English, French, general science, history, mathematics, music, physical science, and Spanish. 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 speciality;
2. Junior high and middle school teaching, with the opportunity to increase academic competence in two subject-matter areas;
3. Elementary school teaching, with the opportunity to increase academic competence in as many as three subject-matter areas.

Teachers who hold provisional certification in Rhode Island or in another state in which they are currently teaching may enroll in any one of the three levels in the program. For certified teachers the program consists of 21 credits in subject-matter courses and nine credits in professional courses.

Special provision is made for qualified college graduates 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 23/25 credit hours of professional studies and 12 credits of academic study. The elementary program requires a minimum of 30 credits of professional study and 12 credits of academic study.

Course work completed without written approval of an adviser may not be acceptable as part of a student's program.

For admissions procedures and other details consult the Graduate Catalog.

Master of Arts Programs

Master of Arts degree programs are available in English, French, history, mathematics, developmental psychology, educational psychology, and personality and social psychology. It is assumed that candidates for the Master of Arts degree have an undergraduate major in the field they have chosen. The programs require successful completion of 30 semester hours of work. Candidates in mathematics also must complete written and oral examinations. Candidates in history must complete a master's thesis (included in the 30 credit hours) and an oral examination. Interested students should contact the chairman or graduate adviser of the appropriate department.

Certificate of Advanced Graduate Study

The six-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 or school psychology for which the master's degree is not sufficient. Presently the CAGS program is offered in the fields of educational administration, counselor education, curriculum, mathematics education, reading and school psychology.

The program requires 30 credit hours of courses beyond the master's degree in professional courses directly related to the student's concentration and in appropriate supporting disciplines. 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 is required. This project must be approved by the adviser and the dean of graduate studies.

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 is required. This project must be approved by the adviser and the dean of graduate studies.

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

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

For admission procedures and other details consult the Graduate Catalog.

Professional Specialization in Urban Education

The purpose of the graduate program in urban education at Rhode Island College is to help increase the supply of teachers who understand the theoretical and practical problems of teaching in the urban schools. Participants in the program are expected to develop increased knowledge of problems of teaching in disadvantaged areas, to develop increased understanding of the pupils they teach and to improve skills in teaching them, and to develop new approaches to working with disadvantaged children in urban schools. For additional information contact the director of the program.

Graduate Assistantships

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

Graduate assistantships are limited to full-time accepted graduate students enrolled in departments offering graduate degree programs.

The duties of a graduate assistant usually involve such activities as classroom instruction, preparation for and supervision of laboratory sections, direction of discussion or recitation sections, grading papers and research. The student may be required to devote a maximum of 20 hours a week to such work, not more than 10 hours of which may be in classroom contact hours. The normal course load for a graduate assistant is nine hours per semester.

A graduate assistant receives a stipend of \$2,500 for the academic year and remission of tuition and fees for the academic year and a summer session. Appointments to assistantships are for one year. Renewals must be recommended to the dean of graduate studies by the department.

Graduate assistants are selected by chairmen of departments and recommended to the appropriate academic dean for appointment. However, the student must apply for admission by March 1 through the graduate office, filing application and letters of recommendation. These are transmitted to the department chairman involved, who makes recommendation concerning admission to the dean of graduate studies.

To be nominated for assistantship a student must first be admitted to a graduate program. Recommendations for appointment must be approved by the dean. In appointing graduate assistants, the Division of Graduate Studies will issue an appointment letter to the student in addition to the regular college contract issued through the president's office.

The college endorses the policy adopted by the Council of Graduate Schools in the United States. The awarding of assistantships for the ensuing year will be announced on April 1. Successful applicants have until April 15 to accept or decline the offer. If a graduate student accepts, he is morally obligated to fulfill his commitment to the college.

SPECIAL PROJECTS AT RHODE ISLAND COLLEGE

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

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

The following is a representative list of programs under way at the college in 1975:

Robert A. Taft Institute of Government Seminar (Robert A. Taft Institute of Government). Purpose: to provide teachers and administrators who have responsibility for teaching social studies, civics or government classes in elementary or secondary schools with a summer seminar designed to offer greater and realistic understanding of the basic principles of constitutional government in the United States, of the American two-party system and of

the process of government at all levels. Dr. Victor L. Profughi, director.

Career Education Program (Rhode Island State Department of Education and local school systems). Purpose: to provide in-service workshops and programs in career education for elementary and secondary school teachers; to develop pre-service career education components; to develop an occupational and career information system for adults exploring new careers as well as students making their first career choice, and to serve as a clearinghouse for information, research and programs in career education. Dr. Ronald A. Esposito, director.

Program for the Preparation of Professional Personnel in the Education of Handicapped Children (United State Office of Education). Purpose: to provide traineeships and graduate fellowships in the special education areas of emotional disturbances, mental retardation, neurological impairment and learning disabilities. Dr. Joseph McCormick, director.

O'Rourke Children's Center. The Bureau of Social and Educational Services at Rhode Island College provides coordination of the educational program at the O'Rourke Children's Center through agreement with the Rhode Island Department of Social and Rehabilitative Services. Miss Frances J. Scribner, coordinator.

Foster Parent Education Course. Purpose: to improve the relationship of foster parents and agency personnel by involving foster parents and case workers in a team approach to foster care through sharing of information and experience, clarification of respective roles and through increased knowledge of the characteristics of normal and abnormal behavior of children. Dr. Eunice Shatz, director.

The Rhode Island College Environmental Education Committee. Purpose: to develop an interdisciplinary approach to environmental education at Rhode Island College. Dr. Richard A. Green, chairman.

Ethnic Heritage Studies Project. Purpose: to develop both curriculum and materials in ethnic studies for classroom use in the schools or the state. Dr. George H. Kellner, director.

Cooperative Education. Purpose: to organize a program of work experience to be integrated with classroom work under which students may alternate periods of attendance at college with periods of employment. This practical experience is meant to enhance the student's ability to deal with career alternatives and to make use of resources outside the classroom environment. Dr. Patrick O'Regan, director.

The Rhode Island Consortium for Continuing Education in Social Work. Purpose: to provide continuing education, staff training and related educational experiences for social workers and other human services practitioners in order that they may acquire knowledge and skills to perform their tasks better and to provide more effective delivery of services. Dr. Eunice Shatz, director.

Regular Education Teachers and Principals (RETAP). Purpose: to provide special education in-service training for principals and regular classroom teachers in diagnostic-prescriptive teaching and in individualizing instruction so that mildly handicapped students may be more effectively educated within regular classrooms. Dr. Richard L. Dickson, director.

Migrant Education. Purpose: to provide educational opportunities to the state's migrant population. Dr. Steven Tegu, director.

Dame Farm. Purpose: to provide information on the educational field trips provided by the Rhode Island Historical Farm Corporation at the Dame Farm in Johnston and to schedule and conduct such field trips for elementary and secondary school classes. Mr. William E. Swigart, director.

Pre-Service Teacher Training - Reading. Purpose: to implement a long-range plan toward improving undergraduate reading education. This plan includes the development of new competency-based modules, the refinement of existing modules and extensive follow-up of students completing the under-graduate reading program. Dr. Ezra L. Stieglitz, director.

Rehabilitation Counselor Long-Term Training. Purpose: to provide instructional and administrative activities supporting the training of rehabilitation counselors, primarily those employed by the Rhode Island State Department of Vocational Rehabilitation. Dr. Rodney Goodyear, director.

ACADEMIC DEPARTMENTS AND PROGRAMS

DEPARTMENT OF ADMINISTRATION AND CURRICULUM

Professors Larsen, Lapan, Meinhold, Munzer and Rollins, Assistant Professors C. Costa (chairman) and O'Connor

The Department of Administration and Curriculum offers graduate programs leading to the Master of Education in educational administration (elementary, secondary) and the Certificate of Advanced Graduate Study in educational administration and in curriculum. Refer to the Graduate Catalog for information concerning requirements. Undergraduates are normally not admitted to these courses. For course descriptions, refer to page 109.

ANTHROPOLOGY

(Department of Anthropology and Geography)

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

Major in Anthropology

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

Required Courses	semester hours	
Anthropology 201: Introduction to Cultural Anthropology	3	
Anthropology 309: Basic Archaeology	4	
Anthropology 360: Senior Seminar in Anthropology	4	Total: 11

Elective Courses

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

Two courses must be in area studies.

Two courses must be in a specialty.

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

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Total for major	30
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The selection of courses must be approved by the anthropology adviser.

Cognates

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

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

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

Minor in Anthropology

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

Course Descriptions

For course offerings in anthropology, refer to page 111. The student is also referred to the interdisciplinary social science courses, page 209.

DEPARTMENT OF ART

Professor Emerita Becker; Professor Rosati (chairman); Associate Professors Brisson¹, DeMelim, Hysell, Kenyon, Ladd, Pinardi, D. Smith, Steinberg and Sykes; Assistant Professors Horvat, LaFollette and Ohlin; Instructors Ames and Howkins.

¹ on leave fall 75

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

Major in Art (B.A. degree - Studio)

Required Courses	semester hours
Studio Foundations	12

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

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

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

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

Concentration (select a, b or c)

a) <i>Painting</i>		9
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Art 205: Study of the Figure	
Art 202: Painting I	
Art 302: Painting II	

b) <i>Sculpture</i>	
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Art 205: Study of the Figure	
Art 215: Sculpture I	
Art 315: Sculpture II	

c) <i>Crafts</i>	
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Art 206: Ceramics I	
Art 306: Ceramics II	
Art 319: Fiber	
or	
Art 320: Metal	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The major in art history consists of 10 courses plus a cognate requirement. The major includes Art 231, 232, 330, 331, 332, 333, 334, 335, 361 and an additional course in art history at the 300 level. The cognate requirement is 12 hours of courses chosen to augment the major with the adviser's approval. For example, choices may be made from history, literature, music and languages.

Required Courses:

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

Major in Art Education (B.S. degree)**Required Courses****Professional Sequence:**

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

Studio Foundations

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

Art Studio

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

One of the following:

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

Two of the following:

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

History of Art

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

One of the following:

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

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Minor in Art History

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

Master of Arts in Teaching Programs

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

Course Descriptions

For course offerings in Art, refer to page 114.

The following courses, listed under education (refer to pages 134, 135, 137, 139, 141, 144), are offered by the Department of Art:

- Education 203: Concepts in Art Education
- Education 303: Practicum in Art Education
- Education 325: Student Teaching in Art Education
- Education 340: Methods and Materials in Art Education
- Education 421: Art in the Elementary School
- Education 513: Research and Evaluation in Art
- Education 515: Curriculum Issues in Art Education

BILINGUAL-BICULTURAL EDUCATION**James D. Turley, Adviser**

The Department of Secondary Education offers a graduate program leading to the Master of Education degree in bilingual-bicultural education. Refer to the Graduate Catalog for information concerning requirements.

DEPARTMENT OF BIOLOGY

Professors Dolyak, Hartmann, Keeffe and Pearson Jr.; Associate Professors Gonsalves, Keogh, Lemesha, McCutcheon, Silver, Young (chairman) and Wasti; Assistant Professors Bohnsack, Foltz, Haagens, Kinsey, Lough and Pearson 3rd; Adjunct Assistant Professors Brownhill, Cok, Davis, Geddes and LeClair; Instructor Melaragno.

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

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

Major and Minor

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

remainder of the 30 hours are elective courses in biology. Students in the teaching programs are strongly urged to take courses in both botany and zoology.

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

Biology Major

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

Second Year
Biology 220, 221
Chemistry 205-206

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

Biology Minor

First Year
Biology 101-102
Third Year or Fourth Year
Biology elective, 4 credits

Second Year
Biology 220, 221, 300 or 318, 8 credits

Honors Program

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

General requirements for departmental honors are stated on page 40. Any student who is interested in enrolling in this program should consult with the chairman of the biology department.

Medical Technology Program

The college offers a Bachelor of Science degree program in medical technology. See medical technology program, page 82 for details.

Master of Arts in Teaching Programs

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

Course Descriptions

For course offerings in biology, refer to page 118.

The Department of Biology also offers the following courses in education, found in the course listings beginning on page 134.

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

BLACK STUDIES PROGRAM

William H. Robinson, Jr., Coordinator

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

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

- A. Two of the following courses:
History 313: Early African History
History 314: Modern African History
History 351: Civil War and Reconstruction
History 356: Studies in Black History (may be repeated)
*History 371: Reading course in History
- B. Two of the following courses:
English 326: Studies in Black Prose (may be repeated)
English 327: Studies in Black Poetry (may be repeated)
English 335: Literature in Translation (Topic: Black Literature)
*English 390: Directed Study
- C. One of the following courses:
Anthropology 319: Peoples and Cultures of Africa
Social Science 310: Africa
*Sociology 390: Directed Study (3 or 4 credits)
- D. One of the following courses:
Psychology 409: Psychology of Race and Class
Sociology 208: Minority Group Relations
- E. Interdepartmental Course 361: Seminar in Black Studies
- F. A total of three courses from any of the following electives or any courses listed in sections C or D above:
Political Science 202: American Government (4 credits)
Political Science 351: Parties and Elections in America (4 credits)
Psychology 215: Social Psychology (4 credits)
Sociology 204: Urban Sociology
Sociology 211: Social Problems

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

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

Minor in Black Studies

The minor in Black studies consists of six courses.

It has as its core four required one semester courses specifically dealing with Black culture:

- English 326: Studies in Black Prose
 - English 327: Studies in Black Poetry
 - History 356: Studies in Black History
 - Interdepartmental Course 361: Seminar in Black Studies
- In addition, a student must choose one course from each of the following two groupings.

I. Related non-United States component:

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

II. Social and Psychological Component:

- Psychology 215: Social Psychology
- Psychology 409: Psychology of Race and Class
- Sociology 204: Urban Sociology

Sociology 208: Minority Group Relations
Sociology 211: Social Problems

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

Course Descriptions

For course offerings in Black studies, refer to p. 122

CHEMISTRY

(Department of Physical Sciences)

Courses in chemistry are offered through the Department of Physical Sciences (page 89), and faculty is drawn from that department.
Both a major and a minor in chemistry are available. See page 91.

Course Descriptions

For course offerings in chemistry, refer to page 122.

DEPARTMENT OF COMMUNICATIONS AND THEATRE

Professors Cabbage (chairman) and Healey; Associate Professors Custer⁺, Eubank, Graham, Hutchinson and Scheff⁺; Assistant Professors Budner, Goldman, Gustafson, Joyce and E. F. Perry.

⁺ on leave spring 76 / ⁺ on leave fall 75

General Studies

The Department of Communications and Theatre offers, in addition to colloquia and seminars, three courses that satisfy the area distribution electives requirement — Communications 111: Approaches to Speech Communication, Communications 240: Mass Communications and Theatre 110: Approaches to Theatre.

Major

The Department of Communications and Theatre offers three majors, each requiring 30-32 semester hours and 12-16 semester hours in cognate courses. The three majors are:

- (1) Major in Communications
 - (a) emphasis in Speech Communication
 - (b) emphasis in Mass Communications
 - (c) emphasis in Speech Therapy
- (2) Major in Theatre
- (3) Major in Communications and Theatre, Secondary Education

Students should develop individual programs of study in consultation with departmental advisers.

Minor

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

Major in Communications

I. Speech Communication Emphasis

	semester hours
A. One course from:	
Communications 202: Fundamentals of Oral Interpretation	3
Communications 208: Fundamentals of Oral Communication	3
Communications 251: Argumentation and Debate	3
Communications 254: Communication in Business and the Professions	3
Communications 258: Interpersonal Communication	3
Communications 351: Persuasion	3
Communications 356: Discussion and Group Communication	4
B. One course from:	
Communications 252: Speech Communication and Contemporary Issues	3
Communications 255: Communication Theories	4
Communications 353: History of Public Address	4
Communications 354: Leadership and Management Communication	3
Communications 355: Language and Thought in Communication	3
Communications 358: Advanced Interpersonal Communication	3
Communications 457: Speech Communication and Society	3

II. Mass Communications Emphasis

One course from:	3
Communications 240: Mass Communication	3
Communications 341: Introduction to Cinema	3
Communications 342: Basic Filmmaking	3
Communications 343: Filmmaking: Animation	3
Communications 346: Introduction to Broadcasting	3
Communications 347: Television Production	3
Communications 461: Seminar in Mass Communications	3

III. Speech Therapy Emphasis

One course from:	3
Communications 220: Voice and Articulation	3
Communications 221: Introduction to Speech Pathology	3
Communications 222: Phonetics	3
Communications 321: Speech and Language Development	3
Communications 325: Voice and Articulation Disorders	3

IV. Remaining 15-18 semester hours to be taken as follows:

- A. 12-15 semester hours from 1A and/or 1B; or II; or III
B. 3-4 semester hours from 361, 390, 391, 480, 250-350-450 topics, or from any courses listed under 1A, 1B, II, or III

V. Cognates:

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

I. Speech Communication Emphasis

Anthropology 310: Language and Culture	3*
Anthropology 312: Oral Traditions	2
English 211: Introduction to Linguistics	3
English 331: Advanced Composition	3
English 332: History of the English Language	3
History 200: The Nature of Historical Inquiry	3
History 343: Social and Intellectual History of the United States to 1865	3
History 344: Social and Intellectual History of the United States from 1865 to the Present	3
Philosophy 351: Plato, Aristotle and Greek Thought	4*

semester hours

Political Science 300: Scope and Methods	3*
Political Science 314: Concepts in Contemporary Political Thought	3
Psychology 320: Introduction to Psychological Methods	4
Psychology 341: Perception	4*
Psychology 353: Group Dynamics	4*
Sociology 306: Formal Organizations	3*
Sociology 319: Collective Behavior	3*
II. Mass Communications Emphasis	
Art 317: Introduction to Photography	3
English 325: Literature and Film	3
Education 304: Audiovisual Instructional Materials	3
Education 437: The Role of TV in Education	3
History 200: The Nature of Historical Inquiry	3
History 344: Social and Intellectual History of the United States from 1865 to Present	3
Political Science 314: Concepts in Contemporary Political Thought	3*
Psychology 320: Introduction to Psychological Methods	4
Psychology 322: Psychological Testing	4*
Sociology 310: Methods of Social Research	4*
III. Speech Therapy Emphasis	
Biology 331: Human Anatomy	4*
English 211: Introduction to Linguistics	2
Psychology 320: Introduction to Psychological Methods	4*
Psychology 322: Psychological Testing	4*
Psychology 324: Principles of Psychological Measurement	4*
Psychology 330: Human Development	4
Psychology 331: Child Psychology	4*
Psychology 350: Personality in Society	4
Special Education 300: Introduction to Education of Exceptional Children	4
Special Education 304: Psychology of Exceptional Children	4*

*These courses have prerequisites; see course listing.

Major in Theatre

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

1. Required courses:	
Theatre 205: Introduction to Theatre Arts	4
Theatre 210: Fundamentals of Technical Theatre	3
	7
2. Two courses from:	
Communications 202: Fundamentals of Oral Interpretation	3
Communications 208: Fundamentals of Oral Communication	3
Communications 220: Voice and Articulation	3
Communications 221: Introduction to Speech Pathology	4
Communications 240: Mass Communications	3
Communications 251: Argumentation and Debate	3
Communications 351: Persuasion	3
Communications 356: Discussion and Group Communication	4

6-8

semester hours

3. 15-17 additional semester hours from:	
Theatre 312: Scene Design for the Theatre	3
Theatre 314: Costume for the Theatre	3
Theatre 315: Lighting for the Theatre	3
Theatre 316: Make-up for Stage, Film and Television	3
Theatre 320: Fundamentals of Acting	3
Theatre 321: Advanced Acting	3
Theatre 325: Fundamentals of Directing	3
Theatre 330: Creative Dramatics with Children	3
Theatre 335: Theatre for Children	4
Theatre 340: History of the Theatre: I	4
Theatre 341: History of the Theatre: II	3
Theatre 361: Seminar in Theatre	3
Theatre 390: Independent Study in Theatre	3
Theatre 391: Special Problems in Theatre	3
Theatre 393: Special Problems in Design	3
Theatre 398: Special Problems in Directing	3
Communications 341: Introduction to Cinema	3

15-17

Major in Communications and Theatre, Secondary Education

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

1. Required courses:	
Theatre 205: Introduction to Theatre Arts	4
Theatre 210: Fundamentals of Technical Theatre	3
Theatre 320: Fundamentals of Acting	3
Theatre 325: Fundamentals of Directing	3
Theatre 330: Creative Dramatics with Children	3
	16
2. Two courses from:	
Communications 208: Fundamentals of Oral Communication	3
Communications 251: Argumentation and Debate	3
Communications 351: Persuasion	4
Communications 356: Discussion and Group Communication	4
	6-7
3. One course from:	
Communications 202: Fundamentals of Oral Interpretation	3
Communications 220: Voice and Articulation	3
Communications 221: Principles of Speech Pathology	4
	3-4
4. One course from:	
Communications 240: Mass Communications	3
Communications 255: Communication Theories	4
Communications 355: Language and Thought in Communication	3
	3-4
5. One course from:	
Communications 252: Speech Communication and Contemporary Issues	3
Communications 353: History of Public Address	4
Communications 461: Seminar in Mass Communications	3

3-4

Students must have a minimum cumulative index of 2.0 in communications and theatre courses in order to enroll in Education 310. Practicum in Secondary Education.

	semester hours
Professional Education Course Requirements:	
Foundations of Education 300: Social Foundations of Education	3
Foundations of Education 302: Philosophical Foundations of Education	3
Psychology 214: Educational Psychology-Secondary	4
Education 310: Practicum in Secondary Education	4
Education 321: Student Teaching in the Secondary School	—
	23

Course Descriptions:

For course offerings in communications, refer to page 124.

For course offerings in theatre, refer to page 221.

CONTINUING EDUCATION UNITS

See page 34.

COOPERATIVE EDUCATION

Patrick J. O'Regan, Director

A cooperative education program is being developed which will provide work experiences earning college credit for students in liberal arts majors. Information on the program and applications to participate may be obtained from the director. Course descriptions for Field Experience I and Field Experience II are listed on page 127.

DEPARTMENT OF COUNSELOR EDUCATION

Professors Callia and Tamagini; Associate Professors Perkins and Rothschild (chairman); Assistant Professor Finley; Instructor Goodyear.

The Department of Counselor Education offers graduate programs leading to the Masters of Education and the Certificate of Advanced Graduate Study. For detailed information concerning degree offerings and requirements in this area refer to the Graduate Catalog.

DEPARTMENT OF ECONOMICS

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

*1991-1992 year 75-76

The Department of Economics offers a major (with two options: general economics and managerial economics) and a minor in economics. Economics 200 and 202 will serve as area distribution electives. Economics 410 and 480 are offered to teachers-in-service through the Center for Economic Education, an integral part of the department.

Major

The major in economics consists of 30-32 semester hours

Required courses:

Economics 211: Microeconomic Theory and Analysis	4
Economics 212: Macroeconomic Theory and Policy	4
Mathematics 240: Statistical Methods	3

Option I: General Economics. This option is designed to prepare students for graduate work in economics and for careers involving the application of theory and analysis of current policy issues in the various sectors of our economy. In addition to Economics 211, 212, and Mathematics 240, the following courses are required:

Economics 343: History of Economic Thought and six additional courses in economics from among 202, 301, 303, 304, 305, 306, 317, 318, 321, 322, 348, 360 and 390.

Option II: Managerial Economics. This option is designed to prepare students for careers in business management, governmental administration and other applied fields of economics. In addition to Economics 211, 212 and Mathematics 240, the following courses are required:

Economics 230: Accounting I	3
Economics 231: Accounting II	3

Economics 361: Seminar in Managerial Policy and four additional courses in economics, at least two of which must be from among Economics 331, 332 and 333.

Cognate

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

Minor

The Department of Economics offers an 18-hour minor in economics. Economics 211 or 212 is required. The remaining 15 hours are to be selected with the advisement of a member of the Department of Economics.

Center for Economic Education

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

Course Descriptions

For course listing in economics, refer to page 131.

DEPARTMENT OF ELEMENTARY EDUCATION

Professor Emerita Campbell; Professors Cooling, Crenson (chairman), Herman, Kyle, Leonelli and Picozzi; Associate Professors Glasheen, Glazer, Green, Hanley, Lawton, Oehikers, Slicker and Small; Assistant Professors Betres, Boisvert, Calhoun, Carey, Crandall, Mildram, Nugent, Petry, Reissner, Rowell, Rude, Starring, Stieglitz and H. Williams.

*on leave Fall 75.

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

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

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

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

Students who successfully complete an elementary education curriculum are eligible for the Rhode Island provisional elementary certificate which is valid for six years and which authorizes the holder to teach from kindergarten through grade eight except where grades seven or eight are part of a junior or senior high school. Those in the early childhood or generalized program who take a teaching concentration in special education are eligible for both the provisional elementary certificate and a certificate to teach the mentally retarded, the emotionally handicapped or the physically handicapped. (At Rhode Island College students follow a program designed for preparing teachers of the neurologically impaired, but are certified by the state of Rhode Island for teaching the "physically handicapped.") Those in the specialized program who do their practicum and student teaching at the middle school level are eligible for elementary certification with middle school endorsement.

Curriculum in Elementary Education

1. Professional Specialization Component

	Early Childhood Program	Generalized Program	Specialized Program
Humanistic and Behavioral Studies			
Foundations of Education 300	3	3	3
Foundations of Education 302	3	3	3
Psychology 213	4	4	4
Total	10	10	10
Teaching Specialty			
Education 210	3	3	3
Education 328	3		
Education 329		4	4
Education 330	3		
Education 331		4	4
Education 322	3	3	3
Education 340,			
Education 341,			
Education 342	6 (select two)	4	(select one) 2
Education 320	8	8	8
Total	26	26	24

2. Specialized Requirements

English 210	3	Psychology	4
English 211	2	Social Science	3-4
Mathematics 141, 142	6	Science	5-8
		Total	24-27

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

As indicated, the specialized requirement in *Mathematics* is 141*, 142*. However, students majoring or concentrating in mathematics should consult with the department concerning alternatives. In *psychology* the specialized requirement may be fulfilled by taking 210* which is recommended for most students or 211*, or 215*. In *social science* the specialized requirement may be fulfilled by selecting one of the following

courses: Anthropology 200*, 201; Economics 200*, Geography 200*, 201; History 101-106*, 200; Political Science 100*, 204*; Social Science 200; Sociology 202*, 204*, 208*, 211. In science, the specialized requirement consists of Physical Science 103 and Biology 101. Students majoring in science should consult with the appropriate departments concerning alternatives.

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

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

Teaching Concentration	Early Childhood and Generalized	Specialized
Language Arts		
Social Science		
Mathematics*		
Science		
Special Education		
Academic Major		
Anthropology*		English*
Biology*		French*
Black Studies		General Science* ¹
Chemistry*		Mathematics*
Communications/Theatre		Social Science
Economics*		
English*		
French*		
General Science* ¹		
Geography*		
History*		
Mathematics*		
Philosophy		
Physical Science*		
Political Science*		
Psychology*		
Social Science*		
Sociology*		
Spanish*		

¹Exempt from specialized requirement in social science.

²Exempt from specialized requirement in mathematics.

³Exempt from specialized requirement in science.

⁴Exempt from specialized requirement in English (linguistics).

⁵Exempt from specialized requirement in psychology.

⁶Students who select English 332: History of the English Language or English 332: Modern English Grammar are exempt from the specialized requirement in linguistics.

⁷Exempt from specialized requirement in social science.

⁸Exempt from specialized requirement in mathematics.

⁹Exempt from specialized requirement in science.

¹⁰Exempt from specialized requirement in English (linguistics).

¹¹Exempt from specialized requirement in psychology.

¹²Exempt from specialized requirement in social science.

¹³Exempt from specialized requirement in mathematics.

¹⁴Exempt from specialized requirement in science.

¹⁵Exempt from specialized requirement in English (linguistics).

¹⁶Exempt from specialized requirement in psychology.

¹⁷Exempt from specialized requirement in social science.

¹⁸Exempt from specialized requirement in mathematics.

¹⁹Exempt from specialized requirement in science.

²⁰Exempt from specialized requirement in English (linguistics).

²¹Exempt from specialized requirement in psychology.

²²Exempt from specialized requirement in social science.

²³Exempt from specialized requirement in mathematics.

²⁴Exempt from specialized requirement in science.

²⁵Exempt from specialized requirement in English (linguistics).

²⁶Exempt from specialized requirement in psychology.

²⁷Exempt from specialized requirement in social science.

²⁸Exempt from specialized requirement in mathematics.

²⁹Exempt from specialized requirement in science.

³⁰Exempt from specialized requirement in English (linguistics).

³¹Exempt from specialized requirement in psychology.

³²Exempt from specialized requirement in social science.

Teaching Concentration in Language Arts

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

A. Three English courses chosen as follows:

1. Two courses from English 110, 111, 112, 113, 114 or 115;
2. One English course at the 300 level.

- B. Three communications and theatre courses chosen as follows:
1. One course from Communications 202, 220, 221;
 2. One course from Communications 208, 351, 356;
 3. One course from Theatre 205, 330, 335.
- C. One of the following alternatives:
1. One course from among English 301-303 or English 349-359, and one course from among any of the 300 level;
 2. Two courses from among the following or any courses listed in Section B. Communications 251, 355, and Theatre 340, 341;
 3. Two courses in Portuguese, Spanish, French or Italian after consultation with the chairman of the modern languages department.

Teaching Concentration in Mathematics

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

The mathematics choices are 313, 216, 324, 240; 245 or 341; 246; 333 and 358.

Refer to the information provided under Department of Mathematics later in this catalog for a recommended sequence of courses.

Teaching Concentration in Science

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

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

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

Teaching Concentration in Social Science

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

A. Methodology:

History 200 or Social Science 200.

B. Distribution:

1. One course in economics;
2. One course in geography;
3. Two courses in one of the following areas: history or political science;
4. Two courses in one of the following areas: anthropology or sociology.

C. Interdisciplinary Courses:

An area study.

Graduate Programs

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

DEPARTMENT OF ENGLISH

Professor Emerita A. Thompson; Professor Emeritus Allison; Professors L. Bloom, Conley, Estrin (chairman), Robinson, Stevens, N. Sullivan, J. E. White and Willard; Associate Professors Anghinetti, Greliner, S. Hall, Hoffmann; Lenz, Maixner, A. Salzberg, Stenberg, Turley and Votoras; Assistant Professors M. Ballinger, Cornell, Dean, Ducey, Getty, Grund, Gunning, Hogan, Latt, McClelland, McSweeney, Mitchell, Mulligan, Orsini, Rosenblatt and Salesses.

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Major in English

Students majoring in English can choose from either of two plans, as described below. Students must choose between Plan I or Plan II before completing 12 hours of the major.

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

Student Advising

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

Grade Index

Majors are expected to maintain a grade index of 2.0 in all English courses.

Plan I

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

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

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

Plan II

Plan II consists of ten 300-level courses, with six courses required from the following: one from English 301-303; two from English 344-347; two from English 349-359; one from English 361-362.

Honors Program

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

Master of Arts Program

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

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 to suit the needs of individual candidates. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in English leading to the Master of Arts in Teaching degree. Interested students should consult the Graduate Catalog and the Department of English graduate adviser.

Course Descriptions

For course offerings in English, refer to page 146.

The following courses, listed under education, are staffed by members of 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 507: Functions of the Cooperating Teacher (Secondary, English section)	3 semester hours

FRENCH*(Department of Modern Languages)*

Study in French is offered by the Department of Modern Languages and faculty is drawn from that department. For further information about the department, including its honors program, see page 63.

Major

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

A major of 32 hours is offered for students in the secondary school curriculum, including those preparing to teach in the junior high school. Requirements for this major are French 201, 202, 300, 360 and 18 hours selected from other courses numbered above 200. Education 310 (practicum required for all students in the secondary education curriculum) for students majoring in French is taught by a member of the French staff.

Students in the elementary school curriculum may elect a major in French and may substitute Education 312 for one of the literature courses.

Minor

A minor of 20 hours is offered for students in the liberal arts and the secondary school curriculum. Requirements are French 201, 202, 300 for all students in the education curricula, and 9 hours selected from other French courses numbered above 200.

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

<i>Liberal Arts</i>	<i>Major</i>	<i>Minor</i>
French 201 and 202	8	8
French 360	3	
Additional courses above 200	21	12
	<hr/>	<hr/>
	32	20
 <i>Secondary Education</i>		
French 201 and 202		
French 300	8	8
French 360	3	3
Additional courses above 200	3	
	18	9
	<hr/>	<hr/>
	32	20
 <i>Elementary Education</i>		
Frnc 201 and 202		
French 300	8	
French 360	3	
Additional courses above 200 with Ed. 312 as a possible elective.	3	
	18	
	<hr/>	<hr/>
	32	

The general prerequisite for all 200- or 300-level courses in French is proficiency in intermediate French, demonstrated through examination or through successful completion of French 113, 114 or the equivalent.

Modern Language Workshop

The Department of Modern Language encourages the study of language in its cultural context. See Modern Language 360, page 181.

Graduate Programs

The Department of Modern Languages offers graduate programs in French for properly qualified candidates leading to the Master of Arts in Teaching and Master of Arts degrees. College graduates who wish to enter teaching but do not have certification

may apply for admission to the certification program (M.A.T.-C) in French leading to the Master of Arts in Teaching degree.

Course Descriptions

For course offerings in French, refer to page 156.

GENERAL STUDIES PROGRAM*John J. Saleases, Director*

The general studies program offers three options: Plan A, Plan B and Plan C. Each plan provides the student with intellectual experiences through which to understand the processes of discovery and evaluation in particular subjects as well as to understand how elements of knowledge are inter-related. Each student is required to study and participate in the three areas of knowledge.

AREA I, the *Humanities*, includes the following subjects:

art	modern languages
music	
communications (speech)	philosophy
dance	theatre
English	
history	

AREA II, *Mathematics and Science* includes:

biology	physical science
chemistry	physics
mathematics	

AREA III, *Social and Behavioral Sciences*, includes:

anthropology	political science
economics	psychology
education	sociology
geography	

The Plan A Option

Plan A is a program designed for the student who desires a more intensive and independent approach. The Plan A student will take four Plan A colloquia which are concerned with in-depth examination of ideas and themes, of problems and concepts in particular disciplines. Special attention is focused on methodology, that is the systematic set of procedures, followed in acquiring and applying knowledge in a specific subject.

The student in Plan A must complete one colloquium in each of the three areas. The fourth colloquium which is required for Plan A may be taken in any one of the three areas. By the end of the fourth semester the Plan A student must have completed two colloquia in one area and one colloquium in each of the other two areas.

In each area the colloquia are concerned with vital problems, with the ways in which a person goes about solving those problems, and with the results of the problem-solving process. All will demand a student's close attention, time and energy, for these courses are a challenging departure from the traditional survey course. Many are interdisciplinary in nature. Colloquia are limited to 12 to 15 students.

In addition to the four colloquia, the student in Plan A must complete two area distribution electives. An area distribution elective, or ADE, is a course given by a specific single department. It introduces the student to the methodology of the discipline and provides significant subject matter for the understanding of that discipline. None of the ADEs are interdisciplinary in nature. These courses are broader in nature, more traditional in format than the Plan A colloquia.

In addition, a Plan A student will complete two general studies seminars in which a very small number of students under the guidance of a faculty member will pursue advanced study and research on a limited topic.

Descriptions of courses designated as area distribution electives are preceded by *. Changes in the list of courses designated as ADEs will occur from time to time. Up-to-date listings appear in the General Studies Catalog, published each semester.

A student in Plan A must complete a sequence of one colloquium, one ADE and one seminar outside the area of his major. This requirement allows a student to examine at least one other area besides that in which he has chosen to spend the major portion of his college study.

A student in Plan A must complete at least three colloquia by the end of the second semester, all four by the end of the fourth semester.

The Plan B Option

Plan B is essentially a program in which a student chooses a series of courses from among the offerings of the departments in the college. It is a modification of the more traditional college program, although there are a great many more choices open to the student than in the past. That is, he is not required to take a series of specific courses and he is not required to pursue a subject which he might really dislike.

One course required of all Plan B students in the first semester is the Plan B colloquium, General Studies 150. It is the only colloquium offered for Plan B students and it is designed to engage students in the discussion and analysis of contemporary issues raised in various creative and expository works. A series of special events such as films, speakers and panel discussions are scheduled to supplement the class discussions.

In addition to the Plan B colloquium, the student in Plan B will choose the following to fulfill his general studies requirements:

Two area distribution electives from Area I;
Two area distribution electives from Area II;
Two area distribution electives from Area III.

The list of electives is the same for both Plan A and Plan B. There are no restrictions as to which courses the student chooses from the list to fulfill area distribution elective requirements.

Because the general studies seminar is meant to be the culminating experience in their general education program, Plan B students will normally take the general studies seminar during their senior year.

The Plan C Option

Plan C for general studies is comparable to Plan B, except that in Plan C the general studies requirements other than the seminar may be satisfied by attaining the 35th percentile on the appropriate sections of the General Examination of the College Level Examination Program (CLEP) as follows:

	semester hours
1. Composition requirement	4
2. Distribution requirements	6
I. Humanities	3
II. Mathematics / Science*	3
III. Social Science / History	0
Total possible by CLEP	6
General Examination	22
3. Seminar requirement: One of G.S. 361/362/363, in an area outside the area of the student's major. This cannot be credited by the CLEP General Examination	4
Total General Studies	26

*The CLEP examinations contain two parts in Area II, natural science and mathematics. Satisfactory performance on either (or both) will meet this area requirement in this option. But the maximum credit available is 6 credits.

4. Students may receive credit for some requirements and not for others through the examinations. Area requirements may be completed by taking appropriate ADE courses offered in the Plan B general studies option.

5. All students who elect this option are to file their test profiles with the Admission Office for evaluation. Students who have already been admitted to the college must

also obtain the authorization of the director of general studies program. That authorization is to be filed with the Admissions Office.

6. Rhode Island College is a test center for the CLEP examinations. However, the student may take the examinations at any of the CLEP test centers.

GEOGRAPHY

(Department of Anthropology and Geography)

Professor Wright; Associate Professor Smolksi; Assistant Professors Demars and R. Sullivan

Major in Geography

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

Major in Geography: (B. A. Degree)

	semester hours	
I. Required Courses	3	
*Geography 201: Introduction to Geography	3	
*Geography 310: Cartography I	3	
*Geography 321: Cultural Geography	3	
*Geography 325: Physical Geography	3	15
**Geography 360: Seminar in Geography	3	
II. Course Choices Within Required Areas:	3	
A. One Regional Choice	6	9
such as: Geography 301, 302, 303, 304, 305		
B. Two Systematic Choices	6	9
such as: Geography 311, 312, 313, 315, 316, etc.		
III. Two Electives from Regional or Systematic Choices	6	6
One interdisciplinary social science course or		
Math. 240. Statistical Methods is acceptable		
	30	
IV. ***Cognates	12	
12 hours of courses as approved by the geography adviser.		

Minor in Geography

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

A balance of regional and topical courses is suggested. Students taking a minor will work out a program of study in consultation with an adviser or members of the geography staff.

One interdisciplinary social science course may be included in the minor.

Course Descriptions

For course offerings in geography, refer to page 161.

*Prerequisite: Geography 201 or consent of instructor.

**Prerequisite: seniors with 18 hours of geography.

***The cognate requirement is waived for students in elementary education.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Professor Melcer; Associate Professors Burrill¹, P. Moore¹ and Wood (chairman); Assistant Professors Bogda, Hlavsa, Marecsak¹ and Mines; Instructor Lombardo.

¹ on leave Spring 76 / * on leave fall 75

Physical Education Program

The Department of Health and Physical Education offers a baccalaureate program in elementary school physical education leading to a B.S. degree. This program consists of nine courses (27 semester hours) in the major sequence, five courses (20 semester hours) of cognates and seven courses (31 semester hours) of professional preparation. The curriculum also includes an eight course general studies component required of all students, and electives to make a total of 118-120 hours for graduation.

Program of Study**First Year**

First Semester
 Biology 101: Introductory Biology
 Phys. Ed. 240: Basic Skills in Group Activities
 or Phys. Ed. 241: Basic Skills in Individual, Dual and Rhythmic Activities

Second Semester
 Biology 102: Introductory Biology
 Phys. Ed. 240: Basic Skills in Group Activities
 or Phys. Ed. 241: Basic Skills in Individual, Dual and Rhythmic Activities
 Phys. Ed. 242: History of Physical Education

Second Year

Biology 331: Human Anatomy
 Phys. Ed. 243: Foundations of Physical Education
 Phys. Ed. 244: Principles of Teaching Activity
 Psych. 213: Educational Psychology - Elementary

Biology 335: Vertebrate Physiology

Phys. Ed. 245: Group Activities for Children

Third Year

Phys. Ed. 313: Creative Rhythms for Children

Biology 336: Physiology of Exercise
 Phys. Ed. 312: Organization and Administration of Elementary School Physical Education
 Phys. Ed. 314: Individual Activities for Children

Other courses in the sequence may be taken as schedule permits and as the courses are offered. The complete list of courses follows. For course descriptions see page 191.

Required courses:	semester hours
Phys. Ed. 240: Basic Skills in Group Activities	2
Phys. Ed. 241: Basic Skills in Individual, Dual and Rhythmic Activities	2
Phys. Ed. 242: History of Physical Education	2
Phys. Ed. 243: Foundations of Movement	3
Phys. Ed. 244: Principles of Teaching Activity	3
Phys. Ed. 309: Physical Education for Exceptional Children	3
Phys. Ed. 310: Measurement and Evaluation in Elementary School Physical Education	3
Phys. Ed. 311: Kinesiology	3
Phys. Ed. 312: Organization and Administration of Elementary School Physical Education	3
Phys. Ed. 362: Senior Seminar in Physical Education	2
Bio. 336: Physiology of Exercise	3

Cognates	30
Biology 101-102: Introductory Biology	8
Biology 331: Human Anatomy	4
Biology 335: Vertebrate Physiology	4
Spec. Ed. 300: Introduction to Education of Exceptional Children	4
	20

Professional Education

Educational Foundations (Psych. 213; Found. Ed. 300, 302)	10
Physical Education 245, 313, 314, 362	12
Education 326: Student Teaching in Elementary School Physical Education	10
	32

Practicum Experiences

Students in this program are required to take three different practicum courses during their sophomore and junior years prior to their student teaching experience. Each course meets five contract hours per week for four credit hours. Prerequisite to the practicum courses, students must satisfactorily complete the department requirements of Physical Education 243, Foundations of Movement and Physical Education 244, Principles of Teaching Activity. The practicum courses (specified below) emphasize application of various methodologies, materials within each area, effects of growth and developmental factors upon the motor performance of children and the development of individual skills and teaching techniques of professional students in the program. The practicum courses are listed below. For course descriptions, see pages 192, 193.

Phys. Ed. 313: Creative Rhythms for Children
 Phys. Ed. 314: Individual Activities for Children
 Phys. Ed. 245: Group Activities for Children

Physical Education - Special Education Student Teaching

Students who anticipate working with handicapped children must meet the following additional requirement for a dual assignment in student teaching: (1) a grade of B or better in Phys. Ed. 245, 309, 313, 314 and Sp. Ed. 300; (2) satisfactory completion of Special Education 304, and (3) additional laboratory experiences with handicapped children in Phys. Ed. 309.

Course Descriptions

The department also offers activity electives on the beginning and intermediate levels, as well as area distribution electives in the general studies program. For descriptions of these courses, see page 191.

Students are limited to four activity electives during their four-year course of study. The following courses, listed under education, are also taught by the Department of Health and Physical Education. For descriptions, see page 139.

Education 342: Methods and Materials in Physical Education	2 semester hours
Education 345: Methods and Materials in Health Education	3 semester hours

Health Education Program

The Department of Health and Physical Education offers a curriculum in health education which qualifies the student for the B.S. degree for both the elementary and secondary schools. The program provides teachers who are prepared to improve health knowledge and attitudes and alter behavior which affects health. Although primarily a teacher, a graduate of this program will be able to serve a school system in acquiring the resources necessary to develop a sound health education program within a total school curriculum.

The program is multi-disciplinary in nature and provides professional preparation in the biological and behavioral sciences, in human growth and development, and in the modification and reinforcement of behavior through learning opportunities that favorably affect health.

Program of Studies

First Year		Second Semester	
First Semester		General Studies	3-4
General Studies	3-4	General Studies	3-4
General Studies	3-4	Biology 102	4
Biology 101	4	Chemistry 104	4
Chemistry 103	4		

Second Year			
General Studies	3-4	General Studies	3-4
Biology 331	4	Biology 335	4
Health Education 301	3	Health Education 302	3
Anthropology/Sociology 3	4	Psychology 330	4
Anthropology/Sociology 3	3	Anthropology/Sociology 3	3
<hr/>		<hr/>	
	16-17		17-18
Third Year			
Biology 348	4	General Studies	3-4
Psychology 216	4	Found. Ed. 302	3
Psychology 320	4	Education 304	3
Health Education 303	3	Education 318	4
		Health Ed. 304	3
<hr/>		<hr/>	
	15		16-17
Fourth Year			
Education 327	9	General Studies	4
Found. Ed. 300	3	Electives (3)	9
<hr/>		<hr/>	
	12		13

Course Descriptions

For course offerings in health education, refer to page 165.

DEPARTMENT OF HISTORY

Professor Emerita C. Connor; Professors R. Ballinger, Lewalski, Santoro*, Shinn, N. Smith (chairman) and E. Walsh; Associate Professors Cooke, Dashew, Lemons, S. Marks, Patrucco, Pyle and Sippel; Assistant Professors Browning, Kellner, Piccillo, Pollard, Reinke, C. Schaefer, Teng, Thomas and C. Thompson.*

* on leave all year '75-'76.

The Department of History offers an undergraduate major in history for students in liberal arts, in elementary education and in secondary education. A minor in history is available. An honors program is offered for superior students who are majors in history. The Department of History participates in an interdisciplinary program leading to a social science major or concentration. The department offers graduate study leading to the Master of Arts degree and the Master of Arts in Teaching degree. These programs are described in full in the Graduate Catalog and in brief below.

Major

The major in history comprises 30 hours. Two specified courses are required of all students majoring in history: History 200, The Nature of Historical Inquiry and History 361, Seminar in History. Additional courses are elected according to the following distribution pattern: (1) at least two courses in United States history; (2) at least two courses in Western history (i.e., ancient history, medieval history and Renaissance history, modern European history, British history, Latin American history); (3) at least two courses in non-Western history (i.e., Asian history, Near Eastern history, African history). At least six of the courses constituting the major must be taken in 300-level courses.

Students may begin the major in the freshman year. History 200 is normally the first course taken toward the major. The two courses which comprise the non-Western history requirement should normally be taken in the same cultural area; this sequence is usually taken in the sophomore year. Social Science 310 and Social Science 311 may be counted toward the major requirement in history. The area distribution electives (History 101-106) are not applicable toward the history major.

The history major does not include a specified or uniform cognate requirement. The Department of History, however, feels that courses in related disciplines and study of a foreign language are important for history students. History majors are strongly urged

to utilize their electives for language study and in related-discipline courses. Curriculum choices in these areas should be made in consultation with the history advisers.

Minor

The minor in history is comprised of five courses. One specified course is required of all students in the history minor: History 200, The Nature of Historical Inquiry. At least two of the remaining courses must be taken at the 300 level.

Honors Program

The Department of History offers an honors program for history majors who have demonstrated superior scholastic ability by the end of their sophomore year. This program provides the student with an opportunity during his junior and senior years for independent study and a chance to work in greater depth than is customarily possible in the regular course offerings. History majors who successfully complete a minimum of nine hours of honors course work are graduated with honors in history. Students interested in applying for admission to the honors program are urged to consult with the department chairman for specific details.

Master of Arts Program

The program for the Master of Arts degree in history provides an opportunity for graduate study in United States, Western and non-Western history for both teaching and research purposes and as preparation for further graduate study at the doctoral level. The Master of Arts program totals 30 credit hours and includes a master's thesis. Twenty-four credits are earned in course work; six credit hours in directed graduate research is granted for the completion of the master's thesis. Candidates for the degree are required to demonstrate reading proficiency in one foreign language. An oral examination is administered after the completion of the thesis.

Master of Arts in Teaching Program

The program in history for the Master of Arts in Teaching degree is available to candidates who are presently certified to teach and also to candidates who are seeking certification. For those candidates who are presently certified, the credit-hour requirement in history may range from 12 to 21 hours of course work, the professional requirement entails nine credit hours. For candidates seeking certification, only 12 hours of course work are available in history while 18 hours are required in the professional area, with three hours for electives. For all candidates, History 501, one graduate seminar (History 561 or 562) and an M.A.T. field paper are required.

College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C) in history leading to the Master of Arts in Teaching degree. Interested students should consult the Graduate Catalog or confer with the department chairman.

Course Descriptions

For course offerings in history, refer to page 165.

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 507: Functions of the Cooperating Teacher (Secondary, History section)	3 semester hours

DEPARTMENT OF INDUSTRIAL EDUCATION

Professor King; Associate Professor Bzowski (chairman); Assistant Professors Goodness, Kavanaugh, McCrystal and O'Shea; Instructor J. McGuire.

Industrial Arts Education

Rhode Island College offers a program to prepare teachers of industrial arts for the junior and senior high schools. It encompasses specialist preparation at all grade levels. The program recognizes that teachers of industrial arts, like all other teachers, must have a strong general education as well as technical knowledge and skill; it

emphasized laboratory experiences in the fields of materials processing, communications and service industries.

The student preparing for a Bachelor of Science in industrial arts education must fulfill the general studies requirement of the college under either Plan A or Plan B, complete the 46-hour major, the 24-hour sequence in professional education for secondary school teachers and elect at least 16 hours in arts and sciences.

Industrial Arts Degree Program

The industrial arts degree program described below becomes effective in September of 1976. See the 1974-75 Rhode Island College catalog for a description of the earlier program requirements. The full recommended curriculum sequence for undergraduates majoring in industrial arts education is as follows:

B.S. Degree Program in Industrial Arts

I. Required Major

Ind. Arts 101:	Technical Drawing	3
Ind. Arts 105:	Fabrication Techniques in Wood	3
Ind. Arts 109:	Fabrication Processes in Metal	3
Ind. Arts 115:	Crafts	3
Ind. Arts 121:	Synthetic Materials Technology	3
Ind. Arts 126:	Basic Electricity	3
Ind. Arts 131:	Philosophy & Implementation of Industrial Arts	4
		22

Professional/Educational Requirements

Psych 214:	Educational Psychology — Secondary	4
Found Ed. 300:	Social Foundations of Education	3
Found. Ed. 302:	Philosophical Foundations of Education	3
Ed. 308:	Practicum in Industrial Arts Education	4
Ed. 321:	Student Teaching in the Secondary School	9
Ed. 360:	Senior Seminar in Secondary Education	1
		24

General Studies: Plan B

G. S. 150		4
ADE I		3-4
ADE II		3-4
ADE III		3-4
ADE III		3-4
ADE III		3-4
G. S. 361 or 362		4
		26-32

Free Electives

16-22

II. Student Concentration in Major —

select any two clusters

Structures Cluster

Ind. Arts 200: Architectural Design	3
Ind. Arts 202: Construction	3

Electronics Cluster

Ind. Arts 210: Electronics I	3
Ind. Arts 212: Electronics II	3

Power Systems Cluster

Ind. Arts 220: Power & Energy Systems	3
Ind. Arts 222: Power Systems Development	3

Communications Cluster

Ind. Arts 230: Technical Illustration	3
Ind. Arts 232: Commercial Printing	3

III. Synthesis in Major

Ind. Arts 320:	Industrial Organization & Managerial Structure	3
Ind. Arts 325:	Industrial Processing	3
Ind. Arts 330:	Industrial Technology Analysis	3
Ind. Arts 335:	Lab Planning & Organization	3
		12 cr.

Semester 1		Semester 2	
semester hours		semester hours	
Technical Drawing	3	Crafts	3
Fabrication Techniques in Wood	3	Fabrication Processes in Metal	3-4
General Studies 150	4	ADE III	3-4
ADE I	3-4	ADE II	3-4
	13-14		12-14
Semester 3		Semester 4	
Basic Electricity	3	Architectural Design Power & Energy Systems	
Synthetic Materials in Technology	3	Technical Illustration Electronics II	6
Philosophy & Implementation of Industrial Arts	4	(any two of the above)	3-4
Psychology 214	4	ADE II	3-4
Free Elective	3-4	ADE I	3-4
	17-18	Free Elective	3-4
			15-18
Semester 5		Semester 6	
Construction		Industrial Organization & Managerial Structure	3
Power Systems Development		Industrial Processing Education 308-Practicum in Industrial Arts	3
Commercial Printing Electronic II		Free Elective	4
(any two of the above)	6	*Free Elective	3-4
ADE III	3-4		13-18
Free Elective	3-4		
Foundations of Education 300	3		
	15-17		
Semester 7		Semester 8	
Student Teaching	9	Industrial Technology Analysis	3
Free Elective	3-4	Lab Planning & Organization	3
*Free Elective	4	Education 360	1
	12-17	General Studies 361 or 362	4
		Foundations of Education 302	3
			14

*Free electives if needed to complete elective credit component.

Total: 118

Vocational-Industrial Education

The Department of Industrial Education also administers the program leading to the Bachelor of Science in vocational-industrial education. Refer to page 224.

Master of Education Program

The graduate program leading to the degree of Master of Education in industrial education is designed for industrial arts and vocational teachers who wish to extend their teaching certificates or prepare for advanced graduate study. The program is described in detail in the Graduate Catalog.

Course Descriptions

For course offerings in industrial arts, refer to page 171, industrial-vocational education, refer to page 224.

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

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

DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY

Assistant Professors *Frye (chairman) Kenny and Ward.*

The Department of Instructional Technology offers a number of courses which may be taken as electives by undergraduates, but there is no undergraduate major in this area.

The program in instructional technology for the Master of Education degree is available to candidates who are presently certified to teach and who have a minimum of two years actual teaching experience (or the equivalent experience in school library work). The advanced degree offerings and requirements are described in detail in the Graduate Catalog.

LATIN AMERICAN STUDIES

Dix S. Coomb, Coordinator

The Rhode Island College program in Latin American studies is concerned with Latin America as a major cultural and political region of the world. Designed for undergraduate students, the program identifies courses in a wide range of disciplines which offer students the opportunity to view Latin America from a variety of perspectives. Successful completion of the program plus completion of general graduation requirements leads to a baccalaureate degree in Latin American Studies.

Courses in the program in Latin American studies are open to all students at Rhode Island College. After consultation with a member of the Latin American Advisory Committee, the student declares his intention to major in Latin American studies by filing the appropriate form with the Records Office.

Rhode Island College encourages and provides opportunities for residence and training in Latin America through cooperative programs with institutions in Latin America.

Concentration in Latin American Studies

The concentration in Latin American studies consists of 15 courses as outlined below.

A. Specialized requirements:

- Anthropology 201: Introduction to Cultural Anthropology
- History 106: Issues and Approaches to Latin American History

B. Core Requirements:

- Social Science 311: Latin America
 - Geography 304: Geography of Latin America
- Six courses from the following list, at least one from each group; two taken each year:
- Group I
 - Anthropology 314: Indian Cultures of Latin America

- Anthropology 316: Archeology of the Americas
- Anthropology 322: Peoples and Cultures of the Caribbean

- Group 2
- Economics 321: International Economics
- Economics 322: Economics of Developing Countries

- Group 3
- History 346: The History of American Foreign Policy

- History 358: Colonial Latin America

- History 359: Modern Latin America

- Group 4

- Political Science 341: The Politics of Development
- Political Science 342: Advanced Study in the Politics of Development (when the topic is Latin America)

C. *Interdepartmental Course 363*: Seminar: Topics in Latin American Studies, or any other culminating experience approved by the director of Latin American studies.

D. Cognates

Four courses from the following list or acceptable equivalent courses:

- Portuguese 113: Intermediate Portuguese*

- Portuguese 114: Readings in Intermediate Portuguese*

- Spanish 113: Intermediate Spanish*

- Spanish 114: Readings in Intermediate Spanish*

- Spanish 201: Conversation and Composition

- Spanish 202: Advanced Composition and Conversation

- Spanish 251: The Hispanic World: Latin America

- Spanish 321: Latin American Literature: Colonialism to Modernism

- Spanish 322: Contemporary Latin American Literature

*May count if not presented for language proficiency as defined in E.

E. Language proficiency

All students must demonstrate proficiency in either Spanish or Portuguese. This requirement can be met by completing the corresponding 113-114 sequence or by any other means acceptable to the Department of Modern Language.

With the prior approval of the director of Latin American studies, students may substitute in the program alternate courses when the content deals primarily with Latin American subjects.

Suggested Sequence**Freshman year***

- Anthropology 201

- History 106

Language proficiency**Sophomore year***

- Social Science 311

- Geography 304

- Language proficiency or cognates

- 2 core courses

Junior year

- 2 core courses

- 2 cognates

Senior year

- 2 core courses

- 2 cognates

Interdepartmental Course 363

**Students should consult with an adviser in Latin American studies regarding the selection of area distribution electives in the General Studies component of the curriculum required of all students for graduation.

Course Descriptions

For course offerings in Latin American Studies, refer to page 175.

DEPARTMENT OF MATHEMATICS

Professors Correia, Nazarian, O'Regan, Steward and P. Whitman; Associate Professors G. Anderson, Bierden, Guilloffe, Sahnany (chairman), Sedlock and A. Smith; Assistant Professors B. Giffillan, H. S. Hall, Howland, Mielke, Petterutti, Rodrigues, H. Salzberg, J. Schaefer and Schiller; Instructors Andreozzi, La Ferla, Magliaro and Mosko.

¹on leave Fall 75. ²on leave all year 75/76

Proficiency and Advanced Placement

In accordance with the college's general program of crediting proficiency achieved by advanced work in high school or elsewhere, the Department of Mathematics administers a program for evaluating proficiency in the material covered by any or all of the following courses: Mathematics 141, 142, and 209 and other courses if necessary. At the discretion of the department, this evaluation may be based on special examinations or entrance records. Students who believe their knowledge of mathematics justifies recognition of proficiency should apply as early as possible to the chairman of the Department of Mathematics, either directly or through the admissions office.

Students whose proficiency is approved in writing by the chairman of the department are allowed to omit the corresponding college course or courses. If a course omitted by proficiency is to count in a mathematics major program the proficiency must be confirmed either by formal examination in the Advanced Placement Program (see page 9) or by passing with grade C or better, the next course in sequence.

In accordance with the college's program of granting credit by examination (see page 10), the department offers the opportunity to gain credit by examination via the College Level Examination Program (CLEP) tests in the following subjects: Math. 209, 240 and 212. Information relating to these tests can be obtained at the Department of Mathematics.

General Studies Program

Mathematics courses designated as Area II distribution electives are: Mathematics 139, 140, 141, 142, 216 and 240. Any pair of these courses may be used to satisfy the Area II requirement of the general studies Plan B option, except that (1) Mathematics 139 and 142 cannot both be taken for credit and (2) Mathematics 140 and 142 cannot both be taken for credit. For the possibility of taking one of these mathematics courses and one science course, see the section on general studies. Mathematics 139 and 140 are especially designed for students who do not major in mathematics. Mathematics 141-142 is especially appropriate for elementary education students, but not for mathematics majors.

Major

The Department of Mathematics offers a major consisting of 11 courses plus a cognate requirement. The major includes Mathematics 209, 212, 313, 314, 324, 333, 334, 341, 412, and two additional mathematics courses at the 300 or 400 level. The cognate requirement may be satisfied by Physics 103-104; Economics 211 and 317 or Economics 212 and 318; Chemistry 303 (prerequisite Chemistry 103-104), or any two courses in other departments which are approved by the Department of Mathematics as significantly illustrating applications of mathematics. The cognate requirement does not apply to students in the elementary education curriculum.

Among the courses taken for the major, the student must earn a grade of C or better in at least nine courses. To satisfy this requirement, the student may have to take more than the required minimum of 11 courses for the major.

If a student receives grades below C in two of the first three mathematics courses allowable in the major, he must see his adviser to discuss the wisdom of continuing in the major. A student who receives grades below C in three of the first four mathematics courses allowable in the major will not be permitted to continue in the major. An appeal to continue in the major can be made to the Department of Mathematics.

Recommended Sequence of Courses

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

First Semester
Math. 209

Third Semester
Math. 313
Math. 324

Fifth Semester
Math. 333

Mathematics choice (for division S of education curricula)

Cognate (for liberal arts and division F of education curricula), if not earlier

Seventh Semester
Mathematics choice
Cognate (for division S of education curricula), if not earlier

Second Semester
Math. 212

Fourth Semester
Math. 314
Math. 341

Sixth Semester
Math. 334

Cognate (for liberal arts and division F of education curricula), if not earlier

Eighth Semester
Math. 412

Mathematics choice (for liberal arts and division F of education curricula)
Cognate (for division S of education curricula), if not earlier

Teaching Concentration in Mathematics

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

Mathematics choices: 313, 216, 324, 240, 245 or 341; 246; 333; 358.

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

First Semester
Math. 141

Third Semester
Math. 209

Fifth Semester
Math. 330

Seventh Semester
Concentration choice
Concentration choice
(for division S)

Second Semester
Math. 142

Fourth Semester
Math. 212

Sixth Semester
Concentration choice
or Math. 309

Eighth Semester
Math. 309 or Concentration choice
Concentration choice
(for division F)

Students who choose to start the concentration with Mathematics 209 would ordinarily take Mathematics 209 and 212 in the first year, two concentration choices in the second year and then follow the sequence above for the last two years.

Minor

The mathematics minor consists of six courses which total 21 or 22 semester hours. The courses are Mathematics 209, 212, 313 and three other mathematics courses on at least the 300 level.

