

~~Ms Louise Sherby~~

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Archival Copy

# BULLETIN

of Rhode  
Island  
College



from 1981

to 1983

## RHODE ISLAND COLLEGE IN BRIEF

Rhode Island College, founded in 1854, is a public, general college and is non-sectarian and coeducational.

- Enrollment:** *Undergraduate.* 6894 full- and part-time students.  
*Graduate.* 2366 full- and part-time students.
- Faculty:** Over 375 members with 60% holding terminal degrees in their areas of specialization.
- Library:** 270,000 volumes, 2100 periodical subscriptions, major collections in microfilm and microfiche.
- Fees:** *Undergraduate (Full-time Tuition).* \$690 per year (R.I. residents); \$2674 per year (out-of-state students).  
*Undergraduate (Part-time Tuition).* \$40 per credit (R.I. residents); \$91 per credit (out-of-state students).  
*Graduate:* \$48 per credit (R.I. residents); \$86 per credit (out-of-state students). The School of Social Work has special fees.  
*Room and Board.* \$2206-2658 per year.
- Accreditation:** New England Association of Schools and Colleges, 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, National Council for Accreditation of Teacher Education, National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs.
- Degrees Offered:** *Undergraduate.* Bachelor of Arts, Bachelor of General Studies, Bachelor of Music in Performance, Bachelor of Science, Bachelor of Social Work.  
*Graduate.* Master of Arts, Master of Arts in Teaching, Master of Education, Master of Social Work, Certificate of Advanced Graduate Study.

## BULLETIN OF RHODE ISLAND COLLEGE

### GENERAL CATALOG 1981 - 1983

(USPS 803-620)

#### Affirmative Action

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

Inquiries and complaints with regard to Affirmative Action in admissions, athletics, financial aid, employment practices or other areas of concern should be directed to the Affirmative Action Office, 124 Roberts Hall, Rhode Island College, Providence, R.I. 02908 (telephone: 456-8218). Contact this office for further information on procedures that can be utilized as a means of resolving discrimination complaints.

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## Welcome to Rhode Island College!



Of course, this catalog is only an introduction — it can only begin to tell you about the people and the programs which together make this one of the great institutions of higher learning in our state and region.

The people of RIC are interested in the future — the future of individual students and the future of the people of Rhode Island. We expect to contribute to the intellectual growth and to the total development of our students and all of this state which fosters and maintains the college.

The primary responsibility of the college — and of any institution of higher learning — is the discovery and dissemination of knowledge and truth. At RIC we are also committed to making knowledge and truth effective in the life of the state.

Rhode Island College is well equipped to perform these tasks. It has a fine faculty dedicated to helping students become contributing citizens. Each faculty member works to see that each student realizes her or his full intellectual, professional and personal abilities. Faculty members also enhance their teaching through active scholarship, research and public service.

The college has a wide range of programs and the facilities appropriate to the offering of them. Whether a student wishes to pursue studies in the liberal or fine arts, in the health sciences, in the social sciences, in business, or in preparation for professional or graduate study after college, RIC can provide the right program. Even a brief perusal of the catalog will suggest this.

Rhode Island College is grateful to the people of Rhode Island, the Board of Governors, and the legislative and executive branches of state government for their generous support, both financial and moral. In return our students, faculty, staff and alumni are making significant contributions to the state, especially to the revitalization of the metropolitan area, where the college is located.

We are proud and happy that you have chosen to continue your education at RIC.

A handwritten signature in dark ink that reads "David E. Sweet". The signature is fluid and cursive.

David E. Sweet  
President, Rhode Island College

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## COLLEGE CALENDAR

## Fall Semester 1981

<i>August</i>		
25	Tuesday	New student orientation begins
<i>September</i>		
1	Tuesday	Pre-registration for departments which offer it — 1 pm
2	Wednesday	Opening meeting Academic advisement Registration begins 1 pm
7	Monday	No classes — Labor Day
8	Tuesday	Classes begin — graduate/undergraduate
14	Monday	Last day for adding courses
<i>October</i>		
12	Monday	No classes — Columbus Day
13	Tuesday	Monday class schedule will be followed
30	Friday	Mid-semester — Last day for dropping courses
<i>November</i>		
5	Thursday	Freshman grades due
11	Wednesday	No classes — Veterans Day
26	Thursday	Thanksgiving recess begins*
30	Monday	Classes resume
<i>December</i>		
17	Thursday	Fall classes end
18	Friday	Final exams begin
23	Wednesday	Final exams end
31	Thursday	Grades due

\*All classes for Wednesday, November 25, will be held.

