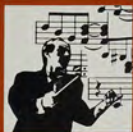


SALLY WILSON

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BULLETIN
OF
RHODE
ISLAND
COLLEGE
GENERAL
CATALOG



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RHODE ISLAND COLLEGE IN BRIEF

Founded in 1854;
Public general college;
Non-sectarian, coeducational;
Enrollment (as of September, 1979): 6,508 full and part-time undergraduate students; 3,163 full and part-time graduate students;
Dormitory accommodations for men and women;
Annual fees (subject to change): \$585 (Rhode Island residents); \$1,888 (out-of-state students); \$1,870 to \$2,256 room and board;
Part-time undergraduate \$33 per semester hour (Rhode Island residents); \$64 (out-of-state students); graduate \$41 per semester hour (Rhode Island residents); \$61 (out-of-state).

Degrees Offered

Bachelor of Arts
Bachelor of General Studies
Bachelor of Music in Performance
Bachelor of Science
Master of Arts
Master of Arts in Teaching
Master of Education
Master of Social Work
Certificate of Advanced Graduate Study

Accreditation by:

Council on Social Work Education
National Association of Schools of Art
National Association of Schools of Music
National Association of State Directors of Teacher Education and Certification
National Council for Accreditation of Teacher Education
National League for Nursing; Board of Review for Baccalaureate and Higher Degree Programs
New England Association of Colleges and Secondary Schools

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

This school is authorized under Federal law to enroll nonimmigrant alien students.

BULLETIN OF RHODE ISLAND COLLEGE

GENERAL CATALOG 1979 - 1980

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COLLEGE CALENDAR

Fall Semester 1979

August

21	Tuesday	New student orientation begins
28	Tuesday	Pre-registration for departments which offer it — 1 p.m.
29	Wednesday	Opening meeting Academic advisement Registration begins — 1 p.m.

September

3	Monday	No classes — Labor Day
4	Tuesday	Classes begin — graduate and undergraduate
17	Monday	Last day for adding courses

October

8	Monday	No classes — Columbus Day
10	Wednesday	Monday class schedule will be followed
26	Friday	Mid-semester — last day for dropping courses
31	Wednesday	Grades due for freshmen

November

12	Monday	No classes — Veterans Day
13	Tuesday	Monday class schedule will be followed
22	Thursday	No classes — Thanksgiving recess begins*
26	Monday	Classes resume

December

15	Saturday	Fall semester classes end
17	Monday	Final examinations begin
22	Saturday	Final examinations end

*All classes scheduled for Wednesday, November 21, will be held.

Spring Semester 1980

January

3	Thursday	Final grades due — noon
9	Wednesday	New student orientation begins
14	Monday	Pre-registration for departments which offer it — 1 p.m.
15	Tuesday	Academic advisement
21	Monday	Registration begins Classes begin — graduate and undergraduate

February

1	Friday	Last day for adding courses
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March

14	Friday	Mid-semester — last day for dropping courses Grades due for freshmen
17	Monday	No classes — spring recess begins
24	Monday	Classes resume

May

7	Wednesday	Cap and Gown Day
10	Saturday	Spring semester classes end
12	Monday	Final examinations begin
17	Saturday	Final examinations end
19	Monday	Grades due for May degree recipients — noon
20	Tuesday	Final grades due — 4:30 p.m.
23	Friday	Graduate Commencement
24	Saturday	Undergraduate Commencement

RHODE ISLAND COLLEGE TODAY

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

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

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

Rhode Island College today is a state-supported, coeducational, general college enrolling more than 6,000 undergraduates and 3,000 full- and part-time graduate students. It has a diverse alumni — businessmen, government officials, nurses and other medical specialists, and professional people are among its members — but the college's greatest influence has been in public education.

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

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 welfare, social work and nursing. Undergraduates can earn the Bachelor of Arts, Bachelor of Science, Bachelor of Music in performance; graduate students, the Master of Arts, Master of Arts in Teaching, Master of Arts in Teaching—Certification, Master of Education, Master of Social Work 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

\$1,870-\$2,256 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 sensitivities, 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 to students with knowledge and understanding of the nature and growth of children, of the learning process and of the materials and methods of teaching.

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

HISTORY OF RHODE ISLAND COLLEGE

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

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

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

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

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

In 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 renamed the Henry Barnard School. The college's graduate program was originated in the early 1920's, and the first master's degrees were conferred in 1924.

For the next three decades the college remained a small, stable teacher's 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.

Dr. Charles B. Willard served as president from April, 1973 until his retirement in June, 1977. During his tenure, the college continued to grow and diversify. Examples include new programs in social work, management, agency counseling and medical technology, the fully accredited programs in nursing and music, the graduate-level program of specialization in urban education and the establishment of the Bureau for Social and Educational Services, an office to coordinate the college's involvement in the community.

In June, 1977, Dr. David E. Sweet assumed the responsibilities of the presidency of Rhode Island College. Dr. Sweet's credentials include a six-year term as president of the innovative Minnesota Metropolitan State University in St. Paul.

The 1978-1979 session marked Rhode Island College's 125th year. The college received its charter on May 4, 1854, with classes beginning on May 29 of that year.

In 1979 Rhode Island College initiated a School of Social Work. The school offers a program leading to the Master of Social Work, and furthers one of the college's primary goals, to serve the people of Rhode Island.

THE CAMPUS

Rhode Island College occupies a campus of more than 125 acres on both sides of the city line between Providence's Mount Pleasant section and North Providence. To the original six buildings opened

in 1958 on RIC's "new campus" many other buildings have been added.

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

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

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

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

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

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

William C. Gaige Hall is the location of the college's Computer Center and also houses the office of the dean of arts and sciences as well as the Departments of Mathematics, History, Anthropology and Geography, Cooperative Education and tutorial services.

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 240,000 volumes and seating 650 students. The library houses the Department of Counselor Education as well as faculty of the School of Social Work. 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 laboratory school, is a self-contained facility with its own library, cafeteria, gymnasium and audiovisual facilities. Rhode Island College's

Departments of Administration and Curriculum, Instructional Technology and Secondary Education are also located in the building.

The *Fred J. Donovan Dining Center* can accommodate over 2,000 patrons and provides both contract meal plans and a-la-carte service. Attached to the center are the *Faculty Center*, on the east side, with dining and lounge areas and conference facilities and the *Student Union* on the west side. The Student Union provides lounge and recreation areas, and houses the college bookstore, offices for student organizations, a coffeehouse and the *Rathskellar*. The *Annex Snack Bar*, located on the west side of the dining center is open from 7 a.m. until 7 p.m. during the week and from 9 a.m. until 6 p.m. on weekends. The snack bar has a capacity of 175 and serves breakfast from 9:30 until noon. After noon, short order items are served.

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

The campus includes four dormitories for men and women: *Mary Tucker Thorp Residence Hall*, *Rose Butler Browne Residence Hall*, *Mary A. Weber Residence Hall* and *Charles B. Willard Residence Hall*. *Browne Hall* houses the Office of Security and Safety and the college's Health Services.

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

The *Bureau* houses the office and facilities of the Bureau of Grants and Sponsored Projects and the Ethnic Heritage Studies Project.

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

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

UNDERGRADUATE ADMISSION PROCEDURES

Admission Factors

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

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

Prospective students are encouraged to exercise care and good judgment in the selection of secondary school subjects, with a view toward the development of a sound academic background and foundation.

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 Test of the College Entrance Examination Board, which provide a comparison of candidates on a standardized national measuring scale.

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

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

Application Forms/Procedures

Application forms should be obtained from high school guidance offices, 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 midyear, 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 required to submit a transcript of senior midyear grades for review.

Secondary School Requirements

To be admitted to Rhode Island College, the applicant must have graduated with satisfactory standing from an accredited secondary school or possess 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*)
- 2 units of mathematics (*algebra and plane geometry or Algebra I and II*)
- 1 unit of American history
- 1 unit of laboratory science
- 6 units of additional related subjects

Students interested in programs in science, mathematics, health-related professions or management are strongly encouraged to complete more than the minimum requirements in mathematics

and science. The non-specified high school course units should be chosen to coincide with the student's intended college major.

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

High School General Development Tests

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

Entrance Examinations

Each candidate for freshman admission must present satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board. This test may be taken in October, November, December, January, March or April preceding the anticipated date of entrance. Achievement Tests are not required. Candidates may, however, submit Achievement Test scores to be included in their application for additional consideration, appropriate use in course placement and/or determining academic proficiency. Proficiency credit for achievement in a second language may be available to students who present scores at a superior level.

Full responsibility for arranging to take these tests must be assumed by each student. 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 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. Students who register for the CEEB tests will pay the fee regularly charged 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. Test results will remain valid for a five-year period.

Interviews

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

Physical and Emotional Health

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

to enrollment, students must submit evidence on the college health record card that their own physician has examined them and found them to be of sound health. Students must also submit the results of a skin test for tuberculosis. If the test is *positive*, a chest X-ray must be done and the report submitted to Health Services. Health statements must be signed by the student's physician and sent directly to Health Services.

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. Candidates who desire to enter an undergraduate degree program should complete an application form 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 contact the Office of Continuing Education.

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 early in their senior year. To qualify for early decision the candidate must:

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

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

Preparatory Enrollment Program

The college conducts a pre-matriculating program designed to assist economically and educationally disadvantaged Rhode Island high school graduates in qualifying for entrance and in pursuing a baccalaureate degree. Candidates and their families will receive assistance in completing the required admission and financial aid

forms. Accepted students will be involved in a reading, writing and study skills program conducted at Rhode Island College during the spring semester. Upon successful completion of the spring study module and with the recommendation of the student development staff, the students will participate in an intensive six-week summer residential academic program on the college campus. Interested students should contact the Preparatory Enrollment Office, Craig-Lee Hall, as early as possible in their senior year of high school.

Proficiency and Advanced Placement

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

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

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

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

Bachelor of General Studies Degree Program

Direct admission into the B.G.S. degree program requires that the candidate file an application with the Office of Admissions at least one month prior to the semester in which entry to the program is desired. No college entrance examination is required.

Applicants are considered on the basis of potential for success in the program as measured by previous academic performance and/or life experience.

Those individuals who wish to take refresher or preparatory course work should apply to the Office of Continuing Education for enrollment as a performance-matriculation student. Contact the Office of Continuing Education for further information concerning admission.

College Level Examinations 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.

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

- Introductory Accounting
- American Government
- American History
- American Literature
- Analysis and Interpretation of Literature
- Biology
- Introduction to Business Management
- Calculus with Analytic Geometry
- General Chemistry
- College Algebra-Trigonometry
- Introductory Economics
- Educational Psychology
- English Composition
- English Literature
- Geology
- Human Growth and Development
- Introductory Micro- and Macroeconomics
- Microbiology
- General Psychology
- Introductory Sociology
- Statistics
- Western Civilization

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

Leave of Absence (Continuing Student Status)

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

Readmission

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

Admission from Other Colleges

Rhode Island College regularly admits a number of students transferring from other colleges. Transfer applications are welcome at any time. Students should file prior to December 1 for mid-year enrollment and prior to June 1 for fall enrollment.

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

1. application for admission;
2. non-refundable \$10 application fee;
3. official transcript(s) from college(s) previously 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.

The Admissions Committee reserves the right to require additional information, such as a high school transcript, when deemed appropriate in specific cases.

The following factors will enter into admissions decisions:

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

For certain programs, such as art education, music education, music performance, medical technology, nursing, social welfare and elementary education/special education; portfolios, auditions or supplemental departmental applications are necessary for entrance into the department.

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 will usually be granted for courses completed at a regionally accredited college in which the student has earned a

grade of C or above. Rhode Island College reserves the right to set separate standards regarding transfer credit from both special institutions and non-regionally accredited colleges. In such cases work completed must be certified to be on a college level. Records of students seeking to be transferred will be evaluated after presentation of all information.

At the discretion of the Office of Admissions, credit for college-level academic work completed more than ten years prior to admission as a degree candidate at the college can be accepted for transfer and applied toward graduation requirements. The chair of the student's major department will determine if such credit is to be applied toward a curriculum, major, minor or cognate course requirement.

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.

Transfer students must satisfy the college's writing proficiency requirement. Details may be obtained from the director of the Writing Center.

Transfer Candidates from Rhode Island Junior College and Bristol Community College

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

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

Inter-Institutional Agreements

Providence College Agreement. There is an inter-institutional agreement between Rhode Island College and Providence College which permits students to take courses that are not available at their own college at the other institution. In order to do this, the student must have the written approval of the department chair of the resident college and the approval of the department chair and instructor of the course at the cooperating institution. The fees for these exchange courses are those that are current at the time of enrollment. Complete information about these costs is available from the Bursar.

Enrollment at the University of Rhode Island and Rhode Island Junior College. Any full-time student at Rhode Island College may enroll in courses, up to a maximum of seven credits, at Rhode Island Junior

College or the University of Rhode Island without paying additional fees. Full-time students at RIJC and URI may also enroll for a maximum of seven credits at RIC. Students wishing to elect this cross-registration option should complete the necessary forms available from the Records Office.

New England Regional Student Program

Rhode Island College participates in a regional cooperative program administered by the New England Board of Higher Education (NEBHE). Qualified New England residents are eligible to benefit from any of the regional curricula open to residents of their state. Transfer privileges will continue in effect for students from an accredited institution of higher education who are residents of one of the New England states and who meet the particular admissions requirements of the institution and for the course of study in which they wish to enroll.

In accordance with the NEBHE compact, eligible students will be charged resident in-state tuition plus 25 per cent upon admission to an approved program of study.

It is assumed that students accepted into a program of study offered under the New England Regional Student Program will remain in the same field of study. If a student transfers into a program which is not included in the Regional Student Program, out-of-state tuition will be applicable as of the date of transfer.

Students must file application for tuition waiver at the beginning of each semester. There are two eligibility rules:

1. *Uniqueness Rule.* When a study program is not offered at an in-state institution, a qualified student may apply for enrollment at an out-of-state institution offering that program under the Regional Student Program.
2. *Proximity Rule.* When a study program is offered under the Regional Student Program at both an in-state and an out-of-state institution, and the out-of-state institution is closer in traveling time to the student's legal residence, that student may apply for enrollment to the out-of-state institution.

State Colleges. For residents of Connecticut, Massachusetts, Rhode Island and Vermont, who are interested in a Regional Student Program offered by a state college in one of those four states, both eligibility rules apply. For residents of Maine and New Hampshire who are interested in attending a state college, only rule 1 applies.

Information about and applications for a tuition waiver under the NEBHE compact are available from the Records Office.

A listing of the undergraduate NEBHE program offerings for 1979-80 is as follows:

RIC Program	Open to Residents of
Anthropology	Vermont
Art History	Vermont

Black Studies	Connecticut, Maine New Hampshire and Vermont
General Science	Connecticut and New Hampshire
Geography	Vermont
Health Education	Vermont
Industrial Arts	Vermont
Industrial Technology	Vermont
Latin American Studies	Connecticut, Maine, New Hampshire and Vermont
Philosophy	Vermont
Public Administration	New Hampshire and Vermont
Spanish	Vermont
Special Education	
Emotionally Disturbed	Connecticut
Mental Retardation	Connecticut and Vermont
Neurological Impairment	Connecticut, Massachusetts, New Hampshire and Vermont
Speech Communication	Vermont
Urban Studies	Connecticut, Maine, New Hampshire and Vermont
Vocational-Industrial Ed.	Vermont

Application to the college through this program in no way implies a dual standard of admission. Candidates must first meet requirements as established by the Committee on Undergraduate Admissions. Further, persons seeking to have out-of-state tuition fees waived under this program must apply to the Records Office each semester.

Additional information about this program can be obtained from the Office of Admissions, from any guidance counselor or from the New England Board of Higher Education, Ledyard Farm, Wenham, Mass. 01984.

Admission of International Students

International students who have sufficient mastery of English to participate competently in the course work of the regular curriculum are encouraged to apply to Rhode Island College. Application forms and materials may be obtained from the Office of Admissions.

Applicants must submit official records of past academic work or certified copies of academic records. A certified literal translation of documents is required. TOEFL scores are required of all applicants except those from countries where English is the native language. Applicants are requested to submit scores from the Scholastic Aptitude Test. An affidavit of support detailing funds available for the educational program must be submitted before final acceptance.

International students are requested to contact the international student adviser for information concerning United States laws, regulations and employment practices.

International 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.

Interested persons should contact the international student adviser (see administrative and service personnel section of this catalog).

Performance-based Admissions

Performance-based Admissions (PBA) is a formal program of admission to Rhode Island College degree programs. It has been designed primarily for individuals whose educational careers have been interrupted. Such students are admitted to the college and remain so unless their performance at the conclusion of the first six-course component falls below a grade point average of 2.0. The initial six courses are carefully selected with the approval of a college-designated adviser who, taking into consideration the student's skills and experiences, matches the student's postsecondary educational objectives with college programs. This advisory relationship remains constant throughout the six-course sequence and may be supplemented by appropriate college support services such as academic skills development and financial aid counseling.

Students who seek admission to the college through this program generally satisfy some, but not all, of the traditional admission criteria. Many have prior educational experiences which may not fit exactly the traditional pattern. Some students who seek admission have one or more of the following:

1. a completed high school program which did not include certain required pre-college courses;
2. a high school diploma earned by examination (G.E.D.);
3. an interrupted educational career;
4. a pattern of grades, although below traditional admission standards, showing potential for successful college work.

The Office of Continuing Education administers the program, provides the advisers and serves as advocate for students beginning or continuing a college education. The office also provides liaison services with various departments and support units, relating the needs of the students to the resources of the institution.

Students in this program normally take a maximum of three courses per semester. All courses taken must be regular Rhode Island College courses. Institutional policies governing special procedures for admission to certain programs apply to all degree candidates including PBA students.

Applications for the PBA program are available at the Office of Continuing Education. The office will determine an applicant's eligibility after examining a completed application accompanied by a high school transcript or high school equivalency scores. A personal interview is required of all applicants. Applicants who have taken credit-bearing, postsecondary education work must submit those transcripts as well.

All of the necessary information referred to above must have been received, reviewed and approved by the Office of Continuing Education before a student may register for courses.

Visiting Student Program

The Visiting Student Program is designed to enable high school students to earn college credit while continuing their regular high school program. Students accepted into this program may enroll in any undergraduate course for which the college determines they are academically prepared. Course credits earned through this program can be applied to a degree at Rhode Island College or may be transferred to another college.

Application is made on forms available from the Office of Admissions. Interested students must submit a high school transcript and written approval from either their principal or guidance counselor.

Tuition for courses taken in the Visiting Student Program is the same as the standard rate for undergraduate courses. Contact the Office of Admissions for more information.

UNDERGRADUATE STUDENT EXPENSES

Schedule of Fees. Five assessments, (the Tuition, the Student Activity Fee, Athletics Fee, Health Fee and the Dining Center/Student Union Fee) are charged to all students. One half of this amount is due and payable on or before August 20 and the remainder on or before January 20 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 full-time students, Rhode Island residents, pay per year:

Tuition	\$585
Student Activity Fee	50
Dining Center/Student Union Fee	53
Athletics Fee	31
Health Fee	11
	<hr/>
	\$730

All full-time students, out-of-state residents, pay per year:

Tuition	\$1888
Student Activity Fee	50
Dining Center/Student Union Fee	53
Athletics Fee	31
Health Fee	11
	<hr/>
	\$2033

Students living on campus add:

Room	\$900 or 1016
(Single occupancy — Browne, Thorp, Weber Halls — \$900; Double occupancy — Willard Hall — \$900; Single occupancy — Willard Hall — \$1016)	

Board \$970 or 1240

(Monday breakfast through Friday dinner — 15 meals — \$970; Monday breakfast through Friday dinner, plus four weekend meals — 19 meals — \$1240)	
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New Students: Orientation Fee (Encounter) \$14 or 27

(Transfer students pay \$14; incoming freshmen pay \$27)

Music students add: \$246

Advance Payment. For students who prefer to pay on a monthly basis, the college has made arrangements for a 10-month advance payment plan. The cost of this service, including Life Benefit Coverage, is approximately \$30. Details are available in the Bursar's Office.

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 \$50 fee annually, which is allocated to the Student Parliament for funding the student activity program. A fee of \$31 per year is used by the college to support intercollegiate athletic, intramural and recreational programs.

Health Fee. All full-time undergraduates and graduates pay an \$11 health fee, the income from which is used to provide services supplementing the basic health program provided by general funds of the college. Health services are available to all enrolled students.

Dining Center and Student Union Fees. All full-time undergraduate students annually pay a \$53 dining center/student union fee. Funds collected are used to repay the federal government loans which made possible construction of the two buildings and to provide for maintenance and operational expenses.

Applied Music Fee. Students registering in Music 270-288 and Music 370-388, each consisting of 14 private 50-minute lessons, will be charged a fee of \$123 in addition to the regular college fees for these two- and four-semester hour courses respectively.

Part-time Students. Part-time degree candidates in undergraduate programs and performance-matriculation undergraduate students pay \$33 per semester hour plus a dining center/student union fee of \$6.50 per person in the fall, spring and summer programs, a student activity fee of \$3 per semester hour and a health fee of \$2.50 each semester. Out-of-state students pay an additional \$31 per semester hour, for a total of \$64 per semester hour.

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

Senior Citizen Fee Waiver. All Rhode Island citizens who are at least 65 years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. All other charges must be paid, however. Two other restrictions apply:

1. The student must have fulfilled all academic requirements requisite to the course.
2. The student may enroll only in classes which have not been closed because of full enrollment.

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

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

The college furnishes a stated maximum of special materials for certain industrial arts and fine arts courses. Students who use materials in excess of the 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 pay room reservation and damage deposits upon signing the contract.

Since on-campus housing is limited, approximately one half of the spaces are reserved for new students and the remainder for returning residents. 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 Christmas and spring vacations, and between semesters.

Board. All students residing at the college are required to purchase a resident meal contract. Two types are available. One covers three meals per day, five days per week, and another includes four additional weekend meals. The terms of both contracts apply only while classes are in session. Off-campus students may purchase the above mentioned meal contracts.

Tuition for Out-of-State Students. The tuition for out-of-state students is \$1888 per year. The determination of residence for tuition purposes for new students is made by the director of admissions, while changes in residence for continuing students are made by the director of records. When residence status is in question, the student, if under 18, must present to the appropriate college official a certification from the clerk of the city or town in Rhode Island in which residence is claimed, stating that the parents or legal guardians have resided in the state for a period of at least 12 months and are qualified voters, in order to be eligible for in-state tuition fees. If the applicant is over 18, and claims independent status, a certified statement must be furnished indicating residence in Rhode Island for at least one year prior to the first registration at Rhode Island College as well as evidence that the student was not claimed as a federal income tax exemption by the parents during the last 12-month period. For such students, time spent in the state while attending college usually may not be used to establish residence. Contact either the Office of Admissions or the Records Office, as appropriate, 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 tuition and deducted from the total amount to be paid at the time of registration. Should the applicant withdraw 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 full-time 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 tuition in accordance with the schedule listed below.

To be eligible for a refund, an official withdrawal from the college must be completed.

Part-time undergraduate degree students, undergraduate non-matriculating students and graduate students who desire a refund when withdrawing from a course must submit a *written request* to the director of records.

Such refunds will be made according to the following schedule:

After the college official registration date and within first two weeks — 80%

Within third week — 60%

Within fourth week — 40%

Within fifth week — 20%

After five weeks — No Refund

The amount of the refund is determined on the basis of the official date of withdrawal which is that date on which the director of records receives the completed drop form or letter.

Course Refunds. If a refund is desired when a student withdraws from a course, a written request must be presented to the director of records. The portion of fees refunded will be determined according to the schedule listed under refunds.

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

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

Summer Session Refund Schedule. If a refund is desired when a student withdraws from a course, a written request must be presented to the director of records. Such refunds for six- and eight-week courses will be made according to the following schedule:

After the college official registration date 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.

A corresponding schedule applies to courses of other lengths and is available in the Summer Session Office.

The amount of the refund is determined by the date on which the director of records receives the completed drop form or letter.

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 Center for Financial Aid and Career Services through its Office of Student Financial Aid administers an extensive program of grants, loans and part-time employment opportunities.

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

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

Who May Apply:

Any undergraduate or graduate accepted for admission, or currently enrolled at Rhode Island College, who is a United States citizen or permanent resident of the United States, and who will be carrying at least one half the full-time academic load per semester during the academic year may be considered for financial assistance. Some financial aid programs, however, are restricted to full-time undergraduates. Students in the Performance-based Admissions Program may qualify for assistance even when carrying less than one half the full-time load. Continuing education students are not presently eligible for financial aid.

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

All undergraduate financial aid applicants must apply for a Basic Educational Opportunity Grant (BEOG) unless they are seeking

a second baccalaureate degree or have received four complete years of entitlement. Since applications for BEOG, college aid and state programs have been consolidated (only one form), the Financial Aid Form (FAF) needs to be completed and submitted to the College Scholarship Service (CSS). This FAF form may be picked up starting in January of the year preceding the academic year (September-June) for which the application is being submitted.

For the BEOG segment of an application, applicants receive the results themselves and may carry the three-part Student Eligibility Report (SER) to any institution they wish to attend. There is no charge for the BEOG application process. However, if an applicant wishes to apply for college and/or state aid, there will be charges for processing the FAF by CSS. It is important to fill out this application completely.

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

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

Graduate Students may apply for college loans and/or work study by using the FAF process outlined above. Guaranteed student loans are also available to graduate students as noted below.

How and When to Apply for Other Possible Resources:

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

Loan applications for the following academic year are not available until the June prior to that September. The process takes from three to six weeks. This program is open to anyone regardless of need if the requested amount does not exceed prescribed guidelines. In Rhode Island this program is called the Higher Education Loan Plan (HELP). The deadline to apply for this resource extends from June until April of the following year. Other states have varying policies and deadlines. The lending institutions in each state will have the necessary guidelines.

State Scholarships

Students are encouraged to apply for state scholarships and any other resources for which they might be eligible.

Sources of Financial Aid

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

Aid. For a more detailed description of these programs, contact the Office of Student Financial Aid.

GRANTS/SCHOLARSHIPS (No repayment required)

Basic Educational Opportunity Grants (separate application — see above)

Supplemental Educational Opportunity Grants

The Brands Mart Scholarship (donated by Brands Mart in cooperation with the R.I. Credit Union League to a student in the Department of Economics and Management)

Federal Products Foundation Scholarships

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

Mary Love Nurse Grant

Model Legislature Scholarship

Federal Nursing Student Scholarship Program

Preparatory Enrollment Program

Rhode Island College Alumni Grants

Rhode Island College Alumni String Quartet Scholarship

Rhode Island College Associates Scholarships (administered by the Office of Alumni Affairs)

Rhode Island Higher Education Grants/Scholarships (administered by the Rhode Island Higher Education Assistance Authority, Room 401, 274 Weybosset St., Providence, R.I. 02903)

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

Special Talent Scholarships (available in art, athletics, chess, communications, dance, music and theatre)

Old Stone Bank Scholarships

Rhode Island Hospital Trust National Bank Scholarships

Westerly Club — Rhode Island College Alumni Grant

Helen French Willard Scholarship (sponsored by the Women of Rhode Island College)

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

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

National Direct Student Loan Program

Federal Nursing Student Loan Program

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

Alumni Small Loan Fund

Margaret Hill Irons Loan Fund

Women of Rhode Island College Student Assistance Fund

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

College Work-Study Program

GRADUATE ASSISTANTSHIPS/FELLOWSHIPS

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

APPLICANT CHECKLIST

Deadlines for Rhode Island College Aid Resources

On-time applications (FAF) must be submitted as follows:

Entering freshmen: not later than February 1;

all other applicants: not later than February 28.

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

After initial review of FAF data from CSS, all applicants who appear eligible for assistance will receive and be asked to complete a RIC financial aid application. In addition, applicants may be asked to document income information.

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

Deadlines — Other Resources

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

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

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

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

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

STUDENT LIFE AND SERVICES

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

tunities to gain additional information about oneself and the world, to define oneself 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 staff members coordinate and supervise these programs and services.

Dean of Students

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

This office also provides services for all handicapped students once they have been admitted to the college. Handicapped students are encouraged to identify themselves with a member of the dean of students' staff in anticipation of any special needs that may arise.

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

New Student Programs

The Office of New Student Programs is responsible for the reception and orientation of all new students as well as the provision of ongoing programming which is designed to assist in the smoothest possible transition to Rhode Island College. This office coordinates the total program of the college as it relates to freshmen, transfer and readmitted students, and works closely with the Office of Continuing Education in the provision of programs for performance-matriculation and continuing education students.

Housing

Residence hall experiences which contribute meaningfully to the development of students are the responsibility of the Office of Student Housing. This office supervises four resident units which provide housing for 620 men and women. Each of the

residential units provides housing in a suite arrangement where eight to twelve student rooms share a suite lounge.

A professional hall director, four resident assistants (RA's) and a number of undergraduate volunteers are available to be of service to residents. Residents are encouraged to become involved in dorm life through the development of and participation in student government, activities and programs. Residence halls should be more than just a place to sleep; they should form one of the important centers of student life.

The facilities of each hall include a large social lounge and recreation area, laundry and kitchenette. 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 one year 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.

Center for Financial Aid and Career Services

The Center for Financial Aid and Career Services (FA/CS) provides advice and assistance to students of the college through its Financial Aid and Student Employment Programs, and to students and alumni through its Career Development and Placement Programs.

The Financial Aid Program is described in another section of this catalog. Further information is available from the center.

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

The Career Development and Placement Programs aid RIC graduates in planning for and securing full-time employment. The office provides career information programs and a credential service, maintains a career library/resource center and assists students and alumni with career decisions and job searches.

Information regarding the career placement of Rhode Island College graduating classes is available upon request from the center's Office of Career Services.

Student Activities/Student Union

A wide range of social, cultural and recreational activities is available to students at Rhode Island College. The associate dean of students for activities and the Student Union, as well as the dean's staff, work closely with individual students and with student organizations to develop programs which reflect a variety of interests. These programs include mixers, concerts, Sunday night films, fall/spring week events, homecoming events, a Wednesday night Rathskellar series and Third Curriculum courses.

The Student Union building houses facilities such as a games room, TV viewing room, an information desk, meeting rooms, lounges and office space for student organizations. The Student Union is also the center for services ranging from ticket sales to student organization training sessions.

Along with providing recreation, participation in student activities and organizations allows students to increase their competence in such areas as leadership and group effort. In addition, there are volunteer programs which allow students to serve others while gaining important skills and experiences themselves.

Those, who are interested in any of the 60 student organizations at RIC or in any of the programs or services mentioned above, are encouraged to contact the Student Activities Office.

Athletics, Intramurals, Recreation

A combined men's and women's Department of Athletics, Intramurals and Recreation offers a variety of programs for all students on the intercollegiate, intramural and recreational levels.

Housed in Walsh Gymnasium, the varsity intercollegiate athletic program is open to all full-time undergraduate students. Varsity teams compete in all seasons during the academic year. The fall schedule consists of women's tennis and volleyball, men's soccer and coeducational cross country. In the winter there are men's teams in basketball and wrestling and women's teams in basketball, fencing and gymnastics. The spring varsity program includes women's softball, men's tennis and baseball, and coeducational track and field.

Men's athletics at Rhode Island College are sanctioned by the National Collegiate Athletic Association Division III, the Eastern College Athletic Conference, the New England State College Athletic Conference and the New England College Athletic Conference.

In women's athletics Rhode Island College is a Division III member of the Association of Intercollegiate Athletics for Women (IAIW), the Eastern Association of Intercollegiate Athletics for

Women (EAIW), the Rhode Island Association of Intercollegiate Athletics for Women (RIAIW) and the New England Women's Intercollegiate Fencing Association.

Intramural competitions are offered for both men and women, and the Whipple Gymnasium is used as a drop-in center for those wishing informal participation. Extensive recreation programs include camping, hiking, mountain climbing and skiing. In addition, instruction is available in various sports and activities.

Cultural Activities

A wide variety of cultural and educational events and programs are offered by the college itself and by campus organizations. They include:

The Performing 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. Presentations in recent years have included the St. Louis Symphony Orchestra, the Edward Villella Dance Ensemble, Marcel Marceau and the Preservation Hall Jazz Band.

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

College Concerts. Musical events are presented throughout the year by the Department of Music. The Chamber Music Series includes music faculty and visiting performers in recital each week. The Rhode Island College Orchestra, the Rhode Island College Chorus and Orchestra, the Rhode Island College Chamber Singers, the Rhode Island College Symphonic Band and the Rhode Island College Jazz Ensemble have concerts scheduled each semester. These feature professional musicians, music faculty soloists and students in a wide variety of programs.

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

The Rhode Island College Dance Company offers men and women the opportunity to perform and choreograph. Dances by Doris Humphrey, Anna Sokolow, Gus Giordano 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, in festivals and contributes to productions of college theatre. Each spring a major concert is performed.

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

Chaplaincy Programs

The religious and faith dimension of life is provided for by a series of programs and activities sponsored by the Chaplains' Office.

Two chaplains are available to students, faculty and staff for counseling, support and religious services. The Protestant chaplain is sponsored by United Ministries in Higher Education which represents the Baptist, Congregational, Episcopal, Methodist, Presbyterian and United Church of Christ denominations; the Roman Catholic chaplain is sponsored by the Roman Catholic Diocese of Providence. The Jewish Faculty/Student Association offers discussion and special holiday celebrations.

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 voice of the students on matters of college concern and provides for both mutual and beneficial understanding between students, faculty and administration. It furthers student welfare and interest; supports academic freedom and responsibility along with student rights and obligations, enhances educational, social and cultural opportunities, and seeks to define student interest, evaluate problems and facilitate development of solutions.

A Student Parliament of no more than 41 members is selected as follows:

- a. 25 full- and part-time undergraduates represent students in academic departments;
- b. two students represent the freshman class;
- c. one person each represents residence halls (4), continuing education undergraduates, performance-matriculation undergraduates and alumni; two represent graduate students;
- d. two full-time faculty are appointed by and represent the faculty collective bargaining agent;
- e. one staff member is appointed by and represents the staff collective bargaining agent;
- f. the associate dean of students for student life;
- g. one member of the administration.

The parliament elects a president, a vice president, secretary and treasurer. The president serves as the official representative of the student body. Parliament also elects a speaker to be the presiding officer and parliamentarian.

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

Records Office

The Records Office maintains the official academic records for all graduate and undergraduate students at Rhode Island College. Students have the right of access to their educational records in accordance with the policies and procedures outlined in the *Student Handbook*.

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

Counseling Center

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

The center is staffed by individuals trained in psychology, social work, counseling or psychiatry. Their services, which are confidential in nature, are available without cost to all members of the college community.

The center also conducts research on student characteristics, attitudes and opinions, and the influence of the college on its students. This research and the considerable personal contact the staff has with students enable the center to help in the interpretation of student and college needs to faculty and staff.

Health Services

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

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

Security and Safety, Department of

The Rhode Island College Department of Security and Safety is located on the west side of Browne Hall adjacent to Health Services. The department is open 24 hours a day, providing campus security and safety for faculty, students and staff. It is responsible for the security of personal as well as state property. It is also responsible for the enforcement of all laws and regulations, including fire safety codes and traffic regulations, under the general laws of the state of Rhode Island and the Board of Regents for Education. Traffic violations committed on the campus cannot be adjudicated by the college, but are processed through the Eighth District Court in Cranston, Rhode Island.

A lost and found property section is located within the department. Items collected are tagged and logged, and can be claimed upon identification.

The security and safety department will assist any student, faculty or staff member with a problem that falls within its jurisdiction. A representative of the department will meet with any person or group who have questions regarding physical security or related problems.

Registration of Autos

All students operating motor vehicles bearing out-of-state registrations must register such vehicles with the security and safety department under the regulations set down by the board of regents. A parking permit is issued to out-of-state registrants. It must be displayed in the location of the vehicle designated by the department. A copy of Parking and Traffic Regulations for Rhode Island College may be obtained from the security and safety department or the dean of students office.

SPECIAL FACILITIES AND SERVICES

In addition to the academic programs and Student Personnel Services, a variety of specialized facilities and programs serves 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 alumni affairs serves as alumni secretary.

Audiovisual Department

The Audiovisual Department is organized and equipped to serve the college's instructional needs. Providing effective instructional media for faculty and students is the goal of each staff member. The department has four service centers: 1) The *Distribution Center* includes conventional equipment, public address systems and repair; 2) The *Photo/Graphic Center* includes visual production equipment, photo processing and visual design; 3) The *Television Center* includes an eleven channel campuswide closed circuit television system, studio facilities and portable TV equipment; 4) The *Film Center* includes a 5,000 film statewide distribution system for 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 multi-media programming, a full range of 16mm film equipment, cameras (still and motion, sound and silent), recording equipment in a wide range from simple cassettes to professional multi-track studio instruments, graphic services including photographic copying, developing, printing and mounting as well as designing services for charts, overhead transparencies and printed materials.

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

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

The Bookstore

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

In addition, many convenience items are offered for sale including paperback best sellers, art prints, records, gift items, newspaper and magazine subscription services, test aid booklets, stamps, snacks and tobacco. The bookstore will also cash checks (small amounts for personal use or any amount for textbooks and

supplies), buy back used textbooks in good condition, and occasionally run sales on items of interest to students outside of the classroom. During the first two weeks of classes each semester the bookstore stays open late for the convenience of those students attending night courses. Regular hours are from Monday through Friday, 8:45 a.m.—4:15 p.m.

Bureau of Grants and Sponsored Projects

The Bureau of Grants and Sponsored Projects is responsible for the authorization and submission of all grant and contract proposals of Rhode Island College seeking external funds or sponsors.

The bureau obtains current information on government and foundation financial support, maintains a file of information and guidelines on federal programs and a selected reference library, and assists faculty in the preparation and submission of proposals. The bureau is also responsible for federal relations as well as negotiations with sponsors on college grants and projects.

In addition, the bureau administers agreements and contracts for credit and non-credit courses, workshops, seminars, institutes, conferences, research, evaluation, consultation and other institutional activity wholly or partially financed by outside funds.

Center for Economic Education

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

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

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

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

Center for Evaluation and Research — CERRIC

The Center for Evaluation and Research, located in Alumni House, provides consultant and technical assistance to educational and social service agencies. Included in the services the center provides are program planning, research, program development, program evaluation and computerized data processing and data analysis. The center is operated by college faculty, full-time staff and part-time consultants.

The projects undertaken by CERRIC personnel include the development of programs and products for the Rhode Island Department of Education, the evaluation of compensatory instructional programs in the local school districts of Rhode Island, and the processing and analysis of data from statewide assessment programs. In addition, CERRIC has conducted feasibility studies, demographic research, needs assessment studies, program audits and accredited in-service training programs. Personnel at the center also manage the Rhode Island College testing program which includes the administration of the College Level Examination Program (CLEP) tests and the Miller Analogies Test.

Computer Center

The Computer Center, located in Gaige Hall, provides services to the college's administration, faculty and students. The center has an IBM 370/138 installed with batch facilities available to faculty and students for instruction and problem solving. A PDP 11/34 is also available for academic time sharing. The college's administration utilizes an administrative terminal system for the management and reporting of institutional information.

Continuing Education, Office of

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

Upon request, the Office of Continuing Education will assist in the design and delivery of educational programs to meet the needs of off-campus groups or organizations. Such programs may be offered at the college or on-site and can be designed to take the form most appropriate to the group or organization involved. These programs may be for college credit, Continuing Education Units (CEU), or non-credit.

The Office of Continuing Education administers the college's Performance-based Admissions Program (see Performance-based Admissions). In this capacity, the office acts as an adviser and advocate for adults beginning or renewing a college education. The office also provides liaison services with various departments and support units, relating the needs of the students to the resources of the institution.

For further information contact the director of continuing education.

Continuing Education Units

The college offers non-credit continuing education experiences in which participants may earn Continuing Education Units (CEU). One CEU is earned through ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. CEU's

provide a way for adults, especially those in the professional and technical occupations, to accumulate, to update and to transfer a record of their educational experiences in non-credit activities. Students who wish to enroll in an educational experience offering continuing education units may range from an adult who has not finished high school to someone who has a master's degree. For further information contact the director of continuing education.

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 multimedia 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 examination of materials housed in the center. Technical assistance and consultation services are available.

Language Laboratory

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

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

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

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

The Learning Center

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

Library

The college library is named for the late Dr. James P. Adams, chairman of the Board of Trustees of State Colleges from 1955 to 1960. The original portion of the building was opened in 1963. Construction of a large addition with extensive renovation work was recently completed.

The purpose of the James P. Adams Library is to provide books, periodicals, pamphlets and other intellectual resources needed to support the work of students in the academic program. Most of the collection has been selected by the faculty and reflects the curriculum of the college. All students have free access to the resources of the library which include over 240,000 volumes and 2,000 periodical subscriptions. In addition to the traditional printed material, a number of major collections in microform have been acquired along with the appropriate viewers and copiers. The library also maintains a collection of phonograph records with stereo players and headsets for student listening. An official depository for selected U.S. government publications has been maintained since 1965.

The building itself offers a variety of accommodations for research, individual study and browsing. Located on the main floor are the circulation desk, card catalog, reference and periodical collections, photocopy room, interlibrary loan office and reserve desk. The circulating collection is housed on the two floors below the main level. Government documents, the Amy Thompson Child-

ren's Literature Collection and technical services are on the second floor of the new addition. Special collections, offices and rooms for seminars, conferences and meetings can be found on the fourth floor.

Included in the library's special collections area are the College Archives, the Social and Political Materials Collection, the Dr. Carl Russell Gross Collection, the Ethnic Materials Collection, the papers of the International Institute and the papers of Nathaniel Bacon, Judge Michael DeCiantis and Irving Jay Fain.

A teletype connection with the major libraries in the state provides the capability for rapid interlibrary loan service. Typing rooms, graduate student lockers and display areas are among the many other facilities available. An attractive and sunny roof deck is also a popular feature, weather permitting.

During the academic year, when classes are in session, the library is open from Monday through Friday, 8 a.m. to 10 p.m.; on Saturday, 9 a.m. to 5 p.m.; and on Sunday, 2 to 10 p.m.

Planning and Institutional Research, Office of

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

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

Reading Center

The Reading Center, located in Craig-Lee Hall, provides services to students who are interested in becoming more effective learners through instruction and counseling in reading improvement, study-reading techniques and study skills.

Instruction is offered on an individual or group basis, including credit and non-credit workshops and mini-courses. Improving textbook reading strategies, developing reading rate and flexibility, improving vocabulary, and learning more effective notetaking and test-taking techniques are among the topics covered.

School Services, Office of

The Office of School Services is responsible for the planning and implementation of credit and non-credit field-based in-service programs and special workshops for educational personnel in public

and private schools. In addition, it acts as a clearinghouse for the delivery of a variety of other services to the schools that involve Rhode Island College faculty and staff and other resources within the state.

In-service courses and programs are designed to be practical and consistent with local school or agency needs. Emphasis is placed on collaborative planning involving college personnel, local administrators and participants. In-service courses designed for college credit combine the rigor and content which meet the academic requirements of the college, while addressing the specific needs and concerns of the participants.

The process of designing tailor-made credit and non-credit workshops begins with a call to the Office of School Services. A meeting will then be arranged in which needs, goals, objectives, the focus of the workshop, expected outcomes, credits and costs will be discussed. Usually this is followed by a planning session involving the appropriate Rhode Island College personnel and school or agency faculty and administration.

Summer Session

For many years the college has conducted summer session programs. To meet student and community needs a wide selection of undergraduate and graduate courses and workshops of one- to nine-week duration are scheduled both days and evenings. Increasing numbers of undergraduates have been accelerating their programs by attending summer session. New and innovative programs attract those wishing to augment and enrich their professional and personal lives. Professors from other American and foreign colleges and universities as well as Rhode Island College are invited to teach summer session courses and workshops.

The Urban Educational Center

The Urban Educational Center was founded in 1968 as a tribute to Martin Luther King Jr. The center's community based adult and continuing educational programs serve as a "port of entry" into postsecondary education for minority and low-income persons. The UEC provides a continuum of educational services including high school equivalency preparation and testing, a limited number of Rhode Island College courses, and general interest and pre-vocational courses. It also sponsors workshops and seminars which focus attention on the problems and benefits of the Providence area. The Urban Educational Center offers opportunities for life-long learning.

The center, located at 830 Eddy Street, Providence, Rhode Island 02905, is open Monday through Friday, 8:30 a.m. to 4:30 p.m. and Monday through Thursday evenings, 6 to 9:30 p.m. The telephone number is 456-8185.

The Writing Center

The Writing Center was established in 1975 to meet the needs of students whose lack of writing competency might prove a liability during their career at the college. In an effort to help combat a nationwide drop in writing skills among college students the center offers diagnostic testing, placement in required remedial writing classes, and tutorial assistance for those needing additional assistance. Equipped with various techniques for teaching basic writing skills (including video, tape modules and one-to-one tutoring), the Writing Center works with freshmen, with students referred by faculty members and with students for whom English is a second language.

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

UNDERGRADUATE DEGREE PROGRAMS**Changes in Degree Requirements**

In working for a degree, students must complete requirements for that degree and may, as in the case of teacher education programs, medical technology and others, be required to meet certification requirements. If certification requirements change and additional requirements become effective during the time a student is enrolled in a program, the new certification requirements shall take precedence.

Change in Major or Degree

In pursuing a stated major or degree program, the student is responsible for meeting the major and degree requirements.

Rhode Island College offers programs leading to degrees of

Bachelor of Arts

Degree with majors or concentrations in

Anthropology	History
Anthropology/ Public Archaeology	Latin American Studies
Art	Managerial Economics
Biology	Mathematics
Black Studies	Medieval and Renaissance Studies
Chemistry	Music
Classical Area Studies	Philosophy
Communications	Physical Science
	Political Science

Communications/Theatre	Political Science/Public Service
Economics	Psychology
Economics (Management)	Social Science
English	Social Welfare
Film Studies	Sociology
French	Spanish
General Science	Theatre
Geography	Urban Studies
	Women's Studies

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

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

Bachelor of General Studies**Bachelor of Music in Performance****Bachelor of Science**

Degree in

Art Education	Medical Technology
Business	Music Education
(See Management)	Nursing
Elementary Education	Elementary School Physical Education
Health Education	Elementary School Physical Education — Recreation
Industrial Arts Education	School Nurse-Teacher Education*
Industrial Technology	Vocational-Industrial Education*
Management	

**For teachers in service only*

Curriculum

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

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

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

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

Art Education
Elementary School Physical Education
Health Education
Industrial Arts Education
Industrial Technology
Management
Medical Technology

Music Education
Nursing
School Nurse-Teacher Education
Vocational-Industrial Education

General Studies

James Bieden, Director

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

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

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 in the student's program, although the student is free to elect courses from a wide variety of choices within each area.

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

CLEP and other proficiency examinations can also be used to fulfill area distribution elective (ADE) requirements in both Plan A and Plan B.

Writing Competency Requirement

Rhode Island College requires upon entrance a writing competency examination of all freshmen. Students who receive a C or above on the examination fulfill the College Writing Competency Requirement.

Students who receive a D or an F on the writing examination must complete one or more courses (English 010, 011, 109, 110) designated by the director of the Writing Center and the Department of English, with a grade of C or better before entering the junior year. Failure to complete the requirements, or two failures in either English 109 or 110, will result in dismissal from the college.

As of January, 1978, all new transfer and readmitted students are required to take the writing competency examination unless they have successfully completed English 109, English 110 or their equivalents.

Major

A major usually consists of at least 30 semester hours or 10 courses. Content of a major is determined by the individual departments of instruction subject to approval by the Curriculum Committee of the college.

Candidates for the Bachelor of Arts degree, whether preparing in liberal arts, elementary or secondary education, must complete an academic major and at least 75 semester hours of arts and sciences courses in addition to other degree requirements.

Candidates for the Bachelor of Science degree must complete a professional program and a teaching concentration or a major, designed for a specific Bachelor of Science program, and a minimum of 50 semester hours of arts and sciences courses in addition to other degree requirements.

Candidates for the Bachelor of General Studies degree must complete a concentration of at least 36 semester hours in 12 upper division courses and at least 60 semester hours of arts and sciences courses in addition to other degree requirements.

Courses counted in a major or for other purposes may also be counted toward the requirement of arts and sciences courses if they qualify as such.

Students who transfer from educational studies to a liberal arts curriculum may receive elective credit for courses in educational studies taken prior to the curriculum transfer but they must fulfill the arts and sciences courses requirement for the appropriate degree as described above.

Arts and sciences courses are the courses offered by the departments in the Division of Arts and Sciences. Courses bearing the dance, industrial technology, philosophy or psychology designations are defined as arts and sciences courses. Education 250 and Foundations of Education 200 and 250 are defined as arts and sciences courses.

In meeting degree requirements, students not in educational studies curricula are limited to three elective courses in educational studies. Practicum and student teaching courses may *not* be elected. These elective courses may be chosen from Foundations of Education 300, 302, 343 and 360.

Teaching Concentration

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

Currently, teaching concentrations are offered in
Language Arts
Mathematics

Science
 Social Science
 Special Education

Minor

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

Specialized Concentrations and Programs

Interdisciplinary majors are offered for students seeking specialized work in areas not offered by single disciplines. Currently *Black studies*, *Classical Area studies*, *Film studies*, *Latin-American studies*, *Medieval and Renaissance studies*, *Urban studies* and *Women's studies* may be taken either instead of a major or as a second area of concentration. For descriptions see the listings under the proper title in this catalog.

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

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 appropriate section.

Skill sequences in computer science and in management are also available as complements to the major.

Pre-Medical, Dental, Veterinary and Optometry Preparation

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

Pre-Physical Therapy Program

Students wishing to pursue a career in physical therapy may elect courses appropriate for physical therapy preparation. See appropriate section for further information.

Pre-Law Preparation

Students wishing to pursue a career in law may elect courses appropriate for law school preparation. See appropriate section 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 first consult with the dean of arts and sciences or the dean of educational studies. Detailed information about this option is available in the deans' offices.

Bachelor of General Studies Degree Program

The Bachelor of General Studies degree program at Rhode Island College has been developed to meet the needs of the "non-traditional" student and is available to individuals who have interrupted their educational experience for at least five years.

This Liberal Arts degree program is structured to take advantage of the experience, knowledge and responsibilities the "non-traditional" student brings to the program (institution) and makes it possible for the institution to respond to his or her needs. See program section of catalog.

Cooperative Education

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

Foreign Studies and International Education

Lawrence W. Lindquist, Coordinator

Rhode Island College is an active member of the American Association of State Colleges and Universities (AASCU), and cooperates closely with its Office of International Programs. The Rhode Island College Center for International Education provides information on study, work and travel abroad and encourages students to take advantage of the many opportunities open to them. Rhode Island College students have studied in Brazil, Canada, England, France, Greece, Ireland, Malaysia, Mexico, Norway, the Philippines and Spain. Selected, qualified education majors have met their student teaching requirements by assignments to American-sponsored schools in Belgium, England, France, Greece, Italy and Spain. A newsletter, *Orbit*, is published monthly, September through May. Students, faculty and staff interested in international study opportunities may address inquiries to the Rhode Island College coordinator of international education (see Administrative and Service Personnel). The International Student Identity Card is available from the Records Office.

Continuing Education

See Special Facilities and Services.

Senior Projects

Rhode Island College provides selected seniors with an opportunity to apply, interpret or otherwise complement parts of their academic programs by making use of a volunteer placement. A limited number of seniors are permitted to register for a special Senior Projects Seminar which provides a formal course structure through which the student earns 3 or 6 semester hours credit based

on the study of the approved project. Guidelines for the development of a senior project are available from the offices of the academic deans.

REGISTRATION

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

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

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

Adding/Dropping Courses

Sometimes changes in program may be desirable and necessary. Any revision should be discussed with the adviser and department chair, 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 without penalty until mid-term. Details may be found in the *Student Handbook*.

Summer School Credit

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

Late Registration

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

Veterans

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

ACADEMIC POLICIES

Academic Honesty

This college community is committed to the basic principles of academic honesty. The statement in full concerning both faculty and student roles is published in the *College Handbook of College Policies, Practices and Regulations* and the *Student Handbook*. A student who is willfully dishonest academically (e.g., through cheating on examinations or assignments, plagiarism, altering or changing records, etc.) is subject to the consequences, ranging from an effect on the grade to 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 Grievance

The purpose of this procedure is to secure, at the lowest level possible, an equitable solution to the problems of those students who dispute the judgment of faculty members. The grievance should be presented in person to the faculty member involved as soon as possible but no later than ten working days following the grievant's knowledge of the act, except in the case of final grades and then no later than the tenth working day of the next full semester. This time limit shall not apply if a clerical error is discovered.

Complete information may be obtained at the office of one of the academic deans or the dean of graduate studies.

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) ⁰ no quality points

*These numbers represent nominal scores which are not necessarily raw scores on a particular evaluation.

W — withdrawn with permission, no credit and no quality points, disregarded in computing indices (Grade report symbols for students who drop a course after midterm will be recorded as follows: W/A, W/B, W/C, W/D, W/E, W/H, W/S or W/U; the second letter indicates the grade at the time of the drop relative to the total course requirements and is assigned by the instructor.)

I — incomplete, no quality points (see Incomplete grades below)

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

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

NA — not available — instructor failed to turn in grades
 M — missing or multmark (error in grade report)

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

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

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

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

Credit/No Credit Option

The credit/no credit option which may be chosen by students in certain courses is described in detail in the *Student Handbook* and should be discussed carefully with the student's academic adviser.

Graduation Requirements

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

- completion of all requirements in curriculum and major or concentration and minor, if applicable (refer to Curriculum, Major, etc.);
- completion of writing competency requirement before entering the junior year;
- minimum of 118 credits;
- minimum of 30 credits taken at Rhode Island College to fulfill the residency requirement;
- overall cumulative index of 2.00 on a 4.00 scale.

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

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 the earned index does not meet the minimum index requirement of the ensuing semester.

Specific information regarding required indices is to be found in the *Student Handbook*.

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

Failure in Courses

Students are subject to dismissal when a required course is failed a second time. Upon a second failure, they are notified that they may not re-register at Rhode Island College in any program for which the course is a requirement and will be advised to consider an alternate curriculum or major. If students complete a change to such a curriculum or major prior to the end of late registration of the next enrollment period, they may register for courses in the new field. Under these circumstances, dismissal will not result.

Should a 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.

Incomplete Grades

For all students the time limit for completing the course requirements is the last day of classes of the succeeding semester. By that time the appropriate grade must be assigned by the instructor: A, B, C, D, F, H, S, U. The grade is based on the work completed compared to the total requirements of the course.

Withdrawal from a Course

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

Students who officially withdraw from a course after the second week and before midterm (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, but before the end of classes, upon the approval of the instructor and the appropriate academic dean. Other options are outlined in the special drop form obtained at the Records Office.

A student who does not complete the drop procedure but stops attending classes shall be assigned a grade for the course based on the work completed compared to the total requirements of the course.

Specific information regarding withdrawal procedures and grade report symbols is to be found in the *Student Handbook*.

Auditing Courses

With approval of the instructor and the appropriate department chair, students may register as auditors provided that registration for a particular course has not been closed. Preference must go to students taking the course for credit.

A student's responsibility to the class being audited shall be determined by the department chair and the instructor of the

course. When a course is audited, no course credit is received and the hours are not counted as hours attempted in computing indices.

Students may register for courses for audit only during the ADD period. Registered students may add courses for audit through the usual ADD procedure. Students who plan to enroll only for a course for audit may register without payment of the late registration fee. Students may change from audit to credit for a course only during the ADD period using the regular ADD/DROP procedures. Students may change from credit to audit for a course only during the DROP period. The course must be dropped for credit and then added for audit.

Undergraduates registered for at least 12 semester hours for credit or graduate students registered for at least 9 semester hours for credit pay no fee to audit one course. During summer session students registered for at least 6 semester hours for credit pay no fee to audit a course. Part-time students pay the usual per credit fee to audit a course. Any refunding of fees paid will only be at the student's request and will follow the refund policy stated in the college catalog.

Audiovisual Proficiency

Every student enrolled in an educational studies curriculum must demonstrate an 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 Services.

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 such as minimum index requirement in the major and successful completion of certain required courses.