Honors Program

An honors program in mathematics has been designated to offer challenges beyond those found in the usual course offerings, to superior undergraduate students who are

majoring in mathematics. Upon successful completion of the program, a student will be awarded the degree of Bachelor of Arts with honors in mathematics.

General requirements for department honors programs are stated on page 40. Students participating in the honors program in mathematics must take two suitable mathematics courses beyond the minimum number required for the major, and must undertake "honors work" in at least three courses allowable in the major program (including Mathematics 412). Participation in the honors program normally begins in the fifth semester with the option of starting in the sixth semester. A more specific statement of requirements may be obtained from the chairman of the Department of Mathematics, who should be consulted by an interested student before he completes Mathematics 314.

Graduate Programs

The Department of Mathematics offers programs for graduate students leading to the Master of Arts, the Master of Arts in Teaching and the Certificate of Advanced Graduate Study in mathematics education. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in mathematics leading to the Master of Arts in Teaching degree. Interested students should consult the Graduate Catalog or confer with the department chairman.

Course Descriptions

For course offerings in mathematics, refer to page 176. The following courses, listed under education, are also offered in cooperation with the Department of Mathematics:

Education 310:	Practicum in Secondary Education (Mathematics section)	(5) 4 semester hours
Education 356:	Mathematical Structures in the Intermediate Grades	3 semester hours
Education 404:	Mathematics in the Elementary Schools	3 semester hours
Education 429:	Mathematics in the Secondary Schools	3 semester hours
Education 430:	Internship in Teaching Mathematics at the Junior College	1 semester hour
Education 507:	Functions of the Cooperating Teacher (Secondary, Mathematics section)	3 semester hours
Education 527:	Curriculum in Mathematics Education	3 semester hours
Education 528:	Methods of Teaching Mathematics	3 semester hours

MEDICAL TECHNOLOGY PROGRAM

Ira J. Lough, Director

The college offers a Bachelor of Science degree program in medical technology in affiliation with Rhode Island Hospital, Saint Joseph's Hospital Providence Unit and Our Lady of Fatima Unit, The Memorial Hospital, The Miriam Hospital, and the Rhode Island Medical Center. A student who enters Rhode Island College with an interest in this program enrolls as a liberal arts biology major and follows a program of study formulated in consultation with his academic adviser. During the sophomore year the student must submit a formal application to the director of medical technology for entrance into the program. If accepted, the student undertakes his internship during the fourth year at one of the affiliated hospitals. Students interested in this program are urged to consult with the medical technology adviser on the staff of the biology department.

There is no guarantee of acceptance for the clinical year of training, and students should be prepared to elect an alternate program in either the Divisions of Arts and Sciences or Educational Studies.

Program of Studies

First Semester	semester hours	Second Semester	semester hours
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4

(Area II, General Studies)		(Area II, General Studies)	
General Studies	4	General Studies	3-4
Mathematics 181, 209 or 212	3-4	Mathematics 182 (following 181)	3
	15-16		14-15
Second year:		Total 28-32 credits	
Biology 331	4	Biology 335	4
Chemistry 205	4	Chemistry 206	4
General Studies	3-4	General Studies	3-4
General Studies or Elective	3-4	General Studies or Elective	3-4
	14-16		14-16
Third year:		Total 31-33 credits	
Biology 348	4	Chemistry 304	4
General Studies and/or Electives	7-9	Elective	4
Physics 101	4	General Studies	4
	15-17	Physics 102	4
			16

Fourth year:

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

DEPARTMENT OF MODERN LANGUAGES

Professors Avila (chairman), Chasse, Genover-Nelson and Gossner; Associate Professors Coons, Couture, Freimanis, Tegu and Tilloston; Assistant Professors Castellucci, Chadwick and M. Taylor.

Not leave Spring '76

The Department of Modern Languages offers a major in French, a minor in French, a major in Spanish, a minor in Spanish, and elementary and intermediate courses in German, Italian, Portuguese and Russian. The major and minor in French are outlined on page 68 and the major and minor in Spanish on page 101.

Courses which meet the requirements for area distribution electives in the humanities are offered at the elementary, intermediate and at times somewhat higher levels. Students may indicate their preparation for these courses by demonstration of ability on the CEEB examination or by course work. Students who demonstrate proficiency on the CEEB examination are granted credit toward graduation in accordance with college policy.

Elementary language courses (100, 101, 102) may be taken for elective credit except in the language presented to meet admission requirements. They do not count as area distribution electives. Students who wish to continue their study of the language presented for admission should elect 110, 113 or 114 which are area distribution electives in Area I.

The Honors Program

The Department of Modern Languages offers an honors program for French or Spanish majors who have demonstrated superior scholastic ability by the end of the sophomore year. The program provides the student with an opportunity during the junior and senior years for independent study and for work in greater depth than is customarily possible in regular course offerings. French and Spanish majors who complete successfully the two-year honors program and are approved by the department are graduated with a Bachelor of Arts with honors in French or Spanish. Students interested in applying for admission to the program should consult the chairman of the department for specific details.

Master of Arts Program

The Department of Modern Languages offers an opportunity for properly qualified candidates to earn the degree of Master of Arts in French. Requirements are listed in detail in the Graduate Catalog.

Master of Arts in Teaching Programs

The Department of Modern Languages offers an opportunity for properly qualified candidates to earn the degree of Master of Arts in Teaching with a major in French or Spanish. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in French or Spanish leading to the Master of Arts in Teaching degree. A detailed listing of requirements may be found in the Graduate Catalog.

Latin American Studies

The Department of Modern Languages is one of the participating departments in the interdisciplinary concentration in Latin-American Studies. For additional information see page 78.

Course Descriptions

For course offerings in French, refer to page 156; German, page 163; Italian, page 175; Portuguese, page 201; Spanish, page 214; and Russian, page 208.

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

Education 310:	Practicum in Secondary Education (Modern Language section)	(5) 4 semester hours
Education 312:	Methods and Materials in Teaching Foreign Languages (Elementary School)	3 semester hours
Education 427:	Foreign Languages in the Schools	3 semester hours

Modern Language Workshop

The Department of Modern Language encourages the study of language in its cultural context. See Modern Languages 390, page 181.

DEPARTMENT OF MUSIC

Professor R. Smith; Associate Professors Bicho, Boberg, Currier, Marciniak (chairman) and McClintock; Assistant Professors Elam, Mack, Markward, J. Pellegrino, Poularikas and S. Wood; Visiting Instructors Caldwell, Collins, DiNunzio, Eyrych, Gasperini, Goneconto, Lupino, Meardon, A. Pellegrino, Pezzullo, Olivier and Zeitlin.

Major

A 32 semester-hour major in music is offered within the liberal arts curriculum. This program leads to the B.A. degree and requires Music 210, 211, 212, 213, three courses chosen from Music 302, 309, 311, 313 or 314, plus one additional 300-level course in literature or theory. Students must also choose, in conference with the faculty adviser, five semester hours of music electives which may include applied music. Elective credit in musical ensembles is restricted to three semester hours.

Musical Organization

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

Curriculum in Music Education

The Department of Music offers a curriculum in music education leading to the degree of Bachelor of Science in music education. The program of study prepares teachers of music (vocal and instrumental) for both elementary and secondary schools. Required studies include four general areas.

General Studies

Professional studies and music education
Music (applied 25, literature 9, theory 16)
Electives

28-32 hours
25 hours
50 hours
12-16 hours

In order to identify students who will be successful in and profit by a program of studies in music education, a demonstration of musical talent is necessary. Satisfactory completion of an examination in the candidate's major applied area before a faculty committee at the end of the freshman year is required for continuation in the curriculum. All transfer students must pass this audition before matriculating in the program.

Sequence of Study in Music Education Curriculum

First Year	semester hours	Second Semester	semester hours
General Studies	4	General Studies	3 or 4
General Studies	3 or 4	General Studies	3 or 4
Music 210	4	Music 211	4
Applied Music and Music 191	2	Applied Music and Music 191	2
Music 181, 182 or 183	0	Music 181, 182 or 183	1
	13-14		13-15
Second Year		Second Semester	
First Semester		General Studies	3 or 4
General Studies	3 or 4	Music Literature	3
Music 212	4	Music 103	2
Elective	3-4	Music 213	4
Music 101	2	Applied Music and Music 191	2
Applied Music and Music 191	2	Music 181, 182 or 183	1
Music 181, 182 or 183	0		
	14-16		15-16
Third Year		Second Semester	
First Semester		Education 309	6
Music Literature	3	Music 109	2
Music 105	2	Music Literature	3
Psychology 216	4	Elective	3 or 4
Elective	3 or 4	Applied Music and Music 191	2
Applied Music and Music 191	2	Music 181, 182 or 183	1
Music 181, 182 or 183	0		
	14-15		17-18
Fourth Year		Second Semester	
First Semester		General Studies	3 or 4
Education 324	9	Found. Ed. 302	3
Found. Ed. 300	3	General Studies	3 or 4
		Elective	3 or 4
		Applied Music and Music 191	2
	12	Music 181, 182 or 183	0
			14-17

Applied Music Fee

Students registering in Music 370-367, each consisting of 14 private 50-minute lessons, will be charged a fee of \$98 in addition to the regular college fees for these two-credit courses.

Master of Arts in Teaching Programs

The Department of Music offers work for graduate students leading to the degree of Master of Arts in Teaching. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in music leading to the Master of Arts in Teaching degree. Interested students should consult the Graduate Catalog or confer with the department chairman.

Course Descriptions

For course offerings in music, refer to page 181.

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

Education 309: Practicum in Music Education	6 semester hours
Education 324: Student Teaching in Music Education	9 semester hours
Education 341: Methods and Materials in Music Education	(3) 2 semester hours
Education 424: Music in the Elementary School	3 semester hours
Education 523: Music in the Secondary School	3 semester hours
Education 525: Advanced Studies in Music Education	3 semester hours
Education 566: Seminar in Music Education	3 semester hours

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 Rhode Island College in 1948, subsequently earned a doctorate in music, and served as cantor at Temple Emanu-El until his death.

DEPARTMENT OF NURSING

Associate Professors Maloof, Maranda, Milhaven and L. Sullivan (chairman); Assistant Professors Bruya, Carty, Cascone, Cathers, Maddox and Zaki; Instructors Fallon and Hainsworth.

Rhode Island College initiated a program leading to a Bachelor of Science degree with a major in nursing in 1970. In April, 1974, the program received accreditation from the National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs. In addition, graduates who complete a course in history or philosophy of education are eligible for certification as school nurse teachers in the state of Rhode Island. Graduates of the program are eligible to write state board examinations in any state in the nation for licensure as a registered nurse.

The curriculum is designed as a four academic year program and incorporates provisions for flexibility so that students may accelerate, enter, or reenter as their personal circumstances allow and may enroll full time and part time. The faculty is committed to integration of basic nursing concepts; to provide students opportunity for as many free electives as possible so each may pursue his/her particular interests and self-development, and to prepare graduates who can function effectively within an emergency health care system.

Clinical learning experiences in nursing care for persons of all ages, in all stages of the health-illness spectrum, are incorporated in nursing courses, and include experiences in health promotion and maintenance, ambulatory care, acute care, critical care, home care and extended care in the various health agencies and schools in the metropolitan area.

Consistent with college policy, credit may be earned by examination. Registered nurses seeking to earn a bachelor's degree may earn credits in nursing by this means for their prior education and experience and are urged to contact the department for specific details. Selection and administration of proficiency examinations in nursing are done within the department.

There is a special procedure for admission into the nursing program which requires filing of a separate application with the Department of Nursing only when minimum requirements have been met. These are:

- Successful completion of at least 3 semesters' work (44 credits) including the following courses: Biology 331 (Human Anatomy) and 348 (Micro-biology); Chemistry 103, 104 (General Chemistry I) and General Studies 150.
- Attainment of an overall minimum cumulative index of 2.00 and at least a 2.00 index in the cognates by the end of the third semester.
- Fulfillment of the health requirements as listed in the policy on health.

Suggested Program, General Studies Plan A

Freshman Year	semester hours		semester hours
Plan A Colloquium	4	Plan A Colloquium	4
Area Distribution Elective*	3-4	Biology 102	4
Biology 101	4	Chemistry 104	4
Chemistry 103	4	Plan A Colloquium	4
	15-16		16
Sophomore Year			
Plan A Colloquium	4	Psychology 330	
Biology 331	4	or Area Distribution Elective*	3-4
Biology 348	4	Biology 335	4
Psychology 330 or		Nursing 201	6
Area Distribution Elective*	3-4		
	15-16		13-14
Junior Year			
Nursing 301 or 302	5	Nursing 301 or 302	5
Nursing 303 or 304	4	Nursing 303 or 304	4
Elective* or Psychology 216	4	Elective* or Psychology 216	3-4
Elective*	4	Elective*	3-4
	17		15-17
Senior Year			
General Studies Seminar	4	General Studies Seminar	
Nursing 341	5	361 or 363	4
Nursing 345	4	Nursing 366	2
Elective*	3-4	Nursing 351-355	5
	16-17	Elective*	3-4
			14-15

*Final number of credits must be at least 118

Suggested Program, General Studies Plan B

Freshman Year			
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4
General Studies 150	4	Psychology 330	4
Area Distribution Elective*	3-4	Area Distribution Elective*	3-4
	15-16		15-16
Sophomore Year			
Biology 331	4	Biology 335	4
Biology 348	4	Nursing 201	6
Area Distribution Elective*	3-4	Area Distribution Elective* or	
Area Distribution Elective* or	3-4	Elective*	3-4
Elective*	3-4	Elective*	3-4
	14-16		16-18
Junior Year			
Nursing 301 or 302	5	Nursing 301 or 302	5
Nursing 303 or 304	4	Nursing 303 or 304	4
Psychology 216 or		Psychology 216 or	
Elective*	3-4	Elective*	3-4
Elective* or Area		Elective*	3-4
Distribution Elective*	3-4		
	15-17		15-17

Senior Year			
Nursing 341	5	Nursing 366	2
Nursing 345	4	Nursing 351 — 355	5
General Studies 361 or 363 or Elective*	3-4	General Studies 361 or 363 or Elective*	3-4
Elective*	3-4	Elective* (could be a non-clinical nursing course)	3-4
	15-17		13-15

Note: Students are advised not to take more than two 3 credit Area Distribution Electives. If electives are not 4 credit electives, students must take an extra elective to meet graduation requirement of 118 credits.

DEPARTMENT OF PHILOSOPHY AND FOUNDATIONS OF EDUCATION

Professors Averill, Houghton (chairman), Howell, Pieniazek and Williston; Associate Professors Blanchard and Olmsted; Assistant Professors Alfonso, Bucci, Castiglione and S. Smith.

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

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

Each student in a professional curriculum normally takes psychological foundations (Psychology 213, 214 or 216) in the sophomore year, social foundations (Found. Ed. 300) in the junior year and philosophical foundations (Found. Ed. 302) in the senior year.

In addition to faculty assignments to teach the philosophical foundations of education course, philosophy department members teach introductory, advanced and historical courses in philosophy. It is recommended that students start with Philosophy 200: Problems of Philosophy, but this is not a requirement.

Majors and Minors

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

Regulations for Majors and Minors in Philosophy and Suggested Specializations in Philosophy

1. Current majors and minors in Philosophy may continue under the old requirements until September, 1979. Refer to pages 89-90 of the General Catalog 1974-1975.
2. The chairman of the Department of Philosophy and Foundations of Education may grant permission to both new and old majors and minors to make course and credit substitutions in order to gain equivalent course and program credits.
3. A major in philosophy shall consist of a program of philosophy courses totaling 30 semester hours, at least eighteen of which must be at the 300 level.
4. A minor in philosophy shall consist of philosophy courses totaling 18 semester hours, at least six of which must be at the 300 level.

Suggested Specializations within the Philosophy Major

The department suggests that students develop a specialization within the philosophy major and offers four suggested specializations:

1. Logic Specialization
2. Values Specialization
3. Specialization in the History of Philosophy
4. Aesthetics Specialization

Course lists for these specializations are available in the department office.

Minor in Foundations of Education*

Emphasis is on elective concentrations in the minor in foundations of education. Fifteen hours are elected by taking courses which explore the relationship between education and politics, education and economics, educational and critical thinking, etc. To this end, courses will be selected from within any three of the following five concentrations:

Group A: Psychology 344: Theories of Learning; Foundations of Education 322: Teacher Organizations, Governance Structures and Educational Decision-Making; Philosophy 230: Aesthetics.

Group B: Philosophy 205: Introduction to Logic; Philosophy 241: Philosophy of Religion; Philosophy 300: American Philosophy.

(Any two courses in Group B)

Group C: Political Science 321: Problems of State Government; Philosophy 206: Ethics, Foundations of Education 343: Theories of Moral Education.

Group D: Economics 202: Comparative Economic Systems; Philosophy 200: Problems of Philosophy; and one of the following: Foundations of Education 322: Teacher Organizations, Governance Structures, and Educational Decision-Making; or Philosophy 321: Social and Political Philosophy.

Group E: Economics 202: Comparative Economic Systems; Foundations of Education 405: Introduction to Comparative Education.

One course is required, Foundations of Education 360: Seminar in the Foundations of Education. It is not necessary for liberal arts students who minor in foundations of education to take Foundations of Education 300: Social Foundations of Education, or Foundations of Education 302: Philosophical Foundations of Education, but credit towards the minor will be given to students who do.

*Students minoring in foundations of education may substitute Education 250: Topics in Education; or Foundations of Education 250: Topics in Foundations of Education; for any single course listed in the groups A, B, C, D or E upon approval of the department.

For course descriptions in philosophy, refer to page 189; for course descriptions in Foundations of Education refer to page 153.

DEPARTMENT OF PHYSICAL SCIENCES

Professors Laferriere*, Meinhold, O'Keefe, Associate Professors Borsari*, Assistant Professors Brotherton, Deckey, Gehrenbeck, Gilbert, Glanz, Greene, Marzacco, J. Peterson, Sauer, Viens (chairman) and J. Williams.

on leave spring 78

The Department of Physical Sciences offers the introductory courses in chemistry, physics, earth science and physical science which serve as Area II distribution electives.

The department offers three undergraduate majors: general science, physical science and chemistry. Minors in chemistry and physics are also available. As indicated below, students planning to enroll in any of the undergraduate major programs offered by this department are required to take specific science and mathematics courses during the freshman year. To continue in any major program beyond the second year, the student must achieve a cumulative index of 1.69 in all mathematics courses he has taken. Teacher education candidates are assigned to student teaching in the seventh semester.

Major in General Science

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

The major consists of 10 courses including Biology 101-102, Chemistry 103-104, Physical Science 201-202, Physics 101-102, and two additional courses at the 200 level or higher in one of the four areas: biology, chemistry, earth science and physics.

Cognate requirements are Mathematics 209, 212 and 313.

Suggested freshman programs are:

General Studies Plan A Option

First Semester

Physics 101
 Mathematics 209
 Plan A Colloquium
 Plan A Colloquium

General Studies Plan B Option

First Semester

Physics 101
 Mathematics 209
 Plan B Colloquium
 Area Distribution Elective

Second Semester

Physics 102
 Mathematics 212
 Plan A Colloquium
 Plan A Colloquium

Second Semester

Physics 102
 Mathematics 212
 Area Distribution Elective
 Area Distribution Elective

Major in Physical Sciences

The physical sciences major consists of 39-42 credit hours and 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.

Those courses within the major which qualify as Area II distribution electives will satisfy as the Area II General Studies requirement.

Suggested Freshman programs are shown below:

General Studies Plan A option

semester I

Chemistry 103
 Physics 101
 Mathematics 209
 Plan A Colloquium

General Studies Plan B Option

semester I

Chemistry 103
 Physics 101
 Mathematics 209
 General Studies 150

semester II

Chemistry 104
 Physics 102
 Mathematics 212
 Plan A Colloquium

semester II

Chemistry 104
 Physics 102
 Mathematics 212
 Area Distribution Elective

Required Courses

Chemistry 103-104
 Chemistry 301-302
 Physics 101-102 or 103-104
 Physics 300
 Physical Science 107
 Physical Science 108

semester hours

8
 8
 8
 4
 1
 1

One course selected from

Chemistry 205, 303, 304

Two courses selected from

Physics 203, 301, 303, 307, 308

30

3-4

6-8

9-12

Total 39-42

Mathematics cognate

Mathematics through Math. 314
 (ordinarily this includes Math. 209, 212, 313, 314)

16

The rest of the program would be

Secondary education professional sequence

General Studies

Electives

24

30-24

9

119

TO TOTAL AT LEAST

Major in Chemistry

The chemistry major includes Chemistry 103, 104, 205, 206, 301, 302, 303, 304. Cognate courses include Mathematics 209, 212, 313, 314 and Physics 101, 102. Suggested freshman programs are shown below:

General Studies Plan A Option

First Semester

Chemistry 103
 Mathematics 209
 Plan A Colloquium
 Area Distribution Elective

General Studies Plan B Option

First Semester

Chemistry 103
 Mathematics 209
 Plan B Colloquium
 Area Distribution Elective

Second Semester

Chemistry 104
 Mathematics 212
 Plan A Colloquium
 Area Distribution Elective

Second Semester

Chemistry 104
 Mathematics 212
 Area Distribution Elective
 Area Distribution Elective

Minors in Chemistry and Physics

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

The physics minor consists of five courses in physics.

Master of Arts in Teaching

The Department of Physical Sciences offers programs in general science and physical science leading to the degree of Master of Arts in Teaching. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C) in general sciences or physical sciences leading to the Master of Arts in Teaching degree. Interested students should consult the Graduate Catalog or confer with the department chairman.

Course Descriptions

For course offerings in chemistry, refer to page 122, in physics, page 196. Courses in the area of earth sciences are listed with the courses in physical science on page 194.

PHYSICS

(Department of Physical Sciences)

Courses in physics are offered by the Department of Physical Sciences (page 194), and faculty is drawn from that department.

A minor in physics is available. See above.

Course Descriptions

For course offerings in physics, refer to page 196.

DEPARTMENT OF POLITICAL SCIENCE

Professor Winter, Associate Professors E. H. Perry (chairman); Profughi and Rickabaugh; Assistant Professors Perrotta, Ritter and Stone; Instructor Openlander*.

* on leave all year 75/76

The Department of Political Science offers a major consisting of a minimum of 30 credit hours in political science. For students in liberal arts 12 hours of cognate work are required. The cognate requirement is waived for students in elementary education. A minor in political science, consisting of 18-19 hours, is available for students in all curricula.

Major in Political Science

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

1. Required Courses	semester hours
Pol. Sci. 300. Methodology in Political Science	3
Pol. Sci. 360. Senior Seminar in Political Science	3
	<hr/> 6

2. Course Choices

Courses serving the political science major are separated into two categories: basic and advanced. A minimum of three courses, including Political Science 300 will be taken from among the basic courses. The balance of the major is to be selected from courses in the advanced category, although Political Science 360 must be included in the senior year.

Basic Courses

Pol. Sci. 202. American Government	4
Pol. Sci. 203. Introduction to World Politics	4
Pol. Sci. 204. Introduction to Political Thought	3
Pol. Sci. 205. Principles of Public Administration	3
Pol. Sci. 211. The Politics of Community Action Groups	4
Pol. Sci. 300. Methodology in Political Science	3

Prerequisite: one political science course at the 100 or 200 level.

Advanced Courses

Prerequisite: one basic course, plus any specific prerequisite for an individual course as indicated under "Courses of Instruction" elsewhere in this catalog.

Pol. Sci. 301. International Politics	3
Pol. Sci. 302. Comparative Government	4
Pol. Sci. 303. International Organization	3
Pol. Sci. 305. Urban Politics	3
Pol. Sci. 313. History of Political Thought	4
Pol. Sci. 314. Concepts in Contemporary Political Thought	3
Pol. Sci. 321. Problems of State Government	4
Pol. Sci. 325. Public Administration in State and Local Government	3
Pol. Sci. 327. Internship in State Government	4
Pol. Sci. 328. Advanced Internship in State Government	4
Pol. Sci. 329. Practicum in Public Service	4
Pol. Sci. 331. Courts and Politics	4
Pol. Sci. 332. Civil Liberties in the United States	3
Pol. Sci. 341. The Politics of Development	4
Pol. Sci. 342. Advanced Study in the Politics of Development	3
Pol. Sci. 351. Parties and Elections in America	4
Pol. Sci. 353. Policy Formation Process: Executive	4
Pol. Sci. 354. Policy Formation Process: Legislative	4
Pol. Sci. 357. Problems in International Relations	4
Pol. Sci. 360. Senior Seminar in Political Science	3
Pol. Sci. 362. Seminar in Public Administration	3
Pol. Sci. 371. Readings in Political Science	3
Pol. Sci. 381. Workshop in Public Service	1-4
Pol. Sci. 390. Independent Research in Political Science	4
Pol. Sci. 480. Workshop in Political Science	1-4

3. Distribution of Courses

At least one course must be taken in four of the following seven sub-disciplinary areas of political science: (1) political thought, (2) public administration, (3) state and local government, (4) comparative government, (5) public law, (6) international relations and (7) American politics and policy formation.

4. Cognate Requirement

Majors, with the advice and approval of their adviser, will take 12 credit hours in related disciplines. The cognate requirement is waived for students in elementary education.

Minor in Political Science

The minor in political science consists of 18-19 semester hours. Two courses from among the basic political science courses (100, 202, 203, 204 and 205) are required. The remaining courses to complete the minor will be taken from among the departmental offerings at the 300 level.

Public Service Program

The Department of Political Science offers the public service program, built upon the political science major.

The public service program is pre-professional and is designed to initiate the preparation of students for domestic governmental service and community participation through political involvement and action.

All students in the program will be required to take Political Science 205: Principles of Public Administration and Political Science 329: Practicum in Public Service. The latter provides each student with field work experience under the joint supervision of college faculty and public and private political organizations.

Program in Public Service

Required of all political science majors:	semester hours
Pol. Sci. 300. Methodology in Political Science	3
Pol. Sci. 360. Senior Seminar in Political Science	3
	<hr/> 6

Required of political science majors electing the public service program:

Pol. Sci. 202. American Government	4
Pol. Sci. 205. Principles of Public Administration	3
Pol. Sci. 329. Practicum in Public Service	4
	<hr/> 11

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

Pol. Sci. 211. The Politics of Community Action Groups	3
Pol. Sci. 305. Urban Politics	4
Pol. Sci. 321. Problems in State Government	4
Pol. Sci. 325. Public Administration in State and Local Government	3
Pol. Sci. 327. Internship in State Government	4
Pol. Sci. 331. Courts and Politics	4
Pol. Sci. 332. Civil Liberties in the United States	4
Pol. Sci. 351. Parties and Elections in America	4
Pol. Sci. 353. Policy Formation Process: Executive	4
Pol. Sci. 354. Policy Formation Process: Legislative	4
Pol. Sci. 362. Seminar in Public Administration	3
	<hr/> 6-8

Cognate Requirement

The remainder of the minimum of 30 hours required for the political science major may be taken from among any of the regular departmental offerings so long as the student fulfills the departmental distribution of courses requirement.

Public service students, with the advice and approval of their adviser, will take 12 semester hours in related disciplines. The cognate requirement is waived for students in elementary education.

Internship Programs

The Department of Political Science offers internship opportunities in both Washington, D.C., and the Rhode Island State House. In cooperation with Senator Claiborne Pell and Representative Edward P. Beard, several students are selected each semester to spend a week in Washington in the office of either the Senator or the Representative. Under the auspices of the Rhode Island State Internship Program students are placed for 12 weeks during the fall or spring semester with individual members of the legislature or in the offices of the executive and judicial branches of the state government.

PRE-LAW PROGRAM

Carrey G. Rickabaugh, *Adviser*

Rhode Island College offers a variety of courses and majors to prepare students for entrance to law schools. Most law schools require applicants to submit their results on the Law School Admission Test (LSAT). The LSAT is a test which is designed "to measure certain mental abilities important in the study of law" (LS Admission Bulletin, 1973 - 74). The LSAT is based upon questions dealing with verbal, quantitative and symbolic interpretations. Law schools require that entering students be competent in writing and that they demonstrate undergraduate competency in their chosen majors. Neither a specific program of study nor a specific undergraduate major is required of applicants.

Law schools assess a student's undergraduate record on a 4.0 index scale, excluding grades in physical education, ROTC, and performance courses in art and music.

The LSAT is given five times during the year at test sites in the United States. A student intending to apply for financial aid to law school should register to take the LSAT in October or December of the year preceding his intended enrollment. Any student planning to apply to law school should confer in the sophomore and junior years with the college designated law school adviser concerning a plan of study and application procedures.

It is recommended that students pursuing the pre-law program supplement their majors with electives chosen from the following lists:

Strongly Recommended Courses: (In addition to an academic major)

Political Science 202: American Government

Political Science 331: Courts and Politics

Political Science 332: Civil Liberties

English 331: Advanced Composition

Philosophy 300: American Philosophy

Also recommended:

Political Science 205: Principles of Public Administration

Political Science 305: Urban Politics

Economics 200: Introduction to Economics

Economics 230: Accounting I

Economics 231: Accounting II

Economics 303: Public Finance

Economics 304: Monetary Economics

Mathematics 240: Statistical Methods

Philosophy 205: Introduction to Logic

Philosophy 206: Ethics

History 343: Social and Intellectual History of the

United States to 1865

History 344: Social and Intellectual History of the

United States from 1865 to the Present

Communication 208: Fundamentals of Oral Communication

Communications 251: Argumentation and Debate

Sociology 204: Urban Sociology

Sociology 208: Minority Group Relations

Sociology 303: Social Stratification

PRE-MEDICAL, PRE-DENTAL, PRE-VETERINARY PROGRAMS

Ira Lough, *Adviser*

Rhode Island College offers a variety of courses and majors which will give pre-professional training for students planning to enter medical, dental or veterinary schools. Such schools require that entering students be competent in their chosen academic major, that they demonstrate a proficiency in writing and that they present a strong liberal arts background. Neither a specific program of study nor a specific undergraduate major is required of applicants, although they must demonstrate some knowledge of work in the laboratory sciences. Most medical schools also will ask for results of the student's performance on some standardized tests of verbal and quantitative analytical abilities.

Students who desire to prepare for entrance to medical school, to dental school or veterinary school should consult, beginning in the freshman year, with the college designated pre-medical adviser concerning their plan of study and application procedures. A biology major provides excellent preparation for medical and dental school admission, although other majors are also appropriate.

Necessary Courses (in addition to an academic major):

Biology 101 - 102

Chemistry 103 - 104

Chemistry 205 - 206

Physics 101 - 102

2 - 3 advanced biology courses (chosen in consultation with pre-med adviser)

Strongly recommended electives:

English 110 or 331

Mathematics sequences through calculus

Intermediate or advanced modern foreign language

DEPARTMENT OF PSYCHOLOGY

Professors Cloward, DeLucia,¹ Devault (chairman), Dutton, Finger, Holden, Mullaney and Vary, Associate Professors Cousins, Gilmore, Hennen, Lederberg, J. Rollins² and Werner; Assistant Professors B. Anderson, Belcher, Fingeret, Phillips, J. Rubovits, Tropper and Walter; Instructors Navgrodoff, and P. Rubovits

¹ on leave Fall 75

The Department of Psychology offers a major of 32 hours for students in the liberal arts curriculum leading to a B.A. degree. Students in the early childhood and elementary curriculum may take psychology as a major and students in secondary education may take psychology as a second major if their first major is in a field taught in the secondary schools. It is strongly recommended that students who anticipate a major in psychology take Biology 101 and 102 in their freshman year. Each student who expects to major in psychology must plan a coherent sequence of courses in consultation with an adviser from the Department of Psychology by the end of his sophomore year.

Psychology courses are arranged according to their purposes. Courses at the 200 level are designed to be area distribution electives. The exceptions to this are Psychology 213, 214 and 216 which are professional preparation courses for elementary, secondary, K-12 teachers and nurses respectively. Courses at the 300 level are designed for the student who wishes to major in the area. Courses at the 400 level are primarily designed for graduate students who are not in the field of psychology. Courses at the 500 level are primarily designed for graduate students in psychology.

For a major in psychology students must take the four courses which constitute the core of the discipline: Psychology 320, 330, 340 or Psychology 334 in place of Psychology 340 for students in elementary education and 350. They must take four additional courses in psychology from among the 300-level courses.

Graduate Programs in Psychology

The Department of Psychology offers graduate programs which divide essentially into three tracks: the last track of which could lead to both an Master of Arts and a Certificate of Advanced Graduate Study.

Master of Arts in Developmental Psychology

The Department of Psychology offers a Master of Arts program in psychology with a concentration in developmental psychology. This program is designed for individuals in the education professions who wish to pursue graduate work which has a broad relationship to their work in the teaching professions.

The objectives of this program are best described in terms of the individuals served by this program. All recent graduates now teaching in the schools of Rhode Island must, within five years of their graduation, earn a master's degree or take 30 hours of

work beyond their bachelor's degree in order to maintain their state teaching certificate. These people usually remain regular classroom teachers and seek a program which would aid them in improving the quality of their regular classroom instruction. A master's degree in psychology with a concentration in developmental psychology provides students with an opportunity to study children's physical, emotional, social and learning processes in a depth not possible at the undergraduate level.

Master of Arts in Personality and Social Psychology

The program in personality and social psychology provides expertise in an area which has applications in a wide variety of fields: personnel work in government, business and industry, market research, management and work with many social agencies. It is also a suitable program for a second master's degree for school personnel such as guidance counselors, administrators or teachers who desire a better understanding of human personality and of social interaction.

Master of Arts in Educational Psychology

The Department of Psychology offers a Master of Arts Program in psychology with a concentration in educational psychology which is designed to train researchers capable of evaluating educational processes at all levels within the school system and to serve as preparation for the advanced program in school psychology. An individual can obtain his Master of Arts in educational psychology, and if accepted, can continue on for the C.A.G.S. in school psychology.

The Certificate of Advanced Graduate Study in School Psychology

The C.A.G.S. in school psychology program is intended to prepare competent school psychologists who will be able to provide professional services in the schools and will meet Rhode Island state certification requirements. The program emphasizes experiences that will enable the graduate to contribute to the individual and social adjustment of children in the school setting, to perform the role of the school psychologist in the diagnosis and remediation of learning and emotional problems, to coordinate action among teachers, parents, school administrators and special school programs, and to act as liaison and referral source to appropriate community agencies and resources. In addition, emphasis will be placed on the responsibility of the psychologist to plan and conduct research bearing on school-related problems.

Course Descriptions

For course offerings in psychology, refer to page 202.

SCHOOL NURSE-TEACHER EDUCATION

A program for registered nurses leading to the degree of Bachelor of Science in school nurse-teacher education is offered only to degree candidates currently enrolled. For advisement, contact the Office of Continuing Education. The program will be phased out by June, 1978.

DEPARTMENT OF SECONDARY EDUCATION

Professors Foltz (chairman), Keefe, Meinhold and Santoro; Associate Professors Bierden, Couture, Eubank, Greiner, Guillette, Hasentus, A. Smith, Tillotson and Turley; Assistant Professors Gillilan, McSweeney, Murray, Piccolo, Stone, Taylor, Tomlinson and Walker.

on leave spring '76

Undergraduates planning to teach in the secondary schools (grades 7 through 12) may specialize in biology, English, a foreign language (French and Spanish), general science, history, mathematics, communications and theatre, social science, physical science (chemistry and/or physics) or industrial arts (see Department of Industrial Education). The programs for teacher preparation in art and music are offered on a K-12 basis, that is the student is prepared to teach in these two areas at all levels from kindergarten through senior high school.

Completion of the general education requirement, the required academic sequence in any of the major fields listed above and the professional sequence qualifies graduates of Rhode Island College for the B.A. degree and for Rhode Island secondary school certification. Additional course requirements, namely Ed. 322 and Psych. 400, are necessary if the student also wishes middle school certification. Undergraduates desiring double certification should consult with the department chairman and the director of laboratory experiences.

Students who intend to become secondary school teachers should examine the specific course requirements for each teaching major. The requirements are included with the information about each department. Students should discuss their plans with the chairman of the Department of Secondary Education and the department chairman of their major field or study or their designates. Undergraduates interested in urban education should consult with the director of urban education concerning the urban education elective program. The program is designed to prepare students for effective teaching in urban schools.

Secondary Education Professional Sequence

The following patterns indicate the correct sequence of professional courses for students following the secondary curricula. Students who do not follow the sequence may find themselves in difficulty because they have not taken a prerequisite course. Any student wishing to alter his sequence of professional courses must obtain permission from the department chairman. Students should study the material pertaining to the department offering their teaching major to ascertain whether any variations are necessary in their programs and to determine the requirements for entrance to the professional sequence.

Division S (Spring student teaching)		semester hours
		semester hours
		Fourth Semester
		Psychology 214:
		Educational Psychology-
		Secondary
		4
		Sixth Semester
		Education 321: Student Teaching
		in the Secondary School
		9
		Found. Ed. 300: Social Foundations
		of Education
		3
		Fifth Semester
		Education 310:
		Practicum in Secondary
		Education
		4
		Seventh Semester
		Found. Ed. 302: Philosophical
		Foundations of Education
		3
		Education 360: Senior Seminar
		1
		Division F (Fall student teaching)
		Fifth Semester
		Psychology 214:
		Educational Psychology
		Secondary
		4
		Seventh Semester
		Education 321:
		Student Teaching in the
		Secondary School
		9
		Found. Ed. 300: Social Foundations
		of Education
		3
		Sixth Semester
		Education 310:
		Practicum in Secondary
		Education
		4
		Eighth Semester
		Found. Ed. 302: Philosophical
		Foundations of Education
		3
		Education 360: Senior Seminar
		1

Graduate Programs

The Department of Secondary Education offers graduate programs leading to the Master of Education in secondary education, urban education and bilingual-bicultural education. Details regarding these programs may be found in the Graduate Catalog.

SOCIAL SCIENCE

Lawrence W. Lindquist, Coordinator

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

Social Science Major for Elementary Education Students

	semester hours
1. Methodology	3-4
History 200 or Social Science 200	
2. Distribution	19-24
One course in economics	
One course in geography	
Two courses in one of the following areas:	
history or political science	
Two courses in one of the following areas:	
anthropology or sociology	
3. Interdisciplinary Courses	6
Two area study courses	
	28-34
	(9 courses)

Social Science Concentration for Elementary Education Students

Students who take a concentration in social science need only take one area study course, and they may double count ADEs for general studies and social science.

Social Science Major for Secondary Education Students

	7
1. Methodology	
History 200	
Social Science 200	
2. Distribution	22-26
One course in economics	
One course in geography	
Two courses in the following areas:	
history or political science	
Two courses in one of the following areas:	
anthropology or sociology	
Additional course in anthropology, economics, geography, political science or sociology	
3. Interdisciplinary courses	3
An area study course	
	32-36
	(10 courses)
4. Cognates	
At least four additional courses, in any combination, chosen from anthropology, economics, geography, history, political science, sociology, interdisciplinary social science courses, social psychology, Mathematics 240: Statistical Methods. However, the major plus cognates must include a minimum of 18 credits in history.	

Social Science Major for Liberal Arts Students

The major in social science for liberal arts students is the same as for secondary education students except for the cognate requirements which are as follows: Four additional courses, in any combination, chosen from anthropology, economics, geography, history, political science, sociology, interdisciplinary social science courses, social psychology, Mathematics 240: Statistical Methods or a minor in any one of the social science disciplines including history.

DEPARTMENT OF SOCIOLOGY AND SOCIAL WELFARE

Professors Curwood, Hawkes, L. Miller, Shatz, L.B. Whitman (chairman) and G. Zaki; Associate Professor Ramsbey, Assistant Professors Adler, Blank, Delong, Irvine, Mancini, F. McGuire, Montgomery, D. Perry, Roche and Whit.

¹ on leave fall 75

Major and Minor in Sociology

The sociology major, through intensive study of the essential concepts, methods and theories of sociology, provides a basis for the description, analysis and understanding of change in society. The major is a valuable foundation for graduate work in sociology, social work/welfare, and many other fields; for teaching in the public schools in social science and other areas, and in many job opportunities which call for an understanding of the social environment.

Courses in the major are arranged on four different levels: general education courses (100 level) designed to meet the requirements for interdisciplinary and general education, elementary courses (200 level) designed to serve as an introduction to sociology and as area distribution electives, intermediate and advanced courses (300 and 400 level) designed to meet the needs for work in specialized areas studied by sociologists and usually requiring Sociology 300 and some instances additional prerequisites.

Students will enter the major by taking any one of the sociology courses on the 200 level. Each of these will cover an area of content as well as introduce the student to the ways in which sociologists proceed to study society. With the completion of one 200 level course and sophomore standing, the sociology majors could then take Sociology 300 which is the channel by which all sociology majors enter the 300 level courses. (Non-majors/minors may bypass the Sociology 300 under guidelines established by the department and with permission of the department chairman or his or her representative.) The sociology major would then proceed to take Sociology 332 or Sociology 310 and any other 300 level courses they may choose. The capstone experience of the major is provided in Sociology 360.

Structure of the Major

Thirty-four hours are required for the major in sociology. The following courses are included:

Required Courses:	semester hours
Sociology 300	4
Sociological Analysis	4
Sociology 310	4
Methods of Social Research	
Sociology 332	4
Classical Sociological Theories	
Sociology 360	4
Seminar in Sociology (or an approved workshop or independent study)	
	required hours 18
Required Cognate Course	
Math 240: Statistical Methods	3
(to be taken concurrently with or after Soc. 310)	

Elective Courses: The remaining 15 required hours may be composed of no more than two courses on the 200 level, the others being selected from among sociology or social welfare (maximum two) courses on the 300 and 400 levels.

Minor in Sociology: The minor in sociology is 19 hours, of which at least 12 hours must be at the 300 and 400 levels, including Sociology 300.

Curriculum in Social Welfare

The purpose of the social welfare curriculum is to provide an environment for learning for those individuals who wish to develop their understanding and capabilities in bringing about social change on the levels of individual, group, organization or community and to build a conceptual framework for the development of knowledge, values and skills necessary to achieve the goal of full equality and social justice. Such a goal is based upon recognition of the potential and variability which exists in men and women to develop capabilities to initiate response and adopt to individual, social and cultural change.

The cognates for the social welfare major should ordinarily be taken prior to the junior year, followed by courses in specific semesters as indicated below.

Structure of the Major

52 hours are required for the social welfare major.

		Semester		semester	
		Year	Year	hours	hours
A. Social Welfare and Sociology Courses					
Sociology 300:	Sociological Analysis	1	Soph.	4	
Social Welfare 240:	Introduction to Social Welfare	2	Soph.	4	
Sociology 320:	The Sociology of Welfare	1	Junior	3	
Sociology 331:	Human Development and Social Structure	1	Junior	3	
Sociology 310:	Methods of Social Research	2	Junior	4	
Social Welfare 328:	Social Change Theory and Methods	2	Junior	4	
Social Welfare 329:	Clinical Methods in Social Work	2	Junior	4	
Social Welfare 336:	Field Work	1	Senior	9	
Social Welfare 361:	Field Instruction Seminar	1	Senior	3	
Social Welfare 362:	Senior Seminar in Social Welfare	2	Senior	3	
					41

B. Required Cognates

		Semester		semester	
		Year	Year	hours	hours
Psychology — two 200- or 300-level courses					
		1 or 2	Fresh.		
		or 1	Soph.	8	
Political Science or Economics — one 200- or 300-level course					
		1 or 2	Fresh.		
		1	Soph.	3	
					11

C. Structure of the Curriculum

		Number of Courses	(Plan B strongly recommended)
General Studies		8	
Major in Social Welfare		10	
Cognates		3	
Electives		Remainder	

118-120

Recommended: Further work in sociology, social welfare, political science, or anthropology. Social Welfare 325: Social Structure and Social Policy, and Social Welfare 323: Social Inequality, are particularly recommended.

Course Description

For course offerings in sociology or social welfare refer to page 210.

SPANISH**(Department of Modern Languages)**

Study in Spanish is offered by the Department of Modern Languages and faculty is drawn from the department. For further information about the department, see page 83.

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

A major of 32 hours is offered for students in the secondary school preparation curriculum, including those preparing to teach in the junior high school. Requirements for the major are Spanish 201, 202, 300, 360 and 18 hours selected from other Spanish courses numbered above 200. Education 310: Practicum in Secondary Education for students majoring in Spanish is taught by a member of the modern languages faculty.

Students in elementary education in the early childhood and generalized education programs may elect a major in Spanish and may substitute Education 312 for one of the literature courses.

A minor of 20 hours is offered for students in the liberal arts and the secondary school preparation curricula. Requirements are Spanish 201, 202 and 300 for all students in the education curricula, and nine hours selected from other Spanish courses numbered above 200. The requirements for majors and minors in the various curricula are tabulated below:

	Major semester hours	Minor semester hours
<i>Liberal Arts</i>		
Spanish 201 and 202	8	8
Spanish 360	3	12
Additional courses above 200	21	
	32	20
<i>Secondary Education</i>		
Spanish 201 and 202	8	8
Spanish 300	3	3
Spanish 360	3	3
Additional courses above 200	18	9
	32	20
<i>Elementary Education</i>		
Spanish 201 and 202	8	
Spanish 300	3	
Spanish 360	3	
Additional Spanish courses above 200, with Ed. 312 as a possible elective	18	
	32	

The general prerequisite for 200- and 300-level courses is proficiency in intermediate Spanish, demonstrated through examination or successful completion of Spanish 113-114 or the equivalent.

Master of Arts in Teaching Programs

The Department of Modern Languages offers an opportunity for properly qualified candidates to earn the degree of Master of Arts in Teaching with a major in French or Spanish. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in French or Spanish leading to the Master of Arts in Teaching degree. A detailed listing of requirements may be found in the Graduate Catalog.

Modern Language Workshop

The Department of Modern Languages encourages the study of language in its cultural context. See Modern Language 380, page 181.

Course Descriptions

For course offerings in Spanish, refer to page 214.

DEPARTMENT OF SPECIAL EDUCATION

Professors *Sherlock and Novack*; Associate Professors *Bonaventura and McCormick*, (chairman); Assistant Professors *Dickson, DiMeo, Imber, Kochanek and Stillings*; Instructor *Karp*.

The Department of Special Education offers teaching concentrations of 23 hours in special education as part of the elementary education program. These concentrations, predicated on the assumption that special education is an extension and interpretation of basic pedagogy, are available in three areas: (1) emotional disturbance, (2) mental retardation and (3) neurological impairment.

Students completing a concentration in any of these areas are eligible for the Rhode Island provisional certificate in special education. The student teaching segment is required for completion of the special education concentration.

Admission Requirements

There is a special procedure for admission into the special education program which requires filing of a separate application with the Department of Special Education.

A departmental professional admissions committee reviews each application. The committee's evaluation is based on the following criteria: SAT verbal score, high school rank, grade point index for all previous college work at other institutions and a resume of the student's involvement (if any) with exceptional children.

Inquiries regarding admission to special education should be directed to the Office of Admissions or the Department of Special Education.

Sequence in Emotional Disturbance

	<i>semester hours</i>
Spec. Ed. 300: Introduction to Education of Exceptional Children	4
Spec. Ed. 304: Psychology of Exceptional Children	4
Spec. Ed. 307: Education of the Emotionally Disturbed	4
Spec. Ed. 303: Student Teaching in Special Education	5
Spec. Ed. 409: Language Development and Communication Problems of Children	3
Spec. Ed. 313: Clinical Orientation in Special Education	3

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Sequence in Mental Retardation

Spec. Ed. 300: Introduction to Education of Exceptional Children	4
Spec. Ed. 304: Psychology of Exceptional Children	4
Spec. Ed. 302: Education of Mentally Retarded Children	4
Spec. Ed. 303: Student Teaching in Special Education	5
Spec. Ed. 409: Language Development and Communication Problems of Children	3
Spec. Ed. 313: Clinical Orientation in Special Education	3

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Sequence in Neurological Impairment

Spec. Ed. 300: Introduction to Education of Exceptional Children	4
Spec. Ed. 304: Psychology of Exceptional Children	4
Spec. Ed. 306: Education of the Neurologically Impaired	4
Spec. Ed. 303: Student Teaching in Special Education	5
Spec. Ed. 409: Language Development and Communication Problems of Children	3
Spec. Ed. 313: Clinical Orientation in Special Education	3

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Master of Education

The Department of Special Education prepares teaching personnel at the Master of Education level in the areas of emotional disturbance, mental retardation, learning disabilities and neurological impairment. Provisional certification in elementary education and teaching experience are among the prerequisites for admission to these programs. See Graduate Catalog for details.

Course Descriptions

For course offerings in special education, refer to page 217.

URBAN EDUCATION PROGRAM

Kenneth Walker, Coordinator

An elective program in urban education is open to every student in an educational studies curriculum. This program designed to provide students with a combination of theoretical knowledge and practical experience in urban education consists of three courses as follows:

1. Psychology 215: Social Psychology
2. Sociology 211: Social Problems
or
Sociology 204: Urban Sociology
or
Sociology 208: Minority Group Relations
3. Education 363: Seminar in Urban Education

The psychology and sociology requirements are prerequisite to the seminar course which is taken in the semester preceding student teaching. In addition to the laboratory-field work associated with these courses, the student interested in urban education will be assigned to urban settings in his practicum and student teaching courses.

Inquiries concerning the urban education program should be directed to the coordinator of the program.

URBAN STUDIES PROGRAM

Chester Smotski, Director

Opportunity is provided through the interdepartmental concentration in urban studies to deal with the dynamics of the urbanization process, to investigate the problems of the city today and to examine the potential that this source of civilization has for the future.

Ten courses are required for the concentration together with four lower level courses which serve as an introduction to fields which study the city.

Core Requirements	4	courses
Distribution Requirements	4	courses
Field Experience	1	course
Seminar	1	course
Cognate Requirements	4	courses
	<hr/>	14

Specific Requirements**A. Core Requirements****1. Three courses from the following list:**

- Economics 305: Regional and Urban Economics
- Geography 315: Urban Geography
- History 349: Urban History of the United States
- Political Science 305: Urban Politics
- Sociology 204: Urban Sociology
- Anthropology 323: Urban Anthropology

2. One of the following courses:

- Mathematics 240: Statistical Methods
- Psychology 320: Introduction to Psychological Methods

B. Distribution Requirements

Four courses from the following list, no more than three in any one discipline:

Economics 303: Public Finance
Geography 305: Geography of Rhode Island
Geography 317: Geography and Urban Planning
Geography 318: Geography of Urban Housing
History 345: Ethnic and Minority Groups in United States History
Interdepartmental Course 350: Topics in Urban Studies
Political Science 321: Problems of State Government
Political Science 351: Parties and Elections in America
Psychology 350: Personality in Society
Psychology 409: Psychology of Race and Class
Psychology 410: Drugs and Behavior
Social Science 315: City in the Twentieth Century
Sociology 208: Minority Group Relations
Sociology 315: Community
Sociology 320: Sociology of Welfare

Additional courses may be chosen from A-1 above or from other courses approved by the director of urban studies.

C. Field Experience

Interdepartmental Course 321: Field Experience in Urban Studies

D. Seminar

Interdepartmental Course 362: Seminar in Urban Studies

E. Cognate Requirements

One course from each of four of the seven groupings listed below:

1. Anthropology 201
2. Economics 200
3. Geography 200; Geography 201
4. History 200
5. Political Science: any course at the 100 or 200 level
6. Psychology 210; Psychology 211; Psychology 215
7. Sociology: any course at the 100 or 200 level

(Provided not already taken to satisfy requirements in Part A or Part B)

Course Descriptions

For course offerings in urban studies, refer to page 223.

VOCATIONAL EDUCATION

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

Vocational Education Degree Program

	semester hours
Applied Vocational Skills (credit for trade experience)	32
Professional Courses	
Voc. Ed. 300: Methods of Teaching Industrial Subjects	3
Voc. Ed. 301: History, Principles and Practices of Industrial Education	3
Voc. Ed. 302: Occupational Analysis and Course Construction	3
Voc. Ed. 303: Shop Organization and Management	3
Psychology 214: Educational Psychology-Secondary	4
Found. Ed. 300: Social Foundations of Education	3
Education 321: Student Teaching in the Secondary School or	
Education 323: Internship in Industrial Education	9

Specialized Requirements

Mathematics 113: Shop Mathematics I	3
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	6
General Studies	
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Area Distribution Electives	20-24
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Courses in vocational education are administered by the Department of Industrial Education.

For course descriptions, refer to page 224.

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

COURSES OF INSTRUCTION

Courses having a number with first digit 1 or 2 are lower division courses primarily for freshmen or sophomores.

Courses having a number with first digit 3 are upper division courses usually taken by third or fourth-year students. Graduate students may, with the approval of advisers, include these courses in their program.

Courses having a number with first digit 4 are graduate courses to which undergraduates may be admitted by permission. Courses having a number with first digit 5 are graduate courses to which undergraduates are normally not admitted.

In general, when the middle digit of a course number is 6, the course is a seminar; 8, a workshop; 9, directed study.

The number of "semester hours" (or "credit hours") specified for each course indicates both the number of credits it carries and the approximate total clock hours it meets each week. A number in parentheses appearing before the semester hours for a course indicates that the number of "contact hours" per week — time required in class, studio or laboratory — differs from the semester credit hours.

Those courses selected as area distribution electives (ADEs) in the college's general studies program are designated by a * . Because the list of ADEs is subject to change, the annual General Studies Catalog should be consulted for up-to-date information.

Most departments offer a variety of topics courses (X50), seminar courses (X60), and workshop courses (X80), for which the content and credits are announced each semester. These courses may be repeated with a change in content.

DEPARTMENT OF ADMINISTRATION AND CURRICULUM

None of the courses offered by this department are arts and science courses.

ADMINISTRATION 480: WORKSHOP IN ADMINISTRATION 3 semester hours
Topics vary.

ADMINISTRATION 502: SCHOOL SUPERVISION 3 semester hours
The course involves a study of concepts, techniques, problems and trends in supervision, and the role of the teacher and the administrator in supervision. Included are an examination of current theory and research concerning supervisor-teacher relationships and leader behavior.

Prerequisite: Admin. 507 or 510.

ADMINISTRATION 504: SCHOOL FINANCE 3 semester hours
The course provides an overview of the basic problems, issues and influences of financing schools in America. Emphasis is placed upon sources of income and the budgeting process. A short overview of the mechanics of financing and accounting in Rhode Island schools is included.

ADMINISTRATION 506: SCHOOL PLANT PLANNING 3 semester hours
This course is concerned with the problems of planning and constructing the school plant. Special emphasis is placed upon the following aspects: the school building survey, citizenship participation, the appraising of present school buildings, educational planning and specifications, the selection of the architect, site selection and financing the school building program. Field trips are included.

ADMINISTRATION 507: ORGANIZATION AND ADMINISTRATION OF SECONDARY EDUCATION 3 semester hours
The major areas considered are the relation of school to society, the general aims of secondary schools and how they may be derived, the development of the total school program, the administration of the school program, and procedures for evaluating the program of the secondary school. This course is planned as the first in the secondary administration sequence.

ADMINISTRATION 508: SCHOOL LAW PROBLEMS 3 semester hours
This course is concerned with the powers and duties of school committees, school administrators and teachers in relation to city or town council, the town meeting and the R.I. 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 work relationships with the professional staff, the nonprofessional staff and pupil personnel. Staff selection, orientation and evaluation are stressed. Theory of organizational behavior as it affects allocation of personnel is reviewed.

Prerequisite: Admin. 502.

ADMINISTRATION 510: ORGANIZATION AND ADMINISTRATION OF ELEMENTARY EDUCATION 3 semester hours
The course considers the objectives, relationships to society and organizational patterns of elementary schools. Organization for instruction, administration of pupil personnel, grouping practices, school and community relations, and other aspects of the elementary school are discussed.

ADMINISTRATION 515: EDUCATIONAL PLANNING 3 semester hours
This course serves as an introductory course in the use of systems analysis tools for educational planning. It includes some brief experiences with computer use but all activity is predicated on the assumption that the student has little or no experience with any of the material. The emphasis will be upon the actual use of the tools in class by developing a plan which would be of use in a school setting.

ADMINISTRATION 520: THE ELEMENTARY SCHOOL**ADMINISTRATOR**

3 semester hours

This course is the culminating experience for the Master of Education degree in educational administration. As such it involves a review and synthesis, a planning process, a clinical experience in elementary school administration and a seminar.

Each student must prepare a proposal for his clinical experience as an administrative intern in a cooperating school. This proposal must involve him in planning and decision-making administrative activities and have the approval of the instructor and the cooperating school administrator. During the clinical experience itself, the student is under the direct supervision of the seminar instructor and the school administrator. At completion of the experience the student presents and defends a summation paper to his seminar.

Prerequisite: Admin. 507 or 510, 502, 509, Ed. 505 or 514.

ADMINISTRATION 523: THE SECONDARY SCHOOL**ADMINISTRATOR**

3 semester hours

This course is the culminating experience for the Master of Education degree in educational administration. As such it involves a review and synthesis, a planning process, a clinical experience in secondary school administration and a seminar.

Each student must prepare a proposal for his clinical experience as an administrative intern in a cooperating school. This proposal must involve him in planning and decision-making administrative activities and have the approval of the instructor and the cooperating school administrator. During the clinical experience itself, the student is under the direct supervision of the seminar instructor and the school administrator. At completion of the experience the student presents and defends a summation paper to his seminar.

Prerequisite: Admin. 507 or 510, 502, 509, Ed. 505 or 514.

ADMINISTRATION 531: EDUCATIONAL LEADERSHIP

3 semester hours

The theories and techniques of educational leadership are studied with emphasis on the formulation of leadership principles based upon current psychological and sociological foundations of education. Several class meetings consist of group work in human relations. Proficiency in human relations group work must be demonstrated.

Prerequisite: Admin. 520 or 523.

ADMINISTRATION 532: ORGANIZATION AND ADMINISTRATION OF SCHOOLS K-12

3 semester hours

This course consists of various organizational schema and the sociological and psychological rationale basic to each plan. Practical problems of administering the schools are studied. Field work is required.

Prerequisite: Admin. 507 or 510 and admission to post-master's degree program.

ADMINISTRATION 580: SEMINAR IN EDUCATIONAL**ADMINISTRATION**

3 semester hours

Topics vary. Consent of instructor required.

ADMINISTRATION 561: SEMINAR IN ADMINISTRATIVE**RESEARCH**

3 semester hours

The purpose of this seminar is to provide experiences designed to enable the student to understand and evaluate research in order to plan and carry out a research-oriented field project. Open only to accepted C.A.G.S. candidates.

Prerequisite: Psych. 320 or 420, or a course in statistics with consent of adviser.

EDUCATIONAL SERVICES 500: MANAGEMENT INFORMATION SYSTEMS I

3 semester hours

This course includes study of the techniques of educational organization analysis; formulation of strategies for determining goals and objectives for that organization; planning strategies for meeting those goals and objectives; determination of the information requirements to serve the organization in terms of these goals and objectives for day to day control, management control, and planning control purposes; and formulation of a program budget structure to serve the management requirements of the goals and objectives.

Prerequisite: consent of adviser and admission to post-master's degree program.

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

All of the courses offered by this department are unrestricted arts and science courses.

• ANTHROPOLOGY 200: ON BEING HUMAN

4 semester hours

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

• ANTHROPOLOGY 201: INTRODUCTION**TO CULTURAL ANTHROPOLOGY**

3 semester hours

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

ANTHROPOLOGY 300: PHYSICAL ANTHROPOLOGY

3 semester hours

This course examines human physical variations in their cultural and adaptive contexts: the interaction of heredity and environment in individual and group evolution, the critical evaluations of the concept of race, and the ongoing process of evolution as it may affect man's future.

ANTHROPOLOGY 301: CULTURE CONTACTS

3 semester hours

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

Prerequisite: Anthro. 201.

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: Anthro. 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: Anthro. 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: Anthro. 201 and 309.

ANTHROPOLOGY 305: COMPARATIVE CULTURES

3 semester hours

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

Prerequisite: Anthro. 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: Anthro. 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: Anthro. 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: Anthro. 201.

ANTHROPOLOGY 309: BASIC ARCHAEOLOGY 4 semester hours
This course is designed to acquaint the student with the kinds of data and methods used in reconstructing past cultures. It will include both theoretical and practical introductions to such topics as site survey and excavation techniques, preservation and display of specimens, dating methods and cultural reconstruction.

ANTHROPOLOGY 310: LANGUAGE AND CULTURE 3 semester hours
This course will place human communication in its proper perspective as related to other aspects of culture and society. Concepts of social and cultural uses of language will be surveyed, as well as some field techniques used in language and culture research.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 311: PRIMITIVE POLITICAL INSTITUTIONS 3 semester hours
The various factors contributing to the structure, form and cohesiveness of primitive groups will be studied.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 312: ORAL TRADITIONS 3 semester hours
A study of the various forms of spoken tradition as cultural manifestations: such as myths, legends, folktales, parables, poetry, riddles and games.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 313: PEOPLES AND CULTURES OF INDIA 3 semester hours
An ethnological study of representative social groups of India.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 314: INDIAN CULTURES OF LATIN AMERICA 3 semester hours
The course examines the Indian cultures of Mesoamerica and South American from both historical and contemporary perspectives.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 315: INDIAN CULTURES OF THE PACIFIC NORTHWEST 3 semester hours
The material culture and the institutional structure of selected Indian tribes of the Pacific Northwest are analyzed.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 316: ARCHAEOLOGY OF THE AMERICAS 3 semester hours
A survey of the evidence for human cultures in the Americas from the first occupation up to but not including proto-historic and historic cultures. This course will include a short review of such problems as colonization of the New World and the nature of the earliest occupation, but will concentrate on ecological and cultural developments between about 7000 BC and AD 1100.

Prerequisite: Anthro. 201 and 309.

ANTHROPOLOGY 317: ARCHAEOLOGY OF EUROPE 3 semester hours
A survey of the archaeological evidence for early cultures in Europe. This course will

include a short review of Palaeolithic and Mesolithic cultures, but will concentrate on the Neolithic, Bronze and Iron Age cultures which developed in Europe after 5000 BC.

Prerequisite: Anthro. 201 and 309.

ANTHROPOLOGY 318: PEOPLES AND CULTURES OF SOUTHEAST ASIA 3 semester hours
Representative ethnic groups in Southeast Asia will be analyzed.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 319: PEOPLES AND CULTURES OF AFRICA 3 semester hours
Various aspects of African cultures will be considered.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 320: PEOPLES AND CULTURES OF THE MEDITERRANEAN 3 semester hours
Selected Mediterranean societies will be studied.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 321: PEOPLES AND CULTURES OF OCEANIA 3 semester hours
The material culture and the institutional structure of Oceanic societies will be studied.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 322: PEOPLES AND CULTURES OF THE CARIBBEAN 3 semester hours
The culture and institutions of selected Caribbean societies will be analyzed.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 323: URBAN ANTHROPOLOGY 3 semester hours
Western and non-Western traditions in urbanization will be compared and contrasted employing anthropological evidence and methodologies. Cross-cultural comparisons will be emphasized.

Prerequisite: Anthro. 201.

ANTHROPOLOGY 324: ECONOMIC ANTHROPOLOGY 3 semester hours
This course will examine a variety of non-Western, pre-industrial systems of production, distribution, exchange, consumption and display; major methodological and theoretical issues in economic anthropology will be explored.

Prerequisite: Anthro. 201 or the permission of the instructor.

ANTHROPOLOGY 325: THEORETICAL DEVELOPMENT IN ANTHROPOLOGY 3 semester hours
A critical examination of anthropological theory focusing on major ideas which have characterized the development of anthropology and related sciences; included will be Evolutionary, Historical, Functional and Structuralist interpretations of data.

Prerequisite: Anthro. 201 and one 300-level anthropology course.

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

Prerequisite: anthropology majors with 18 hours in the major.

ANTHROPOLOGY 371-374: READING COURSE IN ANTHROPOLOGY 1-4 semester hours
Directed reading experiences in an anthropological area of interest to the student and the instructor.

Semester hours correspond to the last digit in the course number.

Prerequisite: students must have the consent of the department chairman, their anthropology adviser and the instructor with whom they wish to work.

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

ANTHROPOLOGY 391-394: DIRECTED STUDY IN**ANTHROPOLOGY**

1-4 semester hours

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

Semester hours correspond to the last digit in the course number.

Prerequisite: students must have the consent of the department chairman, their anthropology adviser and the instructor with whom they wish to work.

ANTHROPOLOGY 480: WORKSHOP IN ANTHROPOLOGY

Selected topics are investigated in various formats. Credits and prerequisite vary.

DEPARTMENT OF ART

The restricted arts and science courses in this department are 204, 308, 319, 320, 380 and 383. All of the other courses listed below are unrestricted arts and science courses.

ART 101: DRAWING I: GENERAL DRAWING

(6) 3 semester hours

This course covers the fundamentals of free-hand drawing based primarily on the study and representation of objects and nature forms, with problems of analysis, response, perception, composition and technical standards; contour drawing; indication of surface texture, form and tone. Various media are used.

ART 104: DESIGN I

(6) 3 semester hours

This course covers the fundamentals of design, including logical and intuitive approaches as applied to 2-D and 3-D studies. The student is introduced to the idea of defining and developing a basic system of solving problems.

ART 105: DRAWING II: FIGURE DRAWING

(4) 3 semester hours

Drawing from the draped and undraped figure, with an emphasis upon proportion, structure, gesture, movement and compositional possibilities; contour and modeled drawings, memory drawings, long and short poses, elements of anatomy; use of various media.

Prerequisite: Art 101.

ART 200: ENCOUNTER WITH ART

(4) 3 semester hours

The course is designed to examine and develop an understanding of perception, the creative process, the diversified nature of the visual arts, and sources for art expression. Community resources, films, readings and discussion will be used to develop awareness and a broad orientation to terminology, art forms and processes.

• ART 201: VISUAL ARTS IN SOCIETY

(4) 3 semester hours

The course gives an introduction to the fine and industrial arts through a sampling of the arts through history. Function and interrelationship among the art forms are studied within the context of society. A limited amount of studio work is included as an aid to visual understanding.

For non-art majors only.

ART 202: PAINTING I

(4) 3 semester hours

An introduction to the technique and nature of the materials, exploring color, line, form, texture and compositional problems, using object, nature and the figure as subject matter.

Prerequisite: Art 205.

ART 204: DESIGN II

(4) 3 semester hours

This is a studio course which deals with advanced problems in two- and three-dimensional design. The student will be encouraged to explore various materials and techniques pertinent to problems faced by the contemporary designer.

Prerequisite: Art 104.

ART 205: STUDY OF THE FIGURE

(4) 3 semester hours

Anatomy of the human figure will be studied in depth through lecture and studio problems in both two- and three-dimensional media.

Prerequisite: Art 105.

ART 206: CERAMICS I

(4) 3 semester hours

This course is designed to introduce the students to clay and ceramic materials and their use by formulation and testing of clay bodies and glazes. Basic hand-forming methods will be used along with simple and direct decoration techniques.

Prerequisite: Art 104.

ART 215: SCULPTURE I

(4) 3 semester hours

An introduction to traditional and contemporary approaches to sculptural form and their relationship to social and cultural values. Studio problems focus on additive, subtractive and constructive methods of sculpture.

Prerequisite: Art 104 and 205.

• ART 231: PREHISTORIC TO RENAISSANCE ART

3 semester hours

This course is designed to familiarize the student with fundamental concepts and functions of the history of art and to develop his ability at visual analysis and interpretation. Painting, sculpture and architecture of early Europe and the near east will be the focus of this study.

• ART 232: RENAISSANCE THROUGH MODERN ART

3 semester hours

Focusing on European painting, sculpture, architecture and the minor arts of the past five hundred years, this course is a further development of the basic aims of Art 231.

ART 302: PAINTING II

(4) 3 semester hours

This course continues work begun in Art 202. The student is encouraged to explore more fully individual ideas and concepts with emphasis on style, technique and materials.

Prerequisite: Art 202.

ART 304: GRAPHIC DESIGN

(4) 3 semester hours

A studio course that concerns itself with communication and its development visual graphic form. The student-designer will combine knowledge of photography, typography, drawing, spatial representation and reproduction techniques to solve contemporary graphic design problems.

Prerequisite: Art 204.

ART 306: CERAMICS II

(4) 3 semester hours

This course will provide the advanced student with an opportunity to develop greater sensitivity to clay and glazes. Experimentation and development of knowledge, skills and craftsmanship will be emphasized.

Prerequisite: Art 206.

ART 308: PRINTMAKING I

(4) 3 semester hours

This course is designed to introduce the student to the two major printmaking processes: intaglio and relief. Technical and aesthetic consideration is given to the linocut, the woodcut and etching.

Prerequisite: Art 205.

ART 315: SCULPTURE II

(4) 3 semester hours

This course emphasizes individualized development of expressive ideas and specialized skills in concentrated work with one or several advanced sculpture media.

Prerequisite: Art 215.

ART 317: INTRODUCTION TO PHOTOGRAPHY

(4) 3 semester hours

This course is an introduction to the fundamentals of photography. The emphasis will be upon the expressive potential of the media through the creative use of theory, procedures and controls.

ART 318: SERIGRAPHY

(4) 3 semester hours

Introduction to silk-screen printing and its related stencil techniques such as paper, cut film, tusche, glue and photo stencil as it applies to the production of multiples. The process is explored and developed to help establish the relationships between form, technique and content.

Prerequisite: Art 101, 104 and 105.

- ART 319: FIBER** (4) 3 semester hours
Traditional and experimental approaches will be explored in construction and surface design of fabrics and related textile forms. Students will be given an opportunity to apply knowledge in design and construction relative to contemporary craft concepts.
Prerequisite: Art 104.
- ART 320: METAL I** (4) 3 semester hours
Development of design concepts and skill in control of metal in its various forms, the course will introduce the student to basic metal working processes such as forging, casting and fabrication.
Prerequisite: Art 104.
- ART 327: FILMMAKING** (4) 3 semester hours
This course focuses on understanding of film as an art medium as well as techniques and methods for producing the image on film. This involves both knowledge and experience with filming, editing and laboratory processes and the development of analytical skills in viewing experimental and commercially produced films. The integration and synchronization of sound is also explored.
- ART 330: A SURVEY OF FAR EASTERN ART** 3 semester hours
This course covers the painting, architecture, sculpture and minor arts of India, China, Korea and Japan. Special attention is given to the role of Buddhism and Hinduism to each culture's accomplishments. Any course in either literature or history of the Far East would be a highly desirable adjunct to this course.
NOTE: Art 231 and 232 must be taken by all art majors prior to taking other art history courses.
- ART 331: GREEK AND ROMAN ART** 3 semester hours
The development of Greek and Roman Art forms and styles from the ninth century B.C. to the dissolution of the Roman Empire will be the focus of the course. The differing character and functions of their art, the attitude of the Romans to Greek art, and their development of art forms fundamental to western art will be studied. Italic pre-Roman art will also be surveyed.
NOTE: Art 231 and 232 must be taken by all art majors prior to taking other art history courses.
- ART 332: MEDIEVAL ART** 3 semester hours
An exploration of architecture, sculpture, manuscript illumination and panel painting from the Carolingian period to the Renaissance, emphasizing the relationship between Medieval art and society.
NOTE: Art 231 and 232 must be taken by all art majors prior to taking other art history courses.
- ART 333: RENAISSANCE AND BAROQUE ART** 3 semester hours
Beginning with an exploration of the concept of the Renaissance in fourteenth and fifteenth century Italy and continuing through the seventeenth century, the course will survey the origins, variety and causes of painting, sculpture and architecture in the major centers of Europe.
NOTE: Art 231 and 232 must be taken by all art majors prior to taking other art history courses.
- ART 334: AMERICAN ART** 3 semester hours
Painting, sculpture and architecture from Colonial times to the Armory show of 1913 with particular attention to problems of indigenous tradition.
NOTE: Art 231 and 232 must be taken by all art majors prior to taking other art history courses.
- ART 335: HISTORY OF MODERN ART** 3 semester hours
Painting, sculpture and architecture from the time of the French revolution to the present, covering major movements and styles in Western art.
NOTE: Art 231 and 232 must be taken by all art majors prior to taking other art history courses.

- ART 340: METAL II** (4) 3 semester hours
This course develops the students techniques for the special requirements of functional ware. It thereby offers the student an opportunity to consolidate his technical skills and further develop his sensitivity, form and material.
Prerequisite: Art 320.
- ART 347: PHOTOGRAPHY II** (4) 3 semester hours
This course focuses on advanced photographic theory, philosophy and technique. The students portfolio will indicate the ability to develop a theme through a mature sensitivity in handling the media.
Prerequisite: Art 317.
- ART 348: PRINTMAKING II** (4) 3 semester hours
The student will be encouraged to innovate new methods and explore ideas based on his own experiences. Techniques in multiplate color and photo image intaglio will be explored.
Prerequisite: Art 308.
- ART 350: TOPICS IN STUDIO ART** (4) 3 semester hours
This course examines topics in a particular area of studio arts. A student may repeat this course for credit.
Prerequisite: consent of chairman and permission of instructor.
- ART 360: SEMINAR IN THE VISUAL ARTS** 3 semester hours
This course is concerned with various historical and theoretical topics in the visual arts.
Prerequisite: permission of instructor.
- ART 361: SEMINAR IN ART HISTORY** 3 semester hours
Readings, discussions and papers on selected topics. This course is designed for students to work with the class and the instructor in an in-depth exploration of specific problems in art history including those of interpretation and methodology. May be repeated with change of topic.
Prerequisite: Advanced class standing and permission of instructor.
NOTE: Art 231 and 232 must be taken by all art majors prior to taking other art history courses.
- ART 380: WORKSHOP IN THE VISUAL ARTS**
This workshop is concerned with various studio topics in the visual arts. This course may not substitute for required introductory studio courses. The number of credit hours and prerequisite are determined by the particular workshop offered.
- ART 383: WORKSHOP IN MEDIUM AND MATERIALS** (4) 3 semester hours
This workshop provides broad experiences with various art processed and techniques not dealt with in other studio art courses but which are directly applicable to teaching art at the elementary and secondary levels. Effective use of free, inexpensive and readily available materials and resources are researched and explored.
- ART 390: PROBLEMS IN THE VISUAL ARTS** 1-6 semester hours
Students will select in consultation with the instructor a specific area and medium in the visual arts to which the work will be restricted. Evidence of performance is presented in the form of completed art work. A maximum of six credits in a single area of study may be obtained.
Prerequisite: the most advanced course offered in the area of study, upper-class standing, and permission of instructor and department chairman. Requests for this course must be submitted one month prior to the end of the preceding semester.
- ART 391: READING AND RESEARCH** 3 semester hours
The student will select in consultation with the instructor a specific topic or problem. Evidence of performance is presented in the form of a report or discussion. This course may be repeated.
Prerequisite: the most advanced course offered in the area of study. Upper-class standing, and permission of department chairman. Requests for this course must be submitted one month prior to the end of the preceding semester.

ART 392: SENIOR STUDIO

(4) 3 semester hours

This course through its various sections provides an opportunity for the student to focus upon an area of interest and synthesize previous knowledge and experience. Sections of this course approach topics that involve in-depth exploration and conceptual inquiry with a particular medium, with mixed or multi-media or with relationships among social issues, technology and visual form. Detailed information on the various sections may be obtained from the department. May be repeated for credit.

Prerequisite: art major with senior standing or permission of instructor and department chairman.

ART 450: ADVANCED TOPICS IN STUDIO ART

(4) 3 semester hours

This course examines topics in a particular area of studio arts on the graduate level. A student may repeat this course.

Prerequisite: consent of chairman and permission of instructor.

ART 480: WORKSHOP IN THE VISUAL ARTS

This workshop is concerned with various studio topics in the visual arts. The number of credit hours and prerequisite are determined by the particular workshop offered.

ART 560: GRADUATE SEMINAR IN THE VISUAL ARTS

3 semester hours

Selected topics, announced in advance, focus upon current issues concerning philosophical, historical, social or aesthetic problems in art and art education. Structural concepts and methods of inquiry relevant to such problems will be identified.

Prerequisite: consent of instructor.

ART 590: DIRECTED GRADUATE STUDY

1-6 semester hours

This course is open to Master of Arts in Teaching candidates in art only. Research is conducted under the supervision of a member of the department.

Prerequisite: consent of department chairman.

DEPARTMENT OF BIOLOGY

All of the courses offered by this department are unrestricted arts and science courses.

BIOLOGY 101: INTRODUCTORY BIOLOGY

4 semester hours

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

Two lecture periods and one three-hour laboratory period.

BIOLOGY 102: INTRODUCTORY BIOLOGY

4 semester hours

This course is a continuation of Biology 101. Organismal biology is emphasized and interactions among groups of organisms and their environment are also stressed.

Two lecture periods and one three-hour laboratory period.

Prerequisite: Bio. 101.

BIOLOGY 220: CELL AND MOLECULAR BIOLOGY

4 semester hours

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

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

Prerequisite: Bio. 101-102.

BIOLOGY 221: GENETICS

4 semester hours

This course is designed to present a balanced treatment of classical Mendelian concepts, population topics and the recent advances in molecular genetics. Laboratory work relies extensively on the use of microorganisms with some use being made of the more traditional materials to investigate the areas of transmission, bacterial transformation, biochemical mutants and population genetics.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Bio. 101-102.

BIOLOGY 300: DEVELOPMENTAL BIOLOGY

4 semester hours

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

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

Prerequisite: Bio. 101-102.

BIOLOGY 310: NONVASCULAR PLANTS

4 semester hours

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

Three lectures and one three-hour laboratory period.

Prerequisite: Bio. 101-102.

BIOLOGY 311: VASCULAR PLANTS

4 semester hours

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

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

Prerequisite: Bio. 101-102.

BIOLOGY 314: PLANT PHYSIOLOGY

4 semester hours

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

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

Prerequisite: Bio. 220 or consent of instructor.

BIOLOGY 318: ECOLOGY

4 semester hours

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

Three lectures and one three-hour laboratory period.

Prerequisite: Bio. 101-102.

BIOLOGY 321: INVERTEBRATE ZOOLOGY

4 semester hours

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

Three lecture periods and one three-hour laboratory period.

Prerequisite: Bio. 101-102.

BIOLOGY 324: VERTEBRATE ZOOLOGY

4 semester hours

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

Three lectures and one three-hour laboratory period.

Prerequisite: Bio. 101-102.

BIOLOGY 326: ANIMAL BEHAVIOR

4 semester hours

This course will involve an analysis of the biological basis of animal behavior as an integrating phenomenon in the animal kingdom. Physiological, environmental and evolutionary aspects of behavioral adaption will be examined. Special emphasis will be placed on social interactions, such as aggressive and defensive behavior, courtship and mating, animal communication and abnormal behavior patterns. The laboratory session will include experimental observation of behavior patterns exhibited by se-

lected animal types under laboratory and field conditions.
Three lecture periods and one three-hour laboratory period.
Prerequisite: Bio. 101-102.

BIOLOGY 327: ENTOMOLOGY 4 semester hours
This is a study of the anatomy, physiology, development, ecology, taxonomy and evolution of insects and their relationship to other animals. Consideration of their life histories, social structure, economic importance and control is also given. Field trips are required.

Three lectures and one three-hour laboratory period.
Prerequisite: Bio. 101-102.

BIOLOGY 329: COMPARATIVE VERTEBRATE ANATOMY 4 semester hours
Comparison of the anatomy and the functions of the vertebrates from the evolutionary point of view is presented in this course. Detailed dissection of selected representative from five classes of vertebrates will be included in the laboratory.
Three lectures and one three-hour laboratory period.
Prerequisite: Bio. 101-102.

BIOLOGY 331: HUMAN ANATOMY 4 semester hours
The study of the human organism with respect to the histological and gross anatomy using a systematic approach. Laboratory work includes dissection of appropriate animals and isolated organs.
Three one-hour lectures and one three-hour laboratory period.
Prerequisite: Bio. 101-102.

BIOLOGY 335: VERTEBRATE PHYSIOLOGY 4 semester hours
Body processes of chordates, common for this animal group, are stressed and physiological diversity considered. Suitable laboratory animals and human subjects are used.
Three lecture periods and one three-hour laboratory period.
Prerequisite: Bio. 101-102.

BIOLOGY 336: PHYSIOLOGY OF EXERCISE 3 semester hours
Emphasis is placed on muscle physiology and the integrated adjustments of the human organism to exercise. Concepts related to biological work, efficiency, strength and endurance are developed. Metabolic and homeostatic mechanisms associated with muscle activity are studied.
Two lecture periods and one three-hour laboratory period.
Prerequisite: Bio. 335.

BIOLOGY 348: MICROBIOLOGY 4 semester hours
The course will deal with microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics and virology.
Three hours of lectures and three hours of laboratory.
Prerequisite: Bio. 101-102.

BIOLOGY 349: BIOLOGICAL TECHNIQUES 4 semester hours
Presented in this course are the techniques needed for scientific research and teaching, such as processing of tissues for microscopic examination, instrumentation, the collecting, preserving, mounting and displaying of plant and animal specimens. Experience is also gained in animal room and greenhouse care and procedures.
One lecture and two three-hour laboratory periods.
Prerequisite: Bio. 101-102.

BIOLOGY 350: EVOLUTION 3 semester hours
A modern synthesis of evolutionary concepts is presented. An interdisciplinary approach is used to examine evolutionary trends of plants and animals, the origin of life, molecular evolution and speciation.
Three lecture periods.
Prerequisite: Bio. 221.

BIOLOGY 402: MYCOLOGY 4 semester hours
This course presents the morphology, taxonomy and economic importance of the fungi. Laboratory periods generally consist of a detailed study of representative organisms; but techniques of isolation, pure culture and maintenance of pure culture will be described.
Three one-hour lectures and one three-hour laboratory period.
Prerequisite: Bio. 310.

BIOLOGY 404: BIOGEOGRAPHY 3 semester hours
This course is concerned with the distribution, composition and importance of the world's major biomes. The reasons for various types of distribution patterns, floral and faunal composition, past distributions and evolution of the present day biomes are studied in detail.
Three one-hour lectures.
Prerequisite: Bio. 316 or permission of instructor.

BIOLOGY 405: MAMMALOLOGY 4 semester hours
A study of the mammals, their identification, life histories and economic importance with special attention to the local fauna. Laboratory sections will involve the collection, identification and mounting of mammals.
Three one-hour lectures and one three-hour laboratory period.
Prerequisite: Bio. 324.

BIOLOGY 410: BIOCHEMISTRY 3 semester hours
A discussion of the physical and chemical properties and metabolism of proteins and nucleic acids. Emphasis is placed on the properties of enzymes and enzyme systems, the role of vitamins as coenzymes and the biochemistry of heredity.
Three one-hour lectures.
Prerequisite: Chem. 205-206.

BIOLOGY 411: BIOCHEMISTRY 3 semester hours
A discussion of the physical and chemical properties of carbohydrates and lipids. Emphasis will be placed on intermediary metabolism, including bioenergetics, respiration, photosynthesis and hormonal regulation of metabolism.
Three one-hour lectures.
Prerequisite: Bio. 410.

BIOLOGY 412: BIOCHEMISTRY LABORATORY 2 semester hours
Laboratory experiments dealing with chemical and physical properties and metabolism of the main classes of biological molecules. The course provides laboratory experiments to complement Biology 410-411.
Two three-hour laboratories.
Corequisite or prerequisite: Bio. 411.

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: Bio. 220 and Chem. 205-206 or consent of instructor.

BIOLOGY 426: CELLULAR PHYSIOLOGY 4 semester hours
This course considers the functions of cells such as respiration, active transport and biosynthesis of macromolecules which are common to all cells. Certain specialized topics such as photosynthesis, nerve impulse conduction, integration and control of cellular activities are also discussed.
Three lecture periods and one three-hour laboratory period.
Prerequisite: Bio. 220 and Chem. 205-206.

BIOLOGY 429: ADVANCED MICROBIOLOGY 4 semester hours
An examination of the macromolecular architecture of microbes as related to their morphology and function is presented. Nutritional aspects and generation of activated

metabolites and their role in macromolecular synthesis are discussed. Microbial cytology, evolution, ecology and systematics are examined. Properties of the pathogenic bacteria and viruses are considered.

Three hours of lecture and one three-hour laboratory.

Prerequisite: Bio. 348 and Chem. 205-206.

BIOLOGY 430: IMMUNOBIOLOGY 4 semester hours

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

Two lectures and one four-hour laboratory period.

Prerequisite: Bio. 101-102 and Chem. 205-206 or consent of instructor.

BIOLOGY 431: ENDOCRINOLOGY 4 semester hours

Chemical control of animal physiology as it involves the structure and function of the endocrine glands and effects of hormones on function and malfunction will be considered. Current methods of measuring hormones, including radioimmunoassay, will receive theoretical and practical consideration.

Three lecture periods and one three-hour laboratory period.

Prerequisite: a course in physiology and/or consent of instructor.

BIOLOGY 460: GRADUATE SEMINAR 1 semester hour

Reports and discussion of current biological topics are presented.

One hour discussion a week.

Prerequisite: graduate standing; open to undergraduates with consent of department chairman.

BIOLOGY 491-494: PROBLEMS IN BIOLOGY 1-4 semester hours

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

Prerequisite: two 300-level biology courses or approval of department chairman.

BLACK STUDIES

This course is an unrestricted arts and science course.

INTERDEPARTMENTAL COURSE 361: SEMINAR IN BLACK STUDIES

3 semester hours

This seminar provides a culminating experience in Black studies.

Prerequisite: permission of instructor and coordinator of Black studies. Restricted to students in the interdepartmental concentration in Black studies.

CHEMISTRY

(Department of Physical Sciences)

All of the courses offered by this department are unrestricted arts and science courses.

*** CHEMISTRY 103-104: GENERAL CHEMISTRY** 8 semester hours

Topics include stoichiometry, periodicity, atomic theory, chemical bonding, kinetic molecular theory, kinetics, thermodynamics, electrochemistry and equilibrium. Throughout the course considerable emphasis is placed upon the relationship between conceptual models and empirical observations.

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

CHEMISTRY 205-206: ORGANIC CHEMISTRY 8 semester hours

This is a two-semester course on the structure and reactions of compounds ranging from the simple methane series to complex heterocyclic compounds. Emphasis is placed upon important functional groups and upon general types of organic reactions.

Mechanisms are treated as an integral part of the development. The laboratory is planned to correlate closely with the theoretical treatment.

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

Prerequisite: Chem. 103-104.

CHEMISTRY 301-302: PHYSICAL CHEMISTRY 8 semester hours

This course presents, though rigorous quantitative approaches, topics in kinetic molecular theory, thermodynamics, kinetics, phase equilibria, solutions and statistical mechanics. Chemical bonding and molecular spectroscopy are discussed within the framework of wave mechanics.

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

Prerequisite: Math. 314, Physics 101-102 or 103-104 and Chem. 103-104.

CHEMISTRY 303: INORGANIC CHEMISTRY 3 semester hours

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

One semester. Three lecture periods.

Prerequisite: Chem. 103-104, Math. 212 and 313 or permission of instructor.

CHEMISTRY 304: ANALYTICAL CHEMISTRY 4 semester hours

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

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

Prerequisite: Chem. 103-104, Physics 101-102 or 103-104.

CHEMISTRY 321: IDENTIFICATION OF ORGANIC COMPOUNDS 4 semester hours

The course deals with the theory and practice of separation and identification of organic compounds. Both chemical and physical methods will be considered. The physical methods include infrared, mass and nmr spectrometry.

The laboratory work involves the identification of individual compounds and the separation and identification of the components of mixtures.

Prerequisite: Chem. 205-206.

CHEMISTRY 350: TOPICS IN CHEMISTRY 3-4 semester hours

This course examines topics in a particular area of chemistry. A student may repeat this course with a change in content. If the topic under study requires laboratory or field work, four credits will be assigned for the course.

Prerequisite: consent of department chairman.

CHEMISTRY 390: INDEPENDENT STUDY IN CHEMISTRY 3 semester hours

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

Open only with consent of department chairman.

CHEMISTRY 391, 392, 393: PROBLEMS IN CHEMISTRY 1-3 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 department chairman.

CHEMISTRY 490: INDEPENDENT STUDY IN CHEMISTRY 3 semester hours

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

Open only with consent of department chairman.

COMMUNICATIONS*(Department of Communications and Theatre)*

All of the courses offered by this department are unrestricted arts and science courses.

• **COMMUNICATIONS 111: APPROACHES TO SPEECH COMMUNICATION**

4 semester hours

The course introduces the student to basic concepts of and approaches to the study of speech communication and to how these concepts and approaches apply in different communication settings. The course includes a series of practical applications of the basic concepts through structured communication experiences. The course may not count toward a major in communications and theatre.

COMMUNICATIONS 202: FUNDAMENTALS OF ORAL INTERPRETATION

3 semester hours

This course introduces the student to the procedures of analysis, preparation and delivery of literary selections for oral interpretation purposes. The student contends himself with the demands made by a variety of literary forms, including dramatic literature, prose and poetry. The emphasis is on experiencing and leading others to the subtleties of good literature. (same as Theatre 202)

It is recommended that majors enroll in Comm. 202 before taking this course.

COMMUNICATIONS 208: FUNDAMENTALS OF ORAL COMMUNICATION

3 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, use of reasoning and evidence, speech construction and methods of delivery.

COMMUNICATIONS 220: VOICE AND ARTICULATION

3 semester hours

An intensive examination is made of the mechanics and physiological bases of speech. The International Phonetic Alphabet and the application of phonetics to the discrimination and improvement of speech sounds is also included. Special attention is given to the student's individual problems and improvement in the areas of vocal quality, articulation and pronunciation.

COMMUNICATIONS 221: INTRODUCTION TO SPEECH PATHOLOGY

4 semester hours

This course is an introduction to the etiology, diagnosis and treatment of various types of speech disorders. Each student is required to complete five hours of supervised observation of therapy in schools or clinics.

COMMUNICATIONS 222: PHONETICS

3 semester hours

The production of speech sounds of the English language with application of the International Phonetic Alphabet is studied. Practice in dictation and phonetic transcription is included.

• **COMMUNICATIONS 240: MASS COMMUNICATION**

3 semester hours

The institutions, history and technology of the mass media are examined as communications systems. Newspapers, film and broadcasting media are studied in terms of social and personal impact. Contemporary media issues, policies and ethics are discussed.

COMMUNICATIONS 251: ARGUMENTATION AND DEBATE

3 semester hours

A study of analysis, evidence, logic, refutation and briefing, this course provides practical experiences in delivering debates on contemporary issues. Emphasis is on the development of critical thinking and effective communication.

COMMUNICATIONS 252: SPEECH COMMUNICATION AND CONTEMPORARY ISSUES

3 semester hours

Significant current issues are examined as they are reflected in the speeches of the times. Students will analyze the speeches in light of the events and the socio-political context in which the issues emerge.

COMMUNICATIONS 254: COMMUNICATION IN BUSINESS AND THE PROFESSIONS

3 semester hours

Study and practicum in special types of speaking in professions and in business and industry. (Methods of organizing and conducting meetings. Course includes tours, guest speakers and projects.)

COMMUNICATIONS 255: COMMUNICATION THEORIES

4 semester hours

A study is made of the theories having contributed significantly to the understanding of speech communication habits and processes including those dealing with the origin of language, learning to speak, personal communication breakdown, feedback and cybernetics, verbal and non-verbal codes, and the relationship between communication and culture. Psychological principles in the communication process are applied to individual and group communication, personality and speech.

COMMUNICATIONS 258: INTERPERSONAL COMMUNICATION

3 semester hours

By participating in a series of communication games, the student explores the basic elements of interpersonal communication. The course is designed to help students augment their own communication as they learn to understand the underlying communication process in human interaction.

COMMUNICATIONS 321: SPEECH AND LANGUAGE DEVELOPMENT

3 semester hours

The course includes the theories of normal speech and language, and the factors which may impede normal development. Observation in schools and clinics will be utilized.

COMMUNICATIONS 325: VOICE AND ARTICULATION DISORDERS

3 semester hours

The student is introduced to the study of the etiologies, types, diagnosis and treatment of selected voice and articulation disorders. Films, tapes and observations of therapy in schools and clinics will be employed.

COMMUNICATIONS 341: INTRODUCTION TO CINEMA

3 semester hours

Study of the film medium as part of the mass media environment. Covering film theory and motion picture technical development, emphasis will be placed on the role of cinema in the social development of mass audiences. Film presentations serve as prime source materials.

COMMUNICATIONS 342: BASIC FILMMAKING

3 semester hours

The production of student films using super 8mm and 16mm formats. Technical and theoretical aspects of filmmaking will be explored in workshop situation. Emphasis will be placed on solving problems in script writing, cinematography, sound and editing. The cost of film and processing will be absorbed by the student.

Prerequisite: Comm. 341 or permission of instructor.

COMMUNICATIONS 343: FILMMAKING ANIMATION

3 semester hours

The student is interested in camera operation, animation effects and methods, and the basics of film editing. The emphasis is on creating and exploring animated images. The cost of film and processing will be absorbed by the student.

Prerequisite: Comm. 341 or permission of instructor.

COMMUNICATIONS 346: INTRODUCTION TO BROADCASTING

3 semester hours

The student investigates the historical growth and social implications of radio and television. Emphasis is placed on analyzing the cultural impact of broadcasting programming. The future of broadcasting, especially cable television is investigated.

The course does not include production.

COMMUNICATIONS 347: TELEVISION PRODUCTION

3 semester hours

Participation and practice in writing, producing, directing and performing in television productions, including the portable video-tape format will be emphasized. The course provides the student with the opportunity to study the technical, legal and corporate area of broadcasting and to practice broadcast program creation under laboratory circumstances.

Prerequisite: Comm. 346 or permission of instructor.

COMMUNICATIONS 351: PERSUASION

3 semester hours

A study is made of the basic elements inherent in persuasion and the means of influencing individuals and audiences through verbal appeals. Representative persuasive speeches are analyzed and practice is provided in securing the acceptance of ideas and controlling belief and behavior by implementing these principles.

COMMUNICATIONS 353: HISTORY OF PUBLIC ADDRESS

4 semester hours

A rhetorical study is made of important speakers and their speeches from classical Greek and Roman times to the present with reference to social and political movements having been affected decisively by the power of the spoken word.

COMMUNICATIONS 354: LEADERSHIP AND MANAGEMENT COMMUNICATION

3 semester hours

A study is made of the problems and methods of improving communication used by leaders and managers in organizations and businesses, whether interpersonal, small group, or public communication. Among the topics to be investigated will be vertical and horizontal communication patterns, the relationship of communication to human motivation and decision making.

COMMUNICATIONS 355: LANGUAGE AND THOUGHT IN COMMUNICATION

3 semester hours

The course examines communicative behavior, the symbolizing process, problems of communication failure, and how persons respond to words and symbols drawing upon general semantics and the relationship between language, reality and human behavior.

COMMUNICATIONS 356: DISCUSSION AND GROUP COMMUNICATION

4 semester hours

This course emphasizes the principles and practice of discussion as employed in committees, panels, symposiums and forums with particular attention to the development of group leadership skills, cooperative problem-solving methods and the elements of interpersonal communication. Students plan and participate in discussions of contemporary problems. The theory and techniques of parliamentary procedure are studied and applied in the discussion setting.

COMMUNICATIONS 358: ADVANCED INTERPERSONAL COMMUNICATION

3 semester hours

In this advanced course the student explores the theoretical and conceptual nature of interpersonal communication. Lectures and discussion are based on the extensive literature in communications research from which modern interpersonal communication theories are derived.

COMMUNICATIONS 361: SEMINAR IN COMMUNICATIONS

3 semester hours

This course is designed to provide the student with an opportunity to explore in depth an area in communications, pursuing investigations into specialized problems or theories. May not be taken more than twice. A student may not take more than 9 semester hours in any combination of Communications 361, 390, 391.

Prerequisite: successful completion of 12 credit hours in communications courses and permission of instructor.

COMMUNICATIONS 390: INDEPENDENT STUDY IN COMMUNICATIONS

3 semester hours

The student selects an area for concentrated study under the supervision of department faculty adviser. The course could involve creative work accompanied by a written analysis or scholarly research culminating in a thesis paper. May be taken not more than twice. A student may not take more than 9 semester hours in any combination of Communications 361, 390, 391.

Prerequisite: successful completion of 12 semester hours in communications courses and permission of instructor.

COMMUNICATIONS 391: SPECIAL PROBLEMS IN COMMUNICATION

3 semester hours

The student selects with the aid of a faculty adviser a practicum-oriented problem on which to concentrate for the semester. The course will consist of periodic conferences between student and adviser, a tangible project and a written report of the procedures

followed in accomplishing the project. May be taken not more than twice. A student may not take more than 9 semester hours in any combination of Communications 361, 390, 391.

Prerequisite: successful completion of 12 semester hours in communications courses and permission of instructor.

COMMUNICATIONS 457: SPEECH COMMUNICATION AND SOCIETY

3 semester hours

The influence of speech communication on society is studied in terms of theory, methods and impacts. Special attention is given to propaganda, demagoguery, censorship, public opinion formation, rumor and panic. Selected readings, recordings, films, video tapes and student projects augment lectures and discussions.

COMMUNICATIONS 461: SEMINAR IN MASS COMMUNICATIONS 3 semester hours
Students participate in maintained analysis of specialized problems, policies and forecasts in mass communications. Specific topics may vary from semester to semester. Limited to seniors and graduate students.

Prerequisite: Comm. 240 or permission of instructor.

COMMUNICATIONS 480: WORKSHOP IN COMMUNICATIONS

Selected topics are investigated in various formats. Credits and prerequisite vary.

COOPERATIVE EDUCATION

All of the courses are restricted arts and science courses.

COOPERATIVE EDUCATION 220: FIELD EXPERIENCE I 3-12 semester hours

Students in this course are placed in work situations under the supervision of the college and the agency providing the placement. They participate in a seminar program and must meet other appropriate academic requirements during the semester. Each placement and set of formal requirements are established with the approval of the chairman of the appropriate department(s).

Prerequisite: approval of the director and the agency.

COOPERATIVE EDUCATION 221: FIELD EXPERIENCE II 3-12 semester hours

This course provides a second work experience for students who have satisfactorily completed Cooperative Education 220. A seminar program is included in the course. Each placement and its academic requirements are established with the approval of the chairman of the appropriate department(s).

Prerequisite: Cooperative Education 220 and approval of the director and the agency.

DEPARTMENT OF COUNSELOR EDUCATION

None of the courses offered by this department are arts and science courses.

COUNSELOR EDUCATION 401: PRINCIPLES OF GUIDANCE 3 semester hours

Consideration is given to the nature and need for school guidance, evaluation and operation of the major services, understanding of the individual, imparting of guidance information, counseling the individual, placement and follow-up. This is a basic course for prospective teachers, administrators and guidance counselors.

COUNSELOR EDUCATION 480: WORKSHOP IN GUIDANCE

Selected topics are investigated in various formats.

Credits and prerequisite vary.

COUNSELOR EDUCATION 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 schools and agency settings are studied.

Prerequisite: Psych. 350 and Couns. Ed. 401 or 501.

COUNSELOR EDUCATION 501: GUIDANCE IN THE ELEMENTARY SCHOOL

3 semester hours

The course condenses 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.

Prerequisite: acceptance into the M.Ed. program in counselor education or consent of department chairman.

COUNSELOR EDUCATION 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.

Prerequisite: Psych. 350 or 400 and Couns. Ed. 501.

COUNSELOR EDUCATION 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.

COUNSELOR EDUCATION 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: Couns. Ed. 401.

COUNSELOR EDUCATION 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.

Prerequisite: Couns. Ed. 500 and 504.

COUNSELOR EDUCATION 506: MEASUREMENT AND TEST INTERPRETATION IN GUIDANCE 3 semester hours

Techniques for the effective use of test results in guidance are developed and concepts such as ability, growth, aptitude and capacity are examined with references to these developments. Statistical techniques appropriate for several types of evaluation problems are studied. Analysis of data presented is an essential part of the work.

Prerequisite: Couns. Ed. 401.

COUNSELOR EDUCATION 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.

Prerequisite: Psych. 350 and Couns. Ed. 506.

COUNSELOR EDUCATION 508: REHABILITATION COUNSELING 3 semester hours

This course features the correlation of background, abilities, disability and interests of clients to the world of work. The physical and mental-emotional demands of occupations are covered. A format for recording the rehabilitation counseling process is included, and the use of consultant help and community resources explored. A case history approach is utilized.

Prerequisite: Couns. Ed. 500, 504 and at least one course in personality theory.

COUNSELOR EDUCATION 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: Couns. Ed. 500.

COUNSELOR EDUCATION 510: INTERNSHIP IN GUIDANCE I 3 semester hours

This course involves a gradual introduction to the work of the counselor on the job, under the direction of a fully-prepared supervisor of guidance and counseling. Local supervisors of guidance services collaborate with college advisers in evaluating student progress.

Prerequisite: Couns. Ed. 506, 509, 580 and consent of department chairman.

COUNSELOR EDUCATION 511: INTERNSHIP IN GUIDANCE II 3 semester hours

This course provides the student with an opportunity for advanced field experiences, under the collaborative direction of a school supervisor of guidance services and a counselor educator.

Prerequisite: Couns. Ed. 510 and consent of department chairman.

COUNSELOR EDUCATION 512: COUNSELING MINORITY GROUPS 3 semester hours

This course is designed to broaden the understanding and effectiveness of counselors in dealing with specific ethnic groups that include Blacks, Spanish speaking and Portuguese speaking minorities. Communication styles, family patterns, social relationships and value systems are examined. Current counseling models are evaluated in terms of their appropriateness for counseling minorities and an attempt is made to modify existing models and/or develop more relevant ones for diverse ethnic groups.

Prerequisite: Couns. Ed. 401, 500 and the consent of instructor. Matriculated candidates only.

COUNSELOR EDUCATION 514: MEDICAL INFORMATION FOR COUNSELORS 3 semester hours

This course considers medical problems commonly encountered by counselors who work in agency settings. Additionally, students develop a working knowledge of the medical profession, its specialties and its basic vocabulary.

Prerequisite: Couns. Ed. 508 or 401 or 501.

COUNSELOR EDUCATION 515: AGENCY FIELD PLACEMENT 3 semester hours

Students enrolled in this course are placed in social and rehabilitation agencies for supervised clinical experience. The emphasis is on the translation of training into effective practice.

Prerequisite: Couns. Ed. 580 and concurrent registration in Couns. Ed. 581.

COUNSELOR EDUCATION 517: OCCUPATIONAL ANALYSIS AND PLACEMENT OF THE DISABLED AND DISADVANTAGED 3 semester hours

Students in this course will develop skills in assessing the human potential of the disabled and disadvantaged, in utilizing these data to facilitate optimal vocational placement and in job analysis.

Prerequisite: Couns. Ed. 504.

COUNSELOR EDUCATION 561: SEMINAR IN GUIDANCE-SECONDARY SCHOOL 3 semester hours

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

Prerequisite: open to advanced students with consent of adviser.

COUNSELOR EDUCATION 562: SEMINAR IN GUIDANCE-ELEMENTARY SCHOOL 3 semester hours

This course provides an opportunity for depth analysis of the guidance functions at the elementary school level. Emphasis is upon synthesis of theory and practice. Consideration is given to both research and evaluation.

Prerequisite: open to advanced students with consent of adviser.

COUNSELOR EDUCATION 563: SEMINAR IN COUNSELOR EDUCATION:**RESEARCH DESIGN**

3 semester hours

The purpose of this seminar is to provide experiences designed to enable the student to understand and evaluate research as well as to plan and carry out a research-oriented field project. Open only to matriculated C.A.G.S. candidates.

Prerequisite: Psych. 420 and consent of adviser.

COUNSELOR EDUCATION 580: PRACTICUM IN COUNSELING I

3 semester hours

This 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: Couns. Ed. 500. Open only to matriculated students in the program.

COUNSELOR EDUCATION 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: Couns. Ed. 580. Open only to matriculated students in the program.

COUNSELOR EDUCATION 582: PRACTICUM IN GROUP

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: Couns. Ed. 509.

COUNSELOR EDUCATION 583-584: ADVANCED PRACTICUM**IN COUNSELING**

3 semester hours

This course consists of advanced counseling practice with the focus on long-term counseling. Placement is arranged in one educational or agency setting. Joint supervision of this intensive two-semester experience will be handled by college and field personnel. This course is offered to matriculated C.A.G.S. candidates only.

Prerequisite: Couns. Ed. 582.

COUNSELOR EDUCATION 585: COUNSELING WITH PARENTS

3 semester hours

This workshop is designed to provide school counselors with appropriate models and skills for assisting parents with the myriad situations and challenges they face with their children. Methods of instruction will include lectures, discussions, role-playing, video tapes, films and "live" clinical sessions. This course is intended primarily for counselor-trainees who plan to work in the elementary and middle schools.

Prerequisite: Couns. Ed. 500 and Psych. 351.

COUNSELOR EDUCATION 586: SUPERVISION IN COUNSELING

3 semester hours

This course involves theoretical concepts and applied skills in the supervision of counseling. Students will have an opportunity to develop their teaching and supervisory skills by assisting staff in the supervision of Counselor Education 580: Practicum in Counseling I course.

Prerequisite: Couns. Ed. 583-584.

COUNSELOR EDUCATION 590: INDEPENDENT STUDY

2-6 semester hours

This course is open to candidates in the Master of Education and C.A.G.S. programs in counselor education. Guidance-related research is conducted under the supervision of a member of the department.

Prerequisite: consent of department chairman.

CURRICULUM

(Department of Administration and Curriculum)

None of the courses offered by this department are arts and science courses.

CURRICULUM 480: WORKSHOP IN CURRICULUM

3 semester hours

Topics vary.

CURRICULUM 503: PRINCIPLES OF CURRICULUM**CONSTRUCTION AND DEVELOPMENT**

3 semester hours

This course is concerned with the objectives, content and organization of all programs in elementary, secondary, special education and urban education. Principles basic to all curriculum construction and development are examined.

Prerequisite: C.A.G.S. admission or consent of instructor.

CURRICULUM 510: CURRICULUM MATERIALS LABORATORY

3 semester hours

Candidates develop competencies and skills in the selection, organization, utilization and evaluation of instructional materials. In addition to course work, candidates spend 30 clock hours working in a curriculum materials center. Proficiency must be demonstrated.

Prerequisite: Curriculum 503.

CURRICULUM 519: CURRICULUM PROBLEMS IN URBAN**EDUCATION**

3 semester hours

The psychological and sociological characteristics of the inner city child and adolescent are studied. Curriculum models necessary to meet the needs of the inner city youth are constructed. Extensive field work is required as well as demonstrated proficiency in selecting and organizing curriculum materials.

Prerequisite: Curriculum 503.

CURRICULUM 532: CURRICULUM THEORY AND RESEARCH

3 semester hours

Examines the rationale for curriculum construction. Study is made of the inter-relationship among individuals and societal needs and the structure of knowledge. Special consideration is given to a review of research in curriculum as it pertains to the development of theory.

Prerequisite: Curriculum 503.

CURRICULUM 580: SEMINAR IN CURRICULUM**TOPICS VARY**

3 semester hours

Topics vary.

Prerequisite: Consent of instructor.

CURRICULUM 561: SEMINAR IN RESEARCH: RESEARCH DESIGN**IN CURRICULUM**

3 semester hours

The purpose of this seminar is to provide experiences designed to enable the student to understand and evaluate research in the field of curriculum in order to plan and carry out a research-oriented field project.

Open only to accepted C.A.G.S. candidates.

Prerequisite: Curriculum 503 and consent of department chairman. Psych. 320 or Psych. 420, or a course in statistics with consent of adviser.

DEPARTMENT OF ECONOMICS

The restricted arts and science courses in this department are 230 and 231.

All of the other courses listed below are unrestricted arts and science courses.

ECONOMICS 200: INTRODUCTION TO ECONOMICS

4 semester hours

This course is a survey of economic theory and how it applies to present day problems, such as economic growth, unemployment, price stability, poverty and environmental pollution.

ECONOMICS 202: COMPARATIVE ECONOMIC SYSTEMS

3 semester hours

In this course the theory of socialism is developed by reading some of the early socialist writers. The socialist model is compared with the capitalist economic model. Finally, some modern economies are studied as they actually operate in an effort to understand their deviations from the pure theory.

ECONOMICS 211: MICROECONOMIC THEORY AND ANALYSIS

4 semester hours

This course examines the theory of behavior of the individual decision maker in the economic realm. Topics covered will include the theory of consumer behavior, the theory of production, market structures, and the theory of social welfare.

ECONOMICS 212: MACROECONOMIC THEORY AND POLICY 4 semester hours

This course examines determination of national income; studies theories of inflation, unemployment, price levels and growth; and compares classical, Keynesian and monetarist theories of income determination. Emphasis is on economic stabilization policy.

Prerequisite: Econ 200, 211, 212

ECONOMICS 230: ACCOUNTING I 3 semester hours

The identification, measurement, and reporting of the financial effects of economic events on enterprises. Develops the basic concepts involved in the preparation, analysis and interpretation of financial statements. Two hours of lecture and two hours of laboratory per week.

ECONOMICS 231: ACCOUNTING II 3 semester hours

Elements of cost in industrial firms. Covers job order, process and standard costs. Cost control and cost and profit analysis for decision making. Will include problem sets. Two hours of lecture and two hours of laboratory per week.

Prerequisite: Econ 230.

ECONOMICS 301: HUMAN RESOURCES 3 semester hours

This course analyzes the structures and operations of human resources markets. Topics include pricing and allocation of labor resources, wage differentials, income distribution, discrimination and unemployment. An investment in human capital approach is stressed. Public and private sector investment expenditures on formal schooling, on-the-job training, health care, information costs and human mobility are considered, with a special emphasis given to education.

Prerequisite: Any 200-level economics course.

ECONOMICS 303: PUBLIC FINANCE 3 semester hours

This course analyzes the role of government in the U.S. economy as it allocates resources, distributes income and stabilizes the economy. The effects of Federal, state and local expenditure and revenue patterns on the economy are examined.

Prerequisite: Any 200-level economics course.

ECONOMICS 304: MONETARY ECONOMICS 3 semester hours

In this course the influence of the quantity of money on the American economic system is studied. This is done by first studying the financial institutions and money creating process, emphasizing the role of commercial banks. Emphasis is then given to the classical Keynesian and monetarist schools of thought on the effect of money on the economic system. The actions of the Federal Reserve to stabilize the economy using monetary policy are then covered.

Prerequisite: Any 200-level economics course.

ECONOMICS 305: REGIONAL AND URBAN ECONOMICS 3 semester hours

This course applies economic analysis to problems of cities and metropolitan areas. It suggests alternatives in policy decisions toward transportation, congestion, pollution, urban poverty, urban renewal, property taxation and business location. It analyzes the interaction of economic forces and socio-political institutions.

Prerequisite: Econ 200 or 211.

ECONOMICS 306: INDUSTRIAL ORGANIZATION AND MARKET STRUCTURE 3 semester hours

Investigates the environment in which American capitalist industries operate. Since elements of monopoly are present, the course is primarily concerned with the conduct and performance of industry in the marketplace, with emphasis on overall well being of society. It assesses antitrust and other regulatory mechanisms.

Prerequisite: Econ 211.

ECONOMICS 317: MATHEMATICAL ECONOMICS 3 semester hours

This course will introduce the student to the mathematical techniques used by the economist. Subjects studied will include the uses of Lagrangian undetermined multipliers, determinants and Cramer's Rule in the theory of production and utility. Further linear models such as linear programming and input-output analysis will be studied.

Prerequisite: Econ 211 and Math 212.

ECONOMICS 318: ECONOMETRICS 3 semester hours

This course is an introduction to the field of econometrics, the application of statistics to economic theory. Basic principles of statistics will be reviewed and simple econometric models will be constructed. Emphasis will be on the use of econometrics and the interpretation of results. Common econometric problems, such as auto-correlation, will be discussed. Estimation of simultaneous models and the problem of identifiability will be introduced.

Two lecture periods and one two-hour laboratory period each week.

Prerequisite: Econ 212 and Math 240 or 341.

ECONOMICS 321: INTERNATIONAL ECONOMICS 3 semester hours

This course covers both the theory of international trade and international monetary relations. The theory of international trade covers the benefits to be gained from trade, the effects of tariffs and quotas and the effects of customs unions. International monetary relations involves determination of exchange rates, balance of payments problems, devaluations and effects of capital flows and proposed reforms to the system. Emphasis is placed on analyzing recent developments and current problems.

Prerequisite: Any 200-level economics course.

ECONOMICS 322: ECONOMICS OF DEVELOPING COUNTRIES 3 semester hours

This course begins by looking at the characteristics of developing countries and of the process of economic development. Theories of growth and development are then covered. Emphasis is then given to the areas of capital formation, in industry and agriculture; human resources, including education; entrepreneurship and population; and the effects of foreign trade and aid. The use of economic planning in developing countries is then covered.

Prerequisite: Any 200-level economics course or permission of department chairman and instructor.

ECONOMICS 331: MANAGERIAL FINANCE AND CONTROL 3 semester hours

Concepts and theories applicable to the financial administration of a firm. Financial planning and control within the firm, including sources and uses of funds, cost of capital and investment decisions, operating and capital budgets, and financial analysis for managerial evaluation and control.

ECONOMICS 332: MARKETING MANAGEMENT 3 semester hours

This course involves the study of the structure and process of market and the strategies involved in their management. Specific focus will be directed to market research, product innovation, pricing problems, sales programs, advertising and organization of marketing plans.

ECONOMICS 333: PERSONNEL MANAGEMENT 3 semester hours

Encompasses such areas as human behavior and interactions within the work environment; personnel management as it concerns recruitment, development and utilization of manpower resources; analysis of employee-employer relationships; and decision-making under collective bargaining, organized conflict and public policy.

ECONOMICS 343: HISTORY OF ECONOMIC THOUGHT 3 semester hours

This course is an introduction into economic intellectual history. Many of the more important economists will be studied to determine their contributions to the present state of the discipline.

ECONOMICS 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. (This course is interchangeable with History 348.)

ECONOMICS 360: SEMINAR IN ECONOMIC RESEARCH 3 semester hours

This seminar provides an integrating experience of economic theories, concepts and practices. Students will have the opportunity to examine the literature of significant economic research in microeconomics, macroeconomics and specialized fields within

the discipline. This will serve as the basis for their own research work to be presented in both oral and written form. This seminar is required for those students seeking honors in economics.

Prerequisite: senior with a major in economics who has completed a minimum of 18 hours in the department or permission of the department chairman.

ECONOMICS 361: SEMINAR IN MANAGERIAL POLICY

3 semester hours
Actual business problems are presented for solution; the class is expected to act in the role of a consultant. These will be handled by the case methods where the instructor normally acts as a resource person and evaluator. This course integrates the student's previous courses in managerial economics into a decision-making framework.

Prerequisite: senior with a major in managerial economics and completion of Econ. 230, 231 and two of the following: Econ. 331, 332 or 333, or permission of the department chairman and instructor.

ECONOMICS 380: WORKSHOP IN ECONOMICS

3 semester hours
Selected topics are investigated in various formats. Credits and prerequisite vary.

ECONOMICS 390: DIRECTED STUDY

3 semester hours
The student selects a topic and undertakes concentrated research under supervision of a faculty adviser. Applications must be in the hands of the department chairman by November or May of the preceding semester.

Prerequisite: approval of department chairman.

ECONOMICS 410: CONCEPTS IN ECONOMIC EDUCATION

3 semester hours
A study is made of selected economic concepts and such economic institutions as markets, business, banking, labor and government, with emphasis on their significance in the public school curriculum.

Prerequisite: permission of instructor.

ECONOMICS 480: WORKSHOP IN ECONOMICS

3-6 semester hours
Selected problems are investigated in various formats. Credits and prerequisite may vary.

EDUCATION

While the great majority of courses in education are offered by the Departments of Elementary Education, Secondary Education and Instructional Technology, courses in education are also offered by the Departments of Administration and Curriculum, Industrial Education, Health and Physical Education, Philosophy and Foundations of Education, Art, Music, Mathematics, English, Communications and Theatre and Modern Languages.

A general policy governing the selection of electives in professional education is presented on page 63. The unrestricted arts and science course in this department is 250. None of the other courses listed below are arts and science courses.

EDUCATION 203: CONCEPTS IN ART EDUCATION

3 semester hours
This course focuses upon concepts in art as a subject matter discipline as well as concepts of teaching and learning in art. Philosophical, sociological and psychological content integral to the field of art education are explored through readings and discussions. Observations and individualized teaching experiences are included.

Prerequisite: twelve credits in art. Psych. 216, preceding or concurrent.

EDUCATION 210: CONCEPTS OF TEACHING I

(4) 3 semester hours
This course focuses on the analytical study of teaching and the transfer of concepts of learning to teaching situations. The major objectives are the development of the ability to apply aspects of several analytical techniques to given teaching examples and to demonstrate the significance of the concepts identified as they relate to the teaching/learning process.

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

Prerequisite: Psych. 213, preceding or concurrent.

EDUCATION 250: TOPICS IN EDUCATION

3 semester hours
Contemporary issues and developments in the field of education will be considered. Specific topics will vary and may focus on the child, the schools and the educational community.

EDUCATION 303: PRACTICUM IN ART EDUCATION

4 semester hours
This course is designed to give the student further understanding and experience with conceptual directions, curriculum development, research and evaluation and teaching models in art education. Participation in teaching at both the elementary and secondary levels in actual classroom situations is an important component of this course.

Prerequisite: Ed. 203; cumulative index of 2.0; all art courses in sequence up to junior year, and acceptance into the art education program.

EDUCATION 304: AUDIOVISUAL INSTRUCTIONAL

MATERIALS (4) 3 semester hours
Designed to give the student an understanding of audiovisual materials as classroom teaching tools, the course includes evaluation of materials and techniques of utilizing, 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 308: PRACTICUM IN INDUSTRIAL ARTS EDUCATION

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

Prerequisite: Psych. 214, normal standing of fifth semester and special departmental requirements.

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.

Prerequisite: Music 101, Psych. 216 and special departmental requirements for acceptance into music education program.

EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION

(5) 4 semester hours
The secondary practicum is devoted to a study of the principles, curriculum, materials and methods of secondary education. Under the guidance of college and laboratory school instructors, students prepare lessons and work with individual pupils, small school instructors, students prepare lessons and work with individual pupils, small groups and classes of secondary school pupils. Each student takes this course under the direction of his major department.

Prerequisite: Psych. 214; a class standing of at least the fifth semester, and the minimum index required for retention in educational studies for the related class standing. Additionally, each area of concentration has specific entrance requirements. The student is advised to consult with the Director of Laboratory Experiences and/or the specialist in the area of concern (e.g., English education, mathematics education, etc.).

EDUCATION 311: DEVELOPMENTAL READING IN SECONDARY SCHOOLS

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

Prerequisite: Ed. 321, or secondary teaching experience, or consent of program adviser, M.Ed. in reading.

EDUCATION 312: METHODS AND MATERIALS IN TEACHING FOREIGN LANGUAGES (ELEMENTARY SCHOOL)

3 semester hours
This course covers the aims, methods and problems of teaching a second language. It includes observation of language classes in elementary schools. The course is taught by a member of the modern language staff.

EDUCATION 314: PRINCIPLES AND TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL

3 semester hours

A general methods course designed for college graduates seeking to become certified secondary school teachers. The primary focus of the course is on the development of the basic skills and techniques necessary for successful management of a learning environment. The course is actively-oriented and requires the planning and presentation of lessons for video-taping and analysis, and the construction of evaluative instruments, learning activity packages and supporting instructional aids. The course is restricted to part-time graduate students seeking certification.

Prerequisite: permission of the chairman of the department of secondary education.

EDUCATION 318: PRACTICUM IN HEALTH EDUCATION

4 semester hours

This course is an overview of health education instruction at both the elementary and secondary grade levels. Under the guidance of college and laboratory school instructors, students will examine methods, materials and subject matter in health and prepare units of instruction.

Prerequisite: Health Ed. 201, 202, 303 and Psych. 216, 320, 330; a class standing of at least the fifth semester and the minimum index required for retention in educational studies for the related class standing.

EDUCATION 319: DRIVER EDUCATION

3 semester hours

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

EDUCATION 320: STUDENT TEACHING IN THE ELEMENTARY SCHOOL

5 or 6 semester hours

This course provides teaching experience in nursery, elementary or middle school classrooms under the joint supervision of a certified cooperating teacher and a college supervisor. Students gradually assume responsibility for a class or a set of classes. Upon request students qualified to teach elementary French are assigned one quarter in elementary French and one quarter in a regular elementary classroom. Students are required to follow the calendar of the school to which they are assigned while student teaching.

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

Undergraduates in special education: two half-semester assignments, full time, five semester hours in regular classroom and five semester hours in a special education classroom (See Spec. Ed. 303).

Prerequisite: Psych. 213, Ed. 322, 340, 341 and 342 + Ed. 210, 328 and 330; or Ed. 210, 329 and 331; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the satisfactory completion of all courses required prior to student teaching in the major field and professional sequence; adequate performance in practicum; proficiency in the operation of audiovisual equipment and speech proficiency.

+ Students in the early childhood program must complete two of the required three courses prior to student teaching; those in the generalized elementary program are required to select two of these three special methods courses; those in the specialized program are required to select one of these three special methods courses. Master of Arts in Teaching students; refer to the Graduate Catalog for requirements and prerequisite.

EDUCATION 321: STUDENT TEACHING IN THE SECONDARY SCHOOL

9 semester hours

This course involves a semester of teaching in a middle, junior or senior high school under the joint supervision of a certified cooperating teacher and a college supervisor. The student assumes increasing responsibility for classroom instruction and for extra class activities expected of a teacher in his subject field. The student also participates in a weekly seminar concerned with his teaching experiences. This seminar is scheduled during the late afternoon, therefore the student is advised not to block out

his schedule completely during the afternoon in meeting other course obligations. Students observe the calendar of the school to which they are assigned.

Prerequisite: Psych. 214, Ed. 310 or 303, Eng. 332 or 333; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the satisfactory completion of all courses required prior to student teaching in the major field and professional sequence; adequate performance in practicum; proficiency in the operation of audiovisual equipment and speech proficiency.

EDUCATION 322: METHODS AND MATERIALS IN TEACHING READING

(4) 3 semester hours

This course analyzes elementary school reading programs. An investigation is conducted into alternative teaching methods and materials. Construction of materials designed to meet needs of particular learning situations are required.

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

EDUCATION 323: INTERSHIP IN INDUSTRIAL EDUCATION

9 semester hours

The in-service teacher completes one year of supervision full-time teaching as an employed teacher. This course may not be taken for credit by persons who have completed Ed. 321.

Prerequisite: Voc. Ed. 300, 301, 303, Psych. 214.

EDUCATION 324: STUDENT TEACHING IN MUSIC EDUCATION

9 semester hours

Student teaching in music offers the student an opportunity to gain teaching experiences for a half semester each at the elementary and secondary levels under the joint supervision of certified cooperating teachers and a college supervisor. Whenever possible, the student's special interest area is considered in arranging school assignments (i.e., elementary vocal or instrumental, secondary vocal or instrumental, junior high school general music, etc.). Students are required to follow the calendar of the school to which they are assigned while student teaching.