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

1. No mid-semester index is computed or considered prior to a student's sixth semester;
2. A mid-semester index is requested for sixth semester students who have failed to achieve the 2.00 requirements at the end of their fifth semester in college:
 - a. Achievement of the index at this time does not result in "automatic" assignment to student teaching. However, if students achieve the index and are recommended for assignment by their practicum professors with the concurrence of the major department, they will be assigned to student teaching.
 - b. A student failing to make the required mid-semester index during the 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.

**Students in Division S who fail to make an index of 2.00 by the end of their fourth semester are not thereby precluded from entry into practicum, although they may be advised to defer practicum for one semester in order that student teaching may immediately follow practicum.*

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

HONORS

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

Dean's List

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

During the student-teaching semester, students must achieve a cumulative index of 3.00 as well as a semester index of 3.00 and earn at least a grade of 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 anthropology, biology, economics, English, French, geography, 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 the department of the intended 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 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*, and 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 the grade point average acquired at Rhode Island College that determines what level of honors award they receive.

Kappa Delta Pi

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

Prizes and Awards

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

Rhode Island College Associates Award — Three cash 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.

Rose Butler Browne Award — An annual award given to a sophomore enrolled at Rhode Island College who has demonstrated a commitment to developing leadership potential.

Bertha Christina Andrews Emin Awards — 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 the seventh semester and who is scheduled to graduate in May; one to a woman who is a member of the May graduating class and who has distinguished herself by attaining an honors baccalaureate and by active leadership in student affairs.

John E. Hetherman Award — A prize given annually to a graduating senior man in recognition of his achievements as an athlete, a gentleman and a participant in campus activities, as well as his scholastic success.

Helen M. Murphy Award — A prize given annually to a graduating senior woman in recognition of her achievements as an athlete, a student and a participant in campus activities.

Awards for academic excellence are also presented by or through the following departments: anthropology/geography, art, biology, communications and theatre, economics and management, elementary education, English, history, industrial education, mathematics, modern languages, music, nursing, philosophy, physical sciences and political science. These awards are described in the appropriate departmental sections of the catalog.

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, Drew, Duarte, Jarvis, Malong, Merenda, Radice, Ruggiero, Schultz, Starr, Svergalis, Toher, Whipple; Instructors Fitzgerald and D'lorio.

Special Subjects and Resource Teachers

Professor Currier (Music); Associate Professor Nixon (Library Media Specialist); Assistant Professors Foye (Reading); Habershaw (Physical Education); Hickey (Resource Room Teacher); Kelly (Home Economics); R. Murphy (Resource Room Teacher); Alice Pellegrino (Music); Shapiro (Guidance Counselor); Tumminell (Industrial Arts); and Instructor Louise Buonomano (Nurse).

Auxiliary Staff

L. Bischoff (Library Technician); C. Watts (Teacher Aide); E. DeFusco (Assistant Teacher); M. Warchol (Assistant Teacher); D. DiSantis (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, health and physical education, psychology, special education and school nurse-teacher education.

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

When Rhode Island Normal School moved to Capitol Hill in 1898, ten classrooms on the first floor of the school were designated as the Normal Observation School, including classes from kindergarten through grade eight. In 1920, when Rhode Island Normal School became Rhode Island College of Education, the Normal Observation School was renamed Henry Barnard School. The latter was transferred to its own building on the lower part of the college campus in 1928. When the college was relocated 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 minority children from Providence, 80 are children of faculty members 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 a 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. Laseton, 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 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 chairs 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. Practicum experiences at the elementary level have been expanded beyond Henry Barnard School to schools adjacent to Rhode Island College.

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 school to which they are assigned during student teaching.

Student teaching takes place in a cooperating school under the joint supervision of an experienced and certified cooperating teacher and a college supervisor. Cooperating teachers are certified by the Rhode Island State Department of Education. Criteria for such certification are three years' teaching experience, the recommendation of one's superintendent and completion of a program of study approved by the state 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 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 the coordinator designs and directs a program which involves the student in observation and participation experiences in grade levels and subject areas other than 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 school, 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 in vocational education.

DIVISION OF GRADUATE STUDIES

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

To meet these varied needs, the Division of Graduate Studies offers a wide variety of courses (many of them in the late afternoon, evening and summer) and programs leading to the degrees of Master of Education, Master of Arts in Teaching, Master of Arts in Teaching—Certification, Master of Arts, Master of Social Work, the Certificate of Advanced Graduate Study and the 36-hour PAACT Program.

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.

Classification of Graduate Students

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

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

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

GRADUATE DEGREE PROGRAMS

Changes in Degree Requirements

In working for a degree, students must complete requirements for that degree and may, as in the case of teacher education programs, medical technology and others, be required to meet certification requirements. If certification requirements change and additional requirements become effective during the time a student is enrolled in a program, the new certification requirements shall take precedence.

Change in Major or Degree

In pursuing a stated major or degree program, the student is responsible for meeting the major and degree requirements.

Master of Education Program

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

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

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

These programs consist of six semester hours in Humanistic and Behavioral Studies from among courses listed in appropriate section; six semester hours in related disciplines in the areas of humanities, mathematics, science, social and behavioral science, and 18 credits in the area of concentration. Exceptions are the programs in counselor education and special education which have no related discipline requirement but which have 24 credits in the area of concentration.

The following programs are offered:
Bilingual-Bicultural Education
Counselor Education

Educational Administration (Elementary)
 Educational Administration (Secondary)
 Elementary Education
 Elementary Education
 Early Childhood
 Language Arts
 Mathematics
 Science
 English as a Second Language
 Health Education
 Individualized Master of Education
 Industrial Education
 Instructional Technology
 Reading
 Secondary Education
 Special Education

Master of Arts in Teaching Program

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

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

The following programs are offered:

Art Education
 Biology
 Elementary Education
 English
 French
 General Science
 History
 Individualized Master of Arts in Teaching
 Mathematics
 Music
 Physical Science
 Spanish

Master of Arts in Teaching Certification Program

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

These programs consist of ten semester hours in Humanistic and Behavioral Studies (Foundations of Education 300, 302 and one of the following: Psychology 213 for elementary, Psychology 214 for secondary, or Psychology 216 for K-12 programs in art or music), course work in an academic discipline, student teaching and pro-

fessional studies. See individual department listings for the number of semester hours in each area.

The following programs are offered:

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

Master of Arts Program

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

The following programs are offered:

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

Master of Social Work

This degree provides for concentrated study in the area of social work.

Certificate of Advanced Graduate Study

The C.A.G.S. is a program of at least 30 semester hours in professional specialization which provides organized sequences of preparation for positions and competencies in education for which the master's degree is not sufficient. A master's degree is prerequisite to all C.A.G.S. programs.

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

The student works closely with an area adviser throughout the program and with this adviser develops a plan of study. The period

of study of the C.A.G.S. is equivalent to at least two full-time semesters. All work (courses and field project or comprehensive examination) must be completed within six years.

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

The following programs are offered:

Counselor Education
Curriculum
Educational Administration
Individualized Certificate of Advanced Graduate Study
Instructional Technology
Mathematics Education
Reading
School Psychology

Thirty-six hour plan of approved courses for certified teachers

The college offers a certificate program of 36 semester hours of course work which has been approved by the certification office of the Rhode Island State Department of Education for certified teachers to qualify for professional certification. Plans of study are available for the elementary and secondary levels. Further information may be obtained from the graduate program officer.

ADMINISTRATIVE REGULATIONS

Graduate Admission Procedures

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

1. completed application for admission to Graduate Studies (obtained from the Graduate Office);
2. official transcript of all undergraduate and graduate records (the Graduate Office will obtain any RIC transcripts);
3. copy of teaching certificate (when applicable);
4. an official report of scores on the Graduate Record Examination Aptitude Test or the Miller Analogies Test (see below), except for the Master of Social Work;
5. three recommendations on forms provided by the Graduate Office attesting to candidate's potential to do graduate work (placement references are generally not applicable).

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

All students applying for admission to graduate degree programs are required to present scores on either the Graduate Record Examination or the Miller Analogies Test. Please refer to individual department sections to determine if the department prefers one or the other. Information about either test may be obtained by writing

or calling the Rhode Island College Testing Center (see Administrative and Service Personnel).

Students whose native language is not English should submit an official report of scores on the Test of English as a Foreign Language. An appropriate substitute examination for the Graduate Records Examination or Miller Analogies Test will be selected and administered at the College Testing Center.

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

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

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

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

Advising Procedure

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

Prior Credit

A student's *plan of study* can contain no more than nine semester hours which have been completed before acceptance into the program. Up to six semester hours may be taken at another institution. See transfer credit section.

Transfer of Credit

Transfer of credit from other institutions must not exceed six semester hours of a candidate's graduate program. After a student has been accepted into a graduate program, courses that are to be taken at other institutions must be approved in writing by the

graduate adviser and the dean of graduate studies *prior to registration for such courses*. An official transcript must be filed in the Records Office. Credit is transferred only for courses having grades of B or better.

Degree Residency Requirement

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

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

Completion Time Limit

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

Credits seven years old or older may no longer be counted in a student's program. Exceptions to this policy must be approved by the department and the dean of graduate studies.

Semester Load Limit

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

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

Academic Standards

Graduate students are expected to be in good standing in order to continue in any graduate program. Those having at least a B average (3.00) in all work included in a plan of study are in good standing. The grade C is considered evidence of work not of general graduate quality and of limited application to degree work. If students receive more than one C in a program, they must consult with their advisers and departments. Grades of D and F require a review of a student's status by the department and the dean of graduate studies. An average of at least B (3.00) in the courses in the plan of study is required for graduation.

Independent Study

Students enrolled in independent study are expected to observe time limits corresponding to semester limits unless specifically

arranged by the instructor. A Request for Independent Study form signed by the instructor, department chair and the appropriate divisional dean must be filed with the dean of graduate studies. Independent study requests must be approved and fees paid before work is begun. Grades are reported for independent study in the same manner as they are reported for other courses.

Graduate Fees

When applying for admission for a graduate program, a \$10 non-refundable application fee must be submitted. The tuition fee for graduate courses is \$41 per semester hour for Rhode Island residents and \$61 per semester hour for non-residents. All students pay the tuition fee, a registration fee of \$6.50 and a health fee of \$2.50 each semester at the time of registration. A graduation fee of \$16 is charged all students at the completion of their program.

The School of Social Work has special fees. See School of Social Work.

Graduate Assistantships

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

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

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

Exit Requirements

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

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

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

HUMANISTIC AND BEHAVIORAL STUDIES CURRICULUM AND INSTRUCTION

Humanistic and Behavioral Studies

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

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

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

Psychological Foundations

- Psychology 400: Issues in Child Development
402: The Social Psychology of Adolescence
403: Measurement and Evaluation in the Classroom
407: Applications of Educational Psychology
408: Behavior in Groups and Social Organizations
409: Psychology of Race and Class
410: Drugs and Behavior
411: Interpretation of Individual Tests
418: The Creative and Gifted Child
419: Psychology of Thinking
420: Fundamentals of Research
430: Behavior Modification in Social Settings
435: The Deviant Child

Social and Philosophical Foundations

- Education 402: Current Problems in Education
409: Psychology and Social Problems of Urban Youth
Foundations of Education
343: Theories of Moral Education
405: Introduction to Comparative Education
410: History of Western Educational Thought
415: History of American Education
420: Cultural Foundations of Education

- 431: Political Elements in Public School Policy
441: Comparative Philosophies of Education
442: Theories of Knowledge and the Curriculum
445: Logic of Teaching
501: Education and Social Institutions
534: Collective Negotiations in Education
542: Modern Theories of Education
575: Topics in International Education

Curriculum and Instruction

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

Elementary

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

Secondary

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

K-12

- Instructional Technology 437: The Role of Television in Education
440: Preparation of Audiovisual Materials
Foundations of Education 480: Workshop in Foundations of Education
Education 515: Curriculum Issues in Art Education
525: Advanced Studies in Music Education
560: Seminar in Education
Curriculum 503: Principles of Curriculum
511: Personalizing Instruction

- Special Education 430: Identification and Assessment of Special Needs in Regular Classes
- 431: Instructional Approaches to Children with Special Needs in Regular Classes
- 433: Education with Exceptional Children and Parents
- 434: Education of Parents and Families of Exceptional Children

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

ACADEMIC DEPARTMENTS AND PROGRAMS

Regulations Subject to Change

The educational process necessitates change. This Bulletin must be considered as informational and not binding on the college.

Each step of the educational process, from admission through graduation, requires continuing review and appropriate approval by college officials. The college, therefore, reserves the right to change the requirements and regulations contained in this bulletin and to determine whether a student has satisfactorily met its requirements for admission or graduation, and to reject any applicant for admission for any reason the college determines to be material to the applicant's qualifications to pursue higher education.

DEPARTMENT OF ADMINISTRATION AND CURRICULUM

Professors Bennett, Larsen (chair), Lapan, Lavery, Manzer and Rollins; Associate Professor C. Cook.

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

Master of Education in Educational Administration (Elementary, Secondary)

Admission Requirements

Teacher certification generally required, plus the Miller Analogies Test.

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Major Concentration	
Required: Administration 502, 507 or 510 and 520 or 523; Education 505 or 514 and two courses from the following: Administration 402, 480, 504, 506, 508, 509, 515, 540, 542 and Curriculum 480	18
Related Disciplines (see department list of approved courses)	6
	Total: 30

Exit Requirements

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

Certificate of Advanced Graduate Study in Educational Administration

Admission Requirements

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

Program Requirements	semester hours
Major Concentration	
Required: Administration 509, 531, 532, 561; Educational Services 500 Electives: One or two of the following courses: Curriculum 480, 503, 511; Administration 402, 480, 504, 506, 507, 508, 510, 515 or 560	18-21
Related Disciplines (see department list of approved courses)	9-12
Field Project or Internship	0
	Total: 30

Exit Requirements

Successful completion of the 30 semester hours plus the C.A.G.S. field project or internship.

Certificate of Advanced Graduate Study in Curriculum

Admission Requirements

Candidate must possess a master's degree with a minimum 3.25 average in previous graduate work, full professional certification, including a minimum of 12 semester hours in foundations of education, and the Miller Analogies Test.

Program Requirements	semester hours
Major Concentration	
Required: Curriculum 503, 532, 561	9
Electives: Administration 502, 531; Curriculum 480, 510, 511; Education 480, 505, 514	6-12
Related Disciplines (see department list of approved courses)	9-12
Field Project	0
	Total: 30

Exit Requirements

Successful completion of the 30 semester hours plus the C.A.G.S. field project or internship.

Course Listings

For departmental course offerings see the course listing section.

ANTHROPOLOGY

(Department of Anthropology and Geography)

Professors Lindquist (director, Spring 1982) and Maynard; Associate Professors Allen,
Bernes, Eggle (director, Fall 1979), Fisher-Libban*, Hays and R. Libban Jr.; Assistant
Professors Fidler, Hays, Moreson (director of public archaeology) and Murray; Adjunct
Professor Scala.
**on leave Spring
on leave all year

James Huxson Award in Anthropology/Geography — Given each year to a graduating senior majoring in anthropology or geography who has demonstrated outstanding academic performance and an exceptional commitment to the concerns of the discipline.

Major in Anthropology

The major in anthropology consists of 32 semester hours of courses in anthropology. Twelve additional hours in cognate areas or a minor in one of the social sciences is required. The cognate requirement is waived for students in elementary education.

Required Courses

Anthropology 201: Introduction to Cultural Anthropology	semester hours
Anthropology 202: Introduction to Archaeology	3
Anthropology 203: Introduction to Physical Anthropology	4
Anthropology 345: History of Anthropology	4
	Total: 14

Elective Courses

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

One course from each of the following groups:	
Thematic (Anthropology 300-312)	4
Regional (Anthropology 315-325)	4
Aspects of Social Systems (Anthropology 335-341)	9
The balance of nine required hours is to be selected from any remaining courses in anthropology. One interdisciplinary social science course may be substituted.	9
	Total: 18

Total for major: 32

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

Cognates

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

Major in Anthropology with Specialization in Public Archaeology

The major in anthropology with specialization in public archaeology consists of 35 semester hours of courses in anthropology and fourteen to nineteen hours in cog-

nate areas. The specialization is designed to prepare students for careers in the rapidly expanding fields of public archaeology and cultural resource management, as well as provide a basis for entry into either a traditional program of graduate study in anthropology or a specialized program in cultural resource management.

<i>Care Courses</i>	<i>semester hours</i>
Anthropology 201: Introduction to Cultural Anthropology	3
Anthropology 202: Introduction to Archaeology	4
Anthropology 203: Introduction to Physical Anthropology	4
Anthropology 345: History of Anthropology	3
Total:	14

Public Archaeology Specialization Requirements

Anthropology 316: Archaeology of the Americas	3
Anthropology 324: Native North America	3
Anthropology 375: Reading Course in Public Archaeology	3
Anthropology 385: Workshop in Field Archaeology	3
Total:	12

Elective Courses

The balance of nine required hours is to be selected from the remaining 300-level courses in anthropology with the following provisions:

One course from each of the following groups:	
Thematic (Anthropology 300-312)	
Aspects of Social Systems (Anthropology 335-341)	
The remaining course may be any 300-level course in anthropology, or any additional course from cognate group A not already counted as a cognate.	9
Total for major:	35

Cognates

(Student should consult the course section of the catalog for appropriate prerequisite requirements.)

Group A: Technical (Two courses to be selected from this group)	
Art 317: Introduction to Photography	(4)3
Biology 329: Comparative Vertebrate Anatomy	4
Chemistry 103: General Chemistry	4
Chemistry 104: General Chemistry	4
Computer Science 101: A First Course in Computers	3
Computer Science 102: Introduction to BASIC Programming	2
Geography 310: Cartography I	3
History 200: Nature of Historical Inquiry	3
Industrial Arts 101: Technical Drawing	(6)3
Mathematics 240: Statistical Methods	3
Total:	5-8

Group B: Environmental (Two courses to be selected from this group)

Biology 318: Ecology	4
Geography 200: Changing Environment of Man	4
Geography 320: Coastal Geography	3
Geography 325: Physical Geography	3
Physical Science 212: Introduction to Geology	(6)4
Total:	6-8

Group C: Cultural-Historical (One course to be selected from this group)

History 201: U.S. History	3
History 341: American Colonial History to 1750	3
History 342: The American Revolution, 1750-1788	3
Geography 305: Geography of Rhode Island	3
Geography 312: Historical Geography of the United States	3
Total:	3
Total for cognates:	14-19

Minor in Anthropology

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

Course Listings

For departmental course offerings see the course listing section.

DEPARTMENT OF ART

Professor Emerita Becker: Professors deMeillon, Ladd, Pinardi, Rosati², D. Smith, Steinberg and Sykes. Associate Professors Brisson (chair), Hyatt, Kenyon and LaFollette; Assistant Professors Ames, Delp, Horrat, Hawkins and Ohlin.

¹on leave Fall
²on leave Spring

Award: Studio Art Award — An award given annually to a senior for excellence in studio art.

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 nine courses in studio, three courses in art history and three cognate courses. The art history major consists of ten 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)

<i>Required Courses</i>	<i>semester hours</i>
<i>Studio Foundations</i>	
Art 101: Drawing I	
Art 104: Design I	
Art 105: Drawing II	
Art 204: Design II	
Art 205: Drawing III or	
Art 225: Figurative Modeling	
Art 392: Senior Studio	
<i>Concentration</i>	9
In addition to Art 101, 104, 105, 204, 205 or 225, and 392 each student completes a concentration. The concentration has a minimum requirement of three courses including the first and second level of specialization, 200-level courses or above and Art 350 in the same specialization.	

Concentrations in the following specializations are possible with courses presently offered by the art department: painting, sculpture, ceramics, metal, printmaking, fiber and photography.

History and Criticism of the Arts

Art 231: Prehistoric to Renaissance Art	19
Art 232: Renaissance through Modern Art	
Philosophy 230: Aesthetics	

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

Two courses selected from:

Theatre 205: Introduction to Theatre Arts
 Theatre 340: History of Theatre I
 Theatre 341: History of Theatre II
 Theatre 440: Dramatic Criticism
 Music 201: Survey of Music
 Music 221: The Symphony
 Music 222: Opera
 Music 302: Twentieth-Century Music
 English 325: Literature and Film
 English 334: Studies in Literary Criticism

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

The major in art history consists of ten courses plus a cognate requirement. The major includes Art 231, 232, four courses from Art 331, 332, 333, 334, 335; two or three courses in the Art 393 category and Art 361 which may be repeated for credit with change of topic. The cognate requirement is 12 semester 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

The following courses must be taken by all art majors prior to taking other art history courses.

Art 231: Prehistoric to Renaissance Art 6 semester hours
 Art 232: Renaissance to Modern Art

Four of the following the following:

Art 331: Greek and Roman Art 12 semester hours
 Art 332: Renaissance Art
 Art 333: Baroque Art
 Art 334: American Art
 Art 335: Modern Art

Art 361: Seminar in Art History 3 semester hours
 Art 393: in two of the following areas: 6 semester hours

Greek and Roman Art, Renaissance Art, Baroque Art and Modern Art.

Either Art 393 in a third area or Art 361 in a second area 3 semester hours

Major in Art Education (B.S. degree)

Required Courses

Professional Sequence 27 semester hours

Education 203: Concepts in Art Education
 Education 303: Practicum in Art Education
 Education 325: Student Teaching in Art Education
 Education 362: Seminar 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 15
 Art 104: Design I
 Art 105: Drawing II
 Art 204: Design II
 Art 205: Drawing III or
 Art 225: Figurative Modeling

Art Studio

Four Level-I studio courses 12
 12

History of Art

Art 231: Prehistoric to Renaissance Art 9
 Art 232: Renaissance through Modern Art

One of the following:

Art 330: Far Eastern Art
 Art 331: Greek and Roman Art
 Art 332: Renaissance Art
 Art 333: Baroque Art
 Art 334: American Art
 Art 335: Modern Art

Advanced Art

Sequence of three 300-level courses (choose A, B or C) 9

A. Studio Sequence

Art 3XX (level II-studio)
 Art 350: Studio Topics (in same studio area)
 Art 392: Senior Studio

B. Art History Sequence

Art 3XX (any course in this sequence not taken to fulfill above requirements)
 Art 361: Seminar in Art History
 Art 393: Reading and Research in Art History

C. Generalized Combination Sequence

Art 3XX (level-II studio)
 Art 383: Workshop in Media and Materials
 elective in studio, art history or art theory

Minor in Art History

The minor consists of five courses: 231, 232, 361 and two courses in art history at the 300 level. 15

Graduate Programs

Adviser: Betty E. Olson

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.

Master of Arts in Teaching

Admission Requirements

Completion of a minimum of 45 semester hours in art excluding art education; representative portfolio of art work must be submitted to the department's graduate admissions committee. (See department chair for details of admission and program requirements.)

Program Requirements — Certified Teachers

Humanistic and Behavioral Studies	6
Professional Studies	
Required: Education 513 or 515	3
Art (including Art 560)	21
	Total: 30

Master of Arts in Teaching — Certification

Program Requirements

Humanistic and Behavioral Studies	10
Professional Studies	19
Art (including Art 560)	12
	Total: 41

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

Exit Requirements

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

The candidate is expected to complete one of the following:

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

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

Course Listings

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

- Education 203: Concepts in Art Education
Education 303: Practicum in Art Education
Education 325: Student Teaching in Art Education
Education 340: Methods and Materials in Art Education
Education 362: Seminar in Art Education
Education 421: Art in the Elementary School
Education 513: Research and Evaluation in Art
Education 515: Curriculum Issues in Art Education

For departmental course offerings see the course listing section.

BACHELOR OF GENERAL STUDIES DEGREE

See appropriate section.

BILINGUAL-BICULTURAL EDUCATION

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

DEPARTMENT OF BIOLOGY

Professor Emerita Krefe; Professors Dolyak (chair), Gonulova, Hartmann, Kogoh, P. Pearson Jr., Silver, Wasti and Young; Associate Professors Bohnsack, Kinsey, McCutcheon, F. Pearson 3rd; Assistant Professors Foltz, Lough, Melaragno, Owens and Prusch; Adjunct Professor H. Chase; Adjunct Assistant Professors Bergeron, Cok, Davis, Geddes and LeClair.

Awards: *W. Christina Carlson Award* — Awarded to the graduating senior majoring in biology who demonstrates outstanding scholarship and exceptionally high potential for research in the biological sciences.

Thelander Lemakita Award — An annual award presented to a graduating senior who has demonstrated outstanding academic ability and leadership potential in the field of microbiology at Rhode Island College.

Admission to either a major or a minor in biology requires a grade index of 2.0 or better in freshman biology courses. Exceptions are evaluated by the department chair. 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 min-

imum 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 by means of proficiency tests. Evaluation of proficiency is based on special examinations or on entrance records at the discretion of the chair of the Department of Biology. Application for such evaluation should be made to the chair of the department directly or through the Office of Admissions.

Major and Minor

The department offers a major leading to a B.A. and a minor in biology. The major requires 30 semester hours of biology including the introductory courses and 16 to 24 of cognates in the fields of chemistry and physics. A minor in chemistry is strongly recommended. All biology majors must complete a core requirement in biology consisting of four courses. The following is required:

- Biology 220: Cell and Molecular Biology
Biology 221: Genetics
Biology 318: Ecology

One course chosen from the following:

- Biology 300: Developmental Biology
Biology 310: Nonvascular Plants
Biology 311: Vascular Plants
Biology 321: Invertebrate Zoology
Biology 324: Vertebrate Zoology
Biology 329: Comparative Anatomy

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

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

Biology Major

First Year

Biology 101-102

Chemistry 103-104

Third Year

Biology 300, 310, 311, 321, 324 or 329

Biology 318

Physics 101-102 or 103-104

Biology Minor

First Year

Biology 101-102

Second Year

Biology 220, 221

Chemistry 203-206

Fourth Year

Biology electives, 8 semester hours

Second Year

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

Third Year or Fourth Year

Biology elective, 4 semester hours

Honors Program

The biology department, through its honors program, intends to recognize the scholarly student and to encourage an intensive study and research program in biology. Through the department's personnel and facilities the honors student is given an opportunity to 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 found in this catalog under the section entitled Honors. Any student who is interested in enrolling in this program should consult with the chair of the biology department.

Medical Technology Program

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

Graduate Programs

Advisor: Robert M. Young

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

Master of Arts in Teaching

Admission Requirements

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

Program Requirements — Certified Teachers

Biology	9
Professional Education Courses	21
	Total: 30

Master of Arts in Teaching — Certification

Program Requirements

Humanistic and Behavioral Studies	10
Professional Education Courses	4-6
Student Teaching	9
Biology	12
	Total: 35-37

Exit Requirements

In four areas of biology: the equivalent of the core requirement in the Rhode Island College undergraduate curriculum; one year of study in a physical science as an undergraduate or graduate student before completing the program; a Problems in Biology course; and at least two graduate seminar courses (Biology 460) with a grade of B or better.

Master of Arts

Admission Requirements

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

Program Requirements

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

Exit Requirements

The successful completion of 30 semester hours of course work in an approved plan of study with an average grade of B. Completion of two graduate seminar courses (Biology 460). Completion of Biology 551-554 for one to four semester hours. Com-

pletion of Biology 591-596 for six semester hours. Completion of a written thesis based on the research carried out in this course and its oral defense before the research committee.

Course Listings

For departmental course offerings see the course listing section.

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

Education 310: Practicum in Secondary Education (Biology section)	(5) 4 semester hours 3 semester hours
Education 444: Biology in the Secondary Schools	3 semester hours

BLACK STUDIES PROGRAM

William H. Robinson Jr., Coordinator

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

Concentration in Black Studies

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

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

*May be included with the permission of the coordinator of Black studies with definition of a topic in Black studies. Note that the instructor and appropriate department chair should read in course.

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
 Black Studies 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
 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 Listings

For departmental course offerings see the course listing section.

BUSINESS

See Department of Economics and Management.

CHEMISTRY

(Department of Physical Sciences)

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

CLASSICAL AREA STUDIES PROGRAM

Denald V. Sippel, Coordinator

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

Required Courses

Art 331: Greek and Roman Art	3
English 335: Literature in Translation (when topic is classical)	3
History 200: Nature of Historical Inquiry	3
History 301: History of Greece	3
History 302: History of Rome	3
*History 101: Issues and Approaches to Ancient History	4

semester hours

3
3
3
3
3
4

*History 221: Ancient History	3
Greek 170: Greek Literature in Translation	3
Latin 170: Latin Literature in Translation	3
Philosophy 351: Plato, Aristotle and Greek Thought	3
Seminar: Selection to be made from seminars of participating departments with approval of adviser-coordinator	3

Total: 30-31

*Either History 101 or 221 may be applied toward fulfilling required courses.

Cognates

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

Anthropology 202: Introduction to Archaeology	4
Art 332: Medieval Art	3
Art 333: Renaissance and Baroque Art	3
Art 361: Seminar in Art History	3
English 113: Approaches to Drama	4
English 334: Studies in Literary Criticism	3
English 336: Topics in Literature (when the topic is classical)	3
Greek 101: Elementary Ancient Greek I	3
Greek 102: Elementary Ancient Greek II	3
History 303: Medieval History	3
History 315: Age of Renaissance	3
History 101: Issues and Approaches to Ancient History	4
or	
History 221: Ancient History	3
Latin 101: Elementary Latin I	3
Latin 102: Elementary Latin II	3
Latin 113: Intermediate Latin	4
Latin 114: Readings in Intermediate Latin	4
Music 311: Medieval and Renaissance Music	3
Philosophy 355: Aquinas, Bonaventure and Medieval Thought	4
Theatre 340: History of Theatre I	3

Greek 170 and Latin 170 are directed reading courses offered periodically.

*Either History 101 or 102 may be applied toward fulfilling cognate courses.

Refer to specific departments for course descriptions.

DEPARTMENT OF COMMUNICATIONS AND THEATRE

Professor Emerita G. Healy; Professors Cabbage, Caster, Eubank, Hutchinson, Pizzosi (chair) and Scheff; Associate Professors Barr, Goldman and Graham; Assistant Professors Budner and E.F. Perry; Instructor Lamer.

Awards: Peter Jeffrey Archambault Memorial Award — An annual cash award to a graduating senior for excellence in theatre.

Rhode Island College Theatre Award — An annual award to a graduating senior chosen by the department as having achieved the most impressive record in theatre productions at the college.

Majors

The Department of Communications and Theatre offers three majors leading to a B.A. degree. Cognate requirements are waived for students in elementary education. The three majors are:

Major in Communications

- track in speech communication
- track in mass communication
- track in speech therapy

Major in Theatre

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

Major in Communications and Theatre for Secondary Education

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

Major in Communications

The major in communications consists of a minimum of 30-32 semester hours of departmental courses and 12-16 semester hours in cognate courses.

	semester hours
A. <i>One speech communications course from:</i>	
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 302: Fundamentals of Oral Interpretation	3
Communications 351: Persuasion	3
Communications 356: Discussion and Group Communication	3
B. <i>One speech communications course from:</i>	
Communications 252: Speech Communication and Contemporary Theories	3
Communications 255: Communication Theories	3
Communications 353: History of Public Address	4
Communications 354: Leadership and Management Communication	4
Communications 355: Language and Thought in Communication	3
Communications 358: Advanced Interpersonal Communication	3
Communications 457: Speech Communication and Society	3
C. <i>One mass communications course from:</i>	
Communications 240: Mass Communication	3
Communications 241: Introduction to Cinema	3
Communications 342: Basic Filmmaking	3
Communications 343: Filmmaking: Animation	3
Communications 346: History and Social Influences of Broadcasting	3
Communications 347: Television Production	3
D. <i>One speech pathology course from:</i>	
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 323: Hearing and Deafness	3
Communications 325: Voice and Articulation Disorders	3
E. <i>Required:</i>	
Communications 360: Seminar in Communications	3

The remaining 15-17 hours are to be selected as follows:
12-13 hours from A and B, or C, or D.

3-4 hours from 390, 480, 491, 250-350-450 topics or from any of the courses listed in A, B, C or D.

Cognates

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

Speech Communications Track

Anthropology 310: Language and Culture	3*
Anthropology 312: Oral Traditions	3*
Anthropology 339: Culture Change	3*
English 211: Introduction to Linguistics	3
English 231: Expository Writing	3
English 332: History of the English Language	3
English 333: Modern English Grammar	3
English 334: Studies in Literary Criticism	3
English 338: Phonology	3
English 339: English Dialects and Usage	3
History 200: The Nature of Historical Inquiry	3
Management 321: Principles of Management	3
Management 326: Personnel Management	3
Management 351: Dynamics of Organization and Behavior	3*
Philosophy 351: Plato, Aristotle and Greek Thought	4*
Political Science 300: Methodology in Political Science	3*
Political Science 314: Concepts in Contemporary Political Thought	3
Psychology 320: Introduction to Psychological Methods	4*
Psychology 333: Psycholinguistics	4*
Psychology 341: Perception	4*
Sociology 300: Sociological Analysis	4*
Sociology 306: Formal Organizations	3*
Sociology 319: Collective Behavior	3*

Mass Communications Track

Art 201: Visual Arts in Society	3
Art 304: Graphic Design	3*
Art 317: Introduction to Photography	3
English 116: Approaches to Film and Film Criticism	4
English 325: Literature and Film	3
English 337: Topics in the Aesthetics of Film	3*
Film Studies 220: History of Film I	4*
Film Studies 221: History of Film II	4*
Film Studies 350: Topics in the Study of Film	4*
History 200: The Nature of Historical Inquiry	3
History 344: Social and Intellectual History of the United States from 1865 to Present	3
Industrial Arts 230: Technical Illustration	3
Industrial Arts 232: Commercial Printing	3
Instructional Technology 304: Audiovisual Instructional Materials	3
Instructional Technology 430: Visual Communication Techniques	3*
Instructional Technology 437: The Role of TV in Education	3*
Instructional Technology 450: Multi-Media Approach to Instruction	3*
Management 331: Marketing Management	3
Management 333: Market Research	3
Psychology 320: Introduction to Psychological Methods	4*
Psychology 322: Psychological Testing	4*
Sociology 310: Methods of Social Research	4*

Speech Therapy Track

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

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

Required courses

Theatre 205: Introduction to Theatre Arts	semester hours
Theatre 210: Fundamentals of Technical Theatre	3
Theatre 320: Fundamentals of Acting	3
Theatre 340: History of Theatre I	3
or	
Theatre 341: History of Theatre II	3
Theatre 360: Seminar in Theatre	3
Theatre 378: Theatre Production	3
	<hr/>
	Total: 16

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

Performance Track (Select four courses — 12 semester hours)

Communications or Theatre 220: Voice and Articulation	3
Theatre 302: Fundamentals of Oral Interpretation	3
Theatre 316: Makeup for Stage, Film and Television	3
Theatre 321: Advanced Acting	3
Theatre 325: Fundamentals of Directing	3
Theatre 330: Creative Dramatics	3
Theatre 335: Theatre for Children	3

Design/Technical Track (Select four courses — 12 semester hours)

Theatre 312: Scene Design for the Theatre	3
Theatre 314: Costume for the Theatre	3
Theatre 315: Lighting for the Theatre	3
Theatre 316: Makeup for Stage, Film and Television	3
Theatre 325: Fundamentals of Directing	3

General Track

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

Advanced Work

All students majoring in theatre must select two courses from Theatre 390, 391, 393, 398, 419, 440 or other applicable workshops as they are offered. 6 semester hours

Cognates

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

Major in Communications and Theatre, for Secondary Education

The major in communications and theatre for secondary education consists of a minimum of 33-34 semester hours of departmental courses and 12-16 semester hours in cognate courses approved by the Department of Communications and Theatre.

Required courses

Theatre 205: Introduction to Theatre Arts	semester hours
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
	<hr/>
	Total: 15

Two courses from:

Communications 208: Fundamentals of Oral Communication	3
Communications 251: Argumentation and Debate	3
Communications 351: Persuasion	3
Communications 356: Discussion and Group Communication	3
	<hr/>
	Total: 6

One course from:

Communications 320: Voice and Articulation	3
Communications 221: Principles of Speech Pathology	3
Communications 302: Fundamentals of Oral Interpretation	3
	<hr/>
	Total: 3

One course from:

Communications 240: Mass Communications	3
Communications 255: Communication Theories	3
Communications 355: Language and Thought in Communication	3
	<hr/>
	Total: 3

One course from:

Communications 252: Speech Communications and Contemporary Issues	3
Communications 353: History of Public Address	4
Communications 491: Seminar Problems in Communications	3
	<hr/>
	Total: 3-4

One course from:

Communications 360: Seminar in Communications	3
Theatre 360: Seminar in Theatre	3
	<hr/>
	Total: 3

Cognates

12-16 semester hours in cognate courses approved by the Department of Communications and Theatre.

Minors

Three separate minors of 18-19 semester hours are available: communications, theatre, and communications and theatre.

Minor in Communications and Theatre

A minor in communications and theatre will be fulfilled by a student who completes 18 semester hours in departmental courses and who has taken at least one course from each of the following groups.

Group 1

Communications 208, 220, 251, 302, 351, 356

Group 2

Communications 221, 252, 255, 355; Theatre 205, 340, 341

Minor in Communications

Requirements for the minor in communications are 18-19 semester hours, as follows:

Communications 208, 221, 240, 255, plus two courses on the 300 level in the communications area

Minor in Theatre

Requirements for the minor in theatre are 19 semester hours, as follows:
Theatre 205, 278, plus 15 additional semester hours in theatre courses (excluding Theatre 110)

Course Listings

For departmental course offerings see the course listing section.

COMPUTER SCIENCE

Individual courses with the computer science designation are sponsored by different academic departments, including the Departments of Mathematics and Economics/Management. These courses are described in the course section of the catalog where the sponsoring department is identified for each computer science course listed.

Minor in Computer Science

A student can complete a minor in computer science by fulfilling each of the following six requirements:

	<i>semester hours</i>
A. Two of the following courses:	
1. Computer Science 101: A First Course in Computers	
<i>or</i>	
Computer Science 102: Introduction to BASIC Programming	
2. Computer Science 104: Introduction to FORTRAN Programming	
3. Computer Science 106: Introduction to COBOL Programming	4-5
B. Computer Science 201: Computer Programming I	
<i>or</i>	
Computer Science 210: Computer Programming for Management	3
C. Computer Science 221: Computer Programming II	3
D. Computer Science 310: Introduction to File Processing	
<i>or</i>	
Computer Science 315: Information Structures	3
E. Computer Science 330: Introduction to Computer Organization	3
F. One of the following:	
1. Computer Science 310: Introduction to File Processing (if not taken in Part D)	
2. Computer Science 315: Information Structures (if not taken in part D)	
3. Computer Science 320: Assembly Language Programming	
4. Computer Science 325: Organization of Programming Languages	3
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 3

Total: 19-20

Computer Science Skills Sequence

A student can complete the computer science skills sequence by fulfilling each of the following four requirements:

	<i>semester hours</i>
A. Two of the following courses:	
1. Computer Science 101: A First Course in Computers	
<i>or</i>	
Computer Science 102: Introduction to BASIC Programming	
2. Computer Science 104: Introduction to FORTRAN Programming	
3. Computer Science 106: Introduction to COBOL Programming	4-5
B. Computer Science 201: Computer Programming I	
<i>or</i>	
Computer Science 210: Computer Programming for Management	3

C. Computer Science 221: Computer Programming II	3
D. One of the following courses:	
1. Computer Science 310: Introduction to File Processing	
2. Computer Science 315: Information Structures	
3. Mathematics 245: Computer-Assisted Statistics I	
4. Management 346: Management Information Systems	
5. Sociology 325: Social Data Analysis	3-4
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 3-4

Total: 13-15

A student who completes the requirements for the computer science skills sequence may, upon request to the Records Office, have this fact indicated on the transcript.

COOPERATIVE EDUCATION

Walter Blanchard, Director

A cooperative education program provides students with the opportunity to integrate work experiences with their formal academic courses. This is an elective program for Rhode Island College students who are enrolled in a degree program. All cooperative education students will be supervised and evaluated. Students are required to participate in a formal seminar program related to their work experience for which they earn academic credit. Students participating in the cooperative education program should have completed at least two semesters of classroom studies. Students may petition to make use of jobs which they currently hold as cooperative education placements.

Students may earn up to a maximum 24 semester hours credit through cooperative education. Four seminars are available. The seminars are offered only on a Satisfactory, Unsatisfactory, Honors (S, U, H) basis and count as free electives toward graduation. Interested students should consult the cooperative education office for additional information.

Course Listings

For departmental course offerings see the course listing section.

DEPARTMENT OF COUNSELOR EDUCATION

Professors Calia, Perkins (chair) and Tamagini; Associate Professors Finley and Rothchild; Assistant Professor Livneh.

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

Master of Arts in Agency Counseling**Admission Requirements**

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

Program Requirements

Major Concentration	<i>semester hours</i>
Required: Counselor Education 402, 403, 406, 408, 409, 411 and 412.	21
Electives:	
Psychology, special education and/or sociology courses	6-9
Counselor education courses	6-9
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> Total: 36

Exit Requirements

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

Master of Arts in Rehabilitation Counseling**Admission Requirements**

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

Program Requirements**Major Concentration**

	semester hours
Required: Counselor Education 402, 403, 406, 407, 408, 409, 410	
411, 413, 414, 415 and 420	42
Elective	3
Total:	45

Exit Requirements

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

Master of Education in Counselor Education**Admission Requirements**

Teacher certification required; minimum of 3.0 average in any graduate work attempted; 6 semester hours of undergraduate work in psychology. Minimum acceptable total GRE score (verbal and quantitative) is 900. Minimum acceptable raw score on Miller Analogies is 45.

Program Requirements**Humanistic and Behavioral Studies**

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

Major Concentration

	semester hours
Required: Counselor Education 401, 403, 406, 407, 409, 411 and 412	
Elective: Counselor Education 402, 404, 405, 408, 410, 416 or 480	21
	2-3
Total:	30

Exit Requirements

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

Certificate of Advanced Graduate Study in Counselor Education**Admission Requirements**

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

Program Requirements**Major Concentration**

	semester hours
Required: Counselor Education 505, 563, 582 and 583-4	
Electives: Counselor Education 510, 511, 512, 520, 561, 585, 586 or 590	15
Related Discipline	3-6
Field Project	9-12
	0
Total:	30

Course Listings

For departmental course offerings see the course listing section.

CURRICULUM

See Department of Administration and Curriculum.

DANCE

See Department of Health and Physical Education.

DEPARTMENT OF ECONOMICS AND MANAGEMENT

Professors A. Cornell, Koch and Lundberg; Associate Professors Harman (chair), P. Merks, P. R. Moore, Reed and Sapinsky; Assistant Professors Davis, N. Harris, Manzer and P. Quasiro; Instructor Pincine.

on leave Fall

on leave Spring

Awards: Economics and Management Faculty Award — An annual award given to a graduating senior for achievement in the fields of economics and management.

Wall Street Journal Award — A medallion and one-year complimentary subscription to the *Wall Street Journal*, awarded annually to an outstanding graduating senior in economics and management.

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

Major in Economics**Core Courses**

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

or

Mathematics 248: Decision Making with Probability	4
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Required Courses

Economics 343: History of Economic Thought	3
Economics 360: Seminar in Economic Research	3
Five additional courses from Economics 202, 301, 303, 304, 305, 306, 317 or 318, 321, 322, 348, 350 and 390.	

Cognates

Mathematics 177 and 247. Substitutes must be approved by the student's adviser.

Major in Managerial Economics**Core Courses**

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

or

Mathematics 248: Decision Making with Probability	4
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Five required semester hours as follows:

Management 230: Accounting I	3
Management 231: Accounting II	3
Management 361: Seminar in Management Policy	3

Four additional courses in economics and/or management, at least three of which must be from two tracks in management, (organizational development, accounting, finance, marketing and law), to be selected with the approval of the adviser.

Credits

Mathematics 177 and 247. Substitutes must be approved by the student's adviser.

Curriculum in Management

Core Courses

	<i>semester hours</i>
<i>Economics and Management</i>	
Economics 211: Intermediate Microeconomic Theory and Analysis	4
Economics 212: Intermediate Macroeconomic Theory and Policy	4
Two 300 level economics courses	6
Management 230: Accounting I	3
Management 231: Accounting II	3
Management 321: Principles of Management	3
Management 331: Marketing Management	3
Management 336: Managerial Finance and Control	3
Management 341: Legal Environment	3
Management 346: Management Information Systems	3
Management 351: Dynamics of Organization and Behavior	3
Management 361: Seminar in Managerial Policy	3
<i>Electives: Any two courses in economics or management</i>	3
<i>(except Economics 200)</i>	6
	Total: 47

Specialized Requirements

C.S. 210: Computer Programming for Management	3
Mathematics 177: Linear Systems	4
Mathematics 247: Calculus: A Short Course	4
Mathematics 248: Decision Making With Probability	4
English 230: Business and Technical Writing	3
Communications 354: Leadership and Management Communications	3
	Total: 21

General Studies

26-32

Electives

22-28
Students may select an 18-hour minor in economics. Economics 211 and 212 are required. The remaining 10 hours are to be selected with the advisement of a member of the department.

Minor in Managerial Economics

Students may also choose a minor in managerial economics.

Required Courses

Economics 211: Intermediate Microeconomic Theory and Analysis
Economics 212: Intermediate Macroeconomic Theory and Policy
Management 230: Accounting I

At least one course from among the following:

Economics 301: Human Resources
Economics 303: Public Finance
Economics 304: Monetary Economics
Economics 306: Industrial Organization and Market Structure
Economics 318: Econometrics
Mathematics 240: Statistical Methods
Mathematics 248: Decision Making with Probability

Two or more courses from the following:

Management 231: Accounting II

Management 326: Personnel Management *or*
Management 331: Marketing Management
Management 336: Managerial Finance and Control

Minor in Management

The department offers a minor in management.

Required Courses

Economics 210: Managerial Economics *or*
Economics 211: Intermediate Microeconomic Theory and Analysis
Management 225: Fundamentals of Accounting and Budgeting *or*
Management 230: Accounting I and Management 231: Accounting II
Management 321: Principles of Management
Management 326: Personnel Management *or*
Management 351: Dynamics of Organization and Behavior

Two additional courses (but not more than one in economics) from among:

Economics 301: Human Resources
Economics 303: Public Finance
Economics 304: Monetary Economics
Economics 306: Industrial Organization and Market Structure
Management 331: Marketing Management
Management 336: Managerial Finance and Control
Management 341: The Legal Environment
Management 346: Management Information Systems
Management 348: Operations Management

Management Skills Sequence

Students may follow a management skills sequence consisting of:

Economics 210: Managerial Economics *or*
Economics 211: Intermediate Microeconomic Theory and Analysis
Management 225: Fundamentals of Accounting and Budgeting *or*
Management 230: Accounting I and Management 231: Accounting II
Management 321: Principles of Management
Management 326: Personnel Management
Management 351: Dynamics of Organization and Behavior

Center for Economic Education

The Center for Economic Education, staffed by members of the department 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 Listings

For departmental course offerings see the course listing section.

The following computer science courses are also offered by the Department of Economics and Management:

Computer Science 106: Introduction to COBOL Programming 2 semester hours
Computer Science 210: Computer Programming for Management 3 semester hours

EDUCATION

See Department of Elementary Education and Department of Secondary Education.

DEPARTMENT OF ELEMENTARY EDUCATION

Professors Emerita Campbell and Coeling; Professors Crewson, Glazer, Green (chair), Herman, Leonelli, Picotzi and Slicker; Associate Professors Bettes), Crandall, Glashen,

Lawton, Hanley, Orlikers, Petry, Risseri, Rowell, Rudei, Small, Starring, Stieglitz and Williams; Assistant Professors Beecher, Bossert, Calhoun, Carry, Ennet and Nugent. See leave fall. See leave Spring.

Award: Elementary Education Faculty Award — An annual cash award to a graduating senior for demonstrated excellence in teaching, learning and leadership.

The Department of Elementary Education offers baccalaureate programs for the early childhood, elementary and middle school levels. It also offers graduate programs leading to the Master of Education (elementary education, early childhood, language arts, science, mathematics, 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.

The basic undergraduate curriculum in elementary education includes:

- 1) an eight course general studies component required of all Rhode Island College students;
- 2) an additional eight course extended general education component required of students in elementary education; (This component is referred to as "specialized requirements.")
- 3) nine to eleven courses in professional studies;
- 4) an eight to ten course academic major or a seven to nine course teaching concentration;
- 5) 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 elementary education curriculum 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 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 complete Education 329, 331 and student teaching at the middle school level and take Psychology 402 are eligible for elementary certification with middle school endorsement.

Curriculum in Elementary Education

1. General Studies

2. Specialized Requirements	26-32 semester hours		
English 210	3	Psychology	4
English 211	3	Social Science	3-4
Mathematics 141, 142	6	Biology 101	4
Physical Science 103	4		

Total: 27-28

At the student's choice, some of these specialized requirements may be met by courses in the general studies component of the total curriculum. Courses in this category, that is specialized requirements which also qualify as general studies 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 100*, 201*, Economics 200*, Geography 200*, 201, History 101-106*, 200, Political Science 200*, 204*, Social Science 300, Sociology 202*, 204*, 206*, 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.

3. Professional Specialization Component

<i>Humanistic and Behavioral Studies</i>	semester hours
Foundations of Education 300	3
Foundations of Education 302	3
Psychology 213	4

Total: 10

Teaching Specialty	Early Childhood Program	Generalized Program	Specialized Program
Education 210	3	3	3
Education 328	4		
Education 329		4	4
Education 330	4		
Education 331		4	4
Education 322	3	3	3
Education 340	2	(select two of 340,341,342)	(select one of 340,341,342)
Education 341	2		
Education 342	2	4	2
Education 320	8	8	8
Total:	28	26	24

4. Concentration or major

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

Teaching Concentration	Early Childhood and Generalized	Specialized
Language Arts		
Social Science		
Mathematics*		
Science		
Special Education		

Academic
Major

Anthropology ¹	English ⁴
Biology ²	French ⁴
Black Studies	General Science ²
Chemistry ³	Mathematics ²
Classical Studies	Social Science ¹
Communications/Theatre	Spanish
Economics ¹	
English ⁴	
Film Studies	
French ⁴	
General Science ²	
Geography ¹	
History ¹	
Mathematics ²	
Medieval and Renaissance	
Philosophy	
Political Science ¹	
Psychology ¹	
Social Science ¹	
Sociology ¹	
Spanish ⁴	
Theatre	
Urban Studies	
Women's Studies	

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 language(s).

⁵Exempt from specialized requirement in zoology.

⁶Students who select English 311, *History of the English Language* or English 333, *Modern English Grammar* are exempt from the specialized requirement in linguistics.

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

Teaching Concentration in Language Arts

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

A. Three English courses chosen as follows:

1. two courses from English 110, 111, 112, 113, 114, 115 or 116;
2. one English course at the 300-level.

B. Three communications and theatre courses chosen as follows:

1. one course from Communications 220, 221, 302;
2. one course from Communications 208, 351, 356;
3. one course from Theatre 205, 330, 335.

C. One of the following alternatives:

1. one course from among English 301-303 or English 349-359, and one course from among any of the 300-level;
2. two courses from among the following or any graduate 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 chair 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, 324, 240, 245 or 341; 246; 315; 333 and 358, or Computer Science 101.

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: Physical Science 102; Chemistry 103; Physical Science 212; one from Chemistry 104, Physical Science 214, Physical Science 216; and three additional courses in biology.

Physical Science: Biology 102; Chemistry 103; Physical Science 212; one from Chemistry 104, Physical Science 214, Physical Science 216; and three additional physical science courses.

Teaching Concentration in Social Science

Students are required to complete courses in at least three of the six social science disciplines — anthropology, economics, geography, history, political science, sociology — according to the following pattern:

	<i>semester hours</i>
Three courses from any one of the following disciplines: anthropology, economics, geography, political science or sociology	9-11
At least one of the courses must be at the 300 level.	
Three courses from a second social science discipline: anthropology, economics, geography, political science or sociology	9-11
At least one of the courses must be at the 300 level.	
One course from a third social science discipline: anthropology, economics, geography, history, political science or sociology	3-4
One interdisciplinary social science course (see courses listed under social science.)	3

24-29

Students are required to have at least one course in U.S. History in their total undergraduate program, i.e., teaching concentration, electives, or Area Distribution electives. History 103 is recommended.

Students seeking middle school endorsement must select the major rather than the teaching concentration.

Electives to make a total of 118-120 hours.

Graduate Programs

Advisers: Professors Crenson, Glazer, Green, Herman, Leonelli, Picazzi and Slicker; Associate Professors Bettes, Crandall, Glushko, Hanley, Lawton, Oehlkers, Pety, Reiser, Rowell, Rude, Starring, Striglitz and H. Williams; Assistant Professors Boisvert, Calhoun, Carey and Nugent.

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

Master of Education in Elementary Education*Admission Requirements*

Teaching Certification, Graduate Records Examination or Miller Analogies Test

Program Requirements

Humanistic and Behavioral Studies

semester hours

Major Concentration

6

Required: Education 505

Electives: Education 345, 404, 408, 415, 418, 421, 424, 428, 434, 460, 480, 485, 486; Industrial Arts 303; Instructional Technology 437, 440

Related Disciplines

18

6

Total: 30

Exit Requirements

Comprehensive Examination or Thesis (6 semester hours from concentration)

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

Teaching Certification

Program Requirements

Humanistic and Behavioral Studies

semester hours

Required: Psychology 400

6

One from approved list of courses

Major Concentration

18

Required: Education 405, 406, 462. Three additional courses from the following: Education 345, 404, 408, 415, 418, 421, 424, 428, 434, 461, 480 (topics by permission of adviser); 485, 486, 505; Administration 502; Industrial Arts 303; Instructional Technology 437; Special Education 413, 430, 431; Theatre 330

Related Disciplines

6

Six semester hours in the same area to be selected by the student with the consent of his/her adviser.

Exit Requirements

Comprehensive Examination or Thesis (6 semester hours from concentration)

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

Teaching Certification

Program Requirements

Humanistic and Behavioral Studies

semester hours

Psychology 400, 403, 408, 411, 418, 419, 420;

6

Foundations of Education 402, 420, 44Z, 445, 501, 542

Major Concentration

18

Required: Education 408, 415, 458 and 450 or 452 and 460
Language Study: Education 450 and two from Education 390, 434, 460, 480 and 505

Creative Dramatics: Education 452 and 460 and one from

Education 390, 434, 480 or 505

Children's Literature: Education 390 and two from Education 434,

460, 480 and 505

Related Disciplines: Theatre 330, 335; Communications 355, 356, 457, 460. 6

Any graduate level English course, with the consent of the

student's adviser; Anthropology 310, 312

Total: 30

Exit Requirements

Comprehensive Examination

Master of Education in Elementary Education — With Concentration in Mathematics*Admission Requirements*

Teaching Certification

Program Requirements

Humanistic and Behavioral Studies

semester hours

Psychology 403, 407, 411, 419, 420;

Foundations of Education 442, 445

Major Concentration

18

Required: Education 404, 453, 454, either 455 or 456/457

and one from: Education 485, 486, 505; Special Education 400, 431

Related Disciplines: Six semester hours will be selected

from the course offerings of the mathematics department.

6

Total: 30

Exit Requirements

Comprehensive Examination

Master of Education in Elementary Education — With Concentration in Science*Admission Requirements*

Teaching Certification

Program Requirements

Humanistic and Behavioral Studies

semester hours

Foundations of Education 441, 442, 445, 501, 542;

Philosophy 320; Psychology 400, 403, 419, 420

Major Concentration

18

Required: Education 416, 417, 418; Nine semester hours to be

selected from: Special Education 431, Education 480, 505;

Instructional Technology 440

Related Disciplines: Two courses at the 300 level or higher from the

biology and/or physical science department offerings

6

Total: 30

Exit Requirements

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

Master of Education in Reading*Admission Requirements*

Teaching Certification

Program Requirements

Humanistic and Behavioral Studies

semester hours

Major Concentration

18

Required: Education 434 and/or 401, 485, 486

529, 562

Related Disciplines

6

Total: 30

Exit Requirements

Comprehensive Examination

Graduate Reading Internship Program

The Graduate Reading Internship Program (GRIP), sponsored by the Reading

Center at Rhode Island College, provides a one-year internship in a local school

under the supervision of Reading Center personnel. Interns are full-time graduate

students enrolled in the M.Ed. program in reading. In GRIP they receive experience

in diagnosing reading difficulties, teaching corrective and remedial reading and providing consultant services to school facilities.

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

Master of Education — Urban Education Specialization, Elementary and Secondary
See Urban Education.

Master of Arts in Teaching (Elementary Education)

Program Requirements — Certified Teachers

Required: One, two or three academic areas from English, History, Mathematics, French, Biology or other academic area with consent of adviser and graduate dean.

Professional courses

semester hours

21

Total: 30

Master of Arts in Teaching — Certification

Program Requirements

Humanistic and Behavioral Studies

Required: Foundations of Education 300, 302 and Psychology 213
With approval of the adviser other courses from the approved list in the humanistic and behavioral studies area may be substituted for the above.

10

Major Concentration	Option A	Option B	Option C
Education 210: Concepts of Teaching I*	3	3	3
Education 328 (329): Concepts of Teaching II*	4	4	4
Education 330 (331): Concepts of Teaching III*	4		4
Education 404: Mathematics in the Elementary School		3	
Education 408: Language Arts in the Elementary School			3
Education 418: Science in the Elementary School		3	
Education 428: Social Studies in the Elementary School			3
Education 322: Methods and Materials in Teaching Reading	3	3	3
Education 340: Methods and Materials in Art Education			
or			
Education 341: Methods and Materials in Music Education	2	2	2
Total:	16	18	18

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

Since the purpose of increasing the advanced education portion of the program beyond the normal course load for a master's degree is to insure a quality program, students are allowed waivers for requirements already satisfied. With the consent of the adviser, it is possible: — to waive up to 12 semester hours of work in Humanistic and Behavioral Studies and Professional Specialization if a student has fulfilled these requirements in undergraduate or graduate course work with a minimal grade of B. However, students must have at least one semester of a bona fide practicum experience either in their backgrounds or in the program at Rhode Island College.

Student Teaching

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

Arts and Sciences

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

Certificate of Advanced Graduate Study in Reading

Admission Requirements

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

Program Requirements

Major Concentration

Required: Education 532, 541, 542 and 545

Related Disciplines

Required: Psychology 420 and 440

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

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

Curriculum: 503, 510, 511 and 532

Foundations of Education: 402

Psychology: 333, 419, 420 and 440

Counselor Education: 401 and 405

Language Arts: Education 408

Children's Literature: Education 415

Special Education: 300, 309, 400, 430 and 431

Course Listings

For departmental course offerings see the course listing section.

DEPARTMENT OF ENGLISH

Professor Emerita A. Thompson; Professors Emeriti E. Allison and Willard; Professors L. Blown, Conery, Dacey, Estrin, Griller*, Hall, Hoffmann, Lenz, Maitner*, Robinson, Stevens, N. Sullivan, Turley and J. E. White; Associate Professors Anghinetti, M. Ballinger, M. Cornell*, Grand*, McClelland, Orsini, Salteso (clair), A. Salberg, Ströberg and Vatoras; Assistant Professors Dagle, Gunning, Hogan, McSweeney, Mitchell, Mulligan, Roche and Rosenblatt.*

100 Leave Fall

100 Leave Spring

Awards: Jon Garrigue Award — An award given annually to a graduating senior in recognition of outstanding achievement in English.

English Scholarship Award — An annual award to an English major selected from those students with the highest grade point average at the end of the junior year (sixth semester).

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

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

Student Advising

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

Major

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

Core	semester hours
The English major core shall consist of the following:	
English 205: Backgrounds in English Literature to 1800	4
English 231: Expository Writing	3
One course from English 344-347: Major authors	3
One course from English 349-359: Period and genre courses in English literature	3
Total:	13

Modules

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

Literature Module	semester hours
One course from English 301-303: American literature period courses	3
One course from English 344-347: Major authors	3
One course from English 349-359: Period and genre courses in English literature	3
Three free electives to be chosen from among English 206 and any 300 level courses.	
Module total:	9 semester hours
Elective total:	9-10 semester hours
Core + Module + Electives total:	31-32 semester hours

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

Two free electives to be chosen from among English 206 and any 300-level courses.	
Module total:	12 semester hours
Elective total:	6-7 semester hours
Core + Module + Electives total:	31-32 semester hours

Technical/Applied Writing Module	semester hours
English 230: Business and Technical Writing	3
English 380: Workshop in Technical Writing	3
Cooperative Education	6-9

Two free electives to be chosen from among English 206 and any 300-level courses.	
Module total:	12-15 semester hours
Elective total:	6-7 semester hours
Core + Module + Electives total:	31-35 semester hours

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

Linguistic Module	semester hours
English 211: Introduction to Linguistics	3
English 332: History of the English Language	3
English 333: Modern English Grammar	3
English 338: Phonology	3
English 339: English Dialects and Usage	3

One free elective to be chosen from among English 206 and any 300-level courses.	
Module total:	15 semester hours
Electives total:	3-4 semester hours
Core + Module + Electives total:	31-32 semester hours

Minor in Literature	semester hours
English 205: Backgrounds in English Literature to 1800	4
English 206: Backgrounds in English and American Literature 1800-Present	4
English 231: Expository Writing	3
One course from English 344-347 — Major authors	3
Two free electives to be taken at the 300-level (Students in secondary education are advised to take English 211, 332, 333 or 339 as one of their electives.)	

Total: 20 semester hours

Minor in Creative Writing	semester hours
English 205 or 206	4
English 200: Creative Writing	3
English 300: Advanced Creative Writing	3
English 380: Workshop in Creative Writing	3
English 390: Directed Study in Creative Writing	3
One free elective to be chosen from among English 205, 206 or any 300-level course.	
(The student taking this minor should take English 205 or 206 as the first course in the sequence; moreover, the student is strongly advised to take either English 110 or 231, in addition, early in this program.)	

Total: 19-20 semester hours

Minor in Technical/Applied Writing	semester hours
English 230: Business and Technical Writing	3
English 110: Approaches to Writing	4
English 380: Workshop in Technical/Applied Writing	3
Cooperative Education	6-9
One free elective to be chosen from among English 205, 206 and any 300-level courses. (The student taking this minor should take English 110 as the first course in this sequence.)	

Total: 19-23 semester hours

Minor in Linguistics	semester hours
English 211: Introduction to Linguistics	3
English 332: History of the English Language	3
English 333: Modern English Grammar	3
English 338: Phonology	3
English 339: English Dialects and Usage	3
One free elective to be chosen from among English 205, 206 and any 300-level courses. (The student taking this minor is strongly advised to take either English 110 or 231, in addition, early in the minor.)	

Total: 18-19 semester hours

Honors Program

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

Graduate Programs

Advisers: Spencer Hall (MA), Joseph P. McSweeney (MAT)

Master of Arts Program

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

Master of Arts*Admission Requirements*

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

Program Requirements

The student chooses, in consultation with the departmental graduate adviser, one of two possible plans of study. They are the *Examination Plan* and the *Thesis Plan*.

The *Examination Plan* consists of 30 semester hours of course work at the graduate level, no more than 9 of which may be taken in 300-level courses. Upon completion of at least 24 hours, the student takes a written examination prepared and administered by the Department of English. The examination covers areas of English and American literature selected by the student from a reading list available in the Department of English office. Students are urged to secure a copy of the reading list as soon as possible.

The *Thesis Plan* consists of 30 semester hours of course work at the graduate level, including English 590 and 591 (master's thesis). No more than 9 of the remaining 24 hours may be taken in 300-level courses. Students must also write a master's thesis on a subject of their choice which has been approved by the Graduate Committee. The thesis will be written under the direction of a faculty member of the student's choice and will be read by that faculty member and a second reader appointed by the Graduate Committee. Although different kinds of projects are possible, the thesis will normally be a substantial critical or research paper of approximately 50-75 pages in length.

Master of Arts in Teaching Programs

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

Master of Arts in Teaching*Admission Requirements*

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

Program Requirements — Certified Teachers

English — nine semester hours at the 500-level; 21
English 332 or 333. An additional nine semester
hours may be selected from approved cognate courses.
Professional Education Courses (Education 442 required) 9

Total: 30

Master of Arts in Teaching — Certification*Program Requirements*

Humanistic and Behavioral Studies	10
Professional Specialization	4-6
Student Teaching	9
English: 12 hours, including English 332 or 333	12
Total:	35-37

Course Listings

For departmental course listings see the course listing section.

The following courses, listed under education, are staffed by members of the Department of English.

Education 310: Practicum in Secondary Education (English section)	(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

ENGLISH AS A SECOND LANGUAGE

The Department of Secondary Education offers a graduate program leading to the Master of Education in teaching English as a second language. Refer to the Department of Secondary Education.

FILM STUDIES PROGRAM

Mark Estrin, Coordinator

The interdepartmental major in film studies leads to the Bachelor of Arts degree with a major in film studies.

Major

Ten courses to be selected from the following:

A. Required Courses: (six courses, 20-21 semester hours)	semester hours
Art 327: Cinematography	3
Communications 342: Basic Filmmaking	3
English 325: Literature and Film	3
Film Studies 220: History of Film I	4
Film Studies 221: History of Film II	4
English 116: Approaches to Film and Film Criticism	4
or	
Communications 241: Introduction to the Cinema	3
B. Electives: Any four of the following courses may be elected (13-16 semester hours)	
Art 350: Studio Topics in Art/Film	3
Communications 343: Animation	3
English 337: Topics in the Aesthetics of Film	3
Film Studies 350: Topics in the Study of Film	4
English 116: Approaches to Film and Film Criticism	4
or	
Communications 241: Introduction to the Cinema	3
C. Cognates: None required, but at least two of the following courses are recommended.	
Art 317: Introduction to Photography	3
Art 347: Photography II	3
Communications 240: Mass Communications	3
Communications 347: Television Production	3
Communications 378: Communications Internship	9
Cooperative Education Field Experiences	
English 322: Modern Drama	3
English 323: Modern British Novel	3

English 328: American Fiction 1914-1945	3
English 329: American Fiction 1945-present	3
English 345-346: Shakespeare	3-3
Theatre 315: Lighting for the Theatre	3
Theatre 316: Makeup for Stage, Film and Television	3
Theatre 320: Fundamentals of Acting	3
Theatre 325: Fundamentals of Directing	3
Philosophy 230: The Philosophy of Aesthetics	3

Minor

The minor in film studies consists of the six courses contained in section A above (20-21 semester hours).

Course Listings

For departmental course offerings see the course listing section.

FOUNDATIONS OF EDUCATION

See Department of Philosophy and Foundations of Education.

FRENCH

(Department of Modern Languages)

Award: Nelson A. Gestin Memorial Award — Prize given to a graduating senior for excellence in French.

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

Major

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

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

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

Minor

A minor of 20 semester hours is offered for students in the liberal arts and the secondary education curricula.

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

Liberal Arts	Major	Minor
French 201 and 202	8	8
French 360	3	
Additional courses above 200	21	12
	32	20
Secondary Education		
French 201 and 202		8
French 300		3
French 360		3
Additional courses above 200	18	9
	32	20

Elementary Education

French 201 and 202	8
French 300	3
French 360	3
Additional courses above 200 with Education 312 as a possible elective.	18
	32

Graduate Programs

Adviser: Paul P. Chasse'

Master of Arts**Admission Requirements**

Completion with a B average or better of the Rhode Island College undergraduate major in French or its equivalent.

Program Requirements**Thesis Candidate**

Required: 30 semester hours, including French 595 and at least six other courses at the 500-level, no more than two of which may be 590 courses; either a comprehensive examination or two additional French courses at the 500-level.

Non-Thesis Candidate

Required: 30 semester hours normally including French 560 (or French 590) and at least seven other courses at the 500-level; comprehensive examination.

Master of Arts in Teaching**Admission Requirements**

Completion with a B average or better of the Rhode Island College undergraduate minor in French or its equivalent.

Program Requirements — Certified Teachers

Senior High School	semester hours
Professional Education Courses	9
French: 21 semester hours, including French 560	
or	
590 and at least three other courses at the 500-level	21
	Total: 30

Junior High and Middle School

Professional Education Courses	semester hours
French: 12 semester hours, including French 560 or 590	9
French or second academic area	12
	Total: 30

Elementary School

Professional Education Courses	9
French: 12 semester hours, including French 560 or 590	12
French or second academic area	9
	Total: 30

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

Senior High, Junior High or Middle School	semester hours
Humanistic and Behavioral Studies	10
Professional Education Courses	4-6
Student Teaching	9
French: 12 semester hours at the 500-level, including French 560 or 590	12
	Total: 35-37

<i>Elementary School</i>	
Humanistic and Behavioral Studies	semester hours
Professional Specialization	10
Student Teaching	14-18
French: 12 semester hours including French 560 or 590	8
	12
	<hr/> Total: 44-48

Course Listings

For departmental course offerings see the course listing section.

BACHELOR OF GENERAL STUDIES DEGREE PROGRAM

The Bachelor of General Studies Degree is available to adults who have interrupted their educational experience for at least five years. The degree requires a total of 118 semester hours of credit, including an upper division concentration and at least sixty semester hours of arts and sciences courses.

Required Courses

General Studies 150: Plan B Colloquium.

Contemporary Topics and Problems

4 semester hours

The Plan B colloquium can be viewed as a threshold course or as a trial run college experience. It 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 using a variety of resources: texts, film, speakers, etc.

There are several sections of General Studies 150 offered each semester and the topics vary widely, thus allowing students to pursue those topics in which they are most interested.

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 written analysis and criticism, the organization and use of evidence, and oral and written expression. The course serves as an introduction to college 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.

General Studies 361, 362 or 363: General Studies Seminar. 4 semester hours

Each candidate must complete one general studies seminar. These seminars are interdisciplinary in nature. Students with a variety of backgrounds study, discuss and write about a topic or problem of common interest. In the seminars students should be able to contribute insight and information on the topic from the perspective of their individual backgrounds. The seminar is taken toward the end of the student's undergraduate program. Students in the B.G.S. program may elect any one of the general studies seminars: 361, 362 or 363.

Concentration

In place of a major, each student in the Bachelor of General Studies degree program is required to take an upper division concentration which consists of 12 junior and senior level courses. These courses must be distributed across exactly four academic departments and no more than four courses from any one department may be included in the concentration. Courses taken beyond the limit of four will be counted as free electives toward the 118 semester hour graduation requirement. Students should select courses in areas in which they have an interest and the ability to perform well.

The four departments selected by a student for his concentration may not all be from one area of study. The areas of study are listed below: The Humanities: AREA I — art, communications, dance, English, history, music, modern languages, philosophy and theatre.

Mathematics and Science: Area II — biology, chemistry, mathematics, physical science and physics.

Social and Behavioral Sciences: Area III — anthropology, economics, geography, management, political science, psychology and sociology.

It is understood that a student will complete all prerequisites for an upper level course before taking that course. These prerequisites will be counted towards the 118 semester hour graduation requirement.

Summary of Course Requirements

<i>General Studies</i>	semester hours
GS 150 Colloquium	4
Two (2) lower division electives (from different areas)	6-8
General Studies Seminar	4
	<hr/> Total: 14-16

Concentration

Twelve upper division courses

36-48

Electives:

24-68

Total: 118

Major in B.G.S. Program

Students in the B.G.S. program do not declare a major. If a student completes all of the requirements for a specific major, the degree will still not bear that designation. In order to formally carry a major, the student must complete all of the other requirements for a Bachelor of Science or Bachelor of Arts degree as well.

Educational Studies Courses

Students in the Bachelor of General Studies Program are limited to three (3) elective courses in educational studies. Practicum and student teaching courses may not be elected. The elective courses may be selected from F.E. 300, 302 and 343.

Valid Credit Restrictions

Previously earned college credit taken more than ten years before completion of the program may be counted in the program toward graduation but not in the upper division concentration requirement.

Transfer Students

Students who wish to transfer into the Bachelor of General Studies degree must meet the entrance requirement of having had a five-year interruption sometime in their educational experience.

Trade Experience

Up to 12 semester hours credit as general elective credit in the B.G.S. program may be approved where documentation of specific learning/competence is adequate and for which departmental and course specification is not appropriate. Students declared eligible for trade experience credit awards by the Bureau of Vocational Education may receive up to 32 semester hours of credit toward the B.G.S. program.

CLEP (College Level Examination Program)

As with other programs, students may gain credit toward degree requirements through the CLEP. Detailed information is available in the admissions office.

Cooperative Education

The cooperative education program at RIC provides a unique opportunity to make use of meaningful job situations as a basis for defining a special learning experience. Adults who may already be employed in appropriate jobs should inquire about the program at the Office of Cooperative Education.

Admission

See admission section for B.G.S. admission requirements.

GENERAL STUDIES PROGRAM

James E. Burden, Director

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

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

art	modern languages
communication	music
dance	philosophy
English	theatre
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 ADE's 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 small number of students under the guidance of a faculty member will pursue advanced study and research on a limited topic.

Courses designated as area distribution electives are preceded by •. Changes in the list of courses designated as ADE's 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 of the area of the major. This requirement allows a student to examine at least one area besides that chosen for the major portion of 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. 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 the contemporary issues raised in various creative and expository works.

In addition to the Plan B colloquium, the student in Plan B will choose the following to fulfill the 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 at least the 35th percentile on the appropriate sections of the General Examination of the College Level Examination Program (CLEP) as follows.

	<i>semester hours</i>
1. Composition requirement	4
2. Area distribution requirements	
I. Humanities	6
II. Mathematics/Science*	6
III. Social Science/History	6
<i>Total possible by CLEP General Examination: 22</i>	
3. Seminar requirement: One of General Studies 361/362/363, in an area outside the area of the student's major.	
This cannot be credited by the CLEP General Examination	4
<i>Total General Studies: 28</i>	

*The CLEP examinations contain topics in Area II, natural science and mathematics. Satisfactory performance on either or both will meet the area requirement in this option. But the maximum credit available is 12 semester hours.

4. Students may receive credit for some requirements and not for others through examinations. Area distribution 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 Office of Admissions 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 Office of Admissions.

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)*

Professors Smolski and Wright; Associate Professor Demars (chair); Assistant Professor R. Salloum.

Award: James Hinshaw Award in Anthropology/Geography — Given each year to a graduating senior majoring in anthropology or geography who has demonstrated outstanding academic performance and an exceptional commitment to the concerns of the discipline.

Major in Geography (B.A. Degree)

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

I. Required Courses

	semester hours
*Geography 201: Introduction to Geography	3
*Geography 310: Cartography I	3
*Geography 321: Cultural Geography	3
*Geography 325: Physical Geography	3
**Geography 360: Seminar in Geography	3

Total: 15

II. Course Choices Within Required Areas

A. One Regional Choice	
such as: Geography 301, 302, 303, 304 and 305	3
B. Two Systematic Choices	
such as: Geography 311, 312, 313, 315, 316, etc.	6

Total: 9

III. Two Electives from Regional or Systematic Choices

One interdisciplinary social science course or
Mathematics 240: Statistical Methods

6

Total: 30

IV. *Cognates**

12 hours of courses as approved by the geography adviser.

*Prerequisite: Geography 201 or consent of instructor.

**Prerequisite: seniors with 18 hours of geography.

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

Minor in Geography

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

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

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

Course Listings

For departmental course offerings see the course listing section.

GERMAN

See Department of Modern Languages.

GERONTOLOGY PROGRAM

Gamal Zaki, Director

The gerontology program consists of an interdisciplinary grouping of courses under the title, "Perspectives on Aging."

The program is designed to meet the needs and interests of individuals regardless of their backgrounds or major fields of study. It is open to undergraduates, graduate students and professionals in fields related to the study of gerontology such as nursing, social work, program planning, counseling, administration, education, nursing, home management and physical therapy.

Program of Study (seven courses)*Required Courses (4)*

Students have to complete successfully the following courses:
Sociology 317: Sociology of Aging
Psychology 339: Psychology of Aging
Nursing 313: Health Maintenance of the Elderly (not required of nursing students)
Nursing 356: Gerontological Nursing (required of nursing students)
Counselor Education 480: Counseling Skills Workshop: Gerontology

Electives (3)

Students must select at least one course from this group:
Social Welfare 350: Topics in Social Welfare: Social Services for the Elderly
Nursing 312: Death and Dying
Nursing 376: Gerontological Nursing (with special permission)
Anthropology 308: Cross-Cultural Studies of Aging

Students may select from the following courses to complete their electives:

Biology 221: Genetics
Biology 300: Developmental Biology
Biology 335: Vertebrate Physiology
Health Education 202: Health and Social Living
Health Education 303: Community Health and Safety
Management 230: Financial Accounting I
Management 321: Principles of Management
Management 326: Personnel Management
Management 341: The Legal Environment
Psychology 330: Human Development
Psychology 360: Current Topics in Psychology: Problems of Aging
Sociology 202: The Family
Sociology 314: Medical Sociology
Sociology 331: Human Development and Social Structure

Note: Students who have not completed Biology 101 and 102 or equivalent should complete these courses. All prerequisites for these courses are indicated by the offering departments and are to be completed.

Course Offerings

Many of the courses, required and elective, are offered every semester. Interested persons should consult the college schedule of regular courses and the continuing education course schedule for announcement of additional offerings. If there is a demand for a course which is not offered in either schedule, the Office of Continuing Education may be able to make arrangements for the course to be scheduled as a special offering.

GREEK

See Department of Modern Languages.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Professor Melzer: Associate Professors Ainley, Barrill, P. Moore and N. Wood; Assist-ant Professors Bogda (chair), Hlatisa, Lombardo, Marcsiak and D. Wood.
Non leave all year

Physical Education Program

The Department of Health and Physical Education offers a baccalaureate program in elementary school physical education leading to a Bachelor of Science degree. It also offers a physical education-recreation specialization and a minor in dance.

The basic program in elementary school physical education includes:

1. an eight course general studies component required of all Rhode Island College students;
2. ten courses in the major sequence;
3. five courses of cognates;
4. seven courses of professional preparation;
5. electives to make a total of 118-120 hours for graduation

Program of Studies

General Studies

Required Major Courses

	26-32 hrs. semester hours
Phys. Ed. 240: Motor Patterns and Specific Sport Skills in Group Activities	3
Phys. Ed. 241: Motor Patterns and Specific Sport Skills in Individual, Dual and Rhythmic Activities	3
Phys. Ed. 242: History of Physical Education	3
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. 362: Senior Seminar in Physical Education	2
Biology 336: Physiology of Exercise	3
Total:	29

Cognates

	semester hours
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
Total:	20

Biology 101-102 are general studies area distribution electives. At the student's option the cognate requirement of Biology 101-102 may be met in the general studies component of the total curriculum.

Professional Education

Humanistic and Behavioral Studies

	semester hours
Psychology 213: Educational Psychology — Elementary	4
Foundations of Education 300: Social Foundations of Education	3
Foundations of Education 302: Philosophical Foundations of Education	3

Teaching Specialty

Physical Education 245: Group Activities for Children	4
Physical Education 313: Creative Rhythms for Children	4
Physical Education 314: Individual Activities for Children	4
Education 326: Student Teaching in Elementary School Physical Education	10
Total:	32

Electives

In order to fulfill the college requirement of 50 semester hours of arts and sciences courses, students in physical education need to select most of their elective hours from the arts and sciences area.

Practicum Experience

Students in this program are required to take three different practicum courses during their sophomore and junior years prior to their student teaching experience. Each course meets five contact hours per week for four semester hours. Students must satisfactorily complete the departmental requirements of Physical Education 243 and Physical Education 244 as prerequisites to the practicum courses. The practicum courses (Phys. Ed. 245, 313 and 314) emphasize application of various methodologies, materials within each area, effects of growth and developmental factors upon the motor performance of children and the development of individual skills and teaching techniques of professional students in the program.

Physical Education — Special Education Student Teaching

Students who anticipate working with handicapped children must meet the following additional requirement for a dual assignment in student teaching: (1) a grade of B or better in Physical Education 245, 309, 313, 314 and Special Education 300; (2) satisfactory completion of Special Education 304; and (3) additional laboratory experiences with handicapped children in Physical Education 309. Students who select the Special Education specialization will be required to study beyond the usual eight semesters or 118/120 semester hours in order to meet all program requirements. These students must complete approximately 121 semester hours of course work.

Physical Education — Recreation Specialization

Students with a particular interest in recreation are advised to select the recreation specialization within the major. The recreation specialization is a five course/16 hour program and includes:

	semester hours
Health Education 200: First Aid and Safety	3
Recreation 201: Camping and Recreational Leadership	3
Recreation 300: Aquatics	3
Recreation 301: Outdoor Education	3
Recreation 302: Recreation Practicum	4
Total:	16

In addition, students enrolled in the recreation specialization complete all physical education program requirements except Physical Education 242.

Students who select the recreation specialization will be required to study beyond the usual eight semesters of 118/120 semester hours. In order to meet all program requirements students must complete approximately 124 semester hours of course work.

Minor in Dance

The Department of Health and Physical Education offers an 18 semester hour minor in modern dance. It has as its core the following 14 semester hours: Dance 106, 107, 207, 302 and 304. The remaining four semester hours are to be selected from the following offerings: Dance 181, 281, 303, 307, 308, 381, 391 and 392.

Health Education Program

The Department of Health and Physical Education offers a baccalaureate program in health education which qualifies the student for employment in both the elementary and secondary schools. The department also offers a graduate program leading to the Master of Education degree in health education which provides an opportunity for graduate study in school and/or community health as well as preparation for further graduate study at the doctoral level.

Both the undergraduate and graduate programs in health education are multidisciplinary in nature and provide professional preparation in the biological and behavioral sciences, in human growth and development, in various aspects of program and curriculum development, and in the modification and reinforcement of behavior through learning opportunities that favorably affect health.

Curriculum in Health Education

(B.S. degree)

Program of Studies

	<i>semester hours</i>
<i>General Studies</i>	26-32
<i>Interdisciplinary Concentration</i>	26-32
Health Education 201: Personal Health ¹	29
Health Education 202: Health and Social Living ¹	3
Health Education 303: Community Health and Safety ²	3
Health Education 304: Organization and Administration of School Health Education	3
Sociology 101: Human Sexuality ¹	3
Anthropology ¹ and Sociology ¹ (Student must choose at least one course from each area.)	6
Psychology 320: Introduction to Psychological Methods ¹	4
Psychology 330: Human Development ¹	4
<i>Cognates</i>	28
Biology 101: Introductory Biology	4
Biology 102: Introductory Biology	4
Biology 331: Human Anatomy	4
Biology 335: Vertebrate Physiology	4
Biology 348: Microbiology	4
Chemistry 103: General Chemistry	4
Chemistry 104: General Chemistry	4
<i>Professional Education</i>	26
Education 318: Practicum in Health Education ³	9
Education 327: Student Teaching in Health Education	4
Foundations of Education 300: Social Foundations of Education	3
Foundations of Education 302: Philosophical Foundations of Education	3
Instructional Technology 304: Audiovisual Instructional Materials ³	3
Psychology 216: Educational Psychology K-12 ¹	4
<i>Electives³</i>	4-11
Total:	119-120

¹These courses are prerequisite for Education 318.²These courses are prerequisite for Education 327.³Because some of the required courses in the interdisciplinary concentration and the cognate category are also area distribution electives in Areas I and II, the number of electives could increase by two courses.**Graduate Program****Master of Education — Health Education****Admission Requirements**

Teacher certification, minimum 3.0 average in any graduate work attempted and satisfactory performance on either the Graduate Record Examination or the Miller Analogies Test.

Program Requirements

Humanistic and Behavioral Studies
(See program coordinator for list of recommended courses.)

semester hours

6

Major concentration

Required: Health Education 401 and 462
Elective: Health Education 304, 380, 480; Education 345;
Counselor Education 401, 402, 403;
Instructional Technology 437, 440
(See program coordinator for advisement.)

6

12

Total:

6

Related Health Courses

It is expected that the student will complete six semester hours in related health courses. These courses should be from the arts and sciences. (See program coordinator for advisement.)

Total: 36**Exit Requirements**

The combined undergraduate and graduate programs of all candidates must meet the following minimum exit requirements: 1) complete the plan of study with a grade point average of 3.0, 2) pass the comprehensive examination which is administered by the department in the spring of each year, after having completed 9 semester hours in the biological sciences, 15 semester hours in the behavioral sciences and 24 semester hours in health education.

Course Listings

For departmental course offerings see the course listing section.

DEPARTMENT OF HISTORY

Professor Emerita C. Connor; Professors R. Ballinger (chair), Lemons¹, Lewalski, S. Marks, Patricia, Santoro, Shinn and N. Smith; Associate Professors Cooke, Keller, Piccillo, Pollard, Pyle, Reinke, Sippel and Thomas; Assistant Professors Brownung, J. Conforti, C. Scharfer, Teng and C. Thompson.

¹no longer alive

Awards: Claire D. Pell Award — A gold medal awarded each year to a graduating senior outstanding in United States history.

Evelyn Walsh Prize — An endowed award given annually to a graduating senior who excels in history studies and in service to the college.

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

Major

The major in history comprises 30 semester hours. Two specified courses are required of all students majoring in history: History 200: The Nature of Historical Inquiry and History 361: Seminar in History. Additional courses are elected according to the following distribution pattern: (1) at least two courses in United States history; (2) at least two courses in Western history (i.e., ancient history, medieval history and Renaissance history, modern European history, British history, Latin

American history); (3) at least two courses in non-Western history (i.e. Asian history, Near Eastern history, African history). At least six of the courses constituting the major must be taken in 300-level courses.

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

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 the 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 chair for specific details.

Graduate Programs

Advisers: John E. Browning, Carmela Santoro.

Master of Arts Program

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

Admission Requirements

Minimum of 24 semester hours of undergraduate work in history (not including the Western Civilization series or its equivalent), with a grade of B; Graduate Record Examination (history section), and three letters of recommendation (two from history professors).

Program Requirements

	semester hours
Required: History 501, 511, 561 or 562,	
six semester hours in Directed Graduate Research (thesis)	15
Electives	15
	Total: 30

Demonstration of reading proficiency in one foreign language; oral examination on thesis and major field.

Master of Arts in Teaching Program

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

College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in history leading to the Master of Arts in Teaching degree.

Master of Arts in Teaching

Admission Requirements

Three letters of recommendation
(two from history professors)

Program Requirements — Certified Teachers

History

(Required: History 501, 561 or 562, field paper)

Professional Education Courses

semester hours

21

9

Total: 30

Master of Arts in Teaching — Certification

Program Requirements

Humanistic and Behavioral Studies

Professional Education Courses

Student Teaching

History

(Required: History 501, 561 or 562, field paper)

semester hours

10

4-6

9

12

Total: 35-37

Course Listings

For departmental course offerings see the course listing section.

The following courses, listed under education, are also offered by the history department:

Education 310: Practicum in Secondary Education (History section)	(5) 4 semester hours
Education 443: Social Studies in Secondary Schools	3 semester hours

INDIVIDUALIZED GRADUATE PROGRAMS

Three individualized graduate programs are available, one leading to a M.Ed. degree, one to a M.A.T. degree and one to a C.A.G.S. The purpose of these programs is to provide the student with an opportunity to design a unique program that suits a particular set of interests and/or needs. Information is available at the Graduate Office.

Admission Requirements

Standards for admission into all individualized programs are at least as high as those of the department or departments involved.

All present graduate degree requirements which apply to other graduate programs also apply to the individualized program; for example, prior certification, limitation on the number of hours taken prior to formal acceptance into the program, etc. Responsibility for admissions into the program rests with the Committee on Individualized Graduate Programs.

Program Requirements

The program requirements are set by the student with the advice and consent of the adviser and the committee. Normally, proposals are of two types:

1. A proposal for a concentration which combines existing graduate level course work in order to achieve an individualized or unique objective usually thematic in nature, or
2. A proposal requesting a concentration in a traditional area in which no program is presently offered at Rhode Island College but for which appropriate and sufficient graduate level course work exists.

The M.Ed. program structure is

Humanistic and Behavioral Studies	6 semester hours
Major Concentration	18 semester hours
Related Disciplines	6 semester hours

The M.A.T. program structure is

Professional Education	9-15 semester hours
Major Concentration	15-21 semester hours

The C.A.G.S. program structure is

Humanistic and Behavioral Studies	6 semester hours
Major Concentration	15-21 semester hours
Related Disciplines	2-9 semester hours
Field Project	

Students interested in an individualized program should present with their application for admission a written proposal containing the following information:

1. The title of the proposed program
2. The purpose of the proposed program
3. A proposed plan of study
4. A proposed adviser

Exit Requirements

Completion of all program requirements contained in the approved proposal.

DEPARTMENT OF INDUSTRIAL EDUCATION

Professors Bonowski and King; Associate Professor McCrystal (chair); Assistant Professors Goodness, Karamanagh and McGuire; Instructor Batcher.

Award: Evelyn Pi Tax, Beta Sigma Chapter Award — An award given annually to a senior for outstanding achievement in the field of industrial education.

The Department of Industrial Education offers programs in industrial arts education and vocational-industrial education, leading to the Bachelor of Science degree. The department also offers a Bachelor of Science degree in industrial technology which prepares a student for middle management positions in industry. To further enhance one's education, the department offers a master's degree in industrial education which consists of two tracks — industrial arts education and vocational-industrial education.

Curriculum in Industrial Arts (B.S. degree)

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

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

Major**Required Courses**

Industrial Arts 101: Technical Drawing	3	semester hours
Industrial Arts 105: Fabrication Techniques in Wood	3	
Industrial Arts 109: Fabrication Processes in Metals	3	
Industrial Arts 115: Crafts	3	
Industrial Arts 121: Synthetic Materials Technology	3	
Industrial Arts 126: Basic Electricity	3	
Industrial Arts 220: Power and Energy Systems	3	
Industrial Arts 232: Graphic Arts Technology	3	
Total:	24	semester hours

Concentration in Major — select any two clusters

Construction Cluster	3	semester hours
Industrial Arts 200: Architectural Design	3	
Industrial Arts 202: Construction	3	
Electronics Cluster	3	
Industrial Arts 210: Electronics I	3	
Industrial Arts 212: Electronics II	3	
Power Systems Cluster	3	
Industrial Arts 222: Power Systems Development	3	
Technical Communications Cluster	3	
Industrial Arts 230: Technical Illustration	3	
Graphic Communications Cluster	3	
Industrial Arts 341: Photo Offset	3	
Industrial Arts 342: Photographic Reproduction	3	
Total:	12	semester hours

Synthesis in Major — select two along with Industrial Arts 131

Industrial Arts 131: Philosophy and Implementation of Industrial Arts (required)	4	semester hours
Industrial Arts 335: Lab Planning and Organization	3	
Industrial Technology 320: Industrial Organization and Managerial Structure	3	
Industrial Technology 325: Industrial Processing	3	
Industrial Technology 330: Industrial Technology Analysis	3	
Total:	10	semester hours

Professional/Educational Requirements

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

General Studies: Plan B

<i>Free Electives</i>	26-32	
	16-22	
Total:	118	

Semester 1	semester hours	Semester 2	semester hours
Technical Drawing	3	Crafts	3
Fabrication Techniques in Wood	3	Fabrication Processes in Metal	3
General Studies 150	4	Free Elective	3-4
General Studies ADE II	3-4	General Studies ADE II	3-4
	13-14	General Studies ADE III	3-4
			15-18

<i>Semester 3</i>		<i>Semester 4</i>	
	<i>semester hours</i>		<i>semester hours</i>
Basic Electricity	3	Power and Energy Systems	3
Synthetic Materials Technology	3	Major concentration elective	3
Philosophy & Implementation of Industrial Arts	4	Architectural Design	
Educational Psychology — Secondary	4	Technical Illustration	
Free Elective	3-4	Electronics I	
	17-18	Photo Offset	
		General Studies ADE I	3-4
		General Studies ADE III	3-4
		Free Elective	3-4
			15-18
<i>Semester 5</i>		<i>Semester 6</i>	
Graphic Arts Technology	3	Synthesis in major	3
Major concentration elective	3	Industrial Organization & Managerial Structure	
Photographic Reproduction		Industrial Processing	
Electronics II		Practicum in Industrial Arts	4
Power Systems Development		Major concentration elective	3
Construction		Architectural Design	
General Studies ADE I	3-4	Electronics I	
Social Foundations of Education	3	Technical Illustration	
Free Elective	3-4	Photo Offset	
	15-17	Free Electives	6-8
			16-18
<i>Semester 7</i>		<i>Semester 8</i>	
Student Teaching	9	Synthesis in major	3
Major concentration elective	3	Industrial Technology Analysis	
Photographic Reproduction		Laboratory Planning and Organization	
Electronics II		Seminar Education Seminar	1
Power Systems Development		General Studies 361 or 362	4
Construction		Philosophical Foundations of Education	3
Free Elective	3-4	Free Elective	3-4
	12-16		14-15

Curriculum in Industrial Technology (B.S. degree)

The Department of Industrial Education offers the Bachelor of Science degree in industrial technology for those students who are seeking personal enrichment, advancement in industry or a sharpening of skills with an eye towards self-employment. Up to 30 semester hours in the program may be awarded through trade-industrial work experiences. A major of 42 semester hours is required.

Major**Required Courses**

Industrial Arts 101: Technical Drawing	3
Industrial Arts 103: Fabrication Techniques in Wood	3
Industrial Arts 109: Fabrication Processes in Metal	3
Industrial Arts 115: Crafts	3
Industrial Arts 121: Synthetic Materials Technology	3
Industrial Arts 126: Basic Electricity	3
Total:	18

Concentration in the Major — select any two clusters

Structures Cluster	
Industrial Arts 200: Architectural Design	3
Industrial Arts 202: Construction	3

Electronics Cluster	
Industrial Arts 210: Electronics I	3
Industrial Arts 212: Electronics II	3
Power Systems Cluster	
Industrial Arts 220: Power and Energy Systems	3
Industrial Arts 222: Power Systems Development	3
Communications Cluster	
Industrial Arts 230: Technical Illustration	3
Industrial Arts 232: Graphic Arts Technology	3
Total:	12

Industrial Operations & Management Courses

Industrial Technology 300: Design Analysis	3
Industrial Technology 305: Production Control and Management	3
Industrial Technology 310: Plant Supervision and Management	3
Industrial Technology 320: Industrial Organization and Managerial Structure	3
Total:	12

General Studies Program

Free Electives	26-32
	44-50
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 vocational education.

Graduate Programs

Advisor: James G. McCrystal

Master of Education Program

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

Admission Requirements

Undergraduate program in industrial arts or appropriate certification, Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Major Concentration	
Required (for industrial arts education):	
Industrial Education 410, 420, 460	9
Required (for vocational-industrial education):	
Industrial Education 410, 430, 460	9
Electives: Industrial Education 440, 445, 455, 480	9
Related Disciplines	6
Total:	30

Note: The topic workshop in industrial education (Industrial Education 480) addresses new areas in the field, is regularly developed and offered by the department, and is an integral part of the program. A maximum of two (2) workshops will be allowed in this area.

Exit Requirement

Successful completion of the comprehensive examination.

Course Listings

For departmental course offerings see the course listing section.

The following courses, listed under education and mathematics, are offered by the Department of Industrial Education:	
Education 308: Practicum in Industrial Arts Education	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

Associate Professor Kenny (chair); Assistant Professors Davis, Frye and Ward.

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

The program in instructional technology for the Master of Education degree is available to candidates who are presently certified to teach.

The Department of Instructional Technology also offers a program leading to the Certificate of Advanced Graduate Study.

Master of Education

Admission Requirements

Candidate should have at least a 3.00 average and should attain a minimum GRE total of 1000 or a score of 55 on the Miller Analogies Test. A candidate must normally show proof of two years actual classroom experience and evidence of a valid teaching certificate. Personal interview also required.

Program Requirements

Humanistic and Behavioral Studies from an approved list of courses	semester hours	6
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Professional Concentration

Required: Instructional Technology 304, 435, 422 and Ed. 505 or 514	18
Elective: Instructional Technology 436, 437, 439, 440, 430 or 450	

Related Discipline

At least six hours from appropriate areas in arts and sciences.	6
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Total: 30

Exit Requirements

Successful completion of the comprehensive examination.

Certificate of Advanced Graduate Study

Admission Requirements

Candidates must possess a master's degree with at least a 3.25 average in previous graduate work and recommendation of the department.

Program Requirements

*Prerequisite: Instructional Technology 304, 435, 439	semester hours	0-9
Required: Instructional Technology 504, 516, 526, 504	12	
Electives: Instructional Technology 537, 539, 541, 542	12	

Educational Services 500, Administration 502, 515, 531, 561, Curriculum 480, 503, 532, 561	
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Humanistic and Behavioral Studies	6
Field Project	0

Total: 30-39

*Proficiency must be shown in these areas by successful completion of the course or by passing a comprehensive examination in each area.

Exit Requirements

Field Project

Course Listings

For departmental course offerings see the course listing section.

ITALIAN

See Department of Modern Languages.

LABOR STUDIES

Rhode Island College has attempted to respond to the labor community by approving the offering of topic courses and workshops in the area of labor studies. An interdepartmental faculty committee will work with representatives of the labor community to develop courses designed to respond to their needs and interests. Contact the dean of arts and sciences office for further information.

LATIN

See Department of Modern Languages.

LATIN AMERICAN STUDIES

Ellen Maynard, Coordinator

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

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

Concentration in Latin American Studies

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

A. Specialized Requirements

Anthropology 201: Introduction to Cultural Anthropology

History 106: Issues and Approaches to Latin American History

B. Core Requirements

Social Science 311: Latin America

Geography 304: Geography of Latin America

Six courses from the following list, at least one from each group, two taken each year:

Group 1

Anthropology 325: Indian Cultures of Latin America

Anthropology 316: Archaeology 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

C. *Latin American Studies 363: Seminar: Topics in Latin American Studies*, or any other culminating experience approved by the coordinator 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*
- Portuguese 201: Conversation and Composition
- Portuguese 202: Composition and Conversation
- Spanish 113: Intermediate Spanish*
- Spanish 114: Readings in Intermediate Spanish*
- Spanish 201: Conversation and Composition
- Spanish 202: Advanced Composition and Conversation
- Spanish 231: The Hispanic World: Latin America
- Spanish 321: Latin American Literature: Colonialism to Modernism
- Spanish 322: Contemporary Latin American Literature

*May count if not provided 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 Languages.

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
- Latin American Studies 363

**Students should consult with an advisor 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 Listings

For departmental course offerings see the course listing section.

MANAGEMENT

See Department of Economics and Management.

DEPARTMENT OF MATHEMATICS

Professors G. Anderson, Corraín, Nazarian, O'Regan, Salthay, Steward and P. Whitman; Associate Professors Birken, Guillote, Howland, Mielke, Rodrigues, Sedlak (chair) and A. Smith; Assistant Professors B. Gillfillan, H.S. Hall, Magliaro, Mankol, H. Seltberg, J. Schaefer and Schiller; Instructor La Ferla-Morgan.

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

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 chair of the Department of Mathematics, either directly or through the admissions office.

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

In accordance with the college's program of granting credit by examination, the department offers the opportunity to gain credit by examination via the College Level Examination Program (CLEP) tests in the following subjects: Mathematics 209, 212, 240 and 313. Information relating to these tests can be obtained at the Department of Mathematics.

General Studies Program

Mathematics-related courses designated as Area II distribution electives are Mathematics 139, 140, 141, 142, 177, 240 and Computer Science 101. Any pair of these courses may be used to satisfy the Area II requirement of the general studies Plan B option. For the possibility of taking one of these mathematics courses and one science course, see the section on general studies. Mathematics 139 and 140 are especially designed for students who do not major in mathematics. Mathematics 141-142 is especially appropriate for elementary education students, but not for mathematics majors.

Major

The Department of Mathematics offers three alternative plans leading to a major, each consisting of 11 courses plus a cognate requirement. The cognate requirement does not apply to students in the elementary education curriculum.

Students planning to major in mathematics are strongly urged to take one or more computer science courses, either as a general studies area distribution elective or as a free elective, regardless of the major plan they select.

Core Courses and Cognates

The following courses are common to all three plans:

Mathematics 209: Pre-Calculus Mathematics	4
Mathematics 212: Calculus and Analytic Geometry I	4
Mathematics 313: Calculus and Analytic Geometry II	4
Mathematics 314: Calculus and Analytic Geometry III	4
Mathematics 315: Linear Algebra	3
	Total: 19

The following choice of cognates is common to all three plans:

- Physics 103-104: General Physics
- or Chemistry 303: Inorganic Chemistry (Prerequisite Chemistry 103-104)
- or Chemistry 305: Physical Chemistry I
- or Economics 211: Intermediate Microeconomic Theory and Analysis and Economics 317: Mathematical Economics
- or Economics 212: Intermediate Macroeconomic Theory and Policy and Economics 318: Econometrics

or Any two courses in departments other than mathematics which are approved by the department of mathematics as significantly illustrating applications of mathematics.

Plan 1: Standard Plan

The standard plan is a general (liberal arts) undergraduate major which exposes the student to a broad range of mathematics courses. This provides preparation for teaching as well as future graduate work. The standard plan is required of all mathematics majors in the secondary education curriculum, and may be selected by other students as well.

The additional courses in this plan are:

Mathematics 324: Foundations of Geometry	semester hours
Mathematics 333: Introduction to Abstract Algebra	3
Mathematics 341: Introduction to Probability	3
Mathematics 412: Higher Analysis	3
Two mathematics electives at 300 or 400 level	6
	Total (with core courses): 37

Plan 2: Applied Plan

The applied plan is not available to students majoring in secondary or elementary education. This plan is designed to prepare students seeking a professional career outside of teaching and also for future graduate work in specialized areas such as experimental statistics or applied mathematics. Students should carefully choose their cognates to complement their mathematics programs, considering their ultimate goals.

The additional courses in this plan are:

Mathematics 316: Differential Equations	semester hours
Mathematics 317: Numerical Analysis	3
Mathematics 341: Introduction to Probability	3
Mathematics 411 or 441: Advanced Calculus or Mathematical Statistics	3
Two math electives chosen from:	6
Mathematics 333: Introduction to Abstract Algebra	
Mathematics 350: Topics in Mathematics	
Mathematics 411: Advanced Calculus	
Mathematics 412: Higher Analysis	
Mathematics 415: Introduction to Complex Variables	
Mathematics 441: Mathematical Statistics	
	Total (with core courses): 37

Plan 3: Individualized Plan

The individualized plan is a highly specialized program intended for a small number of students *not* in secondary education whose academic goals are not accommodated by the standard or applied plan. The additional courses in this plan are:

Six mathematics courses chosen in consultation with an adviser but subject to the approval of the departmental advisory committee. The proposal must be submitted to the advisory committee at or before the completion of the core courses. Approval will involve assessing

1. the lack of suitability of the standard plan or the applied plan in meeting the academic goals of the student;
2. the suitability of the proposed program as regards the student's goals;
3. the overall competency in mathematics that would be attained by the proposal (normally the six courses would be at the 300 level or higher).

Total (with core courses): 37

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

If students receive grades below C in two of the first three mathematics courses allowable in the major, they must see their advisers to discuss the wisdom of continuing in the major. Those who receive 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 required mathematics courses is then:

First Semester	Second Semester
Mathematics 209	Mathematics 212
Third Semester	Fourth Semester
Mathematics 313	Mathematics 314
Mathematics 324 (Plan 1)	Mathematics 315
Fifth Semester	Sixth Semester
Mathematics 333 (Plan 1)	Mathematics 341 (Plan 1)
Mathematics 341 (Plan 2)	316 or 317 (Plan 2)
Seventh Semester	Eighth Semester
Mathematics 411 or	Mathematics 412 (Plan 1)
Mathematics 441 in eighth semester (Plan 2)	316 or 317 (Plan 2)
	441 if 411 is not taken in seventh semester (Plan 2)

Note: In addition, two mathematics electives plus cognates are required of all majors. Education majors are advised to plan their mathematics electives and cognates for semesters in which they are not student teaching.

Teaching Concentration in Mathematics

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

Mathematics choices: Mathematics 240, 245, or 341, 246, 313, 315, 324, 333, 358 and Computer Science 101.

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

First Semester	Second Semester
Mathematics 141	Mathematics 142
Third Semester	Fourth Semester
Mathematics 209	Mathematics 212
Fifth Semester	Sixth Semester
Mathematics 330	Concentration choice or
	Mathematics 309
Seventh Semester	Eighth Semester
Concentration choice	Mathematics 309 or concentration
Concentration choice	choice
(for division 5)	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 in this catalog in the section entitled Honors. Students participating in the honors program in mathematics must take two suitable mathematics courses beyond the minimum number required for the major, and must undertake "honors work" in at least three courses allowable in the major program (including Mathematics 412). Participation in the honors program normally begins in the fifth semester with the option of starting in the sixth semester. A more specific statement of requirements may be obtained from the chairman of the Department of Mathematics, who should be consulted by an interested student before he completes Mathematics 314.

Graduate Programs

Advisers: George Anderson, Frank B. Corraia, Helen E. Salzberg, James T. Sedlock and Robert J. Salkany.

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

Master of Arts*Admission Requirements*

At least 30 semester hours of mathematics (beyond pre-calculus mathematics) with a grade average of at least B, including at least one semester of abstract algebra and one of analysis beyond calculus.

Program Requirements

A minimum of 30 semester hours in mathematics courses, including Mathematics 412, 415, 419, 428, 433 and 516 (unless previously taken). At least 15 semester hours at the 500 level, except that one 400-level course may be substituted with the consent of the adviser; one course at the 300 level may be included with the approval of the adviser; courses below the 300 level are not acceptable.

When all or nearly all courses are completed, candidates must pass a comprehensive examination which tests their understanding of the fundamental concepts to which they have been exposed in course work.

Master of Arts in Teaching (Senior High Program for Certified Applicants)*Admission Requirements*

Teaching Certificate; at least 21 semester hours of college level mathematics.

Program Requirements

Mathematics courses, including 412 and 419

Professional education courses

semester hours

21

9

Total: 30

Each program including previous work contains a minimum of one year of modern algebra; one year of geometry (excluding analytic geometry); and one semester each of probability, applications and history of mathematics, and at least two additional mathematics courses; either a comprehensive examination designed to test the understanding of fundamental ideas and interrelationships or a master's paper. The department may require a candidate who takes more than four years to complete the program to pass the examination.

Master of Arts in Teaching (Junior High School and Middle School Program for Certified Applicants)*Admission Requirements*

Teaching Certificate; at least 15 hours of appropriate college level mathematics.

Program Requirements

Academic Studies (one or two areas), including:

Mathematics (including 419)

Second Area

Professional Education Courses

semester hours

12-21

0-9

9

Total: 30

Each program including previous work must contain a minimum of one semester each of foundations of geometry; modern algebra, probability and history of mathematics, plus other courses (usually at the 300 or 400 level) especially appropriate for teaching at this level. No comprehensive examination is required, but a candidate must have at least a B average in the mathematics courses of the program.

In appropriate cases, a student may, in conjunction with the adviser, design a plan of study which includes nine hours in mathematics and 12 in another area.

Master of Arts in Teaching — Certification (Secondary School Program Leading to Certification)*Admission Requirements*

At least 21 hours of appropriate college level mathematics.

Program Requirements

Mathematics courses

Humanistic and Behavioral Studies

Professional Education Courses

Student Teaching

semester hours

12

10

4-6

9

Total: 35-37

The level of mathematical competency required in this program is the same as that for those in senior high M.A.T. program for certified applicants, including either comprehensive examination or master's paper.

Master of Arts in Teaching (Elementary School Programs)

See Department of Elementary Education in this catalog.

Certificate of Advanced Graduate Study in Mathematics Education*Admission Requirements*

Candidates must possess an M.A. or M.A.T. degree in mathematics with a 3.00 or higher index and must have two years of full-time teaching experience. All applicants must be certified, with the exception of non-certified junior college teachers. The latter may be required to take some professional studies courses to make up deficiencies before being unconditionally accepted into the program.

Program Requirement

Academic Component — Mathematics Requirements: A student must take at least three courses in graduate-level mathematics. Upon completion of the program, the total background (including previous undergraduate and graduate courses) must contain

Mathematics 412, 415, 419, 428, 441, 433 and 516.

Professional Component: A student must take Education 527, 528 and a concentration of at least two approved courses in either administration or curriculum. Education 429 must also be taken as part of the program if not previously taken.

The graduate of the program must have a total (including previous undergraduate and graduate courses) of at least 15 semester hours in psychological, social and philosophical foundations and no less than 24 semester hours in all professional studies courses.

Related Disciplines: The balance of the total program is to be taken from courses in educational studies and arts and sciences with the consent of the departmental graduate committee and the student's adviser.

130 MEDICAL TECHNOLOGY PROGRAM

Project

Each candidate is expected to complete an expository or research project on a problem in mathematics education under the direction of a C.A.G.S. project adviser. The project should integrate the student's courses in mathematics education with the other professional courses he has taken.

A detailed description of C.A.G.S. program in mathematics is available from the Department of Mathematics and the Department of Secondary Education.

Course Listings

For departmental course offerings see the course listing section under the headings Mathematics and Computer Science.

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 527: Curriculum in Mathematics Education	3 semester hours
Education 528: Methods of Teaching Mathematics	3 semester hours

MEDICAL TECHNOLOGY PROGRAM

Ira J. Laugh, 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 follows a course of study formulated in consultation with an 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 an 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.

There is no guarantee of acceptance for the clinical year of training, and students should be prepared to elect an alternate program.

Program of Studies

<i>First Semester</i>	<i>semester hours</i>	<i>Second Semester</i>	<i>semester hours</i>
<i>First year: Total 29-30 semester hours</i>			
Biology 101	4	Biology 102	4
Chemistry 103 (Area II, General Studies)	4	Chemistry 104 (Area II, General Studies)	4
General Studies	4	General Studies	4
Mathematics 181, 209 or 212	3-4	Mathematics 182 following 181	3
	15-16		14-15
<i>Second year: Total 28-32 semester hours</i>			
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

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Third year: Total 31-33 semester hours

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.

MEDIEVAL AND RENAISSANCE STUDIES

Ronald Steinberg, Coordinator

The Medieval-Renaissance studies program provides the opportunity for an integrated study of medieval and Renaissance history and culture, including such areas as art and architecture, literature and philosophy, drama and music.

The program is intended to serve as an introduction to the cultural traditions of Western Europe and of the impact of these traditions upon contemporary civilizations. The program also provides a comprehensive background for students interested in advanced study in areas related to medieval and Renaissance intellectual and cultural history. The courses in the program are offered by several departments and may constitute either a major in a Bachelor of Arts degree, or a second major with those of art, English, history, music, philosophy or others.

Required Courses

Art 231: Prehistoric to Renaissance Art	semester hours	3
Art 332: Renaissance Art	3	3
History 303: Medieval History	3	3
History 315: The Age of the Renaissance	3	3
Music 311: Medieval and Renaissance Music	3	3
Philosophy 355: Aquinas, Bonaventure and Medieval Thought	3	3
Seminar: A selection is to be made, with the approval of the coordinator, from those offered by the participating departments	3	3

One of the following:

English 345: Shakespeare: The Histories and Comedies	3
English 346: Shakespeare: The Tragedies	3
English 356: English Drama to 1642, excluding Shakespeare	3
English 335: Literature in Translation (when appropriate)	3
Theatre 340: History of the Theatre I	3

Two of the following:

English 344: Chaucer	6
English 349: English Literature from the Beginning	6
English 350: English Literature from 1500-1603	6
English 351: English Literature from 1603-1660	6
English 335: Literature in Translation (when appropriate)	6
French 312: Medieval French Literature	6
French 313: Renaissance French Literature	6
Spanish 311: Spanish Literature of the Middle Ages	6
Spanish 312: Spanish Literature of the Renaissance	6

Total: 30

Cognates: Two courses

- Classical (one of the following)
 Art 331: Greek and Roman Art
 English 335: Literature in Translation (when appropriate)
 Greek 170: Greek Literature in Translation
 History 301: History of Greece
 History 302: History of Rome
 Latin 170: Latin Literature in Translation
 Philosophy 351: Plato, Aristotle and Greek Thought

Late Renaissance and Baroque (one of the following)

- Art 333: Baroque Art
 English 335: Literature in Translation (when appropriate)
 English 347: Milton
 French 302: Pre-Classical French Literature
 History 316: The Age of the Reformation
 History 331: Tudor and Stuart England
 Spanish 313: Golden Age Drama
 Spanish 314: Golden Age Prose and Poetry

Other applicable courses may be substituted for the cognates with the permission of the program coordinator.

DEPARTMENT OF MODERN LANGUAGES

Professors Chasité and Gosner; Associate Professors Coons, Costare, M. F. Taylor, Teju and Tillston (chair); Assistant Professors Castellucci and Chadwick.