Prerequisite: Music 103, 105, 109, Ed. 309, Psych. 216; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the satisfactory completion of all courses required prior to student teaching in the major teaching field and professional sequence; adequate performance in practicum; proficiency in the operation of audiovisual equipment, and speech proficiency.

EDUCATION 325: STUDENT TEACHING IN ART EDUCATION

9 semester hours

This course involves a semester of teaching art under supervision in both the elementary and secondary schools of the state. Whenever possible the student's special interest area will be considered in arranging secondary school assignments (i.e., ceramics, sculpture, etc.). Students are required to follow the calendar of the school to which they are assigned while student teaching.

Prerequisite: Ed. 203, 303, Psych. 216; special departmental requirements; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the satisfactory completion of all courses required prior to student teaching in the major teaching field and professional sequence; adequate performance in practicum; proficiency in the operation of audiovisual equipment, and speech proficiency.

EDUCATION 326: STUDENT TEACHING IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

10 semester hours

This course provides teaching experience in elementary school physical education under the joint supervision of a certified cooperating teacher and a college supervisor. Students participate for five full school days and are expected to assist in after school intramural and recreational programs, meetings and other activities in which the school community is involved.

Students, who anticipate dual assignments for student teaching with both elementary and handicapped children, must meet the requirements stipulated under the physical education program description.

Prerequisite: in addition to satisfactory completion of the departmental prerequisite, successful completion of a total of 21 hours in the major and professional sequences.

including Psych. 213; students must have adequate health; a cumulative index of 2.00 one full semester prior to student teaching; and passing grades in all professional and major courses; adequate performance in practicums; proficiency in the operation of audio-visual equipment, and speech proficiency.

EDUCATION 327: STUDENT TEACHING IN SCHOOL

HEALTH EDUCATION

9 semester hours

Student teaching in health education provides the student an opportunity to obtain teaching experiences for a half semester each at the elementary and secondary levels under the joint supervision of cooperating teachers and a college supervisor. The student assumes increasing responsibility for classroom instruction in health while attending a related senior seminar and taking one additional course. Students are required to follow the calendar of the school to which they are assigned while student teaching.

Prerequisite: Ed. 304, 318, Health Ed. 304; adequate health; the attainment of a minimum cumulative index of 2.00 a full semester prior to the commencement of student teaching; the passing of all courses required prior to student teaching in the concentration and the professional sequence; adequate performance in practicum; proficiency in the operation of audiovisual equipment, and speech proficiency.

EDUCATION 328: CONCEPTS OF TEACHING II (EARLY CHILDHOOD)

NURSERY-KINDERGARTEN EDUCATION

(4) 3 semester hours

Included in this course are a study of educational programs for nursery school and kindergarten pupils and analyses of curricular materials and classroom procedures appropriate to young children's initial school experiences. Emphasis is placed on establishing a learning environment where each child can know and appreciate himself as a learner in all aspects of school life.

For students in the early childhood curriculum.

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

Prerequisite: Ed. 210 and specialized requirements in English and social science.

EDUCATION 329: CONCEPTS OF TEACHING II (ELEMENTARY) LANGUAGE

ARTS/SOCIAL STUDIES

(5) 4 semester hours

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

For students in the elementary education curriculum.

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

Prerequisite: Ed. 210 and specialized requirements in English and social science.

EDUCATION 330: CONCEPTS OF TEACHING III (EARLY CHILDHOOD)

PRIMARY EDUCATION

(4) 3 semester hours

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

For students in the early childhood education curriculum.

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

Prerequisite: Ed. 210, 328 and specialized requirements in mathematics and science.

EDUCATION 331: CONCEPTS OF TEACHING III

(ELEMENTARY)

(5) 4 semester hours

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

For students in the elementary education curriculum.

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

Prerequisite: Ed. 210, 329 and specialized requirements in mathematics and science.

EDUCATION 332: EARLY CHILDHOOD EDUCATION - PART I

3 semester hours

Included in this course are a study of educational programs for pre-school, kindergarten and primary grade pupils and a systematic analysis of sequential curriculum experiences for young children in language arts, social studies, science, mathematics, music and art. Consideration is given to the development of early childhood education and to research findings in this and related fields. This course involves individualized laboratory experiences. Students may not receive credit for both Ed. 332 and Ed. 328 and 330.

EDUCATION 340: METHODS AND MATERIALS IN

ART EDUCATION

(3) 2 semester hours

This course considers children's art expression in relation to pertinent research and current trends in art education. Workshop experiences with various art materials used in the elementary classroom focus on the development of visual and aesthetic awareness. Elementary classroom observation is included.

EDUCATION 341: METHODS AND MATERIALS IN

MUSIC EDUCATION

(2) 2 semester hours

A one-semester study of the theory and pedagogy of teaching music in grades one through six, this course is required of all students concentrating in early childhood education for classroom teachers before practice teaching assignments. It is not for music education students.

EDUCATION 342: METHODS AND MATERIALS IN

PHYSICAL EDUCATION

(3) 2 semester hours

Basic principles of physical education programs for elementary schools are covered. The course includes experience in teaching movement through games, rhythms and self-testing activities suitable for various age levels.

EDUCATION 345: METHODS AND MATERIALS IN

HEALTH EDUCATION

3 semester hours

A course for elementary school classroom teachers, health specialists, physical educators and other personnel interested in school health instructional programs. The latest methods, procedures and techniques for presenting the knowledge, principles and concepts of a school health curriculum are surveyed. Instructional materials, their sources, utilization and effects are presented and considered.

EDUCATION 356: MATHEMATICAL STRUCTURES IN

THE INTERMEDIATE GRADES

3 semester hours

The teaching of elementary algebra in a framework of the theory of sets is studied with emphasis on the understanding of fundamental principles. It is designed for teachers of grades six through nine.

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 Ed. 310 (Practicum; mathematics section) or Ed. 429 except by explicit student consent of the department in writing.

EDUCATION 360: SENIOR SEMINAR IN SECONDARY

EDUCATION

(2) 1 semester hour

Taken concurrently with Ed. 302, this course provides a seminar situation for the analysis and discussion of the student's research.

Prerequisite: Ed. 321.

EDUCATION 362: SENIOR SEMINAR IN ART

(2) 1 semester hour

This course is designed to serve as the capstone to the sequence of professional courses and to correct the gap between student teaching and full-time teaching. Students investigate topics or problems of general concern to art educators and present and defend their findings in the seminar. This course is to be taken the semester following student teaching.

Prerequisite: Ed. 325.

EDUCATION 363: SEMINAR IN URBAN EDUCATION

3 semester hours

In this course the student will be involved in the study of, and in day-to-day experiences in urban schools. The seminar will build upon students' knowledge and understanding developed in the two prerequisite courses and will focus attention on

urban youth and urban education through study, research, discussion and visits to urban schools and social agencies. Limited to students in an educational studies curriculum in the semester preceding student teaching.

Prerequisite: Psych. 215 and Soc. 211, 204 or 208.

EDUCATION 380: WORKSHOP IN EDUCATION

Selected topics are investigated in various formats. Credits and prerequisite vary.

EDUCATION 390: DIRECTED STUDY

3 semester hours

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

EDUCATION 402: CURRENT PROBLEMS IN EDUCATION

3 semester hours

This course provides intensive treatment of selected educational problems or problem areas.

EDUCATION 404: MATHEMATICS IN THE ELEMENTARY SCHOOLS 3 semester hours
This course is a study of the content and approach to modern mathematics programs with emphasis on current research and curriculum trends.

Prerequisite: Ed. 330 or 331, or elementary experience, or consent of instructor.

EDUCATION 406: EARLY CHILDHOOD EDUCATION — PART II

3 semester hours

A continuation of Education 332, this course includes a study of the organization, administration and evaluation of kindergarten and primary programs. Attention is given to the wide range of early childhood programs, the role of government, the use of community agencies, the variety of staffing plans, the contribution of an interdisciplinary team and the strengthening of home-school relationships.

Prerequisite: Ed. 330 or 332.

EDUCATION 408: LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 semester hours

This course approaches language arts from a research base and focuses on the role of creativity in language expression, the sequence in which the child develops linguistic skills and the characteristics of a spiral curriculum organization in the elementary school. This course includes individualized laboratory experiences.

Prerequisite: Ed. 330 or 331 or elementary experience, or consent of instructor.

EDUCATION 409: PSYCHOLOGICAL AND SOCIAL PROBLEMS OF URBAN YOUTH

6 semester hours

This course prepares school people to cope with the psychological and sociological problems commonly found among disadvantaged children and youth. In addition to achieving a specialized approach to psychological and sociological principles of education, students participate in a human relations workshop which seeks to assist them to overcome their fears and feelings of inadequacy when dealing with children of youth of cultures different from their own.

EDUCATION 410-411: PRACTICUM IN URBAN EDUCATION

6 semester hours

This course is chiefly clinical in operation. Under the direction of the unit coordinator, participants observe disadvantaged youth in youth centers, drop-in centers, Upward Bound and Talent Search conferences, and in Family Court. After a period of observation, and participation in appropriate conferences, the participants accept responsibility for working with disadvantaged youth in counseling, advisory and tutorial roles. An important aspect of this experience is a one-to-one relationship with disadvantaged youth. Participants will meet in a weekly seminar. Two semesters.

Prerequisite: Ed. 409 or permission of program coordinator.

EDUCATION 415: LITERATURE IN THE ELEMENTARY SCHOOL

3 semester hours

This course is primarily concerned with the development of various patterns of literature instruction in the elementary school. The development and enrichment of children's literary taste and appreciation are stressed. This course includes individualized laboratory experiences.

Prerequisite: Ed. 330 or 331, or elementary teaching experience, or consent of instructor.

EDUCATION 418: SCIENCE IN THE ELEMENTARY SCHOOL

3 semester hours

This course emphasizes recent research and curriculum trends in science education. Individual and group laboratory experiences employing various science processes are also included.

Prerequisite: one year of college level science or consent of instructor.

EDUCATION 420: TEACHING INTERNSHIP IN URBAN EDUCATION

3 semester hours

This is a supervised internship. The participant will be a teacher in an urban school, supervised by the unit coordinator. M.A.T. Plan IV candidates are supervised cooperatively by the unit coordinator and the appropriate subject matter specialist. M.Ed. and C.A.G.S. candidates are supervised by the unit coordinator. One of the most important functions of the unit coordinator will be to work with the school administration and department heads in order to evaluate his own progress. The internship will normally be completed in one semester and include a weekly seminar. The experience will be evaluated on a satisfactory/unsatisfactory basis.

Prerequisite: Ed. 410-411 or permission of program coordinator.

EDUCATION 421: ART IN THE ELEMENTARY SCHOOL

3 semester hours

This course considers the objectives of an art program in the elementary grades and also the means of presenting, motivating, encouraging and evaluating such a program. Current research and activities in the field are discussed and the class participates in relevant studio activities.

Prerequisite: Ed. 340, art or elementary experience and consent of instructor.

EDUCATION 424: MUSIC IN THE ELEMENTARY SCHOOL

3 semester hours

Conducted as a workshop, the course deals with more advanced topics of concern to both the classroom and music teacher. Areas covered include philosophy, contemporary methodology, research and special problems.

Prerequisite: consent of department chairman.

EDUCATION 427: FOREIGN LANGUAGES IN THE SCHOOLS

3 semester hours

The purpose of this course is to develop more effective foreign language teaching at all levels, through the examination of recent research in methodology and educational media, with particular reference to the contributions made by such areas as psychology, linguistics and social anthropology. Laboratory experiences will be offered.

Prerequisite: Ed. 320 or 321 or equivalent, and/or consent of instructor.

EDUCATION 428: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

3 semester hours

Students examine and evaluate objectives, content and organization of social studies, curriculum resource materials and selected instructional models in the light of current recommendations and research data.

Prerequisite: Ed. 330 or 331, or elementary teaching experience, and consent of instructor.

EDUCATION 429: MATHEMATICS IN THE SECONDARY SCHOOLS

3 semester hours

This course studies the modern secondary curriculum in mathematics, emphasizing those aspects which are directly concerned with the actual teaching of mathematics. Particular attention is paid to recent curriculum recommendations which affect methodology and the teacher's fundamental approach to mathematics, or which propose specific new topics. The course is designed for secondary school teachers of mathematics, in particular for those in M.Ed. or M.A.T. programs.

Prerequisite: at least two years of college mathematics and an introduction to methods of teaching mathematics (such as Ed. 310), or consent of instructor.

EDUCATION 430: INTERNSHIP IN TEACHING MATHEMATICS AT THE JUNIOR COLLEGE

1 semester hour

Under the supervision of a Rhode Island College mathematics education faculty member, the student will plan and carry out teaching activities in mathematics at his own junior college. These activities will be applications of theoretical considerations to which the student will have been exposed in his C.A.G.S. program.

This course is normally required of and open only to non-certified junior college teachers who are candidates for the C.A.G.S. in Mathematics Education.

Prerequisite: Ed. 429, either previously or concurrently.

EDUCATION 433: ADULT BASIC EDUCATION

3 semester hours

is below eighth grade. Social and psychological characteristics of disadvantaged adults and various strategies and materials that are useful in motivating and teaching them will be studied. Demonstrations of useful techniques will be presented and case studies will be analyzed and presented by sub-groups of the students.

Prerequisite: teaching certificate or successful completion of student teaching.

EDUCATION 434: READING IN THE ELEMENTARY SCHOOL

3 semester hours

The following basic aspects of reading instruction are studied in this course: reading readiness, word analysis, vocabulary building, comprehension, oral reading and study skills. Schoolwide reading programs and informal testing strategies are explored.

Prerequisite: Ed. 322, or elementary teaching experience, or consent of program adviser, M.Ed. in Reading.

EDUCATION 435: SELECTION OF MATERIALS FOR INSTRUCTION

3 semester hours

An examination is made of criteria for development and evaluation of school curriculum. Special attention will be given to the selection and utilization of instructional materials as well as the role of the audio-visual specialist in the process of curriculum development.

Prerequisite: limited to M.Ed. degree candidates in instructional technology.

EDUCATION 436: INTRODUCTION TO PROGRAMMED INSTRUCTION

3 semester hours

Emphasizing the combination of audiovisual technology with programming theory in design, preparation, use and evaluation of self-instructional systems, this course includes the use of programmed instruction as applied in computer technology.

EDUCATION 437: THE ROLE OF TELEVISION IN EDUCATION

3 semester hours

This course is devoted in part to an exploration of the impact of television on the curriculum and on the instructional environment. Television as an aid in the classroom is discussed at length with reference to closed-circuit type operations, as well as open-circuit. Opportunity is given for actual experience in preparing and presenting a TV lesson, as well as experience in operating television cameras and allied equipment.

EDUCATION 438: DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES

3 semester hours

The course examines principles and techniques of diagnosis and treatment of reading difficulties. Experience in administration and interpretation of individual and group diagnostic instruments is provided. Emphasis is placed on determining the areas of difficulty, their causes, prevention and correction. Remedial practices and procedures useful to the classroom teacher, school counselor and reading specialist are stressed.

Prerequisite: Ed. 311 or 434.

EDUCATION 439: INTRODUCTION TO LIBRARY RESOURCES AND SERVICES

3 semester hours

The role of the library in an instructional program is studied. Joint planning with administrators, teachers and media personnel is necessary for an effective program. Students will explore services the teacher may expect from the library or media center.

EDUCATION 440: PREPARATION OF AUDIOVISUAL MATERIALS

3 semester hours

This course is devoted to the techniques of making audiovisual materials for classroom use. The laboratory technique is used almost entirely throughout the course. Emphasis is given to the preparations of various types of slides, transparencies for the overhead projector and 8mm sound motion picture production. No technical background is required.

EDUCATION 441: SCIENCE IN SECONDARY SCHOOLS

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of science teaching and current research in science education.

Prerequisite: Ed. 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: Ed. 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: Ed. 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: Ed. 310 or equivalent, three years teaching experience in biology, or consent of instructor.

EDUCATION 446: TEACHING ENGLISH AS A SECOND LANGUAGE

3 semester hours

This is a methods course designed for students and teachers who plan to teach or are presently teaching English as a second language. Emphasis will be placed on the sequential nature of second language acquisition. The various teaching techniques to be demonstrated will reflect up-to-date research in applied linguistics.

EDUCATION 447: CONCEPTS IN BILINGUAL-BICULTURAL EDUCATION

3 semester hours

Methods and materials relating to bilingual and bicultural learning situations at all levels are examined and compared. The essential components of a bilingual-bicultural program are identified, and models are constructed for their implementation. Existing materials are researched and evaluated according to criteria pertaining to the several tracks of special classroom conditions. Cultural sensitivity and awareness of individual linguistic variations are key concepts.

EDUCATION 460: SEMINAR IN EDUCATION

3 semester hours

The topics vary.

EDUCATION 480: WORKSHOP IN EDUCATION

Selected topics are investigated in various formats. Credits and prerequisite vary.

EDUCATION 481: WORKSHOP IN EDUCATION (ALC)

1-3 semester hours

Topics of, and credits for, Alternate Learning Center in-service workshops vary. Enrollment is limited to teachers in the system or systems funded by the Alternate Learning Center.

EDUCATION 504: ADMINISTRATION OF INSTRUCTIONAL TECHNOLOGY PROGRAMS

3 semester hours

Duties and problems of the media director are studied. Field trips are arranged to various media centers in surrounding communities. Students identify problems and set up procedures for establishing media services.

EDUCATION 505: ELEMENTARY SCHOOL CURRICULUM

3 semester hours

Significant trends in the development of American society, current emphases on the disciplines of knowledge, focus on processes, and recent research in pedagogy are linked to the curriculum of the elementary school. Recent innovations and new curriculum designs are analyzed.

EDUCATION 506: THEORY OF EDUCATIONAL INSTRUCTION

3 semester hours

This course provides an introduction to the teaching/learning process for students in graduate programs who have no background in education. Emphasis will be placed on preparing students to assist teachers in their work with children.

Prerequisite: consent of instructor.

EDUCATION 507: FUNCTIONS OF THE COOPERATING TEACHER: ELEMENTARY OR SECONDARY

3 semester hours

This course prepares experienced teachers to work with student teachers in Rhode Island public schools. Topics studied include orientation, supervision and evaluation of student teachers, and a review of current instructional methods and curriculum 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 of their subject matter field.

Prerequisite: for all sections: certification to teach in area of assignment; three years of teaching experience; a master's degree or its equivalent; and recommendation from superintendent of schools to the coordinator of student teaching.

EDUCATION 508-509: EDUCATIONAL EXPERIENCES LABORATORY

6 semester hours

Supervised experience in the classroom situation including the observation of the teaching process, participating in classroom management and in the preparation of teaching and curriculum materials, this course is designed to give non-teacher candidates in psychology and understanding of the teacher's role and function through an applied laboratory program. It does not prepare students as teachers, but rather serves to give them experiences in and insight into the needs of teachers. Two semesters.

Prerequisite: Ed. 506 and consent of department chairman.

EDUCATION 513: RESEARCH AND EVALUATION IN ART

3 semester hours

Research and evaluation studies in the arts are analyzed for design, methodology and conceptual foundation. While the emphasis of this course is placed upon interpretation and understanding of research, knowledge is also applied in the planning instrumentation, and analysis of an original research or evaluation project involving some area in the arts.

Prerequisite: consent of instructor.

EDUCATION 514: SECONDARY SCHOOL CURRICULUM

3 semester hours

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

EDUCATION 515: CURRICULUM ISSUES IN ART EDUCATION

3 semester hours

Issues facing curriculum development of art programs at both the elementary and secondary levels are identified and analyzed. Alternative curriculum models in visual education and aesthetic education are researched and affective learning constructs are studied in depth.

Prerequisite: consent of department chairman.

EDUCATION 516: DESIGN AND USE OF LEARNING SPACE

3 semester hours

This course is designed to explore problems related to the design of learning space, large and small, where media are to be used as an integral part of the curriculum. Emphasis will be placed on new construction as well as remodeling of existing facilities for optimum ease and flexibility with regard to the use of media. Case studies and the problem solving approach will be utilized with field trips to local model facilities, an integral part of the course work.

Prerequisite: Ed. 304 and consent of instructor.

EDUCATION 517: CURRICULUM ISSUES IN BILINGUAL-BICULTURAL EDUCATION

3 semester hours

Curriculum issues relating to second language acquisition at both the elementary and secondary levels are identified and analyzed. Curriculum models are researched and evaluated. Emphasis is placed on social and cultural factors as they become crucial to the success of and shape bilingual educational programs. The course includes a practicum component in a school with a bilingual program.

Prerequisite: Ed. 446 or 447.

EDUCATION 522: FIELD INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY

3 semester hours

Students in this course are required to spend at least one day per week under the supervision of instructional material coordinators in selected public schools with supervision from the college media staff.

Prerequisite: limited to M.Ed. in instructional technology degree candidates who have completed Ed. 304.

EDUCATION 523: MUSIC IN THE SECONDARY SCHOOL

3 semester hours

This course deals with concerns of the teacher of music in the secondary school and the music supervisor. Areas to be covered in the course will include curriculum planning and development, scheduling, the general music class, the performing class, and special areas such as music theory and appreciation.

Prerequisite: Ed. 309 or consent of instructor.

EDUCATION 525: ADVANCED STUDIES IN MUSIC EDUCATION

3 semester hours

A readings course. Students are exposed to basic concepts in philosophy of music education, aesthetics, history of music education, and sociology and psychology, as they apply to music education. Current problems in music education are discussed.

Prerequisite: Consent of instructor.

EDUCATION 527: CURRICULUM IN MATHEMATICS EDUCATION

3 semester hours

Curriculum considerations in school mathematics at all levels are studied, with principal emphasis on the secondary level. Included will be historical development, trends and problems of school mathematics curricula. The student will be expected to work with curriculum materials and to read and evaluate appropriate research.

Prerequisite: Ed. 429 and Math. 441.

EDUCATION 528: METHODS OF TEACHING MATHEMATICS

3 semester hours

Methods of presenting school mathematics subjects at all levels are studied, with principal emphasis on the secondary level. Trends and problems, past and present, in the methodology of teaching mathematics will be analyzed. The implications of psychology and learning theory for teaching methods in mathematics will be considered. The student will be expected to read and evaluate appropriate research.

Prerequisite: Ed. 429 and Math. 441.

EDUCATION 529: REMEDIAL READING CLINIC

6 semester hours

This workshop course includes lectures, demonstrations and clinical experiences designed to reinforce theory and develop skill in the diagnosis and treatment of reading difficulties.

Prerequisite: Ed. 434 or 311, 438, and consent of program adviser, M.Ed. in reading.

EDUCATION 530: INTERNSHIP IN READING I

3 semester hours

This course deals with the application of diagnostic, developmental, corrective and remedial reading procedures. Emphasis is placed on proficiency in the administration, scoring and interpretation of formal and informal reading instruments and the utilization of techniques to overcome difficulties in word identification and comprehension. Students practice these tasks under the supervision of qualified reading specialists in a public school setting during the fall semester.

Prerequisite: Ed. 434 and acceptance into the graduate reading internship program.

EDUCATION 531: INTERNSHIP IN READING II

3 semester hours

A continuation of Ed. 530, this course deals with the diagnosis of physical, emotional, social and instructional factors which cause reading disability. Attention is given to proficiency in the administration and interpretation of formal and informal instruments. Emphasis is also placed on the refinement of techniques used to overcome difficulties in word recognition and comprehension. Students practice these tasks under the supervision of qualified reading specialists in a public school setting during the spring semester.

Prerequisite: Ed. 530.

EDUCATION 532: THEORIES OF THE READING PROCESS 3 semester hours

Designed to help the student understand more fully the complex act of reading. This course examines the phenomena of reading from physiological, psychological, psycholinguistic, linguistic, humanistic, and sociological perspectives.

Prerequisite: Ed. 434.

EDUCATION 541: ADMINISTRATION OF READING PROGRAMS 3 semester hours

The concern of this course is with the administration of reading programs. It includes a discussion of program standards, the relationship of reading personnel with faculty, administration and other specialists as well as problems encountered by the reading consultant/supervisor. Special attention is given to the dynamics of change in reading instruction.

Prerequisite: Ed. 532.

EDUCATION 542: RESEARCH DESIGN FOR THE IMPROVEMENT OF READING INSTRUCTION 3 semester hours

This course prepares the student to design and evaluate a program or practice in reading. Methods and procedures for developing a field project are examined.

Prerequisite: Ed. 541 or 563, Admin. 502 and Psych. 540.

EDUCATION 545: PRACTICUM IN READING ADMINISTRATION 6 semester hours

In this course the student, under faculty guidance, is given an opportunity to assist in the planning, administration, supervision and evaluation of a reading clinic. Students are assigned supervisory responsibilities in the training of reading specialists at the master's level.

Prerequisite: Ed. 532, 541 or 563.

EDUCATION 562: SEMINAR IN EDUCATION: REVIEW OF RESEARCH IN READING 3 semester hours

This course involves a detailed investigation of research in reading. Emphasis is given to selection, critical analysis and interpretation of significant reading studies. Application of the findings to current reading instruction is encouraged. This course is designed to precede the comprehensive examination in the M.Ed. in Reading program.

Prerequisite: Ed. 434, 438, 529, and consent of program adviser, M.Ed. in Reading.

EDUCATION 563: SEMINAR IN EDUCATION: ADMINISTRATION OF READING PROGRAM 3 semester hours

This course is a study of contemporary reading programs with emphasis on current and anticipated patterns of organization and administration. For advanced students in M.Ed. in Reading program.

Prerequisite: Ed. 434 or 311, 438, 529, and consent of program adviser, M.Ed. in Reading.

EDUCATION 564: SEMINAR IN INSTRUCTIONAL MEDIA 3 semester hours

This is a conference course for students preparing a thesis in instructional technology.

Prerequisite: consent of instructor.

EDUCATION 566: SEMINAR IN MUSIC EDUCATION 3 semester hours

Selected problems are investigated.

Prerequisite: consent of instructor.

EDUCATION 580: WORKSHOP IN EDUCATION

Topics, credits and prerequisite vary.

DEPARTMENT OF ENGLISH

All of the courses offered by this department are unrestricted arts and science courses, except Eng. 010 and 011.

ENGLISH 010: BASIC WRITING SKILLS

This is an intensive, non-credit, remedial course in the practice of writing. Students will work to acquire competence in the elements of composition, e.g., basic grammar and punctuation, and will work with the instructor on an individual basis to discover and correct their deficiencies in English language usage. Enrollment will be limited to ten students.

ENGLISH 011: WRITING ENGLISH AS A SECOND LANGUAGE non-credit

This is an intensive, non-credit course for foreign students or for immigrants whose dominant language is not English and who need the practice of expressing themselves in English through writing. Enrollment will be limited to ten students.

ENGLISH 100: BUSINESS AND TECHNICAL WRITING 3 semester hours

The course will examine various forms of written communication frequently used in business and industry and will develop the student's ability to use these forms. Attention will also be given to basic techniques of writing.

ENGLISH 110: EXPERIMENTS IN PROSE WRITING 4 semester hours

This course is designed to develop clarity, imagination and control in writing. The student will be encouraged to experiment widely in expository prose and to strengthen the critical ability with which to judge his own work and that of professional writers.

ENGLISH 111: INTRODUCTION TO AUTOBIOGRAPHY 4 semester hours

Journals, diaries and autobiographies of authors past and present will be examined. The purpose of the course is not only to analyze the works in order to reveal the personalities of the writers, but also to study the autobiography as a literary genre. This course is also designed to develop the student's mastery of prose style and form through the writing of short papers.

ENGLISH 112: APPROACHES TO FICTION 4 semester hours

This course is designed to develop an understanding of fiction through a close reading and analysis of short stories and novels selected from various periods of Western literature. This course is also designed to develop the student's mastery of prose style and form through the writing of short papers.

ENGLISH 113: APPROACHES TO DRAMA 4 semester hours

This course is designed to develop an understanding of dramatic literature past and present through a close reading and analysis of representative plays selected from periods in which the genre has flourished. This course is also designed to develop the student's mastery of prose style and form through the writing of short papers.

ENGLISH 114: APPROACHES TO POETRY 4 semester hours

This course is designed to develop an understanding of poetry through a close reading and analysis of poems from various periods of English and American literature. It will examine poetic form, versification, imagery, diction, figurative language, theme, mood and tone. This course is also designed to develop the student's mastery of prose style and form through the writing of short papers.

ENGLISH 115: THEMES IN ENGLISH AND AMERICAN LITERATURE 4 semester hours

With topics changing from semester to semester, this course offers the student an opportunity to pursue a limited but in-depth study of a significant theme in English and American literature. This course is also designed to develop the student's mastery of prose style and form through the writing of short papers.

ENGLISH 116: APPROACHES TO FILM AND FILM CRITICISM 4 semester hours

This course is designed as an introduction to the study of film. Students will develop a critical understanding of film as an art form through viewing and analyzing representative films and by reading and writing essays on the aesthetics of film. The course is also designed to develop the student's mastery of prose style and form.

ENGLISH 200: CREATIVE WRITING 3 semester hours

This course is an introduction to the craft of writing fiction, drama and poetry. Students will analyze their own work and that of professional writers. From semester to semester the instructor, in consultation with the students, will determine the kinds of writing to be emphasized.

ENGLISH 205: BACKGROUNDS IN ENGLISH LITERATURE TO 1800 4 semester hours

The course introduces the student to representative works of English and Western European literature from the Middle Ages through the 18th century and to the principles of critical reading and critical writing. (It is designed for students who need a general historical background in literature and familiarity with the basic principles of literary study before taking 300-level courses.)

ENGLISH 206: BACKGROUNDS IN ENGLISH AND AMERICAN LITERATURE 1800-PRESENT

4 semester hours

This course introduces the student to representative works of English, Western European and American literature of the 19th and 20th centuries and to the principles of critical reading and critical writing. (It is designed for students who need a general historical background in 19th and 20th century literature and a familiarity with the basic principles of literary study before taking 300-level courses.)

ENGLISH 210: CHILDREN'S LITERATURE

3 semester hours

Students read widely in material from early folklore to current literature in order to develop discrimination in the selection of books for children of the elementary school level. The course provides methods of interpreting and criteria for evaluating the different types of literature suitable for children. Required of early childhood and elementary education students prior to taking practicum.

ENGLISH 211: INTRODUCTION TO LINGUISTICS

2 semester hours

This course is an introduction to the principles and methods of the scientific study of English. It is designed to deepen the student's sensitivity to language and to enlarge his awareness of historical and current approaches to grammar by tracing the development of English and examining important linguistic theories.

ENGLISH 212: ADOLESCENT LITERATURE

3 semester hours

The course will explore themes, in various genres, appropriate to adolescent tastes at differing levels of sophistication. It will also acquaint the college student with available resource material on the subject of adolescent literature.

ENGLISH 300: ADVANCED CREATIVE WRITING

3 semester hours

The emphasis will be on the completion of a major writing project begun after consultation with the instructor. Students will be expected to enter the course with a substantial portfolio of completed work.

Prerequisite: Eng 200 or consent of instructor.

ENGLISH 301: AMERICAN LITERATURE FROM THE BEGINNINGS TO 1853

3 semester hours

This course concentrates on the proto-literary attitudes and themes of the colonial and Republican era. Among the figures considered are Taylor, Franklin, Cooper, Irving and Poe.

ENGLISH 302: AMERICAN LITERATURE FROM 1835 TO 1885

3 semester hours

The poetry and prose of the New England Renaissance are examined. Among the figures considered are Emerson, Thoreau, Hawthorne and Melville.

ENGLISH 303: AMERICAN LITERATURE FROM 1885 TO 1914

3 semester hours

With special attention to the rise of American realism and the major poets of the period, this course emphasizes the works of Twain, James, Dreiser, Crane, Dickinson and Whitman.

ENGLISH 320: MODERN BRITISH POETRY

3 semester hours

This course examines major contributions and movements in British poetry from 1900 to the present.

ENGLISH 321: MODERN AMERICAN POETRY

3 semester hours

This course examines major contributions and movements in American poetry from 1900 to the present.

ENGLISH 322: MODERN DRAMA

3 semester hours

The course is a study of the theory, types and themes of representative British, American and European plays.

ENGLISH 323: MODERN BRITISH NOVEL

3 semester hours

Important British novels of the 20th century are analyzed.

ENGLISH 324: MODERN AMERICAN NOVEL

3 semester hours

Important American novels of the 20th century are analyzed.

ENGLISH 325: LITERATURE AND FILM

3 semester hours

This course examines a number of films in an attempt to consider the role of the motion picture as a major literary and social force of the 20th century. Although particular titles will vary from year to year, the central concerns of the course will be

the major genres of the feature film and their relationships to other literary and visual forms. In addition to viewing films shown in class, students will be expected to read and write film criticism and theory, and to see films frequently off campus.

ENGLISH 326: STUDIES IN BLACK PROSE

3 semester hours

With topics varying from year to year, this course examines Black prose in English. Subjects will generally focus upon specific thematic and generic problems.

ENGLISH 327: STUDIES IN BLACK POETRY

3 semester hours

This course examines Black poetry in English. Topics vary from year to year. Subjects will generally focus upon specific thematic and generic problems.

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 Eng. 110 and an application of those principles in the writing and revision of themes. It is designed to develop the virtues of clarity, force and fluency, especially in the writing of expository, critical and argumentative prose. Restricted to undergraduates.

ENGLISH 332: HISTORY OF THE ENGLISH LANGUAGE

3 semester hours

This is an historical survey of developments in vocabulary, grammar and phonology from Old English to Modern English.

ENGLISH 333: MODERN ENGLISH GRAMMAR

3 semester hours

The grammar and syntax of present-day American English are examined, and pertinent readings in linguistic studies are included.

ENGLISH 334: STUDIES IN LITERARY CRITICISM

3 semester hours

This course is devoted to a study of significant theories of aesthetics and literary criticism and of major critics past and present. It emphasizes both the historical development of these theories and their practical application to particular works and genres. Recommended for juniors and seniors.

ENGLISH 335: LITERATURE IN TRANSLATION

3 semester hours

This course focuses on a limited topic changing from year to year and may be taken twice. Subjects are drawn from such various historical periods as Classical Greek, Medieval or Modern European.

ENGLISH 336: TOPICS IN LITERATURE

3 semester hours

The course will provide an opportunity for literary studies of a thematic, topical and comparative nature. Topics will vary from semester to semester. Recommended for juniors and seniors.

ENGLISH 337: TOPICS IN THE AESTHETICS OF FILM

3 semester hours

Varying from semester to semester, this course will consider such topics as film genre, works of major directors and theories of film. Emphasis will be placed upon the nature of film technique, the vision of reality which distinguishes film from other creative forms and the language of film and film criticism. The student will be expected to write a series of essays exploring aspects of the semester's work.

Prerequisite: Consent of instructor or department chairman.

ENGLISH 344: CHAUCER

3 semester hours

The Canterbury Tales, *Troilus and Criseyde* and a number of Chaucer's short poems are studied. All are read in the late Middle English of the originals. Historical, linguistic and critical material is introduced to illuminate the meaning of the poems. Recommended for juniors and seniors.

ENGLISH 345: SHAKESPEARE: THE HISTORIES AND COMEDIES

3 semester hours

With appropriate attention to the theatrical, literary and social background of Shakespeare's age, this course examines 10 major histories and comedies. Among the plays considered are *Richard II*, *Henry IV, Parts 1 and 2*, *Twelfth Night*, *As You Like It*, and *The Tempest*.

ENGLISH 346: SHAKESPEARE: THE TRAGEDIES

3 semester hours

This course offers a critical analysis of Shakespeare's major tragedies and examines the theatrical tradition to which the plays belong. Considerable attention is given to the nature of tragedy as a literary genre and to the role it plays in the Shakespearean canon.

- ENGLISH 347: MILTON** 3 semester hours
Seeking to place Milton against the historical background of the Puritan Revolution, this course analyzes the writer's significant philosophical and political prose works. The major concern of the course is a critical evaluation of Milton's lyric poetry, his epics, *Paradise Lost* and *Paradise Regained*, and his drama, *Samson Agonistes*. Recommended for juniors and seniors.
- ENGLISH 349: ENGLISH LITERATURE FROM THE BEGINNINGS TO 1500** 3 semester hours
With primary emphasis on English literature of the Middle Ages, the course considers such writings as *Beowulf*, Anglo-Saxon lyrics, the works of the Pearl Poet, *Piers the Plowman* and Malory's *Morte D'Arthur*. Attention is also given to Bede's *Ecclesiastical History*, the *Anglo-Saxon Chronicle* and selected works of Chaucer.
- ENGLISH 350: ENGLISH LITERATURE FROM 1500 TO 1603** 3 semester hours
This course offers a study of the literature of the English Renaissance. Special attention is given to Edmund Spenser, the sonneteers, the non-dramatic poetry of Shakespeare, Marlowe and Ben Jonson and the prose of Sir Philip Sidney and Francis Bacon.
- ENGLISH 351: ENGLISH LITERATURE FROM 1603 TO 1660** 3 semester hours
The chief emphasis of the course is placed on the two major poetic schools of the Cavalier period: John Donne and the Metaphysicals, and Robert Herrick and the Cavalier lyricists. Some attention is also given to the early verse of Milton and to the miscellaneous prose works of such writers as Robert Burton, Sir Thomas Browne and John Bunyan.
- ENGLISH 352: ENGLISH LITERATURE FROM 1660 TO 1744** 3 semester hours
The historical and cultural background of neo-classicism is considered through a study of the major figures of the period: Dryden, Pope and Swift. Some attention is also given to other influential figures of the age.
- ENGLISH 353: ENGLISH LITERATURE FROM 1744 TO 1784** 3 semester hours
This course is chiefly concerned with the works of Johnson and his circle. Some attention is also given to the rise of the novel in the 18th century and to the pre-Romantic poets.
- ENGLISH 354: ENGLISH LITERATURE FROM 1784 TO 1832** 3 semester hours
The major tendencies of thought and sensibility of the English Romantic movement are studied chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Some attention may also be given to certain minor poets of the period and to such prose writers as Lamb, Hazlitt and DeQuincey.
- ENGLISH 355a: ENGLISH PROSE FROM 1832 TO 1900** 3 semester hours
This course focuses on major writers of Victorian prose. Writers who may be considered are Macaulay, Carlyle, Ruskin, Mill, Arnold, Newman, Huxley and Pater.
- ENGLISH 355b: ENGLISH POETRY FROM 1832 TO 1900** 3 semester hours
This course focuses on major poets of the Victorian era. Arnold, Browning, the Pre-Raphaelites, Tennyson, Swinburne and others may be considered.
- ENGLISH 356: ENGLISH DRAMA TO 1642, EXCLUDING SHAKESPEARE** 3 semester hours
The development of the English drama is traced from its beginnings in the Middle Ages to the closing of the theaters in 1642. The course emphasizes major Elizabethan and Jacobean dramatists other than Shakespeare.
- ENGLISH 357: RESTORATION AND EIGHTEENTH-CENTURY DRAMA** 3 semester hours
This course is concerned with the historical and critical analysis of the major 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.
- ENGLISH 358: THE ENGLISH NOVEL FROM 1700 TO 1832** 3 semester hours
The beginnings of the English novel and those novelists who most influenced its development in the 18th century are considered in this course. Among the works

discussed in depth are those of Defoe, Richardson, Fielding, Smollett, Sterne, Scott and Jane Austen. Some attention is also given to the "Gothic" novel.

ENGLISH 359: THE ENGLISH NOVEL FROM 1832 TO 1914 3 semester hours
A critical study, both historical and literary, is made of the Victorian novelists: Dickens, the Brontës, Thackeray, Eliot, Meredith and Butler.

ENGLISH 361: SEMINAR IN AMERICAN LITERATURE 3 semester hours
To satisfy two aims, depth study and development of research techniques, the seminar focuses on a limited topic. Semester I topics will be drawn from the beginnings of American literature to 1885. Semester II topics will be drawn from 1885 to the present. The class is limited to 15 students. This course may be taken twice.

Prerequisite: will vary according to the topic chosen. *Restricted to undergraduates.*

ENGLISH 362: SEMINAR IN ENGLISH LITERATURE 3 semester hours
Like Eng. 361, this course focuses on a limited topic changing from semester to semester. Semester I topics will be drawn from the beginnings of English literature to 1660. Semester II topics will be drawn from 1660 to the present. The class is limited to 15 students. This course may be taken twice.

Prerequisite: will vary according to the topic chosen. *Restricted to undergraduates.*

ENGLISH 380: WORKSHOP IN ENGLISH
Topics and credits vary.

ENGLISH 390: DIRECTED STUDY 3 semester hours
The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

Prerequisite: restricted to undergraduates who have had suitable course work and who have the consent of an instructor and department chairman. Request to participate in a reading course should be made in writing to the department chairman by the middle of the semester prior to which the student expects to take the reading course.

This course is also open to students who wish to pursue a creative writing project in poetry, drama or fiction under the guidance of a tutor. Acceptance is to be determined by the department chairman and departmental curriculum committee upon written application and submission of a portfolio of work by the student.

ENGLISH 391: DIRECTED STUDY 3 semester hours
This course is open to students whose topic in Eng. 390 may be more fully realized by an additional semester's work. The decision to enroll in this course must be made by the student in consultation with his tutor and the department chairman before the end of the 10th week of the semester in which Eng. 390 is taken.

ENGLISH 501: TRAGEDY 3 semester hours
Through an analysis of works selected from periods when the genre flourished, this course examines the role and function of tragedy and its importance in literary history. Considerable attention is given to the critical approaches which define changes in the tragic form and to the decline of tragedy in the modern era.
Prerequisite: consent of instructor or department chairman.

ENGLISH 502: COMEDY 3 semester hours
This course, which, like Eng. 501, focuses primarily on dramatic literature, attempts to define the theory and practice of comedy through an intensive study of selected works from Aristophanes through the Absurdist. Plays are supplemented with readings in major critical analyses, including discussions of comedy by such writers as Meredith, Bergson, Frye and Santayana.
Prerequisite: consent of instructor or department chairman.

ENGLISH 503: FICTION 3 semester hours
Starting with the early fictional forms of the Middle Ages and the Renaissance, this course emphasizes the rise of the novel from the 18th century to the present. Not intended as a "survey" of the novel and short story, the course instead analyzes selected works in order to investigate a variety of narrative forms and techniques. Considerable attention is given to major theories of the art of fiction.

Prerequisite: consent of instructor or department chairman.

ENGLISH 504: SATIRE 3 semester hours
The continuing tradition of satire, its form and critical meaning will be analyzed and demonstrated in representative literatures from classical to modern times. The focus will be on English and American satirists with attention to certain continental models.
Prerequisite: consent of instructor or department chairman.

ENGLISH 510: STUDIES IN OLD ENGLISH AND MEDIEVAL LITERATURE 3 semester hours
By utilizing various topics and approaches and by emphasizing in-depth study of primary materials, this course attempts to evaluate some of the significant characteristics and accomplishments of these periods.
Prerequisite: consent of instructor or department chairman.

ENGLISH 511: STUDIES IN RENAISSANCE LITERATURE 3 semester hours
This course explores some of the important developments and distinctive concerns of the literary movements and authors of the Renaissance by considering topics of limited focus for careful examination.
Prerequisite: consent of instructor or department chairman.

ENGLISH 512: STUDIES IN NEOCLASSICISM 3 semester hours
This course examines aspects of neoclassicism through close study of some of its characteristic achievements.
Prerequisite: consent of instructor or department chairman.

ENGLISH 513: STUDIES IN ROMANTICISM 3 semester hours
Topics of limited focus drawn from the aesthetic, philosophical and literary achievements of Romanticism provide the basis for this course.
Prerequisite: consent of instructor or department chairman.

ENGLISH 514: STUDIES IN VICTORIAN LITERATURE 3 semester hours
By choosing various topics and approaches and by stressing in-depth study of primary materials, this course evaluates some of the important characteristics and accomplishments of significant Victorian figures.
Prerequisite: consent of instructor or department chairman.

ENGLISH 515: STUDIES IN TWENTIETH-CENTURY BRITISH LITERATURE 3 semester hours
This course explores some of the important developments and distinctive concerns of the literary movements and authors of the present century by selecting topics of limited focus for careful and detailed examination.
Prerequisite: consent of instructor or department chairman.

ENGLISH 516: STUDIES IN NINETEENTH-CENTURY AMERICAN LITERATURE 3 semester hours
By utilizing various approaches in studying the primary materials, this course attempts to evaluate some of the important characteristics and accomplishments of significant American figures.
Prerequisite: consent of instructor or department chairman.

ENGLISH 517: STUDIES IN TWENTIETH-CENTURY AMERICAN LITERATURE 3 semester hours
This course considers some of the important developments and distinctive concerns of the literary movements and authors of the present century by selecting subjects of limited focus for detailed examination.
Prerequisite: consent of instructor or department chairman.

ENGLISH 560: SEMINAR IN LITERARY SCHOLARSHIP 3 semester hours
Through individual assignments in research, the students are required to find, evaluate and use research materials on a level of sophistication expected of graduate students.
Prerequisite: consent of instructor or department chairman.

ENGLISH 561: SEMINAR IN AMERICAN LITERATURE 3 semester hours
This seminar examines in depth a topic which changes from year to year. The student, using the methods of sound literary scholarship and criticism, explores independently a subject related to the seminar topic and will deliver one or more papers on that topic.

Prerequisite will vary according to the topic. Permission of instructor or department chairman is required.

ENGLISH 562: SEMINAR IN ENGLISH LITERATURE 3 semester hours
Deriving its topics from English literature, this is the same kind of course as Eng. 561.
Prerequisite will vary according to the topic. Permission of instructor or department chairman is required.

ENGLISH 571: DIRECTED READING 3 semester hours
After consultation with his adviser and approval by the Department of English Graduate Committee, the student may pursue a program of reading in areas not covered by the conventional courses. Requests to participate in this course should be made in writing to the graduate adviser by the middle of the semester prior to which the student expects to take the reading course. This course may be taken for credit more than once.

ENGLISH 590: MASTER'S THESIS 3 semester hours
This course is open only to students enrolled in the thesis plan. Before he registers for the course, the student shall, with the help of his adviser, prepare a thesis proposal which shall be submitted to the Department of English Graduate Committee for approval.

ENGLISH 591: MASTER'S THESIS 3 semester hours
This course is a continuation of Eng. 590.

FOUNDATIONS OF EDUCATION

(Department of Philosophy and Foundations of Education)

The unrestricted arts and science courses in Foundations are 200 and 250. However, as indicated on page 33, students in liberal arts may take up to three elective courses selected from the following: Found. Ed. 200, 250, 300, 302, 343, 360 and Ed. 250.

• **FOUNDATIONS OF EDUCATION 200: INTRODUCTION TO AMERICAN EDUCATION** 3 semester hours

This course is intended as a general introduction to education in the United States; its scope, its problems, its structure and organization, its purposes and its processes. Attention will be given to the historical, political, economic, curricular and administrative factors related to the educational needs of American society.

This course is designated for non-education majors.

• **FOUNDATIONS OF EDUCATION 250: TOPICS IN FOUNDATIONS OF EDUCATION** 3 semester hours

This course provides an opportunity for undergraduates to study special topics and themes in the foundations of education. Topics are announced prior to the semester in which the course is offered.

FOUNDATIONS OF EDUCATION 300: SOCIAL FOUNDATIONS OF EDUCATION 3 semester hours

This course is a study of American education in the context of the interrelationships between key social forces, organizations and movements, with emphasis on Rhode Island education. It covers the basic constitutional, statutory, and economic aspects of education, the political dynamics of education, the influence of religious organizations and schools, and the roles of business, labor and minority groups.

FOUNDATIONS OF EDUCATION 302: PHILOSOPHICAL FOUNDATIONS OF EDUCATION 3 semester hours

In this course, the writings of major Western philosophers and educational theorists will be discussed, and the implications of their ideas for contemporary educational

problems will be considered. Attention will be given to relevant philosophical methodologies, and to the epistemological as well as the socio-political systems within philosophy. Students will learn to use the tools of philosophical analysis in approaching educational problems.

FOUNDATIONS OF EDUCATION 322: TEACHER ORGANIZATIONS, GOVERNANCE STRUCTURES, AND EDUCATIONAL DECISION-MAKING 3 semester hours
Emphasis is placed on the growing influence of teacher organizations in educational decision-making. An overview of the history, structure, and operations of the organizations is provided.

FOUNDATIONS OF EDUCATION 343: THEORIES OF MORAL EDUCATION 3 semester hours
Current techniques of moral education and dimensions of moral experience are studied. Both the individual and institutional influences on moral character are specified.

FOUNDATIONS OF EDUCATION 360: SEMINAR IN FOUNDATIONS OF EDUCATION 3 semester hours
Various topics in the foundations of education are examined.

FOUNDATIONS OF EDUCATION 380: WORKSHOP IN FOUNDATIONS OF EDUCATION
Selected processes are investigated in various formats. Credits and prerequisite vary.

FOUNDATIONS OF EDUCATION 390: INDEPENDENT STUDY IN FOUNDATIONS OF EDUCATION 3 semester hours
Selected topics in foundations of education may be investigated by individual students with the approval of the department.

FOUNDATIONS OF 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 distinct.
Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

FOUNDATIONS OF EDUCATION 405: INTRODUCTION OF COMPARATIVE EDUCATION 3 semester hours
The course studies selected systems of foreign education, including the relationship of instructional practices to the culture of the country being studied. The comparison of economic, ideological and social determinants affecting instructional practices in foreign countries is made. Special consideration is given to educational problems in underdeveloped countries.
Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

FOUNDATIONS OF EDUCATION 410: HISTORY OF WESTERN EDUCATIONAL THOUGHT 3 semester hours
This course examines the ideas on education, teaching, and the schools professed by major Western educational theorists. Among the thinkers considered will be Plato, Aristotle, Augustine, Thomas Aquinas, Locke, Rousseau, Pestalozzi, Froebel, Spencer and Dewey.
Graduates enrolled in the M.A.T.-C. program may take this course in lieu of Found. Ed. 302.

Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300 level.

FOUNDATIONS OF EDUCATION 415: HISTORY OF AMERICAN EDUCATION 3 semester hours
In this course American education will be considered in its historical context. The development of the institutions of public education will be studied with emphasis on those institutions with important current significance. Important developments in American pedagogical theory will also be studied.
Graduates enrolled in the M.A.T.-C. program may take this course in lieu of Found. Ed. 302.

Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300 level.

FOUNDATIONS OF EDUCATION 420: CULTURAL FOUNDATIONS OF EDUCATION 3 semester hours
In this course the matrices of cultural influences on formal and informal educational processes will be examined. Special attention will be given to the effects of cultural pluralism on American education.
Graduates enrolled in the M.A.T.-C. program may take this course in lieu of Found. Ed. 302.

Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300 level.

FOUNDATIONS OF EDUCATION 431: POLITICAL ELEMENTS IN PUBLIC SCHOOL POLICY 3 semester hours
This course analyzes the political institutions and practices which determine the priorities used in formulating public school policy.
Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300 level.

FOUNDATIONS OF EDUCATION 441: COMPARATIVE PHILOSOPHIES OF EDUCATION 3 semester hours
This course is devoted to a study of the alternative ways in which philosophers view the relevance of educative experiences. Special emphasis is given to an examination and evaluation of the impact that educational theory has had on cultural and social life.
Graduates enrolled in the M.A.T.-C. program may take this course in lieu of Found. Ed. 302.

Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300 level.

FOUNDATIONS OF EDUCATION 442: THEORIES OF KNOWLEDGE AND THE CURRICULUM 3 semester hours
Current work in the structure of knowledge, i.e., epistemologies, will be considered as a basic part of curriculum change. The structure of experience in such areas as art, music and literature will be considered in relations to the structure of knowledge and the curriculum.

Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300 level.

FOUNDATIONS OF EDUCATION 445: LOGIC OF TEACHING 3 semester hours
Topics will include the application of logic to teaching practices and critical thinking.
Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300 level.

FOUNDATIONS OF EDUCATION 450: TOPICS IN FOUNDATIONS OF EDUCATION 3 semester hours
Selected topics will be offered in order to provide intensive studies in foundations of education. Topical themes will focus on the social, historical, philosophical and cultural foundations of education.

FOUNDATIONS OF EDUCATION 480: WORKSHOP IN FOUNDATIONS OF EDUCATION
Selected processes are investigated in various formats. Credits and prerequisite vary.

**FOUNDATIONS OF EDUCATION 490: INDEPENDENT STUDY
IN FOUNDATIONS OF EDUCATION**

3 semester hours

Selected topics in foundations of education may be investigated by individual students with the approval of the department.

**FOUNDATIONS OF 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: three semester hours, or its equivalent, in foundations of education at the 400 level.

**FOUNDATIONS OF EDUCATION 534: COLLECTIVE
NEGOTIATIONS IN EDUCATION**

3 semester hours

This course is concerned with the development of collective negotiations in education and the study of various conceptions of the negotiation process. Legal trends, evolving issues and current practices will be studied.

Prerequisite: three semester hours, or its equivalent, in foundations of education at the 400 level.

**FOUNDATIONS OF EDUCATION 542: MODERN THEORIES
OF EDUCATION**

3 semester hours

This course analyzes contemporary educational theory as it relates to practice. The Progressive Education Movement is examined. The effect of early technological and bureaucratic influences are considered. The theory generated out of early and later behaviorism is analyzed. Post-Sputnik criticisms of education are studied along with the humanistic, cognitive, and neo-romantic responses to that criticism.

Prerequisite: three semester hours, or its equivalent, in foundations of education at the 400 level.

**FOUNDATIONS OF EDUCATION 560: SEMINAR IN FOUNDATIONS
OF EDUCATION**

3 semester hours

Topics in foundations of education will be examined.

**FOUNDATIONS OF EDUCATION 575: TOPICS IN
INTERNATIONAL EDUCATION**

3 semester hours

Selected educational systems of the world will be studied. Foreign study opportunities will often be available. Topics will be announced prior to the semester in which the course will be offered.

FRENCH

(Department of Modern Languages)

The general prerequisite for 200- and 300-level courses in French is proficiency in intermediate French, demonstrated through examination or successful completion of French 113-114 or the equivalent.

The restricted arts and science courses in this department are 100, 101 and 102. All of the other courses listed below are unrestricted arts and science courses.

FRENCH 100: ACCELERATED ELEMENTARY FRENCH

5 semester hours

A concentrated one semester course for the student who wishes to begin the study of French. In this course emphasis is placed upon the development of the four basic skills: listening, comprehension, speaking, reading and writing. Aspects of French culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

FRENCH 101: ELEMENTARY FRENCH I

3 semester hours

The course offers a thorough study of French pronunciation and grammar. It includes conversation, dictation and reading of French texts, plus the acquisition of some knowledge of French culture. This course is not open for college credit to students

who have studied French in secondary school except by permission of the department chairman.

See French 110.

FRENCH 102: ELEMENTARY FRENCH II

3 semester hours

This course is a continuation of French 101.

Prerequisite: French 101 or one year of secondary school French or permission of the department chairman.

• **FRENCH 110: CONTINUING ELEMENTARY FRENCH**

4 semester hours

A concentrated one semester course for the student who wishes to continue his study of a language which he began in the secondary school. In this course special emphasis is placed on aspects of culture and civilization as it relates to language development. The development of the four skills, listening, speaking, reading and writing, is stressed. Extensive use is made of the language laboratory. Not open to students who have completed French 100, 101 or 102.

Prerequisite: Two years of secondary school French or approval of the department chairman.

• **FRENCH 113: INTERMEDIATE FRENCH**

4 semester hours

Through selected readings the student examines the cultural and linguistic heritage of the French speaking world. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. The language laboratory is utilized. The course is open to students who have completed either French 100, 102, or 110; three years of secondary school French; or have achieved a score of 500-549 on the CEEB Achievement Test in French.

• **FRENCH 114: READINGS IN INTERMEDIATE FRENCH**

4 semester hours

Readings will stress the cultural and humanistic impact of French civilization upon modern man. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

Prerequisite: French 113 or permission of department chairman.

• **FRENCH 117: INTRODUCTION TO LITERARY GENRES**

4 semester hours

Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in French.

Prerequisite: French 113 or permission of department chairman.

FRENCH 201: CONVERSATION AND COMPOSITION

4 semester hours

In this course, oral and written proficiency is developed on a level more advanced than the intermediate one. Emphasis is placed on the use of accurate, idiomatic French. There is an introduction to phonetics, with extensive use of the language laboratory. Texts which stress aspects of French civilization and culture, including literature, will be bases for the oral and written work.

FRENCH 202: ADVANCED COMPOSITION AND CONVERSATION

4 semester hours

This course, a sequel to French 201, is designed for further development of the ability to write and speak French. A more advanced study is made of grammatical and idiomatic expression, through controlled composition, the stylistic analysis of selected texts, and the writing of original themes.

Prerequisite: French 201 or equivalent.

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 skill in expression, this course provides an introduction to textual analysis through close readings of selected passages of French prose and poetry from all periods of literature.

• **FRENCH 250: FRENCH CIVILIZATION**

3 semester hours

The geography and the political and cultural history of metropolitan France are traced from 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 1680, such as Malherbe, Corneille, Honoré d'Urfé, Mlle. de Scudéry and Descartes.

FRENCH 303: CLASSICAL FRENCH LITERATURE

3 semester hours

The role of Louis XIV and his influence on French literature are discussed in this course. Students read and criticize the works of the chief literary figures and certain minor writers at the peak of Classicism (1600-1715). Representative authors included are Retz, La Rochefoucauld, Mme de La Fayette, Mme de Sévigné, Bossuet, LaFontaine, Boileau, Molière and Racine.

FRENCH 304: THE AGE OF REASON

3 semester hours

The course includes a study of the main themes of 18th 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 18th century thought is continued in this course with emphasis on the philosophical trends leading to the rise and development of the liberal movement. The major writers studied include Voltaire, Rousseau, Diderot, d'Alembert and the Encyclopédistes.

FRENCH 306: ROMANTICISM

3 semester hours

The course deals with the emergence and development of French Romanticism in prose and poetry. Among the authors studied are Chateaubriand, Lamartine, Hugo, Musset, Vigny, Stendhal and Balzac.

FRENCH 307: REALISM, NATURALISM AND SYMBOLISM

3 semester hours

The literary movements that attempted to reflect the realities of life are studied and Parnassian and symbolist poetry are surveyed. The authors considered include Flaubert, Zola, Maupassant, Baudelaire, Verlaine, Rimbaud and Mallarmé.

FRENCH 308: FRENCH LITERATURE FROM 1900 TO THE EARLY 1930's

3 semester hours

Plays, novels and poetry by such authors as Claudel, Péguy, Gide, Valéry, Apollinaire, Romains, Mauriac, Saint-Exupéry and Malraux are examined as reflections of major movements including post-symbolism, neo-humanism, cubism and unanimism.

FRENCH 309: FRENCH LITERATURE FROM THE MID-1930'S TO THE PRESENT

3 semester hours

Works of such authors as Cocteau, Giraudoux, Montherlant, Sartre, Camus, Saint-John Perse, Bernanos, Anouilh, Ionesco and Beckett are studied to illustrate the progression from emphasis on the *tragique de l'homme* to literature of revolt and involvement, and "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 Rhetoriciens 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 321: FRENCH CANADIAN LITERATURE

3 semester hours

This course studies the works of authors writing under the French Regime (1534-1760) and British rule (1760-1867) before concentrating on the lyrical Group of Québec, the post-romantic *Ecole littéraire de Montréal*, and contemporary literature, both fiction and non-fiction, of French Canada.

FRENCH 350: APPLIED GRAMMAR

3 semester hours

The goal of this course is to obtain facility of correct construction and grammar in speech and composition. This course involves students in a practical application of grammar in both oral and written forms. An intensive study of construction and idiomatic expressions is included.

Prerequisite: French 202 or equivalent.

FRENCH 360: SEMINAR IN FRENCH

3 semester hours

Normally this course is open to only seniors majoring in French. It includes intensive individual and group study of a major author, movement or period in the development of French literature and may concern specific historical, political, social, philosophical or aesthetic problems. Each student is required to submit a major paper as a culmination of the semester's work. Topic or period for each semester of seminar will be announced in advance.

FRENCH 390: DIRECTED STUDY

3 semester hours

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

Prerequisite: approval of department chairman.

(See also Modern Languages and Literature, page 181.)

FRENCH 401: ADVANCED CONVERSATION AND DICTION

3 semesters hours

Through controlled classroom discussion and through practice in the language laboratory, the advanced student is oriented toward improved habits of speech in French. Attention is directed toward individual as well as group needs.

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. This course may be repeated for credit at the discretion of the department chairman if the course content is not duplicated.

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. This course may be repeated for credit at the discretion of the department chairman if the course content is not duplicated.

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. This course may be repeated for credit at the discretion of the department chairman if the course content is not duplicated.

FRENCH 504: FRENCH THEATRE

3 semester hours

Any period, school or movement of French drama may be selected, at the option of the instructor, for intensive study. Works selected may be subjected to purely literary analysis, or may be studied also as reflections of the social, intellectual and cultural atmosphere of the times. This course may be repeated for credit at the discretion of the department chairman if the course content is not duplicated.

FRENCH 505: FRENCH POETRY

3 semester hours

Poetry of any school or movement may be selected by the instructor for intensive study in relation to the historical, cultural and social atmosphere, or for purely literary

analysis. This course may be repeated for credit at the discretion of the department chairman if the course content is not duplicated.

FRENCH 520: GRAMMAR, COMPOSITION AND STYLISTICS 3 semester hours
The traditional ideals of the French language: precision of diction, accuracy and clarity of expression are the ultimate goals of the course. Through numerous exercises and composition, the student will become acquainted with intricate and meaningful stylistic nuances. Grammar though not formally presented, is integrated into all aspects of the practical work.