The Department of Modern Languages offers majors in French and Spanish; minors in French, Spanish and Portuguese, and elementary and intermediate courses in German, Greek, Italian, Latin and Russian. The majors and minors in French and Spanish and the minor in Portuguese are outlined in appropriate sections.

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

Elementary language courses (101, 102) may be taken for elective credit except in the language presented to meet admission requirements. They do not count as area distribution electives. Students who wish to continue their study of the language presented for admission should elect 110, 113 or 114 (which are area distribution electives in Area I) or 115.

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 chair of the department for specific details.

Course Listings

For departmental offerings in French, German, Greek, Italian, Latin, Portuguese, Russian and Spanish as well as modern language workshops see the course listing section.

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

Graduate Programs

(see French and Spanish)

DEPARTMENT OF MUSIC

Professors Carrier, McClintock and R. Smith; Associate Professors Boberg, Elam (chair), Fairleigh, Marciniak, Markward and J. Pellegrino; Assistant Professors Jones, Mack and Poularikis; Visiting Instructors Caldwell, Collins, Davis, DiNunzio, Gasperini, Gidley, Gonzalez, Lapina, MacArthur, Meardon, A. Pellegrino, Pezzallo, Olivier, Wood and Zeitlin.

Award: Cantor Jacob Hehenemer Award — An endowed prize of \$50 given annually to a graduating senior who is an outstanding student of music.

Major in Liberal Arts Curriculum

A 33-semester-hour major in music is offered within the liberal arts curriculum. This program leads to the Bachelor of Arts degree.

Required courses	semester hours
Music 210, 211, 212 and 213	16
Three courses from Music 302, 309, 311, 313 or 314	9
One 300-level course in literature or theory	3
Two semesters of applied music chosen from Music 270-288	4
Music 181, 182, 183, 184 or 186	1
	Total: 33

Students must also pass the freshman jury.

Curriculum in Music Education

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

General Studies	28-32 semester hours
Professional studies and music education	25 semester hours
Music (applied 30, literature 9, theory 16)	35 semester hours
Electives	9-13 semester hours

* Music majors are required to hold membership in Music 181: Chorus, Music 182: Symphonic Band or Music 183: Orchestra. Students are awarded one semester-hour credit per academic year for participation. String majors and minors must be enrolled in the orchestra. Wind and percussion students will be assigned to Symphonic Band or Orchestra on the basis of need and propensity. All other music majors would normally enroll in Chorus.

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		Second Semester	
	semester hours		semester hours
<i>First Semester</i>			
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 (270-288) and Music 191	2	Applied Music and Music 191	2
Music 181, 182 or 183	0	Music 181, 182 or 183	1
		Music 101	2
	13-14		15-17

Second Year		Third Semester	
	semester hours		semester hours
<i>First Semester</i>			
General Studies	3 or 4	General Studies	3 or 4
Music 212	4	Music Literature	3
Elective	3-4	Music 103	2
Music 107	2	Music 213	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
	14-16		15-16

Third Year		Fourth Semester	
	semester hours		semester hours
<i>First Semester</i>			
Music Literature	3	Education 309	6
Music 110	4	Music 108	2
Psychology 216	4	Music 111	2
Elective	3 or 4	Music 112	1
Applied Music and Music 191	2	Music Literature	3
Music 181, 182 or 183	0	Applied Music and Music 191	2
	14-15	Music 181, 182 or 183	1
			17

Fourth Year		Fifth Semester	
	semester hours		semester hours
<i>First Semester</i>			
Education 324	9	General Studies	3 or 4
Foundations of Education 300	3	Foundations of Education 302	3
	12	General Studies	3 or 4
		Elective	3 or 4
		Applied Music and Music 191	2
		Music 181, 182 or 183	0
			14-17

Curriculum in Music Performance

The Department of Music offers a curriculum in music performance leading to the degree of Bachelor of Music in performance. The program of study, through intensive study in performance and the theory and literature of music, provides a foundation for all areas of music performance in orchestral instruments, piano, harpsichord, organ, guitar and voice. The major is a valuable basis for graduate work in music performance, theory or musicology; for careers in individual and ensemble music performance; for private instruction; and for employment opportunities which call for an extensive knowledge of the literature and theory of music and practical application of music writing and arranging.

Required courses include three general areas:

General Studies	semester hours
Music Courses	26-32
Electives	82
	6-14
	Total: 120

The music courses include the following:

Applied Music (370-388)	32
Musical Organizations	4
Music Theory	23
Music History and Literature	15
Related Requirements	6

Musical Organizations

Chorus, Orchestra or Symphonic Band are college organizations which are required for performance majors. Chamber ensembles are also available to students. Participation in more than one group is recommended if the student's schedule permits.

Applied Music Fee

Students registering in Music 270-288 or 370-388, each consisting of 14 private 50-minute lessons, will be charged a fee of \$123 in addition to the regular college fees.

Graduate Programs

Adviser: Philip T. McClintock

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

Master of Arts in Teaching

Admission Requirements

Candidates must complete with a 2.75 average or better the Rhode Island College undergraduate music major or its equivalent, comprising at least 50 semester hours of music, and must display evidence of musicianship. All prospective M.A.T. students will be required to take entrance examinations in the areas of music history and literature, theory and music education before they can be allowed officially to enter the program. The examinations will be administered on or about October 15, February 15 and July 15. The tests will be used for remedial and diagnostic purposes.

Program Requirements — Certified Teachers

Music: 21 semester hours including Music 501	semester hours
Professional Education Courses	9
	Total: 30

Master of Arts in Teaching — Certification

Program Requirements

Professional Studies	semester hours
Psychology 216	21
Education 309	21
Education 324	21
Education 325	21
Foundations of Education 300	21
Foundations of Education 302	21
Music: 12 semester hours, including Music 501	12
	Total: 40

Exit Requirements

Each candidate will choose as a final requirement either a graduate project in music education or a graduate recital. Topics for the graduate project in music education may be a traditional thesis in which a problem area in music education is identified, appropriate sources located and organization of materials is effected. Other possibilities might include a demonstration of innovative techniques in the teaching of music, the development of a curriculum guide for disadvantaged youth or the development of an achievement test in music. Topics must have the approval of the departmental graduate committee.

The graduate recital will not suit the interest or capability of every graduate student. Only those students clearly exhibiting advanced musicianship and technique will be considered. All recital programs must have the approval of the departmental graduate committee.

In addition to the graduate project or recital, all students must pass a comprehensive oral examination.

Course Listings

For departmental course offerings see the course listing section.

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

Education 309: Practicum in Music Education	6 semester hours
Education 324: Student Teaching in Music Education	9 semester hours
Education 341: Methods and Materials in Music Education(3)	3 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

DEPARTMENT OF NURSING

Associate Professors Reznard and L. Sullivan; *Assistant Professors* Benson, Barbank, Carly, Coxson, Catlers, Fallon, Hainsworth, Lassen¹, Maddox¹ (chair), Murphy, Strin, Stewart and Zaki; *Instructors* Pratt and J. Wood; *Cooperating Instructor* Wragg.
¹not leave all year

Award: Nursing Faculty Award — A prize given annually to an outstanding senior in the nursing program.

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

The curriculum is designed as a four-academic-year program and incorporates provisions for flexibility so that students may enter or re-enter as their personal circumstances allow and may enroll full time or part time. Students who either drop or fail courses may not finish the curriculum within four academic years. The program is designed to integrate basic nursing concepts, to provide students opportunity for as many free electives as possible so each may pursue particular interests and self-development, and to prepare graduates who can function effectively within an emerging health care system.

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

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

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

Admissions

Applications for admission into the nursing program will be accepted between October 1 and November 15 for spring enrollment in any nursing course with a clinical component and between February 1 and March 15 for fall enrollment in any nursing course with a clinical component. Each applicant will be judged according to the standards for admission then in effect as published in this catalog. The college reserves the right to limit the number of slots available to those individuals who qualify for admission to the nursing program. Each student will be informed of the action taken on his/her application as soon as possible following the final decision by the Department of Nursing Admission and Retention Committee. Application forms may be obtained from the Admissions Office or from the Department of Nursing.

Transfer students accepted into the college after March 15 will be reviewed on an individual basis by the Department of Nursing chair for possible fall enrollment in nursing courses with a clinical component.

The minimum criteria for consideration for admission are as follows:

- Completion of at least 44 credits including the prerequisite courses: Nursing 100, Chemistry 103 and 104, General Studies 150, Biology 331 and 348. (Registered nurses are not required to take N100.)
- Attainment of a minimum overall cumulative index of 2.00 and a grade of C or better in each of the cognates taken by the end of the third semester and in Nursing 100. (Cognates include: Chemistry 103 and 104; Biology 331, 335, 348; Psychology 216 and 330.)

Note: Psychology 330 and 216 and Biology 335 are not prerequisite for admission; however, since they are cognate courses, a grade of C or better in each must be attained if taken prior to admission.

Lateral Transfer Students

Students within the Rhode Island College Community who desire a change of major into nursing must seek advice and counsel from the department chair prior to applying for admission to the program. These students, upon acceptance into the nursing major by the Department of Nursing Admission and Retention Committee, should then process a change of major curriculum form through the department chair. The admission procedure is the same as for all other students.

Second Degree Candidates

Normally, an interview with the administrative assistant of the nursing department will be required prior to admission to the college. In exceptional circumstances, a written statement of purpose may be substituted for the interview. Acceptance into the college will be contingent upon recommendation of the chair of the Department of Nursing. The admission procedure is the same as for all other students.

Retention Policy

Students must earn a grade of C or better in each required nursing and cognate course to be retained in the major. In addition, a positive recommendation regarding clinical performance in each nursing course is necessary.

The faculty reserves the right to require withdrawal from the Department of Nursing of a student who gives evidence, academically or personally, of inability to carry out professional responsibilities in nursing.

Students who receive an F in a required course may not take additional course work at a higher level in the nursing program until they have obtained a C or better in that course. Such a student may (on a space available basis only) repeat the required course once. Only one required nursing course may be repeated in this fashion. Students who do not receive at least a C after repeating the required course are dismissed from the nursing major and curriculum.

Students who receive a grade of D in any required course may not take additional course work at a higher level in the nursing program until they have obtained a C or better in that course. College regulations require that students who wish to repeat a course in which they have obtained a D must petition the Nursing Department Admission and Retention Committee for permission to audit the course in order to meet criteria for admission or retention. The procedure is as follows:

1. All students requesting acceptance of an audited course to meet nursing department admission or retention criteria must petition the Nursing Department Admission and Retention Committee, as this is an exception to department policy.
2. Requests for acceptance of the audit will be approved on an individual basis, considering the student's academic record, any extenuating circumstances, and, whenever possible, faculty recommendations.
3. Students who receive approval to audit cognate courses will be referred to the appropriate department for final permission to audit a particular course.
4. The student must submit written evidence of performance at C level or better in the audited course to be considered for admission or retention. Only the audited course will be considered in a re-examination of the student's application for admission to or petition for retention in the nursing program. Both the original grade and evidence of satisfactory performance in the audited course will be included on the application. The original grade and "Aud" will appear on the student's official transcript.

Students who do not perform at C level or better when repeating or auditing a course are dismissed from the nursing major and curriculum. Students who are denied permission by the Admission and Retention Committee to audit a course are dismissed from the nursing major and curriculum.

Health Policy

Consistent with recommendations of the Rhode Island Department of Health for health professionals, the Department of Nursing has a special health policy for nursing majors.

It is expected that all nursing majors will have a completed College Medical Form and record of chest X-ray on file in the College Health Service. By the first class meeting of their first clinical nursing course, students will complete and return to the Department of Nursing the Supplemental Health Form received with their official acceptance into the program. Each year thereafter, students will provide evidence of a negative Mantoux or Tine Test and follow-up chest X-ray, if indicated. Evidence of test results and immunization record will be verified by the department's administrative assistant who will sign the student's Supplemental Health Form. Students will not be admitted to first class meetings without having completed both the Supplemental Health Form requirements. The administrative assistant will be responsible for reviewing student's Supplemental Health Forms at the beginning of every semester to identify those individuals who have not met health requirements. Appropriate course instructors will be notified concerning students who do not meet the health requirements; such students will not be permitted to engage in the clinical health practice.

Special Requirements (Health)

Students must conform to any special health requirements of agencies to which they are assigned for clinical practice.

Graduation Requirements

A student must satisfy all academic requirements stated in the catalog in effect when he/she was originally admitted to the nursing program. The college reserves the right to change program retention and graduation requirements. Newly adopted standards will not apply to students already admitted to the nursing program unless all students so affected are notified in writing of such changes.

Clinical Placements

The Department of Nursing retains the right to place and schedule students in appropriate clinical settings. Because of the contractual nature of clinical placements in hospitals and health agencies, currently enrolled students who plan to take a required nursing course with a clinical component shall file an Intent to Register Form in the semester preceding that in which the course is to be taken. Intent to Register Forms are available in the Department of Nursing. Intent to Register Forms for fall semester courses must be filed by April 1 of the preceding spring semester; for spring semester by November 1 of the preceding fall semester. Failure to comply with the stated deadlines may result in the department's inability to reserve clinical placements. Although every effort will be made to place all students, it is possible that in any given semester sufficient placements may not be available.

Transfer students filing an Intent to Register Form after the deadlines will be handled on an individual basis, although placement cannot be guaranteed.

Suggested Program, General Studies Plan A

Freshman Year	semester hours		semester hours
Plan A Colloquium	4	Plan A Colloquium	4
Area Distribution Elective*		Biology 102	4
or Nursing 100*	2-4	Chemistry 104	4
Biology 101	4	Plan A Colloquium	4
Chemistry 103	4		16
	14-16		
<i>Sophomore Year</i>			
Plan A Colloquium	4	Psychology 330	
Biology 331	4	or Area Distribution Elective*	4
Biology 348	4	Biology 335	4
Psychology 330 or		Nursing 201	6
Area Distribution Elective*		Electives	3-4
or Nursing 100**	2-4		17-18
	14-16		
<i>Junior Year</i>			
Nursing 301 and 302	12	Nursing 301 and 302	12
or		or	
Nursing 303 and 304	8	Nursing 303 and 304	8
Elective*	4	Elective* or Psychology 216	3-4
	3-4	Elective*	3-4
	15-20		14-20
<i>Senior Year</i>			
General Studies Seminar	4	General Studies Seminar	
Nursing 341	5	361 or 363 or Elective	4
Nursing 345	4	Nursing 366	2
Elective*	3-4	Nursing 351-355	5
	16-17	Elective*	3-4
			14-15

Total program hours: 118-122

Suggested Program, General Studies Plan B

Freshman Year		Semester hours	
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4
General Studies 150	4	Psychology 330	4
Area Distribution Elective* (Psychology 210)	3-4	Area Distribution Elective* or Nursing 100**	2-4
	15-16		14-16
Sophomore Year		Semester hours	
Biology 331	4	Biology 335	4
Biology 348	4	Nursing 201	6
Area Distribution Elective* or Nursing 100**	3-4	Area Distribution Elective* or Elective*	4
	2-4		3-4
	13-16		13-14
Junior Year		Semester hours	
Nursing 301 and 302	12	Nursing 301 and 302	12
Nursing 303 and 304 or Elective*	8	Nursing 303 and 304 Psychology 216	8
Elective* or Area Distribution Elective*	3-4	Elective* or Area Distribution Elective*	4
	3-4		3-4
	14-20		15-20
Senior Year		Semester hours	
Nursing 341	5	Nursing 366	2
Nursing 345	4	Nursing 351-356	5
General Studies 361 or 363 or Elective*	3-4	General Studies 361 or 363 or Elective*	3-4
	12-13	Elective* (could be a nonclinical nursing course)	3-4
			13-15
Total program hours: 118-122			

*Note: Students are advised not to take more than two 3-semester-hour area distribution electives. If electives are not 4-credit electives, students must take an extra elective to meet graduation requirement of 118 semester hours.

**Note: Nursing 100 may be taken during the freshman or sophomore year; admission to the nursing program is not necessary. Satisfactory completion does not guarantee admission to the program.

Course Listings

For departmental course offerings see the course listing section.

DEPARTMENT OF PHILOSOPHY AND FOUNDATIONS OF EDUCATION

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

Philosophy Faculty Award — An annual award for outstanding achievement in the field of philosophy.

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 are taught by members of the Department of Psychology.

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

In addition to faculty assignments to teach the philosophical foundations of education course, philosophy department members teach introductory, advanced and historical courses in philosophy. It is recommended that students start with Philosophy 300. Problems of Philosophy, but this is not a requirement.

Major and Minor in Philosophy

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

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

1. Current majors and minors in Philosophy may continue under the old requirements until September, 1979. Refer to pages 89-90 of the General Catalog 1974-1975.
2. The chair 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 Religious Philosophies and Foundations of Education

The minor in religious philosophies and foundations of education will require a minimum of 18 semester hours of course work.

The following courses are required:

	semester hours
A. Philosophy 201: Introduction to Eastern Philosophy	3
B. Philosophy 241: Philosophy of Religion	3
C. Foundations of Education 250: Topics in Foundations of Education	3
(alternately: Philosophy and Religious Education of Judaism, Protestant Christianity, Roman Catholic Christianity, Islam, Buddhism, Hinduism, etc.)	
D. Foundations of Education 343: Theories of Moral Education	3
E. Choose two from the following courses:	
Anthropology 302: Hindu, Buddhist and Islamic Cultures	3
Anthropology 337: Anthropological Approaches to Religions	3
English 347: Milton	3
History 306: Foundations of Moslem Civilization	3
History 310: Foundations of East Asian Civilization	3
History 316: The Age of Reformation	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
History 356: Studies in Black History	3
Philosophy 351: Plato, Aristotle and Greek Thought	4
Philosophy 355: Aquinas, Bonaventure and Medieval Thought	4
Philosophy 356: Seventeenth and Eighteenth Century Philosophers	4
Philosophy 357: Existentialism and Contemporary Philosophy	4
Philosophy 358: Hegelianism and Post-Modern Philosophy	3
Sociology 313: Sociology of Religion	3

Total: 18-20

Minor in Foundations of Education*

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

- Group A: Psychology 344: Theories of Learning; Foundations of Education 322: Teacher Organizations, Governance Structures and Educational Decision Making; Philosophy 230: Aesthetics.
- Group B: Philosophy 205: Introduction to Logic; Philosophy 241: Philosophy of Religion; Philosophy 300: American Philosophy. (Any two courses in Group B).
- Group C: Political Science 322: Comparative State Politics; Philosophy 206: Ethics; Foundations of Education 343: Theories of Moral Education.
- Group D: Economics 343: History of Economic Thought; Philosophy 200: Problems of Philosophy; and 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 343: History of Economic Thought; Foundations of Education 405: Introduction to Comparative Education.

One course is required, Foundations of Education 360: Seminar in the Foundations of Education. It is not necessary for liberal arts students who minor in foundations of education to take Foundations of Education 300: Social Foundations of Education or Foundations of Education 302: Philosophical Foundations of Education, but credit towards the minor will be given to students who do.

*Students seeking to foundation of education may substitute Education 250: Topics in Education, or Foundations of Education 250: Topics in Foundations of Education, for one credit course listed in the groups A, B, C, D or E upon approval of the department.

Course Listings

For departmental course offerings see the course listing section.

PHYSICAL EDUCATION

See Department of Health and Physical Education.

DEPARTMENT OF PHYSICAL SCIENCES

Professors Barni, Laferrriere, O'Keefe, Associate Professors Gehrenbeck, Gilbert, Glanz, Green (chair), Marzacco, J. Peterson and J. Williams; Assistant Professors Bratherton, Dickey and Viers.

*See below all year.

Awards: **Ronald J. Borach Award** — An annual prize to a graduating senior for excellence in the physical sciences.

Chemical Rubber Company Award — A prize for excelling in general chemistry, given annually to the freshman chemistry student with the highest average.

The Department of Physical Sciences offers the introductory courses in chemistry, physics, earth science and physical science which serve as Area II distribution electives.

The department offers three undergraduate majors: chemistry, general science and physical science. Minors in chemistry and physics are also available. As indicated below, students planning to enroll in any of the undergraduate major programs offered by this department are required to take specific science and mathematics courses during the freshman year. To continue in any major program beyond the second year, the student must achieve a cumulative index of 1.49 in all mathematics courses completed. 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 ten courses including Biology 101-102; Chemistry 103-104; Physical Science 212 and one from Physical Science 214, 216; Physics 101-102; and two additional courses at the 200 level or higher in one of the four areas: biology, chemistry, earth science or physics.

Cognate requirements are Mathematics 209, 212 and 313.

Suggested freshman programs are:

General Studies Plan A Option**Semester I**

Physics 101
Mathematics 209
Plan A Colloquium
Plan A Colloquium

Semester II

Physics 102
Mathematics 212
Plan A Colloquium
Plan A Colloquium

General Studies Plan B Option**Semester I**

Physics 101
Mathematics 209
Plan B Colloquium
Area Distribution Elective

Semester II

Physics 102
Mathematics 212
Area Distribution Elective
Area Distribution Elective

Major in Physical Sciences

The physical sciences major consists of 39-42 semester hours and is designed to prepare teachers of both chemistry and physics for the senior high school. Graduates of Rhode Island College who successfully complete this curriculum meet Rhode Island State Department of Education certification requirements for both sciences.

Those courses within the major which qualify as Area II distribution electives will satisfy as the Area II General Studies requirement.

Suggested freshman programs are shown below:

General Studies Plan A Option**Semester I**

Chemistry 103
Physics 101
Mathematics 209
Plan A Colloquium

Semester II

Chemistry 104
Physics 102
Mathematics 212
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
Area Distribution Elective

<i>Required Courses</i>	<i>semester hours</i>
Chemistry 103-104	8
Chemistry 305-306	6
Chemistry 307-308	2
Physics 101-102 or 103-104	8
Physics 300	4
Physical Science 107	1
Physical Science 108	1
	<hr/>
Total:	30

One course selected from
Chemistry 205, 303, 304

3-4

Two courses selected from
Physics 203, 301, 303, 307, 308

6-8

Total: 39-42

Mathematics cognate
Mathematics through Mathematics 314
(ordinarily this includes Mathematics 209, 212, 313, 314)

16

The rest of the program would be
Secondary education professional sequence

24

General Studies

24-30

Electives

9

Total: 119**Major in Chemistry**

The chemistry major includes Chemistry 103, 104, 205, 206, 303, 304, 305, 306, 307 and 308.

Cognate courses include Mathematics 209, 212, 313, 314 and Physics 101, 102, 103 and 104. This is a liberal arts degree program, designed to prepare the student for a career in chemistry, which may be initiated with this degree or following graduate work.

Suggested freshman programs are shown below:

*General Studies Plan A Option**Semester I*

Chemistry 103
Mathematics 209
Plan A Colloquium
Area Distribution Elective

Semester II

Chemistry 104
Mathematics 212
Plan A Colloquium
Area Distribution Elective

*General Studies Plan B Option**Semester I*

Chemistry 103
Mathematics 209
Plan B Colloquium
Area Distribution Elective

Semester II

Chemistry 104
Mathematics 212
Area Distribution Elective
Area Distribution Elective

Minors in Chemistry and Physics

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

The physics minor consists of five courses in physics.

Graduate Programs

Advisers: J. George O'Keefe, George Dickey, John E. Peterson and Miner Bratherton.

The Department of Physical Sciences offers programs in general science and physical science leading to the degree of Master of Arts in Teaching. College graduates who wish to enter teaching but do not have certification may apply for admission to the certification program (M.A.T.-C.) in general sciences or physical sciences leading to the Master of Arts in Teaching degree.

Master of Arts in Teaching (General Science)

Program Requirements — Certified Teachers

<i>Physical and Biological Sciences</i>	<i>semester hours</i>
Six semester hours in mathematics may be included with the approval of the adviser.	21
Professional Education Courses	9
	<hr/>
Total:	30

Master of Arts in Teaching (General Science) — Certification

Program Requirements

Humanistic and Behavioral Studies	10
Professional Specialization	4-6
Student Teaching	9
Physical and Biological Sciences	12
	<hr/>
Total:	35-37

Exit Requirements

A minimum of 44 semester hours in physical and biological sciences, including three one-semester courses in each of four areas of general science: biology, chemistry, earth science and physics.

Master of Arts in Teaching (Physical Science)

Program Requirements — Certified Teachers

<i>Academic Area</i>	<i>semester hours</i>
Courses may be taken in chemistry and physics; six semester hours in mathematics may be included with the permission of the adviser.	21
Professional Education Courses	9

Master of Arts in Teaching (Physical Science) — Certification

Program Requirements

Humanistic and Behavioral Studies	10
Professional Specialization	4-6
Student Teaching	9
Chemistry or Physics	12
	<hr/>
Total:	35-37

Exit Requirements

General and specific exit requirements may be satisfied with courses taken as an undergraduate or graduate student, subject to the acceptance of the department. Thirty semester hours in area of concentration, chemistry or physics; 16 semester hours in a second discipline.

Concentration in Chemistry

Organic Chemistry	8
Physical Chemistry	8
Analytical Chemistry	4
Chemistry 392	2
	<hr/>
Total:	22

Concentration in Physics

Atomic and Nuclear Physics	4
Electricity and Magnetism	4
Quantum Physics	3
Mechanics	3
Physical Science 392	2
	<hr/>
Total:	16

Course Listings

For departmental course offerings see the course listing section.

PHYSICS*(Department of Physical Sciences)*

Courses in physics are offered by the Department of Physical Sciences and faculty is drawn from that department. A minor in physics is available. See above.

Course Listings

For departmental course offerings see the course listings section.

DEPARTMENT OF POLITICAL SCIENCE

Professors: E. H. Perry, Profight and Winter (chair), Associate Professors Ferruta, Rickabaugh and Stone, Assistant Professors O'Brien and Oppenlander, Instructor Wastel, see leave all year.

Award: John H. Chafee Award — An annual award to a graduating senior majoring in political science who has demonstrated outstanding scholarship, dedication to the discipline and involvement in public affairs.

Major in Political Science

The Department of Political Science offers a major consisting of a minimum of 30 semester hours having two alternatives: a general major in political science and the public administration track. The public service track is pre-professional and is designed to initiate the preparation of students for domestic governmental service and community participation through political involvement and action. The specific required courses and course choices of each are given below. Both alternatives include the distribution requirement and the cognate requirement.

General Major**Required Courses**

Political Science 202: American Government

Political Science 360: Senior Seminar in Political Science

Course Choices

Courses serving the political science major are separated into two categories: basic and advanced.

A minimum of three courses, including Political Science 202 will be taken from among the basic courses numbered at the 200 level. The balance of the major is to be selected from courses in the advanced category numbered at the 300 level. Political Science 360 must be included in the senior year.

Public Administration Track**Required Courses**

Political Science 202: American Government

Political Science 255: Public Administration

Political Science 329: Practicum in Public Service*

Political Science 360: Senior Seminar in Political Science

*Provides each student with field work experience under the joint supervision of college faculty and public and private political organizations.

Course Choices

Students take at least two of the following:

Political Science 211: The Politics of Community Action Groups

Political Science 305: Urban Politics

Political Science 325: Public Administration in State and Local Government

Political Science 327: Internship in State Government

Political Science 331: Courts and Politics

Political Science 332: Civil Liberties in the United States

Political Science 351: Parties and Elections in America

Political Science 352: Politics of Bureaucracy
Political Science 355: Policy Formation Process
Political Science 356: Policy Analysis

The remainder of the minimum of 30 semester hours may be taken from among any of the regular departmental offerings.

Distribution Requirement

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.

Cognate Requirement

Students, with the advice and approval of their adviser, will take 12 semester hours in related disciplines. The cognate requirements are waived for students in elementary education.

Minor in Political Science

The minor in political science consists of 18-19 semester hours. Two courses from among the basic political science courses (200, 202, 204, 206 and 207) are required. The remaining courses to complete the minor will be taken among the departmental offerings at the 300 level.

Internship Program

The Department of Political Science offers internship opportunities in both Washington, D.C., and the Rhode Island State House. In cooperation with Senators Claiborne Pell and John Chafee and Representative Edward P. Beard, several students are selected each semester to spend a week in Washington in the office of either the senators or the representative. Under the auspices of the Rhode Island State Internship Program students are placed for 12 weeks during the fall or spring semester with individual members of the legislature or in the offices of the executive and judicial branches of the state government.

Course Listings

For departmental course offerings see the course listing section.

PORTUGUESE*(Department of Modern Languages)***Minor in Portuguese**

The Department of Modern Languages offers a minor in Portuguese. It consists of 20 semester hours, as follows: Portuguese 201, 202 and four additional Portuguese courses numbered above 200.

PRE-LAW PREPARATION*Carey 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 standardized test which is designed to measure certain mental abilities important in the study of law" (LS Admission Bulletin, 1978-79). 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 applied courses in art and music.

The LSAT is given five times during the year at test sites throughout 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 the intended enrollment. Any student planning to apply to law school should confer in the sophomore and junior years with the college-designated law school adviser concerning a plan of study and application procedures.

It is recommended that students pursuing a pre-law program supplement their majors with electives chosen from the following lists:

Strongly Recommended Courses (in addition to an academic major)
Political Science 202: American Government
Political Science 331: Courts and Politics
Political Science 332: Civil Liberties
English 231: Expository Writing
Philosophy 308: American Philosophy

Other desirable electives
Political Science 255: Principles of Public Administration
Political Science 305: Urban Politics
Economics 200: Introduction to Economics
Economics 303: Public Finance
Economics 304: Monetary Economics
Management 230: Accounting I
Management 231: Accounting II
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
Communications 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, PRE-OPTOMETRY PREPARATION

Charles Marzucco, Adviser

Rhode Island College offers a variety of courses and majors which will give pre-professional training for students planning to enter medical, dental, veterinary or optometry school. 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 of these schools will also 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 or to optometry school should consult, beginning in the freshman year, with the college-designated pre-professional adviser concerning their plan of study and application procedures. A biology or chemistry major provides excellent preparation for admission to these schools, although other majors are also appropriate.

Necessary courses (in addition to an academic major)

Biology 101-102
Chemistry 103-104 and 205-206
Physics 101-102
Two or three advanced science courses (chosen in consultation with pre-med adviser)

Strongly Recommended Electives

English 110 or 231
Mathematics sequences through calculus
Intermediate or advanced modern foreign language

PRE-PHYSICAL THERAPY PROGRAM

Ira Laugh, Adviser

The college offers a two-year program of study from which a student is able to transfer into the University of Connecticut, or another school of physical therapy, for the two remaining years of professional training in physical therapy. The RIC program of articulation, the only formal articulation program at this time, has been formulated and approved by Rhode Island College and representatives from the School of Allied Health Professions at the University of Connecticut.

Any student interested in pre-physical therapy preparation should consult, prior to beginning the freshman year, with the college-designated pre-professional adviser concerning the plan of study and application procedures.

A student enters as a liberal arts biology major in General Studies Plan B and follows a program of study formulated in consultation with an academic adviser. During the first semester of the sophomore year, the student must submit a formal application to the Transfer Office at the University of Connecticut for admission into its program. If accepted, the student must take Physical Therapy 210 (Anatomy I) at the university during the summer session following the sophomore year. Because there is no guarantee of acceptance by the university, students should be prepared to continue as a biology major or to elect an alternate program in either the Division of Arts and Sciences or Educational Studies.

The following program of study is, in essence, an outline of a four-year program, two years at Rhode Island College and two years at the University of Connecticut, which leads to a Bachelor of Science degree in physical therapy to be awarded by the University of Connecticut.

General Studies Plan B

Freshman Year

First Semester	semester hours	Second Semester	semester hours
*English 110	4	Psychology 210	4
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4
*Mathematics 181 or 209	3-4	Mathematics 182	
	15-16	(following 181)	3
			15

Sophomore Year

Biology 331	4	Biology 335	4
Physics 101	4	Physics 102	4
ADE I or III	3-4	ADE I or III	3-4
ADE I or III	3-4	ADE I or III	3-4
	14		14

The following courses and sequence of courses are required of all Rhode Island residents who have been formally accepted into the Physical Therapy Program and must be taken at the University of Connecticut.

Summer Session (Following the Sophomore Year)			
Physical Therapy 210 (Anatomy I)	5		
Junior Year			
Physical Therapy 211	5	Physical Therapy 212	4
Interdepartmental 200	3	Allied Health 230	3
Physical Therapy 266	4	Physical Therapy 267	5
Group 2 or 3	3		
	17		15
Summer			
Physical Therapy 270	3		
		Students must elect one of the following options:	
Senior Year			
Physical Therapy 252	3	Option I	
Allied Health 231	4	Physical Therapy 269 (Clinical Arts IV)	14
Physical Therapy 268	6	Option II	
	13	Physical Therapy 298 (Problems in Physical Therapy)	3-7
		Physical Therapy 269 (Clinical Arts IV)	7-14

NOTE: 120 credits are required for the baccalaureate degree in physical therapy.

* Students not accepted into the program at U. Conn., in addition to English 110, must take a course in speech or English literature in order to satisfy the General Studies 150 requirement.

**This course should be chosen in consultation with an academic adviser.

DEPARTMENT OF PSYCHOLOGY

Professors Cloward, DiLucia, DiVault, Finger, Holden, Laffey, Lederberg, Mullaney, J. Rollins, Verry and Werner; Associate Professors B. Anderson, Belcher, Cousins, Gilmore, Fingeret (chair), Hennen, J. Rabinovits and Walter; Assistant Professors Monteilo, Philips, Kandall, P. Rabinovits and Zetana.

non leave Fall
non leave Spring

Psychology courses are arranged according to their purposes. Courses at the 200-level are designed to be area distribution electives. The exceptions to this are Psychology 213, 214 and 216 which are professional preparation courses for elementary, secondary, K-12 teachers and nurses respectively. Courses at the 300-level are designed for the student who wishes to major in the area. Courses at the 400-level are primarily designed for graduate students. Courses at the 500-level are primarily designed for graduate students in psychology.

The Department of Psychology offers a major of 32 semester hours for students in the liberal arts curriculum leading to a B.A. degree. Students in the early childhood and elementary curriculum may take psychology as a major and students in secondary education may take psychology as a second major if their first major is in a field taught in the secondary schools. It is strongly recommended that students who

anticipate a major in psychology take Biology 101 and 102 in their freshman year. By the end of the sophomore 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.

Major

For a major in psychology, students must take the four courses which constitute the core of the discipline: Psychology 320, 330, 340 or 334 (in place of 340 for students in elementary education) and 351 or 355. They must take four additional courses in psychology from among the 300-level courses.

Graduate Programs

Advisers: Donald H. Cousins (Developmental Psychology), Terence Belcher (M.A. Educational Psychology, C.A.G.S. School Psychology), Joan H. Rollins (Personality and Social Psychology).

The Department of Psychology offers four graduate programs which could lead to a Master of Arts and one program leading to the Certificate of Advanced Graduate Study.

Master of Arts in Developmental Psychology

The Department of Psychology offers a Master of Arts program in psychology with a concentration in developmental psychology. This program is designed for individuals in the education professions who wish to pursue graduate work which has a broad relationship to their work in the teaching professions.

The objectives of this program are best described in terms of the individuals served by this program. All recent graduates now teaching in the schools of Rhode Island must, within five years of their graduation, earn a master's degree or take 30 semester hours of work beyond their bachelor's degree in order to maintain their state teaching certificate. These people usually remain regular classroom teachers and seek a program which would aid them in improving the quality of their regular classroom instruction. A master's degree in psychology with a concentration in developmental psychology provides students with an opportunity to study children's physical, emotional, social and learning processes in a depth not possible at the undergraduate level.

Master of Arts in Personality and Social Psychology

The program in personality and social psychology provides expertise in an area which has applications in a wide variety of fields: personnel work in government, business and industry, market research, management and work with many social agencies. It is also a suitable program for a second master's degree for school personnel such as guidance counselors, administrators or teachers who desire a better understanding of human personality and of social interaction. Admissions to the program are considered on October 15 and May 15 for the following semester.

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 a Master of Arts in educational psychology, and if accepted, can continue on for the C.A.G.S. in school psychology.

Master of Arts

Admission Requirements

Course work from some of the following areas: statistics, learning, developmental, experimental, social, personality and psychopathology; interview; Miller Analogies Test; recommendation based on professional judgment of departmental admissions committee following personal interview and review of previous academic performance.

Program Requirements — Developmental Psychology Concentration semester hours
 Required: Psychology 332 or 402, 419 or 567, 440, 441 and 508 15-16
 Electives: 15 semester hours to be selected in consultation with an adviser. Appropriate 300-, 400- and 500-level courses offered by the psychology department or by other separate departments of the college may be considered. 15

Total: 30-31

Program Requirements — Educational Psychology Concentration
 Required: Psychology 322, 430, 435, 440, 441, 450, and 451.
 Electives: Any three courses from Areas 1, 2 and 3 of the curricular areas for educational school psychology list, except those required at the C.A.G.S. level. The list of curricular areas for educational/school psychology programs is obtained from graduate school adviser.

Program Requirements — Personality and Social Psychology Concentration
Admission Requirements

Admission will be based on several factors, including adequate performance in the following:

- Personal interview
- Miller Analogies Test
- Previous academic performance
- Prior course work in three of the following areas:
 - Introductory Statistics
 - Experimental Psychology
 - Personality Theory
 - Abnormal Psychology
 - Social Psychology
 - Developmental Psychology

Required Courses: Psychology 408, 440, 441, 565, 566, 569. 18

Electives: 12 semester hours to be selected in consultation with an adviser. Appropriate 300-, 400- and 500-level courses offered by the psychology department or by other departments of the college may be considered. 12

Total: 30

Exit Requirement

Successful completion of a comprehensive examination at the end of M.A. course work.

The Certificate of Advanced Graduate Study in School Psychology

The C.A.G.S. in school psychology program is intended to prepare competent school psychologists who will be able to provide professional services in the schools and will meet Rhode Island state certification requirements. The program emphasizes experiences that will enable the graduate to contribute to the individual and social adjustment of children in the school setting, to perform the role of the school psychologist in the diagnosis and remediation of learning and emotional problems, to coordinate action among teachers, parents, school administrators and special school programs, and to act as liaison and referral source to appropriate community agencies and resources. In addition, emphasis will be placed on the responsibility of the psychologist to plan and conduct research bearing on school-related problems.

Admission Requirements

Master of Arts in educational psychology or a related field, including the successful completion of the required courses for the M.A. in educational psychology at Rhode Island College or their equivalents; personal interview; recommendation based on professional judgement of departmental admissions committee. Acceptance is for fall entrance only.

Retention in the C.A.G.S. Program

The student will be evaluated by the C.A.G.S. Graduate Committee on three separate occasions to determine retention or non-retention within the school psychology program. These three critical points will occur at the entrance to three separate and successive courses. Entrance to the first course in the sequence (Psych. 504) is accomplished only upon the positive recommendation of the C.A.G.S. Graduate Committee. This committee's recommendation is based upon past academic performance as well as the committee's judgment of the student's overall capabilities, skills and attainments. The student must obtain a similar recommendation to enter Psychology 505 as well as Psychology 529; Internship in School Psychology. If a student is denied entrance into any one of these three courses, or has the internship terminated prior to completion, the student is thereby dropped from the C.A.G.S. program. A student may appeal a decision of the C.A.G.S. Graduate Committee to the Professional Admissions Committee of the college.

Program Requirements

Psychology 502, 504, 505, 530, Education 434 and three additional graduate credits in reading selected from courses at the 400 level or above.

Optional Courses: any four courses from the curricular areas for educational school psychology list except those taken previously so as to fulfill exit requirement 1 for the C.A.G.S.

Exit Requirements

1. Certification Requirement: successful completion of 60 semester hours inclusive of the M.A. in psychology with a concentration in educational psychology.
2. Successful performance on comprehensive competence tests to be taken at the end of one's C.A.G.S. academic course work.
3. Successful completion of a one academic year's accredited supervised internship to be conducted after completion of exit requirements 1 and 2. This internship receives six semester hours per semester and is in addition to the 60 academic semester hours.

Course Listings

For departmental course offerings see the course listing section.

RUSSIAN

See Department of Modern Languages.

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 is being phased out.

DEPARTMENT OF SECONDARY EDUCATION

Professor Emerita Keffe and Professor Emeritus Meinhold; Professors Eabnik, Grillner, Turley (chair) and Santoro; Associate Professors Burden, Coatsworth, Geillatze, Hasenbus, Picillo, A. Smith, Stone, M. F. Taylor, Tillotson and Walker; Assistant Professors Foltz, Gilfillan, McSweeney and Murray.

Undergraduates planning to teach in the secondary schools (grades 7 through 12) may specialize in biology, English, a foreign language (French or Spanish), general science, history, mathematics, communications and theatre, social science, physical sciences (either chemistry or physics) or industrial arts (see Department of

Industrial Education.) Students majoring in anthropology, economics, political science, sociology or the interdepartmental concentrations may also pursue secondary teacher certification provided that course requirements for the social-science secondary education major are satisfied in the total baccalaureate degree.

The programs for teacher preparation in art and music are offered on a K-12 basis; that is, the student is prepared to teach in these two areas at all levels, from kindergarten through senior high school.

Completion of the general studies requirement, the required academic sequence in any of the major fields listed above (except industrial arts) and the professional sequence qualifies graduates of Rhode Island College for the Bachelor of Arts degree and for Rhode Island secondary school certification. Students in the Industrial Arts program receive a Bachelor of Science degree. Additional course requirements, namely Education 322 and Psychology 400, are necessary if the student also wishes middle school certification. Undergraduates desiring double certification should consult with the department chair 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 plan with the chair of the Department of Secondary Education and the department chair of their major field of study or their designates. Undergraduates interested in urban education should consult with the director of urban education concerning the urban education elective program. This program is designed to prepare students for effective teaching in urban schools.

Secondary Education Professional Sequence

The following pattern indicates the correct sequence of professional courses for students following the secondary curricula. 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.

<i>Suggested Sequence</i>	<i>semester hours</i>
<i>Semester 5</i>	
Psychology 214: Educational Psychology — Secondary	4
Education 305: Dimensions of Secondary Education	4
<i>Semester 6</i>	
Foundations of Education 300; Social Foundations of Education	3
Education 310: Practicum in Secondary Education	4
<i>Semester 7</i>	
<i>semester hours</i>	
Foundations of Education 302: Philosophical Foundations of Education	3
Education 321: Student Teaching in the Secondary School	9
Total:	27

Graduate Programs

Advisors: James E. Bierden (Secondary Education), (English as a Second Language and Bilingual-Bicultural Education) and Kenneth R. Walker (Urban Education).

The Department of Secondary Education offers graduate programs leading to the Master of Education in secondary education, urban education, bilingual-bicultural education and English as a second language.

Master of Education

Admission Requirements
Teaching certification, Miller Analogies Test or Graduate Record Examination

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Psychology 419, 402 or 407 and Foundations of Education 442, 402, or 441 or Education 409	
Major Concentration	
Required: Curriculum 503; Education 431, 432, 514 and appropriate methods course	15
Electives — teaching field or professional education	3
Related Disciplines	6
Total:	30

Exit Requirement

Completion of academic requirements for a Rhode Island professional certificate in secondary education.

Master of Education (Bilingual-Bicultural Education)

<i>Program Requirements*</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Select two from Foundations of Education 402, 420, 501; Education 409; Psychology 400, 402, 408, 409	
Major Concentration	
Required: Education 446, 447, 517	
One elective from Curriculum 511; Education 431	
One elective from Education 311, 322, 401, 434	
One elective from English 332, 333, French 300, 320; Psychology 333; Spanish 300, 350	
Related Disciplines	6
Required: Anthropology 310	
One elective from Anthropology 312, 319, 320, 322, 324, 325, 339; Social Science 310, 311, 315; Social Welfare 323; Geography 301, 303, 304, 313; Sociology 315, 316, 320, 331	
Total:	30

N.B. Candidates are expected to have minimum knowledge and skills in the use of instructional technology in the classroom. Candidates who have a weak background in this area are urged, and may be required, to develop their skills through course work.

*Up to six semester hours earned in Education 400 workshops may be included in the program of study with the advisor's approval.

Language Requirement

A satisfactory degree of bilingualism must be demonstrated by the candidate prior to the completion of the prescribed program of study. Proficiency in the target language will be demonstrated in the college's Language Proficiency Testing Center through an oral and written test in the target language. Criteria for evaluating the level of proficiency are available from the testing center.

Master of Education (English as a Second Language)

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Select two from Foundations of Education 402, 420, 501; Education 409; Psychology 400, 402, 408, 409	
Major Concentration	18
Required: Education 446, 449, 451; Two electives from Curriculum 511; Education 431, 433; One elective from: Education 311, 322, 401, 434	
Related Disciplines	6
Two electives from Anthropology 310; English 332, 333, 338, 339	
Total:	30

N.B. Candidates are expected to have minimum knowledge and skills in the use of instructional technology in the classroom. Candidates who have a weak background in this area are urged, and may be required, to develop their skills through course work.

*Up to six hours of credits earned in appropriate Education 400 workshops may be included in the plan of study with the adviser's approval.

Master of Education — Urban Education Specialization, elementary and secondary
See Urban Education section for program requirements.

Master of Arts in Teaching — Secondary Certification Programs

Program Requirements	semester hours
Humanistic and Behavioral Studies*	
Foundations of Education 300: Social Foundations of Education	3
Foundations of Education 302: Philosophical Foundations of Education	3
Psychology 214: Educational Psychology — Secondary	4
	Total: 10

Professional Specialization

For full-time students:

Education 305: Dimensions of Secondary Education	4
Education 310: Practicum in Secondary Education	4

For part-time students:

Education 314: Principles and Techniques of Teaching in the Secondary School	3
and an advanced methods course chosen from Education 427, 429, 441, 442, 443, 444, 515 or 525	3
	Total: 6-8

Student Teaching

Education 321: Student Teaching in the Secondary School
N.B. Students must complete, prior to student teaching, six credits of course work in the teaching area, in addition to Psychology 214, Education 310 or 314, and the appropriate advanced methods course. Students must have at least a 3.0 cumulative grade point average in the program and meet other prerequisites to student teaching which are described in detail in the course description of Education 321.

Subject Matter Area	12-18
	Total program hours: 37-45

*Depending on the background of the student, and with the approval of the adviser, other courses in the humanistic and behavioral studies area may be substituted for those listed in the Humanistic and Behavioral Studies/Curriculum and Instruction section of this catalog.

With the consent of the adviser, it is also possible to waive up to four semester hours of work in humanistic and behavioral studies if the student has fulfilled an equivalent requirement in his undergraduate or graduate course work with a minimal grade of B. In no instance, however, will the total number of hours in the program be less than thirty.

Course Listing

For departmental course offerings see the course listing section.

SOCIAL SCIENCE

David S. Thomas, Director

Majors and Teaching Concentration

Social science majors in liberal arts and secondary education are required to include courses in five of the six social science disciplines: anthropology, economics, geography, history, political science and sociology. Social science majors in secondary education must include at least 18 semester hours of history in their total undergraduate programs.

Students seeking middle school endorsement must select the elementary education major.

Social science majors in elementary education and teaching concentrations are to include courses in at least three of the six social science disciplines. Students in the teaching concentration must have at least one course in U.S. history (preferably History 103) in their total undergraduate program.

The patterns below are to be followed:

Required Courses	Liberal Arts Major	Secondary Ed. Major	Elementary Ed. Major	Elementary Ed. Teaching Conc.
From one social science discipline except history	4 ¹	4 ¹	4 ¹	3 ¹
From a second social science discipline except history	3 ²	3 ²	3 ²	3 ²
From a third social science discipline	2	2 ³	1	1
U.S. history course (History 103 recommended)			1	
Social Science 300	1	1	1	
Interdisciplinary social science course	1	1	1	1
	11	11	11	8

Cognate Requirement

From the social science disciplines, one interdisciplinary social science course, or Psychology 215 or Mathematics 240.

- At least two courses at the 300 level.
- At least one course at the 300 level.
- Two history courses should be chosen here and four history courses should be included in the cognate requirement.
- At most two history courses may be included.

DEPARTMENT OF SOCIOLOGY AND SOCIAL WELFARE

Professor Emeritus L. B. Whitman; Professors Curwood, Hawkes (chair), L. Miller, Shatz and G. Zaki; Associate Professors Aha, Irving-Jackson, Mancini, Ramsby, Roch and Starr-Adler; Assistant Professors Blank, Jones, Lane, Merdinger, Mueller, D. Perry and Whit.
See below Spring.

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 for 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 in 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 through 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 chair or representative. Sociology majors would then proceed to take Sociology 332, 333 and 310 and any other 300-level courses they may choose. The capstone experience of the major is provided in Sociology 360.

Structure of the Major — Sociology

Thirty-four semester hours are required for the major in sociology. The following courses are included.

<i>Required Courses</i>	<i>semester hours</i>
Sociology 300: Sociological Analysis	4
Sociology 310: Methods of Social Research	4
Sociology 332: Classical Sociological Theories	4
Sociology 333: Contemporary Sociological Theories	4
Sociology 360: Seminar in Sociology (or an approved workshop or independent study)	4

Required Cognate Course

Mathematics 240: Statistical Methods
 (to be taken concurrently with or after Sociology 310)

3

Elective Course

The remaining 11 required semester hours may be composed of no more than two courses on the 200-level, the others being selected from among sociology or social welfare (maximum two) courses on the 300 and 400-levels. 11

Minor in Sociology

The minor in sociology is 19 semester hours, of which at least 12 must be at the 300 and 400-levels, including Sociology 300.

Curriculum in Social Welfare

The social welfare curriculum is composed of courses that provide the theory, value orientation and skills needed for professional social work practice. Since social work requires knowledge from related disciplines, the curriculum reflects the interdisciplinary nature of the program of study including cognates in psychology, economics and political science. In addition to classroom courses, the social welfare curriculum requires students to be involved actively in professionally supervised social work practice in one of several college-approved social service agencies. The following courses have been established as prerequisites for the social welfare major:

Psychology 215: Social Psychology
 Social Welfare 240: Introduction to Social Welfare
 Sociology 300: Sociological Analysis

Beginning with the class entering the college in the fall of 1980, social welfare majors will be required to take Social Welfare 336 in the fall semester of their senior year for a minimum of seven credits. Credit is assigned on the basis of two credits for each day of field work. One extra credit is granted for orientation activities required during the summer preceding the placement. Students will be required to take Social Welfare 337 in the spring semester of their senior year for a minimum of four credits. Additional time may be spent in field work in either semester by special arrangement. During the transition years, students will be encouraged to follow the new field work format, but the current four-day-per-week fall semester placement for nine credits will be preserved for those students who prefer it.

Admissions and Retention

The major in social welfare has a substantial field experience component and therefore has admission and retention standards similar to other professional programs at Rhode Island College. The following standards will be used as general guidelines for admission and retention of students admitted to the program prior to September, 1978. The standards will apply to students admitted after September, 1978. Students wishing to enter the social welfare major must make application and must have specific review for admission to the program. Standards for retention are specified below.

Admissions Standards

Students accepted into the major normally will have maintained at least a 2.5 grade point average in the social and behavioral sciences, based on the first three semesters of college work. Exceptions may be granted on the basis of program space and other qualifications such as experience or quality of written statement. Prerequisites normally required for entrance into the major are Psychology 215, Sociology 300 and Social Welfare 240. Students who wish to major in social welfare must complete an application form provided by the Department of Sociology and Social Welfare. They must also submit a written statement indicating the reasons and/or interests for selecting the major, previous voluntary or paid experience in social work or related activities, if any, and any other relevant information. Transfer students as well as matriculated students at Rhode Island College must apply for admission to the program.

Students may declare a major in social welfare at any point; however, they will not be reviewed for admission until their fourth semester of college work. Submission of the application and written personal statement will take place no earlier than the beginning and no later than the mid-point of the fourth semester.

Admissions decisions will be made by the end of the academic year in which applications are submitted and students will be so informed. A list of students denied admission will be maintained as an ongoing record of student demand, but will not be considered a waiting list.

Retention Standards

Students in the social welfare major will be expected to maintain a grade of C or better in all required courses, including cognates. Those students who do not achieve a minimum grade of C in a required course or who exhibit extreme or inappropriate behaviors may be dismissed from the program.

Structure of the Major — Social Welfare

55-56 semester hours are required for the social welfare major.

	<i>semester hours</i>
A. <i>Social Welfare and Sociology Courses</i>	
Social Welfare 240: Introduction to Social Welfare	4
Social Welfare 328: Social Work Practice: Large Groups and Communities	4
Social Welfare 329: Social Work Practice: Individuals, Families and Small Groups	4
Social Welfare 336: Field Work	7-9
Social Welfare 337: Advanced Field Work	4-6-8
Social Welfare 363: Field Work Seminar	3
Social Welfare 364: Seminar in Social Welfare	3
Sociology 300: Sociological Analysis	4
Sociology 310: Methods of Social Research	4
Sociology 320: Social Policy Analysis	3
Sociology 331: Human Development and Social Structure	4
B. <i>Required Cognates</i>	
Psychology 215: Social Psychology	
Psychology 315: Personality (permission of the Department of Psychology has been granted to social welfare majors to take Psychology 351 without the specified prerequisite.)	4
Either Political Science 204: Introduction to Political Thought or Economics 200: Introduction to Economics	3
	4
<i>Total:</i>	<i>55-56</i>

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.

*Recommended Sequence**First Year*

Psychology 215, Political Science 204 or Economics 200

Second Year

Psychology 351

Sociology 300

Sociology 320

Sociology 331

Sociology 331

Sociology 331

Sociology 331

Sociology 331

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Sociology 331

Second Semester
Social Welfare 240

Sociology 310
Social Welfare 328
Social Welfare 329

Social Welfare 364

Recommended
Further work in sociology, social welfare, political science or anthropology. Social Welfare 328: Social Inequality is particularly recommended.

Course Listings

For departmental course offerings see the course listing section.

SCHOOL OF SOCIAL WORK

George D. Metrey, Director

Professor Metrey, Assistant Professors Archibald and Gerwitz.

Master of Social Work Program

The Master of Social Work degree is a 60-credit graduate professional degree designed to provide students with the expertise, skills and field knowledge expected of highly competent social work practitioners. The Master of Social Work program has applied for candidacy status, an intermediate step toward accreditation by the Council on Social Work Education.

Enrollment in the program is limited, and applicants are advised the program requires that entering students already possess a basic understanding of the human services involved and a familiarity with some of the major issues and problems which inform social policy, social work practice and the delivery of social services. Accordingly, the curriculum is planned with advanced practice and competency in mind.

During the first year, students may elect to focus their class and field experiences in the area of health and mental health or in family and children's services. Three days of each week will be spent in public or private agencies where the student may refine and apply skills for casework or community practice. Two days will be spent on campus to pursue studies in social welfare policy analysis, human behavior and social environment, social research, and social casework or community practice.

In the second year, students specialize in an indirect method of social work practice, i.e., administration/management, supervision/consultation or research. The curriculum is designed so that participants may further their understanding and involvement in health and mental health or family and children's services through elective offerings, workshops, courses in other departments, individual studies and continued work and study in an agency setting.

Admission Requirements

Admission to the program is on a selective basis. Applicants are expected to meet the following requirements for entry into the Master of Social Work program:

1. a baccalaureate degree from an accredited institution;
2. evidence of the applicant's intellectual capacity to carry academic work at the graduate level, based on records of all undergraduate and graduate work;
3. foundation knowledge in the social and behavioral sciences, social welfare policy and social work practice;
4. evidence of a combination of those personal qualities which are considered essential for the professional practice of social work: for example, responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to work well in groups and as an individual;
5. an interview, if requested by the admissions committee.

Admission Procedures

Applicants to the program are to submit the following materials to the Graduate Office, Roberts Hall:

1. A completed application — accompanied by a \$10 non-refundable fee, payable to Rhode Island College (forms are available from the Graduate Office). Inability to pay the application fee does not preclude consideration of an application; the applicant must write to the Graduate Office asking for a waiver and stating why assistance is needed, the decision of the Graduate Office being final.
2. Official transcripts of all undergraduate and graduate records (the Graduate Office will obtain any RIC transcripts).
3. Three recommendations on forms provided by the Graduate Office attesting to the candidate's potential to do graduate work (placement references are generally not applicable).
4. A supplementary statement, not to exceed eight double-spaced typewritten

pages, of the applicant's background, academic and professional training and experience, and goals. This statement will aid the admissions committee in its assessment of the applicant's personal qualifications for professional social work practice. The ability to think analytically and conceptually, to express oneself effectively and clearly in written communications, to respond sensitively to others, and to function creatively, responsibly and independently — these are some of the criteria that the committee will evaluate.

Only complete applications will be considered.

Deadline for Application

The completed application and all supporting documents must be received by the Graduate Office by March 15 for admission to the program the following September.

Admissions Decisions

Beginning students are admitted only in September of each academic year (September – June).

Confirmation of Acceptance

Within two weeks of acceptance, admitted applicants must confirm in writing their intention to enroll in the program. Admitted applicants must keep the Graduate Office informed of any change of address.

Student Advisement

Upon acceptance to the program or shortly thereafter, the student will be notified which faculty member has been appointed to serve as the academic and field education adviser. Together they will plan the student's course of study for the M.S.W. program.

Advanced Standing

Up to a maximum of 30 semester hours may be awarded for approved graduate courses in which the student has earned a minimum grade of B from an accredited school of social work.

Proficiency Examination

The M.S.W. program is designed for those students who have already attained a basic knowledge in social policy, social work practice and the delivery of social services. Individual competencies will, of course, vary, and in order to ensure a common departure point for students in this program, all students accepted into the program will take a competency-based examination which will be used as a basis for offering supplementary and self-paced instruction prior to the first semester.

Part-Time Program

A limited number of part-time students will be admitted. Admissions requirements and procedures for part-time study are the same as those for the full-time student. Part-time students are normally expected to take a minimum of two courses during the academic year; a field placement will normally occur after completion of 12 credit hours of course work. Part-time students are expected to complete the requirements for a degree in a four-year period of time, the last year being in full-time residence.

Exit Requirements

1. Successful completion of 60 semester hours of approved graduate-level courses;
2. an average of at least B in those courses that carry a grade and an evaluation of Satisfactory or better in field education (field will be evaluated by Satisfactory, Unsatisfactory and/or Honors; no course in which a student receives a grade under C may be accepted for M.S.W. degree credit);
3. one year in residence (defined as a minimum of one calendar year's course work comprising 30 semester hours at Rhode Island College);
4. an approved master's project in the form of a research study or major paper in the second year of the program.

Graduate Fees

A \$10 non-refundable application fee must be submitted unless the Graduate Office has agreed to waive this requirement.

This tuition fee for part-time students for graduate courses in the M.S.W. program is \$73 per semester hours for Rhode Island residents and \$92 per semester hour for non-residents.

The tuition fee for full time students is \$2200 per year for in-state students and \$2750 per year for out-of-state students.

All students pay the tuition fee, and each semester at the time of registration a registration fee of \$6.50 and a health fee of \$2.50. A graduation fee of \$16 is charged to all students upon completion of their program. Information on other expenses is available from the Bursar's Office.

A bulletin on the School of Social Work is available from the Graduate Office.

Course Listings

For departmental course offerings see the course listing section.

SPANISH

(Department of Modern Languages)

Award: Nelson A. Garrin Memorial Award — Prize given to a graduating senior for excellence in Spanish.

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

Major

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

A major of 32 semester hours is offered for students in the secondary school preparatory curriculum, including those preparing to teach in the junior high school. Requirements for the major are Spanish 201, 202, 300, 360 and 18 semester hours selected from other Spanish courses numbered above 200. Education 310: Practicum in Secondary Education for students majoring in Spanish is taught by a member of the modern languages faculty.

Students in elementary education in the early childhood and generalized education programs may elect a major in Spanish and may substitute Education 312 for one of the 5 literature courses.

Minor

A minor of 20 semester hours is offered for students in the liberal arts and the secondary education curricula. The requirements for majors and minors in the several curricula are tabulated below:

<i>Requirements</i>	<i>Major semester hours</i>	<i>Minor semester hours</i>
<i>Liberal Arts</i>		
Spanish 201 and 202	8	8
Spanish 360	3	
Additional courses above 200	<u>21</u>	<u>12</u>
	32	20
<i>Secondary Education</i>		
Spanish 201 and 202	8	8
Spanish 300	3	3
Spanish 360	3	
Additional courses above 200	<u>16</u>	<u>9</u>
	32	20

Elementary Education	8
Spanish 201 and 202	3
Spanish 300	3
Spanish 360	3
Additional Spanish courses above 200, with Education 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 114 or 115 or the equivalent.

Graduate Programs

Advisor: Dix S. Coons

Master of Arts in Teaching

Admission Requirements

In addition to the general requirements for the M.A.T. programs established by Rhode Island College, candidates for admission should have completed with a B average or better the Rhode Island College undergraduate Spanish minor program or its equivalent: 20 semester hours of Spanish beyond the intermediate level including Spanish 201, 202 and 300. Candidates will demonstrate proficiency in the four basic skills (aural comprehension, speaking, reading and writing) on the level described as *good* in the MLA statement of qualifications for secondary school teachers of modern foreign languages. Applicants whose preparation does not meet these requirements may take individual courses but will not be admitted to the program until the deficiencies are remedied.

<i>Program Requirements — Certified Teachers</i>	<i>semester hours</i>
Spanish: 21 semester hours including Spanish 510, 511, 560	21
Professional Education Courses	9
Total:	30

Master of Arts in Teaching — Certification

Admission Requirements

In addition to the general requirements for the M.A.T. programs established by Rhode Island College, candidates should have completed with a B average or better the Rhode Island College undergraduate major in Spanish or its equivalent: 32 semester hours beyond the intermediate level including Spanish 201, 202 and 300. Candidates will demonstrate proficiency in the four basic skills (aural comprehension, speaking, reading and writing) on the level described as *good* in the MLA statement of qualifications for secondary school teachers of modern foreign languages. Applicants whose preparation does not meet these requirements may take individual courses but will not be admitted to the program until the deficiencies are remedied.

<i>Program Requirements</i>	<i>semester hours</i>
Senior High, Junior High or Middle School	10
Humanistic and Behavioral Studies	4-6
Professional Education Courses	9
Student Teaching	12
Spanish: 12 semester hours, including Spanish 510, 511 and 560	12
Total:	35-37

Elementary School

<i>Humanistic and Behavioral Studies</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	10
Professional Specialization	14-18
Student Teaching	8
Spanish: 12 semester hours, including Spanish 510, 511 and 560	12
Total:	44-48

Modern Language Workshop

The Department of Modern Languages encourages the study of language in its cultural context. See Modern Languages 360 in course listing section.

Course Listings

For departmental course offerings see the course section.

DEPARTMENT OF SPECIAL EDUCATION

Professors Bonaventura, Nezak¹ and Sherlock (chair); Associate Professors Dickson, Imber, Kachaneh and McCormick; Assistant Professors Antshik¹, John DiMeo, Judith DiMeo, Karp, Lariver and Stillings.

¹on leave Fall
²on leave all year

Teaching Concentrations

The Department of Special Education offers teaching concentration of 23 semester hours in special education as part of the elementary education program. These concentrations, predicated on the assumption that special education is an extension and interpretation of basic pedagogy, are available in three areas: (1) emotional disturbances, (2) mental retardation and (3) neurological impairment.

Students completing a concentration in any of these areas are eligible for the Rhode Island provisional certificate in special education. The student teaching segment is required for completion of the special education concentration.

Admission Requirements

There is a special procedure for admission into the special education program which requires filing of a separate application with the Department of Special Education.

A departmental professional admissions committee reviews each application. The committee's evaluation is based on the following criteria: SAT verbal score, high school rank, grade point index for all previous college work at other institutions and a resume of the student's involvement (if any) with exceptional children. Inquiries regarding admission to special education should be directed to the Office of Admissions or the Department of Special Education.

Sequence in Emotional Disturbance

<i>Special Education 300: Introduction to Education of Exceptional Children</i>	<i>semester hours</i>	4
<i>Special Education 303: Student Teaching in Special Education</i>		5
<i>Special Education 304: Psychology of Exceptional Children</i>		4
<i>Special Education 307: Education of the Emotionally Disturbed</i>		4
<i>Special Education 309: Language Development and Communication Problems of Children</i>		3
<i>Special Education 313: Clinical Orientation in Special Education</i>		3
Total:		23

Sequence in Mental Retardation

<i>Special Education 300: Introduction to Education of Exceptional Children</i>	<i>semester hours</i>	4
<i>Special Education 302: Education of Mentally Retarded Children</i>		4
<i>Special Education 303: Student Teaching in Special Education</i>		5
<i>Special Education 304: Psychology of Exceptional Children</i>		4
<i>Special Education 309: Language Development and Communication Problems of Children</i>		3
<i>Special Education 313: Clinical Orientation in Special Education</i>		3
Total:		23

Sequence in Neurological Impairment	semester hours
Special Education 300: Introduction to Education of Exceptional Children	4
Special Education 303: Student Teaching in Special Education	5
Special Education 304: Psychology of Exceptional Children	4
Special Education 306: Education of the Neurologically Impaired	4
Special Education 309: Language Development and Communication Problems of Children	3
Special Education 313: Clinical Orientation in Special Education	3

Total: 23

Graduate Programs

Advisers: Harry S. Nouck, Richard L. Dickson, Steven Imber, Joseph J. McCormick and Josephine Stillings.

The Department of Special Education prepares teaching personnel at the Master of Education level in the areas of emotional disturbance, mental retardation, learning disabilities, preschool handicapped and severely and profoundly handicapped. Provisional certification in elementary education and teaching experience are among the prerequisites for admission to these programs.

Master of Education in Special Education (Emotional Disturbance Concentration)*Admission Requirements*

Special Education 300 and 304 or equivalents, teaching certification in elementary education, one year of teaching experience and Miller Analogies Test or Graduate Record Examination.

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Major Concentration	
Basic Program: Special Education 400, 404, 407, 408, 461	18
Electives	4
Six semester hours to be elected by the student in consultation with the graduate adviser	6

Total: 30

Exit Requirements

Comprehensive examination

Master of Education in Special Education (Learning Disabilities Concentration)*Admission Requirements*

Special Education 300, certification in elementary education and one year of experience in elementary education and Miller Analogies Test or Graduate Record Examination.

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Major Concentration	
Basic Program: Special Education 309, 400, 408, 410, 461	18
Electives	4
Six semester hours to be elected by the student in consultation with the graduate adviser	6

Total: 30

Exit Requirements

Comprehensive examination

Master of Education in Special Education (Mental Retardation Concentration)*Admission Requirements*

Special Education 300 and 304, certification in elementary education and one year of teaching experience are prerequisite to candidacy and Miller Analogies Test or Graduate Record Examination.

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Major Concentration	
Basic Program: Special Education 400, 405, 408, 411, 461	18
Electives	4
Six semester hours to be elected by the student in consultation with the graduate adviser	6

Total: 30

Exit Requirements

Comprehensive examination

Master of Education in Special Education (Preschool Handicapped Concentration)*Admission Requirements*

Completion of a bachelor's degree with a 2.50 minimum average in the areas of elementary education or special education.

Minimum of one year of child contact experience with preschool children with written supporting documentation of applicant's capability or current employment in a preschool setting.

Special Education 300 or an equivalent introductory course to exceptional children.

Special Education 304 or an equivalent course pertinent to psychology of exceptional children.

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Six semester hours to be elected by the student in consultation with the graduate adviser from the appropriate catalog listing.	
Early Childhood Special Education Concentration	21
Education 406: Early Childhood Education — Part II	
Special Education 413: Orientation to the Preschool Child with Special Needs	

Special Education 414: Developmental Characteristics of Preschool Children with Special Needs

Special Education 415: Assessment, Planning and Programming for Preschool Children with Special Needs

Special Education 461: Internship in the Education of Exceptional Children

Electives

Three semester hours in related disciplines or when certification requires it in special education to be elected by the student in consultation with the graduate adviser.

Total: 30

Exit Requirements

Completion of all required course work and a written comprehensive final examination

Master of Education in Special Education (Severely and Profoundly Handicapped Concentration)*Admission Requirements*

Completion of bachelor's degree with a 2.50 minimum average, including 24 semester hours in the behavioral sciences, or 24 semester hours in health-related services programs.

A minimum of three months documented experience with severely and profoundly handicapped persons.

A minimum of six semester hours in the following areas: three semester hours pertinent to education of exceptional children and three semester hours pertinent to psychology of exceptional children, Miller Analogies Test or Graduate Record Examination.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Six semester hours to be elected by the student in consultation with the graduate adviser from the appropriate listing. Severely and Profoundly Handicapped Concentration	18
Special Education 420: Variables and Principles Affecting Educational Programs for the Severely and Profoundly Handicapped	
Special Education 421: Clinical Assessment and Methods of Instruction for the Severely and Profoundly Handicapped	
Special Education 422: Internship in Education of the Severely and Profoundly Handicapped	
Special Education 423: Issues Concerning Education of the Severely and Profoundly Handicapped	
Electives	6
Six semester hours to be elected by the student in consultation with a graduate adviser from related disciplines or the following special education courses. Selection will depend upon the student's depth in special education. Special Education 302, 306, 307, 400, 404, 405, 407, 408, 410, 411, 424, 433, 434, 502 and 506.	
Total:	30

Exit Requirements

A comprehensive final examination

Course Listings

For departmental course offerings see the course listing section.

THEATRE

See Department of Communications and Theatre.

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 204: Urban Sociology or Sociology 208: Minority Group Relations or Sociology 211: Social Problems
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 practicum and student teaching courses.

Inquiries concerning the urban education program should be directed to the coordinator of the program.

Master of Education — Urban Education Specialization

The 15 semester hour program in urban education is designed to provide candidates for the Master of Education degree in either secondary education or elementary

education with knowledge and understanding of the social and economic structure of urban areas, of social, psychological and educational problems as they relate to adolescents and an understanding and recognition of their own prejudices and fears.

Admissions Requirements

Teaching certificate, Miller Analogies Test or Graduate Record Examination.

<i>Program Requirements</i>	<i>semester hours</i>
<i>Secondary Education</i>	
Humanistic and Behavioral Studies	6
Education 409	
Concentration	
Education 410, 411, 420 and Curriculum 503	24
12 hours in teaching area	
Total:	30
<i>Elementary Education</i>	
Humanistic and Behavioral Studies	6
Education 409	6
Concentration	
Education 410, 411, and 420	
Elementary Methods (9)	18
Related Discipline	6
Total:	30

URBAN STUDIES PROGRAM

Chester Smoliki, Coordinator

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
Total:	14 courses

Specific Requirements

A. Core Requirements

1. Three courses from the following list:
 - Anthropology 338: Urban Anthropology
 - 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

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
 Political Science 322: Comparative State Politics
 Political Science 351: Parties and Elections in America
 Psychology 351: Personality
 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
 Urban Studies 350: Topics in Urban Studies
- Additional courses may be chosen from A-1 above or from other courses approved by the coordinator of urban studies.
- C. Field Experience
 Urban Studies 321: Field Experience in Urban Studies
- D. Seminar
 Urban Studies 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, 201
 4. History 200
 5. Political Science; any course at the 200-level or above
 6. Psychology 210, 211, 215
 7. Sociology; any course at the 100 or 200 or above level
- *Provided not already taken to satisfy requirements in Part A or Part B

Course Listings

For departmental course offerings see the course listing section.

VOCATIONAL EDUCATION

The college offers a part-time program leading to the Bachelor of Science degree in vocational-industrial education. Applicants must be occupationally certified by the Bureau of Vocational Education, Rhode Island Department of 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.

Curriculum in Vocational Education (B.S. degree)

<i>Applied Vocational Skills</i> (credit for trade experience)	32
<i>Professional Courses</i> Required:	
Vocational Education 300: Methods of Teaching Industrial Subjects	3
Vocational Education 301: History, Principles and Practices of Industrial Education	3
Vocational Education 302: Occupational Analysis and Course Construction	3
Vocational Education 303: Shop Organization and Management	3
Psychology 214: Educational Psychology — Secondary	4
Foundations of Education 300: Social Foundations of Education	3
Education 321: Student Teaching in the Secondary School or	9
Education 323: Internship in Industrial Education	9
Professional Electives	8-10
Total:	36-38

or

Two of the following:	
Industrial Technology 320: Industrial Organization & Managerial Structure	3
Industrial Technology 325: Industrial Processes	3
Industrial Technology 330: Industrial Technology Analysis	3
<i>Cognate Requirement</i>	
Mathematics 113: Shop Math I	3
Mathematics 114: Shop Math II	3
	6
General Studies Program	26-32
Arts and Sciences Electives	6-12
Total Program:	118

Students in the vocational education program must attain a ratio of at least 50/118 of arts and sciences credits to total courses taken in their degree program.

Courses in vocational education are administered by the Department of Industrial Education.

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

WOMEN'S STUDIES PROGRAM

Emily Stier-Adler, Coordinator

The interdepartmental major in women's studies is an academic response to societal changes which have broken outmoded stereotypes of women. Recognizing the need for research and reassessment of women's roles and contributions to economic, social and political life, this major focuses on women from the perspectives of a wide variety of disciplines. Treatment of women in literature and history will be studied and evaluated. Critical issues affecting the psychological, biological and sociological welfare of women will be identified and explored. Students will plan their program in consultation with the coordinator of women's studies. The women's studies major consists of ten courses, at least four of which must be at the 300 level or above, to be selected as follows:

Required Courses

- Women's Studies 200: Women in Society
 Women's Studies 360: Women and the Professions
 Three approved women's studies courses from the humanities area:
 English 115: Themes in Literature*
 English 336: Topics in Literature*
 Art 361: Seminar in Art History*
 Communications/Theatre 350: Topics: Oral Interpretation*
 Other appropriate women's studies courses as established.
- Three approved women's studies courses from the mathematics, science and/or social and behavioral science area:
 Anthropology 301: Women in World Perspective
 Sociology 101: Human Sexuality
 Sociology 202: The Family
 Sociology 350: Topics in Sociology*
 Social Welfare 350: Topics in Social Welfare*
 Psychology 356: The Psychology of Women
 Political Science 309: Women and Politics
 Other appropriate women's studies courses as approved
- Electives
 Two additional courses from the humanities, mathematics, science and/or social and behavioral sciences areas approved by the coordinator of women's studies.

Cognates

Any academic minor.

*When in an appropriate field.

†Course must be repeated.

Minor

An interdepartmental minor in women's studies consists of six courses: Women's Studies 200, two approved courses from the humanities, two approved courses from mathematics-science and/or social and behavioral sciences and one other course from the two required areas or Women's Studies 360.

COURSES OF INSTRUCTION

Course Numbering System

Courses whose first digit is 0 carry college credit but do not count toward graduation requirements. The only exception is English 011.

Courses having a number with first digit 1 or 2 are lower division undergraduate courses primarily for freshmen or sophomores. In certain instances 200-level courses may be included in a graduate candidate's plan of study as program credit but not graduate credit. No more than six semester hours of program credit is acceptable in any plan of study.

Courses having a number with first digit 3 are upper division undergraduate courses usually taken by third or fourth year students. Graduate students may, with the approval of advisers, include these courses in their program. Graduate students will receive graduate credit in these courses unless they request otherwise.

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.

Semester and Contact Hours

The number of "semester hours" specified for each course indicates both the number of credits it carries and the approximate total clock hours it meets each week. A number in parentheses appearing before the semester hours for a course indicates that the number of "contact hours" per week — time required in class, studio or laboratory differs from the semester hours.

Area Distribution Electives

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.

Courses with Variable Content

Most departments offer a variety of topics courses (X50), seminar courses (X60) and workshop courses (X80), for which the content and semester hours are announced each semester. Departments may offer independent study courses X9Y. The level of study, i.e., 19Y, 29Y, 39Y, 49Y, 59Y, will depend on what is appropriate in terms of the project and the student. These courses may be repeated with a change in content.

ADMINISTRATION

(Department of Administration and Curriculum)

Note: of the courses offered by this department are arts and sciences courses.

ADMINISTRATION 402: POLITICAL PROCESSES IN EDUCATIONAL DECISION MAKING 3 semester hours

This course is designed to provide insight into educational policy development and administration as a political process. Societal forces affecting education will be examined in terms of substantive policy issues and mechanisms of influence. Implications for the current organization and leadership of schools and new models of educational organization and leadership processes will be discussed.

Prerequisite: teaching experience and/or teacher certification.

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 the 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.

Students must prepare proposals for their clinical experience as administrative interns in cooperating schools. The proposals must involve them 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 the seminar.

Prerequisite: Admin. 507 or 510, 502, 509, Ed. 505 or 514.

ADMINISTRATION 525: 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. Students must prepare proposals for their clinical experience as administrative interns in cooperating schools. The proposals must involve them 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 the 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 525.

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 540: ADMINISTRATION OF COMMUNITY AND ADULT EDUCATION PROGRAMS *3 semester hours*
This course will introduce the students to the leadership skills and competencies necessary for the administration of community education and adult education programs. Areas covered by the course will include the administrative skills required for planning, implementing, developing and evaluating a process approach to community and adult education programs.

ADMINISTRATION 542: ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP IN INTER-AGENCY COOPERATION *3 semester hours*

This course involves a study of the structure, function and properties of agencies and groups having an educational focus. The role of the administrator in various agency settings, the definition of agency services in terms of actual and/or potential clients, and processes to develop inter-agency cooperation are emphasized.

Prerequisite: Admin. 540.

ADMINISTRATION 560: 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 advisor.

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 advisor and admission to post-master's degree program.

ANTHROPOLOGY

(Department of Anthropology and Geography)

• **ANTHROPOLOGY 100: ON BEING HUMAN** *4 semester hours*

This course investigates humanity, utilizing 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 human and other animals which point up the differences between innate and learned behavior. Anthropology 100 does not count for the anthropology major or minor.

• **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, ideology and languages. The universals of culture are noted, together with the phenomena of local uniqueness.

• **ANTHROPOLOGY 202: INTRODUCTION TO 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.

A laboratory component is required.

• **ANTHROPOLOGY 203: INTRODUCTION TO PHYSICAL ANTHROPOLOGY** *4 semester hours*

This course examines human physical variations in their cultural and adaptive contexts: the interaction of heredity and environment in individual and group development, the critical evaluations of the concept of race, and the ongoing process of evolution as it may affect man's future.

A laboratory component is required.

ANTHROPOLOGY 300: ART, SOCIETY AND CULTURE 3 semester hours

This course will investigate the creation, interpretation and evaluation of the arts as expressions of cultural and social acts. Emphasis will be given to the study of art and the artist in socio-cultural context, centering on anthropological studies of non-Western traditions. The art forms to be considered may include the visual arts, music, dance and dramatic performance.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 301: WOMEN IN WORLD PERSPECTIVE 3 semester hours

The roles of women and men will be examined cross-culturally in the light of certain theoretical questions as to the role of biology and the role of culture in the area of sex role determination. Descriptive material dealing with traditional and modern roles of women as compared to those of men in non-Western societies will be emphasized.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 302: HINDU, BUDDHIST AND ISLAMIC CULTURES

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 or consent of instructor.

ANTHROPOLOGY 303: PROBLEMS IN CULTURAL ANTHROPOLOGY

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 or consent of instructor.

ANTHROPOLOGY 304: EARLY MAN

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, 202 or 203 or consent of instructor.

ANTHROPOLOGY 305: COMPARATIVE CULTURES

Methods of comparative cultural analysis are surveyed using selected research problems to illustrate the nature of anthropological generalizations.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 306: THE ANTHROPOLOGY OF RACE AND RACISM

This course will examine the concept of race as it has developed within the discipline of anthropology. The related question of racism, the ideology of the superiority of one "race" over another, will be explored as it is expressed in a variety of Western and non-Western societies.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 307: PEASANT SOCIETIES AND CULTURES

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 or consent of instructor.

ANTHROPOLOGY 308: CROSS-CULTURAL STUDIES OF AGING

This course is concerned with human maturation, aging and death as subjects of anthropological study based upon cross-cultural research.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 309: MEDICAL ANTHROPOLOGY

This course will survey anthropological approaches and results in the study of health and illness as social and cultural as well as biological phenomena.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 310: LANGUAGE & CULTURE

Interrelationships between language and other aspects of culture are examined as they illuminate anthropological issues and theories.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 312: ORAL TRADITIONS

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 or consent of instructor.

ANTHROPOLOGY 315: INDIAN CULTURES OF THE PACIFIC NORTHWEST

The material culture and the institutional structure of selected Indian tribes of the Pacific Northwest are analyzed.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 316: ARCHAEOLOGY OF THE AMERICAS

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 or 202 or consent of instructor.

ANTHROPOLOGY 317: ARCHAEOLOGY OF EUROPE

A survey of 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. 202 or consent of instructor.

ANTHROPOLOGY 318: PEOPLES AND CULTURES OF SOUTHEAST ASIA

Representative ethnic groups in Southeast Asia will be analyzed.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 319: PEOPLES AND CULTURES OF AFRICA

Various aspects of African cultures will be considered.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 320: PEOPLES AND CULTURES OF THE MEDITERRANEAN

Selected Mediterranean societies will be studied.

Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY 321: PEOPLES AND CULTURES OF OCEANIA

Selected Pacific societies are examined as they relate to anthropological concerns.

Prerequisite: Anthro. 201 or consent of instructor.

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 or consent of instructor.**ANTHROPOLOGY 323: PEOPLES AND CULTURES OF SOUTH ASIA**

3 semester hours

An ethnological study of representative social groups of South Asia (such as India, Pakistan, Bangladesh, Nepal, the Border States) and Sri Lanka).

Prerequisite: Anthro. 201 or consent of instructor.**ANTHROPOLOGY 324: 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 or consent of instructor.**ANTHROPOLOGY 325: INDIAN CULTURES OF LATIN AMERICA**

3 semester hours

The course examines the Indian cultures of Mesoamerica and South America from both historical and contemporary perspectives.

Prerequisite: Anthro. 201 or consent of instructor.**ANTHROPOLOGY 335: ECONOMIC ANTHROPOLOGY**

3 semester hours

This course will examine a variety of systems of production, distribution, exchange consumption and display; major methodological and theoretical issues in economic anthropology will be explored.

Prerequisite: Anthro. 201 or consent of instructor.**ANTHROPOLOGY 336: POLITICAL ANTHROPOLOGY**

3 semester hours

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

Prerequisite: Anthro. 201 or consent of instructor.**ANTHROPOLOGY 337: ANTHROPOLOGICAL APPROACHES TO RELIGIONS**

3 semester hours

The content, structure, concepts and functions of religions are studied, with particular attention to their relationships to other aspects of culture and society.

Prerequisite: Anthro. 201 or consent of instructor.**ANTHROPOLOGY 338: 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 or consent of instructor.**ANTHROPOLOGY 339: CULTURE CHANGE**

3 semester hours

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

Prerequisite: Anthro. 201 or consent of instructor.**ANTHROPOLOGY 340: SOCIAL ORGANIZATION**

3 semester hours

This course examines theories of social organization, the interrelations of social institutions and current anthropological methods of interpretation and analysis of social systems.

Prerequisite: Anthro. 201 or consent of instructor.**ANTHROPOLOGY 341: PSYCHOLOGICAL ANTHROPOLOGY**

3 semester hours

This course surveys topics of common interest to the disciplines of psychology and anthropology, emphasizing social and cultural factors in cognition, perception, deviant behavior and personality formation.

Prerequisite: Anthro. 201 or consent of instructor.**ANTHROPOLOGY 345: HISTORY OF 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 or consent of instructor.**ANTHROPOLOGY 350: TOPICS IN ANTHROPOLOGY**

This course provides an opportunity to study special topics in anthropology not offered by the department on a regular basis.

*Prerequisites and credits vary.***ANTHROPOLOGY 360: SEMINAR IN ANTHROPOLOGY**

3 semester hours

This course provides an integrating experience in theory and practice. Students do research in an anthropological topic which is the basis for oral and written reports. Taught intermittently.

Prerequisite: anthropology majors with 18 hours in the major or consent of instructor.**ANTHROPOLOGY 370: READING COURSE IN ANTHROPOLOGY**

1-4 semester hours

Directed reading experiences in an anthropological area of interest to the student and the instructor.

Prerequisite: students must have the consent of the department chair, their anthropology adviser and the instructor with whom they wish to work.**ANTHROPOLOGY 375: READING COURSE IN PUBLIC ARCHAEOLOGY**

3 semester hours

This course consists of directed reading experiences in areas of concern to public archaeology, including law and compliance, methods, theories, contracts and proposal writing.

Prerequisite: students must have the consent of department chair, their anthropology adviser and instructor with whom they wish to work.**ANTHROPOLOGY 380: WORKSHOP IN ANTHROPOLOGY**

Selected topics are investigated in various formats. Credits and prerequisite vary.

ANTHROPOLOGY 385: WORKSHOP IN FIELD ARCHAEOLOGY

3 semester hours

The workshop provides a field introduction to the aims and methods of responsible, scientific archaeology. The course will concentrate on practical survey, excavation and recording experience along with observation and discussion of methods and techniques. Each student will be expected to submit written field notes and analyses of the results.

ANTHROPOLOGY 390: DIRECTED STUDY IN ANTHROPOLOGY

1-4 semester hours

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

Prerequisite: students must have the consent of the department chair, 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.

ART*(Department of Art)***ART 101: DRAWING I: GENERAL DRAWING**

161 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

This course covers the fundamentals of design, including logical and intuitive approaches as applied to two- and three-dimensional studies. The student is introduced to the idea of defining and developing a basic system of solving problems. (4) 3 semester hours

ART 108: DRAWING II

This course will serve to introduce the student to figure drawing. Basic information dealing with anatomy and general nomenclature of the human figure as well as consideration of various artistic problems will be covered. The student will work from the live figure, the skeleton and texts on anatomy. (6) 3 semester hours

Prerequisite: Art 101.

ART 200: ENCOUNTER WITH ART

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. (4) 3 semester hours

• ART 201: VISUAL ARTS IN SOCIETY

The course gives an introduction to the fine arts through a sampling of arts and related crafts through history. Function and interrelationships 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. (4) 3 semester hours

For non-art majors only.

ART 202: PAINTING I

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. (4) 3 semester hours

Prerequisite: Art 204 and either 205 or 225.

ART 204: DESIGN II

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. (4) 3 semester hours

Prerequisite: Art 104.

ART 205: DRAWING III

This course begins with an emphasis in the use of the figure and figurative elements as a means of expression. The ability to organize objects in space and to control their relationships within the format will be of prime importance. Through a broad experience of various drawing materials students will be encouraged to begin to form a personal direction in their work and to identify their own subject matter. (4) 3 semester hours

Prerequisite: Art 105.

ART 206: CERAMICS I

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. (4) 3 semester hours

Prerequisite: Art 104.

ART 215: SCULPTURE I

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. (4) 3 semester hours

Prerequisite: Art 204 and either 205 or 225.

ART 225: FIGURATIVE MODELING

This course begins with the elements which emphasize three-dimensional aspects of the figure. Included in the course format will be the development of ideas pertaining to figurative concepts realized through modeling and drawing. Students will be strongly encouraged to begin to identify a personal direction in their work. (4) 3 semester hours

Prerequisite: Art 105.

• ART 231: PREHISTORIC TO RENAISSANCE ART

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. (3) 3 semester hours

• ART 232: RENAISSANCE THROUGH MODERN ART

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. (3) 3 semester hours

ART 302: PAINTING II

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. (4) 3 semester hours

Prerequisite: Art 202.

ART 304: GRAPHIC DESIGN

A studio course that concerns itself with communication and its development through visual graphic form. The student-designer will combine knowledge of photography, typography, drawing, spatial representation and reproduction techniques to solve contemporary graphic design problems. (4) 3 semester hours

Prerequisite: Art 204 and either 205 or 225.

ART 306: CERAMICS II

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. (4) 3 semester hours

Prerequisite: Art 206.

ART 308: PRINTMAKING I

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. (4) 3 semester hours

Prerequisite: Art 204 and either 205 or 225.

ART 315: SCULPTURE II

This course emphasizes individualized development of expressive ideas and specialized skills in concentrated work with one or several advanced sculpture media. (4) 3 semester hours

Prerequisite: Art 215.

ART 317: INTRODUCTION TO PHOTOGRAPHY

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. (4) 3 semester hours

Prerequisite: Art 104.

ART 318: SERIGRAPHY

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. (4) 3 semester hours

Prerequisite: Art 204 and either 205 or 225.

ART 319: FIBER I

Contemporary approaches will be explored in traditional off-loom textile constructions in this introduction to the use of fiber. (4) 3 semester hours

Prerequisite: Art 104.

ART 321: METAL I

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. (4) 3 semester hours

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 328: LITHOGRAPHY I

(4) 3 semester hours
 Various aspects of lithography are covered: direct drawing on the stone and plate with crayon and tusche, printing in black and white and studio practices. Teaching methods include lectures, discussions and critiques.

Prerequisite: Art 204 and either 205 or 225.

ART 329: FIBER II

(4) 3 semester hours
 This is an introduction to on-loom weaving as well as a more advanced study of off-loom processes with emphasis in both areas and with growth in personal expression.

Prerequisite: Art 319.

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: RENAISSANCE ART

3 semester hours
 Beginning with an exploration of the concept of the Renaissance in fourteenth and fifteenth century Italy and continuing through the sixteenth 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 333: BAROQUE ART

3 semester hours
 Beginning with the changes occurring in Rome around 1600, this course, although emphasizing Italian art, will survey 17th century European art.

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
 This course covers 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: 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, will be studied in this course.

NOTE: Art 231 and 232 must be taken by all art majors prior to taking other art history courses.

ART 341: METAL II

(4) 3 semester hours
 This course develops the student's techniques for the special requirements of functional ware. It thereby offers the student an opportunity to consolidate technical skills and further develop sensitivity, form and material.

Prerequisite: Art 321.

ART 347: PHOTOGRAPHY II

(4) 3 semester hours
 This course focuses on advanced photographic theory, philosophy and technique. The student's 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 multiple 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 chair 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 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 be substituted for required introductory studio courses. The number of credit hours and prerequisite are determined by the particular workshop offered.

ART 383: WORKSHOP IN MEDIA AND MATERIALS

(4) 3 semester hours
 This workshop provides broad experiences with various art processes 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 chair. 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 chair. 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 provides an opportunity for the student to focus upon a concentration and synthesize previously acquired knowledge and experience. It approaches 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. Work in this course must be a continuation of the student's concentration. Senior studio will culminate in an exhibition or presentation at the end of the semester in which this course is taken.

Prerequisite: senior status and completion of concentration.

ART 393: READING AND RESEARCH IN ART HISTORY

3 semester hours

This course will enable students working individually with the instructor to continue their further exploration of Greek and Roman art, Renaissance art, Baroque art, American art, or modern art.

Prerequisite: each Art 393 must be preceded by the lecture course in the respective area. Permission of instructor is also required.

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 chair 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 chair.

BIOLOGY

(Department of Biology)

• 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 320: FIELD BIOLOGY

4 semester hours

This course provides field experience on the biology of aquatic, terrestrial and marine organisms. The identification, natural history, population dynamics, bioenergetics and behavior of animals and plants in their natural habitat will be studied. Sampling methods, biometric analysis of field data and assessment of environmental parameters will be carried out.

Prerequisite: Bio. 101-102 and a course in botany or zoology or approval of instructor.

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 323: PARASITOLOGY

4 semester hours

This course will emphasize animal parasites of medical and veterinary importance. The etiology, symptomatology and epidemiology of parasites will be examined. The biology of parasitism, evolution of host-parasitic relationships, resistance and immunity and disease and vector control will be considered. The laboratory will include examination of living and preserved materials, diagnostic techniques and sampling of ecto- and endo-parasites of selected vertebrate types.

Three hours of lecture 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 selected animal types under laboratory field conditions.

Three lecture periods 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 representatives 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 347: RADIATION BIOLOGY

3 semester hours

This course is designed to provide an understanding of the effects of ionizing radiation on biological systems. Emphasis is placed on acute and chronic effects, cellular and systemic effects. Principles of dosimetry and radiation safety are presented.

Prerequisite: Bio. 101-102.

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 an introduction to the biology of fungi. Although the major emphasis is on the morphology, taxonomy and economic importance of representative organisms, fungal pathogens of animals will be considered. Laboratory periods will stress methods of isolation, pure culture, identification and techniques appropriate to the study of fungi.

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

Prerequisite: Bio. 310 or 348 or permission of instructor.

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. 318 or permission of instructor.

BIOLOGY 405: MAMMALOLOGY

4 semester hours

A study of 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 cofactors 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 427: 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. 323.

BIOLOGY 428: CELLULAR PHYSIOLOGY

4 semester hours

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

Three lecture periods and one three-hour laboratory period.
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 432: ADVANCED DEVELOPMENTAL BIOLOGY

4 semester hours

An examination of the molecular regulation of development, differentiation, control of the cell cycle and regeneration. Emphasis will be on recent research.

Three one-hour lectures and one three-hour laboratory period.
Prerequisite: Bio. 220, 221 and 300 or the equivalent.

BIOLOGY 460: GRADUATE SEMINAR

3 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 chair.

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, not open to students enrolled in M.A. program.

Prerequisite: two 300-level biology courses or approval of department chair.

BIOLOGY 551-554: ADVANCED TOPICS IN BIOLOGY

1-4 semester hours

Student will study advanced topics in biology under the direction of a member of the biology department faculty. Open only to students enrolled in the M.A. program in biology. Students in the M.A.T. program may take this course only with permission of the department chair. A maximum of four credits may be earned in the sequence 551-554.

BIOLOGY 591-596: DIRECTED RESEARCH

3-6 semester hours

A student will pursue research on an experimental question in biology under the direction of the major adviser. This course is available only to students admitted to the M.A. program in biology. A total of six semester hours may be taken in the sequence Biology 591-596.

Prerequisite: permission of the adviser and the department chair.

BLACK STUDIES

This course is an arts and sciences course

BLACK STUDIES 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.

BUSINESS

(See Economics and Management)

CHEMISTRY*(Department of Physical Sciences)***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 103H-104H: HONORS GENERAL CHEMISTRY

8 semester hours

This course is intended for the student with a good background in science and math, especially those continuing in science. It will include all topics covered in Chemistry 103-104. Additional topics such as nuclear chemistry, organic chemistry, spectroscopy and coordination chemistry will be included. The laboratory will feature individual research projects in addition to traditional experiments. The course carries the credit equivalent to Chemistry 103-104.

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

CHEMISTRY 205-206: ORGANIC CHEMISTRY

8 semester hours

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

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

Prerequisite: 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

(6) 4 semester hours

Topics include the principles and applications of volumetric, gravimetric and selected instrumental methods of analysis. Laboratory work comprises analyses involving volumetric and gravimetric techniques and instrumentation including potentiometric and spectroscopic methods.

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

Prerequisite: Chem. 104, Physics 102 or 104, or permission of department chair.

CHEMISTRY 305-306: PHYSICAL CHEMISTRY

6 semester hours

This course presents through 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.

Prerequisite: Math. 314, Physics 101-102 or 103-104 and Chem. 103-104.

CHEMISTRY 307-308: PHYSICAL CHEMISTRY LABORATORY

2 semester hours

The experimental methods and techniques of physical chemistry will be developed. Error analysis and statistical methods will be employed in the interpretation of data. The experiments will illustrate principles presented in Chemistry 305-6.

Two semesters. Three hours of laboratory.

Prerequisite or corequisite: Chem. 305-306.

CHEMISTRY 309: NUCLEAR AND RADIATION CHEMISTRY

3 semester hours

The interaction of particles and electromagnetic radiation with matter will be presented. Some emphasis will be placed on the photochemical and photophysical processes occurring in molecules. The decay of radioisotopes will be studied with emphasis on the theory of nuclear decay. Applications such as neutron activation analysis, radioactive dating and tracer methods will also be discussed.

Prerequisite: Chem. 104 or 104H and Physics 102 or 104.

CHEMISTRY 314: INSTRUMENTAL METHODS OF ANALYSIS

4 semester hours

The principles and applications of modern analytical instrumentation in chemical analysis will be presented. Emphasis will be placed on the areas of spectroscopy, electrochemistry, chromatography and other separation techniques.

Two hours of lecture and four hours of laboratory.

Prerequisite: Chem. 304 or consent of instructor.

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 chair.

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 chair.

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 chair.

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 chair.

COMMUNICATIONS*(Department of Communications and Theatre)***• 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 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

3 semester hours

This course is an introduction to the etiology, diagnosis, and treatment of various types of speech and language disorders.

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 223: INTRODUCTION TO SIGN LANGUAGE

3 semester hours

This course is an introduction to the basic vocabulary of Signed English and finger-spelling. Attention is given to helping the student understand some of the needs and problems of the deaf community. Emphasis is placed on the clarity and precision of hand movements and use of appropriate sign. A total sign vocabulary of 600 signs should be attained at the completion of this course. Intended for students in communications and those in the "helping" professions.

COMMUNICATIONS 224: INTERMEDIATE SIGN LANGUAGE

3 semester hours

Students will acquire the skill and additional vocabulary to engage in a signed conversation. Special emphasis is placed on connection of sign and concept and particular groupings of signs to denote various meanings. Necessary for anyone who wishes to study interpreting or intends to work with deaf people.

*Prerequisite: Comm. 223.***• 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 241: 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 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

3 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 302: FUNDAMENTALS OF ORAL INTERPRETATION

3 semester hours

This course introduces students to the procedures of analysis, preparation and delivery of literary selections for oral interpretation purposes. The student studies 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 302.)

It is recommended that majors enroll in Comm. 220 before taking this course.

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 323: HEARING AND DEAFNESS

3 semester hours

This course is a study of hearing and deafness from the point of view of the professions of audiology and speech pathology. Areas of study will include acoustics, anatomy and physiology of the hearing mechanism, hearing disorders, and habilitation and rehabilitation. Field trips to appropriate clinics may be included.

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 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 a 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. 241 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. 241 or permission of instructor.

COMMUNICATIONS 346: HISTORY AND SOCIAL INFLUENCES OF 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 areas 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.

Prerequisite: Comm. 208 or 251 or permission of instructor.

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 3 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 360: 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 nine semester hours in any combination of Communications 360, 390 and 491. Required for all communications majors and designed for undergraduates who have completed at least 24 semester hours in communications and for graduate students.

Prerequisite: successful completion of 12 semester hours in communications courses and permission of instructor.

COMMUNICATIONS 378: COMMUNICATIONS INTERNSHIP 9 semester hours

This program is designed to enable the student to gain a more comprehensive understanding of the professional media through on-the-job training. It offers professional instruction, supervision, and practice in broadcasting, filmmaking, journalism, advertising, and public relations. The course is open only to communications majors who are juniors or seniors. Application must be made during the semester prior to the period of internship.

COMMUNICATIONS 390: INDEPENDENT STUDY IN COMMUNICATIONS 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 nine semester hours in any combination of Communications 360, 390 and 491.

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, videotapes and student projects augment lectures and discussions.

COMMUNICATIONS 480: WORKSHOP IN COMMUNICATIONS

Selected topics are investigated in various formats. Credits and prerequisite vary.

COMMUNICATIONS 491: SPECIAL PROBLEMS IN COMMUNICATIONS 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 nine semester hours in any combination of Communications 360, 390 and 491.

Prerequisite: successful completion of 12 semester hours in communications courses and permission of instructor.

COMPUTER SCIENCE*** COMPUTER SCIENCE 101: A FIRST COURSE IN COMPUTERS** 3 semester hours

This course provides an introduction to computers and computer programming. Topics will include an overview of a computer system, of interactive versus batch processing, use of pre-written programs, history of computers, and applications of computers in modern society. The student will write and execute simple programs using the BASIC language; examples using other languages will be presented. No previous computer experience is required.

This course is offered by the Department of Mathematics.

COMPUTER SCIENCE 102: INTRODUCTION TO BASIC PROGRAMMING

The elements of BASIC are taught to provide basic programming skills in this language. Topics will include BASIC syntax, arithmetic and character data, arithmetic expressions, input-output statements, sequencing, alternation, iteration, arrays, subprograms, functions and files. Applications appropriate to the background of the class will be presented.

Not open for credit to students who have received credit for Math. 216. This course is offered by the Department of Mathematics.

Prerequisite: three units of college-preparatory mathematics, or one college math course, or one college computer science course, or (with computer experience) consent of instructor.

COMPUTER SCIENCE 104: INTRODUCTION FOR FORTRAN PROGRAMMING

The elements of FORTRAN are taught to provide basic programming skills in this language. Topics will include FORTRAN syntax, arithmetic and character data, arithmetic expressions, input/output statements, sequencing, alternation, iteration, arrays, subprograms, and functions. Applications appropriate to the background of the class will be presented.

This course is offered by the Department of Mathematics.

Prerequisite: one college computer science course or (with programming experience) consent of instructor.

COMPUTER SCIENCE 106: INTRODUCTION TO COBOL PROGRAMMING

The elements of COBOL are taught to provide basic programming skills in this language. Topics will include COBOL syntax, COBOL divisions, data manipulation, input/output statements, sequencing, alternation, iteration and table handling. This course is offered by the Department of Economics and Management.

Prerequisite: three units of college-preparatory mathematics, or one college math course, or one college computer science course, or (with computer experience) consent of instructor.

COMPUTER SCIENCE 201: COMPUTER PROGRAMMING I

The first elements of computer programming techniques, computer organization, problem-solving methods and algorithm development are presented. This course utilizes PL/1 programming language.

Students cannot receive credit for Computer Science 201 and also for either Computer Science 108 or 200. This course is offered by the Department of Mathematics.

Prerequisite: three units of college-preparatory mathematics, or one college math course, or one college computer science course, or (with computer experience) consent of instructor.

COMPUTER SCIENCE 210: COMPUTER PROGRAMMING FOR MANAGEMENT

This course is an introductory course to programming with specific applications in the business management area. The course will cover the computer solution steps of problems description, algorithm design, flow charting, coding and execution. Application will be in many areas, such as payroll, order entry, inventory control and merging, will be covered. The design of basic information structures for business will be introduced. The course will utilize PL/1 as a computer programming language. Two hours of lecture and two hours of lab.

This course will be offered by the Department of Economics and Management.

Prerequisite: Mgmt. 230 and one college-level mathematics course.

COMPUTER SCIENCE 221: COMPUTER PROGRAMMING II

Using PL/1 as a programming language, this course continues the study of programming style, expression and documentation began in Computer Science 201. Topics include computer arithmetic, structured programming concepts, debugging and

testing, string processing, internal searching and sorting, simple data structures, and recursion.

This course is offered by the Department of Mathematics.

Prerequisite: Com. Sci. 201 (or former 200) or 210.

COMPUTER SCIENCE 310: INTRODUCTION TO FILE PROCESSING

Includes treatment of the file processing environment, sequential access techniques, elementary data structures, direct access devices and techniques, and file input/output.

This course is offered by the Department of Mathematics.

Prerequisite: Com. Sci. 221 (or former 200) and 106.

COMPUTER SCIENCE 315: INFORMATION STRUCTURES

Structures are reviewed for representing the logical relationships between elements of information, and techniques are studied for operating on these structures. Topics include linear and non-linear structures, storage management and system design. This course is offered by the Department of Mathematics.

Prerequisite: Com. Sci. 221 (or former 200).

COMPUTER SCIENCE 320: ASSEMBLY LANGUAGE PROGRAMMING

This course introduces machine language and assembly language with addressing techniques, macros, file input/output, program segmentation and linkage techniques. The lectures and assignments will be oriented toward the IBM 370 computer under DOS.

This course is offered by the Department of Mathematics.

Prerequisite: Com. Sci. 221 (or former 200).

COMPUTER SCIENCE 328: ORGANIZATION OF PROGRAMMING LANGUAGES

An applied course in programming language constructs emphasizing the run-time behavior of programs. Topics include language definition, data types and structures, control structures and run-time considerations. Several programming languages will be studied and compared.

This course is offered by the Department of Mathematics.

Prerequisite: Com. Sci. 221 (or former 200) plus one of Com. Sci. 104, 106.

COMPUTER SCIENCE 330: INTRODUCTION TO COMPUTER ORGANIZATION

An introduction to computer architecture, arithmetic and basic logic design. Functional logic design level is emphasized rather than circuit details. Other topics include coding and number representation and arithmetic.

This course is offered by the Department of Mathematics.

Prerequisite: Com. Sci. 221 (or former 200).

COOPERATIVE EDUCATION

Note of the courses are arts and sciences courses.

Note: all cooperative education courses are offered only for Satisfactory, Unsatisfactory, Honors.

COOPERATIVE EDUCATION 261: FIELD EXPERIENCE I

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 established during the semester. Each placement and set of formal requirements are established with the approval of the appropriate department(s).

Prerequisite: approval of the director and the agency.

COOPERATIVE EDUCATION 262-263-264: FIELD EXPERIENCE II—III—IV

3-12 semester hours
These courses provide additional work experiences for students who have satisfactorily completed the appropriate previous seminars. A seminar program is included in these courses. Each placement and its academic requirements are established with the approval of the appropriate department(s).

Prerequisite: previous cooperative education course completed satisfactorily and approval of the director and the agency.

COUNSELOR EDUCATION

(Department of Counselor Education)

None of the courses offered by this department are arts and sciences courses.

COUNSELOR EDUCATION 401: INTRODUCTION TO PUPIL PERSONNEL SERVICES

3 semester hours
Consideration is given to the nature and need for pupil personnel services, evaluation and operation of the major services, understanding of the individual, imparting of guidance principles, counseling of the individual, placement and follow-up. This is a basic course for the school counseling track.

COUNSELOR EDUCATION 402: INTRODUCTION TO THE SOCIAL AND REHABILITATIVE SERVICES

3 semester hours
Consideration is given to the nature and need for social and rehabilitative services, operation of the major services and counseling the disabled and disadvantaged. This is a basic course for the agency and rehabilitation counseling track.

COUNSELOR EDUCATION 403: THEORIES AND METHODS 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: Coans. Ed. 401 or 402, or these courses taken concurrently.

COUNSELOR EDUCATION 404: COUNSELING CHILDREN: OBSERVATIONAL PROCEDURES

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: Coans. Ed. 411.

COUNSELOR EDUCATION 405: PUPIL BEHAVIOR AND ADJUSTMENT PROBLEMS

3 semester hours
Symptoms, causes and treatments 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 dropout, delinquency and cultural deprivation are considered and discussed within the context of personality theory.

Prerequisite: Coans. Ed. 401 or 402.

COUNSELOR EDUCATION 406: MEASUREMENT AND TEST INTERPRETATION IN COUNSELING

3 semester hours
Techniques for the effective use of test results in counseling 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: Coans. Ed. 401 or 402.

COUNSELOR EDUCATION 407: VOCATIONAL COUNSELING AND PLACEMENT

3 semester hours
Problems dealing with occupational orientation, knowledge of occupational opportunities, aptitudes and interests and theories of vocational choice and "status" are considered in this course. Techniques of placement are considered in terms of the role of the school and of the agency.

Prerequisite: Coans. Ed. 401 or 402.

COUNSELOR EDUCATION 408: 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 vocabulary.

Prerequisite: Coans. Ed. 401 or 402.

COUNSELOR EDUCATION 409: INTRODUCTION TO GROUP COUNSELING

3 semester hours
The course covers the principles and techniques of group counseling, an analysis of current concepts and procedures of multiple counseling and the dynamics of the group process. Students will have an opportunity to participate as members in a time-limited group.

Prerequisite: Coans. Ed. 401 or 402 and 403.

COUNSELOR EDUCATION 410: 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 and in utilizing these data to facilitate optimal vocational placement and in job analysis.

Prerequisite: Coans. Ed. 407.

COUNSELOR EDUCATION 411: PRACTICUM IN COUNSELING I

3 semester hours
The practicum offers advanced counseling experience under supervised laboratory conditions emphasizing observation and evaluation by students and instructors in laboratory-seminar sequence. Closed circuit TV, tape recordings and process recordings are used.

Prerequisite: Coans. Ed. 403. Open only to matriculated students in the counseling program.

COUNSELOR EDUCATION 412: 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: successful completion of Coans. Ed. 411.

COUNSELOR EDUCATION 413: AGENCY FIELD PLACEMENT I

6 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: successful completion of Coans. Ed. 411. Reserved primarily for those enrolled in the rehabilitation counseling program.

COUNSELOR EDUCATION 414: AGENCY FIELD PLACEMENT II

6 semester hours
A continuation of Agency Field Placement I.

Prerequisite: successful completion of Coans. Ed. 413.

COUNSELOR EDUCATION 415: PROFESSIONAL SEMINAR IN REHABILITATION COUNSELING

3 semester hours
This seminar will examine intensively the current "state of the art" of rehabilitation counseling. Emphasis will be upon readings and presentations that discuss contemporary issues in the profession of rehabilitation counseling and synthesize theory and practice.

Prerequisite: concurrent enrollment in *Agency Field Placement II*.

COUNSELOR EDUCATION 416: CASE PROBLEMS IN COUNSELING

3 semester hours
This course deals with case methods in counseling and the development of records for an adequate case history. Each student presents a complete case history of an individual having learning problems. Evaluation of the case and plans for helping the client are developed as a part of course requirements.

Prerequisite: *Couns. Ed. 411*.

COUNSELOR EDUCATION 417: REHABILITATION OF THE PSYCHIATRICALY DISABLED

3 semester hours
This course will deal with the current methods of diagnosis and treatment of the common psychiatric disorders: psychoses, neurosis and personality disorders. Treatment areas discussed will include pharmacology, psychotherapy and community agency counseling. Additional topics will cover areas such as evaluation of suicide potential, interpreting medical reports and the legal issues of involuntary hospitalization.

Prerequisite: *Couns. Ed. 402, 403, 406 and 411, or permission of department chair.*

COUNSELOR EDUCATION 420: PSYCHOLOGICAL AND SOCIAL ASPECTS OF DISABILITY

3 semester hours
This course covers the psychological and social considerations in adjustment and adaption to a disability. Theoretical and practical issues relating to the various types of disabilities will be examined.

Prerequisite: *Couns. Ed. 402 or 403.*

COUNSELOR EDUCATION 480: WORKSHOP IN COUNSELING

Selected topics are investigated in various formats. Credits and prerequisites vary.

COUNSELOR EDUCATION 505: ORGANIZATION AND ADMINISTRATION OF COUNSELING SERVICES

3 semester hours
This course involves a study of practice, concepts and trends in organization and administration related to the counseling service.

Prerequisite: *master's degree in counseling or 24 hours in counseling concentration.*

COUNSELOR EDUCATION 510: INTERNSHIP IN COUNSELING I

3 semester hours
This course provides a work setting placement under the supervision of a field supervisor and departmental faculty.

Prerequisite: *matericulated C.A.G.S. candidates, Couns. Ed. 406, 407, 409, 412 and consent of department chair.*

COUNSELOR EDUCATION 511: INTERNSHIP IN COUNSELING II

3 semester hours
This course provides the student with opportunity for advanced field experiences under joint direction of field supervision and departmental faculty.

Prerequisite: *Couns. Ed. 510 and consent of department chair.*

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. 411 and consent of department chair/instructor.*

COUNSELOR EDUCATION 520: COUNSELING WOMEN

3 semester hours
This course will provide a seminar experience dealing with pertinent issues and special concerns related to counseling women. An overview of developmental crises, enculturation, sex-role stereotyping and trauma will be presented within the counseling framework. Assessment of current counseling models will be explored. Concentration will be focused on the various counseling models employed to assist women develop awareness, understanding and skills which may enhance potential or emergence.

Prerequisite: *Couns. Ed. 411 and consent of department chair/instructor.*

COUNSELOR EDUCATION 561: SEMINAR IN COUNSELING

3 semester hours
This seminar provides an opportunity for in-depth analysis of the counseling function in school and community agency settings. Emphasis is placed on the synthesis of theory and practice. Consideration is given to both research and evaluation.

Students receiving credit for Counselor Education 571 cannot take this course for credit.

Prerequisite: *Couns. Ed. 563, 582 and 584.*

COUNSELOR EDUCATION 563: SEMINAR IN COUNSELOR EDUCATION: RESEARCH DESIGN

3 semester hours
The purpose of this seminar is to provide experience designed to enable the student to understand and evaluate research as well as to plan and carry out a research-oriented field project.

Prerequisite: *open only to matriculated C.A.G.S. candidates, Couns. Ed. 406, and Statistics or Psych. 420.*

COUNSELOR EDUCATION 582: PRACTICUM IN GROUP COUNSELING

3 semester hours
This practicum offers advanced group counseling experience under supervised laboratory conditions featuring observation and evaluation by students and instructors in laboratory-seminar sequence.