Prerequisite: permission of department chairman.

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. This course may be repeated for credit at the discretion of the department chairman if the content of the course is not duplicated.

FRENCH 590: DIRECTED STUDY 3 semester hours
The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. A major paper in thesis form is required. This course may be repeated for credit at the discretion of the department chairman if the content of the course is not duplicated.

Prerequisite: approval of department chairman.

FRENCH 595: MASTER'S THESIS 6 semester hours
This course is open only to students enrolled in the Master of Arts program. Credit will be assigned in the semester when the thesis is completed and approved. No grade is given in this course.

(See also Modern Languages and Literature, page 181.)

GENERAL STUDIES

All of the courses offered by this department are arts and science courses.

GENERAL STUDIES 150: PLAN B COLLOQUIUM: CONTEMPORARY TOPICS AND PROBLEMS

The Plan B Colloquium is a one semester discussion course designed to explore a topic or problem of general and contemporary interest, from a variety of perspectives, and by use of a variety of resources, texts, films, speakers. The topics vary across the sections of General Studies 150 and students may select from among several choices.

The purpose of the course is to introduce students to the kinds of topics and problems explored in higher education, and to cultivate some of the basic skills and procedures of academic inquiry — such as analysis and criticism, the organization and use of evidence and oral and written expression. The course also serves as an introduction to the general studies program by experimenting with a variety of approaches to a single topic, and thereby challenging the student to understand specialized knowledge within the context of a broader academic vision.

In the Plan B program the student takes the Plan B colloquium in the first semester of the freshman year.

Open only to students in Plan B completing general studies requirements.

GENERAL STUDIES 151, 152, 153 PLAN A COLLOQUIUM

The colloquium focuses on the methodology, the underlying assumptions and process of learning appropriate to the acquisition and application of knowledge in a given area. Its function is to introduce the student to the variety of ways of knowing through the acquisition of insight into the structure of knowledge and the interrelatedness of knowledge. Thus, major emphasis is placed on the methods, concepts and value judgments inherent in the understanding of specific problems, topics or issues. Offered in three areas each semester: (1) humanities, (2) mathematics and science, (3) social and behavioral sciences.

Open only to students in Plan A completing general studies requirements.

GENERAL STUDIES 361, 362, 363: GENERAL STUDIES SEMINAR

General studies seminars are concerned with the application and the implications of knowledge rather than with the methods of investigation and structures of knowledge. Their function is to apply the methodology acquired through previous college experience toward the resolution of a specific problem. Offered in three areas each semester. Can be taken no earlier than the sixth semester.

Students in Plan A take two general studies seminars, one of which must be in an area outside the major area or concentration.
Students in Plan B take one general studies seminar in an area outside the major area or concentration.

NOTE: general studies seminars can be taken only after the student has completed all other general studies requirements. These courses are not open for graduate credit.

GEOGRAPHY

(Department of Anthropology and Geography)

All of the courses offered by this department are arts and science courses.

• **GEOGRAPHY 200: THE CHANGING ENVIRONMENT OF MAN** 4 semester hours
The primary focus of this course is upon the complex interplay between man and his environment. The influence of physical and cultural environmental factors on the distribution of population, the effect of man on the environment and the total environmental complex are considered.

• **GEOGRAPHY 201: INTRODUCTION TO GEOGRAPHY** 3 semester hours
Cultural and physical elements of geography are considered individually, in inter-relationship and as these elements are found in areal patterns of political, cultural and economic associations. The use and interpretation of maps is a major emphasis. Offered every semester.

GEOGRAPHY 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: Geo. 201 or consent of instructor.

GEOGRAPHY 302: GEOGRAPHY OF ASIA

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: Geo. 201 or consent of instructor.

GEOGRAPHY 303: GEOGRAPHY OF EUROPE

This study of the main cultural and physical features of Europe as a whole serves as an introduction to a discussion of the features of the life of each individual country. Nations of Scandinavia, the British Isles, the Low Countries, Central Europe and the Mediterranean are treated.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 304: GEOGRAPHY OF LATIN AMERICA

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: Geo. 201 or consent of instructor.

GEOGRAPHY 305: GEOGRAPHY OF RHODE ISLAND

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: Geo. 201 or consent of instructor.

GEOGRAPHY 310: CARTOGRAPHY I

3 semester hours

Maps and related graphics are considered as a means of communication. The course includes cartographic theory and practical experiences in projection, scale, map compilation and map reproduction.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 311: ECONOMIC GEOGRAPHY

3 semester hours

An analysis of man's economic activities and their variation over the earth's surface makes up the content of this course. Emphasis will be placed on the production, exchange and consumption of agricultural, mineral and industrial resources, as related to economic growth and resource development. Acceptable for credit in economics minor.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 312: HISTORICAL GEOGRAPHY OF THE UNITED STATES

3 semester hours

The historical development of the United States is examined from a geographical view point. Emphasis is placed on the interaction of those physical and cultural elements which contribute to the emergence of distinctive landscapes, past and present.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 313: POLITICAL GEOGRAPHY

3 semester hours

Political geography approaches the similarities and differences of the world's political units from the standpoint of their spatial relationships. The elements of size, shape, population, resources and political organization, as well as the social and economic factors which differentiate political units, are analyzed.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 315: URBAN GEOGRAPHY

3 semester hours

A geographic analysis is used to study urban development. Consideration is given to urbanism on a national and world scale.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 316: CARTOGRAPHY II

3 semester hours

Advanced problems in cartography are provided in preparing specialized maps.

Prerequisite: Geo. 310.

GEOGRAPHY 317: GEOGRAPHY AND URBAN PLANNING

3 semester hours

Geographic implications for urban planning will be considered in relation to the problem and issues of urban growth and development. Emphasis will be placed on new towns and similar planned developments.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 318: GEOGRAPHY OF URBAN HOUSING

3 semester hours

Spatial analysis will be applied to housing with respect to location, site and zoning. Contemporary issues in housing policy as applied to the private and public sectors will be examined.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 319: THE GEOGRAPHY OF OUTDOOR RECREATION

3 semester hours

The emphasis of this course is man's use of the landscape for purposes of outdoor recreation. Topics to be discussed include the role of culture in determining leisure patterns, economic impacts of leisure activities, recreational use of wild lands, conflicts of land use, and regional patterns of leisure activities in the United States.

Prerequisite: Geo. 201 or permission of instructor.

GEOGRAPHY 320: COASTAL GEOGRAPHY

3 semester hours

An extensive examination and analysis is made of the diverse geographical aspects of the land-sea interface focusing on coastal geomorphology and climate, fisheries and other natural resources, patterns of land use and coastal regionalism.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 321: CULTURAL GEOGRAPHY

3 semester hours

An endeavor is made to understand the cultural diversity of mankind in geographic settings. In a topical and thematic presentation an analytical inquiry is made into the nature and distribution of such features as population, cultural attributes and types of economy.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 325: 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.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 360: SEMINAR IN GEOGRAPHY

3 semester hours

This provides an integrating experience in theory and practice. Students do research on a geographic topic which is the basis for oral and written reports.

Prerequisite: 18 hours of geography.

GEOGRAPHY 371-374: READING COURSE IN GEOGRAPHY

1-4 semester hours

Directed reading under the guidance of a geographer is determined on the basis of student's and instructor's interests. Semester hours correspond to the last digit in the course number.

Prerequisite: approval of department chairman

GEOGRAPHY 380: WORKSHOP IN GEOGRAPHY

Credits and prerequisite vary

Selected topics are investigated in various formats. Credits and prerequisite vary

GEOGRAPHY 391-394: DIRECTED STUDY IN GEOGRAPHY

1-4 semester hours

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. Semester hours correspond to the last digit in the course number.

Prerequisite: students must have the consent of the department chairman, their geography adviser and the instructor with whom they wish to work.

GEOGRAPHY 480: WORKSHOP IN GEOGRAPHY

Credits and prerequisite vary

Selected topics are investigated in various formats. Credits and prerequisite vary.

GERMAN*(Department of Modern Languages)*

The restricted arts and science courses in this department are 100, 101 and 102. All of the other courses listed below are unrestricted arts and science courses.

GERMAN 100: ACCELERATED ELEMENTARY GERMAN

6 semester hours

A concentrated one-semester course for the student who wishes to begin the study of German. In this course emphasis is placed upon the development of the four basic skills: listening comprehension, speaking, reading, and writing. Aspects of German culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

GERMAN 101: ELEMENTARY GERMAN I

3 semester hours

The course offers a thorough study of German pronunciation and grammar. It includes conversation, dictation and reading of German texts, plus the acquisition of some knowledge of German culture. This course is not open for college credit to students who have studied German in secondary school except by permission of the department chairman.

See German 110.

GERMAN 102: ELEMENTARY GERMAN II

3 semester hours

This course is a continuation of German 101.

Prerequisite: German 101 or one year of secondary school German or permission of the department chairman.

• **GERMAN 110: CONTINUING ELEMENTARY GERMAN** 4 semester hours
A concentrated one semester course for the student who wishes to continue his study of a language which he began in the secondary school. In this course special emphasis is placed on aspects of culture and civilization as it relates to language development. The development of the four skills: listening, speaking, reading and writing, is stressed. Extensive use is made of the language laboratory. Not open to students who have completed German 100, 101 or 102.

Prerequisite: two years of secondary school German or approval of the department chairman.

• **GERMAN 113: INTERMEDIATE GERMAN** 4 semester hours
Through selected readings the student examines the cultural and linguistic heritage of Germany. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. The language laboratory is utilized. The course is open to students who have completed either German 100, 102 or 110, three years of secondary school German; or have achieved a score of 500-549 on the CEEB Achievement Test in German.

• **GERMAN 114: READINGS IN INTERMEDIATE GERMAN** 4 semester hours
Readings will stress the cultural and humanistic impact of German civilization upon modern man. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

Prerequisite: German 113 or permission of department chairman.

• **GERMAN 117: INTRODUCTION TO LITERARY GENRES** 4 semester hours
Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in German.

Prerequisite: German 113 or permission of department chairman.

HEALTH

All of the courses offered by this department are arts and science courses.

HEALTH 320: PUBLIC HEALTH NURSING 3 semester hours
This is an introduction to public health nursing. Consideration is given to the development and trends in the public health movement on the local, state and national bases, as well as the functions of the public health nurse in official and voluntary agencies. The fundamental principles of public health nursing are discussed in the light of recommended current practices in public health.

Open only to students in the school nurse-teacher program.

HEALTH 321: NUTRITION 3 semester hours
The fundamental principles of human nutrition are presented with application in planning of diets to individual situations as they relate to the food needs of different ages, racial preferences and budgeting.

Open only to students in the school nurse-teacher program.

HEALTH 322: SCHOOL NURSING 3 semester hours
The present day philosophy of school nursing is considered in this course. It includes the nurse's role as a member of the school health team, her functions and priorities of service. Discussion encompasses the three areas of the school health program: education, environment and services.

Prerequisite: Health 320.

HEALTH 323: PRACTICUM IN SCHOOL NURSING 3 semester hours
A special program of laboratory experiences for school nurses is available at the Henry Barnard School. This program is under the joint sponsorship of the State Department of Health and Rhode Island College and fulfills the field experience requirement for candidates seeking state certification. School nurses interested in this course should apply through their superintendents of schools to the director of laboratory experiences, Rhode Island College. The course includes 15 three-hour morning sessions of observation and participation oriented around procedures and practices of school

health. The program consists of home visits and evaluation of health records and community resources.

Prerequisite: Health 322 or consent of instructor.

HEALTH EDUCATION

(Department of Health and Physical Education)

None of the courses offered by this department are arts and science courses.

HEALTH EDUCATION 301: PERSONAL HEALTH 3 semester hours
Principles, problems and practices that relate the factors of physical fitness, chronic disease, nutrition and consumer education are covered. To acquire basic health knowledge that will affect attitudes and eventual behavior, a comprehensive, conceptual approach is used.

HEALTH EDUCATION 302: HEALTH AND SOCIAL LIVING 3 semester hours
Issues of mental health, preparation for marriage and family living and the role that mood modifiers play in contemporary society are surveyed. Discussions are related to scientific, social, economic, political and other factors affecting attitudes and behavior concerning healthful social living.

HEALTH EDUCATION 303: COMMUNITY HEALTH AND SAFETY 3 semester hours
Safety is regarded as a social and personal health problem. Readings, discussions and class presentations are concerned with critical issues of environmental health and the promotion of safety in the home, school and community. Interpretation of vital statistics along with the nature of accidents, communicable diseases and other environmental health concerns are discussed.

Initial first aid instruction is presented to emphasize the desire for safety and to focus attention upon the primary concern-prevention.

HEALTH EDUCATION 304: ORGANIZATION AND ADMINISTRATION OF SCHOOL HEALTH EDUCATION PROGRAMS 3 semester hours
Organizational and administrative relationships of the total school health education program are presented. The history of school health education is discussed in light of policies, state responsibility, duties of personnel and other specific administrative concerns. The school health education programs are included.

DEPARTMENT OF HISTORY

All of the courses offered by this department are unrestricted arts and science courses.

• **HISTORY 101: ISSUES AND APPROACHES TO ANCIENT HISTORY** 4 semester hours

In this course, the student analyzes several significant issues and themes in the ancient world and examines the major interpretative approaches to them. Consideration is given to the special methods of investigation used by the ancient historian.

• **HISTORY 102: ISSUES AND APPROACHES TO MODERN EUROPEAN HISTORY** 4 semester hours

The student analyzes several significant issues and themes in European history since the 15th century and examines some of the major interpretative approaches to the understanding of them. The course provides a perspective on the forces which have shaped contemporary Europe.

• **HISTORY 103: ISSUES AND APPROACHES TO UNITED STATES HISTORY** 4 semester hours

The student analyzes significant political and cultural issues in United States history and examines some of the major interpretative approaches to the understanding of them. The course provides a perspective on the elements of continuity and change in United States history.

• **HISTORY 104: ISSUES AND APPROACHES TO EAST ASIAN HISTORY** 4 semester hours

The student analyzes significant political and cultural issues in the history of China, Japan and Korea and examines some of the major interpretative approaches to the

understanding of these themes. The course provides perspective on the elements of continuity and change in contemporary East Asia.

HISTORY 105: ISSUES AND APPROACHES TO ISLAM 4 semester hours

HISTORY
The student analyzes significant political and cultural issues in Moslem history and examines some of the major interpretative approaches to the understanding of these themes. The course provides a perspective on the modern Near East.

HISTORY 106: ISSUES AND APPROACHES TO LATIN AMERICAN HISTORY 4 semester hours

The student analyzes significant political and cultural issues in Latin American history and examines some of the major interpretative approaches to the understanding of them. The course provides a perspective on the contemporary development of Hispanic civilization.

HISTORY 200: THE NATURE OF HISTORICAL INQUIRY 3 semester hours

This course introduces the student to the principal concerns of historical investigation. Emphasis will be placed upon the tools of historical inquiry, the nature of sources, the extraction and evaluation of evidence, the role of individual judgment and the conceptual framework of historical interpretation. Hist. 200 is normally the first course in the history major and minor.

HISTORY 201-202: UNITED STATES HISTORY 3 or 6 semester hours

The first semester deals with the development of the United States from its colonial origins through the Civil War and Reconstruction. The area of study in the second semester is the emergence of modern America from the rise of industrialization to the present. (Designed for students who need a general background in United States history before taking 300-level courses.)

HISTORY 221: ANCIENT HISTORY 3 semester hours

This course examines the major civilizations of the ancient Near East and Mediterranean, emphasizing their characteristic institutions and significant achievements. (Designed for non-history majors and for students who desire a general background in ancient history.)

HISTORY 223: EARLY MODERN EUROPE 3 semester hours

This course examines major political, economic and cultural developments in European history from the 15th century through the French Revolution and Napoleonic Wars. (Designed for non-history majors and for students who desire a general background in early modern history.)

HISTORY 224: MODERN EUROPE 3 semester hours

This course examines major political, economic and cultural developments in 19th and 20th century European history since the Congress of Vienna. (Designed for non-history majors and for students who desire a general background in late modern history.)

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 beginning 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 14th 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 306: FOUNDATIONS OF MOSLEM CIVILIZATION 3 semester hours

An examination is made of the background and development of Moslem Civilization from the 7th to the 16th century. Emphasis will be given to the religious, intellectual and cultural characteristics of the civilization as they are elaborated and become institutionalized. (This is the first course in the Moslem-Near East sequence and is taken prior to Hist. 307 or 308 in satisfying the requirement for the major in non-Western history.)

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 19th century.

HISTORY 308: HISTORY OF THE NEAR EAST IN THE TWENTIETH CENTURY 3 semester hours

A detailed examination of the Near East in the past half century is made with emphasis on the internal development of the contemporary nations of the Arab world, Turkey and Iran.

HISTORY 310: FOUNDATIONS OF EAST ASIAN CIVILIZATION 3 semester hours

An emphasis is placed on traditional Chinese culture and the major variations of this basic civilization as found in Korea and Japan and some parts of Southeast Asia. Fundamental social, economic, political, literary and artistic themes will be dealt with, especially in light of their influences on modern Asia. (This is the first course in the East Asia sequence and is taken prior to Hist. 311 or 312 in satisfying the requirement for the major in non-Western history.)

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 1900 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.

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 20th century in Asia. Particular attention is given to such movements as Asian nationalism, Asian communism, the economic and social attitudes following the end of war in 1945, and the dynamic effects these have had on the traditional society of Asia.

HISTORY 313: EARLY AFRICAN HISTORY 3 semester hours

This course is designed to provide an orientation to the history of Africa as a whole by introducing the student to the present state of knowledge of pre-colonial Africa. The course examines and analyzes the political, social and economic development of the indigenous peoples and cultures before the advent of European domination in the 19th and 20th centuries.

HISTORY 314: MODERN AFRICAN HISTORY 3 semester hours

The European powers, having divided virtually the whole continent of Africa among them and imposed their rule upon its peoples during the 19th and 20th centuries accepted — with a few exceptions — African independence in the last quarter century. This course traces the steps by which political independence in Africa came about and examines the impact both of the colonial experience and subsequent independence upon the structure of modern African history.

HISTORY 315: THE AGE OF THE RENAISSANCE 3 semester hours

This is a study of Europe's transition from the Middle Ages to the early modern period. The primary focus centers on changing patterns of thought and new art forms that appear in the culture of the Italian city-state of the 14th and 15th 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 16th 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 the development of European culture to 1648.

HISTORY 318: EUROPE IN THE DYNASTIC AGE, 1648-1789

3 semester hours

This course examines the essential themes of European civilization from the Peace of Westphalia to the eve of the French Revolution. Special attention is given to the age of Louis XIV, the Enlightenment and the diplomatic events of the 18th century.

HISTORY 319: EUROPE IN THE AGE OF REVOLUTION, 1789-1850

3 semester hours

Beginning with an intensive study of the French Revolution and the Napoleonic period, this course traces the quest for political and international stability through the Metternich era and the revolutions of 1830 and 1848. Emphasis is placed on the ideological and historical origins of liberalism, nationalism and socialism, and on the impact of industrialism on European politics and society.

HISTORY 320: EUROPE IN THE AGE OF NATIONALISM, 1850-1914

3 semester hours

This course examines the major political, economic and cultural developments in Europe during the second half of the 19th century. Special attention is given to the unification of German and Italy, the political institutions of the European nation-states, the emergence of nationalism and imperialism, and European diplomatic history from 1900 to the First World War.

HISTORY 321: TWENTIETH CENTURY EUROPE

3 semester hours

This is a study of developments in Europe since the Treaty of Versailles. 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 324: HISTORY OF RUSSIA FROM THE FIFTEENTH CENTURY TO 1861

3 semester hours

This course examines the evolution of Russia from the rise of the principality of Moscow to the liberation of the serfs. Particular attention is given to the distinctive political and social institutions of traditional Russia and to the counterpoised processes of modernization and Westernization.

HISTORY 325: HISTORY OF RUSSIA FROM 1861 TO THE PRESENT

3 semester hours

An examination of the political, economic, social and intellectual evolution of imperial Russia since Alexander II emphasizes the ways in which internal developments led to the Bolshevik Revolution of 1917 and conditioned the subsequent historical development of Soviet Russia.

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 20th 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, Australia, 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 beginning 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 Hist. 343, the second semester continues an analysis of the influence of important intellectual currents upon American development after 1865.

HISTORY 345: ETHNIC AND MINORITY GROUPS IN UNITED STATES HISTORY

3 semester hours

This course examines historically the role that ethnic and minority groups have played in the political, social and economic development of the United States. Beginning with an appraisal of cultural context, the course traces the changing character of ethnic and minority components in American history from colonial times to the present. Emphasis is placed on the expansion of the American frontier, geographical distribution, intergroup relations and conflicts and on the process of adjustment to American institutions.

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 20th 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. Students cannot receive credit for both Hist. 348 and Econ. 348.)

HISTORY 349: URBAN HISTORY OF THE UNITED STATES

3 semester hours

This course examines the forces which have contributed to the rise, growth, complexity and distinctive character of the American city. The focus of the course will be on the rural-urban dichotomy in United States history, population distribution and settlement patterns, and on municipal services, reform and planning. The process of urbanization and its impact on American political and social life will be studied as a means for understanding the achievements and problems of urban America.

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 front.

and an examination of the effects of the war on North and South, including special consideration of the continuing problems of racial adjustments.

3 semester hours

HISTORY 355: RHODE ISLAND HISTORY

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.

3 semester hours

HISTORY 356: STUDIES IN BLACK HISTORY

This course deals with selected topics in Black history in the United States such as the African background of Black Americans, the origin and development of slavery, the abolitionist and protest movements, legislative and judicial efforts to achieve racial equality, and the contributions of Black Americans to the development of modern society. Alternatively, the course may deal with topics in Black history in other geographic areas such as Latin America.

3 semester hours

HISTORY 358: COLONIAL LATIN AMERICA

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.

3 semester hours

HISTORY 359: MODERN LATIN AMERICA

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.

3 semester hours

HISTORY 361: SEMINAR IN HISTORY

This course builds upon the students' experience in History 200. Emphasis will be placed on issues in historiography, the identification and definition of historical problems, the writing and researching of a substantial paper and historical criticism. Various topics will be offered for analysis each semester. This course is required of all history majors.

Prerequisite: Hist. 200 and 15 additional hours in the major.

3 semester hours

HISTORY 371: READING COURSE IN HISTORY

Independent study under the careful guidance of an historian is the goal of a reading course. Materials are selected on the basis of student's and instructor's interests.

Prerequisite: restricted to undergraduate seniors who have had suitable course work and who have the consent of an instructor and the department chairman. Request to participate in a reading course should be made in writing to department chairman by December 1 for spring semester and by April 1 for fall semester.

3 semester hours

HISTORY 390: DIRECTED STUDY

Concentrated research under the supervision of a faculty adviser for honors candidates in the first semester of the senior year.

Prerequisite: admission to the honors program.

3 semester hours

HISTORY 391: DIRECTED STUDY

Completion of research on the honors paper in the second semester of the senior year. Honors candidates will prepare a final draft of the honors essay and submit it to the department for acceptance.

Prerequisite: satisfactory completion of Hist. 390.

3 semester hours

HISTORY 401: SPECIAL TOPICS IN HISTORY

This course provides an opportunity to study a special topic or theme not offered by the department on a regular basis. Appropriate topics include the study of selected problems in national history or thematic studies in constitutional history, diplomatic history or the history of science and technology. The special topic will be announced prior to the semester in which the course is offered.

Prerequisite: consent of 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.

Prerequisite: consent of department chairman and graduate adviser.

HISTORY 511: GRADUATE HISTORY COLLOQUIUM

3 semester hours

The colloquium introduces the Master of Arts candidate to the bibliography of his area of study and provides preparation for the research seminar and the master's thesis. Each section of the course focuses on the critical examination of texts and documents on a broad theme selected by the department.

Prerequisite: consent of department chairman and graduate adviser.

HISTORY 521: TOPICS IN COMPARATIVE HISTORY

3 semester hours

Aimed at providing a theoretical and practical appreciation of historical comparison and generalization, this course examines the methodological basis of comparative history and studies in detail instances of analogous development, significant contrast or unique contribution in a topic such as English and American Puritanism, the American, French and Russian Revolutions; ancient and modern slavery; caste and class in East and West.

Prerequisite: consent of department chairman and graduate adviser.

HISTORY 561: GRADUATE SEMINAR IN EUROPEAN HISTORY

3 semester hours

Study in a seminar develops greater knowledge of materials for history, of methods of research and of skill in solving problems of analysis and exposition.

Prerequisite: Hist. 501 and consent of graduate adviser.

HISTORY 562: GRADUATE SEMINAR IN UNITED STATES HISTORY

3 semester hours

Study in a seminar develops greater knowledge of materials for history, of methods of research and of skill in solving problems of analysis and exposition.

Prerequisite: Hist. 501 and consent of graduate adviser.

HISTORY 571: GRADUATE READING COURSE IN HISTORY

3 semester hours

A reading course is available upon the completion of suitable arrangements between candidate, adviser and instructor. Independent study under the careful guidance of an historian is the goal of a reading course.

Prerequisite: restricted to graduate students who have had suitable course work and who have obtained the consent of an instructor and the department chairman. Request to participate in a reading course should be made in writing to department chairman by December 1 for spring semester and by April 1 for fall semester.

HISTORY 599: DIRECTED GRADUATE RESEARCH

3-6 semester hours

This course is open to Master of Arts and Master of Arts in Teaching candidates preparing a thesis or field paper under the supervision of a member of the department. Credit is assigned in the semester that the paper is completed and approved. No grade is given in this course.

DEPARTMENT OF INDUSTRIAL EDUCATION

None of the courses offered by this department are arts and science courses.

INDUSTRIAL ARTS 100: PHILOSOPHY AND IMPLEMENTATION OF THE INDUSTRIAL ARTS

4 semester hours

An historical and philosophical orientation in the development of the industrial arts is presented as a prelude to studying the various contemporary approaches, resources, facilities, activities and patterns of instruction dealing with industry and technology.

INDUSTRIAL ARTS 101: TECHNICAL DRAWING (6)

3 semester hours

An introduction to the science of technical communication through a study of pictorial sketching and projections, orthographic sketching and projections, geometric constructions, sectional and auxiliary views, dimensioning, industrial practices and machine reproduction processes.

INDUSTRIAL ARTS 105: FABRICATION TECHNIQUES IN WOOD (6) 3 semester hours
A study of the development and use of wood and wood composite materials and the related industrial fabrication techniques. Laboratory experiences are provided in the use of tools and machines, fasteners, adhesives and finishes used in wood fabrication.

INDUSTRIAL ARTS 109: FABRICATION PROCESSES IN METALS (6) 3 semester hours
A classroom and laboratory study of the basic fabrication processes used in the metals industry. Sheetmetal fabrication, metal shaping — forging, casting, machining, metal fabrication — soldering, bonding, fastening and welding.

INDUSTRIAL ARTS 115: CRAFTS (6) 3 semester hours
An introduction to a number of art, guild and industrial crafts. Laboratory work in jewelry — designing, shaping, casting, plating and etching, copper enameling, silk screening, leather, candery and the application of plastics in crafted items.

INDUSTRIAL ARTS 121: SYNTHETIC MATERIALS TECHNOLOGY (6) 3 semester hours
A classroom and laboratory study of synthetic materials which may be fabricated, poured vacuum formed, blow molded, injected or extruded. This includes the fiber-glass, thermoset and thermoplastic families of synthetic materials.

INDUSTRIAL ARTS 126: BASIC ELECTRICITY (6) 3 semester hours
A study of the nature of electricity and the source for producing electricity. This includes classroom and laboratory study of DC and AC principles, electro-magnetism, basic circuitry and electrical measurements.

INDUSTRIAL ARTS 131: PHILOSOPHY AND IMPLEMENTATION OF INDUSTRIAL ARTS (4) 4 semester hours
A historical study of the philosophical foundations, social climates, and concepts involved in the development of a generation of industrial education programs and their relationship to the study of contemporary curriculums presently being utilized in the discipline.

INDUSTRIAL ARTS 200: ARCHITECTURAL DESIGN (6) 3 semester hours
A study of residential home designs and construction techniques. This includes site selection, foundations, home construction, heating, plumbing and wiring. Students design their own home and complete an architectural set of drawings.

INDUSTRIAL ARTS 202: CONSTRUCTION (6) 3 semester hours
A classroom and laboratory study of the residential construction industry. This includes site selection and plot surveying, percolation and foundation tests, concrete and masonry foundations, wood frame construction, installation of heating systems, plumbing and wiring.

Prerequisite: I.A. 105.

INDUSTRIAL ARTS 210: ELECTRONICS I (6) 3 semester hours
A study of electron tube theory, semiconductor and basic electronic circuitry and their functions in AM and FM receivers.

Prerequisite: I.A. 106.

INDUSTRIAL ARTS 212: ELECTRONICS II (6) 3 semester hours
A study of the operating theory of the newest semiconductors and their applications in audio and video recording and playback systems, logic circuitry and electronic gadgetry.

Prerequisite: I.A. 126.

INDUSTRIAL ARTS 220: POWER AND ENERGY SYSTEMS (6) 3 semester hours
A basic comprehensive course investigation in the theory and development of power and energy sources and their utilization. This includes natural power sources, external and internal combustion engines — steam, gas, diesel and turbine.

INDUSTRIAL ARTS 222: POWER SYSTEMS DEVELOPMENT (6) 3 semester hours
A classroom and laboratory study of new developments in the utilization of energy sources — atomic, solar, wind, geo-thermal, etc. Investigation into power control systems — hydraulic, pneumatic and solid state logic circuitry.

Prerequisite: I.A. 109.

INDUSTRIAL ARTS 230: TECHNICAL ILLUSTRATION (6) 3 semester hours
An investigation into the commercial and industrial techniques used in informing, communicating, advertising and instructing. This includes pictorial, technical and construction information techniques, design and lay-out techniques, principles, and media analysis.

INDUSTRIAL ARTS 232: COMMERCIAL PRINTING (6) 3 semester hours
A study of the development of printing and the printing industry. Laboratory experiences in the dominant production processes of offset and letterpress printing incorporating design, layout, composition, camera and copy work.

INDUSTRIAL ARTS 303: INDUSTRIAL ARTS FOR THE ELEMENTARY SCHOOL (2) 2 semester hours
This course centers on the industries that are basic to the human needs of food, clothing and shelter which are particularly appropriate for study by the early elementary child. Each industry and its basic processes are investigated, and related basic industrial operations are explored for concrete experiences in the classroom. This involves experimentation and construction with such materials as paper, cardboard, clay, soap, wax, leather, string, yarn, cloth and wood. Restricted to elementary education majors.

INDUSTRIAL ARTS 320: INDUSTRIAL ORGANIZATION AND MANAGERIAL STRUCTURE (6) 3 semester hours
An investigation into the common developmental and organizational factors in an industrial enterprise — corporate and managerial structure, product development and production analysis, labor and job training considerations. A corporation is created, industrial positions are role-played, a product is developed, produced and sold, and the enterprise is analyzed for production problems, overhead and profit.

INDUSTRIAL ARTS 325: INDUSTRIAL PROCESSING (6) 3 semester hours
A study of the American industries from the procurement, development and processing of materials, fabrication and finishing of consumer products, to the delivery of the products to the market.

INDUSTRIAL ARTS 330: INDUSTRIAL TECHNOLOGY ANALYSIS (6) 3 semester hours
Research and testing principles are employed in the study, exploration of new materials and their applications, new fabrication and production techniques and experimentation in new materials use or fabrication techniques.

Prerequisite: completion of two cluster concentrations.

INDUSTRIAL ARTS 335: LABORATORY PLANNING AND ORGANIZATION (6) 3 semester hours
A systematic approach to the study of the organization and administration of an industrial education facility. Special emphasis will be placed upon the planning, organization and control of materials utilized in various programs. Study in teacher liability, professional responsibility, and safety will be stressed.

INDUSTRIAL EDUCATION 361: WORKSHOP IN INDUSTRIAL EDUCATION: THE WORLD OF CONSTRUCTION (3) 3 semester hours
The activities in this workshop are designed to equip a teacher with a working knowledge of the philosophical foundations and the instructional system developed at Ohio State University, under U.S. Office of Education funding, to better acquaint the student with the construction industries and their importance to society. Special materials will be required for the course.

Prerequisite: approval of the department.

INDUSTRIAL EDUCATION 362: WORKSHOP IN INDUSTRIAL EDUCATION: THE WORLD OF MANUFACTURING (3) 3 semester hours
This workshop will equip a teacher with a new and innovative philosophy, together with modern instructional systems developed at Ohio State University, to instill better student understanding of broad concepts and principles of technology and manufacturing. Special materials will be required for the course.

Prerequisite: approval of the department.

INDUSTRIAL EDUCATION 400: APPLIED ELECTRONICS 3 semester hours
This course proceeds from the basic course in electricity. The student is introduced to the more advanced study of basic electronics. Units typical to the course are the electron tube, elements of radio, principles of semiconductors and basic electron circuits.

Prerequisite: I.A. 126 or consent of instructor.

INDUSTRIAL EDUCATION 402: POWER MECHANICS II 3 semester hours
This is an extension of I.A. 135 and involves minor tune-up of the internal combustion engine, introduction to horsepower rating and testing and further study of hydraulic and pneumatic and other power generation systems.

Prerequisite: I.A. 120 or consent of instructor.

INDUSTRIAL EDUCATION 403: INDUSTRIAL ARTS FOR THE ELEMENTARY SCHOOL II 3 semester hours
This course explores the broad technological fields of communication, transmission and reception (visual and printed), transportation (land, sea and air), and power (natural and man made) and ways that they may be applied in the elementary and middle school curricula. Suitable laboratory experiences are offered in such areas as: photography, printing, basic electricity, wind and water powered machines, and internal combustion engines.

INDUSTRIAL EDUCATION 500: ADMINISTRATION AND SUPERVISION OF INDUSTRIAL EDUCATION 3 semester hours

This is a study of current practices in the administration and supervision of programs of vocational, technical and industrial arts education at the elementary, secondary and junior college (post secondary) levels. Special emphasis is placed on a study of relationships between administrators and teachers, the impact of federal legislation of local programs and the involvement of local agents in program planning.

Prerequisite: I.A. 100 or Voc. Ed. 301 or equivalent.

INDUSTRIAL EDUCATION 506: CURRENT ISSUES IN INDUSTRIAL EDUCATION 3 semester hours
Students study selected topics connected with current issues and recent research in the several branches of industrial education. Wide use is made of the problem-solving approach through situational identification, research and recommendations for action.

Prerequisite: either I.A. 100, Voc. Ed. 302, 303 or consent of instructor.

INDUSTRIAL EDUCATION 507: COOPERATIVE PROGRAMS IN INDUSTRIAL EDUCATION 3 semester hours
Beginning with a study of purposes and operational principles of cooperative education, the student moves on to considerations of both traditional and innovative means of implementing programs in schools.

Prerequisite: two years teaching experience and I.E. 500 or consent of instructor.

INDUSTRIAL EDUCATION 520: SUPERVISED OCCUPATIONAL EXPERIENCES 3 semester hours
Supervised experiences in an approved occupational situation are related directly to the professional assignment of the student by means of detailed written plans for integrating the experiences into the school program. More than one experience is permitted under special conditions when recommended by the adviser or department chairman.

Prerequisite: approval of department chairman not less than one month prior to registration.

INDUSTRIAL EDUCATION 580a, b, c: WORKSHOP IN MATERIAL AND PROCESS TECHNIQUES
Advanced study of material and process is made in the several technical fields of industrial education such as wood, metals, plastics, graphics. A student may take this course with his adviser's consent a maximum of three times. Credits may vary.

Prerequisite: permission of department chairman or instructor.

ITALIAN

(Department of Modern Languages)

The restricted arts and science courses in this department are 100, 101 and 102. All of the other courses listed below are unrestricted arts and science courses.

ITALIAN 100: ACCELERATED ELEMENTARY ITALIAN 6 semester hours
A concentrated one semester course for the student who wishes to begin the study of Italian. In this course emphasis is placed upon the development of the four basic skills: listening comprehension, speaking, reading and writing. Aspects of Italian culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

ITALIAN 101: ELEMENTARY ITALIAN I 3 semester hours
The course offers a thorough study of Italian pronunciation and grammar. It includes conversation, dictation and reading of Italian texts, plus the acquisition of some knowledge of Italian culture. This course is not open for college credit to students who have studied Italian in secondary school except by permission of the department chairman.

See Italian 110.

ITALIAN 102: ELEMENTARY ITALIAN II 3 semester hours
This course is a continuation of Italian 101.

Prerequisite: Italian 101 or one year of secondary school Italian or permission of the department chairman.

• **ITALIAN 110: CONTINUING ELEMENTARY ITALIAN** 4 semester hours
A concentrated one semester course for the student who wishes to continue his study of a language which he began in the secondary school. In this course special emphasis is placed on aspects of culture and civilization as it relates to language development. The development of the four skills: listening, speaking, reading and writing, is stressed. Extensive use is made of the language laboratory. Not open to students who have completed Italian 100, 101, or 102.

Prerequisite: two years of secondary school Italian or approval of the department chairman.

• **ITALIAN 113: INTERMEDIATE ITALIAN** 4 semester hours
Through selected readings the student examines the cultural and linguistic heritage of Italy. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. The language laboratory is utilized. The course is open to students who have completed either Italian 100, 102, or 110; three years of secondary school Italian; or have achieved a score of 500-549 on the CEEB Achievement Test in Italian.

• **ITALIAN 114: READINGS IN INTERMEDIATE ITALIAN** 4 semester hours
Readings will stress the cultural and humanistic impact of Italian civilization upon modern man. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

Prerequisite: Italian 113 or permission of department chairman.

• **ITALIAN 117: INTRODUCTION TO LITERARY GENRES** 4 semester hours
Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in Italian.

Prerequisite: Italian 113 or permission of department chairman.

LATIN AMERICAN STUDIES

This course is an unrestricted arts and science course.

INTERDEPARTMENTAL COURSES 363: SEMINAR: TOPICS IN LATIN AMERICAN STUDIES 3 semester hours

This seminar provides a culminating experience in Latin American Studies.

Prerequisite: permission of instructor and director of Latin American studies.

Restricted to students in the interdepartmental concentration in Latin American studies.

DEPARTMENT OF MATHEMATICS

Courses marked ** do not carry credit toward the major, minor, nor the teaching concentration in mathematics.

Courses marked * do not carry credit toward the major or minor in mathematics but may carry credit toward the concentration in mathematics in the elementary education curriculum.

See statement on page 80 as to which combinations of mathematics courses are acceptable to meet distribution requirements.

The restricted arts and science courses in this department are 113 and 114; all other courses listed below are unrestricted arts and science courses.

****MATHEMATICS 113: SHOP MATHEMATICS I** 3 semester hours
In this applied mathematics course, problem content is taken from the general trade areas to provide a base for instruction in measurement, elements of algebra and selected topics in plane geometry. Instruction is given in the use of the slide rule, which is the basic computational tool for the course.

***MATHEMATICS 114: SHOP MATHEMATICS II** 3 semester hours
This is an applied mathematics course and an extension of Mathematics 113. It centers about a study of plane trigonometry and its adaptation to problems of trade and industry. Problems are drawn primarily from the building, metals and electrical trades.

Prerequisite: Math 113 or consent of the Department of Industrial Education.

•MATHEMATICS 139: PROBLEMS IN ARITHMETIC** 4 semester hours
The student will participate in an examination of the operations of arithmetic, leading to a study of various algorithms and forms of numeration. Computing devices such as the abacus, Napier's bones, Papy mini-computer, and slide rule will be introduced as tools for computation. Problem solving in elementary number theory will also be included.

This course is especially designed for students not majoring in mathematics. Students may not receive credit for both Math. 139 and 142.

•MATHEMATICS 140: PROBLEMS IN ELEMENTARY PROBABILITY** 4 semester hours
The student will play an active role in solving and analyzing different probability problems. Included in the analysis will be the construction and interpretation of various probability models. Counting problems, sample spaces, probability axioms and distributions will be introduced and used as needed.

Mathematics 140 is especially designed for students not majoring in mathematics. Students may not receive credit for both Math. 140 and 142.

•*MATHEMATICS 141: FUNDAMENTALS OF MATHEMATICS 3 semester hours
This course surveys some of the fundamental concepts of modern mathematics. Topics included are sets and logic, axiom systems in geometry and algebra, and modular arithmetic, with other topics at the discretion of the instructor.

Mathematics 141-142 has been chosen by the Department of Elementary Education as best fulfilling the needs in mathematics of the elementary education curriculum.

•MATHEMATICS 142: MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS** 3 semester hours

This course covers topics relevant to the prospective elementary school teacher such as numeration, algorithms, geometry, and number theory, with a concentration on the development of the various number systems. Counting techniques and elementary probability are used as problem areas for application of the number systems. Manipulative materials are introduced to enhance understanding of the topics. The emphasis of the course is on an intuitive approach leading to formalization and generalization.

Mathematics 141-142 has been chosen by the Department of Elementary Education as best fulfilling the needs in mathematics of the elementary education curriculum. Students may not receive credit for Math. 142 in addition to either Math. 139 or 140.

Prerequisite: Math. 141 or consent of department chairman.

MATHEMATICS 177: LINEAR SYSTEMS 4 semester hours
An introduction to linear systems, this course includes sets of linear algebraic equations, matrix operations and the simplex and other methods of solving linear maxima and minima problems. Models appropriate to various disciplines are formulated and analyzed. Applications to management and economics are stressed throughout.

Prerequisite: three years of high school mathematics or permission of department chairman.

****MATHEMATICS 181-182: APPLIED BASIC MATHEMATICS** (8) 6 semester hours
This course is taught by a laboratory approach and includes topics from college algebra and trigonometry with special emphasis on topics needed in science courses and on applications to scientific situations. Not open for credit for those who also receive credit in Math. 209.

Prerequisite: consent of the department chairman.

MATHEMATICS 209: PRE-CALCULUS MATHEMATICS 4 semester hours
This course includes the study of log, sets, the complex and real number systems, algebraic and non-algebraic functions and trigonometry. It is designed primarily for students intending to do further work in mathematics or the sciences.

Prerequisite: three units of college-preparatory mathematics or Math. 142 or consent of department chairman.

MATHEMATICS 211: COLLEGE ALGEBRA AND TRIGONOMETRY 3 semester hours
The course covers systems of equations, determinants, exponents, logarithms, progressions, inequalities, trigonometric functions and identities, triangles, sine and cosine laws, complex numbers and elements of the theory of equations. Not open for credit for those who also receive credit for Math. 209.

Prerequisite: Math. 142 or consent of department chairman.

MATHEMATICS 212: CALCULUS AND ANALYTIC GEOMETRY I 4 semester hours
Study is made of the analytical geometry of the straight line and the circle, and the fundamental concepts and applications of the differential and integral calculus. Derivatives of algebraic and trigonometric functions are treated.

Prerequisite: Math. 182 or 209.

•*MATHEMATICS 216: PROGRAMMING FOR DIGITAL COMPUTERS 4 semester hours
A study is made of the principles and methods of programming digital computers with an emphasis on communication via remote terminals using BASIC and a batch processing language to handle larger scale applications. Logic processes necessary to program general applications in various disciplines outside of mathematics will be developed.

Prerequisite: three units of college-preparatory mathematics or one college mathematics course or consent of department chairman.

•*MATHEMATICS 240: STATISTICAL METHODS 3 semester hours
An introduction to basic statistics, the course includes measures of central tendency and variability, probability and distributions, estimation and tests of significance, regression and correlation. In addition to enabling the student to operate a desk calculator, the laboratory will allow him time to study in more detail topics and problems related to the lectures.

Prerequisite: three units of college-preparatory mathematics or one college mathematics course or consent of department chairman.

***MATHEMATICS 245: COMPUTER-ASSISTED STATISTICS I** 4 semester hours

This course includes basic statistical concepts and techniques such as measures of central tendency and variation, the binomial, normal, and other distributions; basic probability; statistical tests and confidence intervals for the mean, variance, correlation coefficients; contingency tables. Methods of exploring data, the role of assumptions in data analysis and the forms of statistical models will also be discussed. The computer will be used throughout this course for solution of problems with extensive data. Not open for credit for those who also receive credit for Math. 240.

Prerequisite: Math 216.

***MATHEMATICS 246: COMPUTER-ASSISTED STATISTICS II** 4 semester hours

This course is a continuation of Computer-Assisted Statistics I and includes detailed discussion of statistical techniques such as: analysis of variance in one-way and two-way classifications; factorial experiments, Latin squares, multiple regression. Case studies from diverse fields will be discussed to illustrate realistic data analysis in the research context. The computer will be used throughout this course.

Prerequisite: Math. 245 or consent of department chairman.

MATHEMATICS 247: CALCULUS: A SHORT COURSE 4 semester hours

A study is made of differential and integral calculus with emphasis on functions of one variable. Topics include differentiation and integration of algebraic, logarithmic and exponential functions and an introduction to partial differentiation. This is intended to be a terminal course in calculus, those intending more than one semester work in calculus should begin with Math. 212. Students may not receive credit for both Math. 212 and 247.

Prerequisite: Math. 177 or 182 or 209.

MATHEMATICS 248: DECISION MAKING WITH PROBABILITY 4 semester hours

This course emphasizes probability and its application to decision making under uncertainty. Topics include probability distributions and expected values, Bayes' theorem and decision theory with discussion of criteria and strategies such as quality control models, inventory models and queuing theory. Applications to management and economics are stressed throughout.

Prerequisite: Math. 247 or permission of department chairman.

***MATHEMATICS 309: MATHEMATICAL PROBLEM ANALYSIS** 3 semester hours

Designed for teachers of mathematics, this course emphasizes the concepts involved in choosing a mathematical model in which to set up the problem and on the actual setting up of the problem. The level of difficulty of the problems and their analysis will reach beyond that of secondary mathematics, to provide a broad base for the teaching of problem analysis as well as giving the student confidence in his own ability to handle problems. Designed for the undergraduate teaching concentration in mathematics and for junior high and elementary level graduate programs.

Prerequisite: Math. 212.

MATHEMATICS 313: CALCULUS AND ANALYTIC GEOMETRY II 4 semester hours

A continuation of Math. 212, this course treats the analytical geometry of the conic sections, differentiation of transcendental functions and more advanced methods of integration.

Prerequisite: Math. 212.

MATHEMATICS 314: CALCULUS AND ANALYTIC GEOMETRY III 4 semester hours

This continuation of Math. 313 covers solid analytic geometry, partial differentiation, multiple integration, series and elementary vector analysis.

Prerequisite: Math. 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: Math. 314, preceding or concurrent.

MATHEMATICS 317: INTRODUCTION TO NUMERICAL ANALYSIS 3 semester hours

This course develops logarithms which approximate solutions to problems in various areas in mathematics. Topics include numerical solutions for: roots of polynomials, systems of linear equations, differentiation and integration, and differential equations. The computer will be utilized to facilitate computations.

Prerequisite: Math. 216 and 313.

MATHEMATICS 324: FOUNDATIONS OF GEOMETRY 3 semester hours

Included in this course is study of axiomatics, including consistency, independence and completeness of axiom systems. On this basis, finite geometries and presentations of Euclidean geometries are examined. The course also includes a synthetic development of hyperbolic geometry.

Prerequisite: Math. 209.

MATHEMATICS 326: SYNTHETIC PROJECTIVE GEOMETRY 3 semester hours

This course is a synthetic approach to topics in projective geometry using central projection to develop the theorems of Desargues, Pappus, Pascal and Brianchon, the theory of conics and leads to Affine, Euclidean and non-Euclidean Geometries.

Prerequisite: Math. 209.

***MATHEMATICS 330: NUMBER THEORY FOR THE ELEMENTARY**

TEACHER 3 semester hours

This course is intended primarily to introduce students in the elementary education teaching concentration in mathematics to rigorous proof, using number theory as a model. The major topics covered are mathematical induction, divisibility, prime numbers, congruences and Diophantine equations.

This course does not count in either the mathematics major or the mathematics minor. Credit cannot be received for both Math. 330 and 331.

Prerequisite: Math. 209 or consent of department chairman.

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. Credit cannot be received for both Math. 330 and 331.

Prerequisite: Math. 212.

MATHEMATICS 333: INTRODUCTION TO ABSTRACT ALGEBRA 3 semester hours

A study is made of the theoretical properties of groups, rings, fields, polynomials and sets. Properties of familiar number systems are exhibited as special cases of more general and abstract systems.

Prerequisite: Math. 313.

MATHEMATICS 334: LINEAR ALGEBRA 3 semester hours

This course includes topics selected from matrices, linear systems, vector spaces, vector geometry, linear transformations, linear programming and game theory.

Prerequisite: Math. 313, 333 or 313 and 324.

MATHEMATICS 341: INTRODUCTION TO PROBABILITY 3 semester hours

This course includes the development of both discrete and continuous probability theory as well as discussion of mathematical expectation and moments. It provides the basis for comprehensive discussion of statistical theory and techniques in mathematical statistics.

Prerequisite: Math. 313.

MATHEMATICS 350: TOPICS IN MATHEMATICS 3 semester hours

This course examines topics in a particular area of mathematics. A student may repeat this course with a change in content.

Prerequisite: consent of department chairman.

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: Math. 314 or 333 or consent of the department chairman.

MATHEMATICS 411: ADVANCED CALCULUS 3 semester hours
A continuation of the calculus sequence, this course includes a further discussion of improper integrals, evaluation of special functions defined by integrals, line and surface integrals, Green's Theorem, transformations and the Jacobian, and various topics in the calculus of functions of two or more variables. Fourier series may be included.

Prerequisite: Math. 314.

MATHEMATICS 412: FOUNDATIONS OF HIGHER ANALYSIS 3 semester hours
Presented here is a rigorous development of fundamental concepts in analysis. Topics include limits, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series and convergence criteria.

Prerequisite: Math. 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: Math. 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: Math. 314, 333 or consent of department chairman.

MATHEMATICS 426: ANALYTIC PROJECTIVE GEOMETRY 3 semester hours
A study is made of the general projective transformation using the algebra of matrices and homogeneous coordinates applied to collineations and correlations and developing the theory of conics. Invariant properties of various subgroups of the general projective transformation group are investigated.

Prerequisite: Math. 334.

MATHEMATICS 428: TOPOLOGY 3 semester hours
A study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves and mappings.

Prerequisite: Math. 314.

MATHEMATICS 433: ALGEBRAIC STRUCTURES 3 semester hours
A study is made of selected topics in the development of groups, rings, modules and fields. Topics will include homomorphisms, permutation groups, normal series, solvable groups, basis Galois Theory, ring extension problems and ideals.

Prerequisite: Math. 333 and 334.

MATHEMATICS 441: MATHEMATICAL STATISTICS 3 semester hours
A continuation of Math. 341, this course includes discussion of sampling distributions, theory and techniques of estimation and hypothesis testing, regression and correlation.

Prerequisite: Math. 341.

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 Math. 412, the course topics include sequences of functions, functions of several variables and an introduction to Lebesgue measure.

Prerequisite: Math. 412.

MATHEMATICS 518: THEORY OF FUNCTIONS OF COMPLEX VARIABLES 3 semester hours

This course is a continuation of Math. 415 in the development of the theory underlying functions of complex variables, including Taylor and Laurent series, and analytic continuation.

Prerequisite: Math. 412 and 415.

MATHEMATICS 519: MEASURE THEORY 3 semester hours

The general theory of measure for sets is covered by this course. It includes a study of additive set functions, outer measure (regular or metric), and provides for specific examples such as the Lebesgue-Stieltjes measure.

Prerequisite: Math. 516.

MATHEMATICS 531: ADVANCED NUMBER THEORY 3 semester hours

The course is an extension of elementary number theory, involving solutions of problems requiring application of algebraic or analytic theories.

Prerequisite: Math. 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: Math. 433.

MATHEMATICS 541: PROBABILITY 3 semester hours

The theoretical foundations of probability are developed in this course. Topics include discussion of cumulative distribution functions, mathematical expectations, characteristic functions, derived distributions and limit theorems.

Prerequisite: Math. 341, 419 or consent of department chairman.

MATHEMATICS 550: TOPICS IN MATHEMATICS 3 semester hours

This course examines topics in a particular area of advanced mathematics. A student may repeat this course with a change of content. Topics are to be designated each time the course is offered.

Prerequisite: consent of the graduate adviser or department chairman.

MODERN LANGUAGES AND LITERATURE (Department of Modern Languages)

Neither of these courses is a restricted arts and science course.

MODERN LANGUAGES 380: WORKSHOP IN—

The Department of Modern Languages offers the opportunity to pursue studies of language and literature in their cultural contexts. Credit may vary according to the nature and duration of the workshop.

MODERN LANGUAGES 390: DIRECTED STUDIES IN MODERN LANGUAGES AND LITERATURE

3 semester hours
The department makes available directed studies in specific modern languages for students who wish to develop a study proposal which utilizes two or more languages. Interested students should consult the chairman of the department to present a specific proposal and to make necessary arrangements.

DEPARTMENT OF MUSIC

The restricted arts and science courses in this department are 101, 103, 105, 181-186, 191, 270 and 370-387. All of the other courses listed below are unrestricted arts and science courses.

MUSIC 101: CLASS PIANO

(4) 2 semester hours

The course content of Class Piano will presuppose the knowledge and ability of the keyboard technique of Music Theory I and II and will proceed from there to include the following: developing of further keyboard manipulative skills; improvising of accompaniments in various styles; sight reading of the simpler examples of piano literature as found in the graded series and individual work.

Prerequisite: Music 210, 211 or permission of instructor.

MUSIC 103: CLASS STRINGS

(4) 2 semester hours

A course in the basic technique of the orchestral strings. Pedagogy and a knowledge of basic materials are also considered.

MUSIC 105: CLASS WOODWINDS, BRASS AND PERCUSSION

(4) 2 semester hours

A course in the basic techniques of the instruments of the standard concert band. Pedagogy and a knowledge of basic materials are also considered.

MUSIC 109: ENSEMBLE LABORATORY

(4) 2 semester hours

Conducting techniques and vocal pedagogy will be examined in this course in which the class members constitute vocal and instrumental ensembles. Through the instrumental ensemble the student will gain further experience on one of the instruments studied in Music 103 or 105.

Prerequisite: Music 103 and 105.

MUSIC 181: CHORUS

(4) 1 semester hour

The chorus chooses its repertory from the major choral literature of Western music as well as from the popular and folk categories. Open to all qualified students. Credit available to all qualified students who participate for the full academic year.

MUSIC 182: SYMPHONIC BAND

(4) 1 semester hour

Twentieth-century works for wind ensemble and concert band, as well as the standard literature — original and transcribed — of earlier periods are performed. Open to all qualified students. Credit available to all qualified students who participate for the full academic year.

MUSIC 183: ORCHESTRA

1 semester hour

A symphony orchestra with full instrumentation which performs the standard literature. Open to all qualified students. Credit available to all qualified students who participate for the full academic year.

MUSIC 184: CHAMBER MUSIC ENSEMBLE

1 semester hour

A one-semester course in the study of instrumental and vocal chamber music consisting of duos, trios, quartets and other small ensembles. This course may be elected to fulfill one of the eight required hours of applied music credit, such substitution not being allowed for two semesters immediately preceding the senior recital. It may also be repeated for elective credit. Since balanced groups are necessary, this course may be taken only with the permission of the instructor.

MUSIC 185: JAZZ ENSEMBLE

1 semester hour

The jazz ensemble performs works of various periods of jazz and popular music. Credit is available to all qualified students who participate for the full academic year. Since a balanced ensemble is necessary, this course may be taken only with the permission of the instructor.

MUSIC 186: CHAMBER SINGERS

1 semester hour

The chamber singers ensemble performs works from the Middle Ages to the 20th century expressly written for the smaller choral ensemble. It is the touring choral ensemble and represents the college at various functions throughout the year. Credit is available to all qualified students who participate for the full academic year. This course is available by audition only and only to persons who are members of the college chorus.

MUSIC 191: PERFORMANCE CLASS

(1) 0 semester hours

This course, an extension of the student's major applied discipline, exposes the student to the literature of music through performance, discussions and listening. The student is required to perform once each academic year in a recital class and to

attend regularly this series. The student is also expected to attend two seminar classes each semester and to perform in these sessions on the recommendation of his applied instructor.

MUSIC 201: SURVEY OF MUSIC

3 semester hours

This course serves as a general introduction which should stimulate the student to a greater understanding, both intellectual and emotional, of music as a facet of man's experience. A special effort is made to broaden the student's awareness of the many musical styles that we inherit and to perceive their basic similarities and differences. The development of nomenclature is also regarded as fundamental to the student's readiness to enter the world of educated adulthood.

MUSIC 203: ELEMENTARY MUSIC THEORY

3 semester hours

Fundamentals of scale construction, intervals, syllables, clefs, rhythms and form are studied with stress placed on musical acuteness through ear-training, sight-singing and dictation.

MUSIC 210: LITERATURE AND MATERIALS OF MUSIC I

(5) 4 semester hours

The elements of music are surveyed through the styles of all periods, emphasizing principles of organization. A chronological survey of Western music extending into the Renaissance explores these elements through aural and visual analysis. Correlated is the development of written skills involving basic melody writing, melodic elaboration, the development of written skills involving basic counterpoint in two and three parts extending to the within smaller forms and species counterpoint in two and three parts extending to the function of primary triads in all major and minor keys. Sight-singing, conducting, keyboard and dictation skills are further related to the written theory. Written exercises are scored for instrumental and vocal performances by the class.

MUSIC 211: LITERATURE AND MATERIALS OF MUSIC II

(5) 4 semester hours

The chronological survey of the stylistic and structural elements of music is extended into the Baroque era. The growth of Baroque polyphony from structural species counterpoint is studied in its smaller forms. Correlated skills are developed along the lines established in Music 210.

Prerequisite: Music 210.

MUSIC 212: LITERATURE AND MATERIALS OF MUSIC III

(5) 4 semester hours

This course will include the study of music of the 18th and 19th centuries by means of aural and visual analysis. Emphasis will be on the study of the harmonic practices and the formal procedures found in the literature of these periods. Listening and writing skills will be stressed. There will also be a continuation of the development of skills in sight-singing, ear-training and keyboard harmony.

Prerequisite: Music 211.

MUSIC 213: LITERATURE AND MATERIALS OF MUSIC IV

(5) 4 semester hours

This course will include the study of music of the late Romantic through Modern periods with major emphasis on the compositional practices of 20th century composers. The development of skills in sight-singing, ear-training and keyboard harmony will be continued.

Prerequisite: Music 212.

MUSIC 221: THE SYMPHONY

3 semester hours

Representative works from the standard repertory of the 18th and 19th centuries are analyzed, covering major composers from Haydn to Mahler. The development of the symphony in the mid-18th century and its decline in the 20th are also studied. Open to all students.

MUSIC 222: OPERA

3 semester hours

The course is a survey of opera from the 17th 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. Open to all students.

MUSIC 270: FOLK GUITAR

1 semester hour

This course provides group study in the basic techniques for the use of the guitar in accompanying songs in the elementary school situation. Right-hand accompaniment

techniques, chords with special reference to their "family" groupings and bass runs will be studied. Special emphasis will be placed on children's folk materials.

Prerequisite: Ed. 341, Music 203, 210 or permission of instructor.

MUSIC 302: TWENTIETH-CENTURY MUSIC 3 semester hours

The music of Western civilization since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg and Hindemith. Also studied are impressionism, Post-romanticism and recent stylistic trends.

Prerequisite: Music 201.

MUSIC 303: AMERICAN POPULAR MUSIC 3 semester hours

The growth of popular music in the United States is studied in an historical background which brings together the musical, social and cultural origins that have influenced the development of America's unique musical tradition.

Prerequisite: Music 211 or permission of instructor.

MUSIC 305: FORM AND ANALYSIS 3 semester hours

This course is designed to study in detail the design and style of musical structure. Small and large forms covered include binary, ternary design, song-form, variations, rondo, sonata form, as well as various hybrid forms.

Prerequisite: Music 211 or consent of instructor.

MUSIC 306: SIXTEENTH-CENTURY COUNTERPOINT 3 semester hours

A detailed study is made of the 16th century strict-species counterpoint in two or three parts, including the techniques of double counterpoint, canon, crab canon and invention. Extensive writing and special projects are included.

Prerequisite: Music 211; open to others by permission only.

MUSIC 307: COMPOSITION 3 semester hours

This course consists of a study of creative musical techniques of composition in the smaller forms. Extensive experience in form and analysis and a culminating composition are also included.

Prerequisite: Music 211, 305 or 306; open to others by permission only.

MUSIC 309: MUSIC OF THE BAROQUE 3 semester hours

A study of European music literature from the last decade of the 16th century to the mid-18th century. Emphasis is placed on the late baroque — the music of Handel and J. S. Bach — but the development of various styles and media, the national schools and other important composers are also stressed.

Prerequisite: Music 201 or 211.

MUSIC 311: MEDIEVAL AND RENAISSANCE MUSIC 3 semester hours

This is an historical and critical study of the development of the musical arts from ancient beginnings through the Middle Ages and the Renaissance. Plainchant, polyphony, sacred and secular music and problems in early notation are examined within the changing socio-aesthetic patterns.

Prerequisite: Music 201 or 211.

MUSIC 313: MUSIC OF THE CLASSIC ERA 3 semester hours

This course is a study of the history and literature of music from the mid-18th century to about 1825, including precedents in the Rococo period. Representative works, chiefly of Mozart, Haydn and Beethoven will be analyzed.

Prerequisite: Music 201 or 211.

MUSIC 314: MUSIC OF THE ROMANTIC PERIOD 3 semester hours

Musical history and literature during the 19th century, including the late romantic composers, are studied. Representative works in various forms are analyzed in detail.

Prerequisite: Music 201 or 211.

MUSIC 321: ORCHESTRATION 3 semester hours

The course is a detailed study of the range, tonal quality and characteristics of the various orchestral and band instruments. Problems and projects in scoring for various ensembles are included.

Prerequisite: Music 211; open to others by permission only.

MUSIC 322: EIGHTEENTH-CENTURY COUNTERPOINT 3 semester hours

The study of counterpoint is continued to include 18th century styles in canon, fugue, invention and passacaglia. Extensive writing and special projects are included.

Prerequisite: Music 211 and 306; open to others by permission only.

MUSIC 360: SEMINAR IN MUSIC LITERATURE 3 semester hours

The seminar concentrates on a selective topic, announced in advance, and offers intensive study of a major composer or of an important historical development. Knowledge of research techniques is also emphasized.

Prerequisite: Music 201, 210, 222 or the permission of instructor.

MUSIC 370-387: APPLIED MUSIC 2 semester hours

This course provides advanced private study in voice or any one of the instruments listed below. Music education majors study in the same area for seven semesters and are expected to perform a major public recital under departmental advisement during the senior year. Exceptions will be handled individually by the department. Performance in a student recital series is required once each year.

Music 370 Violin	Music 379 Trumpet
Music 371 Viola	Music 380 French Horn
Music 372 Cello	Music 381 Trombone-Baritone
Music 373 String Bass	Music 382 Tuba
Music 374 Voice	Music 383 Organ
Music 375 Clarinet-Saxophone	Music 384 Piano-Harpsichord
Music 376 Flute	Music 385 Guitar
Music 377 Oboe-English Horn	Music 386 Percussion
Music 378 Bassoon	Music 387 Accordion

Students registering for Music 370-387: Applied Music also register for Music 191: Performance Class.

MUSIC 390: INDEPENDENT STUDY 3 semester hours

The student with the guidance of a faculty adviser, selects and thoroughly investigates a specialized topic.

Prerequisite: permission of department chairman

MUSIC 421: THE SYMPHONY 3 semester hours

The history of the symphony with emphasis on its continuous stylistic and formal development. Analytical procedures will be stressed, and the student will investigate individual symphonies.

Prerequisite: Music 213.

MUSIC 422: OPERA 3 semester hours

The opera from Monteverdi to the present with approximately equal emphasis on each century involved. Analytical procedures will be stressed, and the student will investigate individual works.

Prerequisite: Music 213.

MUSIC 455: TWENTIETH-CENTURY THEORY 3 semester hours

A one-semester study of the theoretical and compositional techniques of 20th century composers.

Prerequisite: Music 213 or consent of instructor.

MUSIC 460: MUSIC THEORY SEMINAR 3 semester hours

The seminar focuses on advanced topics in the theory and composition of music through writing, analysis, ear training and individual projects. This course is limited to music education students and to others with sufficient background.

Prerequisite: Music 212 and permission of instructor.

MUSIC 461: SEMINAR IN MUSIC PERFORMANCE 3 semester hours

Participants will study and perform masterpieces from the solo and chamber literature of their instrument. Historical background, including proper performance practice, and pedagogical considerations are included.

Prerequisite: permission of department chairman.

MUSIC 470-474: SECONDARY INSTRUMENTS

1 semester hour

This course provides group study in the categories listed below. The courses are designed to accommodate the study of a secondary instrument beyond the levels of Music 103, 105 or 109. Students are normally expected to study one instrument in a particular category.

Prerequisite as follows:

Music 470: Secondary Strings: Prerequisite: Music 103 or permission of department chairman

Music 471: Secondary Brass: Prerequisite: Music 103 or permission of department chairman

Music 472: Secondary Woodwinds: Prerequisite: Music 105 or permission of department chairman

Music 473: Secondary Percussion: Prerequisite: Music 105 or permission of department chairman

Music 474: Secondary Voice: Prerequisite: Music 109 or permission of department chairman

MUSIC 501: RESEARCH TECHNIQUES IN MUSIC

3 semester hours

In this course the techniques of research in music and music education will be investigated and applied. Bibliography will be explored and standard sources used.

Prerequisite: consent of instructor.

MUSIC 511: CHORUS

(1 semester hr. for full academic year)

The chorus chooses its repertory from the major choral literature of Western music as well as from the popular and folk categories. Open to all qualified students. Credit available to all qualified students who participate for the full academic year.

MUSIC 512: SYMPHONIC BAND

(1 semester hr. for full academic year)

Twentieth century works for wind ensemble and concert band, as well as the standard literature — original and transcribed — of earlier periods are performed. Open to all qualified students. Credit available to all qualified students who participate for the full academic year.

MUSIC 513: ORCHESTRA

(1 semester hr. for full academic year)

A symphony orchestra with full instrumentation which performs the standard literature. Open to all qualified students. Credit available to all qualified students who participate for the full academic year.

MUSIC 560: SEMINAR IN MUSIC LITERATURE

3 semester hours

The seminar concentrates on a selected topic, announced in advance, and offers intensive study of a major composer or of an important historical development. Knowledge of research techniques is also emphasized.

Prerequisite: consent of instructor.

MUSIC 570-587: APPLIED MUSIC

2 semester hours

Private study for graduate music students on any of the instruments listed below.

Music 570 Violin	Music 579 Trumpet
Music 571 Viola	Music 580 French Horn
Music 572 Cello	Music 581 Trombone-Baritone
Music 573 String Bass	Music 582 Tuba
Music 574 Voice	Music 583 Organ
Music 575 Clarinet-Saxophone	Music 584 Piano-Harpsichord
Music 576 Flute	Music 585 Guitar
Music 577 Oboe-English Horn	Music 586 Percussion
Music 578 Bassoon	Music 587 Accordion

Prerequisite: audition and consent of chairman

MUSIC 590: INDEPENDENT STUDY

1-6 semester hours

The student with the guidance of a faculty adviser selects and thoroughly investigates a specialized topic.

Prerequisite: consent of instructor.

DEPARTMENT OF NURSING*(For Nursing Majors Only)*

None of the courses offered by this department are arts and science courses.

NURSING 201: CONCEPTS BASIC TO NURSING

6 semester hours

This course introduces student to basic concepts in nursing applicable to all age groups in all health settings, including philosophy, nursing process, interpersonal relationships and health promotion. Autotutorial equipment and a weekly learning laboratory experience provide opportunity to develop basic nursing skills.

Prerequisite: acceptance into nursing department.

NURSING 207: BACCALAUREATE EDUCATION FOR NURSING

4 semester hours

This course is designed for the practicing nurse who enrolls in the program to pursue a baccalaureate degree in nursing. Content includes the role of the professional nurse in contemporary and emerging health delivery systems and focuses on key concepts related to professional practice. (Prerequisite for candidates writing proficiency tests — by permission of the department.)

Prerequisite: acceptance into the college and current licensure as an R.N.

NURSING 301: CARE OF THE ADULT AND CHILD

5 semester hours

This course is designed to provide the student with basic nursing theory relative to the care of children and adults. Students will learn to assess health in individuals, plan ways to maintain and restore health, and evaluate the effectiveness of nursing care in patients with problems involving the cardiovascular, renal, respiratory and genitourinary-reproductive system. Clinical learning experiences in care of adults or children will be provided. (Students must have clinical experience in both care of adults and children in Nursing 301 or 302.)

Prerequisite: Nursing 201, Psych. 330 and Bio. 335.

NURSING 302: CARE OF THE ADULT AND CHILD

5 semester hours

This course is designed to provide the student with basic nursing theory in caring for adults and children. Theory will focus on the endocrine, gastrointestinal, neuro-musculo-skeletal and sensory systems and clinical learning experiences in care of children or adults will be provided. (Students must have clinical experiences in both care of adults and children in Nursing 301 or 302.)

Prerequisite: Nursing 201, Psych. 330 and Bio. 335.

NURSING 303: PSYCHIATRIC-MENTAL HEALTH NURSING

4 semester hours

This course will focus on the study of symptomatology, etiology, prevention and treatment of mental illness. Principles of dynamic psychiatry will be discussed, as they apply to the development of a therapeutic nurse-patient relationship, with guided experience in the development of a therapeutic relationship. The many faceted role of the nurse and other team members will be explored.

Prerequisite: Nursing 201, Psych. 330 and Bio. 335.

NURSING 304: MATERNAL AND NEWBORN CARE

4 semester hours

This course is designed to provide the student with basic nursing theory regarding the childbearing and childrearing processes. The student is provided with the opportunity to assess, plan, implement and evaluate nursing care for both expectant and expanding families.

Prerequisite: Nursing 201, Psych. 330 and Bio. 335.

NURSING 330: NURSING V

12 semester hours

This is a course in which the student is provided with the opportunity to plan, administer, evaluate and adapt nursing care based on the identified needs of patients and families in complex, acute or crisis situations. Experience in planning, directing, supervising and evaluating care administered by other nursing personnel provides the student with the opportunity to develop leadership ability.

Prerequisite: Nursing 220 and 320.

(Note: Final offering — Fall, 1975.)

NURSING 341: INTENSIVE CARE NURSING

5 semester hours

This course is designed to provide the student with advanced nursing theory and clinical learning relative to the care of critically ill, or traumatized persons. Students will learn the philosophy of intensive care nursing, increase their physical, physiological and psychosocial assessment skills, increase their intervention skills and plan immediate and long range goals for patients and families.

Prerequisite: Nursing 301, 302, 303 and 304.

NURSING 345: COMMUNITY HEALTH NURSING

4 semester hours

This course focuses on application of community health nursing principles incorporated in curriculum in prior and concurrent nursing courses. The role of the professional nurse in the schools and in ambulatory centers is explored and related clinical learning experiences are provided.

Prerequisite: Nursing 301, 302, 303 and 304.

NURSING 350: NURSING VI

8 semester hours

This course provides experience in the application of scientific, problem-solving methods to nursing. Directed self-study provides the student with an opportunity to explore in depth an area of interest. This experience is provided to stimulate the student to become an innovator of change in professional nursing practice. Clinical learning experiences are an integral part of this course.

Prerequisite: senior level in the nursing program.

(Note: Final Offering — Spring 1976)

NURSING 351: ADVANCED CONCEPTS IN CARE OF THE ADULT

5 semester hours

Based on concepts presented in Nursing 301 and 302, this elective course provides complex theoretical content with associated clinical learning experiences. Assessing, planning and performing dependent and independent nursing activities for individuals and families will be emphasized.

Prerequisite: Nursing 301, 302, 303 and 304.

NURSING 352: ADVANCED CONCEPTS IN CARE OF THE CHILD

5 semester hours

Based on concepts presented in Nursing 301 and 302, this elective course provides complex theoretical content with associated clinical learning experiences. Assessing, planning and performing dependent and independent activities of children requiring complex nursing care will be emphasized.

Prerequisite: Nursing 301, 302, 303 and 304.

NURSING 353: ADVANCED CONCEPTS IN THE CARE OF PSYCHIATRIC PATIENT

5 semester hours

An elective course providing greater depth of experience in the practice of psychiatric nursing. This course emphasizes the role of the nurse in the community mental health facility. Concepts of crisis intervention, community mental health, group work and the mental status examination will be discussed and practiced.

Prerequisite: Nursing 301, 302, 303 and 304.

NURSING 354: ADVANCED CONCEPTS IN MATERNAL INFANT CARE NURSING

5 semester hours

Building on the concepts formulated in Nursing 304, this course provides the student with an opportunity to explore complex nursing theory regarding the child-bearing/childrearing processes. Experience in planning, implementing, evaluating, and supervising comprehensive nursing care for expectant and expanding families is provided.

NURSING 355: ADVANCED CONCEPTS IN COMMUNITY HEALTH NURSING

5 semester hours

This course combines seminar and clinical learning experiences with study in greater depth and breadth diverse community health problems. Students elect the kind of setting for clinical learning experiences which serve as a focus for this in-depth study.

Prerequisite: Nursing 301, 302, 303 and 304.

NURSING 366: TRENDS IN NURSING

2 semester hours

This seminar focuses upon past and emerging trends in professional nursing. The student will have an opportunity to analyze professional literature, meet nursing leaders, discuss issues in nursing, explore legal aspects of nursing practice, and evolve a personal philosophy of nursing.

Prerequisite: Nursing 301, 302, 303 and 304.

NURSING 380: WORKSHOP IN NURSING

Selected topics are investigated in various formats. Credits and prerequisite vary. Credits may not be applied to the Nursing major credit requirement.

PHILOSOPHY*(Department of Philosophy and Foundations of Education)*

All of the courses listed below are unrestricted arts and science courses.

• PHILOSOPHY 200: PROBLEMS OF PHILOSOPHY

4 semester hours

Involved in this course are an examination and evaluation of beliefs about our knowledge of the world, moral judgments, political ideals, the interpretation of history, the 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

4 semester hours

The course covers principles of valid reasoning in responsible statement and argument, the detection of fallacies and inductive procedures in the sciences. Application of these principles is made in subject matter and to practical use in critical thinking.

• PHILOSOPHY 206: ETHICS

4 semester hours

An examination and explanation of ethical judgments is made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuitional, hedonistic and naturalistic ethical theories are considered.

PHILOSOPHY 230: AESTHETICS

4 semester hours

Theories of art experience, the relation of aesthetic experience to other types of experience and to other kinds of knowledge are included.

PHILOSOPHY 241: PHILOSOPHY OF RELIGION

3 semester hours

This course involves an inquiry into the ontological, epistemological and axiological ramifications of religious experience.

PHILOSOPHY 250: TOPICS IN PHILOSOPHY

3 semester hours

This course provides an opportunity for students to investigate a specific issue in philosophy's history or in philosophical methodology and to interrelate this issue with others of seminal importance in the philosophic disciplines, in consonance with the introductory level of this course.

PHILOSOPHY 300: AMERICAN PHILOSOPHY

4 semester hours

This is a survey of philosophy in America from the colonial period to 1960. The classical American philosophers are the crux of the course, and some of their major works are read. The philosophers are Charles S. Peirce, William James, Josiah Royce, George Santayana, John Dewey and Alfred N. Whitehead.

PHILOSOPHY 311: KNOWLEDGE AND TRUTH

3 semester hours

This course investigates the concept of knowledge and its relationship to the world of experience. Various theories of the nature of truth are presented and analyzed. It provides an introduction to epistemology.

Prerequisite: any 200-level philosophy course.

PHILOSOPHY 320: PHILOSOPHY OF SCIENCE

4 semester hours

Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification are covered.

Prerequisite: permission of instructor.

PHILOSOPHY 321: SOCIAL AND POLITICAL PHILOSOPHY 3 semester hours
This course investigates social and political theories and the philosophical issues they raise concerning the origin of society and man's nature as a "political being" and "social being."

PHILOSOPHY 350: TOPICS 3 semester hours
This course provides an opportunity for students to investigate a special issue in philosophy's history or in philosophic methodology and to interrelate this issue with others of seminal importance in the philosophic disciplines, in consonance with the advanced level of this course.

PHILOSOPHY 351: PLATO, ARISTOTLE AND GREEK THOUGHT 4 semester hours
The origins of philosophy in Greek thought are explored. Works of philosophers like Plato and Aristotle are read.

Prerequisite: any 200-level philosophy course.

PHILOSOPHY 355: AQUINAS, BONAVENTURE AND MEDIEVAL THOUGHT 4 semester hours
The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Bonaventure are studied.

Prerequisite: any 200-level philosophy course.

PHILOSOPHY 356: SEVENTEENTH AND EIGHTEENTH — CENTURY PHILOSOPHERS 4 semester hours
Works of European philosophers from René Descartes to Immanuel Kant are read.

Prerequisite: any 200-level philosophy course.

PHILOSOPHY 357: EXISTENTIALISM AND CONTEMPORARY PHILOSOPHY 4 semester hours
In addition to analysis of current existentialist, positivist, analytic and religious philosophers, some of the germinal thinkers and forces of 19th century life will be studied.

Prerequisite: any 200-level philosophy course.

PHILOSOPHY 358: HEGELIANISM AND POST-MODERN PHILOSOPHY 3 semester hours
This course is devoted to the investigation of the issues and the methodologies of Hegel and the philosophers who followed Hegel in the transformation of traditional Western philosophy in the late 18th and 19th centuries.

Prerequisite: any 200-level philosophy course.

PHILOSOPHY 359: PHILOSOPHICAL ANALYSIS AND CONTEMPORARY LOGIC 3 semester hours
This course concentrates on modern deductive and inductive logic. These topics are studied in relation to the schools of linguistic analysis.

Prerequisite: Phil. 205. Recommended: Phil. 311.

PHILOSOPHY 363-364: SEMINAR IN PHILOSOPHY 3 or 4 semester hours
Concepts, individual thinkers, institutional movements may be chosen to be explored intensively.

Prerequisite: permission of instructor and department chairman.

PHILOSOPHY 380: WORKSHOP IN PHILOSOPHY
Selected processes are investigated in various formats. Credits and prerequisite vary.

PHILOSOPHY 391-394: INDEPENDENT STUDY 1-4 semester hours
The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

Prerequisite: permission of instructor and department chairman.

PHYSICAL EDUCATION

(Department of Health and Physical Education)

The unrestricted arts and science courses in this department are PE 150, 151, 152 and 304.

PHYSICAL EDUCATION 101-130: BEGINNING ACTIVITY (4) 2 semester hours
The focus of purpose is upon the development of skill to an intermediate level. Students will analyze basic techniques and study rules which are essential to participation.

101 Archery	116 Judo
102 Badminton	117 Karate
103 Basketball (women)	118 Lacrosse (women)
104 Basketball (men)	119 Lacrosse (men)
105 Bowling	120 Sailing
106 Dance, Folk	121 Skiing
107 Dance, Modern	122 Softball (women)
108 Dance, Social	123 Softball (men)
109 Dance, Square & Round	124 Swimming
110 Fencing	125 Tennis
111 Field Hockey (women)	126 Track & Field (women)
112 Golf	127 Track & Field (men)
113 Gymnastics	128 Volleyball
114 Handball (men)	129 Weight Training (men)
115 Ice Hockey (men)	130 Wrestling (men)

• **PHYSICAL EDUCATION (DANCE) 150: DANCE PRODUCTION** 4 semester hours
This course is a study in the fundamentals of technical production of dance concerts and performances. Scenic design for dance and technical aspects of lighting design will be emphasized. A minimum of 20 hours of laboratory work in production will be required.

Two hours of lecture; four hours laboratory.

• **PHYSICAL EDUCATION (DANCE) 151: FOLK DANCE** 3 semester hours
This course consists of experiences designed to give the student the ability to analyze folk dance patterns, interpret dance description and develop a repertory of dances. It will stress characteristics of the dancing of many ethnic and national groups.

One hour lecture; four hours laboratory.

• **PHYSICAL EDUCATION (DANCE) 152: MODERN DANCE** 3 semester hours
This course consists of progressions of dance technique and an introduction to choreography. It includes a review of rhythms and an introduction to the use of music and sound for accompaniment.

One hour lecture; four hours laboratory.

PHYSICAL EDUCATION 200: FUNDAMENTAL CONCEPTS OF MOTOR PERFORMANCE (3) 2 semester hours

An introduction is given to the basic psychological, sociological and biological principles underlying the development of effective movement patterns. Concepts are applied through performance of sports and rhythmic activities. Health concepts which affect capacity for participation are also considered.

One hour lecture; two hours laboratory.

PHYSICAL EDUCATION 202 — 231: INTERMEDIATE AND ADVANCED ACTIVITY (5) 3 semester hours

Students beyond the beginner level pursue further skill development. Details of individual motor patterns and advanced strategy are analyzed. Students also develop proficiency as judges, officials, critics or choreographers.

Prerequisite: beginning activity course or permission of instructor.

202 Badminton	206 Dance, Folk	211 Field Hockey (women)
203 Basketball (women)	207 Dance, Modern	212 Golf
204 Basketball (men)	210 Fencing	213 Gymnastics

215 Ice Hockey (men)	222 Softball (women)	228 Volleyball
216 Judo	223 Softball (men)	229 Weight Training (men)
217 Karate	224 Senior Life Saving	230 Wrestling (men)
218 Lacrosse (women)	225 Tennis	231 Water Safety Instructor
219 Lacrosse (men)	226 Track & Field (women)	
221 Skiing	227 Track & Field (men)	

**PHYSICAL EDUCATION 240: BASIC SKILLS
IN GROUP ACTIVITIES**

(4) 2 semester hours

The focus of this course is upon the development of fundamental skill competencies essential to selected group activities.

Four hours laboratory.

**PHYSICAL EDUCATION 241: BASIC SKILLS IN
INDIVIDUAL, DUAL, AND RHYTHMIC ACTIVITIES**

(4) 2 semester hours

The focus of this course is upon the development of fundamental skill competencies essential to selected individual, dual and rhythmic activities.

Four hours laboratory.

**PHYSICAL EDUCATION 242: 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 243: FOUNDATIONS OF MOVEMENT

3 semester hours

This is the initial course in the physical education major and is prerequisite to all other major courses. It is designed to encompass basic concepts of motor learning and performance. Emphasis will be placed upon the neurological basis of motor learning, and the effects of growth and developmental factors.

PHYSICAL EDUCATION 244: PRINCIPLES OF TEACHING ACTIVITY

3 semester hours

Various techniques of activity presentation are studied, including the command, task, problem-solving and guided discovery methods. Individual philosophies of teaching are considered.

Prerequisite: Phys. Ed. 243.

**PHYSICAL EDUCATION 245: GROUP ACTIVITIES
FOR CHILDREN**

(5) 4 semester hours

Organization and uses of group activities are studied. Provisions for coaching adolescent children in competitive team activities are discussed. Laboratory experiences are required.

Prerequisite: Phys. Ed. 243 and 244.

**PHYSICAL EDUCATION 302: CAMPING AND RECREATIONAL
LEADERSHIP**

3 semester hours

A study is made of the philosophy and problems of camping and recreational leadership. The principles, practices, processes and techniques of leadership, in relation to both camping and recreation, are studied in depth. Laboratory experiences required.

PHYSICAL EDUCATION 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.

Prerequisite: permission of instructor.

**PHYSICAL EDUCATION 307: INDIVIDUAL AND
DUAL SPORTS M/W**

3 semester hours

Techniques of teaching intermediate and advanced skills and strategy as well as officiating each team sport are studied. The organization and administration of each

sport is covered with reference to varsity, intramural or recreational situations.

Prerequisite: permission of instructor.

PHYSICAL EDUCATION 308: M OR W; TEAM SPORTS

3 semester hours

Techniques of teaching intermediate and advanced skills and strategy as well as officiating each team sport are studied. The organization and administration of each sport is covered with reference to varsity, intramural or recreational situations.

Prerequisite: permission of instructor.

**PHYSICAL EDUCATION 309: PHYSICAL EDUCATION FOR
EXCEPTIONAL CHILDREN**

3 semester hours

Individual differences which affect motor learning and performance are considered. Implications for planning activity programs are studied.

Prerequisite: Spec. Ed. 300.

**PHYSICAL EDUCATION 310: EVALUATION AND MEASUREMENT
IN ELEMENTARY SCHOOL PHYSICAL EDUCATION**

3 semester hours

This is a comparative study of the validity and administration of various tests of physical fitness, motor ability and skills. Emphasis is placed upon the use of test data in evaluating elementary school children.

Prerequisite: Phys. Ed. 243.

PHYSICAL EDUCATION 311: KINESIOLOGY

3 semester hours

Effects of physical and anatomical principles on the performance of motor patterns are studied. Mechanical analysis of specific activities is included.

Prerequisite: Bio. 331.

**PHYSICAL EDUCATION 312: ORGANIZATION AND ADMINISTRATION
OF ELEMENTARY SCHOOL PHYSICAL EDUCATION**

3 semester hours

This is a comparative study of physical education programs in a variety of elementary school systems. Plans are developed for systems having specialists and/or classroom teachers. Such practical matters as budgeting, facilities and personnel evaluations are considered.

Prerequisite: Phys. Ed. 245.

**PHYSICAL EDUCATION 313: CREATIVE RHYTHMS
FOR CHILDREN**

(5) 4 semester hours

Students develop competencies in basic rhythmic motor responses and in teaching these. They have diversified experiences in rhythmic accompaniment and musical resources for children's dance. They employ a galaxy of teaching methods using folk and creative dance as material. Lab and teaching experiences are required.

Prerequisite: Phys. Ed. 241 and 245.

**PHYSICAL EDUCATION 314: INDIVIDUAL ACTIVITIES
FOR CHILDREN**

(5) 4 semester hours

Students develop skills in gymnastics, tumbling apparatus, and track and field. An understanding of individual approaches to motor tasks is developed. Laboratory experiences are required.

Prerequisite: Phys. Ed. 243 and 244.

**PHYSICAL EDUCATION 316: SOCIO-PSYCHOLOGICAL ASPECTS
OF MOTOR PERFORMANCE**

3 semester hours

This course is designed to view motor performance as it is affected by social and cultural factors. Special emphasis will be placed on the study of motives and gratifications of the participants, spectators, coaches and game officials. Included in the course will be a survey of the current literature which considers the relationship between environment and activity interest of the population.

PHYSICAL EDUCATION 317: DANCE PERFORMANCE

3 semester hours

The craft of dance performance will be studied. The dancer will examine and practice those aspects of performance which lend artistry to productions.

**PHYSICAL EDUCATION 382: SENIOR SEMINAR
IN PHYSICAL EDUCATION**

2 semester hours

The focus of this experience is upon a research project directly related to concurrent student teaching experiences. Criteria to apply in selecting research problems for study and process for evaluating the problem statement are included.

Prerequisite: to be taken with Ed. 326.

**PHYSICAL EDUCATION 390: INDEPENDENT STUDY
IN PHYSICAL EDUCATION**

1-3 semester hours

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

Prerequisite: Phys. Ed. 310, upper class standing and permission of instructor, department chairman and educational studies dean.

**PHYSICAL EDUCATION 391: INDEPENDENT STUDY
IN DANCE**

1-3 semester hours

The student working with a faculty adviser, selects a topic for study and researches the topic in depth.

Prerequisite: demonstration of superior ability and initiative in previous dance courses and permission of instructor, department chairman and educational studies dean.

**PHYSICAL EDUCATION 392: INDEPENDENT PERFORMANCE
IN DANCE**

3 semester hours

The student, working with a faculty adviser, selects a specific form or style in dance to which the work is restricted. Evidence of performance is presented during annual spring concert.

Prerequisite: demonstration of superior ability and initiative in previous dance courses and permission of instructor, department chairman and educational studies dean.

DEPARTMENT OF PHYSICAL SCIENCES

See also courses listed under CHEMISTRY and PHYSICS.

The restricted arts and science courses in this department are 107 and 108.

All of the other courses are unrestricted arts and science courses.

• PHYSICAL SCIENCE 103: PHYSICAL SCIENCE

4 semester hours

This course is an introduction to the processes which control man's physical environment. The natural laws of the physical sciences which relate directly to our everyday living are selected for investigation. The course examines three major conceptual schemes: matter, force and motion, and energy. The laboratory uses the investigative approach and the emphasis is on principle rather than precision.

One semester. Three lecture periods and one two-hour laboratory period.

• PHYSICAL SCIENCE 104: PHYSICAL SCIENCE

4 semester hours

Basic topics in the fields of chemistry, astronomy and the earth sciences will be covered. As in Physical Science 103 the lab utilizes the investigative approach and the emphasis is on principle rather than precision.

One semester. Three lecture periods and one two-hour laboratory period.

**PHYSICAL SCIENCE 107: PRINCIPLES AND PROJECTS IN PHYSICAL
SCIENCE — WOOD AND METALWORKING**

1 semester hour

The student will select two or more projects from an approved list, construct them and demonstrate their operation and usefulness. For this course the grade is either satisfactory or unsatisfactory.

**PHYSICAL SCIENCE 108: PRINCIPLES AND PROJECTS IN PHYSICAL
SCIENCE — ELECTRONICS AND GLASSBLOWING**

1 semester hour

The student will select two or more projects from an approved list, construct them and demonstrate their operation and usefulness. For this course the grade is either satisfactory or unsatisfactory.

**• PHYSICAL SCIENCE 150: ENVIRONMENTAL SCIENCE
PROBLEMS**

3 semester hours

This course is concerned with the application of physical science principles to the

problems which man experiences with his environment. The topics included are concerned with energy, natural resources, and pollution. Primary emphasis is given to developing and understanding of the physical laws which describe the environment and which also place limitations upon possible solutions to the problems. Field work and student projects are an integral part of the course.

Two one-hour lectures, one two-hour laboratory per week.

• PHYSICAL SCIENCE 201: THE SOLID EARTH

4 semester hours

This is an introductory course in the earth sciences which deals with material from the areas of astronomy and geology. The student will be oriented with respect to the earth in space, as well as to the structural features and processes of the solid portions of this planet.

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

• PHYSICAL SCIENCE 202: THE FLUID EARTH

4 semester hours

This introductory environmental science course considers the gaseous and liquid regions of our planet as an integrated system. Topics from the atmospheric and marine sciences are selected which reveal the unity of the physical laws which govern their behavior and the interactions which occur between them.

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

• PHYSICAL SCIENCE 210: INTRODUCTION TO ASTRONOMY

3 semester hours

This course provides a description of our solar system, the sun and other stars, galaxies and the universe at an introductory level. Basic physical principles will be developed as needed to provide the scientific basis for the course.

One semester. Three lecture periods.

PHYSICAL SCIENCE 301: CONCEPTS OF EARTH SCIENCE

3 semester hours

This is an advanced treatment of selected topics which relate directly to the study of energy transformations involving physical planet Earth. The topics chosen for investigation are those which emphasize relationships among the several disciplines included in the earth sciences, such as geology, oceanography, meteorology and astronomy.

One semester. Three lecture periods.

Prerequisite: Physics 104, Chem. 104 or permission of instructor.

PHYSICAL SCIENCE 331: GENERAL OCEANOGRAPHY

3 semester hours

The course is an introductory study of the total marine environment. Among the topics considered are a description of the world's oceans, the nature of the bottom, the properties of seawater, plant and animal life in the sea, waves, tides, ocean currents, near shore processes and hydrographic regions.

One semester. Three lecture periods.

PHYSICAL SCIENCE 360: SEMINAR IN PHYSICAL SCIENCE

1-3 semester hours

The seminar is designed to provide an integrating experience in physical science, based on readings, discussions and research projects.

Prerequisite: senior or graduate standing or permission of department chairman.

PHYSICAL SCIENCE 380: WORKSHOP IN PHYSICAL SCIENCE

1-3 semester hours

Selected topics are investigated in various formats.

Prerequisite: permission of instructor or department chairman.

**PHYSICAL SCIENCE 391, 392, 393: PROBLEMS IN
PHYSICAL SCIENCE**

1-3 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 instructor and department chairman.

PHYSICS*(Department of Physical Sciences)*

All of the courses offered by this department are unrestricted arts and science courses.

• **PHYSICS 101-102: GENERAL PHYSICS** 8 semester hours

This course is a non-calculus treatment of selected topics in physics. Specific areas included are space, time, motion, conservation laws, wave phenomenon, electricity, magnetism and modern physics.

Laboratory work is closely integrated with the lectures and is based upon selected problem-solving experiments rather than the duplication of traditional experiments.

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

PHYSICS 103-104: GENERAL PHYSICS 8 semester hours

The first semester of this sequence includes the study of vectors, statics, kinematics, Newton's laws of motion, energy, and momentum (rotational and linear).

The second semester includes the study of electrostatics, elementary DC and AC circuit theory, magnetism and electromagnetic waves. Calculus is used throughout the course. The laboratory offers selected experiments designed to illustrate and emphasize classroom materials.

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

Prerequisite: Math 212 completed or taken concurrently.

PHYSICS 203: OPTICS 3 semester hours

The history, theory and applications of geometric, physical, and quantum optics will be presented. Specific topics include wave behavior, polarization, line spectra and thermal radiation.

One semester. Two lecture periods and one two-hour laboratory period.

Prerequisite: Physics 102 or 104, Math 212.

PHYSICS 300: ATOMIC AND NUCLEAR PHYSICS 4 semester hours

This course is divided into two parts. The first will examine the structure of the atom and how it gives rise to electromagnetic radiation, especially optical and X-ray spectra. The second part will focus on the nucleus and discuss radioactivity, disintegration processes, fission and fusion.

One semester. Three lecture periods and one three-hour laboratory period.

Prerequisite: Physics 102 or 104 and Math 313 preceding or concurrent.

PHYSICS 301: ELECTRICITY AND MAGNETISM 4 semester hours

This course examines the theory and application of electrostatic fields, charge, potential, magnetic fields, steady currents, magnetic flux, inductance, transient currents, radiation and magnetic energy.

One semester. Three lecture periods and one three-hour laboratory period.

Prerequisite: Physics 102 or 104, Math 314.

PHYSICS 303: MECHANICS 3 semester hours

Newton's laws of motion, integrals of the second law, linear and plane motion of a mass point, dynamics of a system of particles, statics and dynamics of a rigid body, elastic bodies and fluids are studied.

One semester. Three lecture periods.

Prerequisite: Physics 104 and Math 316 (or concurrently).

PHYSICS 304: MODERN PHYSICS 4 semester hours

The major developments in physics of the last 60 years are studied. Included are the experimental evidences and theories concerning the atomic nature of matter and electricity, dual nature of matter and radiation, atomic structure and atomic spectra, an introduction to relativity and quantum mechanics. Also considered are some aspects of nuclear physics: natural radioactivity, nuclear reactions, binding energies and cosmic rays.

One semester. Three lecture periods and one three-hour laboratory period.

Prerequisite: Physics 301 and Math 316.

PHYSICS 306: ELECTRONICS 3 semester hours

The practical electron tube and transistor circuits used in physical research are studied. The introduction to physical electronics includes thermionic emission, field emission, crystal rectification and transistor action.

One semester. Two lecture periods and one two-hour laboratory period.

Prerequisite: Physics 102 or 301 and Math 313.

PHYSICS 307: QUANTUM MECHANICS 3 semester hours

This course will demonstrate the breakdown of classical physics on the atomic scale and introduce the wave function as a means of describing a particle with wave properties. The Schrodinger Equation will be developed and solved for some simple situations.

One semester. Three lecture periods.

Prerequisite: Physics 300 and Math 314.

PHYSICS 308: METEOROLOGY 3 semester hours

An introduction to the science of meteorology is given, dealing with the composition and vertical structure of the earth's atmosphere, the basic pressure patterns and general circulation, frontal structure and air mass analysis, adiabatic processes and stability of the atmosphere, instruments and procedures used in weather observing and forecasting, severe local storms, tornadoes and hurricanes, weather services and climatology.

One semester. Three lecture periods.

Prerequisite: Physics 102 or 104 and Math 313.

PHYSICS 350: TOPICS IN PHYSICS 3-4 semester hours

This course examines topics in a particular area of physics. A student may repeat this course with a change in content. If the topic under study requires laboratory or field work, four credits will be assigned for the course.

Prerequisite: consent of department chairman.

PHYSICS 391, 392, 393: PROBLEMS IN PHYSICS 1-3 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 490: INDEPENDENT STUDY IN PHYSICS 3 semester hours

Students enrolled in this course will study independently in an area of physics under the guidance of a member of the physical science faculty. The particular area of physics will be selected on the basis of the interests of the student and instructors. Open only with the consent of department chairman.

DEPARTMENT OF POLITICAL SCIENCE

All of the courses offered by this department are unrestricted arts and science courses.

• **POLITICAL SCIENCE 100: INTRODUCTION TO**

POLITICAL SCIENCE 3 semester hours

This course introduces students to the politics of modern society. Leadership, the influenced and the influential, political mobilization, involvement, stability and change within the political system form its focus. These will be examined through a case study approach that will center on current issues.

• **POLITICAL SCIENCE 202: AMERICAN GOVERNMENT** 4 semester hours

The objective of this course is to examine in broad outline the institutions and principles of American national government. Attention is given to the constitutional foundation, federalism, political parties, Congress, the Presidency, the Supreme Court and civil rights.

• **POLITICAL SCIENCE 203: INTRODUCTION TO WORLD POLITICS** 4 semester hours

This course is designed to be a survey which introduces the student to recent and contemporary developments in international relations as well as foreign policy aims and international politics of the major powers.

*** POLITICAL SCIENCE 204: INTRODUCTION TO POLITICAL THOUGHT**

3 semester hours

This course is designed to acquaint the student with some of the fundamental concepts and issues of philosophy and political theory. Basic precepts about authority, law, government and the terms of obligation are examined in light of contemporary concerns.

*** POLITICAL SCIENCE 205: PRINCIPLES OF PUBLIC ADMINISTRATION**

3 semester hours

The course is designed to acquaint the student with principles, techniques and problems of public administration in the United States. Attention is given to the theory of organization and management, administrative planning and responsibility, the United States Civil Services, public personnel policies and other selected topics.

POLITICAL SCIENCE 211: THE POLITICS OF COMMUNITY ACTION GROUPS

4 semester hours

The focus of this course is the formation and development of community action groups as advocates of the interests and aspirations of low-income and working-class populations. The constituency base, tactics, goals and roles that such groups play in the political system are examined. Students are placed with community groups in the metropolitan Providence area for part of the course.

POLITICAL SCIENCE 300: METHODOLOGY IN POLITICAL SCIENCE

3 semester hours

This course surveys the basic concepts in research methodology in political science. Both historical and quantitative techniques of analysis are examined. The objective of the course is to familiarize the students with these methodological tools in order to enable them to critically evaluate the literature of the discipline.

Prerequisite: one political science course at the 100 or 200 level.

POLITICAL SCIENCE 301: INTERNATIONAL POLITICS

3 semester hours

The fundamental focus of world politics is examined. Emphasis is placed on the motivating and conditioning factors which shape international relations. Attention is given to the means and ends in the relation of states, the impact of nationalism and imperialism, the causes of war and an analysis of the possible methods for the resolution of international conflict.

Prerequisite: one political science course at the 100 or 200 level.

POLITICAL SCIENCE 302: COMPARATIVE GOVERNMENT

4 semester hours

The operation and structure of selected foreign governments are examined in terms of comparative analysis. Emphasis is placed on the more important types of government in contemporary society.

Prerequisite: one political science course at the 100 or 200 level.

POLITICAL SCIENCE 303: INTERNATIONAL ORGANIZATION

3 semester hours

Consideration is given to the structure, process and activity of international and regional organizations with respect to the maintenance of peace, settlement of disputes and promotion of welfare. Major emphasis is placed on the United Nations.

Prerequisite: one political science course at the 100 or 200 level.

POLITICAL SCIENCE 305: URBAN POLITICS

3 semester hours

Presenting an analysis of the political system of the metropolis, the main focus of this course is upon political behavior in an urban setting, rather than institutional structure. A wide spectrum by the patterns of urban, suburban, and metropolitan politics will be discussed.

Prerequisite: one political science course at the 100 or 200 level.

POLITICAL SCIENCE 313: HISTORY OF POLITICAL THOUGHT

4 semester hours

Great figures in the history of political philosophy are studied relative to perennial questions about political organization. Their views regarding such matters as the basic nature of man and the state, the origins of justice and the proper role of government in human affairs are examined for illumination they may provide for current affairs.

Prerequisite: one political science course at the 100 or 200 level.

POLITICAL SCIENCE 314: CONCEPTS IN CONTEMPORARY POLITICAL THOUGHT

3 semester hours

Emphasis in this course is upon modern theories of politics and political inquiry. Theorists of the 19th and 20th century will be studied relative to modern problems and issues in political thinking.

Prerequisite: two political science courses at the 100 or 200 level including Pol. Sci. 204 or consent of instructor.

POLITICAL SCIENCE 321: PROBLEMS OF STATE GOVERNMENT

4 semester hours

In this course an intensive study of basic contemporary problems of state government is made. Problems selected for analysis will be chosen in accordance with the needs and interests of the students registered for the course. An integral part of the course will be an internship experience or field work in Rhode Island state government.

Prerequisite: Pol. Sci. 300 or consent of instructor.

POLITICAL SCIENCE 325: PUBLIC ADMINISTRATION IN STATE AND LOCAL GOVERNMENT

3 semester hours

Using both student prepared and existing case studies on aspects of public administration at the state and local levels, the course examines problems of inter and intra level coordination and cooperation. The case studies will focus on problems of goal formation and attainment, personal motivation and management, budgeting and budget strategy and evaluation.

Prerequisite: one political science course at the 100 or 200 level and Pol. Sci. 205.

POLITICAL SCIENCE 327: INTERNSHIP IN STATE GOVERNMENT

4 semester hours

This course enables students to develop a knowledge of the structure and procedures of Rhode Island state government through a field experience which permits them to integrate classroom theory and political reality. Students are assigned to cooperating sponsors in Executive, Legislative and Judicial Departments of state government and participate in a weekly lecture series which examines the institutions of state government. The series includes a participation by political leaders and academics.

Prerequisite: recommendation of the Academic Advisory Committee to the State Internship Commission.

POLITICAL SCIENCE 328: ADVANCED INTERNSHIP IN STATE GOVERNMENT

4 semester hours

This course provides students with an opportunity to continue their field experience with cooperating agencies at an advanced level. The weekly integrating seminar stresses political behavior, policy formulation and public policies.

Prerequisite: Pol. Sci. 327 and recommendation of the Academic Advisory Committee to the State Internship Commission.

POLITICAL SCIENCE 329: PRACTICUM IN PUBLIC SERVICE

4 semester hours

In this course intended for political science-public service majors, students participate in an internship under the joint supervision of the college faculty and public and private political organizations and agencies. Placements will be made in accordance with the needs and desires of the students registered for the course. An additional integral part of the course will be an in-depth exploration of selected public service concepts and theories.

Prerequisites: Pol. Sci. 205, 300 and consent of the department chairman.

POLITICAL SCIENCE 331: COURTS AND POLITICS

4 semester hours

This course acquaints the student with the American judicial system and the legal dimensions of the political process. Special attention will be given to the impact of court decisions and the influence of both legal and political actors on constitutional development.

Prerequisite: one political science course at the 100 or 200 level, preferably Pol. Sci. 202.

POLITICAL SCIENCE 332: CIVIL LIBERTIES IN THE UNITED STATES

3 semester hours

This course examines traditional constitutional guarantees of civil liberty and due process in American life. Attention is given to both developmental and contemporary

concerns through the examination of legal decisions and justifications offered for those decisions.

Prerequisite: one political science course at the 100 or 200 level, preferably Pol. Sci. 202.

POLITICAL SCIENCE 341: THE POLITICS OF DEVELOPMENT 4 semester hours

The focus of this course will be a study of the theories of political development and an analysis of political problems and processes in developing areas of the world.

Prerequisite: one political science course at the 100 or 200 level or consent of instructor.

POLITICAL SCIENCE 342: ADVANCED STUDY IN THE POLITICS OF DEVELOPMENT 3 semester hours

This course will analyze comparatively selected emerging political systems of the developing areas of the world.

Prerequisite: one political science course at the 100 or 200 level or consent of instructor, Pol. Sci. 341 is also recommended.

POLITICAL SCIENCE 351: PARTIES AND ELECTIONS IN AMERICA 4 semester hours

Primary attention is given to party organization, nomination, electoral strategy, campaigning, voting behavior and electoral analysis. Field work in behalf of a candidate or party of the student's choice is an integral part of this course.

Prerequisite: Pol. Sci. 300 or consent of instructor.

POLITICAL SCIENCE 353: POLICY FORMATION PROCESS: EXECUTIVE 4 semester hours

The roles of the President and state governors in the American system of government are discussed. Topics analyzed and discussed include constitutional status and powers, recruitment and selection, legislative and political leadership, and responsibility of chief executives. Comparisons between national and state executive offices will be made.

Prerequisite: one political science course at the 100 or 200 level, preferably Pol. Sci. 202.

POLITICAL SCIENCE 354: POLICY FORMATION PROCESS: LEGISLATIVE 4 semester hours

The nature of the legislative process in the United States is analyzed in this course. Organization and formal and informal rules of legislative bodies and the relationship of the legislative branch to other branches of government are considered. Attention is also given to the socio-economic background of legislators and the folk ways of legislatures, and the role of parties and interest groups in the operation of American national and state legislative bodies.

Prerequisite: one political science course at the 100 or 200 level, preferably Pol. Sci. 202.

POLITICAL SCIENCE 357: PROBLEMS IN INTERNATIONAL RELATIONS 4 semester hours

Some of the more important contemporary international issues will be examined. Illustrations may be drawn mainly from regions such as the North Atlantic community, Eastern Europe, the Middle East, Southeast Asia, the Far East, Africa or Latin America. Acceptable for credit in history.

Prerequisite: two political science courses at the 100 or 200 level including Pol. Sci. 203 or consent of instructor.

POLITICAL SCIENCE 360: SENIOR SEMINAR IN POLITICAL SCIENCE 3 semester hours

The seminar is designed to provide an integrating experience in political science, based on readings, discussions and research projects.

Prerequisite: senior standing and 12 credit hours in political science.

POLITICAL SCIENCE 362: SEMINAR IN PUBLIC ADMINISTRATION 3 semester hours
This seminar provides an integrating experience in public administration issues and theories.

Prerequisite: Pol. Sci. 325 or permission of instructor.

POLITICAL SCIENCE 371: READINGS IN POLITICAL SCIENCE 3 semester hours
This course provides independent readings to meet the needs of individual students in political science.

Prerequisite: limited to majors; approval of political science adviser and instructor is required.

POLITICAL SCIENCE 381: WORKSHOP IN PUBLIC SERVICE 1-4 semester hours
Selected topics are investigated in various formats. Credits and prerequisite may vary.

POLITICAL SCIENCE 390: INDEPENDENT RESEARCH IN POLITICAL SCIENCE 4 semester hours

This course provides individual students with an opportunity to select and undertake concentrated research under the supervision of a faculty adviser.

Prerequisite: Pol. Sci. 300 and consent of instructor.

POLITICAL SCIENCE 480: WORKSHOP IN POLITICAL SCIENCE 1-4 semester hours
Selected topics are investigated in various formats. Credits and prerequisite vary.

PORTUGUESE

(Department of Modern Languages)

The restricted arts and science courses in this department are 100, 101 and 102.

All of the other courses listed below are unrestricted arts and science courses.

PORTUGUESE 100: ACCELERATED ELEMENTARY PORTUGUESE 6 semester hours
A concentrated one semester course for the student who wishes to begin the study of Portuguese. In this course emphasis is placed upon the development of the four basic skills: listening comprehension, speaking, reading and writing. Aspects of Portuguese culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

PORTUGUESE 101: ELEMENTARY PORTUGUESE I 3 semester hours
The course offers a thorough study of Portuguese pronunciation and grammar. It includes conversation, dictation and reading of Portuguese texts, plus the acquisition of some knowledge of Portuguese culture. This course is not open for college credits to students who have studied Portuguese in secondary school except by permission of the department chairman.

See Portuguese 110.

PORTUGUESE 102: ELEMENTARY PORTUGUESE II 3 semester hours
This course is a continuation of Portuguese 101.

Prerequisite: Portuguese 101 or 1 year of secondary school Portuguese or permission of the department chairman.

PORTUGUESE 110: CONTINUING ELEMENTARY PORTUGUESE 4 semester hours
A concentrated one semester course for the student who wishes to continue his study of a language which he began in the secondary school. In this course special emphasis is placed on aspects of culture and civilization as it relates to language development. The development of the four skills: listening, speaking, reading and writing, is stressed. Extensive use is made of the language laboratory. Not open to students who have completed Portuguese 100, 101 or 102.

Prerequisite: two years of secondary school Portuguese or approval of the department chairman.

PORTUGUESE 113: INTERMEDIATE PORTUGUESE 4 semester hours
Through selected readings the student examines the cultural and linguistic heritage of the Portuguese speaking world. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills.

The language laboratory is utilized. The course is open to students who have completed either Portuguese 100, 102 or 110; three years of secondary school Portuguese; or have achieved a score of 500-549 on the CEEB Achievement Test in Portuguese.

• **PORTUGUESE 114: READINGS IN INTERMEDIATE PORTUGUESE** 4 semester hours
Readings will stress the cultural and humanistic impact of Portuguese civilization upon modern man. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

Prerequisite: Portuguese 113 or permission of department chairman.

• **PORTUGUESE 117: INTRODUCTION TO LITERARY GENRES** 4 semester hours
Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in Portuguese.

Prerequisite: Portuguese 113 or permission of department chairman.

DEPARTMENT OF PSYCHOLOGY

Psychology 213, 214 and 216 are Educational Studies courses and restricted arts and science courses. All other psychology offerings are unrestricted arts and science courses.

• **PSYCHOLOGY 210: INTRODUCTORY PSYCHOLOGY** 4 semester hours
This course is a contemporary approach to the introduction of psychology as the scientific study of behavior. The present day status of the science, both in terms of areas of consensus and dispute, are emphasized.

• **PSYCHOLOGY 211: HUMANISTIC PSYCHOLOGY** 4 semester hours
This course is an introduction to basic humanistic psychological perspectives regarding science; human motivation, growth and development; attitudes and values and, self-actualization. The works of Maslow, Rogers, Allport and others provide the major theoretical framework of this course.

• **PSYCHOLOGY 213: EDUCATIONAL PSYCHOLOGY-ELEMENTARY** 4 semester hours
This course deals with the application and analysis of psychological theories and research findings to elementary classroom situations. Emphasis is laid on both the characteristics of the learner and the nature of effective teaching at specified grade levels.

• **PSYCHOLOGY 214: EDUCATIONAL PSYCHOLOGY-SECONDARY** 4 semester hours
This course deals with an introduction to the principles of educational psychology applied to the secondary level of education. Emphasis is placed on both the social influences and personality characteristics of the adolescent.

• **PSYCHOLOGY 215: SOCIAL PSYCHOLOGY** 4 semester hours
This course serves as an introduction to the study of individual behavior in relation to social stimuli. The topics include interpersonal interaction, intra- and inter-group relations, cultural influences on behavior and collective behavior.

• **PSYCHOLOGY 216: EDUCATIONAL PSYCHOLOGY K-12** 4 semester hours
This course deals with the application of psychological principles to elementary and secondary level classroom situations. Enrollment is restricted to students in K-12 programs (e.g., art education, music education, nursing, etc.).

• **PSYCHOLOGY 217: DRUG USE AND PERSONAL DECISION MAKING** 4 semester hours
This drug education course presents a review of psychoactive drugs and their general effects. It also provides an open-ended developmental experience which allows students an opportunity to gain an awareness of themselves and of decision-making related to drug use.

Prerequisite: one course in psychology.

• **PSYCHOLOGY 218: THE ABNORMAL PERSONALITY IN THE ARTS** 4 semester hours
This course deals with the study of the experience and expression of psychological

abnormality through literature and self-report in the visual and dramatic arts. Emphasis is laid on the nature of creative and artistic expression and the psychological qualities of the "artistic genius."

• **PSYCHOLOGY 220: MOTIVATION AND ABILITY** 4 semester hours
Examined in this course are the theories and research related to the personal growth of abilities, attitudes, interests, needs and flairs. The interaction between individual motives and social limitations on behavior and the influence of ideological conflicts and non-conformity are each considered as sources of productive lateral. Both internal and external determinants of goal-directed behavior are stressed.

• **PSYCHOLOGY 320: INTRODUCTION TO PSYCHOLOGICAL METHODS** 4 semester hours
Methodology, design used in the conduct, principles of measurement used in the analysis and statistical methods used in the interpretation of psychological research.

• **PSYCHOLOGY 322: PSYCHOLOGICAL TESTING** 4 semester hours
Introduction to the basic principles of construction, selection and interpretation of psychological tests. Concepts of reliability, validity and norms will be considered by the examination of instruments selected to illustrate various approaches to these problems.

Prerequisite: Psych. 320 or equivalent.

• **PSYCHOLOGY 324: PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT** 4 semester hours
Principles underlying the construction of instruments of psychological measurement. Theory and practice related to statistical concepts and factors affecting reliability and validity.

Prerequisite: Psych. 320 or equivalent.

• **PSYCHOLOGY 326: ADVANCED PSYCHOMETRICS** 4 semester hours
Open to graduate students who wish to broaden their understanding and skill in testing and other quantitative measures of human behavior. Emphasis will be placed on the construction and improvement of measures related to the primary research concerns of each student.

Prerequisite: Psych. 320 or equivalent.

• **PSYCHOLOGY 330: HUMAN DEVELOPMENT** 4 semester hours
This course is designed to emphasize the concepts of development and learning and cognition; to know the characteristics of the significant periods of human development, and to know major learning processes and the nature and development of cognitive behavior.

• **PSYCHOLOGY 331: CHILD PSYCHOLOGY** 4 semester hours
The course concentrates attention on the mental, emotional, social and physical development of children from birth to early adolescence with stress on developmental research related to the process of teaching and learning.

Prerequisite: Psych. 330.

• **PSYCHOLOGY 332: ADOLESCENT PSYCHOLOGY** 4 semester hours
To explore sociological, psychological and physiological implications of adolescent adjustment and to promote understanding and gain insight into the dynamics of adolescent search for identity.

Prerequisite: Psych. 330.

• **PSYCHOLOGY 333: PSYCHOLINGUISTICS** 4 semester hours
Learning theory, psychodynamics and communication theory applied to the study of linguistics, language and orthographics. The interdependencies of descriptive and enactive behaviors and of cognitive and emotional responses will be emphasized.

Prerequisite: Psych. 330.

• **PSYCHOLOGY 334: EXPERIMENTAL CHILD PSYCHOLOGY** 4 semester hours
This course deals with various research methods for the study of children's behavior, especially topics related to their early learning and their development of self-generated purposive activities. Methods emphasized include developmental, comparative, cross-

cultural, clinical and controlled experimental approaches to scientific inference, hypothesis testing and theory building. An original research project is required. With laboratory.

Prerequisite: Psych. 320 and 330.

PSYCHOLOGY 340: EXPERIMENTAL PSYCHOLOGY 4 semester hours

Topics include an experimental study of sensory and learning processes; experimental studies of verbal learning; the relationship of sensory processes to psychological phenomena; drawing inferences from experimental data, historical foundations and developments in psychology. With laboratory.

Prerequisite: Psych. 320.

PSYCHOLOGY 341: PERCEPTION 4 semester hours

A study of the variables that determine what we perceive, including input from sensory systems, and the effects of attention and past experience on what we perceive. Experiments which illustrate perceptual phenomena will be performed. With laboratory.

Prerequisite: Psych. 340.

PSYCHOLOGY 342: OPERANT CONDITIONING 4 semester hours

This course will consider one basic and important psychological process and investigate its applications to fields outside academic psychology. The basic psychological process to be considered is operant conditioning.

Prerequisite: Psych. 340.

PSYCHOLOGY 343: HISTORY AND SYSTEMS OF PSYCHOLOGY 4 semester hours

This course is a survey of the growth of psychology from its philosophical roots to its current status. Emphasis is on the great historical questions and controversies and the men involved with these issues.

Prerequisite: Psych. 340.

PSYCHOLOGY 344: THEORIES OF LEARNING 4 semester hours

Introduction to the major theories of learning. Emphasis is on the basic issues differentiating one theory from another, the decline of major learning theories and the rise of the meta-theories.

Prerequisite: Psych. 340.

PSYCHOLOGY 345: PHYSIOLOGICAL PSYCHOLOGY 4 semester hours

The neural and chemical bases of behavior. The relationship between anatomical, neurophysiological and behavioral data will be studied. Similarities and differences among the senses and general principles of sensory functioning will be studied.

Prerequisite: Psych. 340.

PSYCHOLOGY 350: PERSONALITY IN SOCIETY 4 semester hours

The course is concerned with the development and functions of personality, psychological aspects of socialization and patterns of deviant behavior.

PSYCHOLOGY 351: ADVANCED PERSONALITY 4 semester hours

This course is an in-depth study of personality functioning, including genetic, constitutional and cultural determinants, theories of personality and techniques of personality assessment in children and adults.

Prerequisite: Psych. 350.

PSYCHOLOGY 352: REALITY, DEVIANCE AND CULTURE 4 semester hours

The course examines the importance and function of linguistics and semantics as determinants of cultural views of reality and their relationships to cultural definitions of deviant behavior.

Prerequisite: Psych. 350.

PSYCHOLOGY 354: PSYCHOPATHOLOGY 4 semester hours

The course examines traditional and contemporary approaches to the understanding and treatment of a wide range of abnormal behaviors, both in children and in adults.

Prerequisite: Psych. 350.

PSYCHOLOGY 355: SOCIAL BEHAVIOR 4 semester hours

This is a comprehensive survey of research on social behavior which features an emphasis on applicability of concepts to everyday life. Topics to be studied include historical and modern approaches to social behavior, subcultural influences, group dynamics, inter-group relations, interpersonal interaction, attitudes and survey research and collective behavior.

Prerequisite: Psych. 350.

PSYCHOLOGY 390: DIRECTED RESEARCH 3 semester hours

Based on prior discussion and reading, the student selects a specific problem and undertakes concentrated empirical research under the supervision of a faculty adviser.

Prerequisite: approval of department chairman.

PSYCHOLOGY 391: DIRECTED RESEARCH 3 semester hours

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

Prerequisite: Psych. 390 and approval of department chairman.

PSYCHOLOGY 392: PROBLEMS IN PSYCHOLOGICAL RESEARCH 4 semester hours

This course considers selected topics of current interest in the psychological literature. Under supervision of the instructor the student conducts an investigation into the topic area of his choice. One class meeting per week is devoted to problems of design and methodology in research.

Prerequisite: Psych. 320, 334 or 340. Students may apply no more than two courses from the series Psych. 390, 391, 392 to the psychology major.

PSYCHOLOGY 400: ISSUES IN CHILD DEVELOPMENT 3 semester hours

This course deals with an investigation of the dynamic processes of human development from conception to adolescence. The works of Sears, Kagan, Piaget, Erikson and others provide the basic framework of the course.

Prerequisite: six credits in psychology or permission of department chairman.

PSYCHOLOGY 402: THE SOCIAL PSYCHOLOGY OF ADOLESCENCE 3 semester hours

This course approaches the problems and issues of adolescence through a social-psychological frame of reference. Patterns of development and social interaction are analyzed through an examination of the adolescent's peer group interactions in his search for identity.

Prerequisite: six credits in psychology or permission of department chairman.

PSYCHOLOGY 403: MEASUREMENT AND EVALUATION IN THE CLASSROOM 3 semester hours

This course deals with the techniques of test construction and the use of evaluation instruments in the classroom. Emphasis is placed on the specification of objectives, test design, construction of items and appropriate statistics analyses of results.

Prerequisite: six credits in psychology or permission of department chairman.

PSYCHOLOGY 407: APPLICATIONS OF EDUCATIONAL PSYCHOLOGY 3 semester hours

This course deals with an introduction to and the application of pertinent empirical psychological research and findings to classroom situations. Emphasis is placed on current issues in the application of psychological principles in the classroom.

Prerequisite: six credits in psychology or permission of department chairman.

PSYCHOLOGY 408: BEHAVIOR IN GROUPS AND SOCIAL ORGANIZATIONS 3 semester hours

This course is concerned with the psychological aspects of group task performance, role behavior and social dynamics in working situations. Emphasis is on analytic techniques, institutional climates, leadership methods, human values and community relationships.

Prerequisite: six credits in psychology or permission of department chairman.

PSYCHOLOGY 409: PSYCHOLOGY OF RACE AND CLASS

3 semester hours

This course examines racial and social class differences in psychological characteristics. The historical and contemporary effects of prejudice and discrimination are analyzed as well as the methods of reducing intergroup conflict.

Prerequisite: six credits in psychology or permission of department chairman.

PSYCHOLOGY 410: DRUGS AND BEHAVIOR

3 semester hours

The purpose of this course is to acquaint graduate students with different types of drugs, how to recognize these drugs, the mental and physical effects of the drug, characteristics of the drug addict and rehabilitation of addicts. Experts from psychopharmacology, medicine, law enforcement and rehabilitation will present lectures.

Prerequisite: six credits in psychology or permission of department chairman.

PSYCHOLOGY 411: INTERPRETATION OF INDIVIDUAL TESTS

3 semester hours

This course is concerned with the interpretation of the results of a variety of individual testing instruments and of case studies based on them. Practice will be given in techniques for communicating results to clients, parents and teachers where appropriate.

Prerequisite: Psych. 322 or 403.

PSYCHOLOGY 418: THE CREATIVE AND GIFTED CHILD

3 semester hours

Acquainting graduate students with the psychological characteristics of creative and gifted children is the goal of this course. Such variables as intelligence, creativity, personality, the assessment of these characteristics, school achievement, parental roles and educational programs will be examined. Emphasis will be upon recognition of and working with creative and gifted children in a classroom setting.

Prerequisite: six credits in psychology or permission of department chairman.

PSYCHOLOGY 419: PSYCHOLOGY OF THINKING

3 semester hours

The thinking processes of man are studied from a cognitive, conceptual and phenomenological point of view. Various theoretical viewpoints will be considered including cognitive theories of Piaget, Guilford and Bruner.

PSYCHOLOGY 420: FUNDAMENTALS OF RESEARCH

3 semester hours

Research concepts, design and methodology are presented in terms of their specific relationships to education problems. Critical analysis of educational material is included.

PSYCHOLOGY 421: INDUSTRIAL PSYCHOLOGY

3 semester hours

This course is designed for students interested in the applications of psychology to problems in the management and administration of business and industry. Emphasis is placed on the measurement of human abilities, and psychological principles in decision-making, planning, industrial training and group interaction.

Prerequisite: six credits in psychology or permission of department chairman

PSYCHOLOGY 430: BEHAVIOR MODIFICATION IN SOCIAL SETTINGS

3 semester hours

A basic general course in theory, research and applications of behavior modification, this course will include a review of behavioral approaches to various school-related problems ranging from behavior management to academic remediation. Emphasis will be upon current theory and research as well as skills in self-change.