Prerequisite: *matericulated C.A.G.S. candidates, Couns. Ed. 409 and consent of department chair/instructor.*

COUNSELOR EDUCATION 583: ADVANCED PRACTICUM IN COUNSELING I

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 experience will be handled by college and field personnel.

Prerequisite: *matericulated C.A.G.S. candidates.*

COUNSELOR EDUCATION 584: ADVANCED PRACTICUM IN COUNSELING II

3 semester hours
This course consists of a continuation 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 experience will be handled by college and field personnel.

Prerequisite: *successful completion of Couns. Ed. 583.*

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, videotapes, films and "live" clinical sessions. This course is intended primarily for counselor-trainees who plan to work in the elementary and middle schools.

Prerequisite: matriculated C.A.G.S. candidates and *Couns. Ed. 412.*

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 411: Practicum in Counseling I.

Prerequisite: *Couns. Ed. 583*, and either concurrent enrollment in or completion of *Couns. Ed. 584.*

COUNSELOR EDUCATION 590: INDEPENDENT STUDY

3 semester hours
Research related to counseling and helping issues is conducted under the supervision of a member of the department.

Prerequisite: C.A.G.S. candidates and consent of department chair.

CURRICULUM

(Department of Administration and Curriculum)

None of the courses offered by this department are arts and sciences courses.

CURRICULUM 480: WORKSHOP IN CURRICULUM

3 semester hours
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: *Carris. 503.*

CURRICULUM 511: PERSONALIZING INSTRUCTION

3 semester hours
This course provides an exploration of theory, research and practice relating to personalizing instruction in elementary and secondary schools and in colleges. Principal topics include human development, learning theory, a rationale for personalizing instruction, curriculum development, teacher and pupil roles and administrative procedures. Students are expected to develop usable personalized instructional materials in their teaching fields.

Prerequisite: teaching experience and/or teacher certification and permission of instructor.

CURRICULUM 532: CURRICULUM THEORY AND RESEARCH

3 semester hours
Examines the rationale for curriculum construction. Study is made of the relationship among individual 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: *Carris. 503.*

CURRICULUM 560: SEMINAR IN CURRICULUM

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: *Carris. 503* and consent of department chair, *Psych. 320* or *Psych. 420*, or a course in statistics with consent of adviser.

DANCE

(Department of Health and Physical Education)

All courses are arts and sciences courses.

DANCE 100-105: ACTIVITY DANCE

3 semester hour
The development of fundamental skills to promote participation in each of the following activities is stressed. These courses will be in session for one-half semester and meet twice a week for two hours each session.

- 100 Fundamentals of Ballet
- 101 Fundamentals of Jazz
- 102 Fundamentals of Soft Shoe
- 103 Social Dance (current)
- 104 Social Dance (traditional)
- 105 Square Dancing

DANCE 106: FOLK DANCE

3 semester hours
This course consists of experiences designed to give the student the ability to analyze folk dance patterns, interpret dance descriptions and develop a repertoire of dances. It will stress characteristics of the dancing of many ethnic and national groups.

DANCE 107: BEGINNING MODERN DANCE

3 semester hours
Instruction is focused on rhythmic response, improvisation, alignment and fundamentals of modern dance technique. Simple dance forms are the basis of group choreography. Performance experience in a workshop is provided.

DANCE 108: SOCIAL DANCE

2 semester hours
Students develop competencies in analyzing and performing traditional and contemporary ballroom dances. Included are the waltz, foxtrot, rumba, mambo, tango, charleston, samba, lindy, conga and twist.

DANCE 109: SQUARE AND ROUND DANCE

2 semester hours
Students develop competencies in analyzing, and performing and calling traditional square and round dances.

DANCE 181: DANCE COMPANY

1 semester hour
Credit available to all qualified students who participate for the full academic year.

Prerequisite: membership in Rhode Island College Dance Company and permission of instructor.

DANCE 207: INTERMEDIATE MODERN DANCE

2 semester hours
Dance technique includes more difficult progressions than the beginning level. The range and variety of movement experiences is extended. Students are introduced to Graham and Humphrey technique. Group choreography is extended in form and held to more exacting criteria.

Prerequisite: *Dance 107.*

DANCE 281: DANCE COMPANY

1 semester hour
Credit available to all qualified students who participate for the full academic year.

Prerequisite: membership in Rhode Island College Dance Company and permission of instructor.

DANCE 302: MUSICAL RESOURCES FOR DANCE

3 semester hours
This course provides experiences in creating and selecting music for dance accompaniment. Experiences include taking rhythmic dictation, composing rhythmic scores and analyzing musical forms. Criteria for selection of music to support, supplement or contrast with dance is developed. Specific attention is given to accompaniment for teaching dance.

DANCE 303: DANCE PRODUCTION

3 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.

DANCE 304: CHOREOGRAPHY I

1/2 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.

DANCE 307: ADVANCED MODERN DANCE

3 semester hours
Dance techniques are refined and elicit great expertise. Dances are choreographed for trios and duets. Performance experience is increased.

Prerequisite: Dance 207.

DANCE 308: DANCE THERAPY

3 semester hours
A historical review of dance therapy in the United States introduces a comparison of current philosophies and approaches. All activities are focused on children. An overview of the extent of dance therapy in Rhode Island is made. Practical application with peers, observation of children, films, discussion and study are emphasized.

DANCE 309: DANCE IN THE TWENTIETH CENTURY

3 semester hours
Contemporary dance will be studied as a mode of visual communication. Dance will be surveyed and compared to other performing arts of the 20th century in style and thematic material.

DANCE 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.

DANCE 381: DANCE COMPANY

1 semester hour
Credit available to all qualified students who participate for the full academic year.

Prerequisite: membership in Rhode Island College Dance Company and permission of instructor.

DANCE 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 chair and educational studies dean.

DANCE 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 chair and educational studies dean.

DANCE 404: CHOREOGRAPHY II

3 semester hours
Dancers apply the fundamentals of choreography to create examples of pre-classic, classic and modern dance. These dances are presented in a demonstration workshop at the end of the semester.

Prerequisite: Dance 304.

ECONOMICS

(Department of Economics and Management)

• **ECONOMICS 200: INTRODUCTION TO ECONOMICS** 4 semester hours
A survey of economic theory; this course emphasizes the application of theory to present day problems including economic growth, unemployment, price stability, poverty and environmental pollution.

• **ECONOMICS 202: COMPARATIVE ECONOMIC SYSTEMS** 3 semester hours
After developing a theory of socialism based on the work of early socialist writers students in this course compare the socialist model with the capitalist economic model. The operations of some modern economies are also studied to determine how they deviate from pure economic theory.

ECONOMICS 210: MANAGERIAL ECONOMICS

4 semester hours
This course will concentrate on the theoretical and analytical tools of microeconomics that are useful in managerial decision making. Emphasis will be placed on the concepts of marginal analysis and theory of firm. Students may not receive credit for both Economics 210 and Economics 211.

ECONOMICS 211: INTERMEDIATE 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. Students may not receive credit for both Economics 210 and Economics 211.

ECONOMICS 212: INTERMEDIATE MACROECONOMIC

THEORY AND POLICY 4 semester hours
Beginning with a study of the various themes dealing with the determination of national income, students in this course examine inflation, unemployment, price levels and growth, and compare classical, Keynesian and monetarist theories of income determination with an emphasis on economic stabilization policy.

ECONOMICS 250: TOPICS IN ECONOMICS

3-4 semester hours
The topic of this course may change each semester. It will focus on some important economic issue or current event. Appropriate economic principles will be examined and then be applied to the analysis of the problems inherent in the issue or event, and as aids to possible solutions. This course is designed to attract students who are interested in a more intensive study of economics than is possible in the introductory course.

ECONOMICS 301: HUMAN RESOURCES

3 semester hours
An analysis of the structures and operations of human resource markets including pricing and allocation of labor resources, wage differentials, income distribution, discrimination and unemployment will be covered. Public and private sector investment expenditures on formal schooling, on-the-job training, health care, information costs and human mobility are considered with the emphasis on education.

Prerequisite: Econ. 200, 211 or 212.

ECONOMICS 303: PUBLIC FINANCE

3 semester hours

This course analyzes the role of government in the 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: Econ. 200, 211 or 212.

ECONOMICS 304: MONETARY ECONOMICS

3 semester hours

The influence of the quantity of money on the American economic system will be studied by examining the financial institutions and money creating process, emphasizing the role of commercial banks. Consideration is 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 also studied.

Prerequisite: Econ. 200, 211 or 212.

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, 211 or 212.

ECONOMICS 306: INDUSTRIAL ORGANIZATION AND MARKET STRUCTURE

3 semester hours

This course investigates the environment in which American capitalist industries operate. Since elements of monopoly are present, the primary concern is with the conduct and performance of industry in the marketplace with emphasis on the overall well being of society. Antitrust and other regulatory mechanisms are assessed.

Prerequisite: Econ. 211.

ECONOMICS 317: MATHEMATICAL ECONOMICS

3 semester hours

The student is introduced to mathematical techniques used by economists, including 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 either Math. 212 or 247.

ECONOMICS 318: ECONOMETRICS

3 semester hours

An introduction to the application of statistics to economic theory, students in this course will review the basic principles of statistics and construct simple econometric models. Topics will include the use of econometrics and the interpretation of results, common econometric problems such as auto-correlation, the estimation of simultaneous models and the problem of identifiability. Two lecture periods and one two-hour laboratory period each week.

Prerequisite: Econ. 212 and Math. 240, 248 or 341.

ECONOMICS 321: INTERNATIONAL ECONOMICS

3 semester hours

This course covers the theory of international trade and the benefits to be gained from trade, the effects of tariffs and quotas, and the effects of customs unions, as well as the theory of international monetary relations which includes determination of exchange rates, balance of payments problems, determinants and effects of capital flows and proposed reforms to the system.

Prerequisite: Econ. 200, 211 or 212.

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 covered. Emphasis is given to the areas of capital formation, in industry and agricul-

ture; human resources, including education; entrepreneurship and population, and the effects of foreign trade and aid. The use of economic planning in developing countries is covered.

Prerequisite: Econ. 200, 211 or 212 or permission of department chair and instructor.

ECONOMICS 343: HISTORY OF ECONOMIC THOUGHT

3 semester hours

In this introduction to 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. Accepted for credit in history. Students cannot receive credit for both History 348 and Economics 348.

ECONOMICS 360: SEMINAR IN ECONOMIC RESEARCH

3 semester hours

This seminar provides an integrating experience of economic theories, concepts and practices in which 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 to be presented in both oral and written form. The 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 chair.

ECONOMICS 380: WORKSHOP IN ECONOMICS

3 semester hours

Selected topics are investigated in various formats. Credits and prerequisites vary.

ECONOMICS 390: DIRECTED STUDY

3 semester hours

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. Applications must be submitted to the department chair by November or May of the preceding semester.

Prerequisite: approval of the department chair.

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. Special emphasis is placed 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 prerequisites vary.

EDUCATION

While the great majority of courses in education are offered by the Departments of Elementary Education and Secondary Education, courses in education are also offered by the Departments of Administration and Curriculum, Industrial Education, Health and Physical Education, Philosophy and Foundations of Education, Art, Music and Instructional Technology. The arts and sciences courses in this department is 250. None of the other courses listed below are arts and sciences courses.

EDUCATION 203: CONCEPTS IN ART EDUCATION

3 semester hours

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 is explored through readings and discussions. Observations and individualized teaching experiences are included.

Prerequisite: twelve credits in art; Psych. 216, pending 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, *reading 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.*

Graduate Prerequisite: Ed. 203, Psych. 210; *acceptance into M.A.T.-C program.*

EDUCATION 305: DIMENSIONS OF SECONDARY**EDUCATION**

4 semester hours

This course focuses on the analytical study of the technical skills of teaching and the transfer of concepts of learning to instructional strategies. Concepts and methodology are presented in relation to ethnic and cultural diversity in secondary schools. Specific educational problems arising from secondary students having special handicaps and those with difficulties in reading and study habits are also examined.

EDUCATION 308: PRACTICUM IN INDUSTRIAL ARTS

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 groups and classes of secondary school pupils. Students take this course under the direction of their major departments.

Prerequisite: Psych. 214 and Ed. 305; *a class standing of at least the sixth 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.), offered in spring semester only.*

EDUCATION 311: READING IN MIDDLE AND 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. Involuntary prescribed instruction and school wide programs are examined.

Available for undergraduate students majoring in secondary education.

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

3 semester hours

This course is a general methods course designed for persons preparing to teach in secondary schools, adult programs, industry and social agencies. The primary focus of the course is on the development of the basic skills and techniques necessary for successful instruction. The course is activity-oriented as far as possible and may include the planning and presentation of lessons for videotaping and analysis, the construction of tests and other devices for evaluation and learning, and the design and construction of supporting instructional materials, including learning activity packages.

Prerequisite: undergraduates must have permission of chair of 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 Special Education 303).

Prerequisite: Psych. 213; Ed. 322, 340, 341 and 342; Ed. 210, 328 and 330; or Ed. 210, 320 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 courses; 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 special methods courses prior to student teaching; those in the generalist 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 degree descriptions 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 the subject field. During the first week of their student teaching semester, students meet at the college with their supervisor in two-hour seminars. The students return to campus for two two-hour seminars during the first part of the Thanksgiving week. Students observe the calendar of the school to which they are assigned.

Prerequisite: Psych. 214, Ed. 310 or 308, 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(1) 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 is required.

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

Prerequisite: Ed. 210, Ed. 328 or 329 preceding or concurrent.

EDUCATION 323: INTERNSHIP IN INDUSTRIAL EDUCATION

9 semester hours
The in-service teacher completes one year of supervised full-time teaching as an employed teacher. This course may not be taken for credit by persons who have completed 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: Ed. 309; 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 practicum; proficiency in the operation of audiovisual 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: Inst. Tech. 304, Ed. 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) SCIENCE AND SOCIAL STUDIES

15(1) 4 semester hours
This course provides an initial introduction to the field of early childhood. Using the areas of science and social studies as dual foci, emphasis is placed on establishing a learning environment where children can grow and appreciate themselves as competent learners and problem solvers. Included are a study of a variety of teaching methods plus analyses of appropriate process and content objectives for preschool, kindergarten and primary grade level children.

For students in the early childhood curriculum.

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

Prerequisite: Ed. 210, and specialized requirements in science and social studies.

EDUCATION 329: CONCEPTS OF TEACHING II (ELEMENTARY) LANGUAGE ARTS/SOCIAL STUDIES

15(1) 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) LANGUAGE ARTS AND MATHEMATICS (5) 4 semester hours
This course continues the study of early childhood education with emphasis on the child as possessor of language and learner of concepts from his surroundings. The emphasis is both theoretical and practical, and includes a variety of teaching approaches relative to the child's use and development of language and mathematical concepts appropriate to the level of growth with preschool, kindergarten and primary grades.

For students in the early childhood curriculum.

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

Prerequisite: Ed. 210, Ed. 322 *preceding or concurrent*, Ed. 328 and specialized requirements in English and math. Psych. 213.

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, Ed. 322 *preceding or concurrent*, Ed. 329 and specialized requirements in mathematics and science.

EDUCATION 332: EARLY CHILDHOOD EDUCATION — PART I (3) 3 semester hours

Included in this course are a study of educational programs for preschool, 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 333: PERSONALIZED CLASSROOM READING INSTRUCTION (3) 3 semester hours

The following aspects of personalized classroom reading instruction will be considered in this course: nature of reading differences, guidelines for reading assessment, identification of reading needs, instructional techniques, providing materials, scheduling techniques and making provision for reading differences in the content areas.

Prerequisite: Ed. 322.

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

This course considers children's art expression in relation to pertinent research and current trends in art education. Workshop experiences with various art materials used in the elementary classroom focus on the development of visual and aesthetic awareness. Elementary classroom observation is included.

EDUCATION 341: METHODS AND MATERIALS IN MUSIC EDUCATION (3) 2 semester hours

A one-semester study of the theory and pedagogy of teaching music in grades 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) 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) 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 special consent of the department in writing.

EDUCATION 362: SEMINAR IN ART EDUCATION (1) 1 semester hour

This seminar, to be taken concurrently with Education 325: Student Teaching in Art Education, will focus on detailed analysis of both elementary and secondary teaching experiences. Students will research problems in art teaching/learning and present their findings for class discussion.

Prerequisite: enrollment in Ed. 325.

EDUCATION 363: SEMINAR IN URBAN EDUCATION (3) 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. 204, 208 or 211.

EDUCATION 380: WORKSHOP IN EDUCATION (3) 3 semester hours

Selected topics are investigated in various formats. Credits and prerequisite vary.

EDUCATION 390: DIRECTED STUDY (3) 3 semester hours

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

EDUCATION 401: TEACHING READING IN THE CONTENT AREAS (3) 3 semester hours

This course is designed to introduce upper-elementary, middle, junior high, and high school teachers to strategies for teaching reading skills in the content areas. Attention is given to such topics as assessing the readability and suitability of content area reading material, teaching word identification and vocabulary meaning skills in the content areas, advancing comprehension, skills, and assessing the reading needs of students in the content area classroom.

EDUCATION 404: MATHEMATICS IN THE ELEMENTARY SCHOOLS (3) 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 408: PLAY AND INQUIRY ACROSS EARLY CHILDHOOD CURRICULA (3) 3 semester hours

This course will develop definitions of and clear relationships between play and inquiry. After basic concepts in individual curriculum areas are proposed, students will describe and defend the contribution that play and inquiry should make to the young child's learning across curriculum areas. Possible alterations of current educational programs will be suggested and assessed.

Prerequisite: Ed. 332 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 or 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 416: CURRICULA IN SCIENCE

3 semester hours

This course focuses on science curriculum projects and programs of elementary school (K-8) classroom. Topics encompass both textbook and non-textbook basic curricula. The course stresses the philosophical and psychological foundations and models for teaching the new curricula as well as workshop sessions with the materials in light of current recommendations and research data.

Prerequisite: Ed. 418.

EDUCATION 417: TEACHING THE PROCESSES AND CONCEPTS OF SCIENCE

3 semester hours

This course is involved with various models of teaching conceptual schemes and processes that have been developed in current science programs in the elementary school (K-8). A significant portion of the time will be spent by the student in the investigation of techniques for teaching processes and concepts. Relevant research in the area will be investigated.

Prerequisite: Ed. 416 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 course is a supervised internship in which participants are assigned as teachers in an urban school district. Participants are supervised cooperatively by the coordinator of urban education and, when appropriate, a subject-matter specialist. Normally the duration of the internship is one semester and the experience is evaluated on a Satisfactory/Unsatisfactory basis.

Prerequisite: Ed. 410-411 or permission of 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 chair.

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: the student must meet the minimum academic requirements for certification in the discipline, or have consent of the department chair.

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: the student must meet the minimum academic requirements for certification in the discipline, or have consent of the department chair.

EDUCATION 430: INTERNSHIP IN TEACHING MATHEMATICS AT THE JUNIOR COLLEGE

3 semester hours

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 431: MODELS OF INSTRUCTION *3 semester hours*
The chief emphasis of the course is placed on an examination of a variety of theory-based models of teaching. The purpose, structural elements, process of application and evaluation of results will also be stressed. Consideration will be given to the ways in which these models have been effectively combined and adapted for various instructional purposes.

EDUCATION 432: CONCEPTS IN INSTRUCTIONAL DESIGN *3 semester hours*
The concentration of this course is on the development of the skills necessary for instructional design and evaluation processes. Consideration will be given to the selection of instructional materials, development of lesson strategies and implementation of instruction. The students will design, develop and evaluate an instructional product of their own choice.

Prerequisite: Ed. 431 or consent of instructor.

EDUCATION 433: ADULT BASIC EDUCATION *3 semester hours*
A basic course on the teaching of adults whose educational level 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 subgroups 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 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: the student must meet the minimum academic requirements for certification in the discipline, or have consent of the department chair.

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: the student must meet the minimum academic requirements for certification in the discipline, or have consent of the department chair.

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: the student must meet the minimum academic requirements for certification in the discipline, or have consent of the department chair.

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: the student must meet the minimum academic requirements for certification in the discipline, or have consent of the department chair.

EDUCATION 445: THE TEACHING OF WRITING 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 writing instruction and current research and practice in the teaching of writing appropriate to the middle and secondary school levels.

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 449: CURRENT ISSUES IN ENGLISH AS A SECOND LANGUAGE

3 semester hours
The purpose of this course is to explore the chief areas directly related to the nature, quality and the future of English as a second language programs. Students are expected to perform an in-depth study of one of the course topics.

EDUCATION 450: METHODS AND PRINCIPLES OF APPLIED LINGUISTICS IN THE CLASSROOM

3 semester hours
This course is based on current research in linguistics and includes the phonological, morphological, syntactic, semantic, dialectic and historical components of the English language. Students will develop an understanding of how language functions, and will apply this to classroom teaching at the elementary level. Traditional, structural and transformational grammars will be examined and their relative value in language arts instruction assessed.

EDUCATION 451: CURRICULUM DEVELOPMENT AND LANGUAGE THEORY IN ESL

3 semester hours
This course examines established and developing theories of learning English as a second language and offers practical experience in ESL curriculum development through the evaluation and analysis of existing ESL curricula. In addition, the language theory and curriculum components will be combined in the production of group projects in curriculum development by the course participants.

EDUCATION 452: CREATIVE DRAMA AND LITERATURE RESOURCES IN THE CLASSROOM

3 semester hours
This course will explore the experience of creative drama and literature as vital resources for a child's learning and understanding of reading, English and social studies. Through a variety of experiences, both dramatic and literary, a beginning will be made toward the development of instructional strategies and materials.

Prerequisite: Theatre 330 or Ed. 415.

EDUCATION 453: DIAGNOSTIC TECHNIQUES IN ELEMENTARY SCHOOL MATHEMATICS

3 semester hours
This course examines principles and approaches of diagnosis of mathematics strengths and weaknesses at the elementary level. Activities in administration and interpretation of commercial, individual and group diagnostic instruments are provided. Diagnostic tests are constructed, administered and evaluated for both clinical and large group use. In addition, current research validating diagnostic techniques will also be examined.

Prerequisite: Ed. 404 or consent of instructor.

EDUCATION 454: TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS

3 semester hours
Emphasis is placed upon teaching strategies which are useful in introducing, developing and providing practice for mathematical topics with elementary school students. Special consideration shall be given to those teaching strategies and guidelines which are appropriate for instruction as a follow-up to a thorough diagnosis of students' strengths and weaknesses. Both remediation and enrichment activities will be stressed.

Prerequisite: Ed. 453.

EDUCATION 455: PRACTICUM IN DIAGNOSTIC TECHNIQUES AND TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS

6 semester hours

This practicum course offered during summer session includes lectures, demonstrations and clinical activities designed to reinforce theory and develop skills in both the diagnosis and prescriptive treatment of elementary mathematics.

Prerequisite: Ed. 454.

EDUCATION 456-457: INTERNSHIP IN DIAGNOSTIC TECHNIQUES AND TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS

6 semester hours

This internship, conducted during an entire school year, includes lectures, demonstrations with clinical activities in the participant's home school. The clinical experiences are designed to reinforce theory and develop skills in both the diagnosis and prescriptive treatment of elementary school mathematics.

Prerequisite: Ed. 454.

EDUCATION 458: DEVELOPING COMPOSITION AND CREATIVE WRITING SKILLS IN THE ELEMENTARY SCHOOL

3 semester hours

This course will focus on the nature of composition including areas of narration, exposition, description and persuasion. Particular emphasis will be placed on evaluation and motivation of children's writing. The processes involved in creative writing will be examined in depth.

Prerequisite: Ed. 408.

EDUCATION 460: SEMINAR IN EDUCATION

3 semester hours

The topics vary.

EDUCATION 461: SEMINAR IN EDUCATION: DESIGNING AND DIRECTING PRESCHOOL AND DAY CARE PROGRAMS

3 semester hours

This seminar offers an analysis of quality day care and preschool programs based upon specific rationales and of the necessary administrative functions to maintain, improve and extend these programs. Topics include organization of day care and preschool programs, curriculum development, staff training and supervision, budgeting, parental and community involvement as well as the coordination of special services to children and their families. A study of relevant research and exemplary programs will be utilized as a basis for decision making.

Prerequisite: Ed. 406.

EDUCATION 462: SEMINAR IN EARLY CHILDHOOD EDUCATION: CONTEMPORARY PROBLEMS

3 semester hours

This seminar enables students to gain increased professional knowledge and competencies in finding, assessing, applying and presenting data related to selected major topics in the field of early childhood education. Through the creation and defense of a major paper, students will have the opportunity to improve their abilities to communicate more effectively both verbally and in writing.

Prerequisite: Ed. 406.

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 488: DIAGNOSIS OF READING DIFFICULTIES

3 semester hours

This course includes lectures, demonstration and experiences designed to introduce theory and develop skill in the diagnosis of reading difficulties. It is intended only for students seeking certification as reading specialist. Credit cannot be granted if Ed. 436 has been completed successfully.

Prerequisite: Ed. 401 or 414.

EDUCATION 486: TREATMENT OF READING DIFFICULTIES

3 semester hours

This course includes lectures, demonstrations and simulated experiences designed to familiarize the student with current theories, practices and materials used for reading remediation.

Prerequisite: Ed. 485.

EDUCATION 505: ELEMENTARY SCHOOL CURRICULUM

3 semester hours

Significant trends in the development of American society, current emphasis 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 an 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 chair.

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 inter-

pretation 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 chair.

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 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. 311 or 434, 485, 486, 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 Education 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: M.Ed. in reading and/or 18 semester hours in graduate-level reading courses.

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, Admin. 502 and Psych. 440.

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.

EDUCATION 562: SEMINAR IN EDUCATION: REVIEW OF RESEARCH 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, 485 and 486, 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.

EDUCATION 591-594: DIRECTED RESEARCH

1-4 semester hours

Students will initiate a formal inquiry into an area of concern associated with their present professional responsibility, under the direction of a member of the department faculty.

The course is open only to students enrolled in the M.Ed. program in secondary education or the educational specialist programs. A maximum of four credits may be earned in the sequence Education 591-594.

*Prerequisite: approval of department chair.***ENGLISH***(Department of English)***ENGLISH 010: BASIC WRITING SKILLS**

2 semester hours*

This intensive writing course is designed to help the beginning writer develop basic skills in English language usage and composition. The student will work each week for two hours in class on writing assignments and for two hours at the Writing Center on grammar and language usage. Working in a small group as well as individually with the instructor, the student will (1) learn the principles and practices of spelling, grammar and punctuation, (2) organize effective sentences and paragraphs, (3) study and practice the methods of writing clear, effective short essays. Enrollment is limited to 10 students.

This is a performance-based course. When a student has satisfied all the course requirements, the course will have been completed and a grade of Satisfactory will be assigned. This course is required of some students to complete the college writing requirement.

*This credit does not apply to the 118-122 hour graduation requirement; it will, however, be recorded on the student's college record.

ENGLISH 011: WRITING ENGLISH AS A SECOND**LANGUAGE**

2 semester hours

This is an intensive course in English language usage and composition for foreign students and other non-native speakers of English who need the practice of expressing themselves in English through writing. Students will work each week in class for two hours and in the Writing Center for an additional two hours on assignments in English language usage and composition. Enrollment is limited to 10 students. This course is required of some students to complete the college writing requirement.

ENGLISH 109: INTRODUCTORY COMPOSITION

4 semester hours

This course will focus on a review of grammar and mechanics, on basic units of composition (the sentence and the paragraph), and on the organization of these parts into the whole essay. To complete these steps in the writing process, the student will practice such methods of paragraph development as exemplification, comparison and contrast, cause and effect. Special emphasis will be placed on organization, logical development and precise diction.

Required of some students to complete the college writing requirement.

ENGLISH 110: APPROACHES TO WRITING

4 semester hours

This course will consider the step-by-step process of writing: analyzing the writing assignment, searching for an idea for the essay, gathering information, writing, and rewriting the essay. Essays will be adapted to various purposes, will be developed by particular rhetorical methods, and will be directed to diverse audiences. This course is required of some students to complete the college writing requirement.

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 a series of autobiographical studies.

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 forms 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 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 significant themes in 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

The 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

3 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 230: BUSINESS AND TECHNICAL WRITING

3 semester hours

This course provides the student with extensive practice in the various forms of applied writing appropriate to business and industry. Writing assignments include reports, proposals, memoranda and letters. Students also receive instruction in the methods of bibliography appropriate to technical writing and research.

Prerequisite: completed writing competency requirement or permission of department chair.

ENGLISH 231: EXPOSITORY WRITING

3 semester hours

The course is a study of the principles of rhetoric and style on a more mature level than that of English 110 or its equivalent 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. The process and techniques of writing a research paper will also be considered.

Prerequisite: English 110 or consent of department chair.

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 1835**

3 semester hours

This course concentrates on the proto-literary attitudes and themes of the colonial and Republican era. Among the figures considered are Taylor, Franklin, Cooper, Irving and Poe.

ENGLISH 302: AMERICAN LITERATURE FROM**1835 TO 1865**

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 1865 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 321: MODERN POETRY

3 semester hours

This course examines major contributions and movements in British and 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 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 328: AMERICAN FICTION: 1914-1945

3 semester hours

This course is a study of significant American fiction from 1914 to 1945.

ENGLISH 329: AMERICAN FICTION: 1945 TO THE PRESENT

3 semester hours

This course studies significant American fiction from 1945 to the present.

ENGLISH 332: HISTORY OF THE ENGLISH LANGUAGE

3 semester hours

This course examines the external and internal history of the English language. The political and social factors that influenced the development of the language will be investigated. Students will analyze the phonological, morphological and syntactic changes that affected the growth and structure of Old, Middle, and Modern English.

ENGLISH 333: MODERN ENGLISH GRAMMAR

3 semester hours

This course uses the theories and techniques of modern linguistics to analyze the structure of contemporary English. Phonology, morphology and syntax will be examined in a generative-transformational framework. Students will be expected to become familiar with both the concepts and the application of linguistic analysis.

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 chair.

ENGLISH 338: PHONOLOGY

3 semester hours

This course will introduce students to the theories of phonetic and phonemic analysis. The phonetic alphabet and its modified forms will be studied as will the more recent approach to distinctive feature analysis. The universals in language sound systems will be explored as well as the specific differences in the phonological

rules of specific language groups such as Germanic languages and Romance languages. Students will also examine the variations in American English that constitute geographical and social dialects.

ENGLISH 339: ENGLISH DIALECTS AND USAGE *3 semester hours*
This course will investigate the varieties of contemporary American English. The rules of standard English will be examined as they are appropriate to different social situations. Students will explore geographical and social dialects as well as the different standards of the spoken and written language.

ENGLISH 340: OLD ENGLISH *3 semester hours*
The phonology, vocabulary and syntax of Old English from about 700 to 1150 will be examined in this course. Students will read selections in the original language from the poetry and prose of the period such as *Apollonius of Tyre*, *The Voyage of Othello* and *Walden*, *Beowulf* and *The Battle of Brunanburh*.

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 the major histories and comedies.

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 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 the prose of Sir Philip Sidney.

ENGLISH 351: ENGLISH LITERATURE FROM 1603 TO 1660 *3 semester hours*
The chief emphasis of the course is placed on the two major poetic schools of the period: John Donne and the Metaphysicals, and Robert Herrick and the Cavalier lyricists. Some attention is also given to the early verse of Milton and to the miscellaneous prose works of such writers as Richard Burton, Sir Thomas Browne and Francis Bacon.

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 DeQuincy.

ENGLISH 355: 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. Some attention is also given to Victorian fiction.

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, Caryl, Goldsmith and Sheridan. Considerable attention is 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, in-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 English 361, this course focuses on a limited topic changing from semester to semester. Semester I topics will be drawn from the beginnings of English literature to 1660. Semester II topics will be drawn from 1660 to the present. The class is limited to 15 students.
This course may be taken twice.
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 the department chair. Request to participate in a reading course should be made in writing to the department chair 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 chair and department 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 English 390 may be more fully realized by an additional semester's work. The decision to enroll in this course must be made by the student in consultation with the tutor and the department chair before the end of the 10th week of the semester in which English 390 is taken.

ENGLISH 501: TRAGEDY 3 semester hours
Through an analysis of works selected from periods when the genre flourished, this course examines the role and function of tragedy and its importance in literary history. Considerable attention is given to the critical approaches which define changes in the tragic form and to the decline of tragedy in the modern era.

Prerequisite: consent of instructor or department chair.

ENGLISH 502: COMEDY 3 semester hours
This course, like English 501, focuses primarily on dramatic literature, attempts to define the theory and practice of comedy through an intensive study of selected works from Aristophanes through the absurdists. 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 chair.

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 chair.

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 chair.

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 chair.

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 chair.

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 chair.

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 chair.

ENGLISH 514: STUDIES IN VICTORIAN LITERATURE 3 semester hours
By choosing various topics and approaches and by stressing in-depth of study of primary materials, this course evaluates some of the important characteristics and accomplishments of significant Victorian figures.

Prerequisite: consent of instructor or department chair.

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 chair.

ENGLISH 516: STUDIES IN AMERICAN LITERATURE TO 1900 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 chair.

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 chair.

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 chair.

ENGLISH 563: SEMINAR IN LITERATURE 3 semester hours
The seminar examines in depth a topic which changes from year to year. The topic may be drawn from either English or American literature or from inter-literary, inter-disciplinary or comparative studies. This course may be taken for credit twice.

Prerequisite: will vary according to the topic. Permission of instructor or department chair is required.

ENGLISH 573: 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 registering for the course, the student shall, with the help of the 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 English 590.

FILM STUDIES

These courses are offered alternately by the Departments of Art, Communications and Theater and English. All of these courses are arts and sciences courses.

FILM STUDIES 220: HISTORY OF FILM I 4 semester hours

This course surveys the history of film from its beginning in the early twentieth century until the start of World War II. The major silent and sound films of America, England, France, Germany and Russia will be studied.

Prerequisite: Comm. 241 or Eng. 116 or the consent of instructor.

FILM STUDIES 221: HISTORY OF FILM II 4 semester hours

This course surveys the history of film from the beginnings of World War II until the present. The major films of America, Asia, England and Europe will be studied.

Prerequisite: Comm. 241 or Eng. 116 or the consent of instructor.

FILM STUDIES 350: TOPICS IN THE STUDY OF FILM 4 semester hours

Topics will vary from semester to semester and may be repeated with a change in content.

Prerequisite: Comm. 241 or Eng. 116 or the consent of instructor.

FOUNDATIONS OF EDUCATION

(Department of Philosophy and Foundations of Education)

The arts and sciences courses in foundations are 200 and 250. No other courses are arts and sciences courses.

FOUNDATIONS OF EDUCATION 200: INTRODUCTION TO AMERICAN EDUCATION 3 semester hours

This course is 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.

Graduate students 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.

Graduate students enrolled in the M.A.T.-C. program may take this course in lieu of Foundations of Education 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 and bilingualism on American education.

Graduate students enrolled in the M.A.T.-C. program may take this course in lieu of Foundations of Education 300.

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.

Graduate students enrolled in the M.A.T.-C. program may take this course in lieu of Foundations of Education 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 relation 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 443: 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 445: 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 114 or 115, or its equivalent.

FRENCH 101: ELEMENTARY FRENCH I

4 semester hours

Dialogs, questioning, drills, readings, simple compositions and language analysis, in class and in the language laboratory, are the usual procedures in this course, whose two basic goals are: to develop in the student the ability to understand and speak French and to read and write in that language; and to gain an understanding of French life and character. This course is normally not open for college credit to students who have offered admissions credit in this language.

See French 110.

FRENCH 102: ELEMENTARY FRENCH II

4 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 chair.

• FRENCH 110: REVIEW OF BASIC FRENCH

4 semester hours

This is a concentrated one-semester course for the student who wishes to continue the study of language begun 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 101 or 102.

Prerequisite: two years of secondary school French or approval of the department chair.

• 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 102 or 110; three years of secondary school French or have achieved a score of 500-549 on the CEB Achievement Test in French.

• **FRENCH 114: READINGS IN INTERMEDIATE FRENCH** 4 semester hours
Emphasis is placed on the development of the reading skill and of an appreciation of literature, selected from various periods and genres, for its interest as a reflection of the heritage of the French people. The development of the oral skill is continued, and some attention is given to written practice.

Prerequisite: achievement through the French 113 level or the equivalent, or permission of the department chair.

• **FRENCH 115: INTERMEDIATE ORAL FRENCH** 4 semester hours
The development of oral proficiency is stressed while giving some attention to retaining written skills previously acquired. Selected periodicals, language manuals and laboratory tapes will serve as basic materials for accomplishing assignments related to vocabulary building, correct and idiomatic diction and oral presentations.

Prerequisite: achievement through the French 113 level or the equivalent, or permission of the department chair.

FRENCH 201: CONVERSATION AND COMPOSITION 4 semester hours
This course emphasizes the use of correct spoken French on a more advanced level than is expected in the intermediate courses. Careful attention is given to the correction of pronunciation through practice in the language laboratory and elementary work in phonetics. Texts which stress French culture and civilization serve as the basis for oral and written expression.

Prerequisite: the equivalent of French 114 or 115, or permission of the department chair.

FRENCH 202: COMPOSITION AND CONVERSATION 4 semester hours
This course emphasizes writing skills in French through grammatical exercises, controlled composition, original themes and the stylistic analysis of literary texts. Class discussion of the written materials, in French, provide opportunity for oral practice.

Prerequisite: the equivalent of French 114 or 115, or permission of the department chair.

• **FRENCH 230: 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 1660, such as Malherbe, Corneille, Honore 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 (1660-1715). Representative authors included are Retz, La Rochefoucauld, Mme de LaFayette, Mme de Sévigné, Bossuet, LaFontaine, Boileau, Moliere 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 the 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 Encyclopedists.

FRENCH 306: ROMANTICISM 3 semester hours
The course deals with the emergence and development of French Romanticism in prose and poetry. Among the authors studied are Chateaubriand, Lamartine, Hugo, Musset, Vigny, 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 *tragic 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 Rhétores 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 philosophical thought.

FRENCH 320: 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 321: FRENCH CANADIAN LITERATURE 3 semester hours
This course studies the works of the authors written under the French Regime (1534-1760) and British rule (1760-1867) before concentrating on the lyrical Groupe de Québec, the post-romantic Ecole littéraire de Montréal, and contemporary literature, both fiction and non-fiction, of French Canada.

FRENCH 350: TOPICS IN FRENCH 3 semester hours
The course provides opportunity for studies of topical nature. Topics will vary and be announced from semester to semester.

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 chair.

See also Modern Languages and Literature.

FRENCH 401: ADVANCED CONVERSATION AND DICTION

3 semester 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 chair if the course content is not duplicated.

FRENCH 502: SHORT FICTION IN FRENCH

3 semester hours
The *conte, nouvelle* and *nouveau roman* 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 chair 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 chair 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 chair 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 chair 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 chair.

FRENCH 550: TOPICS IN FRENCH

3 semester hours
This provides opportunity for studies of topical nature. Topics will vary and be announced from semester to semester.

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 chair 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 chair if the content of the course is not duplicated.

Prerequisite: approval of the department chair.

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.

GENERAL STUDIES

All of the courses listed below are unrestricted arts and sciences courses.

GENERAL STUDIES 150: PLAN B COLLOQUIUM: CONTEMPORARY TOPICS AND PROBLEMS

4 semester hours
The Plan B Colloquium is a one semester 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 students take the Plan B colloquium in the first semester of the freshman year if they have passed the English screening examination. Those who fail the English screening examination are required to take English 010, English 109 or other designated English courses in the first semester. They enter General Studies 150 in the second semester.

Open only to students who elect Plan B and meet the general studies and English competency requirements.

GENERAL STUDIES 151, 152, 153, PLAN A COLLOQUIA

4 semester hours
The colloquia focus on the methodology, the underlying assumptions and process of learning appropriate to the acquisition and application of knowledge in a given area. Their 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 who elect Plan A and meet the English competency requirements.

GENERAL STUDIES 361, 362, 363: GENERAL STUDIES SEMINARS

4 semester hours
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 or to graduate students.

GEOGRAPHY

(Department of Anthropology and Geography)

• GEOGRAPHY 200: THE CHANGING ENVIRONMENT OF MAN

4 semester hours
The primary focus of this course is upon the complex interplay between man and his environment. The influence of physical and cultural environmental factors on the distribution of population, the effect of man on the environment and the total environmental complex are considered.

• **GEOGRAPHY 201: INTRODUCTION TO GEOGRAPHY** *3 semester hours*
Cultural and physical elements of geography are considered individually, in inter-relationship and as these elements are found in areal patterns of political, cultural and economic associations. The use and interpretation of maps is a major emphasis. Offered every semester.

GEOGRAPHY 301: REGIONAL GEOGRAPHY OF ANGL0-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

3 semester hours
An assessment of the potential of the major nations of this continent is made on the basis of physical and human resources. Emphasis of the course is on the four countries of China, India, Japan and the Soviet Union. Selected countries of Southeast and Southwest Asia are also discussed.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 303: GEOGRAPHY OF EUROPE

3 semester hours
This study of the main cultural and physical features of Europe as a whole serves as an introduction to a discussion of these factors in the life of each individual country. Nations of Scandinavia, the British Isles, the Low Countries, Central Europe and the Mediterranean are treated.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 304: GEOGRAPHY OF LATIN AMERICA

3 semester hours
The lands south of the United States are evaluated from the view of the physical and cultural setting; climates, landforms, resources, economics and population patterns are emphasized. The areas of South America, Middle America and Caribbean America are discussed, each in turn.

Prerequisite: Geo. 201 or consent of instructor.

GEOGRAPHY 305: GEOGRAPHY OF RHODE ISLAND

3 semester hours
Discussion centers on the geographic elements in the history and development of Rhode Island as well as their influence on the present and future patterns of growth in the state. The analysis will attempt to assess Rhode Island's place and problems as they exist in the New England, national and world scenes.

Prerequisite: 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 viewpoint. 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 318: 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 geographic 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 370: 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 the instructor's interests.

Prerequisite: approval of department chair.

GEOGRAPHY 380: WORKSHOP IN GEOGRAPHY

Selected topics are investigated in various formats. Credits and prerequisite vary.

GEOGRAPHY 390: DIRECTED STUDY IN GEOGRAPHY

1-4 semester hours
The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.

Prerequisite: students must have the consent of the department chair, their geography adviser and the instructor with whom they wish to work.

GEOGRAPHY 480: WORKSHOP IN GEOGRAPHY

Selected topics are investigated in various formats. Credits and prerequisite vary.

GERMAN

(Department of Modern Languages)

GERMAN 101: ELEMENTARY GERMAN I

4 semester hours
Dialogs, questioning, drills, readings, simple compositions and language analysis, in class and in the language laboratory, are the usual procedures in this course, whose two basic goals are: to develop in the student the ability to understand and speak German and to read and write in that language; and to gain an understanding of German life and character. This course is normally not open for college credit to students who have offered admissions credit in this language.

See German 110.

GERMAN 102: ELEMENTARY GERMAN II

This course is a continuation of German 101. 4 semester hours

Prerequisite: German 101 or one year of secondary school German or permission of the department chair.

GERMAN 110: REVIEW OF BASIC GERMAN

4 semester hours
A concentrated one semester course for the student who wishes to continue study of the language begun 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 101 or 102.

Prerequisite: two years of secondary school German or approval of the department chair.

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 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
Emphasis is placed on the development of the reading skill and of an appreciation of literature, selected from various periods and genres, for its interest as a reflection of the heritage of the German people. The development of the oral skill is continued, and some attention is given to written practice.

Prerequisite: achievement through the German 113 level or the equivalent, or permission of the department chair.

GERMAN 115: INTERMEDIATE ORAL GERMAN

4 semester hours
The development of oral proficiency is stressed while giving some attention to retaining written skills previously acquired. Selected periodicals, language manuals and laboratory tapes will serve as basic materials for accomplishing assignments related to vocabulary building, correct and idiomatic diction and oral presentations.

Prerequisite: achievement through the German 113 level or the equivalent, or permission of the department chair.

GREEK

(Department of Modern Languages)

GREEK 101: ELEMENTARY ANCIENT GREEK I

3 semester hours
Through the study of the grammar and syntax of ancient Greek and through readings and exercises based on Greek authors, the student is introduced to the spirit and culture of the classical Greek world and gains appreciation of its contribution to Western civilization.

GREEK 102: ELEMENTARY ANCIENT GREEK II

This course is a continuation of Greek 101. 3 semester hours

Prerequisite: equivalent of Greek 101.

HEALTH

None of the courses offered by this department are arts and sciences 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, the 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 of 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)

Name of the courses offered by this department are arts and sciences courses.

HEALTH EDUCATION 200: FIRST AID AND SAFETY 3 semester hours

This course is designed to enable participants to qualify as Red Cross instructors in basic first aid, multimedia, standard first aid and personal safety. In addition, safety in aquatics as it applies to first aid will be covered in depth both in theory and practice.

HEALTH EDUCATION 201: 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 202: 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.

HEALTH EDUCATION 401: CONTEMPORARY DESIGNS OF HEALTH EDUCATION PROGRAM 3 semester hours

This course considers the development of contemporary health education program with regard to individual or social needs. The tasks of administering, supervising and evaluating the total health program are covered as they relate to the enhancement of eventual student outcomes.

HEALTH EDUCATION 402: FOUNDATIONS OF HEALTH SCIENCE 3 semester hours

For graduate students deficient in background areas in the health science discipline, this course presents general content that comprises the scope of health education. Information that provides motivation for intelligent self-direction in the critical areas of health is emphasized.

Prerequisite: consent of advisor.

HEALTH EDUCATION 462: SEMINAR IN

HEALTH EDUCATION 3 semester hours

Open only to students in the graduate program in health education, the seminar surveys selected topics connected with contemporary issues and recent research in the various areas of health programs. A problem solving approach is utilized through situational identification, reports of student research and consultation with experts in allied health fields aimed at making recommendations for action.

HISTORY

(Department of History)

• HISTORY 101: ISSUES AND APPROACHES TO ANCIENT HISTORY 4 semester hours

In this course, the student analyzes several significant issues and themes in the ancient world and examines the major interpretive 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 interpretive 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 interpretive 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 interpretive 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 NEAR EASTERN HISTORY 4 semester hours

The student analyzes significant political and cultural issues in Moslem history and examines some of the major interpretive 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 interpretive approaches to the understanding of them. The course provides a perspective on the contemporary development of Hispanic civilization.

HISTORY 200: THE NATURE OF HISTORICAL INQUIRY 3 semester hours

This course introduces the student to the principal concerns of historical investigation. Emphasis will be placed upon the tools of historical inquiry, the nature of sources, the extraction and evaluation of evidence, the role of individual judgment and the conceptual framework of historical interpretation. History 200 is normally the first course in the history major and minor.

HISTORY 201-202: UNITED STATES HISTORY 3 or 6 semester hours

The first semester deals with the development of the United States from its colonial origins through the Civil War and Reconstruction. The area of study in the second semester is the emergence of modern America from the rise of industrialization to the present. (This course is 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. (This course is designed for non-history majors and for students who desire a general background in ancient history.)

HISTORY 222: 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. (This course is 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. (This course is 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, 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 century 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 History 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 the basic civilization as found in Korea and Japan and some parts of Southeast Asia. Fundamental social, economic, political, literary and artistic themes will be dealt with, especially in light of their influences on modern Asia. (This is the first course in the

East Asia sequence and is taken prior to History 311 or 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 1600 to the present, particularly the social and political changes. Emphasis is placed on a survey of the major events which have altered the traditional course of Asian development.

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 Germany and Italy, the political institutions of the European nations, 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 students a deeper understanding of their 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 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 History 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 conflict, 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, inter-group 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 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 credit in economics. Students cannot receive credit for both History 348 and Economics 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 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.

HISTORY 353: 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 355: RHODE ISLAND HISTORY

3 semester hours

A survey, this course stresses colonial origins and distinctive characteristics, the part played in the Revolutionary period and the problems of industrial growth and social change during the national period.

HISTORY 356: STUDIES IN BLACK HISTORY

3 semester hours

This course deals with selected topics in Black history in the United States such as the African background of Black Americans, the origin and development of slavery, the abolitionist and protest movements, legislative and judicial efforts to achieve racial equality, and the contributions of Black Americans to the development of modern society. Alternatively, the course may deal with topics in Black history in other geographic areas such as Latin America. (This course may be repeated when the content is different.)

HISTORY 356: COLONIAL LATIN AMERICA

3 semester hours

In the period from 1492 to the eve of independence, special stress is given to Spanish colonization and institutions, to colonial rivalry with France and England and to inner conflicts within the settled areas. Attention is paid to the Indian heritage and to the work of the Portuguese in Brazil.

HISTORY 359: MODERN LATIN AMERICA

3 semester hours

This course underscores the process of achieving independence together with the political, economic and social evolution of the Spanish-speaking republics, Brazil and the Caribbean area in the light of emerging contemporary needs for collective security in the Western hemisphere.

HISTORY 361: SEMINAR IN HISTORY

3 semester hours

This course builds upon the students' experience in History 200. Emphasis will be placed on issues in historiography, the identification and definition of historical problems, the researching and writing 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.

HISTORY 371: READING COURSE IN HISTORY

3 semester hours

Independent study under the careful guidance of an historian is the goal of a reading course. Materials are selected on the basis of student's and instructor's interests.

Prerequisite: restricted to undergraduate seniors who have had suitable course work and who have the consent of an instructor and the department chair. Request to participate in a reading course should be made in writing to department chair by December 1 for spring semester and by April 1 for fall semester.

HISTORY 390: DIRECTED STUDY

4 semester hours

Concentrated research under the supervision of a faculty adviser for honors candidates in the first semester of the senior year.

Prerequisite: admission to the honors program.

HISTORY 391: DIRECTED STUDY

4 semester hours

Completion of research on the honors paper in the second semester of the senior year. Honors candidates will prepare a final draft of the honors essay and submit it to the department for acceptance.

Prerequisite: satisfactory completion of Hist. 390.

HISTORY 401: SPECIAL TOPICS IN HISTORY

3 semester hours

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 chair.

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 chair and graduate adviser.

HISTORY 511: GRADUATE HISTORY COLLOQUIUM

3 semester hours

The colloquium introduces the Master of Arts candidates to the bibliography of the chosen areas 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 chair 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 developments, significant contrast or unique contribution in a topic such as English and American Puritanisms; the American, French and Russian Revolutions; ancient and modern slavery; caste and class in East and West.

Prerequisite: consent of department chair 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 chair. Request to participate in a reading course should be made in writing to department chair 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.

INDUSTRIAL ARTS

(Department of Industrial Education)

Industrial technology courses are arts and sciences courses. None of the other courses offered by this department are arts and sciences courses.

INDUSTRIAL ARTS 101: TECHNICAL DRAWING

1(3) 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

1(3) 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

1(3) 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 111: CRAFTS

1(3) 3 semester hours

An introduction to a number of art, gold and industrial crafts. Laboratory work in jewelry — designing, shaping, casting, plating and etching, copper enameling, silk screening, leather, candleery and the application of plastics in crafted items.

INDUSTRIAL ARTS 121: SYNTHETIC MATERIALS TECHNOLOGY

1(3) 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

1(3) 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 semester hours

An 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) 1 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. 126.

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: GRAPHIC ARTS TECHNOLOGY

(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

3 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 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 ARTS 341: PHOTO OFFSET

(6) 3 semester hours

This course includes a study of those industries utilizing photo offset with emphasis on camera work, stripping, plate making and presswork. Photographic conversion of line and halftone copy, photo-screen stencils and finishing procedures will also be included.

Prerequisite: I.A. 232 or permission of instructor.

INDUSTRIAL ARTS 342: PHOTOGRAPHIC REPRODUCTION

(6) 3 semester hours

This course includes a study of photographic concepts, processes and techniques utilized in graphic arts reproduction. Laboratory experiences will include processing, black-and-white negative prints, contact printing techniques, continuous tone enlarging, print matting, finishing and presentation. Additional emphasis will be placed on understanding photographic chemicals and emulsions, as well as on assignments in advanced photographic techniques such as posterization, bus-relief, tone-line separation, solarization, etc.

Prerequisite: I.A. 232 or permission of instructor.

INDUSTRIAL EDUCATION

(Department of Industrial Education)

INDUSTRIAL EDUCATION 410: ANALYSIS AND IMPLEMENTATION OF OBJECTIVES FOR INDUSTRIAL EDUCATION

3 semester hours

An analysis will be made of program and course objectives in the area of industrial education. Instructional objectives for individualized instruction, mini-units and performance-based education will be developed and implemented.

Prerequisite: certification in industrial arts or vocational education or permission of department chair.

INDUSTRIAL EDUCATION 420: CURRICULUM MODELS IN INDUSTRIAL ARTS EDUCATION

3 semester hours

A study will be made of new curriculum models utilized in industrial arts programs at the national level. Career education and prevocational curriculum thrusts will be identified and analyzed for implementation in industrial arts programs.

Prerequisite: certification in industrial arts or permission of department chair.

INDUSTRIAL EDUCATION 430: OCCUPATIONAL PROJECTIONS IN TRADE AND INDUSTRY

3 semester hours

A review of health, education and welfare cluster systems of occupations will be made. Current trends in selected industries and the resultant effects of technological changes will be investigated for implementation in trade and vocational training.

Prerequisite: certification in vocational-industrial education or permission of department chair.

INDUSTRIAL EDUCATION 440: NEW PRODUCT AND PROCESSING DEVELOPMENTS IN INDUSTRY

3 semester hours

An investigation will be made into the most recent product and process developments in tools, machinery, static equipment, power and energy systems. The focus of this research will be implementation of the findings in the curriculum.

INDUSTRIAL EDUCATION 445: TECHNOCRACY AND THE FUTURE OF MAN

3 semester hours

This course will involve a review of the literature dealing with futuristic trends and projections for our industrial-technological society and their implications on future programs in industrial education.

INDUSTRIAL EDUCATION 488: LEARNING STRATEGIES IN ALTERNATE INDUSTRIAL SITES

3 semester hours
New technological developments related to industry and labor will be identified through 1) job-related educational experiences, 2) industry-sponsored training programs or 3) trade union or trade/technical school training programs.

INDUSTRIAL EDUCATION 460: SEMINAR ON INDUSTRIAL EDUCATION RESEARCH

3 semester hours
This seminar is designed for the identification and evaluation of research procedures and findings in the field of industrial education. Planning and introducing (initiating) a field project is required.

Prerequisite: completion of at least four courses in the concentration and permission of department chair.

INDUSTRIAL EDUCATION 480: WORKSHOP IN INDUSTRIAL EDUCATION

3-6 semester hours
Under varied topics, the course(s) address(es) new areas in the field. These topics are regularly developed and offered by the department for special up-dating and to meet in-service demands. A maximum of two workshop experiences of this special nature will be allowed toward the degree requirements.

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 adviser's consent a maximum of three times. Credits may vary.

Prerequisite: permission of department chair or instructor.

INDUSTRIAL TECHNOLOGY

(Department of Industrial Technology)

None of the courses offered by this department are arts and sciences courses.

INDUSTRIAL TECHNOLOGY 300: DESIGN ANALYSIS

3 semester hours
A classroom and laboratory study of the design analysis concepts used in industry from product development to manufacturing and cost considerations and marketing.

Prerequisite: I.A. 101, 105 and 109.

INDUSTRIAL TECHNOLOGY 305: PRODUCTION CONTROL AND MANAGEMENT

3 semester hours
Analysis of the production processes, including time study of production stations and training needs for production, and a study of working regulations regarding physical exertion, safety and liability. Field trips will be employed to assess actual practices.

Prerequisite: I.A. 101, 109 and 121.

INDUSTRIAL TECHNOLOGY 310: PLANT SUPERVISION AND MANAGEMENT

3 semester hours
An investigation of plant organization of personnel, their responsibilities and duties. A study of accepted and preferred supervisory attitudes and policies in regard to improving and/or correcting particular personnel situations and minority and equal opportunity hiring considerations.

Prerequisite: I.T. 120.

INDUSTRIAL TECHNOLOGY 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 TECHNOLOGY 325: INDUSTRIAL PROCESSING

6(3) semester hours
A study of the American industries from the procurement, development and processing of materials; to the fabrication and finishing of consumer products; to the delivery of the products to the market.

INDUSTRIAL TECHNOLOGY 330: INDUSTRIAL TECHNOLOGY ANALYSIS

6(3) semester hours
Research and testing principles are employed in the 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.