Prerequisite: six credits in psychology and consent of department chairman and instructor.

PSYCHOLOGY 435: THE DEVIANT CHILD

3 semester hours

The course will emphasize the identification, description and diagnosis of types of deviant children and the social, psychological and physical factors involved in their development. Problems of rehabilitation and psychological treatment will also be considered.

Prerequisite: Psych. 330 and 350.

PSYCHOLOGY 500: INTRODUCTION TO SCHOOL PSYCHOLOGY

3 semester hours

This course is a survey of the theory and methods of the school psychologist; it includes the historical and current role of the psychologist in relation to teachers,

administrators, parents and the community.

Prerequisite: consent of department chairman.

PSYCHOLOGY 501: INDIVIDUAL TESTING PRACTICUM I

3 semester hours

A practicum in the administration, scoring and interpretation of cognitive tests. This will include experience with individual intelligence tests as well as tests of specific cognitive abilities, and will consider report writing and the clinical application of these tests.

Prerequisite: Psych. 320, 322 and consent of department chairman.

PSYCHOLOGY 502: INDIVIDUAL TESTING PRACTICUM II

3 semester hours

An introduction to the theory and use of projective techniques and other methods of personality assessment, the practicum will provide supervised experience in the administration and interpretation of these instruments, their clinical applications and the communication of findings derived from them.

Prerequisite: Psych. 501 and consent of department chairman.

PSYCHOLOGY 503: DIAGNOSTIC ASSESSMENT PRACTICUM III

3 semester hours

Supervised practice in cognitive and personality assessment, this course will utilize the case study method in providing the student experience in diagnostic work in a clinical, school or institutional setting. Methods of evaluating perceptual and language abilities will also be introduced.

Prerequisite: Psych. 502 and consent of department chairman.

PSYCHOLOGY 508: PERSONALITY AND SOCIAL DEVELOPMENT OF CHILDREN

3 semester hours

A systematic approach to personality and social development of children is considered. The nature of major personality and social theories as they relate to children's development will be studied. Theories considered: psychoanalytic-type, Gestalt-oriented theories including Piaget and Lewis, learning-oriented theory and cross-cultural approaches. Empirical research relevant to a given system of thought is included.

Prerequisite: Psych. 350 and consent of department chairman

PSYCHOLOGY 509: SOCIAL PSYCHOLOGY OF THE CLASSROOM

3 semester hours

This course examines the social psychological variables operating within the classroom which includes both the background social characteristics of the students, such as ethnic and social class differences; the school as a social system; group dynamics; the role of the teacher, and formation of attitudes toward school and learning.

Prerequisite: consent of department chairman.

PSYCHOLOGY 510: SEMINAR IN PSYCHOPATHOLOGY

3 semester hours

An intensive study of psychopathology in both children and adults, the seminar will consider original source material as well as the contemporary literature in the field. Classification, etiology, the major theoretical approaches and the various categories of disordered behavior will be considered.

Prerequisite: Psych. 354 and consent of department chairman.

PSYCHOLOGY 523: PSYCHOTHERAPEUTIC THEORIES AND RESOURCES

3 semester hours

The basic general course in the theory and methods of promoting psychological change and behavior modification, this course will include a survey of appropriate theories and an introduction to the practical resources available for treatment. Appropriate referral and certain specific techniques will be included.

Prerequisite: Psych. 500 and consent of department chairman.

PSYCHOLOGY 529: INTERNSHIP IN SCHOOL PSYCHOLOGY

0 semester hours

The internship consists of a one year placement in a cooperating school system under the supervision of a certified school psychologist and a college faculty member. Experiences include the administration-interpretation of psychodiagnostic tests and the formulation of appropriate recommendations; observation of special classes, participation in consultation and planning in the schools and in referral, both within the

school and to outside agencies; an introduction to the problems and needs for research on school-related psychological problems.

Prerequisite: Psych. 502 and consent of department chairman.

PSYCHOLOGY 530: PRACTICUM IN BEHAVIOR MODIFICATION 3 semester hours
This is an advanced graduate level course in the effective and ethical use of applied behavior analysis in educational, therapeutic and social settings. Emphasis will be upon the design, implementation and maintenance of behavior change programs with individuals and groups, primarily in the area of education.

Prerequisite: Psych. 342 or Psych. 430 and permission of department chairman. The course is normally limited to people in the C.A.G.S. in school psychology program or with equivalent background.

PSYCHOLOGY 540: QUANTITATIVE METHODS IN PSYCHOLOGICAL RESEARCH 3 semester hours

This course deals with the theories, principles and procedures of psychological measurement and the application of multi-variate statistical models to problems in psychological research. The course seeks to prepare students to undertake behavioral research studies in school settings.

Prerequisite: Psych. 320 and consent of department chairman.

PSYCHOLOGY 560: CURRENT TOPICS IN PSYCHOLOGY 3 semester hours
Contemporary issues and developments in the field of psychology will be explored. Recent research and theoretical literature will be considered. Topics will vary and will be from the areas of developmental, education, learning or social psychology. Can be repeated.

Prerequisite: consent of department chairman.

PSYCHOLOGY 561-562: SEMINAR IN SCHOOL PSYCHOLOGY 6 semester hours

This course, to be taken concurrently with the internship in the second setting (Psych. 529), is designed to synthesize the theoretical and experimental aspects of the graduate program in school psychology. Actual case material submitted by the class participants will be used in achieving the goals of this course. Two semesters.

Prerequisite: admission to Psych. 529 and consent of department chairman.

PSYCHOLOGY 565: SEMINAR IN ATTITUDE AND ATTITUDE CHANGE 3 semester hours

This is a seminar on research findings and theoretical issues in the study of attitudes and attitude change. Emphasis will be placed on the analysis of the persuasive effectiveness of variables such as source, content and structure of messages, receiver personality, intelligence and motivation. Training will be provided in attitude measurement including the construction of instruments.

Prerequisite: Psych. 350 and permission of the department chairman.

PSYCHOLOGY 599: DIRECTED GRADUATE RESEARCH 3 to 6 semester hours

This course is open only to candidates in the Master of Arts in psychology and C.A.G.S. in school psychology programs. School-related research is conducted under the supervision of a member of the department.

Prerequisite: consent of department chairman.

RUSSIAN

(Department of Modern Languages)

The restricted arts and science courses in this department are 101 and 102.

All of the other courses listed below are arts and science courses.

RUSSIAN 101: ELEMENTARY RUSSIAN I 3 semester hours

The course offers a thorough study of Russian pronunciation and grammar. It includes conversation, dictation and reading of Russian texts, plus the acquisition of some knowledge of Russian culture. This course is not open for college credit to students who have studied Russian in secondary school except by permission of the department chairman.

See Russian 110.

RUSSIAN 102: ELEMENTARY RUSSIAN II 3 semester hours

This course is a continuation of Russian 101.

Prerequisite: Russian 101 or 1 year of secondary school Russian or permission of department chairman.

RUSSIAN 110: CONTINUING ELEMENTARY RUSSIAN 4 semester hours

A concentrated one semester course for the student who wishes to continue his study of a language which he began in the secondary school. In this course special emphasis is placed on aspects of culture and civilization as it relates to language development. The development of the four skills: listening, speaking, reading and writing, is stressed. Extensive use is made of the language laboratory. Not open to students who have completed Russian 101 or 102.

Prerequisite: two years of secondary school Russian or approval of department chairman.

RUSSIAN 113: INTERMEDIATE RUSSIAN 4 semester hours

Through selected readings the student examines the cultural and linguistic heritage of Russia. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. The language laboratory is utilized. The course is open to students who have completed either Russian 102 or 110; three years of secondary school Russian; or have achieved a score of 500-549 on the CEEB Achievement Test in Russian.

RUSSIAN 114: READINGS IN INTERMEDIATE RUSSIAN 4 semester hours

Readings will stress the cultural and humanistic impact of Russian civilization upon modern man. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

Prerequisite: Russian 113 or permission of department chairman.

SOCIAL SCIENCE

All of the courses in this department are unrestricted arts and science courses. The following courses are taught by members of the Departments of Anthropology, Geography, Economics, History, Political Science and Sociology.

SOCIAL SCIENCE 200: THE DIMENSIONS OF SOCIAL SCIENCE 4 semester hours

This introductory level course will strive to convey an understanding of the place of the social science in the totality of knowledge. It will treat the derivational, developmental and integrational aspects of the social sciences. Attention will also be given to the meaning of "science" and "scholarship" as related to social inquiry. Whenever possible, students will be put into direct contact with such practitioners of the social sciences as social workers, legislators, teachers and lawyers, etc. Social Science 200 is normally the first course in the social science concentration or major.

SOCIAL SCIENCE 310: AFRICA 3 semester hours

To focus systematic attention on changing Africa, this course considers the changing face, social structure, political structure and problems of Africa.

Social science faculty members lecture in their fields of specialization. Visiting specialists may also lecture.

Prerequisite: any 200-level course in the social sciences.

SOCIAL SCIENCE 311: LATIN AMERICA 3 semester hours

The many changes in Latin America during the 20th century are examined in terms of their geographic and historical origins and in 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 380: WORKSHOP IN SOCIAL SCIENCE

Selected topics are investigated in various formats. Credits and prerequisite vary.

SOCIAL SCIENCE 480: WORKSHOP IN SOCIAL SCIENCE

Selected problems are investigated in various formats. Credits and prerequisite may vary.

**DEPARTMENT OF SOCIOLOGY AND SOCIAL WELFARE
(Courses in Social Welfare and Sociology)**

The restricted arts and science courses in this department are Sociology 155-156 and Social Welfare 336. All other courses listed below are unrestricted arts and science courses.

SOCIAL WELFARE 240: INTRODUCTION TO SOCIAL WELFARE 4 semester hours

This course will cover the historical evolution of welfare programs, the structure of public and voluntary social services, and current welfare programs in relation to the needs of poor people. Topics will also include the development and status of social work as a profession, and types of social work practice settings.

Prerequisite: any other 200-level sociology or social welfare course and sophomore status.

SOCIAL WELFARE 323: SOCIAL INEQUALITY 3 semester hours

This course examines basic institutions which comprise the network of social inequality. Consideration will be given to the symptoms of inequality such as poverty, discrimination and allocations of goods and services. Content includes an exploration of mechanisms and conditions which perpetuate social inequality, as well as analysis of alternative belief systems, theories and social structures.

Prerequisite: Soc. 320 or permission of instructor.

SOCIAL WELFARE 325: SOCIAL STRUCTURE AND SOCIAL POLICY 3 semester hours

This course views social policies as efforts to change one or more elements or consequences of social structure. The primary aims of the course are to analyze the history, facts and politics associated with the development, implementation, and consequences of certain social policies, and to critically examine the institutions and conditions that these policies are attempting to change. Areas to be considered include among others: housing, drugs, transportation, employment and poverty.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIAL WELFARE 328: SOCIAL CHANGE THEORY

AND METHODS 4 semester hours

This course brings together the theory and practice of social change. It will consider the general theories of macro and micro social change and the methods of initiating and guiding social change in contemporary society. Consideration of planned social change, social movements, and community organization will serve to focus theoretical perspectives upon concrete social situations.

Prerequisite: Soc. 300 and one additional 300-level course.

SOCIAL WELFARE 329: CLINICAL METHODS IN SOCIAL WORK 4 semester hours

This course examines the basic core of general social work practice, and the knowledge, values and skills needed for practice in a clinical social work setting. The major type of clinical interventions will be presented in terms of their assumptions, principal concepts and effectiveness in various treatment situations.

Prerequisite: Soc. 331.

SOCIAL WELFARE 338: FIELD WORK

9 semester hours
This course is designed for students to test theoretical formulations discussed in Soc. Wel. 328 and 329 and to develop and improve skills that are essential to social welfare intervention. Limited to social welfare majors.

Prerequisite: Soc. Wel. 328 and 329.

SOCIAL WELFARE 351: TOPICS IN SOCIAL WELFARE

3 semester hours
This course provides an opportunity to study a special area of social welfare not offered by the department on a regular basis. Appropriate topics include, among others, mental health services, advanced methods, child welfare and international social welfare systems.

Prerequisite: prerequisite will vary with topic area.

SOCIAL WELFARE 361: FIELD INSTRUCTION SEMINAR

3 semester hours

This seminar provides the opportunity for senior students to explore and understand the beginning role of the professional generalist within the field of social work practice. Theoretical and philosophical implications of the varied educational experiences of the student are discussed in the light of the student's total experience. Issues involved in moving from the role of student to a generalist's role in the profession of social work will be discussed.

Prerequisite: concurrent enrollment in Soc. Wel. 336.

SOCIAL WELFARE 362: SENIOR SEMINAR IN SOCIAL WELFARE

3 semester hours

The senior seminar is designed to give students the opportunity to integrate their theoretical and practice experiences in social welfare. It will include the students' reactions, thoughts and exposures to controversial materials and viewpoints. Students will be expected to make their contributions from a variety of sources and to integrate their practical and academic learning into a logical and comprehensive approach to the profession of social work.

Prerequisite: Soc. Wel. 336.

SOCIAL WELFARE 384: WORKSHOP IN SOCIAL WORK

Selected topics are investigated. Credits and prerequisite vary.

SOCIOLOGY 101: HUMAN SEXUALITY

3 semester hours

An introduction to the physiological, psychological and social aspects of human sexuality. Guest lecturers, panels and various audiovisual presentations will provide basic information, while small group discussions will allow students to exchange ideas and discuss issues.

SOCIOLOGY 155-156: COMMUNITY SERVICE

3-6 semester hours

This course is designed to introduce the student into the community as a volunteer. Attention is given to self-awareness, service, research and application, coordination, evaluation and social action. The student volunteer engages in five hours of community service per week and six seminars during the semester.

Prerequisite: any elementary course in any of the social sciences or in psychology.

This course does not count toward the major, minor or general education.

• **SOCIOLOGY 202: THE FAMILY**

3 semester hours

The family is studied as a primary social institution. A functional analysis is used to explain such areas as recruitment of members, role differentiation, socialization of children. Historical, cross-cultural and subcultural materials are used to provide contrast for the "normal middle class" American family pattern.

• **SOCIOLOGY 204: URBAN SOCIOLOGY**

3 semester hours

The major focus is on urban society in the United States. Of particular concern are such topics as the growth of cities and metropolitan areas, population characteristics, ecological organization, dysfunctional aspects of urban social structure, problems of the "city center" and redevelopment programs.

SOCIOLOGY 207: CRIME AND DELINQUENCY

3 semester hours

This course is an introduction to the fields of delinquency and criminology. Subjects include the etiology and extent of crime and delinquency; selected patterns of criminal activity including white collar crime, organized crime, narcotic traffic and gang behavior; prevention and prediction, and the role of the courts.

• **SOCIOLOGY 208: MINORITY GROUP RELATIONS**

3 semester hours

Broad sociological principles of intergroup relations are considered. The underlying social and individual dynamics of selected minority groups are emphasized. Minority groups of racial, religious and national origins are viewed from an historical and contemporary perspective with an analysis of their acculturation.

SOCIOLOGY 211: SOCIAL PROBLEMS

3 semester hours

This course provides an opportunity for the student to study current social problems within the sociological perspective. Field trips and visiting speakers will be included wherever possible to provide first hand exposure to certain of the problems. Among the problems considered may be overpopulation, famine, corruption, addictions and sexual exploitation.

SOCIOLOGY 300: SOCIOLOGICAL ANALYSIS

4 semester hours

This course examines the basic tools and perspectives used in the analysis of society. The major concepts used by sociologists, the relationship between research and theory, elementary methods of data collection, fundamental relevance of social statistics and basic empirical elements of research design will be described.

Prerequisite: any 200-level course in sociology or social welfare and sophomore standing.

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: Soc. 300 or permission of department chairman.

SOCIOLOGY 306: FORMAL ORGANIZATIONS

3 semester hours

This course analyzes the goals, functions, and consequences of modern organizations. Consideration will be given to such characteristics as bureaucratization, the role of the bureaucrat, industrial relations and organizational change. Theorists such as Weber, Roethlisberger, Blau and Etzioni will be discussed.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 308: PENOLOGY AND CORRECTIONS

3 semester hours

This course deals with the role of the police, the criminal and juvenile courts, the philosophy of punishment, the sociological analysis of the prison as a social system, types of institutional and community treatment, programs of prevention and methods of prediction.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 310: METHODS OF SOCIAL RESEARCH

4 semester hours

This course examines empirical methods of social research with prime consideration given to sociological perspectives. Emphasis may be placed on such elements as the formulation of hypotheses, methods of data collection, historical research and participant observation. Students may engage in actual field experience including instrument design and conducting surveys. Explanation and interpretation of data using descriptive statistical techniques will also be discussed.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 312: POPULATION

3 semester hours

Theories of population are considered with reference to its increase and decrease and to the problems of number, quality and distribution; a study of major world areas.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 313: SOCIOLOGY OF RELIGION

3 semester hours

Examination will be made of the basic functions and dysfunctions of the religious institution in contemporary society in the United States. The course also surveys the inter-relations between religion and the other institutional systems, such as the economic, political and educational.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 314: MEDICAL SOCIOLOGY

3 semester hours

This course will deal with selected sociological aspects of health and social welfare institutions. Topics will include the influence of the social and economic environment in health and disease, and social-cultural forces affecting medicine, nursing, social services, public health and the provision of medical care.

The course should be of special interest to sociology and anthropology majors, and those in the social services sequence.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 315: COMMUNITY

3 semester hours

Critical analysis is made of the concept community. Historical development of human communities is studied with particular reference to the development of social institutions, their functions, structure and inter-relationships, methods of studying the community and survey of community action activities.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 316: SOCIOLOGY OF EDUCATION

3 semester hours

This course studies the school as one of the major institutions in contemporary society, concerned with the socialization of children (and adults). Special attention is paid to the relationships between the school and the family and the school's traditional role as a major route for social mobility in American society.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 319: COLLECTIVE BEHAVIOR

3 semester hours

This course analyzes collective groupings such as crowds, masses, opinion publics and social movements. It will focus on the different theoretical perspectives from which collective behavior has been approached, such as LeBon, Blumer, Smelser and Turner.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 320: THE SOCIOLOGY OF WELFARE

3 semester hours

An introductory course concerned with social welfare as a social institution. The course will deal with the concept and scope of the social welfare system; the historical evolution of the welfare institution and the role of such factors in social change as industrialism, urbanism, automation and the human rights movement; the relationships between social welfare and other social institutions, such as the family and the role of social work as a professional activity.

Prerequisite: Soc. 300, Psych. 210 and one introductory course in either political science or economics; or permission of department chairman.

SOCIOLOGY 330: DEVIANT BEHAVIOR

3 semester hours

An examination of theoretical perspectives on the societal aspects of deviant behavior; Discussion of research on the labeling process, maintenance of the deviant role, the deviant subculture and the function of deviance in society.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 331: HUMAN DEVELOPMENT AND SOCIAL STRUCTURE

3 semester hours

This course will consider the development of personality within the context of the social structure. The influence of the family and the socio-cultural environment will be stressed. Contributions and convergent theoretical developments in psychology, anthropology, and sociology which bear upon the interface between the individual and the social structure will be utilized.

Prerequisite: Soc. 300 and one psychology course or permission of department chairman.

SOCIOLOGY 332: CLASSICAL SOCIOLOGICAL THEORIES

4 semester hours

The development of sociological theory in its historical and social context is studied. The function of theory in science and in sociology is briefly examined. Critical analysis is given to the more important theories from those of Comte to the early Parsons. The major views of such theorists as Marx, Pareto, Durkheim, Mead and Weber will be studied.

Prerequisite: Soc. 300 or permission of department chairman.

SOCIOLOGY 333: CONTEMPORARY SOCIOLOGICAL THEORIES

3 semester hours

The recent development of sociological theory in its historical and social context is studied. Critical analysis is given to such contemporary theories as those of the later Parsons, Mills, Merton, Darendorf and Nisbet. The nature and function of theory,

along with its construction and use are examined in some detail.

Prerequisite: Soc. 332.

SOCIOLOGY 350: TOPICS IN SOCIOLOGY

3 semester hours

This course provides an opportunity to study a special area of sociology not offered by the department on a regular basis. Topics include the sociology of knowledge, sociology of small groups, political sociology, social ecology, social gerontology and sociology of sex roles.

Prerequisite: prerequisite will vary according to topic area.

SOCIOLOGY 360: SEMINAR IN SOCIOLOGY

4 semester hours

This seminar provides an integrating experience of sociological theories.

Prerequisite: 18 hours of sociology, including Soc. 310 and 332.

SOCIOLOGY 380: WORKSHOP IN SOCIOLOGY

Selected problems are investigated in various formats. Credits and prerequisite vary.

SOCIOLOGY 390: INDEPENDENT STUDY

A course offered to those students who wish to undertake independent study in some area of interest in the field of sociology. The course can be in the form of a reading course or an independent research project. The structure of the course will vary. Credits vary.

Prerequisite: any two elementary and/or intermediate sociology courses plus permission of instructor and chairman of department.

SPANISH

(Department of Modern Languages)

The general prerequisite for 200 and 300 level courses is proficiency in intermediate Spanish demonstrated through examination or through successful completion of Spanish 113-114 or the equivalent.

The restricted arts and science courses in this department are 100, 101 and 102. All of the other courses listed below are unrestricted arts and science courses.

SPANISH 100: ACCELERATED ELEMENTARY SPANISH

6 semester hours

A concentrated one semester course for the student who wishes to begin the study of Spanish. In this course emphasis is placed upon the development of the four basic skills: listening comprehension, speaking, reading and writing. Aspects of Spanish culture and civilization are presented as an integral part of the course work. Extensive use is made of the language laboratory. Admission to the course requires the approval of the department chairman.

SPANISH 101: ELEMENTARY SPANISH I

3 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. This course is not open for college credit to students who have studied Spanish in secondary school except by permission of the department chairman.

See Spanish 110.

SPANISH 102: ELEMENTARY SPANISH II

3 semester hours

This course is a continuation of Spanish 101.

Prerequisite: Spanish 101 or 1 year of secondary school Spanish or permission of the department chairman.

SPANISH 110: CONTINUING ELEMENTARY SPANISH

4 semester hours

A concentrated one semester course for the student who wishes to continue his study of a language which he began in the secondary school. In this course special emphasis is placed on aspects of culture and civilization as it relates to language development. The development of the four skills: listening, speaking, reading and writing, is stressed. Extensive use is made of the language laboratory. Not open to students who have completed Spanish 100, 101 or 102.

Prerequisite: two years of secondary school Spanish or approval of the department chairman.

SPANISH 113: INTERMEDIATE SPANISH

4 semester hours

Through selected readings the student examines the cultural and linguistic heritage of the Spanish speaking world. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. The language laboratory is utilized. The course is open to students who have completed either Spanish 100, 102 or 110; three years of secondary school Spanish; or have achieved a score of 500-549 on the CEEB Achievement Test in Spanish.

SPANISH 114: READINGS IN INTERMEDIATE SPANISH

4 semester hours

Readings will stress the cultural and humanistic impact of Spanish civilization upon modern man. The development of the basic oral and written skills will be continued. Special emphasis will be given to the development of the reading skill. The treatment of grammar will be functional.

Prerequisite: Spanish 113 or permission of department chairman.

SPANISH 117: INTRODUCTION TO LITERARY GENRES

4 semester hours

Representative examples of the major literary genres are read and analyzed to expose the nature of each genre. Appropriate approaches to the criticism of each genre are discussed and applied to selected examples. Assigned readings are in Spanish.

Prerequisite: Spanish 113 or permission of department chairman.

SPANISH 201: CONVERSATION AND COMPOSITION

4 semester hours

This course is designed to develop oral and written proficiency on a more advanced level, emphasizing the use of accurate idiomatic Spanish. Texts stressing Hispanic culture and civilization are used as a basis for the oral and written work.

SPANISH 202: ADVANCED COMPOSITION AND CONVERSATION

4 semester hours

This course is designed to develop further the ability to speak and write Spanish for those students who plan to continue their study of the language. A study of the finer shades of grammatical and idiomatic expression is made through controlled composition, the writing of original themes and the stylistic analysis of selected texts.

SPANISH 250: THE HISPANIC WORLD: SPAIN

3 semester hours

The geography and the political and cultural history of peninsular Spain are traced from origins to modern times. The course is taught in Spanish.

SPANISH 251: THE HISPANIC WORLD: LATIN AMERICA

3 semester hours

The geography, the political and cultural history of Latin America are traced from the discovery to modern times. The course is taught in Spanish.

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 Gongora as pivotal figures in the development of literary forms.

SPANISH 315: ROMANTICISM IN SPAIN

3 semester hours

The development and legacy of Romantic literature in Spain are considered against the background of the 18th and 19th centuries.

SPANISH 316: REALISM IN SPAIN

The development of the realistic novel and drama in Spain is studied from the *costumbristas* to the Generation of 1898.

3 semester hours

SPANISH 317: THE GENERATION OF 1898 TO THE SPANISH CIVIL WAR

The development of the major branches of Spanish literature from the Generation of 1898 to about 1940 is analyzed through representative works of the period.

3 semester hours

SPANISH 318: THE SPANISH CIVIL WAR TO THE PRESENT

The evolution of Spanish literature from 1940 to the present is studied through the work of representative writers.

3 semester hours

SPANISH 321: LATIN-AMERICAN LITERATURE: COLONIALISM TO MODERNISMO

Latin-American literature from the colonial period to the Mexican Revolution is surveyed with special emphasis on the transformation and adaption of European sensibilities and literary forms to the realities of the New World and the development of a distinctive literary expression of that reality.

3 semester hours

SPANISH 322: CONTEMPORARY LATIN-AMERICAN LITERATURE

Twentieth-century manifestations of major themes of Latin-American literature are studied against their historical and social background. Attention is given to the changing view of the relationship of man to his environment, and the impact on literature of revolution and social protest, the search for cultural identity and the role of the artist and intellectual in society and art.

3 semester hours

SPANISH 350: APPLIED GRAMMAR

The goal of this course is facility of correct construction and grammar in speech and composition. The course involves a practical application of grammar in both oral and written forms and intensive study of construction and of idiomatic expressions.

3 semester hours

Prerequisite: Spanish 202.

SPANISH 360: SEMINAR IN SPANISH

The material of this course varies from year to year, but the comprehensive pattern remains constant. The work involves intensive individual and group study of literary, philosophical, historical, political, social or aesthetic problems, the choice to be based on the students' backgrounds and interests. Each student is required to submit a major paper as a culmination of the semester's work. Topic or period for each semester will be announced in advance.

3 semester hours

SPANISH 390: DIRECTED STUDY

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

3 semester hours

Prerequisite: approval of department chairman.

SPANISH 501: STUDIES IN HISPANIC FICTION

Topics and materials for this course will be selected from significant periods or movements of the Spanish or Spanish American novel or short story. Analysis of form and technique as well as the historical and social context of the works will be stressed. With permission of the department chairman, this course may be repeated for credit if the content of the course is not duplicated.

3 semester hours

SPANISH 502: STUDIES IN HISPANIC ESSAY

An analysis of the essay as a literary form and its development in Spain or Spanish America are studied in this course. With permission of the department chairman this course may be repeated for credit if the content of the course is not duplicated.

3 semester hours

SPANISH 503: STUDIES IN THE HISPANIC THEATRE

Topics and materials for this course will be selected from a major movement of Spanish and Spanish American drama. With permission of the department chairman this course may be repeated for credit if the content of the course is not duplicated.

3 semester hours

SPANISH 504: STUDIES IN HISPANIC POETRY

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

3 semester hours

consideration. With permission of the department chairman, this course may be repeated for credit if the content is not duplicated.

SPANISH 510: STUDIES IN CERVANTES

This course will include an interpretative study of *Don Quixote* and of other works of Cervantes in connection with the historical background.

3 semester hours

SPANISH 511: MODERNISM AND POST-MODERNISM IN SPAIN AND SPANISH AMERICA

A study is made of the most important authors and works of Modernism and Post-Modernism.

3 semester hours

SPANISH 560: GRADUATE SEMINAR IN SPANISH

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

3 semester hours

SPANISH 590: DIRECTED STUDY

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. A major paper in thesis form is required.

3 semester hours

Prerequisite: approval of department chairman.

See also Modern Languages and Literature, page 181.

DEPARTMENT OF SPECIAL EDUCATION

Name of the courses offered by this department are arts and science courses.

SPECIAL EDUCATION 300: INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN

This course emphasizes the educational implications of intellectual, physical and emotional differences among children. School and community adjustments for children with learning and communication problems as well as children with traditional handicapping conditions are considered. This introductory course, which includes observation experiences, is required of all students in special education.

4 semester hours

SPECIAL EDUCATION 302: EDUCATION OF MENTALLY RETARDED CHILDREN

Topics include the methods, procedures and curricula effective in the education of the mentally retarded from pre-school age to adolescence. This course includes observation and practicum experiences.

4 semester hours

Prerequisite: Spec. Ed. 304.

SPECIAL EDUCATION 303: STUDENT TEACHING IN SPECIAL EDUCATION

One quarter is spent teaching in special education programs under the joint supervision of an experienced teacher and a college supervisor. The student assumes increasing responsibility for teaching in the program to which he is assigned (emotionally disturbed, mentally retarded or neurologically impaired). Students are required to follow the calendar of the schools to which they are assigned while student teaching.

5 semester hours

Prerequisite: appropriate special education sequence; consent of instructor; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the passing of all courses required prior to student teaching in the major fields and professional sequence; proficiency in the operation of audiovisual equipment and speech proficiency.

SPECIAL EDUCATION 304: PSYCHOLOGY OF EXCEPTIONAL CHILDREN

This course will examine the nature of individual differences, basic theories of intelligence, learning, the techniques of behavior modification and the educational evaluation of exceptional children. This is a four credit course which includes observation-participation experiences.

4 semester hours

Prerequisite: Spec. Ed. 300.

SPECIAL EDUCATION 306: EDUCATION OF THE NEUROLOGICALLY IMPAIRED

4 semester hours
The adaptation of educational procedures for children with neurological defects. Current practices and promising innovations are reviewed with emphasis on dealing with the associated learning problems found in children with central nervous system impairments. This course includes observation and practicum experiences.

Prerequisite: Spec. Ed. 304.

SPECIAL EDUCATION 307: EDUCATION OF THE EMOTIONALLY DISTURBED

4 semester hours
The course concentrates on methods and techniques of teaching children with emotional and social maladjustments. Particular attention is given to educational programming and behavioral alteration procedures. This course includes observation and practicum experiences.

Prerequisite: Spec. Ed. 304.

SPECIAL EDUCATION 313: CLINICAL ORIENTATION IN SPECIAL EDUCATION

3 semester hours
This course is a culminating pre-service orientation and preparation of the prospective teacher in the use of community resources and services for children with learning problems. The student is given experiences in clinical referrals, programmed instruction, prescriptive teaching and the use of educational material resources. The Learning Center at the college and off-campus special education satellite facilities become the laboratories for the conduct of this course.

Prerequisite: Spec. Ed. 303.

SPECIAL EDUCATION 330: INTRODUCTION TO EDUCATION OF CHILDREN WITH SPECIAL NEEDS

3 semester hours
Designed to provide an orientation to special education, the educational characteristics and needs of the range of exceptional children and the organizational procedures for inclusion of such children in the various school programs with particular emphasis on the integration of mildly handicapped children within regular school settings.

Prerequisite: Ed. 310, 330 or 331.

SPECIAL EDUCATION 331: TEACHING CHILDREN WITH SPECIAL NEEDS IN REGULAR SCHOOL PROGRAMS

3 semester hours
For the pre-service education major who has completed student teaching, this course is designed to assist the teacher in the formulation of assessment and treatment strategies for the management of behavioral and academic problems of special needs children in the regular school setting.

Prerequisite: Spec. Ed. 330.

SPECIAL EDUCATION 400: NATURE OF LEARNING DISABILITIES

3 semester hours
This course reflects the various schools of thought and points of view concerning children with learning problems. Learning disabilities is considered both a distinct and separate category and as an overlapping-interrelated area with all fields of exceptionality.

SPECIAL EDUCATION 404: PSYCHOEDUCATIONAL PROCEDURES WITH EMOTIONALLY DISTURBED CHILDREN

3 semester hours
The application of learning theory to the development of individualized special education programs will be studied. Specific methods of modifying the behavior of socially and emotionally maladjusted children will be discussed. Students are required to develop and apply techniques with disturbed and maladjusted children.

Prerequisite: Spec. Ed. 302, 306, 307 or 408.

SPECIAL EDUCATION 405: TEACHING TRAINABLE MENTALLY RETARDED CHILDREN

3 semester hours
Topics include the methods, procedures and curriculum effective in the education of trainable mentally retarded children from pre-school age through adolescence.

Prerequisite: Spec. Ed. 302.

SPECIAL EDUCATION 406: ADMINISTRATIVE PROBLEMS IN THE EDUCATION OF EXCEPTIONAL CHILDREN

3 semester hours
This is an advanced course for persons interested in the administration of programs for exceptional children. Problems discussed are those facing administrators in relation to school and community planning for these children.

Prerequisite: certification in at least two areas of special education and consent of instructor.

SPECIAL EDUCATION 407: CLINIC AND LIAISON TEACHING FOR CHILDREN WITH DISTURBED BEHAVIOR

3 semester hours
Students will be exposed to procedures utilized in organizing and implementing special education resource and consultative service for emotionally disturbed children. Classroom lectures are supplemented with extensive on-the-job experience in local community mental health centers and/or public schools helping teacher programs for such children.

Prerequisite: Spec. Ed. 302, 306, 307 or 408.

SPECIAL EDUCATION 408: CLINICAL METHODS IN SPECIAL EDUCATION

3 semester hours
The discussion, demonstration and application of specific teaching methods in the various fields of special education. Clinical information is gathered for the demonstration of systematic remediation based upon educational priorities.

Prerequisite: consent of instructor.

SPECIAL EDUCATION 409: LANGUAGE DEVELOPMENT AND COMMUNICATION PROBLEMS OF CHILDREN

3 semester hours
This course emphasizes the processes of language development in children. Specific techniques for enhancing language development in exceptional children are considered. The origins, nature and management of classical speech problems are also studied.

Prerequisite: Spec. Ed. 300.

SPECIAL EDUCATION 410: MEDICAL ASPECTS OF LEARNING PROBLEMS

3 semester hours
This course delineates the etiology of physical and emotional conditions as they contribute to developmental and educational handicaps. The role of the physician and the scope of medical intervention with exceptional children are explored.

Prerequisite: Spec. Ed. 302, 306 or 307.

SPECIAL EDUCATION 411: THE EDUCATIONALLY RETARDED ADOLESCENT

3 semester hours
The course stresses organization of school and community programs for the adolescent educable and other educationally handicapped children. Curriculum development and methods of teaching personal, occupational and social skills are emphasized.

Prerequisite: Spec. Ed. 302, 306, 307, 309 or 408.

SPECIAL EDUCATION 430: IDENTIFICATION AND ASSESSMENT OF SPECIAL NEEDS IN REGULAR CLASSES

3 semester hours
Designed for the regular educator in service, this course emphasizes the educational implications of differences among children from the easily deservable handicap, the disadvantaged, the mildly handicapped and the gifted whose education program is undertaken within regular classes.

SPECIAL EDUCATION 431: INSTRUCTIONAL APPROACHES TO CHILDREN WITH SPECIAL NEEDS IN REGULAR CLASSES

3 semester hours
Examination of a variety of instructional approaches to children with special needs and the development of skills to meet those needs are the overall objectives of this course. It is designed for the regular educator without background in special education to become familiar with and skillful in the management and educational growth strategies for special needs of children in regular classes.

SPECIAL EDUCATION 433: COMMUNICATION WITH EXCEPTIONAL CHILDREN AND PARENTS 3 semester hours

This course is designed to examine the process of verbal and non-verbal communication, specifically as it applies to teachers, parents and exceptional children. The course has particular relevance to special education teachers as well as regular classroom teachers who work with exceptional children. A portion of the course will be devoted to field experiences.

Prerequisite: student teaching in special education or special education certification.

SPECIAL EDUCATION 434: EDUCATION OF PARENTS AND FAMILIES OF EXCEPTIONAL CHILDREN 3 semester hours

This course is designed to examine the problems, attitudes and roles of parents and significant persons in the lives of exceptional children and to provide special education teachers and other educators with techniques for professional and parent interaction.

Prerequisite: student teaching or experience in the education professions.

SPECIAL EDUCATION 440: IDENTIFICATION AND AMELIORATION OF LEARNING AND BEHAVIORAL PROBLEMS IN PRESCHOOL CHILDREN 3 semester hours

Specifically designed for teachers in preschool settings, the course deals with discrepancies in intellectual, language, affective and psychomotor development, examines both formal and informal techniques available in the assessment of developmental levels of these variables, and reviews a wide array of strategies and curricula which exist for the preschool child who manifests unique needs within the above areas.

SPECIAL EDUCATION 441: CURRICULUM AND TEACHER INTERVENTIONS FOR VULNERABLE PRESCHOOL CHILDREN 3 semester hours

This course is designed to provide day-care, nursery and kindergarten teachers with a basic knowledge of intervention models and strategies appropriate for learning and behavior problem young children. Specific emphasis will be placed on the application of appropriate strategies to on-going problems.

Prerequisite: Spec. Ed 440 or consent of instructor.

SPECIAL EDUCATION 446: PRACTICUM IN THE EDUCATION OF EXCEPTIONAL CHILDREN 3 semester hours

Concentrating in his area of specialization (emotionally disturbed, learning disabilities or mental retardation) each graduate student spends a minimum of 75 hours in assigned clinical and teaching centers. This course emphasizes professional orientation and the development of observation skills. Hours to be arranged.

Prerequisite: consent of instructor.

SPECIAL EDUCATION 461: INTERNSHIP IN THE EDUCATION OF EXCEPTIONAL CHILDREN 6 semester hours

The intern is required to evaluate, plan for and teach children at several developmental levels in his area of specialization (emotionally disturbed, learning disabilities or mental retardation).

Prerequisite: consent of instructor.

SPECIAL EDUCATION 502: DIFFERENTIAL DIAGNOSIS AND REMEDIATION OF EDUCATIONAL PROBLEMS 3 semester hours

The role of the clinical educator is emphasized as he complements meaningful psycho-medical-social information with differential educational evaluations. This process will serve as the base for planning, implementing and verifying appropriate remedial measures. Graduate students are required to participate in this process as their skills permit.

Prerequisite: Spec. Ed. 408 or consent of instructor.

SPECIAL EDUCATION 550: PRACTICUM IN ADMINISTRATION OF PROGRAMS FOR EXCEPTIONAL CHILDREN 3 semester hours

Students are required to spend two full days a week in assignments. Time is spent in classes for exceptional children in public schools at state institutions, centers operated by private agencies and in occupational training centers. Students also participate in program planning with individual teachers and as supervisor-trainees in specific areas

of the state. Trainees, under supervision, are responsible for the coordination of activities for exceptional children. Hours to be arranged. Consent of instructor required for admission.

SPECIAL EDUCATION 580: WORKSHOP IN SPECIAL EDUCATION 6 semester hours

Topics vary from year to year. Open only to graduate students.

THEATRE

(Department of Communications and Theatre.)

The restricted arts and science courses in theatre are 321, 379, 393, 398.

All of the other courses listed below are unrestricted arts and science courses.

• **THEATRE 110: APPROACHES TO THEATRE** 4 semester hours
The course introduces the student to basic concepts in the study of and approaches to theatre as a medium of entertainment and aesthetics. Students will explore issues related to educational, commercial and community theatre. The course may not count toward a major in theatre.

THEATRE 202: FUNDAMENTALS OF ORAL INTERPRETATION 3 semester hours
This course introduces the student to the procedures of analysis, preparation and delivery of literary selections for oral interpretation purposes. The student concerns himself with the demands made by a variety of literary forms, including dramatic literature, prose and poetry. The emphasis is on experiencing and leading others to the subtleties of good literature. (Same as Communications 202) It is recommended that majors enroll in Comm. 220, before taking this course.

THEATRE 205: INTRODUCTION TO THEATRE ARTS 4 semester hours
Designed to familiarize the student with all phases of theatre, the course focuses upon the basic principles and concepts of play structure and style of production acting, directing, scene and costume design, and criticism as they contribute to theatrical production. Attendance at, and analysis of several productions is required.

THEATRE 210: FUNDAMENTALS OF TECHNICAL THEATRE 3 semester hours
This course is a study of the fundamentals of various aspects of technical theatre production. The historical development of stage scenery and its influence on modern theatre technology is explored. The student studies scene construction and handling of scenery, color and paints, the use of properties and elementary lighting and sound. A minimum of 20 hours of laboratory work is required on an actual production.

Prerequisite: Theatre 205 or permission of the instructor.

THEATRE 312: SCENE DESIGN FOR THE THEATRE 3 semester hours
In this advanced course the student studies the theory and practice of scene design and its relationship to the problems of total production. The student learns techniques of mechanical drawing, color sketching and model construction as preliminary to translating artistic concepts into practical stage scenery. Studies in the aesthetics of stage design and theatre architecture as related to major historical periods are included.

Prerequisite: Theatre 210 or permission of instructor.

THEATRE 314: COSTUME DESIGN FOR THE THEATRE 3 semester hours
The theoretical and practical aspects of costume design for the theatre are covered through a lecture-laboratory format. The history of fashion and theatrical costume is studied in conjunction with basic costume design concepts, techniques of rendering costume plates, the evolution of a stage costume, fabrics, pattern drafting and special materials. At least 20 hours of laboratory work are required.

Prerequisite: Theatre 205 or permission of instructor.

THEATRE 315: LIGHTING FOR THE THEATRE 3 semester hours
The student studies the elementary physics of light, electricity and color as they pertain to the theatre. Attention is given to the aesthetics of light and instrumentation and control used to create desired effects. Optimum and minimum equipment are studied. The student will be expected to design lighting plots to be carried out in practical laboratory sessions.

Prerequisite: Theatre 210 or permission of instructor.

THEATRE 316: MAKE-UP FOR STAGE, FILM AND TELEVISION 3 semester hours

The theoretical and practical aspects of make-up are covered through a lecture-laboratory format. The course is structured around application of make-up in practical class session and at least 20 hours of laboratory or theatre production. Basic character and stylized make-up categories are studied, based on an understanding of facial anatomy. Fashions in make-up, hair styles and wigs are studied. The student will be introduced to the art of mask and wig making.

Prerequisite: Theatre 205 or permission of instructor.

THEATRE 320: FUNDAMENTALS OF ACTING 3 semester hours

The student is introduced to the basic physical and psychological aspects of acting through exercises, improvisations and assigned scenes. Emphasis is placed on freeing the body and developing the powers of observation, concentration and imagination.

Prerequisite: Theatre 205, Comm. 220 or permission of instructor.

THEATRE 321: ADVANCED ACTING 3 semester hours

Individual development and correction of problems is stressed in this continuation of the work begun in Theatre 320. The student is trained in techniques of character analysis and creation through scenes, criticism and coaching. Both classic and contemporary plays are used.

Prerequisite: Theatre 320 or permission of instructor.

THEATRE 325: FUNDAMENTALS OF DIRECTING 3 semester hours

Basic play interpretation, casting, rehearsing procedures and other directorial duties are covered. Techniques for achieving meaningful visual dramatization through the psychological and spatial relationships of characters are demonstrated and utilized in student-directed scenes involving problems in composition, movement, tempo and rhythm.

Prerequisite: Theatre 205, 320 or permission of instructor.

THEATRE 330: CREATIVE DRAMATICS WITH CHILDREN 3 semester hours

The course serves as an introduction to creative dramatics and provides a knowledge and appreciation of creative drama as a process in fostering creative expression with children. Through a study of various theories combined with observation, practice and demonstrations of creative movement, dramatic play and story dramatization, the student explores the uses of improvised drama in the classroom.

THEATRE 335: THEATRE FOR CHILDREN 3 semester hours

This course involves the selection and preparation of scripts, casting, rehearsing, producing and the presentation of plays for audiences of children.

THEATRE 340: HISTORY OF THE THEATRE: I 4 semester hours

The development of the physical theatre and dramatic art is correlated from classical Greece to the French Renaissance, providing the student with a knowledge of the rise and development of the theatre as an institution. Relationships to the other arts and to the social environment of the various periods are also explored.

THEATRE 341: HISTORY OF THE THEATRE: II 4 semester hours

This is a continuation of Theatre 340, encompassing drama and theatre arts from 1660 to the present.

THEATRE 361: SEMINAR IN THEATRE 3 semester hours

This course is designed to provide the student with an opportunity to explore in depth an area in Theatre, pursuing investigations into specialized problems or theories. May not be taken more than twice. A student may not take more than 9 semester hours in any combination of Theatre 361, 390 and 391.

Prerequisite: successful completion of 12 credits hours in Theatre courses and permission of instructor.

THEATRE 379: THEATRE INTERNSHIP 9 semester hours

This program is designed to enable the student to gain a more comprehensive understanding of professional theatre through on-the-job training. It offers professional instruction, supervision and practice in the various areas of Trinity Square Repertory Company's operation. The student may concentrate in theatre management, costum-

ing, lighting, properties, scene design and construction, stage management, directing or acting. The intern will be expected to work full-time with Trinity Square Repertory Company. Application must be made one semester prior to the period of internship. Open only to theatre majors who are seniors or second semester juniors.

THEATRE 390: INDEPENDENT STUDY IN THEATRE 3 semester hours

The student selects an area for concentrated study under the supervision of a department faculty adviser. The course could involve creative work accompanied by a written analysis or scholarly research culminating in a thesis paper. May be taken not more than twice. A student may not take more than 9 semester hours in any combination of Theatre 361, 390 and 391.

Prerequisite: successful completion of 12 semester hours in theatre courses and permission of instructor.

THEATRE 391: SPECIAL PROBLEMS IN THEATRE 3 semester hours

The student selects with the aid of a faculty adviser a practicum-oriented problem on which to concentrate for the semester. The course will consist of periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project. May be taken not more than twice. A student may not take more than 9 semester hours in any combination of Theatre 361, 390 and 391.

Prerequisite: successful completion of 12 semester hours in theatre courses and permission of instructor.

THEATRE 393: SPECIAL PROBLEMS IN DESIGN 3 semester hours

The student with the aid of a faculty adviser selects a design project or problem on which to concentrate for the semester. The course will include periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project.

Prerequisite: Theatre 210 or its equivalent and permission of instructor.

THEATRE 398: SPECIAL PROBLEMS IN DIRECTING 3 semester hours

The student with the aid of a faculty adviser selects a directing project or problem on which to concentrate for the semester. The course will include periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project.

Prerequisite: Theatre 325 or its equivalent and permission of instructor.

THEATRE 419: THEATRE MANAGEMENT 3 semester hours

In the context of the history of theatre management, the course focuses on the effective administration of a theatre arts program. The student explores the problems involved in organizing and publicizing a theatre season and in the coordination and administration of theatre staff, budget and facilities.

Prerequisite: permission of department chairman

THEATRE 440: DRAMATIC CRITICISM 3 semester hours

An intensive analysis is made of the theatrical qualities and aesthetic content of plays create the experience of theatre. Dramatic criticism, style and genres which represent major periods in the continuing evolution of theatre are examined in light of their contribution to theatrical experience.

THEATRE 480: WORKSHOP IN THEATRE

Selected topics are investigated in various formats. Credits and prerequisite vary.

URBAN EDUCATION

See Education course listings, page 134.

URBAN STUDIES

All of these courses are unrestricted arts and science courses

INTERDEPARTMENTAL COURSE 321: FIELD EXPERIENCE IN

URBAN STUDIES 3 semester hours

The student will be assigned to an agency concerned with applied aspects of urban studies. The course will be under the joint supervision of the agency and the college.

In addition to the field experience, the course will meet at designated times in order to provide an opportunity for students to discuss their individual experiences and relate them to the principles and concepts of urban studies. It is recommended that the student take this course in the seventh semester.

Prerequisite: permission of director of urban studies.

INTERDEPARTMENTAL COURSE 350: TOPICS IN URBAN STUDIES 3 semester hours
Special topics in urban studies will be examined. A student may repeat this course with a change in content. Topics are to be designated each time the course is offered.

INTERDEPARTMENTAL COURSE 362: SEMINAR IN URBAN STUDIES 3 semester hours
This course is a culminating experience offering an opportunity to interpret ideas from previous learning experiences and to develop new perspectives on urban studies by research and reporting in a seminar format. It is recommended that the student take this course in the eighth semester.

Prerequisite: Interdepartmental Course 321.

VOCATIONAL EDUCATION

(Department of Industrial Education)

None of the courses offered by this department are arts and science courses.

These courses are limited to persons enrolled in the Bachelor of Science in vocational-industrial education program.

VOCATIONAL EDUCATION 300: METHODS OF TEACHING INDUSTRIAL SUBJECTS 3 semester hours
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 Vocational-Industrial 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 ORGANIZATION 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. Concerns for shop safety procedures are appropriately treated in each section. A study is made of shop plans, layouts and pupil personnel organizations.

FACULTY AND ADMINISTRATION

ADMINISTRATIVE AND SERVICE PERSONNEL

ACADEMIC AFFAIRS, Roberts Hall 407, Ext. 546
Ridgway F. Shinn Jr., Vice President

ACCOUNTING, Alger Hall 134, Ext. 234
Walter J. Kochanek Jr., Chief Accountant

ADMINISTRATIVE ASSISTANT TO THE PRESIDENT, Roberts Hall 405,
 Ext. 558
Margaret B. Smith

ADMISSIONS, Roberts Hall 306, Ext. 551
John S. Foley, Director
Claire M. Giannamore, Transfer Admissions Officer
Patricia A. Sullivan, Admissions Officer
Barbara S. Fadirepo, Admissions Officer

AFFIRMATIVE ACTION OFFICE, Roberts Hall 317, Ext. 218
George Simms, Officer
Robert F. Steward, Interim Affirmative Action Officer

ARTS AND SCIENCES, DIVISION OF, Gaige Hall 162, Ext. 400
Noel J. Richards, Dean
C. Annette Ducey, Associate Dean
Patrick J. O'Regan, Assistant Dean

ATHLETICS, Walsh Center 218, 222, Ext. 393, 396
William M. Baird, Director and Basketball Coach, Men's Sports
Patricia J. Moore, Director, Women's Sports

AUDIOVISUAL DEPARTMENT, Alger Hall 125, Ext. 531
Roland B. Mergener, Director
Anthony P. Giardino, Assistant Director, Television Center
Hans-Erik Wannberg, Assistant Director, Audiovisual Center
Robert Simmons, Assistant Director, Film Center

BOOKSTORE, Student Union, Ext. 477
Jerome B. Lynch, Bookstore Manager
Marion F. Brown, Assistant Manager

BUREAU OF SOCIAL AND EDUCATIONAL SERVICES, Bureau, Ext. 228
John C. O'Neill, Director

BURSAR, Alger Hall 133, Ext. 534
Thomas J. Kelly, Bursar

BUSINESS AFFAIRS, Roberts Hall 101, Ext. 222
Ernest L. Overbey, Vice President for Business Affairs

BUSINESS MANAGER, Roberts Hall 105, Ext. 333
Joseph V. Alfred, Business Manager

CAREER DEVELOPMENT CENTER, Craig-Lee Hall 050, Ext. 561
William H. Hurry Jr., Director
Pennell S. Eustis, Financial Aid Officer

Margaret McDonald, Student Employment Officer
Frankie S. Wellins, Professional Employment Officer

CENTER FOR ECONOMIC EDUCATION, Alger Hall 200, Ext. 466
John M. Sapinsley, Director

CHAPLAINS, Student Union 301, 302, 303, Ext. 475, 476
Reverend Joseph Creedon, Catholic Chaplain
Reverend Mr. Marcel Belisle, Catholic Chaplain
Reverend G. Richard Dulin, Protestant Chaplain

COMPUTER CENTER, Gaige Hall B-10, Ext. 427
Richard A. Sundberg, Director
Ronald D. Lupo, Assistant Director

CONFERENCES, Faculty Center, Ext. 636
Kathryn M. A. Sasso, Coordinator

CONTINUING EDUCATION, Roberts Hall 114, Ext. 328
William E. Swigart, Director

CONTROLLER, Roberts Hall 102, Ext. 334
Thomas J. Geddes, Controller

COUNSELING AND SPECIAL SERVICES, Craig-Lee Hall 126, Ext. 312
Mrs. Jimmie White, Acting Director

CURRICULUM RESOURCES CENTER, Horace Mann Hall 141, Ext. 639
Maureen T. Lapan, Director

DINING AND FOOD SERVICES, Donovan Dining Center, Ext. 207
Peter F. Rogers, Director
Vincent Flemming, Assistant Director

EDUCATIONAL STUDIES, DIVISION OF, Horace Mann Hall 107, Ext. 661
Eleanor M. McMahon, Dean
Lenore A. DeLucia, Associate Dean
Walter A. Crocker Jr., Assistant Dean

ETHNIC HERITAGE STUDIES PROJECT Bureau, Ext. 228
George Kellner, Director

EVALUATION AND RESEARCH, CENTER FOR, Alumni House
 Ext. 268
Crist H. Costa, Director

FOREIGN STUDENT ADVISEMENT, Roberts Hall, 303, Ext. 551
Patricia Sullivan, Adviser

GENERAL STUDIES PROGRAM, Gaige Hall 155, Ext. 402
John J. Salesses, Director

GRADUATE STUDIES, DIVISION OF, Roberts Hall 124, Ext. 431
Lon W. Weber, Dean
William A. Small, Associate Dean

HEALTH SERVICE, Browne Hall, Ext. 322
James J. Scanlan, M.D., Director and Physician
Yolanda A. Leonelli, R.N., Nurse-Supervisor

HENRY BARNARD SCHOOL, Ext. 345

Richard E. Sevey, Principal
Eleanor Skenyon, Assistant Principal

INTERNATIONAL EDUCATION, Gaige Hall 104 E, Ext. 406
Lawrence Lindquist, Coordinator

LABORATORY EXPERIENCES, Horace Mann Hall 103, Ext. 657
William H. Lawton, Director and Coordinator of Student Teaching

LATIN AMERICAN STUDIES PROGRAM, Craig Lee 163, Ext. 579
Dix S. Coons, Coordinator

LEARNING CENTER, Horace Mann Hall 047, Ext. 644
John J. Laffey, Director

LIBRARY, James P. Adams Library, Ext. 362
Richard A. Olsen, Director
Sally M. Wilson, Assistant Director

NEW-STUDENT PROGRAMS, Craig-Lee Hall 057, Ext. 567
James R. Cornelison, Director

NEWS BUREAU, Roberts Hall 320, Ext. 592
Laurence J. Sasso Jr., Director
Gordon E. Rowley, Photographer

OFFICE SERVICES, Alger Hall 112, Ext. 231
Violet C. DeTora, Supervisor

PERSONNEL SERVICES, Roberts Hall 308, Ext. 216
Gordon N. Sundberg, Assistant Vice President for Business Affairs

PHYSICAL PLANT, PHYSICAL PLANT BUILDING, Ext. 262
Alan Perry, Director

PLANNING AND INSTITUTIONAL RESEARCH, Roberts Hall 408, Ext. 544
John Nazarian, Special Assistant to the President

PRESIDENT, Roberts Hall 404, Ext. 555
Charles B. Willard

PUBLICATIONS, Alger Hall, Ext. 324
Eleanor B. Panichas, Director
Marcy L. Juran, Assistant Director

PUBLIC RELATIONS AND ALUMNI AFFAIRS, Alumni House, Ext. 315
Mary G. Davey, Director

PURCHASING, Walsh 223, Ext. 368
Robert A. Grenier, Director

READING CENTER, Horace Mann Hall 055, Ext. 646
William J. Oehikers, Director

RECORDS OFFICE, Roberts Hall 120, Ext. 212
Burt D. Cross, Director
Joseph P. DiMaria, Assistant Director — Registration
Dennis McGovern, Assistant Director — Scheduling

Carol A. Carloni, Recorder
Carol Gast, Recorder
Loretta M. Smith, Recorder

RECREATIONAL AND INTRAMURALS (Men and women), Whipple Gymnasium, Ext. 350

John S. Taylor, Director

SECURITY AND SAFETY, Browne Hall, Ext. 201
Edward J. Perry, Director
Joseph Hickox, Assistant Director

STUDENT ACTIVITIES, Student Union 311, Ext. 488
Richard P. Thomas, Associate Dean for Student Activities and Student Union

STUDENT AFFAIRS, Roberts Hall 402, Ext. 548
Donald P. Hardy, Vice President and Dean of Students

STUDENT HOUSING, Willard Hall, Ext. 538
Mary Louise Gallagher-Babcock, Director

STUDENT LIFE, Craig-Lee Hall 063, Ext. 565, 566
Dixon A. McCool, Associate Dean of Students — Student Life

SUMMER SESSION, Roberts Hall 124, Ext. 431
William A. Small, Director

URBAN EDUCATIONAL CENTER, 2 Winter Street, 521-7823
William Lopes, Director

WRITING SKILLS CENTER, Craig-Lee 229, Ext. 754
Benjamin W. McClelland, Coordinator

FACULTY AND ADMINISTRATION

The following is a list of administrative, faculty and key service personnel, their academic degrees and titles, as of August 31, 1975.