INSTRUCTIONAL TECHNOLOGY

(Department of Instructional Technology)

INSTRUCTIONAL TECHNOLOGY 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 utilization. In addition to non-projected materials of all types, projected materials, instructional television, multiple listening recording devices and other audio aids are covered. Selected experiences in the preparation of teaching materials are included. Two-hour lecture; two-hour laboratory per week.

INSTRUCTIONAL TECHNOLOGY 422: 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: 12 semester hours in instructional technology.

INSTRUCTIONAL TECHNOLOGY 430: VISUAL COMMUNICATION TECHNIQUES

3 semester hours
This course is designed to acquaint the classroom teacher with successful classroom visual communication projects and production techniques. Participants will get experience conducting visual communication projects in class and with their own students.

Prerequisite: Inst. Tech. 304.

INSTRUCTIONAL TECHNOLOGY 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 audiovisual specialist in the process of curriculum development.

INSTRUCTIONAL TECHNOLOGY 436: THEORY AND DESIGN OF SELF-INSTRUCTIONAL MODULES

3 semester hours
Emphasizing the combination of audiovisual technology with programming theory in design, preparation, use and evaluation of self-instructional modules, this course includes the development of a self-instructional module by each student.

Prerequisite: Inst. Tech. 304.

INSTRUCTIONAL TECHNOLOGY 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. Television utilization and program selection is discussed at length with reference to closed-circuit. Opportunity is given for actual experience in preparing and presenting a television lesson using portable TV equipment.

INSTRUCTIONAL TECHNOLOGY 439: INTRODUCTION TO LIBRARY RESOURCES

3 semester hours

In this introduction to the field of librarianship, principles and practices of descriptive and subject cataloging and classification of print and non-print materials are discussed. Principles and policies employed in the acquisition, organization and circulation of materials are investigated.

INSTRUCTIONAL TECHNOLOGY 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 8 mm sound motion picture production. No technical background is required.

*Prerequisite: Inst. Tech. 304.***INSTRUCTIONAL TECHNOLOGY 450: MULTI-MEDIA APPROACH TO INSTRUCTION**

3 semester hours

This course includes the design, analysis, preparation and evaluation of multi-media presentations. The student will prepare presentations using a variety of media and will explore the application of these techniques to the curriculum.

*Prerequisite: Inst. Tech. 440.***INSTRUCTIONAL TECHNOLOGY 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.

*Prerequisite: six credits in instructional technology.***INSTRUCTIONAL TECHNOLOGY 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: six credits in instructional technology.***INSTRUCTIONAL TECHNOLOGY 526: THEORY OF COMMUNICATION AND MESSAGE DESIGN**

3 semester hours

This course investigates the implications of theory and research in communications on message design.

*Prerequisite: six credits in instructional technology.***INSTRUCTIONAL TECHNOLOGY 537: INSTRUCTIONAL DESIGN UTILIZING TELEVISION**

3 semester hours

This course develops sound principles for the development of television production facilities within the school. Production includes the use of the two camera system, normal studio equipment and set design.

*Prerequisite: Inst. Tech. 437.***INSTRUCTIONAL TECHNOLOGY 539: THE SCHOOL LIBRARY**

3 semester hours

This course examines the school library as an Instructional Resource Center and an integral part of the total school environment.

*Prerequisite: Inst. Tech. 439.***INSTRUCTIONAL TECHNOLOGY 541: PHOTOGRAPHY**

3 semester hours

This course will involve the student in techniques associated with still color photography. Copy techniques, time exposures, wide angle procedures, standard lens use and the specialized areas of telephotography will be considered. Strong emphasis will be given to techniques of storyboarding, and the setting of instructional objectives for visual presentations. The need for retakes, the uses of night photography and areas of macro and macro photography will also be covered. Students will consider and discuss and work with composition as it affects instruction in specific subject areas.

*Prerequisite: Inst. Tech. 304 and consent of instructor.***INSTRUCTIONAL TECHNOLOGY 542: CINEMATOGRAPHY**

3 semester hours

This course covers the use of 8 mm cinefilm in instruction. The planning of instructional motion pictures is the major emphasis. Techniques covered will include the storyboard and script, in-camera editing, lighting techniques, camera angles, scene setups, handling actors, directing, pacing and continuity, and scene/shot development. Timing and matched action techniques, simple animation, titling and instructional composition will also be considered. The mechanics of cinematography will be covered. Mechanics will include the use of editing and splicing equipment as well as tapel-synched sound. The combined use of 8mm photography and videotape will also be covered as well as special effects procedures and techniques.

*Prerequisite: Inst. Tech. 304 and consent of instructor.***INSTRUCTIONAL TECHNOLOGY 564: SEMINAR IN****INSTRUCTIONAL TECHNOLOGY**

3 semester hours

This is a conference course for students preparing a thesis in instructional technology.

*Prerequisite: open only to C.A.G.S. candidates.***ITALIAN***(Department of Modern Languages)***ITALIAN 101: ELEMENTARY ITALIAN I**

4 semester hours

Dialogues, questioning, drills, readings, simple compositions and language analysis, in class and in the language laboratory, are the usual procedures in this course, whose two basic goals are: to develop in the student the ability to understand and speak Italian and to read and write in that language; and to gain an understanding of Italian life and character. This course is normally not open for college credit to students who have offered admissions credit in this language.

See Italian 110.

ITALIAN 102: ELEMENTARY ITALIAN II

4 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 Chair.***ITALIAN 110: REVIEW OF BASIC ITALIAN**

4 semester hours

This is a concentrated one semester course for the student who wishes to continue study of the language begun 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 101 or 102.

*Prerequisite: two years of secondary school Italian or approval of the department chair.***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 fur-

ther 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 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
Emphasis is placed on the development of the reading skill and of an appreciation of literature, selected from various periods and genres, for its interest as a reflection of the heritage of the Italian people. The development of the oral skill is continued, and some attention is given to written practice.

Prerequisite: achievement through the Italian 113 level or the equivalent, or permission of the department chair.

ITALIAN 115: INTERMEDIATE ORAL ITALIAN 4 semester hours
The development of oral proficiency is stressed while giving some attention to retaining written skills previously acquired. Selected periodicals, language manuals and laboratory tapes will serve as basic materials for accomplishing assignments related to vocabulary building, correct and idiomatic diction and oral presentations.

Prerequisite: achievement through the Italian 113 level or the equivalent or permission of the department chair.

LABOR STUDIES

The college has approved the offering of topics courses and workshops in the area of labor studies. They will be offered as interest permits. For information inquire at the office of the dean of arts and sciences.

LATIN

(Department of Modern Languages)

LATIN 101: ELEMENTARY LATIN I 3 semester hours
Through the study of the grammar and syntax of classical Latin and through readings from Latin authors, the student is introduced to the spirit and culture of the classical Roman world and gains appreciation for its contribution to Western civilization.

LATIN 102: ELEMENTARY LATIN II 3 semester hours
This course is a continuation of Latin 101.

Prerequisite: equivalent of Latin 101.

LATIN 113: INTERMEDIATE LATIN 4 semester hours
Readings selected from authors from Cicero to the Goliards provide insight into the spectrum of Roman culture from the Republic to the Middle Ages.

Prerequisite: the equivalent of Latin 102, or two years of secondary school Latin.

LATIN 114: READINGS IN INTERMEDIATE LATIN. 4 semester hours
Through readings of a major author or authors, students examine the cultural and literary milieu of the ancient Roman world. Grammar is reviewed when necessary for accurate comprehension.

Prerequisite: Latin 113 or 3 years of secondary school Latin.

LATIN AMERICAN STUDIES

This course is an arts and sciences course.

LATIN AMERICAN STUDIES 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 coordinator of Latin American studies. Restricted to students in the interdepartmental concentration in Latin American studies.

MANAGEMENT

(Department of Economics and Management)

MANAGEMENT 225: FUNDAMENTALS OF ACCOUNTING AND BUDGETING 4 semester hours

This course constitutes an introduction to financial statements, including balance sheets, income statements and statement of changes in financial position. Major emphasis is on the managerial use of accounting data for planning and control. Topics stressed include cash budgeting, capital budgeting and control procedures. Students may not receive credit for both Management 225 and Management 230.

MANAGEMENT 230: ACCOUNTING I 3 semester hours
The topics covered in this course are the identification, measurement and reporting of the financial effects of economic events on enterprises. It also 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. Students may not receive credit for both Management 225 and Management 230.

MANAGEMENT 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: Mgmt. 230.

MANAGEMENT 250: TOPICS IN MANAGEMENT 3-4 semester hours
The topic of this course may change each semester and will focus on some important management issues. Appropriate principles will be examined and applied to the analysis of problems inherent in the issues.

MANAGEMENT 314: COST ACCOUNTING 3 semester hours
The main emphasis of this course will be to use various financial data and analysis as tools for management in the functions of planning, controlling and decision-making. Principles and methods studied will include joint and by-product costs, use of standard costs, job order costing, process costing and volume-profit analysis.

Prerequisite: Mgmt. 230 and 231.

MANAGEMENT 316: TAX ACCOUNTING 3 semester hours
This course provides a survey of Federal tax rules. It is designed to provide a basis for understanding the Internal Revenue Code as implemented by Treasury Department regulations. Emphasis will be placed on analysis of partnership and corporation tax laws and the related accounting principles.

Prerequisite: Mgmt. 230, 231 and 321.

MANAGEMENT 321: PRINCIPLES OF MANAGEMENT 3 semester hours
This course is designed to acquaint the management major with the totality of the scope of managerial decision making. The managerial functions of planning, staffing, directing and controlling will be introduced. The student will be introduced to the types of decision-making models encountered in later courses, and will be introduced to many of the managerial theories which have been developed over the years. Wherever possible, case studies will be employed in order to acquaint the student with the real-life decision making problems.

MANAGEMENT 326: 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.

MANAGEMENT 328: COMPENSATION ADMINISTRATION AND COLLECTIVE LABOR RELATIONS 3 semester hours
Primary emphasis in this course is on how a manager operates to maximize firm profits under the constraints of existing labor laws, practices and procedures, inclu-

ding the administration of labor contracts, negotiating and grievance procedures. Sound methods of calculating compensation at all administrative levels are studied, including classification systems, rate ranges, various methods of compensation and job evaluation schemes. Study is made of basic wage and salary compensation plans. In addition, other plans are examined such as commissions, pensions, profit-sharing, stock options, bonuses, and fringe benefits.

MANAGEMENT 331: 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.

MANAGEMENT 333: MARKET RESEARCH

3 semester hours

This course emphasizes the role of marketing information as the basis for decision making. It includes consideration of the cost and value of information, research design and instrumentation, data analysis and forecasting. Exercise in solving typical research problems confronting marketing managers will be included.

MANAGEMENT 336: 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.

Prerequisite: Ecn. 211, Mgmt. 230, 231, 321.

MANAGEMENT 338: INTERMEDIATE FINANCE

3 semester hours

In this course the various techniques used in Managerial Finance and Control (Mgmt. 336) will be examined in some detail. Included will be analysis of short-term working capital needs, cash budgeting procedures, major types of short-term loan arrangement and asset management. Long-term capital structure planning, capital budgeting, investment decisions, security underwriting, dividend policies, and mergers also will be covered. Substantial use will be made of the case study method.

Prerequisite: Mgmt. 336 and Math. 247.

MANAGEMENT 341: THE LEGAL ENVIRONMENT

3 semester hours

This course will provide a survey of the origins, framework and concepts of our legal system, as appropriate to management decisions. Major emphasis will be given to the contractual relations experienced in the management role.

MANAGEMENT 343: BUSINESS LAW

3 semester hours

This course is a survey of principles and philosophy necessary for understanding the legal concepts constraining operations of a business. Emphasis is placed on the acquisition of skills which enable the manager to foresee the legal problems arising from various circumstances. These skills involve analytical reasoning, recognizing legal consequences of various business decisions, and obtaining professional legal counsel. A review of both formal judicial procedures and informal/judicial process will be included.

MANAGEMENT 346: MANAGEMENT INFORMATION SYSTEMS

3 semester hours

This course covers the fundamentals of analysis, design and implementation of information systems for managerial decision making. Typical business systems will be covered, such as order entry, billing and inventory. Emphasis will be placed on the use of modern data processing equipment in these systems. Students will be taught to use one of the common computer languages. Three lecture hours.

Prerequisite: Mgmt. 230 and Comp. Sci. 210.

MANAGEMENT 348: OPERATIONS MANAGEMENT

3 semester hours

The course provides a survey of analytical and quantitative techniques relevant to managerial decision making. Techniques from the area of managerial economics, as well as production management, will be considered. Course coverage will include, but will not be limited to, the following: break-even analysis, inventory models, linear programming, queuing, simulation, facility planning, network analysis and methods analysis. Potentials and limitations of models and their appropriate application will be emphasized.

Prerequisite: Math. 177 and Mgmt. 321.

MANAGEMENT 351: DYNAMICS OF ORGANIZATION AND BEHAVIOR

3 semester hours

Through the study of old and new models of organizational structure, this course will investigate those traits of human behavior which, when combined in a variety of ways, produce a successful organization. An attempt will be made to show why some organizations are productive high morale organizations and some are not. The concepts of motivation, leadership and productivity will be investigated. The operations of small groups of people as well as large ones will be studied. The personalities of various organizations will be explored, by looking at the dynamic aspects of their structure and function. The case-study method may be utilized.

Prerequisite: Mgmt. 321.

MANAGEMENT 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 method 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: major status and completion of all required courses except Mgmt. 341.

MANAGEMENT 390: DIRECTED STUDY

3 semester hours

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. Applications must be submitted to the department chair by November or May of the preceding semester.

Prerequisite: approval of the department chair.

MATHEMATICS

(Department of Mathematics)

*Courses marked ** do not carry credit toward the major, minor, or the tracking 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.*

**MATHEMATICS 020: INTRODUCTORY ALGEBRA

2 semester hours

This introductory algebra course is designed to help students with little or no background in algebra. The content will include real numbers, polynomial operations, first and second degree equations and graphing. Students will spend two hours per week in formal instruction and two additional hours per week in the Mathematics Learning Center, where supplementary materials and tutorial help will be available. Grading in the course will be S or U.

**This credit may not be used to satisfy the 118-120 semester hour graduation requirement. It will, however, be recorded on the student's record and count toward full-time enrollment.*

****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 120: INTERMEDIATE ALGEBRA**

3 semester hours

This course is intended for students needing work in intermediate algebra skills, especially if they plan to take Mathematics 177, 209 or 247. Topics include: real numbers, absolute value, rational exponents, algebraic fractions, polynomial equations and inequalities, systems of equations and inequalities, and applications to various disciplines.

Prerequisite: Math. 0201 or equivalent knowledge and consent of instructor.

•MATHEMATICS 139: DEVELOPMENT OF NUMBER CONCEPTS**

4 semester hours

The student will participate in an examination of the operations of arithmetic, leading to a study of various algorithms and for use 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.

•MATHEMATICS 140: ELEMENTS OF 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.

This course is specially designed for students not majoring in mathematics.

•MATHEMATICS 141: MATHEMATICAL SYSTEMS**

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 curriculum.

Prerequisite: Math. 141 or consent of department chair.

•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 max-

ima 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 Math. 120 or permission of department chair.

****MATHEMATICS 181: APPLIED BASIC MATHEMATICS I**

(4) 3 semester hours

This course emphasizes the numerical and algebraic concepts and skills which are most important for beginning study of chemistry and other basic sciences. Included are approximate numbers, exponential notation, logarithms, functions, solutions of equations and systems of equations, and graphing. Mathematical aspects of applications are stressed throughout.

Students taking this course are required to have and use hand-held calculators in their work. Generally, there are two hours of lecture/recitation and two hours of laboratory/discussion per week.

Prerequisite: secondary school Algebra I or Math. 020.

****MATHEMATICS 182: APPLIED BASIC MATHEMATICS II**

(4) 3 semester hours

This course includes an introduction to descriptive statistics; selected topics in algebra including polynomial equations and inequalities, elementary functions, graphs and applications; and an introduction to trigonometry.

Students taking this course are required to have and use hand-held calculators in their work. Generally, there are two hours of lecture/recitation and two hours of laboratory/discussion per week.

A student who receives credit for Mathematics 209 cannot also receive credit for Mathematics 182.

Prerequisite: Math. 181 or consent of department chair.

MATHEMATICS 209: PRE-CALCULUS MATHEMATICS

4 semester hours

This course includes the study of logic, sets, the complex and real number systems, algebraic and non-algebraic functions and trigonometry. It is designed primarily for students intending to do further work in mathematics or the sciences.

Prerequisite: three units of college-preparatory mathematics or Math. 120 or Math. 142 or consent of department chair.

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. 209 or, with consent of department chair, Math. 182.

•MATHEMATICS 240: STATISTICAL METHODS**

(4) 3 semester hours

An introduction to basic statistics, this course includes measures of central tendency and variability, estimation and tests of significance, regression and correlation. Students will be exposed to, and learn to analyze critically, examples from a wide variety of disciplines. The general conditions under which tests can be legitimately used and the statistical interpretation of results will be stressed. In addition, a laboratory in which students use calculators will permit more detailed study of topics and problems related to the lecture.

Prerequisite: three units of college-preparatory mathematics or one college mathematics course or consent of department chair.

****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 the course for solution of problems with extensive data. Not open for credit for those who also receive credit for Mathematics 240.

Prerequisite: any computer science course.

***MATHEMATICS 246: COMPUTER-ASSISTED STATISTICS I** 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 chair.

****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 Mathematics 212. Students may not receive credit for both Mathematics 212 and 247.

Prerequisite: Math. 177, 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 chair.

***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 Mathematics 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 Mathematics 313 covers solid analytic geometry, partial differentiation, multiple integration, series and elementary vector analysis.

Prerequisite: Math. 313.

MATHEMATICS 315: 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.

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 algorithms 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. 313 and one computer course or consent of department chair.

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 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 Mathematics 330 and 331.

Prerequisite: Math. 209 or consent of department chair.

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 Mathematics 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. 315.

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 chair.

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 chair.

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 chair.

MATHEMATICS 426: PROJECTIVE GEOMETRY

3 semester hours

A study is made of the general projective transformation using the algebra of matrices and homogeneous coordinates applied to the collineations and correlations and developing the theory of conics. Invariant properties of various subgroups of the general projective transformation group are investigated.

Prerequisite: Math. 315.

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, basic Galois Theory, ring extension problems and ideals.

Prerequisite: Math. 315 and 333.

MATHEMATICS 441: MATHEMATICAL STATISTICS

3 semester hours

A continuation of Mathematics 341, this course includes discussion of sampling distributions, theory and techniques of estimation and hypothesis testing, regression and correlation.

Prerequisite: Math. 341.

MATHEMATICS 400: 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 chair.

MATHEMATICS 516: THEORY OF FUNCTIONS OF REAL VARIABLES

3 semester hours

A continuation of Mathematics 412, the course topics include sequences of functions, functions of several variables and an introduction to Lebesgue measure.

Prerequisite: Math. 412.

MATHEMATICS 518: THEORY OF FUNCTIONS OF COMPLEX VARIABLES

3 semester hours

This course is a continuation of Mathematics 415 in the development of the theory underlying functions of complex variables, including Taylor and Laurent series, and analytic continuation.

Prerequisite: 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: TOPICS IN ALGEBRA

3 semester hours

In this course a particular branch of algebra will be examined in depth. The topic studied will be designated each time the course is given. Possible topics would include group theory, ring theory, field theory, semi-group theory, homological algebra, automata theory and others.

A student may repeat this course with a change in content.

Prerequisite: Math. 433, or consent of department chair.

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 chair.

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 advisor or department chair.

MODERN LANGUAGES AND LITERATURE*(Department of Modern Languages)***MODERN LANGUAGES 380: WORKSHOP IN MODERN LANGUAGES AND LITERATURE**

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 chair of the department to present a specific proposal and to make necessary arrangements.

MUSIC*(Department of Music)***MUSIC 101: CLASS PIANO I***(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 102: CLASS PIANO II*(4) 2 semester hours*

The content of this course will include keyboard harmony using secondary as well as primary triads, further improvisations of accompaniments in various styles, transposition, and the sight reading and playing of simpler examples of piano literature of the four major periods of keyboard music.

Prerequisite: Music 101 or permission of the instructor.

MUSIC 103: CLASS STRINGS*(4) 2 semester hours*

A course in the basic technique of the orchestral strings. Pedagogy and a knowledge of basic materials are also considered.

MUSIC 107: CLASS VOICE*2 semester hours*

This is a course in basic vocal pedagogy designed for the student who is preparing for a career in teaching. Basic vocal production, diction, interpretation, technique and standard repertoire will be included in the course of study. Emphasis will also be placed on the student's ability to sight-sing and to sing the parts from assigned scores.

MUSIC 108: FUNDAMENTALS OF CONDUCTING*2 semester hours*

The main purpose of this course will be to establish a sound, practical conducting technique. Both instrumental and choral techniques will be examined and opportunities will be provided for students to conduct ensembles comprised of students enrolled in the class. At least one major composition will be studied via score and recordings each semester with emphasis on interpretation and technique. Rehearsal techniques will also be a vital part of the course.

MUSIC 110: BRASS CLASS*(4) 2 semester hours*

A course in the basic techniques of the brass instruments. Pedagogy and basic teaching materials are also considered.

MUSIC 111: WOODWINDS CLASS*(4) 2 semester hours*

A course in the basic techniques of the woodwind instruments. Pedagogy and basic teaching materials are also considered.

MUSIC 112: PERCUSSION CLASS*(2) 1 semester hour*

A course in the basic techniques of the percussion instruments. Pedagogy and basic teaching materials are also considered.

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 is required of all students taking Applied Music (Music 270-288 and Music 370-388) at the undergraduate level. Eight semesters of a grade of *Satisfactory* in Music 191 is required for completion of the B.M. degree in performance. Seven semesters of a grade of *Satisfactory* in Music 191 is required for completion of the B.S. degree in music education. A grade of *Satisfactory* in Music 191 is required for each semester of study in applied music for completion of the B.A. degree in music. Transfer students in the B.M. in performance program and in the B.S. in music education program are required to attain a grade of *Satisfactory* in Music 191 for each semester of study of applied music except for the semester of student teaching in the B.S. program.

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 human 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, rhythms and form are studied with stress placed on musical acuteness through ear-training, sight-singing and dictation.

MUSIC 204: SIGHT SINGING AND EAR TRAINING

1 semester hour

A course designed to develop the techniques of solimization in the tonic do-la system correlated with aural dictation of similar melodic material. Content will emphasize melodies ranging from step motion in diatonic major and minor tonalities to functional chromaticism through a graded sequence of melodic examples.

Prerequisite: Music 203 or 210.

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 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 repertoire 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 librettists and the music of the most significant operas of the past and present. Open to all students.

MUSIC 223: HISTORY OF JAZZ

3 semester hours

Through the study of jazz from its beginnings to the present day, using its own vocabulary, grammar and syntax, the student identifies and analyzes the different styles of jazz, including the improvisational aspect. The historical and ethnic roots of jazz and how it developed are also emphasized.

This course is available to all students.

MUSIC 265: 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 270-288: 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 270 Violin	Music 279 Trumpet
271 Viola	280 French Horn
272 Cello	281 Trombone-Baritone
273 String Bass	282 Tuba
274 Voice	283 Organ
275 Clarinet-Saxophone	284 Piano-Harpsichord
276 Flute	285 Classic Guitar
277 Oboe-English Horn	286 Percussion
278 Bassoon	287 Accordion
	288 Harp

Students registering for Music 270-288: Applied Music also register for Music 191: Performance Class.

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, Bartók, Stravinsky, Webern, Berg and Hindemith. Also studied are impressionism, post-romanticism and recent stylistic trends.

Prerequisite: Music 201 or 211.

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

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

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

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

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

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

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

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 permission of instructor.

MUSIC 365: LANGUAGE ORIENTATION

This is a course in the diction of the French, German and Italian languages as applied to standard vocal repertoire.

Prerequisite: permission of instructor.

MUSIC 366: ACCOMPANYING

This course is designed to provide pianists and organists the opportunity, experience and training in accompanying instrumental and vocal soloists in the performance of their repertoire. Each student will be given a specific number of accompanying assignments in a variety of musical styles and applied areas. This course may be repeated for credit toward the degree program and for elective credit.

MUSIC 370-388: APPLIED MUSIC

This course provides advanced private study in voice or any one of the instruments listed below. Only music performance majors may enroll in these courses. Music performance majors study in the same area for eight semesters and are expected to perform a major public recital under departmental advisement during each of the junior and senior years. Exceptions will be handled individually by the department.

3 semester hours

Performance in a student recital series is required once each year.

Music 370 Violin	Music 379 Trumpet
371 Viola	380 French Horn
372 Cello	381 Trombone-Baritone
373 String Bass	382 Tuba
374 Voice	383 Organ
375 Clarinet-Saxophone	384 Piano-Harpsichord
376 Flute	385 Classic Guitar
377 Oboe-English Horn	386 Percussion
378 Bassoon	388 Harp

Students registering for Music 370-388: Applied Music, also register for Music 191: Performance Class.

MUSIC 390: INDEPENDENT STUDY

The student with the guidance of a faculty adviser, selects and thoroughly investigates a specialized topic.

Prerequisite: permission of department chair.

MUSIC 391: SENIOR RECITAL

The student with the guidance of the applied instructor selects and performs a public program which represents the appropriate stylistic periods of the available literature and demonstrates levels of proficiency in the selected areas. For students enrolled in the B.M. in performance degree program.

Prerequisite: satisfactory completion of a junior recital or permission of department chair.

MUSIC 458: TWENTIETH-CENTURY THEORY

A one-semester study of the theoretical and compositional techniques of 20th-century composers.

Prerequisite: Music 213 or consent of instructor.

MUSIC 465: MUSIC THEORY SEMINAR

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

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 chair.

MUSIC 470-474: SECONDARY INSTRUMENTS

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, 107, 110, 111 or 112. 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 chair.

Music 471: Secondary Brass; Prerequisite: Music 110 or permission of department chair.

Music 472: Secondary Woodwinds; Prerequisite: Music 111 or permission of department chair.

Music 473: Secondary Percussion; Prerequisite: Music 112 or permission of department chair.

Music 474: Secondary Voice; Prerequisite: Music 107 or permission of department chair.

MUSIC 501: RESEARCH TECHNIQUES IN MUSIC

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 505: SYSTEMS OF MUSICAL ANALYSIS

3 semester hours

This course will investigate appropriate systems of analysis for music from Gregorian Chant to contemporary works. Special emphasis will be placed on modal theory, theories of Schenker and Hindemith and set theory.

Prerequisite: consent of instructor.

MUSIC 511: CHORUS

[1 semester hour for full academic year]

The chorus chooses its repertory from the major choral literature of Western music. Open to all qualified students. Credit available to all qualified students who participate for the full academic year.

MUSIC 512: SYMPHONIC BAND

[1 semester hour 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 hour 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 514: 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.

Prerequisite: permission of instructor.

MUSIC 515: JAZZ ENSEMBLE

1 semester hour

The jazz ensemble performs works of various periods of jazz and popular music. Since a balanced ensemble is necessary, this course may be taken only with the permission of the instructor.

MUSIC 516: 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 521: 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 522: 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 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 570-588: APPLIED MUSIC

2 semester hours

Private study for graduate music students on any of the instruments listed below.

Music 570 Violin	Music 580 French Horn
571 Viola	581 Trombone-Baritone
572 Cello	582 Tuba
573 String Bass	583 Organ
574 Voice	584 Piano-Harpsichord
575 Clarinet-Saxophone	585 Guitar
576 Flute	586 Percussion
577 Oboe-English Horn	587 Accordion
578 Bassoon	588 Harp
579 Trumpet	

Prerequisite: audition and consent of chair.

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.

NURSING

(Department of Nursing)

For Nursing Majors Only unless otherwise indicated.

NURSING 100: INTRODUCTION TO NURSING

2 semester hours

This course is designed to introduce the student to the study and practice of professional nursing and the health/illness needs and goals of individuals, families and communities.

Prerequisite: declared nursing major.

NURSING 201: CONCEPTS BASIC TO NURSING

6 semester hours

This course introduces students 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: Nursing 100 and 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: acceptance into the college and current licensure as an R.N.

NURSING 301: CARE OF THE ADULT AND CHILD

6 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.)

Length of course, eight weeks.

Prerequisite: Nursing 201, Psych. 330 and Bio. 335.

NURSING 302: CARE OF THE ADULT AND CHILD 6 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, neuromusculo-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.)
Length of course, eight weeks.

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 multifaceted 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 311: NURSING AND PHILOSOPHICAL ISSUES IN HEALTH CARE 3 semester hours
Philosophical topics in health care are studied. Fundamental philosophical concepts as well as ethical issues are discussed in the context of contemporary medical and nursing practice. Issues include informed consent, just distribution of health services, defining health and disease and patient's rights. Philosophy 312 will be accepted as equivalent by the nursing department.

Prerequisite: registered nurses and nursing majors who have had considerable working experience in the health delivery system.

NURSING 312: DEATH AND DYING 3 semester hours
This course will explore dying, death and grief through presentation, discussion and community involvement. Attitudes of all age groups toward death will be explored, as well as comparative cultural perspectives involving customs and rituals. Focus will be on the integration of death as a part of life.

NURSING 313: HEALTH MAINTENANCE OF THE ELDERLY 3 semester hours
This course is primarily for persons who are not nurses and who are not nursing majors. The course focuses on levels of prevention and methods of assisting elderly individuals to maintain their optimal level of health. Normal age changes are explored as well as illnesses or disease processes common to the elderly population. Emphasis is placed on factors affecting prevention of disease although concepts of early detection and rehabilitation are also included.

NURSING 341: COMPLEX CARE NURSING 5 semester hours
Based on concepts presented in prior nursing courses, especially Nursing 201, 301 and 302, this 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. Five hours lecture, two, seven half hour clinics per week for one quarter.
Length of course, eight weeks.

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.
Length of course, eight weeks.

Prerequisite: Nursing 301, 302, 303 and 304.

NURSING 350: TOPICS IN NURSING
This course provides an opportunity to study special topics in nursing not offered by the department on a regular basis. A student may repeat this course with a change in content. Prerequisite and credits vary.

NURSING 351: INTENSIVE CARE NURSING 5 semester hours
This course is designed to provide the student with advanced nursing theory and clinical learning experiences related 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. Two hours lecture, 2-6 hour clinics per week.
Length of course, eight weeks.

Prerequisite: Nursing 341 and 345.

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 providing dependent and independent activities of children requiring complex nursing care will be emphasized.

Prerequisite: Nursing 341 and 345.

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 341 and 345.

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 childbearing/childrearing processes. Experience in planning, implementing, evaluating, and supervising comprehensive nursing care for expectant and expanding families is provided.

Prerequisite: Nursing 341 and 345.

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 341 and 345.

NURSING 356: GERONTOLOGICAL NURSING 5 semester hours
Course content includes knowledge and theories relevant to the aging process and to the delivery of nursing care to the elderly. Students are encouraged in synthesizing and applying previously learned scientific knowledge and theories in utilizing the nursing process with elderly clients. Individual, family and community-centered approaches to care at the primary, secondary and tertiary levels of prevention will be

considered, and the student will gain clinical experience in nursing intervention at each of these levels.

Two hours lecture and two to six hour clinics per week.

Prerequisite: Nursing 341 and 345.

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 341 and 345.

NURSING 371: INTENSIVE CARE NURSING 2 semester hours
This course is designed to provide the student with advanced nursing theory related to the care of critically ill or traumatized persons. Students will learn the philosophy of intensive care nursing; increase knowledge on which physical, physiological and psychosocial assessment skills are based; and identify specific intervention skills needed in intensive care nursing.

Prerequisite: Nursing 341 and 345.

NURSING 372: ADVANCED CONCEPTS IN CARE OF THE CHILD 2 semester hours
Building on concepts presented in prior nursing courses, this course provides theoretical content related to assessing, planning and performing dependent and independent activities of children requiring complex nursing care.

Prerequisite: Nursing 341 and 345.

NURSING 373: ADVANCED CONCEPTS IN MENTAL HEALTH/PSYCHIATRIC NURSING 2 semester hours
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.

Prerequisite: Nursing 341 and 345.

NURSING 374: ADVANCED CONCEPTS IN MATERNAL INFANT CARE NURSING 2 semester hours
Building on concepts formulated in Nursing 304 and other nursing courses, this course provides the student opportunity to explore advanced nursing theory regarding childbearing/childrearing processes.

Prerequisite: Nursing 341 and 345 or permission of instructor.

NURSING 375: ADVANCED CONCEPTS IN COMMUNITY HEALTH 2 semester hours
This seminar course provides opportunity for examination in greater depth and breadth than in Nursing 345, the diverse community health problems and the role of the professional nurse in their resolution.

Prerequisite: Nursing 341 and 345.

NURSING 376: GERONTOLOGICAL NURSING THEORY 2 semester hours
Course content includes knowledge and theories relevant to the aging process and to delivery of nursing care to the elderly. Students are encouraged in synthesizing and applying previously learned scientific knowledge and theories in utilizing the nursing process with elderly clients. Individual, family and community-centered approaches to care at the primary, secondary and tertiary levels of prevention will be considered.

Prerequisite: Nursing 341 and 345.

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 the courses listed below are arts and sciences 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 201: INTRODUCTION TO EASTERN PHILOSOPHY 3 semester hours
This course investigates the theories of reality, knowledge and the meaning of human existence contained in the texts of the Eastern philosophical traditions. Special attention will be devoted to the systems and methods proposed in these non-occidental philosophies, to the metaphysical and epistemological speculations of the Indian subcontinent and to the ethical and aesthetic theories contained within Oriental traditions.

• **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, intuitionist, hedonistic and naturalistic ethical theories are considered.

PHILOSOPHY 212: PHILOSOPHY OF THE HEALING ARTS 3 semester hours
This course investigates the healing arts — the images of humanity each exhibits, the philosophies of illnesses each proposes and the rationales and goals each healing art articulates. It focuses specifically upon those relationships which are supposed to exist and those which actually do exist between practitioners of healing arts and their subjects. Special attention is devoted to the analysis and interpretation of the philosophical frameworks utilized and the philosophical problems faced in healing relationships.

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 philosophic 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 1860. 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 301: BUSINESS ETHICS 3 semester hours
Economic values that business organizations, practices and leaders create and maintain will be identified and their justification will be traced. Topics related to profit, price, interest rates, capital, commodities, jobs, risks of production, distribution and

exchange will be analyzed by use of the philosophical categories of ethics, absolute rights, welfare, distributive justice, social responsibility and personal identity. In addition, systematic theories of moral and social values will be used.

Prerequisite: any 200-level course in philosophy, economics or management.

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 312: PHILOSOPHICAL ISSUES IN MEDICINE AND HEALTH CARE 3 semester hours

Philosophical topics in medicine are studied. Fundamental philosophical concepts as well as ethical issues are discussed in the context of medical practices. Among the issues discussed are informed consent, just distribution of health services, defining health and disease and patients' rights.

Nursing 311 will be accepted as equivalent by the Department of Philosophy and Foundations of Education.

Prerequisite: permission of instructor or department chair.

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 specific 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 such as 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 Rene 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 or institutional movements may be chosen to be explored intensively.

Prerequisite: permission of instructor and department chair.

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 chair.

PHYSICAL EDUCATION

(Department of Health and Physical Education)

None of the other courses listed below are arts and sciences courses.

PHYSICAL EDUCATION 101-130: BEGINNING ACTIVITY 1/4 1 semester hour
The development of fundamental skills to promote participation in each of the following activities is stressed. Social skills, strategies and rule interpretations relevant to each activity are included. These courses will be in session one half semester and meet the equivalent of four hours per week.

101 Archery	116 Judo
102 Badminton	117 Karate
103 Basketball	118 Lacrosse
104 Outdoor Activities	119 Lifesaving
Winter	120 Sailing
105 Bowling	121 Skiing — Alpine
106 Flag Football	122 Softball
107 Gymnastics	123 Outdoor Activities
— Rhythmic	— Summer
108 Tumbling and	124 Swimming — Intermediate
Trampoline	125 Soccer
109 Swimming — Beginning	126 Track and Field
110 Fencing	128 Volleyball
111 Field Hockey	129 Weight Training
114 Handball	130 Wrestling
115 Ice Hockey	

PHYSICAL EDUCATION 131, 132, 133: BEGINNING ACTIVITY

(4) 2 semester hours
The development of fundamental skills to promote participation in each of the following activities is stressed. Social skills, strategies and rule interpretations relevant to each activity are included. These courses will be in session for the full semester and meet the equivalent of four hours per week.

- 131 Golf
132 Gymnastics
133 Tennis

PHYSICAL EDUCATION 240: MOTOR PATTERNS AND SPECIFIC SPORT SKILLS IN GROUP ACTIVITIES

(6) 3 semester hours
The focus of this course is upon the development of fundamental skill competencies, analysis of motor skills and acquisition of basic concepts essential to selected group activities.

Six hours laboratory.

PHYSICAL EDUCATION 241: MOTOR PATTERNS AND SPECIFIC SPORT SKILLS IN INDIVIDUAL, DUAL AND RHYTHMIC ACTIVITIES

(6) 3 semester hours
The focus of this course is upon the development of fundamental skill competencies, analysis of motor skills and acquisition of basic concepts essential to selected individual, dual and rhythmic activities.

Six 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

(6) 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 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. 100.

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

(6) 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 variety 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

(6) 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 362: SENIOR SEMINAR IN PHYSICAL EDUCATION

2 semester hours
The focus of this experience is upon a research project directly related to current 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 chair and educational studies dean.

PHYSICAL SCIENCE*(Department of Physical Sciences)*

See also courses listed under CHEMISTRY and PHYSICS.

• **PHYSICAL SCIENCE 103: PHYSICAL SCIENCE**

1/5 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 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 and one two-hour laboratory per week.

• **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 212: INTRODUCTION TO GEOLOGY**

1/4 3 semester hours

Processes involving the solid portion of the earth are examined. The major concepts included are: structure of the earth, geologic time, rocks and minerals, map interpretation, soils, processes of erosion, volcanoes, earthquakes, mountain building, plate tectonics and earth resources.

One semester. Two lecture periods and one two-hour laboratory.

• **PHYSICAL SCIENCE 214: INTRODUCTION TO METEOROLOGY**

3 semester hours

Information about the structure of the atmosphere and processes related to it is presented. Emphasis is on the development of student understanding of the weather by means of the study of physical explanations of atmospheric phenomena which demonstrate basic principles of energy, forces and motions.

One semester. Three lecture periods.

• **PHYSICAL SCIENCE 216: INTRODUCTION TO OCEANOGRAPHY**

3 semester hours

An introductory view of marine environment is presented. Emphasis is on basic principles, concepts and interrelationships including the ocean bottom, seawater, energy, forces and motions, waves, tides and marine resources. Examples will be selected which emphasize the importance of the ocean to the state of Rhode Island.

One semester. Three lecture periods.

• **PHYSICAL SCIENCE 217: APPLIED MARINE SCIENCE**

1/4 3 semester hours

Basic concepts of marine science are applied to seamanship principles. Topics selected are those usually included on vessel operators' license examinations, for example, magnetism and the compass, marine charts, buoyage systems, coastwise navigation, currents and tides, boating laws, safety and survival equipment, international and inland rules of the road, marine weather, rigging, knots and splices, and pollution control.

One semester. Two lecture periods and one two-hour laboratory.

• **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

An intermediate study of the total marine environment with an emphasis on the physics of the ocean. Topics considered include 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.

Prerequisite: Physics 102 or 104 or permission of department chair.

• **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 chair.

• **PHYSICAL SCIENCE 380: WORKSHOP IN PHYSICAL SCIENCE**

1-3 semester hours

Selected topics are investigated in various formats.

Prerequisite: permission of instructor or department chair.

• **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 chair.

PHYSICS*(Department of Physical Sciences)***• PHYSICS 101-102: GENERAL PHYSICS***(12) 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*(12) 8 semester hours*

The first semester of this sequence includes a 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*(4) 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 and Math 212.

PHYSICS 300: ATOMIC AND NUCLEAR PHYSICS*(6) 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 the 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*(6) 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 and 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 preceding or concurrent.

PHYSICS 304: MODERN PHYSICS*(6) 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*(4) 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 applied for some simple situations.

One semester. Three lecture periods.

Prerequisite: Physics 300 and Math 314.

PHYSICS 308: ATMOSPHERIC PHYSICS*3 semester hours*

Basic classical physics is applied to the study of atmospheric processes. The principles of thermodynamics, radiation and hydrodynamics will be expressed in forms pertinent to the atmosphere and will be applied to appropriate atmospheric phenomena.

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 chair.

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 chair.

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 chair.

POLITICAL SCIENCE*(Department of Political Science)***• POLITICAL SCIENCE 200: INTRODUCTION TO****POLITICAL SCIENCE***3 semester hours*

Following an examination of the nature, methods and the scope of the discipline, the focus in this course will be on such topics as political ideologies, political socialization and major political agencies and institutions. Domestic politics will be briefly compared with international politics.

• POLITICAL SCIENCE 202: AMERICAN GOVERNMENT*3 semester hours*

The objective of this course is to examine in broad outline the institutions and principles of American national government. Attention is given to the constitutional foundation, federalism, political parties, Congress, the Presidency, the Supreme Court and civil rights.

• 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 206: INTERNATIONAL POLITICS

3 semester hours

The principles of international politics are examined in this course. Emphasis is placed on the motivating and conditioning factors which shape world politics. Attention is given to the means and ends in the relations of nation-states, the impact of nationalism, the causes of war and an analysis of possible methods for the resolution of international conflict.

• POLITICAL SCIENCE 207: INTRODUCTION TO COMPARATIVE POLITICS

3 semester hours

This course will consider the concepts which political scientists use to understand the diversity of major nation-states. It will examine the variety of political organizations and processes which characterize modern countries. Emphasis will be given to the way national political systems respond to key problems.

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 255: PUBLIC ADMINISTRATION

3 semester hours

This course is designed to introduce the student to problems and techniques of public administration at the national level in the United States. Attention is given to the theory of organization and management, administrative planning and responsibility, and other selected topics.

POLITICAL SCIENCE 300: METHODOLOGY IN POLITICAL SCIENCE

4 semester hours

This course surveys the basic concepts in research methodology in political science. Philosophical, historical and quantitative techniques of political 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 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 200-level or consent of instructor.

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 200-level.

POLITICAL SCIENCE 308: POLITICAL SOCIALIZATION

3 semester hours

This course will consider the ways individuals learn about politics. The school, mass media, family and elements of the political system itself will be treated as agents influencing the development of political knowledge, political attitudes and political

skills. Special attention will be given to the influence of public education on political processes.

Prerequisite: one political science course at the 200-level or consent of the instructor.

POLITICAL SCIENCE 309: WOMEN AND POLITICS

4 semester hours

This course focuses on the increasing involvement of women in the U.S. political system. The process by which female and male children learn the citizenship role is explored. Women and men are compared in terms of voting behavior and public office holding. Contemporary political issues that involve the status of women in America are discussed.

Prerequisite: one political science course at the 200-level or consent of instructor.

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 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 200-level including Pol. Sci. 204 or consent of instructor.

POLITICAL SCIENCE 322: COMPARATIVE STATE POLITICS

3 semester hours

This course analyzes state politics in the United States. It focuses on the principal factors, processes and institutions which shape the outcome of policy formation at the state level. Emphasis is placed on identifying the similarities and differences in political culture, citizen participation, parties and elections, policy-makers and the process by which policy is made.

Prerequisite: one political science course at the 200-level.

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: two political science courses at the 200-level including Pol. Sci. 255 or consent of instructor.

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: FIELD EXPERIENCES IN THE PUBLIC SECTOR

4 semester hours

In this course students are assigned to cooperating local, state or national agencies, political parties or interest groups. Students will meet individually with a faculty member and undertake assignments designed to relate the field experiences to academic concepts.

Prerequisite: consent of instructor.

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.

Prerequisite: Pol. Sci. 202 and consent of department chair.

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 factors on constitutional development.

Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202.

POLITICAL SCIENCE 332: CIVIL LIBERTIES IN THE UNITED STATES

4 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 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 200-level or consent of instructor.

POLITICAL SCIENCE 343: THE POLITICS OF WESTERN DEMOCRACIES

4 semester hours

This course is designed to analyze and compare in depth the political development, policy-making structures and processes, as well as the policy outputs, of post-industrial societies. The focus will be on the Anglo-American, Scandinavian and continental European democracies and major attention will be given to the United States, Great Britain, France, Italy, Sweden and West Germany.

Prerequisite: one political science course at the 200-level.

POLITICAL SCIENCE 345: COMPARATIVE FOREIGN POLICY

4 semester hours

This course is designed to examine the foreign policy-making processes and the foreign policies of selected countries.

Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 206 or 207.

POLITICAL SCIENCE 351: PARTIES AND ELECTIONS IN AMERICA

4 semester hours

Primary attention is given to party organization, nomination, electoral strategy, campaigning, voting behavior and electoral analysis. Field work in behalf of a candidate or party of the student's choice is an integral part of this course.

Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202.

POLITICAL SCIENCE 352: POLITICS OF BUREAUCRACY

3 semester hours

Stressing the theory, organization, management and politics of bureaucracies, this course analyzes the value context, environmental setting, operational dynamics and power variables of public bureaucracies.

Prerequisite: one political science course at the 200-level, preferably either Pol. Sci. 202 or 255.

POLITICAL SCIENCE 355: POLICY FORMATION PROCESS

4 semester hours

This course deals with the processes by which public policy is made in the United States. The inputs of the major institutions of government are emphasized. The internal operations of the legislature and the executive will be stressed, as well as the interaction of these two branches.

Prerequisite: Pol. Sci. 202 or consent of instructor.

POLITICAL SCIENCE 356: POLICY ANALYSIS

4 semester hours

This course deals with the substance of public policy in the United States. It will focus on various models of policy analysis which seek to explain the variables which influence the initiation, implementation and outcome of policy decisions.

Prerequisite: Pol. Sci. 202 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 semester hours in political science.

POLITICAL SCIENCE 371: READINGS IN POLITICAL SCIENCE

3 semester hours

This course provides independent readings to meet the needs of individual students in political science.

Prerequisite: limited to masters; 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: consent of instructor.

POLITICAL SCIENCE 480: WORKSHOP IN PORTUGUESE

1-4 semester hours

Selected topics are investigated in various formats. Credits and prerequisite vary.

PORTUGUESE

(Department of Modern Languages)

The general prerequisite for 200- and 300-level courses in Portuguese is proficiency in intermediate Portuguese demonstrated through examination or successful completion of Portuguese 114 or 115 or the equivalent.

PORTUGUESE 101: ELEMENTARY PORTUGUESE I

4 semester hours

Dialogues, questioning, drills, readings, simple compositions and language analysis procedures in the language laboratory, are the usual procedures in this course, whose two basic goals are: to develop in the student the ability to understand and speak Portuguese and to read and write in that language; and to gain an understanding of Portuguese life and character. This course is normally not open for college credit to students who have offered admissions credit in this language.

See Portuguese 110.

PORTUGUESE 102: ELEMENTARY PORTUGUESE II 4 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 chair.

• PORTUGUESE 110: REVIEW OF BASIC PORTUGUESE 4 semester hours

This is a concentrated one semester course for the student who wishes to continue the study of the language begun 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 101 or 102.

Prerequisite: two years of secondary school Portuguese or approval of department chair.

• 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 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

Emphasis is placed on the development of the reading skill and of an appreciation of literature, selected from various periods and genres, for its interest as a reflection of the heritage of the Portuguese people. The development of the oral skill is continued, and some attention is given to written practice.

Prerequisite: achievement through the Portuguese 113 level or equivalent or permission of department chair.

• PORTUGUESE 118: INTERMEDIATE ORAL PORTUGUESE 4 semester hours

The development of oral proficiency is stressed while giving some attention to retaining written skills previously acquired. Selected periodicals, language manuals and laboratory tapes will serve as basic materials for accomplishing assignments related to vocabulary building, correct and idiomatic diction and oral presentations.

Prerequisite: achievement through the Portuguese 113 level or equivalent or permission of the department chair.

PORTUGUESE 201: CONVERSATION AND COMPOSITION 4 semester hours

This course emphasizes the use of correct spoken Portuguese on a level more advanced than is expected in the intermediate courses. Careful attention is given to the correction of pronunciation through practice in the language laboratory and elementary work in phonetics. Texts which stress Portuguese culture and civilization serve as the basis for oral and written expression.

Prerequisite: the equivalent of Portuguese 114 or 115 or permission of department chair.

PORTUGUESE 202: COMPOSITION AND CONVERSATION 4 semester hours

This course emphasizes writing skills in Portuguese, through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Class discussions, in Portuguese, of the written materials provide opportunity for oral practice.

Prerequisite: the equivalent of Portuguese 114 or 115 or permission of department chair.

PORTUGUESE 230: THE PORTUGUESE WORLD: PORTUGAL AND THE ISLANDS 3 semester hours

The geography and the political and cultural history of Portugal and the Portuguese islands are traced from origins to modern times. The course is conducted in Portuguese.

PORTUGUESE 231: THE PORTUGUESE WORLD: BRAZIL 3 semester hours

The geography and the political and cultural history of Brazil are traced from origins to modern times. The course is conducted in Portuguese.

PORTUGUESE 301: SURVEY OF PORTUGUESE LITERATURE I 3 semester hours

This course is the first half of a comprehensive introduction to the principal movements, genres and authors of Portuguese literature.

PORTUGUESE 302: SURVEY OF PORTUGUESE LITERATURE II 3 semester hours

This course is a continuation of Portuguese 301.

PORTUGUESE 311: SURVEY OF BRAZILIAN LITERATURE I 3 semester hours

This course is the first half of a comprehensive introduction to the principal movements, genres and authors of Brazilian literature.

PORTUGUESE 312: SURVEY OF BRAZILIAN LITERATURE II 3 semester hours

This course is a continuation of Portuguese 311.

PORTUGUESE 320: APPLIED GRAMMAR 3 semester hours

The goal of this course is to develop correct construction and grammar in speech and composition. A practical application of grammar in both oral and written forms and intensive study of construction and of idiomatic expressions are included.

PORTUGUESE 350: TOPICS IN PORTUGUESE 3 semester hours

The course provides an opportunity for students of topical nature. Topics will vary and will be announced from semester to semester.

PSYCHOLOGY

(Department of Psychology)

All other psychology offerings are arts and sciences 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.

Students may not receive credit for both Psych. 215 and Psych. 355.

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 or nursing.

PSYCHOLOGY 217: DRUG USE AND PERSONAL DECISION MAKING

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 220: MOTIVATION AND ABILITY

Examined in this course are the theories and research related to the personal growth of abilities, attitudes, interests, needs and flairs. The interaction between individual motives and social limitations on behavior and the influence of ideational conflicts and nonconformity are each considered as sources of productive talent. Both internal and external determinants of goal-directed behavior are stressed.

PSYCHOLOGY 320: INTRODUCTION TO PSYCHOLOGICAL METHODS

Methodology, design used in the conduct, principles of measurement used in the analysis and statistical methods used in the interpretation of psychological research.

Prerequisite: Psych. 210.

PSYCHOLOGY 322: PSYCHOLOGICAL TESTING

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

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

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

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.

Prerequisite: Psych. 210.

PSYCHOLOGY 331: CHILD PSYCHOLOGY

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

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

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

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. Laboratory required.

Prerequisite: Psych. 320 and 330.

PSYCHOLOGY 339: PSYCHOLOGY OF AGING

This course focuses on life experiences, values and stresses, satisfactions, dynamics and individual differences in life cycle behavioral adaptations involved in aging. In addition, under supervision students will assess psychological problems of the elderly in agencies and homes for the elderly through observation, structured interviews and rating scales.

Prerequisite: Psych. 330, Soc. 337 or permission of instructor.

PSYCHOLOGY 340: EXPERIMENTAL PSYCHOLOGY

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. Laboratory required.

Prerequisite: Psych. 320.

PSYCHOLOGY 341: PERCEPTION

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. Laboratory required.

Prerequisite: Psych. 340.

PSYCHOLOGY 342: OPERANT CONDITIONING

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

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 and women involved with these issues.

Prerequisite: Psych. 340.

PSYCHOLOGY 344: THEORIES OF LEARNING

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, neuro-physiological 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 351: 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. 210.

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: permission of instructor and one of the Psychology 350-level courses.

PSYCHOLOGY 354: ABNORMAL PSYCHOLOGY

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. 351.

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. 210.

PSYCHOLOGY 356: PSYCHOLOGY OF WOMEN

4 semester hours

This course analyzes documented sex differences in terms of biological, biosocial and social psychological approaches. It also reviews theories and research on the feminine personality; feminine self concept; traditional and non-traditional roles of marriage, motherhood, and careers; feminine personality and the reproductive system; and women and mental health.

Prerequisite: Psych. 210.

PSYCHOLOGY 358: 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."

Prerequisite: Psych. 210.

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 chair.

PSYCHOLOGY 391: DIRECTED RESEARCH

3 semester hours

The student completes research undertaken in Psychology 390, writes and submits a paper on the basis of this research.

Prerequisite: Psych. 390 and approval of department chair.

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 students conduct an investigation into the topic area of their 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 semester hours in psychology or permission of department chair.

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 the search for identity.

Prerequisite: six semester hours in psychology or permission of department chair.

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 semester hours in psychology or permission of department chair.

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 semester hours in psychology or permission of department chair.

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 semester hours in psychology or permission of department chair.

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 inter-group conflict.

Prerequisite: six semester hours in psychology or permission of department chair.

PSYCHOLOGY 410: DRUGS AND BEHAVIOR

3 semester hours

The purpose of this course is to acquaint graduate students with different types of drugs, how to recognize these drugs, the mental and physical effects of the drugs, characteristics of the drug addict and rehabilitation of addicts. Experts from psychopharmacology, medicine, law enforcement and rehabilitation will present lectures.

Prerequisite: six semester hours in psychology or permission of department chair.

PSYCHOLOGY 411: INTERPRETATION OF INDIVIDUAL TESTS

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, parent and teachers where appropriate.

Prerequisite: Psych. 322 or 403.

PSYCHOLOGY 418: THE CREATIVE AND GIFTED CHILD

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 semester hours in psychology or permission of department chair.

PSYCHOLOGY 419: PSYCHOLOGY OF THINKING

The thinking processes of humankind 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

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

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 semester hours in psychology or permission of department chair.

PSYCHOLOGY 430: BEHAVIOR MODIFICATION IN SOCIAL SETTINGS

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 semester hours in psychology and consent of department chair and instructor.

PSYCHOLOGY 435: THE DEVIANT CHILD

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 351.

PSYCHOLOGY 440: QUANTITATIVE METHODS IN PSYCHOLOGICAL RESEARCH

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 chair.

PSYCHOLOGY 441: SEMINAR IN RESEARCH METHODS

This course is designed to survey the major research methods used in psychology. Methods such as literature research, observation, interview, questionnaire and experimentation will be covered. In addition, program evaluation, computer utilization, and a supervised research project will be included in this course.

Prerequisite: Psychology 440 and consent of department chair.

PSYCHOLOGY 450: EDUCATIONAL PSYCHOLOGY

This course will provide the graduate student with an overview of the major concerns of the field of educational psychology. Major emphasis will be upon theoretical orientations and concepts while minor emphasis will be placed on practical applications. This course is designed primarily to provide a theoretical foundation for other more applied courses in the education psychology program.

Prerequisite: consent of department chair.

PSYCHOLOGY 451: INDIVIDUAL INTELLIGENCE TESTING

A practicum in the administration, scoring and interpretation of cognitive tests. This will include experience with individual intelligence tests as well as tests of specific cognitive abilities, and will consist report writing and the clinical applications of these tests.

Prerequisite: 12 graduate semester hours in psychology and consent of department chair. Open only to matriculated students in the M.A. Educational Psychology program.

PSYCHOLOGY 502: PROJECTIVE TECHNIQUES

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. 451 and consent of department chair open only to matriculated students in the C.A.G.S. in school psychology program.

PSYCHOLOGY 504: PSYCHO-EDUCATIONAL ASSESSMENT

This practicum is designed to provide supervised experiences in the evaluation of perceptual abilities, motor skills and language development. The focus of the practicum will be on the evaluation and administration of the available tests used in the identification of learning problems. The student will also be required to explore, discuss and evaluate teaching strategies needed to formulate appropriate remedial measures.

Prerequisite: Psych. 451 and consent of School Psychology Graduate Committee. Open only to matriculated students in the C.A.G.S. in school psychology program.

PSYCHOLOGY 505: DIAGNOSTIC ASSESSMENT PRACTICUM

Supervised practice in cognitive and personality assessment, this course will utilize the case study method in providing the student experience in diagnostic work on a clinical, school or institutional setting. Methods of evaluating perceptual and language abilities will also be introduced.

Prerequisite: Psych. 502, 504 and consent of School Psychology Graduate Committee. Open only to matriculated students in the C.A.G.S. in school psychology program.

PSYCHOLOGY 508: PERSONALITY AND SOCIAL DEVELOPMENT OF CHILDREN

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 Lewin, learning-oriented theory and cross-cultural approaches. Empirical research relevant to a given system of thought is included.

Prerequisite: Psych. 351 and consent of department chair.

PSYCHOLOGY 509: SOCIAL PSYCHOLOGY OF THE CLASSROOM

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 chair.

PSYCHOLOGY 523: THEORIES OF PSYCHOLOGICAL INTERVENTION

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. 450 and consent of department chair. Open only to matriculated students in a C.A.G.S. program in psychology.

PSYCHOLOGY 524: PSYCHOLOGICAL INTERVENTION PRACTICUM

This course allows for the development of practical skills in psychological intervention based on one's theoretical rationale. Students will be placed in a therapeutic setting to work with clients under supervision.

Prerequisite: 12 prior credits in C.A.G.S. program including Psych. 523 and consent of the department chair and instructor.

PSYCHOLOGY 529: INTERNSHIP IN SCHOOL PSYCHOLOGY

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: Psychology 502, 504, 505, successful completion of comprehensive exams, and recommendation of the School Psychology Graduate Committee. Only open to matriculated students in the C.A.G.S. program in School Psychology.

PSYCHOLOGY 530: PRACTICUM IN BEHAVIOR MODIFICATION

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. 430 and permission of department chair. Open only to matriculated students in a C.A.G.S. program in psychology.

PSYCHOLOGY 560: CURRENT TOPICS IN PSYCHOLOGY

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 with a change in content.

Prerequisite: consent of department chair.

PSYCHOLOGY 565: SEMINAR IN ATTITUDE AND ATTITUDE CHANGE

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. 355 and permission of the department chair.

PSYCHOLOGY 566: SEMINAR IN PERSONALITY THEORY

This course presents personality theories in the context of the philosophical and sociocultural milieu in which they evolved. Behavioral etiology as a direct consequence of positions taken on human nature, and the resultant doctrine are examined from the selected theorists.

Prerequisite: Psych. 351.

PSYCHOLOGY 567: SEMINAR IN PERCEPTUAL AND COGNITIVE DEVELOPMENT IN INFANCY AND CHILDHOOD

This course presents a systematic approach to current theories of perceptual and cognitive development. The infant/child is studied as an active seeker of information from the surrounding world. Cognitive growth is considered within the framework of the structuralist-organismic model presented by Piaget and Werner. Major theorists encountered are J.J. Gibson, Piaget, Werner and T.G.R. Bower.

Prerequisite: Psych. 331 for equivalents and consent of instructor.

PSYCHOLOGY 569: SEMINAR IN PSYCHOPATHOLOGY

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 chair.

PSYCHOLOGY 599: DIRECTED GRADUATE RESEARCH

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 chair.

RECREATION

(Department of Health and Physical Education)

None of the courses offered by this department are arts and sciences courses.

RECREATION 201: CAMPING AND RECREATIONAL LEADERSHIP

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 are required.

RECREATION 300: AQUATICS

This course is designed to provide the student with knowledge and understanding of both the activity and the circumstances under which a variety of aquatic activities are conducted. Organizational methods and teaching of various aquatic skills will be covered. Upon successful completion of this course the student receives WSI certification. One hour lecture, four hour laboratory.

Prerequisite: a current advanced learning certificate.

RECREATION 301: OUTDOOR EDUCATION

This course is designed to provide the student with the philosophy and techniques of school camping and outdoor recreation.

RECREATION 302: RECREATION PRACTICUM

This course is designed to provide opportunities for students to gain practical experience in the field by having them assist in the development, presentation and evaluation of leisure time activities in community, agency, school or college settings. One hour lecture, six hours supervised field experience.

Prerequisite: Health Ed. 200, Rec. 201, 300, 301, and Phys. Ed. 314.

RUSSIAN*(Department of Modern Languages)***RUSSIAN 101: ELEMENTARY RUSSIAN I**

4 semester hours
 Dialogues, questioning, drills, readings, simple compositions and language analysis, in class and in the language laboratory, are the usual procedures in this course, whose two basic goals are: to develop in the student the ability to understand and speak Russian and to read and write in that language; and to gain an understanding of Russian life and character. This course is normally not open for college credit to students who have offered admissions credit in this language.

See Russian 110.

RUSSIAN 102: ELEMENTARY RUSSIAN II

This course is a continuation of Russian 101.

4 semester hours

Prerequisite: Russian 101 or one year of secondary school Russian or permission of department chair.**RUSSIAN 110: REVIEW OF BASIC RUSSIAN**

4 semester hours
 This is a concentrated one-semester course for the student who wishes to continue the study of the language begun in the secondary school. In this course special emphasis is placed on aspects of culture and civilization as it relates to language development. The devotional use 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 chair.**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
 Emphasis is placed on the development of the reading skill and of an appreciation of the heritage of the Russian people. The development of the oral skill is continued and some attention is given to written practice.

Prerequisite: achievement through the Russian 113 level or the equivalent or permission of department chair.**SENIOR PROJECTS****COLLEGE COURSE 361: SENIOR PROJECT SEMINAR**

3 or 6 semester hours
 This is a seminar for students who are working in approved senior projects. Participants meet regularly to discuss the nature of their projects, their relationship to the students' other college experiences and their progress on their projects. Each student will make a presentation about the project to the seminar participants. Credits earned count only in the free elective category.

Prerequisite: students must have a senior project which has been approved by the Senior Projects Committee.**SOCIAL SCIENCE***The following courses are taught by members of the Departments of Anthropology-Geography, Economics, History, Political Science and Sociology.***SOCIAL SCIENCE 300: SOCIAL SCIENCE PERSPECTIVE**

3 semester hours
 An investigation will be made of the various concepts and methods of the social sciences. Through the process of research and inquiry the historical, developmental and integrational aspects of the social sciences will be correlated.

Prerequisite: specifically designed for social science majors, with completion of 18 semester hours of work in the social sciences in the pattern of the 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 of their political, social and economic implications. Social science faculty members lecture in their fields of specialization. Visiting specialists may also lecture.

Prerequisite: any 200-level course in the social sciences.**SOCIAL SCIENCE 312: THE MIDDLE EAST**

3 semester hours
 Analysis of the process of modernization of the Middle East is the primary objective of this course. The focus is upon Middle Eastern societies and their structural adaptation to the dynamics of change in the 20th century. Social science faculty members and visiting specialists may lecture in their fields of specialization.

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 350: TOPICS IN SOCIAL SCIENCE**

This course provides an opportunity to study a special area not offered on a regular basis. Credits and prerequisites vary. This course may be repeated with a change in content.

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.

SOCIAL WELFARE*(Department of Sociology and Social Welfare)**(Courses in Social Welfare: For graduate social work courses, see School of Social Work.)***SOCIAL WELFARE 240: INTRODUCTION TO SOCIAL WORK**

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: 30 semester hours of degree-required work.***SOCIAL WELFARE 323: SOCIAL INEQUALITY**

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 an analysis of alternative belief systems, theories and social structures.

*Prerequisite: Soc. 320 or permission of department chair.***SOCIAL WELFARE 328: SOCIAL WORK PRACTICE: LARGE GROUPS AND COMMUNITIES**

This course, in conjunction with Social Welfare 329, explores the complete range of social work practice. The focus of this course is on social work practice methods with large groups and communities. A major emphasis will be placed on the relationship between theory and practice. Consideration of planned social change, community organization and large group dynamics will serve to focus theoretical perspectives on concrete practice situations. This exploration will take place in the context of generic social work practice.

*This course is ordinarily taught only in the spring semester.**Prerequisite: Soc. 331 or permission of department chair.***SOCIAL WELFARE 329: SOCIAL WORK PRACTICE: INDIVIDUALS, FAMILIES AND SMALL GROUPS**

This course, in conjunction with Social Welfare 328, explores the complete range of social work practice. The focus of this course is on practice methods with individuals, families and small groups. Consideration of problems in interpersonal relationships and the development of interviewing and small group leadership skills will be emphasized in the context of generic social work practice. The relationship between individuals, families and small groups and larger social systems will be stressed.

*This course is ordinarily taught only in the spring semester.**Prerequisite: Soc. 331 or permission of department chair and Psych. 351 for social welfare majors.***SOCIAL WELFARE 336: FIELD WORK**

This course is designed for students to test theoretical formulations discussed in Social Welfare 328 and 329 and to develop and improve skills that are essential to social work intervention. In order to accomplish this, students will normally be required to spend a minimum of three full days per week working in a social welfare agency selected from among those agencies that are approved as field work sites. Special arrangements can be made for some students to earn nine semester hours by spending a fourth day per week in the agency.

*The grade for this course will be H, S or U rather than a letter grade. Limited to social welfare majors. Offered only in the fall semester.**Prerequisite: Soc. 320, Soc. Wld. 328, 329 and concurrent enrollment in Soc. Wld. 363.***SOCIAL WELFARE 337: ADVANCED FIELD WORK**

This course allows students to develop and improve social work intervention skills on a more advanced level than in Social Welfare 336. Specific objectives and activities are identified by each student, in collaboration with the agency field instructor and faculty field supervisor.

*The grade for this course will be H, S or U rather than a letter grade. Limited to social welfare majors. Offered only in the spring semester.**Prerequisite: Soc. Wld. 336, 363 and concurrent enrollment in Soc. Wld. 364.***SOCIAL WELFARE 336: TOPICS IN SOCIAL WELFARE**

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: varies with topic area.***SOCIAL WELFARE 363: FIELD WORK SEMINAR**

This seminar provides the opportunity for students to discuss the theoretical and philosophical implications of their experiences in field work and to understand the varied roles that a generalist may play within the social work profession. Assignments are based on the student's work in social welfare agencies and emphasize the integration of theory and practice.

*This course is offered only in the fall semester.**Prerequisite: Soc. 320, Soc. Wld. 328, 329 and concurrent enrollment in Soc. Wld. 336.***SOCIAL WELFARE 364: SENIOR SEMINAR IN SOCIAL WELFARE**

This seminar will enable students to engage in an in-depth exploration of policy and practice issues related to the field of social welfare and the social work profession in the light of their total academic experience. 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 professional practice.

*This course is offered only in the spring semester.**Prerequisite: Soc. Wld. 336 and 363.***SOCIAL WELFARE 390: WORKSHOP IN SOCIAL WORK***Selected topics are investigated. Credits and prerequisite vary.***SOCIAL WELFARE 399: INDEPENDENT STUDY**

This course is offered to those students who wish to undertake independent study in some area of interest in the field of social welfare. The course can be in the form of a reading course or an independent research project. The structure of the course and credits will vary.

*Prerequisite: social welfare majors with junior or senior standing.***SOCIAL WORK***(School of Social Work)***SOCIAL WORK 400: FIELD INSTRUCTION I**

The student engages in advanced, direct social work practice under approved social work supervision in a selected field work setting in Rhode Island and contiguous states. The student makes field visits and observes and gathers data in preparation for formulating a specific proposal for learning under the direction of a faculty adviser. Field instructors carry responsibility for facilitating student learning in relation to their practice and related curriculum area.

*Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.***SOCIAL WORK 401: FIELD INSTRUCTION II***This course is a continuation of Social Work 400.**Prerequisite: Soc. Work 400.***SOCIAL WORK 410: ADVANCED STUDIES IN SOCIAL WORK POLICY ANALYSIS: HEALTH AND MENTAL HEALTH**

This course is designed to provide students with advanced skills in social welfare policy analysis. The course analyzes the articulation of past and current political and ideological forces within the formal policy-making processes at federal, state and

local levels. In analyzing this convergence, the course draws upon cross-disciplinary knowledge, e.g., political science, history, philosophy, sociology, social work, health science, economics and law. Foci of analysis emphasizes the impact of health and mental health policies on service delivery systems and on providers and consumers of services. Students are also expected to develop skill in examining their own professional practice and the impact of social policy on it.

Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.

SOCIAL WORK 411: ADVANCED STUDIES IN SOCIAL WORK POLICY ANALYSIS: FAMILIES AND CHILDREN

3 semester hours
This course is designed to provide students with advanced skills in social welfare policy analysis. The course analyzes the articulation of past and current political and ideological forces within the formal policy-making processes at federal, state and local levels. In analyzing this convergence, the course draws upon cross-disciplinary knowledge, e.g., political science, history, philosophy, sociology, social work, health science, economics and law. Foci of analysis emphasizes the impact of health and mental health policies on service delivery systems and on families and children. Students are also expected to develop skill in examining their own professional practice and the impact of social policy on it.

Prerequisite: acceptance into the M.S.W. program or graduate standing and permission of program director.

SOCIAL WORK 420: HUMAN BEHAVIOR IN SOCIAL ENVIRONMENT

3 semester hours
This course examines theories of intra-psychic and interpersonal development, with its effect on the socio-cultural matrix. Psychosocial development and capacity for effective social functioning are examined in relation to the effects of poverty, social class, ethnicity, race, sexual identification and sex role definitions.

Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.

SOCIAL WORK 421: VALUES IN SOCIAL WORK

4 semester hours
This course will examine the commitment of social work to the development of a more egalitarian society. Students will study the history of debates and practices privilege. They will also be expected to become aware of internal value conflicts, as well as the practice and political consequences of their own beliefs and values. Special attention will be paid to the social work responses to groups lacking in social, economic and political resources. The course includes a laboratory experience.

Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.

SOCIAL WORK 430: METHODS OF INTERPERSONAL INTERVENTION

3 semester hours
This course increases and refines students' theoretical and methodological knowledge of social work intervention. A broad range of clinical skills; individual, family and group treatment; advocacy; collaboration; and consultation are used to accomplish mutually agreed upon goals. Related responsibilities include improvements in the structure and functioning of various systems which affect social functioning and the delivery of social services.

Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.

SOCIAL WORK 431: METHODS OF COMMUNITY PRACTICE

3 semester hours
This course stresses the strategies, tactics and value-issues involved in direct work with groups mobilizing against major social problems such as poverty and racism. Emphasis is also placed on planning and organizing within the social service sector. Advocacy, bargaining, negotiating and contest strategies, among others, are consid-

ered in organizing in neighborhoods and the work-place, as well as for social movements and community development.

Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.

SOCIAL WORK 440: LIBRARY AND FIELD RESEARCH

3 semester hours
This seminar is designed to provide the student with a range of basic concepts, decisions and techniques involved in the conduct of research in social work practice. Special attention is given to specialized forms of library research and to qualitative and quantitative procedures for data collection, data analysis and reporting of findings.

Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.

SOCIAL WORK 450: SPECIAL TOPICS IN SOCIAL WELFARE

1-3 semester hours
This course provides an opportunity to study a special area of social welfare not offered in the program on a regular basis. Appropriate topics include the study of selected problems in social policy, legislative advocacy, comparative theories of social change, violence in the home and interdisciplinary analysis of the service delivery system.

Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.

SOCIAL WORK 480: WORKSHOP IN SOCIAL WORK

1-3 semester hours
Selected topics in social work practice are investigated, such as grantsmanship, comparative therapeutic models, child abuse and neglect, crises in middle and later life, sexual abuse and violence, battered women, and social work with selected populations.

Prerequisite: acceptance into M.S.W. program or graduate standing and permission of program director.

SOCIOLOGY

(Department of Sociology and Social Welfare)

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 or minor.

• 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 whenever 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 privilege 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 chair.

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 chair.

SOCIOLOGY 307: SOCIOLOGY OF SMALL GROUPS

3 semester hours
Small group phenomena such as conflict, coalition, group structure, forms of interaction, leadership, roles, and change will be explored from the perspective of various sociological theories. The group process of the class will be interpreted, analyzed and evaluated for its application to process in work, family, social, therapeutic and community groups. Students will be expected to participate as group members and to relate relevant field data.

Prerequisite: Soc. 300 or permission of department chair.

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 chair.

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 instru-

ment design and conducting surveys. Explanation and interpretation of data using descriptive statistical techniques will also be discussed.

Prerequisite: Soc. 300 or permission of department chair.

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 interrelations between religion and the other institutional systems, such as the economic, political and educational.

Prerequisite: Soc. 300 or permission of department chair.

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, to those in the social welfare sequence, and allied health areas.

Prerequisite: Soc. 300 or permission of department chair.

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 chair.

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 chair.

SOCIOLOGY 317: SOCIOLOGY OF AGING

4 semester hours
The process of aging and the problems of aging in our society will be examined from a sociological perspective. The course will consider varying definitions of gerontology, demographic structures and attitudes and values relevant to aging and the aged. The human life path will be examined with particular reference to various stages of adulthood.

Prerequisite: Soc. 300 or permission of department chair.

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 chair.

SOCIOLOGY 320: SOCIAL POLICY ANALYSIS

3 semester hours
This course views social policies as efforts to change social structures. The course will critically examine and analyze values, theories, history and politics associated with the development, implementation and consequences of social policies and programs. Areas to be considered will be related to health, education and welfare. Program evaluation will also be included.

Prerequisite: Soc. 300 (and Soc. Wel. 240 for social welfare majors) or permission of department chair.

SOCIOLOGY 325: SOCIAL DATA ANALYSIS

This course will give students experience in the treatment, analysis, explanation and interpretation of social and behavioral sciences data. The course will cover methods of analysis and the preparation of data for analysis. It will utilize package computer programs such as SPSS in order to develop student skills in the analysis and interpretation of social data supplied by both the instructor and students. Topics will vary somewhat in accordance with the backgrounds and research interests of the students. Experts from other disciplines may be invited to lecture on topics relevant to the course.

Prerequisite: Math. 240 or permission of instructor.

SOCIOLOGY 330: DEVIANT BEHAVIOR

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. 100 or permission of department chair.

SOCIOLOGY 331: HUMAN DEVELOPMENT AND SOCIAL STRUCTURE

This course will consider the development of personality, in stages, within the context of the social structure. The interface between the individual and the social structure will be approached in terms of the interacting maturational and socio-environmental forces. The influence of the family and the socio-cultural environment on personality development will be stressed, utilizing the theories from psychology, social welfare, and sociology.

Prerequisite: Soc. 100 and one psychology course (Psych. 215 for social welfare majors) or permission of department chair.

SOCIOLOGY 332: CLASSICAL SOCIOLOGICAL THEORIES

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. 100 or permission of department chair.

SOCIOLOGY 333: CONTEMPORARY SOCIOLOGICAL THEORIES

This course explores the development of sociological theory in its historical and social context since the early work of Talcott Parsons. Critical analysis will be given to structural-functional theory, conflict theory, phenomenology, ethnomethodology and symbolic interactionism. The nature and purpose of theory, along with its construction and use, will be examined in some detail.

Prerequisite: Soc. 332.

SOCIOLOGY 350: TOPICS IN SOCIOLOGY

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, political sociology, social ecology and sociology of sex roles.

Prerequisite: varies according to topic area.

SOCIOLOGY 360: SEMINAR IN SOCIOLOGY

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 department chair.

SOCIOLOGY 402: THE FAMILY AND SOCIAL INSTITUTIONS

This course will examine the family system in relation to other major social systems, such as economic, educational, political and religious/ideological systems. The focus will be on the various family structures, the functions performed by and for the family in relation to the other social systems, and the linkages uniting them. Specific questions concerning social policy and the family will be addressed. Cross-cultural material as well as subgroups within American society will be studied.

Prerequisite: six hours of sociology or permission of department chair.

SOCIOLOGY 405: SOCIAL CHANGE THEORY

This course will develop an historical-comparative approach to major social change theories and events. Attention will focus on the interrelationship between social change and social institutions and the impact on the individual and groups.

Prerequisite: six hours of sociology or permission of department chair.

SPANISH

(Department of Modern Languages)

The general prerequisite for 300- and 300-level courses is proficiency in intermediate Spanish demonstrated through examination or through successful completion of Spanish 114 or 115 or the equivalent.

SPANISH 101: ELEMENTARY SPANISH I

Dialogues, questioning, drills, readings, simple compositions and language analysis, in class and in the language laboratory, are the usual procedures in this course, whose two basic goals are: to develop in the student the ability to understand and speak Spanish and to read and write in that language and to gain an understanding of Spanish life and character. This course is normally not open for college credit to students who have offered admissions credit in this language.

SPANISH 102: ELEMENTARY SPANISH II

This course is a continuation of Spanish 101.

Prerequisite: Spanish 101 or one year of secondary school Spanish or permission of the department chair.

SPANISH 110: REVIEW OF BASIC SPANISH

This is a concentrated one-semester course for the student who wishes to continue the study of the language begun in the secondary school. In this course special emphasis is placed on aspects of culture and civilization as it relates to the 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 101 or 102.

Prerequisite: two years of secondary school Spanish or approval of the department chair.

SPANISH 112: INTERMEDIATE SPANISH

Through selected readings the student examines the cultural and a 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 102 or 110 or three years of secondary school Spanish; or who achieved a score of 500-549 on the CEEB Achievement Test in Spanish.

• **SPANISH 114: READINGS IN INTERMEDIATE SPANISH** 4 semester hours
Emphasis is placed on the development of the reading skill and of an appreciation of literature, selected from various periods and genres, for its interest as a reflection of the heritage of the Spanish people. The development of the oral skill is continued and some attention is given to written practice.

Prerequisite: achievement through the Spanish 113 level or equivalent or permission of department chair.

• **SPANISH 115: INTERMEDIATE ORAL SPANISH** 4 semester hours
The development of oral proficiency is stressed while giving some attention to retaining written skills previously acquired. Selected periodicals, language manuals, and laboratory tapes will serve as basic materials for accomplishing assignments related to vocabulary building, correct and idiomatic diction and oral presentations.

Prerequisite: achievement through the Spanish 113 level or equivalent, or permission of department chair.

SPANISH 201: CONVERSATION AND COMPOSITION 4 semester hours
This course emphasizes the use of correct spoken Spanish on a more advanced level than is expected in the intermediate courses. Careful attention is given to the correction of pronunciation through practice in the language laboratory and elementary work in phonetics. Texts which stress Hispanic culture and civilization serve as the basis for oral and written expression.

Prerequisite: the equivalent of Spanish 114 or 115 or permission of department chair.

SPANISH 202: COMPOSITION AND CONVERSATION 4 semester hours
This course emphasizes writing skills in Spanish through grammatical exercises, controlled composition, original themes and the stylistic analysis of literary texts. Class discussion of the written materials, in Spanish, provide opportunity for oral practice.

Prerequisite: the equivalent of Spanish 114 or 115 or permission of department chair.

• **SPANISH 230: 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 231: 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 *Fuero 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 OF 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 3 semester hours
The development of the realistic novel and drama in Spain is studied from the *costumbristas* to the Generation of 1898.

SPANISH 317: THE GENERATION OF 1898 TO THE SPANISH CIVIL WAR 3 semester hours
The development of the major branches of Spanish literature from the Generation of 1898 to about 1940 is analyzed through representative works of the period.

SPANISH 318: THE SPANISH CIVIL WAR TO THE PRESENT 3 semester hours
The evolution of Spanish literature from 1940 to the present is studied through the work of representative writers.

SPANISH 320: APPLIED GRAMMAR 3 semester hours
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.

Prerequisite: Spanish 202 or equivalent.

SPANISH 321: LATIN AMERICAN LITERATURE: COLONIALISM TO MODERNISMO 3 semester hours
Latin American literature from the colonial period to the Mexican Revolution is surveyed with special emphasis on the transformation and adaptation of European sensibilities and literary forms to the realities of the New World and the development of a distinctive literary expression of that reality.

SPANISH 322: CONTEMPORARY LATIN AMERICAN LITERATURE 3 semester hours
Twentieth century manifestations of major themes of Latin American literature are studied against their historical and social background. Attention is given to the changing view of the relationship of man to his environment, and the impact on literature of revolution and social protest, the search for cultural identity and the role of the artist and intellectual in society and art.

SPANISH 350: TOPICS IN SPANISH 3 semester hours
The course provides an opportunity for studies of topical nature. Topics vary and are announced from semester to semester.

SPANISH 360: SEMINAR IN SPANISH 3 semester hours
The material of this course varies from year to year, but the comprehensive pattern remains constant. The work involves intensive individual and group study of literary, philosophical, historical, political, social or aesthetic problems, the choice to be based on the students' backgrounds and interests. Each student is required to submit a major paper as a culmination of the semester's work. Topic or period for each semester will be announced in advance.

SPANISH 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 chair.

SPANISH 501: STUDIES IN HISPANIC FICTION 3 semester hours
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 chair, this course may be repeated for credit if the content of the course is not duplicated.

SPANISH 502: STUDIES IN HISPANIC ESSAY *3 semester hours*
An analysis of the essay as a literary form and its development in Spain or Spanish America as studied in this course. With permission of the department chair, this course may be repeated for credit if the content of the course is not duplicated.

SPANISH 503: STUDIES IN THE HISPANIC THEATRE *3 semester hours*
Topics and materials for this course will be selected from a major movement of Spanish and Spanish-American drama. With permission of the department chair, this course may be repeated for credit if the content of the course is not duplicated.

SPANISH 504: STUDIES IN HISPANIC POETRY *3 semester hours*
The course focuses on the definition, social function and spiritual character of poetic creation as it relates to the respective historical and artistic context of the topic under consideration. With permission of the department chair, this course may be repeated for credit if the content is not duplicated.

SPANISH 510: STUDIES IN CERVANTES *3 semester hours*
This course will include an interpretative study of *Don Quixote* and of other works of Cervantes in connection with the historical background.

SPANISH 511: MODERNISM AND POST-MODERNISM IN SPAIN AND SPANISH AMERICA *3 semester hours*
A study is made of the most important authors and works of Modernism and Post-Modernism in Spain and Spanish America.

SPANISH 550: TOPICS IN SPANISH *3 semester hours*
The course provides an opportunity for studies of topical nature. Topics vary and are announced from semester to semester.

SPANISH 560: GRADUATE SEMINAR IN SPANISH *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 any important period in the development of Spanish and Spanish-American literature. It is directed toward the writing of a major paper in thesis form.

SPANISH 590: DIRECTED STUDY *3 semester hours*
The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. A major paper in thesis form is required.

Prerequisite: approval of department chair.
See also Modern Languages and Literature.

SPECIAL EDUCATION

(Department of Special Education)

None of the courses offered by this department are arts and sciences courses.

SPECIAL EDUCATION 300: INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN *4 semester hours*

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 experience, is required of all students in special education.

SPECIAL EDUCATION 302: EDUCATION OF MENTALLY RETARDED CHILDREN *4 semester hours*

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.

Prerequisite: Spec. Ed. 304.

SPECIAL EDUCATION 303: STUDENT TEACHING IN SPECIAL EDUCATION *5 semester hours*

One quarter is spent teaching in special education programs under the joint supervision of an experienced teacher and a college supervisor. Students assume increasing responsibility for teaching in the programs to which they are 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.

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 field and professional sequence; proficiency in the operation of audiovisual equipment and speech proficiency.

SPECIAL EDUCATION 304: PSYCHOLOGY OF EXCEPTIONAL CHILDREN *4 semester hours*

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.

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 309: LANGUAGE DEVELOPMENT AND COMMUNICATION PROBLEMS OF CHILDREN *3 semester hours*

This course emphasizes the processes of language development in exceptional 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 311: 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 with regular school settings.

Prerequisite: Ed. 310, 330 or 333.

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. 310.

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 exceptionalities.

Prerequisite: Spec. Ed. 300.

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 408: 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 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 resources 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 teachers program 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 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 educationally retarded adolescent 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 413: ORIENTATION TO THE PRESCHOOL CHILD WITH SPECIAL NEEDS

3 semester hours
This course is designed to provide the student with an overview of the educational needs and program options for preschool children with special needs. Particular attention will be devoted to state and national legislation and regulations affecting this population as well as an examination of the efficacy of early intervention programs.

Prerequisite: Spec. Ed. 300.

SPECIAL EDUCATION 414: DEVELOPMENT CHARACTERISTICS OF PRESCHOOL CHILDREN WITH SPECIAL NEEDS

3 semester hours
The intent of this course is to equip the student with a knowledge of the growth and development of children from birth to six. Emphasis is placed on the discrepancies manifested by children with special needs which make special educational programming necessary. The practicum consists of observations of preschool children with a range of handicapping conditions.

Prerequisite: Spec. Ed. 413. (Practicum requires students to have access to preschool children with special needs for four hours each week.)

SPECIAL EDUCATION 415: ASSESSMENT, PLANNING AND PROGRAMMING FOR PRESCHOOL CHILDREN WITH SPECIAL NEEDS

6 semester hours
This course provides the student with a knowledge of clinical assessment procedures, educational plans, instructional objectives and evaluation techniques for special needs preschool children. In practicum, the student will complete an assessment and educational plan for individuals and small groups of children. (Early childhood curricula and materials will be related to the educational programs developed.)

Prerequisite: Spec. Ed. 414. (Access to preschool children with special needs for eight hours each week is necessary to complete practicum requirements.)

SPECIAL EDUCATION 420: VARIABLES AND PRINCIPLES AFFECTING EDUCATIONAL PROGRAMS FOR THE SEVERELY AND PROFOUNDLY HANDICAPPED

3 semester hours
The intent of this course is to provide students with a delineation of the population, with an integrated model for organizing a total program, with knowledge of developmental sequences and with an awareness of existing programs for severely and profoundly handicapped persons. The basic thrust of this course will be the acquisition of a philosophical perspective and theoretical understanding necessary for educating severely and profoundly handicapped persons. Arrangements will be made for field observations.

Prerequisite: Spec. Ed. 300 or consent of instructor.

SPECIAL EDUCATION 421: CLINICAL ASSESSMENT AND METHODS OF INSTRUCTION FOR THE SEVERELY AND PROFOUNDLY HANDICAPPED

6 semester hours
This course is designed to provide the student with knowledge of assessment and instructional methods for the severely and profoundly handicapped. Both formal and informal assessment procedures will be examined and directly related to individual teaching strategies. Available curricula and materials will be analyzed and related to methods of changing behavior. In practicum, the student will demonstrate

the ability to use the information presented to establish baselines and to define behavioral objectives.

Prerequisite: *Spec. Ed. 420: consent of instructor (Access to an educational program for severely and profoundly handicapped persons for a minimum of 10 hours per week will be necessary to complete the requirements of this course).*

SPECIAL EDUCATION 422: INTERNSHIP IN EDUCATION OF THE SEVERELY AND PROFOUNDLY HANDICAPPED

6 semester hours
The intern is required to evaluate, plan for and teach severely and profoundly handicapped persons within the context of a total programming model. A seminar will occur concurrently with the internship.

Prerequisite: *Spec. Ed. 421: consent of instructor (Access to an educational program for severely and profoundly handicapped persons for a minimum of 20 contact-hours per week is necessary to complete this course.)*

SPECIAL EDUCATION 423: ISSUES CONCERNING EDUCATION OF THE SEVERELY AND PROFOUNDLY HANDICAPPED

3 semester hours
This course is designed to examine recent literature and research pertinent to the education of severely and profoundly handicapped persons. The student is provided with an opportunity to critically examine and discuss trends, theoretical and philosophical issues related to the education of severely and profoundly handicapped persons.

Prerequisite: *Spec. Ed. 422.*

SPECIAL EDUCATION 424: METHODS IN EDUCATING THE BLIND/DEAF MULTI-HANDICAPPED

3 semester hours
This course is designed to examine educational methods for the blind/deaf multi-handicapped. Characteristics, learning styles, core programming areas and instructional approaches and materials for blind/deaf persons will be studied.

Prerequisite: *Spec. Ed. 300.*

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 describable 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 448: INTERPRETING AND DEVELOPING RESEARCH IN SPECIAL EDUCATION

3 semester hours
Research and evaluation studies and design as they relate to methodology in various special education programs are emphasized. Emphasis is placed on analyzing research method and interpretation of results. This course is designed to assist the student in the formulation of an original research and evaluation project.

Prerequisite: *matriculation in a graduate program.*

SPECIAL EDUCATION 449: PUBLIC POLICY IN THE MANAGEMENT OF THE HANDICAPPED

3 semester hours
This course provides intensive treatment of the evolving issues in the field of special education and their relationships to education and society. Law, policy and concepts pertinent to the handicapped in society represent examples of the content of this course.

Prerequisite: *matriculation in a graduate program.*

SPECIAL EDUCATION 460: PRACTICUM IN THE EDUCATION OF EXCEPTIONAL CHILDREN

3 semester hours
Concentrating in this 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
Interns are required to evaluate, plan for and teach children at several developmental levels in their areas 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 the educator 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 506: 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: *consent of instructor.*

SPECIAL EDUCATION 545: CURRICULUM ADAPTATION FOR CHILDREN WITH SPECIAL NEEDS

3 semester hours
This course is designed to examine the strategies of curriculum adaptation for children with special needs. It includes exploration of the variety of special education methodologies for adaptation to on-going elementary and secondary curricula.

Prerequisite: *Carris. 503.*

SPECIAL EDUCATION 546: 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.

Prerequisite: consent of instructor.

SPECIAL EDUCATION 547: INTERNSHIP IN SPECIAL EDUCATION ADMINISTRATION

This course is designed as a continuation of Special Education 546 for provision of experience in the administration of an entire program of special education. Participation in all phases of the special education administrative task is required. Activities in administration, consultation, program evaluation, planning and staff development are essential components of this experience.

Prerequisite: Spec. Ed. 546.

SPECIAL EDUCATION 548: PRACTICUM IN SPECIAL EDUCATION ASSESSMENT

This practicum includes the practice of special education evaluation and planning for children referred for special needs consideration.

Prerequisite: Spec. Ed. 502.

SPECIAL EDUCATION 549: INTERNSHIP IN SPECIAL EDUCATION ASSESSMENT AND PROGRAM PLANNING

This internship consists of a placement as a member of an educational evaluation and placement team for handicapped children. Experiences include the analysis of variable diagnostic data, the development of educational assessments, the formulation of educational plans and the interpretation of such plans to the significant individuals in the handicapped person's life — parents, teachers, and other supportive personnel.

Prerequisite: Spec. Ed. 548.

SPECIAL EDUCATION 580: WORKSHOP IN SPECIAL EDUCATION

Topics vary from year to year. Open only to graduate students.

THEATRE

(Department of Communications and Theatre)

• **THEATRE 110: APPROACHES TO THEATRE**

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 205: INTRODUCTION TO THEATRE ARTS

The student will be introduced to the various disciplines in theatre through a theoretical and practical point of view. The course will contain four components, including: theoretical overview, modes of presentation, production and performance. A laboratory experience of 20 hours of work on a Rhode Island College theatre production is required. This course is required of all theatre majors.

THEATRE 210: FUNDAMENTALS OF TECHNICAL THEATRE

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 instructor.

THEATRE 220: VOICE AND ARTICULATION

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 quality, articulation and pronunciation.

THEATRE 302: FUNDAMENTALS OF ORAL INTERPRETATION

This course introduces the student to the procedures of analysis, preparation and delivery of literary selections for oral interpretation purposes. The student is concerned with the demands made by a variety of literary forms, including dramatic literature, prose and poetry. The emphasis is on experiencing and leading others to the subtleties of good literature. It is recommended that majors enroll in Theatre 220 before taking this course.

THEATRE 312: SCENE DESIGN FOR THE THEATRE

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 FOR THE THEATRE

The theoretical and practical aspects of costuming for the theatre are covered through a lecture-laboratory format. The history of fashion and theatrical costume is studied in conjunction with basic costuming 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

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

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

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, 220 or permission of instructor.

THEATRE 321: ADVANCED ACTING

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.

3 semester hours

Prerequisite: Theatre 320 or permission of instructor.

THEATRE 325: FUNDAMENTALS OF DIRECTING

Basic play interpretation, casting, rehearsal procedures and other directorial duties are covered. Techniques for achieving meaningful visual dramatization through the psychological and spatial relationships of characters are demonstrated and utilized in student-directed scenes involving problems in composition, movement, tempo and rhythm.

3 semester hours

Prerequisite: Theatre 205, 320 or permission of instructor.

THEATRE 330: CREATIVE DRAMATICS WITH CHILDREN

This 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.

3 semester hours

THEATRE 335: THEATRE FOR CHILDREN

This course involves the selection and preparation of scripts, casting, rehearsing, producing and the presentation of plays for audiences of children.

3 semester hours

THEATRE 340: HISTORY OF THE THEATRE I

The development of the physical theatre and of dramatic art is correlated from the earliest beginnings through 1625, providing the student with a knowledge of the rise and growth of the theatre as an institution. The relationship between theatre, the other arts and the social environment of the various periods (including classical Greek and Roman, Italian, Spanish and English Renaissance, Jacobean) is also explored.

3 semester hours

THEATRE 341: HISTORY OF THE THEATRE II

This course is a continuation of Theatre 340, encompassing the development of the physical stage, drama and theatre arts from 1625 through 1850 and including the English Caroline, Restoration and 18th-century periods, the French Renaissance, and the rise of Romanticism and Realism.

3 semester hours

THEATRE 342: MODERN THEATRE

This course explores the development of the physical theatre, drama and theatre arts from 1850 to the present. The student is introduced to the relationship between audience, the theatre space, social and political influences, innovative production techniques and the most recent theatre movements. Attendance at theatre productions is required.

3 semester hours

THEATRE 360: SEMINAR IN THEATRE

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 nine semester hours in any combination of Theatre 360, 390 and 391. Required of all theatre majors and designed for seniors who have completed at least 24 semester hours in theatre and for graduate students.

3 semester hours

THEATRE 378: THEATRE PRODUCTION

The student will participate for a minimum of 45 hours in a theatre production under the supervision of the faculty director and will concentrate his work in the area of performance, or technical theatre or stage/theatre management. Grading will be Satisfactory/Unsatisfactory. A student may take this course a maximum of three times.

1 semester hour

THEATRE 379: THEATRE INTERNSHIP

This program is designed to enable the student to gain a more comprehensive understanding of theatre arts through on-the-job training. It offers instruction, supervision and practice in the various areas of theatre operation at the commercial and community theatre levels. The student may concentrate in theatre management, directing or acting. The intern will be expected to work full time with an approved theatre company such as the Trinity Square Repertory Company or Looking Glass Theatre. Application must be made one semester prior to the period of internship. Open only to theatre majors (1) who are juniors and seniors and (2) who have maintained at least a 3.0 average in their major and at least a 2.0 in their overall average. Grades received will be Satisfactory/Unsatisfactory.

9 semester hours

THEATRE 380: INDEPENDENT STUDY IN THEATRE

This 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 nine semester hours in any combination of Theatre 360, 390 and 391.

3 semester hours

Prerequisite: successful completion of 12 semester hours in theatre courses and permission of instructor.

THEATRE 391: SPECIAL PROBLEMS IN THEATRE

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 nine semester hours in any combination of Theatre 360, 390 and 391.

3 semester hours

Prerequisite: successful completion of 12 semester hours in theatre and permission of instructor.

THEATRE 393: SPECIAL PROBLEMS IN DESIGN

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.

3 semester hours

Prerequisite: Theatre 210 or its equivalent and permission of instructor.

THEATRE 398: SPECIAL PROBLEMS IN DIRECTING

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.

3 semester hours

Prerequisite: Theatre 325 or its equivalent and permission of instructor.

THEATRE 419: THEATRE MANAGEMENT

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.

3 semester hours

Prerequisite: permission of department chair.

THEATRE 440: DRAMATIC CRITICISM

An intensive analysis is made of the theatrical qualities and aesthetic theories which create the experience of theatre. Dramatic criticism, style and content of plays representing major periods in the continuing evolution of theatre are examined in light of their contribution to theatrical experience.

3 semester hours

THEATRE 480: WORKSHOP IN THEATRE

Selected topics are investigated in various formats. Credits and prerequisite vary.

URBAN EDUCATION

See Education course listings.

URBAN STUDIES

All of these courses are unrestricted arts and sciences courses.

URBAN STUDIES 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 coordinator of urban studies.

URBAN STUDIES 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.

URBAN STUDIES 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: Urban Studies 321.

VOCATIONAL EDUCATION

(Department of Industrial Education)

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 purpose. 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.

WOMEN'S STUDIES

WOMEN'S STUDIES 200: WOMEN IN SOCIETY

3 semester hours
This course is an introductory, interdisciplinary course recommended as the first course in women's studies. It focuses on the roles and images of women through analyses of the position of women in the economy, political system and social organizations — both past and present. Perspectives of the social and behavioral sciences as well as those of history and literature will be used.

WOMEN'S STUDIES 360: WOMEN AND THE PROFESSIONS

4 semester hours
This course focuses on the economic roles of women, including consideration of their participation in the labor force and career options available to them at present and in the future. As the culminating experience, students will be asked to design a project that will integrate their academic backgrounds in the women's studies major with their professional interests. The project will include both a field and research component. The course is designed to provide a link between the student's college experiences and occupational aspirations.

Prerequisite: W.S. 200 and senior status.

DIRECTORY

ADMINISTRATIVE AND SERVICE PERSONNEL DIRECTORY

The college's mailing address is:
Rhode Island College
600 Mt. Pleasant Avenue
Providence, R.I. 02908

Telephone: (401) 456-8000

- ACADEMIC AFFAIRS**, Roberts Hall 407, 456-8102
Eleanor M. McMahon, Vice President
- ACCOUNTING**, Alger Hall 134, 456-8076
Thomas J. Bradley, Chief Accountant
- ADMINISTRATIVE SERVICES**, Roberts Hall 101, 456-8200
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Kenneth Binder, Admissions Officer
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C. Annette Ducey, Associate Dean
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Walsh 224, 456-8007
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Gail Davis, Associate Director
- INTRAMURALS AND RECREATION**, Whipple Gym, 456-8136
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Hans-Erik Wennberg, Assistant Director, Audiovisual Center
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Marion F. Brown, Assistant Manager
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456-8037

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Reverend Glendon Heath, Protestant Chaplain

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Richard W. Prull, Counseling and Research Psychologist
Judith G. Leopard, Counselor

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456-8207
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Vincent R. Fleming, Assistant Director
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- ETHNIC HERITAGE STUDIES PROJECT, Bureau, 456-8228
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(See Student Development Program)
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Charles S. Walton, Director

WRITING CENTER, Craig-Lee Hall 225, 456-8141
A. John Roche, Director

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James C. Greenough 1871-1883	Fred Gowing 1898-1901
Thomas Morgan 1883-1888	Charles S. Chapin 1901-1907

Principal and President:
John Lincoln Alger
1908-1938*Presidents:*

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William C. Gaige 1952-1966	Charles B. Willard 1973-1977

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Thomas C. Schmidt

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- S. Elizabeth Campbell, Professor Emerita of Education — Ed. B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University
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FACULTY AND ADMINISTRATION

The following is a list of administrative officers, directors and faculty, their academic degrees and titles, as of July 1, 1979.

- William R. Aho, Associate Professor of Sociology — B.S. in Ed., Fitchburg State College; M.A., Ph.D., University of Notre Dame
- *Kenneth Ainley, Associate Professor of Health and Physical Education — B.S., University of Rhode Island; M.S., H.S.D., Indiana University
- *Louis E. Alfonso, Associate Professor of Philosophy and Foundations of Education — B.A., M.A., Ph.D., University of Connecticut (Storrs)
- *Peter S. Allen, Associate Professor of Anthropology — A.B., Middlebury College; A.M., Ph.D., Brown University
- *Samuel B. Ames, Assistant Professor of Art — A.B., San Diego State College; M.F.A., University of Wisconsin
- *Barbara E. Anderson, Associate Professor of Psychology — B.A., M.A., Ph.D., University of Connecticut
- *George A. Anderson, 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, Assistant Professor of Special Education — B.A., Ohio University; M.Ed., Rhode Island College
- *John Archibald, Assistant Professor of Social Work — B.A., Lehigh University; M.S.S., Ph.D., Bryn Mawr College
- *Donald C. Averill, Professor of Education — Ed.B., Keene State College; A.M., Ph.D., University of Connecticut
- William M. Baird, Director of Athletics, Intramurals and Recreation, Associate Professor of Physical Education — B.S., M.S., University of Rhode Island; M.S., Southern Connecticut State College
- Martha Bacon Ballinger, Associate Professor of English
- *Ronald B. Ballinger, Professor of History and Department Chair — B.A., B.A. Hon., Rhodes University; M.Lit., Cambridge University
- *R. Carol Barnes, Associate Professor of Anthropology — A.B., University of Connecticut; A.M., Ph.D., University of Pennsylvania
- Charles T. Batcher, Instructor of Industrial Education — B.S., University of Maine; M.Ed., Rhode Island College
- Eugene L. Beecher, Assistant Professor of Elementary Education — B.A., Western Reserve University; M.Ed., Ph.D., Ohio University
- *Terence L. Belcher, Associate Professor of Psychology — B.A., Southern Illinois University; M.S., Ph.D., University of Wisconsin
- *Roger V. Bennett, Dean of Educational Studies and Professor of Administration and Curriculum — B.S., M.S., Ph.D., University of Wisconsin (Madison)
- Frances Benson, Assistant Professor of Nursing — B.S., Simmons College; M.S., Boston University
- *James J. Betros, Associate Professor of Elementary Education — B.S., Indiana University; M.Ed., University of Pittsburgh; M.A.T., Purdue University; Ph.D., Ohio University
- *James Bieden, Associate Professor of Mathematics and Secondary Education, Director of General Studies — B.A., St. Mary's College, Minnesota; M.A., University of Minnesota; Ph.D., University of Michigan
- *Walter J. Blanchard, Professor of Philosophy and Foundations of Education, Director of Cooperative Education — A.B., University of Rhode Island; Ed.M., Rhode Island College; Ph.D., University of Connecticut

* indicates Graduate Faculty

EMERITI FACULTY

- Ernest C. Allison, Professor Emeritus of English — A.B., Bates College; A.M., Boston University
- Edith C. Becker, Professor Emerita of Art — B.F.A., M.F.A., Syracuse University; Ed.D., New York University
- S. Elizabeth Campbell, Professor Emerita of Education — Ed. B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University
- *M. Elizabeth Cooling, Professor Emerita of Education — B.S., New Jersey State College (Glassboro); M.A., Teachers College, Columbia University; Ed.D., University of Kansas
- Catherine M. Connor, Professor Emerita of History — A.B., Radcliffe College; A.M., Columbia University
- Fred J. Donovan, Vice President Emeritus — A.B., Manhattan College; A.M., University of Detroit; Ed.D., Catholic Teachers College
- *Grace D. Healey, Professor Emerita of Communications and Theatre — B.L.L., Emerson College; M.Ed., Boston University
- *Mary M. Keffe, Professor Emerita of Biology — Ed. B., Rhode Island College; A.B., Providence College; M.A., Teachers College, Columbia University; Ph.D., Fordham University
- Mary E. Loughrey, Professor Emerita of Modern Languages — A.B., A.M., Middlebury College; Certificat d'Etudes, Sorbonne; Ph.D., Columbia University
- *Russell Meinhold, Professor Emeritus of Secondary Education — B.S., Boston University; Ed.M., Massachusetts State College at Boston; Ph.D., University of Connecticut
- Amy A. Thompson, Professor Emerita of English — A.B., Bates College; A.M., Brown University
- *Lauris B. Whitman, Professor Emeritus of Sociology — A.B., Bates College; B.D., Andover Newton Theological Seminary; M.S., Ph.D., Pennsylvania State University
- Charles B. Willard, President Emeritus, Professor Emeritus of English — Ed. B., Rhode Island College; A.M., Ph.D., Brown University

FACULTY AND ADMINISTRATION

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- *Louis E. Alfonso, Associate Professor of Philosophy and Foundations of Education — B.A., M.A., Ph.D., University of Connecticut (Storrs)
- *Peter S. Allen, Associate Professor of Anthropology — A.B., Middlebury College; A.M., Ph.D., Brown University
- *Samuel B. Ames, Assistant Professor of Art — A.B., San Diego State College; M.F.A., University of Wisconsin
- *Barbara E. Anderson, Associate Professor of Psychology — B.A., M.A., Ph.D., University of Connecticut
- *George A. Anderson, 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, Assistant Professor of Special Education — B.A., Ohio University; M.Ed., Rhode Island College
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Cooperating Teacher: Linda Atamian

NEWPORT

Cooperating Teachers: Barbara Block, Malcolm Chrupcala, Mary Marks

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Cooperating Teachers: Susan Gaines, Mary Hargraves, Ruth Haynesworth, Robert McCollough, John Prendergast

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Cooperating Teachers: Deborah Capuano, Ann Cicchitelli, Michael Coletti, Rose Marcaccio, Walter Reis, Marie Santoro, Harold Smith

NORTH SMITHFIELD

Cooperating Teachers: Michael Boday, James Corbett, Ann D'Antuano, James Heaton, Joyce Neville

PAWTUCKET

Cooperative Center Practicum Instructors: Denise Hefner, Karen McCluskey, Andrea Toone

Cooperating Teachers: Charles Altonian, Joyce Avedesian, Donald Bosworth, Catherine Brown, Eleanor Brynes, Mary Catelli, Anthony Cipriano, Gloria Cullen, Eleanor Cuite, Catherine Duphiney, Helen Fletcher, Madalena Fournier, Jeanne Harraka, Linda Hochwater, Phyllis Kaczynski, Barbara Keegan, Ann-marie Krikorian, Marlene Madonna, Ruth Massiccotti, Dianne McKinnon, Linda Rego, Frances Ricciardi, Violet Ryan, Louis Tetreault, Jacqueline Walsh

PLAINFIELD, CONNECTICUT

Cooperating Teacher: Ralph Dolce

PORTSMOUTH

Cooperating Teachers: Eleanor Dwyer, Fred Ramos, Dorothy Sisson

PROVIDENCE

Cooperative Center Practicum Instructors: Donna Argentiari, Wendy Aronoff, Michael Brown, Dennis Cannon, Paul Cartier, Eileen Cedrone, Raymond Chabot, Ann Dunn, Ronald Favoli, Mary Frappier, Thomas Giblin, Mary Higgins, Ruth Jaffa, Mary Juskalian, Juliana Keulohn, Felix Lombardi, Marjorie Martiesian, Frances Morrisey, William Murray, Nancy Owen, Violet Part, Donald Powers, Gerald Prior, Teresa Renola

Cooperative Center Principal: Raymond Lamer

Cooperating Teachers: Donna Argentiari, Christine Boscia, Michael Brown, Bruce Cambio, Paul Cartier, Patricia Cerullo, Sr. Marie Chilli, Roger Collette, Meredith Costa, Linda Daglieri, Sr. Lucretia Duffy, Ann Dunn, Frank DuVally, Joanne Favali, Mary Ferrara, Allen Harris, Ann Hegarty, Nora Kennedy, Patricia Langevin, Donna Lombardi, Felix Lombardi, Marilyn Lopes, Ann Meadows, Patricia McWey, Elaine Monaco, William Murray, Fredda Myers, Salvatore Neri, Hope Newton, Kathleen O'Donnell, Eugene Petty, Donald Powers, Teresa Russell, Charles Schotter, Edward Smith, Sandra Spirdi, Virginia Varone, Herbert Woodel

SCITUATE

Cooperating Teachers: Barbara Cuniff, Mary Fogel, Marion Granata, Marie Hawkes, Margery Schockner

SEEKONK, MASSACHUSETTS

Cooperating Teachers: Robert Frazer, John Halliwell, Estella McDonald, Hazel Mohr, Frank Mooney, Ann Motrill, Angela Robertson, Nancy Silva, Joyce Smith, Elizabeth Westcott

SMITHFIELD

Cooperative Center Practicum Instructors: Robert Cleasby, Julianna Romano, Allen Tinkham

Cooperating Teacher: Robert Cleasby

SOUTH KINGSTOWN

Cooperating Teachers: Joan Lobello, Joan Martino, Muriel Mueller, Eleanor Rand

STONINGTON, CONNECTICUT

Cooperating Teacher: Woodrow Douville

TIVERTON

Cooperating Teachers: JoAnn Brocklehurst, Norman Champagne, Patricia Hibbert, Ellen Hunt, Beverly Nill, Anne Riccio

TOLLAND, CONNECTICUT

Cooperating Teacher: Bette Herrington

WARREN

Cooperative Center Practicum Instructor: Sr. Isabel Franco

Cooperating Teacher: Mary Parks

WARWICK

Cooperative Center Practicum Instructors: David Capaldi, Domenic Marcione

Cooperating Teachers: Barbara Albro, Ellen Anastos, Agnes Barry, Irving Breckenstein, Anne Cerro, Florence Clothier, Susan Cross, Mary Crowley, John DiMitto, Margaret Edwards, Bonnie Ferguson, Anthony Gaggiardi, Lucien Garceau, Denise Hefner, Carden Holland, Dorothy Hunter, Paul Hynes, Bruce Ingham, Loita Jagolintzer, James Jankowski, Olive Kimball, Janice Lamarre, Frances Lannon, Richard Lemieux, Joseph Lylegian, Virginia MacDonald, James MacInnes, Alice Marchant, Eugene Massa, Terrence McCormack, Phyllis McDevitt, Margaret McLaughlin, Peni Mitchell, Lawrence Moulton, Frederick Pampel, Joyce Paolozzi, Marjorie Pike, Angelina Porreca, Phyllis Trotterton, Dolores Sabatini, Joan Scanlon,

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WEST WARWICK

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Cooperating Teachers: Susan Eastwood, Kris Hartman, Dennis Pratt

WESTERY

Cooperating Teacher: Alex Houston

WOONSOCKET

Cooperating Teachers: Marjorie Akrep, Frances Allaire, Shirley Ayers, John Boudreau, Susan Bulger, James Castaldi, Barbara Cavedon, Bertrand Cayer, Donald DeSantis, Carol DeVries, Larry DiGregorio, Dorothy Downey, Patricia Durkin, Sylvia Fortt, Joan Fox, Patricia Jarvis, Delana Lacouture, Christine Lebel, Karen McCarthy, Maureen McGahan, Doris Mondoux, Carol Peckham, Lorraine Picard, Phyllis Plank, Suzan Tringue

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Cooperating Instructors of Medical Technology (The Miriam Hospital): Edward Balkovic, M.T., B.S., University of Rhode Island; Karen Berg, M.T., B.S., Rhode Island College; Shirley Carreiro, M.T., B.S., Southeastern Massachusetts University; Bruce Lowry, M.T., B.S., University of Rhode Island; Anthony Puleo, M.T., B.S., Providence College; Anne Richardson, M.T., B.Sc., Brown University.

Ann Marie Roberti, M.T. (ASCP), Adjunct Assistant Professor of Medical Technology (Rhode Island Medical Center), B.S., University of Rhode Island.

Adjunct Lecturer of Medical Technology (at the Rhode Island Medical Center): Ho Yong Lee, M.D., Seoul National University, Korea.

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Visiting Instructors of Music: Diane Caldwell, B.M., M.M., New England Conservatory of Music; Malvina Y. Collins, B.M., M.M., University of Texas; Mark Davis, B.A., Brown University; Dante DiNunzio; Marlene P. Fairleigh, B.M.; University of Michigan; Vincent Fraioli, B.A., University of Rhode Island; Tullio Gasperini, B.M., Boston University; Margaret Gidley, A.B., Brown University, M.M., Yale University; George Gonerotto, B.M., M.M., Boston Conservatory of Music; George Hirst; Richard Lupino, B.M., New England Conservatory; M.A.T., Rhode Island College; Frederick MacArthur, M.M., Boston University; Steven Massoud, B.M., M.M., New England Conservatory; John A. Meardon, A.B., Oberlin College; D.B., University of Chicago; Anne-Marguerite Michaud, B.M., Juilliard School of Music; Lucien Olivier, B.A., New England Conservatory of Music; Alice Pellegrino, B.S., M.S., State University College at Potsdam; Louis Pezzullo, B.M.E., M.M.E., Boston Conservatory of Music; Susan Wood, B.S., State University of New York; M.M., Indiana University; Gregory Zetlin, Diploma in Flute, Juilliard School of Music.

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