- Emily S. Adler, Assistant Professor of Sociology — B.A., M.A., Queens College*
Kenneth Ainley, Assistant Professor of Health and Physical Education — B.S., University of Rhode Island; M.S., H.S.D., Indiana University
Louis Alfonso, Assistant Professor of Philosophy and Foundations of Education — B.A., M.A., Ph.D., University of Connecticut (Storrs)
Joseph V. Alfred, Business Manager — B.S., Bryant College; M.Ed., Rhode Island College
Peter S. Allen, Assistant Professor of Anthropology — A.B., Middlebury College; A.M., Ph.D., Brown University
Ernest C. Allison, Professor Emeritus of English — A.B., Bates College; A.M., Boston University
Samuel B. Ames, Instructor of Art — A.B., San Diego State College; M.F.A., University of Wisconsin
Barbara E. Anderson, Assistant Professor of Psychology — B.A., M.A., Ph.D., University of Connecticut
George A. Anderson, Associate Professor of Mathematics — B.A., Trinity College; M.A., Ph.D., Yale University
Paul W. Anghinetti, Associate Professor of English — B.S., Ed.M., A.M., Boston University; Ph.D., Florida State University
Albert A. Antosh, Instructor of Special Education — B.A., Ohio University; M.Ed., Rhode Island College

- Donald C. Averill**, Professor of Education — Ed.B., Keene State College; A.M., Ph.D., University of Connecticut
- Lilian Avila**, Professor of Modern Languages and Chairman of the Department — A.B., Brown University; A.M., Middlebury College; Certificat d'Etudes, Sorbonne, Université de Paris; Ph.D., Université Laval
- William M. Baird**, Director of Athletics, Basketball Coach, Associate Professor of Physical Education — B.S., M.S., University of Rhode Island; M.S., Southern Connecticut State College
- Martha Bacon Ballinger**, (Mrs. Ronald B.), Assistant Professor of English, Foreign Student Adviser
- Ronald B. Ballinger**, Professor of History — B.A., B.A. Hons., Rhodes University; M.Litt., Cambridge University
- R. Carol Barnes**, Associate Professor of Anthropology — A.B., University of Connecticut; A.M., Ph.D., University of Pennsylvania
- Edith C. Becker** (Mrs.), Professor Emerita of Art — B.F.A., M.F.A., Syracuse University; Ed.D., New York University
- Terence L. Belcher**, Assistant Professor of Psychology — B.A., Southern Illinois University; M.S., Ph.D., University of Wisconsin
- James J. Betres**, Assistant Professor of Elementary Education — B.S., Indiana University; M.Ed., University of Pittsburgh; M.A.T., Purdue University; Ph.D., Ohio University
- Rita V. Bicho**, Associate Professor of Music — Ed.B., Rhode Island College; Ed.M., C.A.G.S., Boston University
- James Bierden**, Associate Professor of Mathematics and Education — B.A., St. Mary's College, Minnesota; M.A., University of Minnesota; Ph.D., University of Michigan
- Walter J. Blanchard**, Associate Professor of Education — A.B., University of Rhode Island; Ed.M., Rhode Island College; Ph.D., University of Connecticut
- Jason L. Blank**, Assistant Professor of Sociology — A.B., Harvard University; A.M., Boston University
- Joan Bloom**, Assistant Professor, Henry Barnard School (Grade 1) — Ed.B., Rhode Island College; M.Ed., Bridgewater State College
- Lillian B. Bloom** (Mrs. Edward A.), Professor of English — A.B., A.M., New York University; Ph.D., Yale University
- Robert M. Boberg**, Associate 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
- Charles W. Bohnsack**, Assistant Professor of Biology — B.S., University of Buffalo; M.S., Ph.D., University of Rhode Island
- Louis W. Boisvert**, Assistant Professor of Elementary Education — A.B., Providence College; M.A., University of Rhode Island; M.A., Ball State University
- 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
- Charlotte Bridges**, Instructor, Henry Barnard School (Grade 1) — B.A., Ohio Wesleyan University; M.Ed., Boston University
- Harriet Brisson** (Mrs. David W.), Associate Professor of Art — B.F.A., Rhode Island School of Design; M.F.A., Ohio University; M.A.T., Rhode Island School of Design
- Minor K. Brotherton**, Assistant Professor of Physical Sciences — B.S., M.A. in Ed., East Carolina College
- John E. Browning**, Assistant Professor of History — A.B., Ohio State University; A.M., University of Michigan
- Margaret E. Bruya**, Assistant Professor of Nursing — B.S., M.S., University of Washington
- John A. Bucchi**, Assistant Professor of Philosophy and Foundations of Education — A.B., Providence College; Ed.M., Rhode Island College; Ed.D., Boston University

- Lawrence E. Budner**, Assistant Professor of Communications and Theatre — B.A., Hunter College; M.A., University of Pennsylvania
- Billie Ann Burrill**, Associate Professor of Health and Physical Education — B.S., Boston University; M.S., Smith College
- Edward D. Bzowski**, Associate Professor of Industrial Education and Chairman of the Department — B.S., State University of New York at Buffalo; M.A., Ball State University; Ph.D. in Ind. Ed., University of Maryland
- Thomas M. Calhoun**, Assistant Professor of Elementary Education — B.A., Monmouth College; M.S., University of Illinois
- Vincent F. Callia**, Professor of Counselor Education — A.B., Northeastern University; Ed.M., Ed.D., Boston University
- S. Elizabeth Campbell**, Professor Emerita of Education — Ed.B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University
- Elizabeth B. Carey** (Mrs.), Assistant Professor of Elementary Education, — B.S., University of Rhode Island; Ed.M., Rhode Island College
- Anne Cary** (Mrs.), Assistant Professor of Nursing — B.S., Salve Regina College; M.S., Boston College
- Osby Cascone** (Mrs), Assistant Professor of Nursing — R.N., R.I. Hospital School of Nursing; B.S., Teachers College at Columbia University; M.S., Boston University
- The Right Reverend Monsignor Thomas V. Cassidy**, Honorary Faculty Member — A.B., Mt. St. Mary's College; A.M., S.T.L., Catholic University of America; Ed.D., Rhode Island College
- J. Richard Castellucci**, Assistant Professor of Modern Languages — A.B., Brown University; A.M., Middlebury College in Paris
- Robert Castiglione**, Assistant Professor of Philosophy and Foundations of Education — A.B., M.A., Ph.D., Catholic University
- Linda A. Cathers**, Assistant Professor of Nursing — B.S., Salve Regina College; M.S., Boston College
- Noel Chadwick**, Assistant Professor of Modern Languages — B.S., Lycée Pasteur, Diplôme des Sciences Politiques, LL.B., Université de Paris; A.M., Middlebury College
- Paul P. Chassé**, Professor of French — A.B., University of New Hampshire; A.M., Ph.D., Université Laval
- Robert D. Cloward**, Professor of Psychology — B.S., State University of New York; M.S., Syracuse University; Ed.D., Teachers College, Columbia University
- Robert W. Comery**, Professor of English — A.B., Yale University; A.M., Ph.D., Brown University
- Dorothy H. Conforti**, Assistant Professor, Henry Barnard School — B.A., St. Joseph's College; M.Ed., Boston College
- Catherine M. Connor**, Professor Emerita of History — A.B., Radcliffe College; A.M., Columbia University
- Norman H. Cooke**, Associate Professor of History — A.B., University of Delaware; A.M., University of Minnesota
- M. Elizabeth Cooling**, Professor of Education — B.S., New Jersey State College (Glassboro); M.A., Teachers College, Columbia University; Ed.D., University of Kansas
- Dix S. Coons**, Associate Professor of Spanish — A.B., A.M., Brigham Young University; Ph.D., University of Texas
- James R. Cornelson**, Director of New-Student Programs — B.A., Franklin College; M.S., Indiana University
- Alexander H. Cornell**, Associate Professor of Economics — B.A., Union College; M.S., Ohio State University; Ph.D., American University
- Muriel Cornell** (Mrs. Alexander), Assistant Professor of English — A.B., New York University; A.M., University of Rhode Island

- Frank B. Correia**, Professor of Mathematics — B.S., United States Naval Academy; M.S., University of New Mexico; Ph.D., University of Colorado
- Crist H. Costa**, Assistant Professor of Administration and Curriculum, Chairman of the Department and Director, Evaluation and Research Center — B.Ed., North-eastern Illinois State College; M.A., Ph.D., State University of Iowa
- Donald H. Cousins**, Associate Professor of Psychology — B.A., Bowdoin College; B.A., University of Maine; M.Phil., Ph.D., George Washington University
- Rita L. Couture**, Associate Professor of Modern Languages and Education — A.B., Brown University; A.M., Middlebury College in France; Certificats d'Etudes, Université de Grenoble, Université de Paris, Ecole Normale Supérieure de Saint-Cloud, Centre International d'Etudes Pédagogiques de Sevrès
- Audrey J. Crandall (Mrs.)**, Assistant Professor of Elementary Education — A.B., Tufts University; M.S., Old Dominion University; Ph.D., University of Connecticut
- John M. Crenson**, Professor of Elementary Education and Chairman of the Department — B.S., Loyola College; M.S., Fordham University; Ed.D., St. John's University
- Walter A. Crocker Jr.**, Assistant Dean of Educational Studies and Assistant Professor of Secondary Education — Ed.B., Rhode Island College; M.A., University of Rhode Island; Ed.D., Wayne State University
- Gertrude R. Croke**, Instructor, Henry Barnard School (Grade 6) — B.A., Rhode Island M.A., Teachers College, Columbia University
- Burt D. Cross**, Director of Records — B.A., Columbia College; M.A. Seton Hall University
- Moyné L. Cabbage**, Professor of Communications and Theatre and Chairman of the Department — B.A., Eastern Michigan University; M.A., Ph.D., University of Michigan
- Robert N. Currier**, Associate Professor of Music — A.B., New York University; A.M., Boston University
- Sarah T. Curwood**, Professor of Sociology — A.B., Cornell University; Ed.M., Boston University; Ph.D., Radcliffe Graduate School
- John F. Custer**, Associate Professor of Communications and Theatre — B.A., University of Washington; M.F.A., University of Wisconsin
- Doris W. Dasher**, Associate Professor of History — A.B., Vassar College; A.M., Radcliffe College; Ph.D., Columbia University
- Mary G. Davey**, Director of Public Relations and Alumni Affairs — Ed B., Ed.M., Rhode Island College
- Joseph W. Davis**, Instructor of Economics — B.S., Rider College; M.A., New School for Social Research
- Frances F. Dean**, Assistant Professor of English — B.A., Lamar University; M.A., Ph.D., Texas A & M University
- George Deckey**, Assistant Professor of Physical Science and Chemistry — B.S., Brown University
- Oscar A. deLong**, Assistant Professor of Sociology — B.A., Farleigh Dickinson University; M.A., New School for Social Research
- Lenore A. DeLuca (Mrs. Clement A.)**, Associate Dean of Educational Studies, Professor of Psychology — A.B., Pembroke College; A.M., Ph.D., Brown University
- Stanford E. Demars**, Assistant Professor of Geography — B.A., University of Utah; Ph.D., University of Oregon
- John E. DeMelim**, Associate Professor of Art — B.S., Tufts University; M.F.A., Instituto Allende
- Spencer H. DeVault**, Professor of Psychology and Chairman of the Department — A.B., University of Michigan; A.M., Ph.D., Michigan State University
- Richard L. Dickson**, Assistant Professor of Special Education — B.S., Farmington State College; M.A., Ph.D., University of Connecticut

- John F. DiMeo**, Assistant Professor of Special Education — B.S., M.Ed., Rhode Island College
- Judith H. DiMeo (Mrs.)**, Instructor of Special Education — B.S., M.Ed., Rhode Island College
- Frank Doiyak**, Professor of Biology — A.B., University of Connecticut; Ph.D., University of Kansas (Lawrence)
- Eleanor Donahue (Mrs.)**, Assistant Professor, Henry Barnard School (Grade 5) — B.S., St. Joseph College; M.Ed., Boston University
- Fred J. Donovan**, Vice President Emeritus — A.B., Manhattan College; A.M., University of Detroit; Ed.D., Catholic Teachers College
- James J. Dooley Jr.**, Assistant Professor of Communications and Theatre — A.B., College of the Holy Cross; M.A., University of Washington; M.F.A., University of Massachusetts (Amherst)
- Douglas A. Drew**, Assistant Professor of Physical Science — B.S., Wisconsin State University; M.S., University of Iowa; Ph.D., University of Wyoming
- Ernest W. Drew**, Instructor, Henry Barnard School (Grade 1) — B.S., M.S., University of Rhode Island
- Valerie G. Duarte (Mrs. William)**, Assistant Professor, Henry Barnard School (Grade 2) — B.S., University of Rhode Island; M.Ed., Rhode Island College
- C. Annette Ducey**, Associate Dean of Arts and Sciences and Assistant Professor of English — A.B., Goucher College; A.M., Yale University; M.A., Ph.D., University of Hawaii
- Eugene Dutton**, Professor of Psychology — A.M., Ph.D., University of Chicago
- Robert W. Elam**, Assistant Professor of Music — B.M., University of Kentucky; M.M., Conservatory of Music of the University of Cincinnati; Ph.D., University of Cincinnati
- George M. Epple**, Assistant Professor of Anthropology and Chairman of the Department of Anthropology and Geography — B.A., Brown University; Ph.D., Brandeis University
- Mark W. Estrin**, Professor of English and Chairman of the Department — A.B., Amherst College; A.M., Columbia University; Ph.D., New York University
- Marjorie H. Eubank**, Associate Professor of Education and Communications and Theatre — B.A., M.A., Ph.D., University of Michigan
- Patricia Fallon**, Instructor of Nursing — B.S., Boston University
- John A. Finger Jr.**, Professor of Education — B.S., Massachusetts Institute of Technology; Ed.D., Harvard University
- Alan L. Fingeret**, Assistant Professor of Psychology — B.S., M.S., Ph.D., University of Wisconsin
- Murray H. Finley**, Assistant Professor of Counselor Education — B.A., Loras College; M.A., Roosevelt University; Ph.D., University of Iowa
- Carolyn Flueth-Lobban**, Assistant Professor of Anthropology — B.A., M.A., Temple University; Ph.D., Northwestern University
- John S. Foley**, Director of Admissions — B.A., M.Ed., Rhode Island College
- Charles V. Foltz**, Assistant Professor of Biology and Education and Chairman of the Department of Secondary Education — B.S., West Chester State College; M.Ed., Temple University; M.T.S., College of William and Mary
- Sarah T. Foster (Mrs. Ralph C.)**, Assistant Professor of Art, Henry Barnard School — B.S., Rhode Island School of Design; M.A.T., Assumption College
- Mary M. Foye**, Assistant Professor, Henry Barnard School (Reading Resource Room) — A.B., Emmanuel College; M.Ed., Rhode Island College

- Dzintars Freimanis**, Associate Professor of Modern Languages — A.B., Philips University; A.M., Middlebury College; Ph.D., Columbia University
- Roy A. Frye**, Assistant Professor of Education and Chairman of the Department of Instructional Technology — B.A., M.A., Eastern New Mexico University
- Mary Louise Gallagher-Babcock (Mrs.)**, Director of Student Housing — B.A., University of Dayton; M.Ed., Ohio University
- Thomas J. Geddes**, Controller — B.S., Bryant College
- Richard K. Gehrenbeck**, Assistant Professor of Physical Science — B.A., Macalester College; M.A., Ph.D., University of Minnesota
- Kathleen Genover-Nelson**, Professor of Modern Languages — B.A., Columbia Union College; M.A., University of Maryland; Ph.D., Catholic University of America
- Sarah S. Getty (Mrs. David J.)**, Assistant Professor of English — B.A., Stanford University; M.A., Ph.D., University of Pennsylvania
- Anthony P. Giardino**, Assistant Professor of Instructional Technology and Assistant Director, Television Services — B.S. in Ed., Rhode Island College; M.S., Syracuse University
- Barry Gilbert**, Assistant Professor of Physics — B.S., Polytechnic Institute of Brooklyn; M.S., Ph.D., Lehigh University
- Barbara Gillilan (Mrs. John P.)**, Assistant Professor of Mathematics and Education — B.A., M.A.T., Rhode Island College
- M. Shelagh Gilmore**, Associate Professor of Psychology — B.S. in Ed., Lowell State College; Ed.M., C.A.G.S., Boston College
- Peter K. Glanz**, Assistant Professor of Physical Science — B.S., Bates College; M.S., Bucknell University; Ph.D., University of Connecticut
- Patricia Glasheen**, Associate Professor of Elementary Education and K-12 Coordinator of Social Science Education — A.B., Trinity College; Ed.M., Ed.D., Boston University
- Joan I. Glazer**, Associate Professor of Elementary Education — B.S., M.A., Ph.D., Ohio State University
- Mark E. Goldman**, Assistant Professor of Communications and Theatre — B.S., M.S., Emerson College
- Nell I. Gonsalves**, Associate Professor of Biology — B.S., Georgetown University; Long Island University Graduate School; Ph.D., Brown University
- Lee R. Goodness**, Assistant Professor of Industrial Education, B.Ed., University of Miami; M.A., Central Michigan University
- Rodney K. Goodyear**, Instructor of Counselor Education — A.B., Augustana College; M.Ed., Ph.D., University of Illinois
- Jay W. Gossner**, Professor of French — B.S. in Ed., A.M., Ph.D., Syracuse University
- Joseph D. Graham**, Associate Professor of Communications and Theatre — A.B., University of Michigan; A.M., Teachers College, Columbia University
- Richard A. Green**, Associate Professor of Elementary Education — B.S., University of Wisconsin; M.A., Ohio State University; Ph.D., University of Wisconsin
- David L. Greene**, Assistant Professor of Chemistry — B.S., University of Notre Dame; Ph.D., University of Kentucky
- Mary Alice Greltner**, Associate Professor of English and Education — B.A., M.S., Saint Mary College; Ph.D., University of Wisconsin (Madison)
- Gary R. Grund**, Assistant Professor of English — A.B., B.A., Boston College; M.A., Ph.D., Harvard University

- Henry P. Gullotte**, Associate Professor of Mathematics and Education and K-12 Coordinator of Mathematics Education — Ed.B., Rhode Island College; A.M., University of Illinois; Ph.D., University of Connecticut
- Elizabeth Gunning**, Assistant Professor of English — A.B., A.M., Brown University
- David Gustafson**, Assistant Professor of Communications and Theatre — B.A., Knox College; M.S., University of Oregon; Ph.D., Michigan State University
- Mary Jean Wallace Haagens**, Assistant Professor of Biology — B.S., St. Mary's College; Ph.D., University of Notre Dame
- Joseph G. Habershaw**, Assistant Professor, Henry Barnard School (Physical Education) — B.S., M.S., University of Rhode Island
- Margaret Hainsworth**, Instructor of Nursing — R.N., Brockville General Hospital School of Nursing; B.S., Saive Regina College; M.S., Boston College
- H. Samuel Hall**, Assistant Professor of Mathematics — B.S. in Ed., Bloomsburg State College; Ed.M., Pennsylvania State University; M.S., University of Rhode Island
- Spencer Hall**, Associate Professor of English — A.B., University of California at Los Angeles; A.M., Ph.D., Stanford University
- Gertrude T. Hanley**, Associate Professor of Education — Ed.B., Rhode Island College; Ed.M., Boston University
- Peter W. Harman**, Assistant Professor of Economics — B.S., Purdue University; M.B.A., Butler University
- Donald P. Hardy**, Vice President for Student Affairs and Dean of Students — B.S., M.Ed., Springfield College; Professional Diploma in Guidance, Harvard University
- George C. Hartmann**, Professor of Biology — A.B., M.A.T., Harvard University; Ph.D., University of Rhode Island
- Clement J. Hasenlus**, Associate Professor of Secondary Education — A.B., Boston College; Ed.M., C.A.G.S., Boston University
- Mary A. Hawkes**, Professor of Sociology — A.B., Mount Holyoke; M.A., University of Kentucky; Ph.D., Boston University
- Terence E. Hays**, Assistant Professor of Anthropology — B.A., University of Omaha; M.A., University of Colorado; Ph.D., University of Washington
- Grace D. Healey**, Professor of Communications and Theatre — B.L.I., Emerson College; M.Ed., Boston University
- Florence Hennen**, Associate Professor of Psychology — B.S., M.A., Ph.D., University of Minnesota
- Myrl G. Herman**, Professor of Education — A.B., McKendree College; A.M., Washington University
- Katherine A. Hickey**, Assistant Professor of Henry Barnard School (Elementary Resource Room) — B.A., Regis College; M.Ed., Rhode Island College
- Doris J. Hlavsa**, Assistant Professor of Health and Physical Education, Tennis Coach — B.S., State University of New York College at Cortland; M.S., Hofstra University
- Anastasia Hoffmann (Mrs. Charles G.)**, Associate Professor of English — A.B., Agnes Scott College; A.M., University of Iowa; M.A.L.S., Ph.D., University of Wisconsin (Madison)
- Robert E. Hogan**, Assistant Professor of English — A.B., Harvard University; A.M., Ph.D., Boston University
- Raymond H. Holden**, Professor of Psychology — A.B., Brown University; A.M., Yale University; Ed.D., Boston University
- Marcia D. Horne (Mrs.)**, Assistant Professor of Special Education — B.S., State University of New York at Plattsburg; M.Ed., Framingham State Teachers College; Ed.D., Boston University
- Krisjohn O. Horvat**, Assistant Professor of Art — B.F.A., Minnesota School of Art; M.F.A., Rhode Island School of Design
- Raymond W. Houghton**, Professor of Philosophy and Foundations of Education and Chairman of the Department — A.B., A.M., Brown University; Ph.D., University of Connecticut

- Thomas J. Howell, Professor of Philosophy — A.B., Kenyon College; A.M., Ph.D., Brown University
- Mary B. Hoekins, Instructor of Art — B.A., M.A., Syracuse University
- Richard A. Howland, Assistant Professor of Mathematics — B.S., M.A., Ph.D., University of Massachusetts
- Carol A. Hryciw, Assistant Librarian in Cataloging with the Rank of Instructor — B.A., Pembroke College; M.A., University of Michigan; M.S., Simmons College
- William H. Hurry Jr., Director, Career Development Center — A.B., University of Rhode Island; M.S. in Ed., Southern Illinois University
- P. William Hutchinson, Associate Professor of Communications and Theatre — A.B., Franklin and Marshall College; B.D., Princeton Theological Seminary; M.A., Columbia University; Ph.D., Northwestern University
- David M. Hysell, Associate Professor of Art — B.F.A., M.F.A., Ohio University; Ph.D., Ohio State University
- R. Douglas Irvine, Assistant Professor of Sociology — B.S., M.S., Illinois State University
- Steve C. Imber, Assistant Professor of Special Education — B.A., State University of New York at Buffalo; M.A., Ph.D., University of Connecticut (Storrs)
- Pamela Jackson, Instructor of Sociology — A.B., Regis College; M.A., Ph.D., Brown University
- Dena M. Janson, Assistant Librarian in Cataloging with Rank of Instructor — B.A., Clark University; M.S., Florida State University
- Joyce E. Jarvis (Mrs.), Assistant Professor, Henry Barnard School (Grade 2) — Ed.B., M.Ed., Rhode Island College
- Philip C. Joyce, Assistant Professor of Communications and Theatre — A.B., A.M., Emerson College
- Joan M. Karp, Instructor of Special Education — B.S., Rhode Island College; M.S., Syracuse University
- William F. Kavanagh, Assistant Professor of Industrial Education — B.S., Fitchburg State College; M.S., Willimantic State College
- Mary M. Keefe, Professor of Biology and Education — Ed.B., Rhode Island College; A.B., Providence College; M.A., Teachers College, Columbia University; Ph.D., Fordham University
- George H. Kellner, Assistant Professor of History and Director of Ethnic Heritage Studies Project — B.A., Hiram College; M.A., University of Missouri; Ph.D., University of Missouri (Columbia)
- Judith M. Kelly, Instructor, Henry Barnard School (Home Economics) — B.A., Salve Regina College
- James J. Kenny, Assistant Professor of Instructional Technology — B.S., Fairfield University; M.S., University of Connecticut
- Richard A. Kenyon, Associate Professor of Art — B.F.A., M.S. in Art Ed., Rhode Island School of Design
- Richard N. Keogh, Associate Professor of Biology — B.S., Tufts University; Ph.D., Brown University
- Thomas G. King, Professor of Industrial Education — B.S., M.S., University of Wisconsin (Stout); Ed.D., Wayne State University
- Kenneth P. Kinsey, Assistant Professor of Biology — B.S., M.S., San Diego State College; Ph.D., Bowling Green State University
- Thomas T. Kochanek, Assistant Professor of Special Education — B.A., M.A., American International College; Ph.D., University of Connecticut
- Michael F. Kohl, Assistant Librarian in Special Collections with the Rank of Instructor — B.A., M.A., M.S., University of Wisconsin (Madison)
- Helen F. Kyle, Professor of Education — B.S., State University College of Education at Buffalo; Ed.M., Ed.D., Boston University

- Pauline Ladd (Mrs. Milton), Associate Professor of Art — B.S., Rhode Island School of Design; M.A.T., Brown University; M.F.A., Rhode Island School of Design
- Vivian R. LaFera, Instructor of Mathematics — B.S., Boston University
- Arthur L. Lefebvre, Professor of Chemistry — B.S., Brown University; M.S., Rutgers University; Ph.D., University of Rhode Island
- John J. Laffey, Associate Professor of Psychology and Director of the Learning Center — A.B., Harvard College; M.A., Ph.D., Michigan State University
- Curtis K. LaFollette, Assistant Professor of Art — B.F.A., University of Kansas; M.F.A., Cranbrook Academy of Art
- Maureen T. Lapan, Professor of Administration and Curriculum and Director, Curriculum Resources Center — Ed.B., Rhode Island College; A.M., Brown University; Ph.D., University of Connecticut
- Jack L. Larsen, Professor of Administration and Curriculum — A.B., University of Northern Iowa; A.M., University of Minnesota; Ph.D., University of Michigan
- David J. Latt, Assistant Professor of English — B.A., Ph.D., University of California, Los Angeles
- Maurice W. Laufer, Adjunct Professor of Mental Health — A.B., University of Wisconsin; M.D., State University of New York, Downstate Medical Center
- Thomas F. Lavery, Associate Professor of Education — Ed.B., Ed.M., Rhode Island College; Ph.D., University of Connecticut
- William H. Lawton, Coordinator of Student Teaching and Director of Laboratory Experiences, Associate Professor of Elementary Education — A.B., University of South Carolina; A.M., Teachers College Columbia University; Ph.D., University of Connecticut
- Victoria Lederberg (Mrs. Seymour), Associate Professor of Psychology — A.B., Pembroke College; M.A., Ph.U., Brown University
- Theodore Lemeska, Associate Professor of Biology — A.B., A.M., Brown University
- J. Stanley Lemons, Associate Professor of History — A.B., William Jewell College; M.A., University of Rochester; Ph.D., University of Missouri
- Carolyn R. Lenz (Mrs. John W.), Associate Professor of English — Ph.B., University of Chicago; A.M., Columbia University; Ph.D., Brown University
- Renato E. Leonelli, Professor of Education, Coordinator of Science Education (K-12) — B.S., University of Rhode Island; Ed.M., Ed.D., Boston University
- Kenneth F. Lewalski, Professor of History — Ph.B., University of Detroit; A.M., Ph.D., University of Chicago
- Lawrence W. Lindquist, Professor of Anthropology, Coordinator of International Education and Director of The Social Science Programs — Th.B., Northern Baptist Theological Seminary; A.M., Northwestern University; D.Phil., Oxford University
- Richard A. Lobban Jr., Assistant Professor of Anthropology — B.S., Bucknell University; M.A., Temple University; Ph.D., Northwestern University
- Bennett J. Lombardo, Instructor of Health and Physical Education — B.A., Queens College; M.S., Brooklyn College
- Ira J. Lough, Director of Medical Technology and Coordinator of Allied Health Science Programs, Assistant Professor of Biology — B.S., Providence College; M.A.T., Brown University
- Mary E. Loughrey, Professor Emerita of Modern Languages — A.B., A.M., Middlebury College; Certificat d'Etudes, Sorbonne; Ph.D., Columbia University
- Kenneth V. Lundberg, Professor of Economics and Chairman of the Department — A.B., Wheaton College, Illinois; A.M., Ph.D., University of Wisconsin
- George M. Mack, Assistant Professor of Music — B.M., Oberlin Conservatory of Music; M.M., Boston University
- Rena Maddox, Assistant Professor of Nursing — B.S., M.S., Boston University School of Nursing
- Antonio A. Magliaro, Instructor of Mathematics — B.S., Yale University; M.A., Michigan State University

- Paul R. Maixner**, Associate Professor of English — B.S., Northwestern University; M.A., Ph.D., Columbia University.
- Jane D. Malone**, Assistant Professor, Henry Barnard School (Grade 6) — B.A., St. Joseph's College; M.Ed., University of Massachusetts
- Halony M. Malool**, Associate Professor of Nursing — R.N., Saint Joseph's Hospital School of Nursing; B.S., Boston University; M.S., Boston College
- Janet K. Mancini**, Assistant Professor of Sociology — B.A., Baldwin-Wallace College; M.A., Brandeis University
- Claire D. Maranda**, Associate Professor of Nursing — B.S., Boston College School of Nursing; M.S., Boston College
- Francis M. Marcinlak**, Associate Professor of Music and Chairman of the Department — B.S., Mansfield State College; M.M., Ph.D., Northwestern University
- Janis H. Marecek**, Assistant Professor of Health and Physical Education, Gymnastic Coach — B.S., Illinois State University; M.A., Southwest Texas State College
- Peter A. Marks**, Assistant Professor of Economics — B.S., University of North Carolina; M.S.I.M., Georgia Institute of Technology
- Sally Jean Marks**, Associate Professor of History — A.B., Wellesley College; M.A., University of North Carolina; Ph.D., University of London
- Edward W. Markward**, Assistant Professor of Music — B.M.E., M.M., Drake University; D.M.A., University of Michigan
- Charles J. Marzocco**, Assistant Professor of Chemistry — B.A., Temple University; Ph.D., University of Pennsylvania
- Eileen Maynard**, Professor of Anthropology — B.S., Genesee State Teachers College; M.A., Syracuse University; Ph.D., Cornell University
- Benjamin W. McClelland**, Assistant Professor of English, Coordinator of the Writing Skills Center — A.B., Grove City College; M.A., Ph.D., Indiana University
- Philip T. McClintock**, Associate Professor of Music — B.A., in Ed., M.Ed., Eastern Washington State College; M.A.T., D.Mus.Ed., Indiana University
- Dixon A. McCool**, Associate Dean of Students for Student Life — B.S., Ed.M., Springfield College
- Joseph J. McCormick**, Associate Professor of Special Education and Chairman of the Department — Ed.B., Rhode Island College; Ed.M., Pennsylvania State University; Ed.D., Boston University
- James McCrystal**, Assistant Professor of Industrial Education — B.S., Central Connecticut State College; M.A., University of Connecticut; Ph.D., University of Maryland
- Henry N. McCutcheon**, Associate Professor of Biology — B.S., University of New-Hampshire; A.M., College of William and Mary
- Franklin W. McGuire**, Assistant Professor of Sociology — A.B., Central Methodist College; S.T.B., Boston University School of Theology; M.S.S.S., Boston University School of Social Work
- James P. McGuire**, Instructor of Industrial Education — B.S., Rhode Island College; M.A., Ball State University
- Eleanor M. McMahon (Mrs. Richard P.)**, Dean of Educational Studies and Professor of Education — B.S., College of St. Elizabeth; A.M., Brown University; Ed.D., Harvard University
- Joseph P. McSweeney**, Assistant Professor of English and Education — A.B., Providence College; M.A.T., Rhode Island College
- Russell Meinhold**, Professor of Secondary Education — B.S., Boston University; Ed.M., Massachusetts State College at Boston; Ph.D., University of Connecticut
- Jerry Melaragno**, Instructor of Biology — B.S., Allegheny College; Ph.D., University of Pittsburgh
- Fannie Helen Melcer**, Professor of Health and Physical Education — B.S., Ohio State University; M.A., Ed.D., New York University

- Rose C. Merenda (Mrs. Peter F.)**, Assistant Professor, Henry Barnard School (Kindergarten) — A.B., Emmanuel College; M.Ed., Rhode Island College
- Roland B. Mergener**, Director, Audiovisual Department, Assistant Professor of Instructional Technology — B.A., Providence College; M.Ed., Our Lady of the Lake College, San Antonio
- Bruce W. Melike**, Assistant Professor of Mathematics — B.S., M.S., Ph.D., University of Wisconsin (Milwaukee)
- Barbara Mildram**, Assistant Professor of Elementary Education — B.A., Vassar College; M.S., Bank Street College of Education, N.Y.; Advanced Certificate, University of London
- Anne L. Milhaven**, Associate Professor of Nursing — B.S.N., Incarnate Word College; M.S.N., Catholic University of America
- Leo Miller**, Professor of Sociology — B.A., Harvard University; M.S., in S.S., Boston University; M.P.H., Harvard University; Ph.D., Syracuse University
- M. Elizabeth Mines**, Assistant Professor of Health and Physical Education — B.S., University of North Carolina (Greensboro); Ed.M., Rhode Island College
- Judith Mitchell (Mrs. Raymond)**, Assistant Professor of English — B.A., Rhode Island College; M.A.T., Brown University
- Ronald L. Montgomery**, Assistant Professor of Sociology — A.B., Franklin College; M.A., Indiana University
- Patricia J. Moore**, Associate Professor of Health and Physical Education, Director of Women's Athletics — B.A., A.M., New Mexico Highlands University
- Peter R. Moore**, Assistant Professor of Economics — A.B., Bucknell University; A.M., University of Illinois
- Ann E. Moskol**, Instructor of Mathematics — B.S., Tufts University; M.A., Harvard University
- Anna R. Mullaney (Mrs. Raymond J.)**, Professor of Psychology — Ed.B., Ed.M., Rhode Island College; Ed.D., Boston University
- Shirley S. Mulligan (Mrs. Robert)**, Assistant Professor of English — Ed.B., Rhode Island College; A.M., Brown University
- J. Howard Munzer**, Professor of Administration and Curriculum — B.S., University of Wisconsin (Milwaukee); A.M., Northwestern University; Ph.D., University of Michigan
- Heleen M. Murphy**, Assistant Professor, Henry Barnard School (Physical Education) — Ed.B., Rhode Island College; Ed.M., Boston University
- Rosemary Murphy**, Assistant Professor, Henry Barnard School (Primary Resource Room) — Ed.B., Rhode Island College; M.S., University of Oregon
- Katherine Murray**, Assistant Professor of Anthropology and Secondary Education — B.A., M.A., Catholic University
- John Nazarian**, Special Assistant to the President for Planning, Professor of Mathematics — Ed.B., Rhode Island College; A.M., Brown University; A.M., University of Illinois; Ph.D., New York University
- Madeline F. Nixon (Mrs. William J. Jr.)**, Assistant Professor, Henry Barnard School (Library and Media Center) — A.B., Notre Dame College; M.S.Ed., Wagner College Graduate School; M.L.S., University of Rhode Island
- Frank Notarianni**, Assistant Librarian with Rank of Instructor — A.B., Providence College; M.L.S., University of Rhode Island
- Harry S. Novack**, Professor of Special Education — A.B., A.M., Emerson College; A.M., Northwestern University; Ph.D., Syracuse University
- Bernard D. Novgorodoff**, Instructor of Psychology — B.A., State University of New York at Stony Brook; M.A., University of Delaware

- Mildred B. Nugent (Mrs. Vincent), Assistant Professor of Elementary Education — Ed.B., Ed.M., Rhode Island College
- Patricia Skrocki O'Connor, Assistant Professor of Administration and Curriculum — B.S., M.A., Ed.D., Western Michigan University
- William J. Oehlkers, Director of Reading Center, Associate Professor of Elementary Education — B.S., Concordia Teachers College, M.Ed., John Hopkins University, Ph.D., University of Delaware
- Betty E. Ohlin, Assistant Professor of Art — B.A., Bethel College; M.A., University of Iowa
- J. George O'Keefe, Professor of Physics — B.S., St. Bernardine of Siena College; M.S., Rensselaer Polytechnic Institute; Ph.D., Brown University
- Richard R. Olmsted, Associate Professor of Philosophy and Foundations of Education — B.A., M.A., Ed.S., University of Northern Iowa; Ed.D., Indiana University
- Richard A. Olsen, Director of the Library — B.A., C.W. Post College; M.S., Long Island University
- John C. O'Neill, Director of Bureau of Social and Educational Services, Coordinator for Program Development and Research, Assistant Professor of English — B.A., University of Rhode Island; M.A., University of Connecticut
- Patrick J. O'Regan, Assistant Dean of Arts and Sciences, Director of Cooperative Education and Professor of Mathematics and Education — A.B.; Maryknoll College; A.M., Fordham University; A.M., University of Illinois; Ph.D., New York University
- Nancy Oppenlander, Instructor of Political Science — B.A., Indiana University; M.A., Michigan State University
- Daniel J. Orsini, Assistant Professor of English — B.A., M.A., Ph.D., Brown University
- James P. O'Shea, Assistant Professor of Industrial Education — B.S., State University of New York College at Oswego; M.A., Montclair State College; Professional Diploma in Technical/Vocational Education, University of Connecticut
- Ernest L. Overbey, Vice President for Business Affairs and Treasurer — B.S., Western Kentucky State University
- Joseph Pacheco, Assistant Professor of Art — B.F.A., Southeastern Massachusetts Technological Institute; M.F.A., Syracuse University
- Eleanor B. Panichas (Mrs. Anthony), Director of Publications
- Armond I. Pafnucio, Associate Professor of History — A.B., Queens College; A.M., Ph.D., Columbia University
- Frederick C. Pearson III, Assistant Professor of Biology — B.A., Nasson College; Ph.D., University of New Hampshire
- Phillip R. Pearson Jr., Professor of Biology — B.A., Dartmouth College; M.S., University of Massachusetts; Ph.D., Rutgers University
- John Pellegrino, Assistant Professor of Music — B.M., Boston Conservatory of Music; M.M., University of Miami
- John A. Perkins, Associate Professor of Counselor Education — B.A., Ed.M., University of Maine; C.A.G.S., Boston University; Ph.D., University of Connecticut
- John A. Perrotta, Assistant Professor of Political Science — B.A., University of Rhode Island; M.A., Ph.D., New York University
- Alan A. Perry, Director, Physical Plant — B.S., University of Rhode Island
- Beth I. Perry, Assistant Librarian with the Rank of Assistant Professor — B.A., M.L.S., University of Washington
- Donald M. Perry, Assistant Professor of Sociology — B.A., M.A., Ph.D., University of Connecticut
- Edward J. Perry, Director of Security and Safety — A.S., Bryant College; Master Law Enforcement Certificate in Law Enforcement, Babson College
- Elaine F. Perry (Mrs. Eugene), Assistant Professor of Communications and Theatre — B.A., Russell Sage College; M.A., University of Illinois
- Eugene H. Perry, Associate Professor of Political Science and Chairman of the Department — A.B., Syracuse University; M.A., Teachers College, Columbia University; Ph.D., Syracuse University
- A. Viola Peterson, Associate Professor, Henry Barnard School (Music) — B.M., University of Rochester; A.B., A.M., Western Reserve University; Ph.D., University of Rochester

- John E. Peterson, Assistant Professor of Physical Science — Ed.B., Rhode Island College; M.N.S., Worcester Polytechnic Institute; M.Ed., Rhode Island College
- Anne K. Petry, Assistant Professor of Elementary Education — A.B., Rosary College, M.A., Providence College
- Robert G. Pelterut, Assistant Professor of Mathematics — A.B., Boston University; M.A.T., University of Virginia
- Beatrice K. Phillips, Assistant Professor of Psychology, Human Relations Consultant for Henry Barnard School — B.S., Brooklyn College; M.A., New School for Social Research
- Peter E. Piccollo, Assistant Professor of History and Secondary Education — B.S., M.S., State University College, Buffalo; Ph.D., State University College, Binghamton
- Raymond L. Picozzi, Professor of Elementary Education and Communications and Theatre — A.B., Providence College; Ed.M., Ed.D., Boston University
- Dorothy R. Pienlacz (Mrs. Edward W.), Professor of Philosophy and Foundations of Education — B.S., State University College of New York at Buffalo; A.M., Ed.D., Teachers College, Columbia University
- Enrico V. Pinardi, Associate Professor of Art — B.S.E., Massachusetts College of Art; M.F.A., Rhode Island School of Design
- Alan P. Pollard, Assistant Professor of History — B.A., Harvard University; M.A., Ph.D., University of California (Berkeley); M.L.S., University of Rhode Island
- Barbara A. Poularikas (Mrs. Alexander), Assistant Professor of Music — B.M., University of Arkansas; M.M., Eastman School of Music
- Victor L. Proufugil, Associate Professor of Political Science — B.S., Indiana State College; M.A., Ph.D., University of Pittsburgh
- Richard W. Prull, Counselor and Research Coordinator, Office of Counseling Services — B.A., Duquesne University; M.A., University of Rhode Island
- Norman R. Pyle, Associate Professor of History — A.B., LaSalle College; A.M., Ph.D., Georgetown University
- Thomas W. Ramsbey, Associate Professor of Sociology — A.B., MacMurray College; S.T.B., Boston University School of Theology; Ph.D., Boston University
- Darrell Reinke, Assistant Professor of History — B.A., Yale University; B.D., Concordia Theological Seminary; M.A., Ph.D., Washington University
- Joyce T. Reisner, Assistant Professor of Elementary Education — B.A., Brooklyn College; M.S., Central Connecticut; C.A.G.S., University of Hartford; Ph.D., University of Connecticut
- Noel J. Richards, Dean of Arts and Sciences — B.A., Gettysburg College; M.A., Duke University; Ph.D., University of Wisconsin (Madison)
- Carey G. Rickabaugh, Associate Professor of Political Science — B.A., Western Maryland College; M.A., Case-Western Reserve University; Ph.D., University of Maryland
- James J. Ritter, Assistant Professor of Political Science — B.A., Hobart College
- William H. Robinson Jr., Director of Black Studies Programs, Professor of English — B.A., New York University; M.A., Boston University; Ph.D., Harvard University
- A. John Roche, Assistant Professor of English — A.B., Marquette University; A.M., Fordham University; Ph.D., Duke University
- John P. Roche, Assistant Professor of Sociology — B.A., City College of New York; M.A., The New School for Social Research
- John M. Roderick, Assistant Professor of English — B.A., Providence College; M.A., Rhode Island College; Ph.D., Brown University
- Mariano Rodrigues Jr., Assistant Professor of Mathematics — A.B., Brown University; A.M., Boston College; Ph.D., New York University
- Peter F. Rogers, Director, College Dining Services — Chef and Hotel and Restaurant Administrator, Westminster Hotel and Restaurant College, London
- Joan H. Rollins (Mrs.), Associate Professor of Psychology — A.B., Goucher College; A.M., Fordham University; Ph.D., University of Oklahoma

- Sidney P. Rollins**, Professor of Education — B.S., M.S., Ph.D., Washington University
- Angelo V. Rosati**, Professor of Art and Chairman of the Department — B.S. in Art Ed., State University of New York at Buffalo; M.A., Teachers College, Columbia University
- Jon M. Rosenblatt**, Assistant Professor of English — A.B., Harvard University; M.A., New York University; Ph.D., University of North Carolina (Chapel Hill)
- Catherine Rogers Rosenkrantz (Mrs.)**, Instructor of Elementary Education in Adult Education, and Adult Education Program Coordinator — B.A., University of Wisconsin (Madison); M.S., University of Wisconsin (Milwaukee), Ph.D., University of Wisconsin (Madison)
- Stephen M. Rothchild**, Associate Professor of Counselor Education and Chairman of the Department — B.S., M.A., Ph.D., Ohio State University
- Elizabeth H. Rowell**, Assistant Professor of Elementary Education — B.S., University of Texas; M.A., University of Colorado; Ph.D., University of Connecticut
- James J. Rubovits**, Assistant Professor of Psychology — B.A., MacMurray College; M.A., Ph.D., University of Illinois
- Pamela C. Rubovits (Mrs.)**, Instructor of Psychology — A.B., Mount Holyoke College; M.A., University of Illinois
- Robert T. Rude**, Assistant Professor of Elementary Education — B.A., M.A., University of Wisconsin (Eau Claire); Ph.D., University of Wisconsin (Madison)
- Elizabeth A. Ruggiero (Mrs.)**, Instructor, Henry Barnard School (Grade 4) — B.Ed., M.Ed., Rhode Island College
- John J. Salesses**, Director, General Studies Program, Assistant Professor of English — A.B., Providence College; M.A., University of Rhode Island
- Robert J. Salhani**, Associate Professor of Mathematics and Chairman of the Department — B.S., M.S., University of Rhode Island; M.S., Ph.D., New York University
- Albert C. Salzberg**, Associate Professor of English — A.B., A.M., Brooklyn College; Ph.D., New York University
- Helen E. Salzberg (Mrs. Albert)**, Assistant Professor of Mathematics — B.A., Brooklyn College; M.A., University of Wisconsin
- Carmela E. Santoro**, Professor of History and Education — Ed.B., Rhode Island College; A.M., Brown University; Ph.D., Syracuse University
- John M. Sapinsky**, Associate Professor of Economics, Director, Center for Economic Education — B.A., M.A., Brown University
- Laurence J. Sasso Jr.**, Director, News Bureau — A.B., M.A., University of Rhode Island
- Maria C. Sauer (Mrs.)**, Assistant Professor of Chemistry — B.A., Buenos Aires University; Ph.D., Brown University
- Michael E. Scala**, Adjunct Professor of Physical Anthropology — B.A., Queens College, New York; M.D., Loyola Medical School
- James J. Scanlan**, College Physician, Director, College Health Service — B.S., Providence College; M.D., Harvard Medical School
- Carol J. Schaefer**, Assistant Professor of History — A.B., Wheaton College; A.M., Ph.D., Brown University
- James A. Schaefer**, Assistant Professor of Mathematics — B.S., Marietta College; M.S., University of Illinois
- Edward A. Scheff**, Associate Professor of Communications and Theatre — B.A., Brooklyn College; M.A., Ph.D., University of Kansas
- Barry Schiller**, Assistant Professor of Mathematics — B.S., College of the City of New York; A.M., University of California at Davis
- Marilyn Schultz (Mrs. John)**, Assistant Professor, Henry Barnard School (Grade 1) — B.A., Tufts University; M.Ed., Rhode Island College
- Nancy L. Schwartz**, Instructor of Political Science — B.A., Oberlin College; M.A., Yale University
- James T. Sedlock**, Associate Professor of Mathematics — B.A., LaSalle College; M.S., Ph.D., Lehigh University
- Richard E. Sevey**, Principal of the Henry Barnard School and Associate Professor of Education — B.S., Farmington State College; M.S., University of Maine; Ed.D., Boston University
- Raquel Shapiro (Mrs.)**, Assistant Professor, Henry Barnard School (Counseling and Guidance) — B.Ed., M.Ed., C.A.G.S., Rhode Island College
- Eunice O. Shatz (Ms.)**, Professor of Sociology — A.B., M.S.W., University of Chicago; Ph.D., Brandeis University
- Louise S. Sherby**, Assistant Librarian in Reference with Rank of Instructor — B.A., Hofstra University; M.A., University of Denver
- Paul V. Sherlock**, Professor of Special Education — A.B., Providence College; Ed.M., Rhode Island College; Ed.D., Boston University
- Ridgway F. Shinn Jr.**, Vice President for Academic Affairs, Professor of History — A.B., Oberlin College; A.M., Ph.D., Columbia University
- Lucille Sibulkin (Mrs.)**, Head of Technical Services and Assistant Professor in the Library — B.A., Western Reserve University; M.L.S., University of Rhode Island
- Alene F. Silver**, Associate Professor of Biology — B.A., Barnard College; Ph.D., University of Illinois
- Donald V. Sippel**, Associate Professor of History — A.B., A.M., Ph.D., University of Cincinnati
- Eleanor M. Skenyon**, Assistant Principal of the Henry Barnard School and Assistant Professor of Education — Ed.B., M.Ed., Rhode Island College
- Clyde C. Slicker**, Associate Professor of Education — B.A., Oberlin College; M.A., Ed.D., Teachers College (Columbia)
- William A. Small**, Director of Summer Session, Associate Dean of Graduate Studies, Associate Professor of Education — A.B. Middlebury College; Ed.M., University of Maine; Professional Diploma, Teachers College, Columbia University; Ed.D., University of Massachusetts
- Arthur F. Smith**, Associate Professor of Mathematics and Secondary Education — B.S., University of Rhode Island; A.M., Bowdoin College; Ph.D., University of Connecticut
- Donald C. Smith**, Associate Professor of Art — A.B., A.M., University of Missouri
- Margaret Smith (Mrs.)**, Administrative Assistant to the President — A.B., Barnard College; M.S.S., Bryn Mawr College
- Norman W. Smith**, Professor of History and Chairman of the Department — A.B., Colgate University; A.M., University of Connecticut; Ph.D., University of Wisconsin
- Raymond R. Smith**, Professor of Music — B.S., State University of New York College at Potsdam; A.M., Syracuse University; Ph.D., University of Rochester
- Sheri Smith**, Assistant Professor of Philosophy and Foundations of Education — B.A., Milliken University; M.A., Ph.D., Brown University
- Chester E. Smolaski**, Associate Professor of Geography and Director of Urban Studies — B.S., in Ed., Bridgewater State College; A.M., Clark University
- F. Haven Starr**, Assistant Professor, Henry Barnard School (Grade 4) — B.S., Arkansas State University; M.S., Southern Illinois University
- Ellsworth A. Starring**, Assistant Professor of Elementary Education — B.S., M.A., Western Michigan University; Ed.S., Ph.D., University of Michigan
- Ronald M. Steinberg**, Associate Professor of Art — B.A., M.A., Ph.D., Columbia University
- Carl E. Stenberg**, Associate Professor of English — A.B., A.M., Brown University; A.M., The Queens University of Belfast; Ph.D., University of Connecticut
- Earl E. Stevens**, Professor of English — A.B., Indiana University; M.A., University of Michigan; Ph.D., University of North Carolina
- Robert F. Steward**, Professor of Mathematics — B.S., Wheaton College, Illinois; M.S., Rutgers University; Ph.D., Auburn University
- Era L. Stieglitz**, Assistant Professor of Elementary Education — B.S., M.S., City College of New York; Ph.D., University of Pittsburgh
- Josephine A. Stillings (Mrs. Robert F.)**, Assistant Professor of Special Education — B.Ed., Keene State College; M.Ed., Rhode Island College

- Milburn J. Stone**, Assistant Professor of Political Science and Secondary Education — A.B., San Diego State College; M.A., Claremont Graduate School
- Lucille A. Sullivan**, Associate Professor of Nursing and Chairman of the Department — B.S.P.H.N., M.Ed., Boston College
- Nancy Sullivan**, Professor of English — A.B., Hunter College; A.M., University of Rhode Island; Ph.D., University of Connecticut
- Robert J. Sullivan**, Assistant Professor of Geography — B.Ed., Rhode Island College; A.M., Clark University
- Gordon N. Sundberg**, Assistant Vice President for Business Affairs and Director of Personnel — B.S., University of Rhode Island; M.Ed., Rhode Island College
- Richard A. Sundberg**, Director, Computer Center — B.S., University of Rhode Island
- Deborah K. Svengalis (Mrs.)**, Instructor, Henry Barnard School (Grade 3) — B.A., M.S., Purdue University
- William E. Swigart**, Director of Continuing Education — B.A., M.A., Rhode Island College
- Lawrence F. Sykes**, Associate Professor of Art — B.S., in Art Ed., Morgan State College; M.S. in Art Ed., Pratt Institute
- Jeanette E. Tamaglini**, Professor of Counselor Education — B.S., Boston State College; Ed.M., Ed.D., Boston University
- M. Frances Taylor**, Assistant Professor of Spanish and Education — A.B., Indiana University; M.A., Middlebury College; Ph.D., University of Minnesota
- John S. Taylor**, Director of Intramurals and Recreation — B.S., Springfield College; A.M., University of Bridgeport
- T. Steven Tegu**, Associate Professor of Modern Languages — Diploma, University of Madrid; A.M., Middlebury College in Spain; Ph.D., University of Salamanca, Spain
- Tony Yung-Yuan Teng**, Assistant Professor of History — B.A., Tung-hai University, Taiwan; M.A., Occidental College, Los Angeles; Ph.D., University of Wisconsin (Madison)
- David S. Thomas**, Assistant Professor of History — B.A., Suffolk University; M.A., Boston University; M.A., McGill University, Institute of Islamic Studies
- Richard P. Thomas**, Associate Dean of Students for Activities and the Student Union — B.A., University of Kentucky; M.A., Professional Diploma, Teachers College, Columbia University
- Amy A. Thompson**, Professor Emerita of English — A.B., Bates College; A.M., Brown University
- Cecelia Thompson**, Assistant Professor of History — B.A., Spelman College; M.A., State University of New York (Binghamton)
- Byron C. Tillotson**, Associate Professor of Modern Languages and Education — A.B., Hamilton College; A.M., Middlebury College
- Joan Tomlinson**, Assistant Professor of Economics and Secondary Education — A.B., University of California at Berkeley; M.A., Ohio University
- Richard Tropper**, Assistant Professor of Psychology — A.B., Emory University; M.A., Ph.D., Boston University
- Joseph P. Tumminelli**, Instructor, Henry Barnard School (Industrial Arts) — B.S., Rhode Island College
- James D. Turley**, Associate Professor of English and Secondary Education and Adviser Bilingual — Bicultural Education; K-12 Coordinator of English Education — Ph.B., Queen of Apostles College; A.B., Boston College; Ed.M., Boston State College; M.A., Northeastern University; Ed.D., Boston University
- Jeanette T. Vaughn**, Instructor, Henry Barnard School — Ed.B., Rhode Island College; M.S., M.A., University of Rhode Island
- Phillip S. Very**, Professor of Psychology — A.B., Bowdoin College; M.S., University of Pittsburgh; Ph.D., Pennsylvania State University
- Robert E. Viens**, Assistant Professor of Physics and Chairman of the Department — Ed.B., Rhode Island College; M.S., Rensselaer Polytechnic Institute
- Taki Panajotis Vitoras**, Associate Professor of English — A.B., A.M., Wayne State University; Ph.D., University of Connecticut
- Kenneth R. Walker**, Coordinator of Urban Education, Assistant Professor of Secondary Education — A.B., Providence College; M.Ed., Rhode Island College
- Evelyn M. Walsh**, Professor of History — Ed.B., Rhode Island College; A.B., Providence

- College; A.M., Boston College; Ph.D., Brown University
- Frances L. Walsh (Mrs. Laurence J.)**, Assistant Professor, Henry Barnard School, (School Nurse-Teacher) — R.N., Rhode Island Hospital School of Nursing; B.S., Teachers College, Columbia University
- Timothy L. Walter**, Assistant Professor of Psychology — B.A., M.A., Ph.D., University of Michigan
- Ando Ward (Mrs.)**, Assistant Professor of Instructional Technology — A.B., Wheaton College; Ed.M., Boston College
- S. Salman Wasti**, Associate Professor of Biology — B.Sc., M.Sc., Sind University, Pakistan; M.S., University of Hawaii; Ph.D., University of Massachusetts
- Lon W. Weber**, Dean of Graduate Studies — B.S., University of Wisconsin (Platteville); M.S., Ph.D., University of Wisconsin (Madison)
- Donald C. Werner**, Associate Professor of Psychology — A.B., Providence College; M.A., Ph.D., Catholic University of America
- Ruth B. Whipple (Mrs.)**, Assistant Professor, Henry Barnard School (Transition Class) — B.S., University of New Hampshire; M.A., Tufts University
- William Whit**, Assistant Professor of Sociology — A.B., Bowdoin College; B.D., Andover Newton Theological School; Th.M., Harvard University Divinity School
- James E. White**, Professor of English — A.B., Wesleyan University; A.M., University of Connecticut; Ph.D., Boston University
- Jimmie Louise White (Mrs. James M.)**, Counselor, Counseling Services — A.B., Women's College of the University of North Carolina; M.S.W., University of North Carolina
- Lauris B. Whitman**, Professor of Sociology and Chairman of the Department — A.B., Bates College; B.D., Andover Newton Theological Seminary; M.S., Ph.D., Pennsylvania State University
- Phillip M. Whitman**, Professor of Mathematics — B.S., Haverford College; A.M., Ph.D., Harvard University
- Charles B. Willard**, President, Professor of English — Ed.B., Rhode Island College; A.M., Ph.D., Brown University
- Helen W. Williams (Mrs. Charles N.)**, Assistant Professor of Elementary Education — A.B., Spelman College; A.M., University of Michigan; Ph.D., Boston College
- John C. Williams Jr.**, Assistant Professor of Chemistry — B.S., Millsaps College; Ph.D., Tulane University
- Frank S. Williston**, Professor of Philosophy and Foundations of Education — B.A., Clark University; M.A., Syracuse University; Ph.D., University of Minnesota
- Sally M. Wilson**, Assistant Director of the Library, Assistant Professor in the Library — B.A., Hood College; M.S., Simmons College
- Herbert R. Winter**, Professor of Political Science — B.A., Augustana College; M.A., Ph.D., University of Iowa
- Nelson F. Wood**, Associate Professor of Health and Physical Education and Chairman of the Department — B.S., Springfield College; A.M., University of Michigan; Ed.D., Boston University
- Susan Wood**, Assistant Professor of Music — B.S., State University of New York College at Potsdam; M.M., Indiana University
- David C. Woolman**, Assistant Professor of Education, Librarian, Curriculum Resources Center — B.A., Trinity College, Hartford; M.A., Rhode Island College
- Marion I. Wright**, Professor of Geography and Director of Geography — Ed.B., Rhode Island College; A.M., Clark University
- Robert M. Young**, Associate Professor of Biology and Chairman of the Department — B.S., M.A., Brooklyn College; Ph.D., University of Pittsburgh
- E. Gamal Zaki**, Professor of Sociology — B.A., Military Academy, Cairo; M.Sc., Ed.D., Indiana University
- Sylvia Zaki (Mrs.)**, Assistant Professor of Nursing — B.S.N., Russell Sage College; M.A., Boston University

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Cooperating Teacher: Antonio Esposito

WEST WARWICK

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Cooperating Teachers: Marjorie Akrep, Jean Allan, Marie Cournoyer, Dorothy Downey, Karen McGarthy, Elizabeth Mitchell, Kristine O'Donnell

ADJUNCT FACULTY**(Medical Technology)**

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

Adjunct Lecturers of Medical Technology (at Rhode Island Hospital): Barbara Baker, Ph.D., University of Rhode Island; Enoid Dahquist, M.D., Tufts University Medical School; Herbert Fanger, M.D., New York Medical College; Patricia Farnes, M.D., University of Oregon Medical School; Francis Garrity, Ph.D., Catholic University of America, Washington, D.C.; Richard Kocou, Ph.D., Providence College; Horace F. Martin, Ph.D., Boston University; George F. Meissner, M.D., Queens University.

Cooperating Instructors of Medical Technology (at Rhode Island Hospital): Robert Bagini, M.T. (ASCP), B.S., University of Rhode Island; Barbara Daniels, M.T. (ASCP), B.S., University of Rhode Island; Lynne Deignan, M.T. (ASCP), B.S., University of Rhode Island; Janice Ferraro, M.T. (ASCP), B.S., Rhode Island College; Audrey Forrest, M.T. (ASCP), B.S., William and Mary College; Judith Fricot, M.T. (ASCP), B.S., University of Rhode Island; Gary Furtado, M.T. (ASCP), B.S., Southeastern Massachusetts University; Charles George, B.S., Indiana University; Jacqueline Guy, B.S., M.T., settes University, Rhode Island; Kathleen Goodman, M.T. (ASCP), B.S., Southeastern Massachusetts University; Joanne Hologittas, M.T. (ASCP), M.S., Pembroke; eastern Massachusetts University; Constance Moehring, M.T. (ASCP), B.S., Franklin Meglio, B.S., Missouri State College; Constance Moehring, M.T. (ASCP), B.S., Temple University; Mary Richards, M.T. (ASCP), B.S., Rhode Island College; Dorothy Saccoccia, B.S.S., Bryant College; Elizabeth Sawyer, M.T. (ASCP), B.S., University of Rhode Island; Susan Whitaker, M.T. (ASCP), B.S., University of Rhode Island.

Glady's L. Cok, Ph.D., Adjunct Assistant Professor of Medical Technology (Saint Joseph's Hospital) - University of Santo Domingo.

Adjunct Lecturers of Medical Technology (at Saint Joseph's Hospital): Salvatore R. Allegra, M.D., University of Bologna, Italy; Patrick A. Broderick, M.D., National University of Ireland Medical School; Glady's L. Cok, Ph.D., University of Santo Domingo.

Cooperating Instructors of Medical Technology (at Saint Joseph's Hospital): Elaine Aguiar, M.T. (ASCP), B.S., Southeastern Massachusetts University; Patricia Brown, M.T. (ASCP), B.S., Southeastern Massachusetts University; Roger H. Forlin, M.T. (ASCP), B.S., Southeastern Massachusetts University; Charles Maricetta, B.S., University of Naples, Italy; Donald Mattern, M.T. (ASCP), B.S., Providence College; Mary J. Stridel, M.T. (ASCP), B.S., Indiana State University.

Claire Geddes, M.T. (ASCP), Adjunct Assistant Professor of Medical Technology (The Memorial Hospital), B.S., College of Our Lady of the Eims.

Adjunct Lecturers of Medical Technology (at The Memorial Hospital): Jirung W. Jhung, M.D., Seoul University; Joseph Katz, Ph.D., University of Iowa; James Kurts, M.D., Temple Medical School; Thomas Miccolonghi, M.D., University of Rome; Freddy Roland, M.D., University of Paris.

Cooperating Instructors of Medical Technology (at The Memorial Hospital): Joan Ash, M.T. (ASCP), B.S., Colby Junior College; Janet Autotte, M.T. (ASCP), B.S., Rhode Island College; Frances Calamar, M.T. (ASCP), B.S., University of Rhode Island; Elizabeth Dion, Susan Campegiano, M.T. (ASCP), B.S., University of Rhode Island; Rodney Hawes, B.A., M.S., M.T. (ASCP), B.S., Southeastern Massachusetts University; Rodney Hawes, B.A., M.S., M.T. (ASCP), B.S., Southeastern Massachusetts University; Rodney Hawes, B.A., M.S., M.T. (ASCP), B.S., University of Rhode Island; M.T. Wagner College; Nancy Jacobs, M.T. (ASCP), B.S., University of Rhode Island; M.T. (ASCP), B.S., Simmons College; Dorothy Lamarche, M.T. (ASCP), B.S., Northeastern University; James Mich-Rhode Island; John McKay, M.T. (ASCP), B.S., Northeastern University.

ney, M.T. (ASCP), B.S., Southeastern Massachusetts University; Florence Moran, M.T. (ASCP), A.B., Pembroke College; Karen Otto, M.T. (ASCP), B.S., University of Rhode Island; Marilyn Pereira, M.T. (ASCP), B.S., Salve Regina College; Carol Perry, M.T. (ASCP), B.S., Salve Regina College; Linda Pietras, M.T. (ASCP), B.S., University of Rhode Island; Estelito Saldia, M.T. (ASCP), B.S., Central Escolar University; Robert Wasilewski, B.S., College of Santa Fe; June Yeaton, M.T. (ASCP), Meyer Memorial Hospital School of Medical Technology; Mary White, M.T. (ASCP), B.S., University of Rhode Island.

Susan J. Leclair, Adjunct Assistant Professor of Medical Technology (The Miriam Hospital), B.S., Stonehill College.

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

Cooperating Instructors of Medical Technology (at The Miriam Hospital): Mary Canario, M.T. (ASCP), B.S., Salve Regina College; Betty Forbes, B.S., Northwestern University; Anthony Iannone, M.S., Northeastern University; Mary Johnson, M.T. (ASCP), B.S., University of Wisconsin; Robert Johnson, M.T. (ASCP), B.S., University of Wisconsin; Anthony Puleo, B.S., Providence College; Michele Selden, B.S., University of Rhode Island; Walter Valliere, M.T. (ASCP), Southeastern Massachusetts University.

Lucille O. Davis, M.T. (ASCP), Adjunct Assistant Professor of Medical Technology at the Rhode Island Medical Center, B.S., in Pharmacy, Rhode Island College of Pharmacy.

Adjunct Lecturer of Medical Technology (at the Rhode Island Medical Center): Ho Yong Lee, M.D., Seoul National University, Korea

Cooperating Instructors of Medical Technology (at the Rhode Island Medical Center): Kathryn Carlson, B.S., University of Rhode Island; Bernard W. George, M.T. (ASCP), B.S., University of Rhode Island; Gertrude C. Henderson, M.T. (ASCP), B.S., University of Rhode Island; Eva Medeiros, M.T. (ASCP), B.S., University of Rhode Island; Eleanor Retallick, A.B., Pembroke College; Annette Rivard, M.T. (ASCP), M.A., Brown University; Linda Sutherland, M.T. (ASCP), B.S., University of Rhode Island.

ADJUNCT FACULTY

(Music)

Visiting Instructors of Music: Diane Caldwell, (Mrs.), B.M., M.M., New England Conservatory of Music; Dante DiNunzio; Earl Eyrich, B.M., New England Conservatory of Music, M.Ed., Boston State College; Tullio Gasperini, B.M., Boston University; George Goneconto, B.M., M.M., Boston Conservatory of Music; John A. Meardon, A.B., Oberlin College; D.B., University of Chicago; Alice Pellegrino, (Mrs.), B.S., M.S., State University College at Potsdam; Arthur Ranzulli, Mary Sadvoskoff, (Mrs.), A.B., Radcliff College; M.F.A., Brandeis University; Gregory Zeitlin, Diploma in Flute, Juilliard School of Music

CORRESPONDENCE

The college's mailing address is:

Rhode Island College
600 Mt. Pleasant Avenue
Providence, R.I. 02908
Telephone: 401-831-6600

To avoid delay, correspondence should be addressed as indicated below:

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