## Spring Semester 1982

<i>January</i>		
5	Tuesday	New student orientation begins
11	Monday	Pre-registration for departments which offer it
12	Tuesday	Academic advisement Registration begins
18	Monday	Classes begin — graduate/undergraduate
29	Friday	Last day for adding classes
<i>March</i>		
12	Friday	Mid-semester — Last day for dropping courses Grades due for Freshmen
15	Monday	No classes — spring recess begins
22	Monday	Classes resume
<i>May</i>		
5	Wednesday	Cap and Gown
8	Saturday	Spring semester classes end
10	Monday	Final examinations begin
15	Saturday	Final examinations end
17	Monday	Grades due for May degree recipients — noon
18	Tuesday	Final grades due — 4:30 pm
21	Friday	Graduate Commencement*
22	Saturday	Undergraduate Commencement*

\*Convocations Committee is currently considering whether to merge these commencements.

**MISSION OF RHODE ISLAND COLLEGE**

The following is the official mission statement of Rhode Island College, approved by the Council of Rhode Island College on May 19, 1979.

Rhode Island College, founded in 1854, is the principal urban public institution of higher education in Rhode Island. The college provides undergraduate programs in the arts and sciences and in pre-professional and professional fields. It also offers a range of graduate programs in several of the arts and sciences and in the areas of community, public and social service. In accord with college traditions, the faculty is committed to excellent teaching; this commitment is complemented and enriched by research and by service to the city, the state and the region.

The college offers curriculum and support services for undergraduates and graduates of traditional college age and for those other adults who desire to resume formal education. While most of its students are from Rhode Island, the college recognizes the need for a more diverse and cosmopolitan student body. It welcomes qualified students from other states and countries and is committed to including among its student body, racial and ethnic minorities, the economically disadvantaged and the handicapped.

The major goal of Rhode Island College is the intellectual growth of students. The college intends and expects that the attainment of this goal will also provide students with a personally fulfilling and satisfying experience and a desire for continuous learning.

**ACCREDITATION**

Rhode Island College is accredited by the New England Association of Schools and Colleges. The college has also received accreditation for specified programs from the following agencies: 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 Certification, National Council for Accreditation of Teacher Education, National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs.

**HISTORY OF RHODE ISLAND COLLEGE**

For over a century and a quarter Rhode Island College has maintained a tradition of educating and serving the people of Rhode Island and surrounding states. In 1854 the forerunner of the college, the Rhode Island State Normal School, was created by act of the state's General Assembly, as a result of the efforts of Henry Barnard, Rhode Island's first commissioner of public schools, and Elisha A. Potter, his successor. The normal school was a manifestation of the widespread humanitarian concern that characterized

the mid-nineteenth century. Its original purpose was to provide teacher preparation to hard-working young people from ordinary backgrounds. The school had its first quarters in Providence on the corner of Weybosset Street and Eddy Street.

After some initial setbacks, including a temporary closing from 1865-1871, the Rhode Island State Normal School consolidated its position and began a long period of steady growth, first evolving into a four-year teachers' college, and later into Rhode Island College, a multi-purpose institution of higher learning. The college has undergone rapid expansion in recent decades, on both the undergraduate and graduate levels. Located on a modern campus near metropolitan Providence, Rhode Island College now offers liberal arts degree programs in a wide variety of academic disciplines and interdisciplinary areas, along with specialized professional programs in such fields as management, nursing, medical technology, chemistry, music performance and social work.

The following chronology lists some important dates in the development of Rhode Island College.

- 1898 Construction of a new building for the Rhode Island State Normal School on Capitol Hill is completed. The building is dedicated on September 7. A model school for kindergarten through grade nine is established.
- 1920 The Rhode Island College of Education, with the right to grant degrees, is created by act of the General Assembly.
- 1924 First graduate degrees (Master of Education) are conferred.
- 1928 Henry Barnard School occupies its new building on the Capitol Hill campus.
- 1958 New campus, located in the Mt. Pleasant section of Providence, is dedicated.
- 1959 Rhode Island College of Education is renamed Rhode Island College, to reflect its purpose as a general college.
- 1962 Revised and new curricula, including programs in liberal arts, senior secondary education and special education are instituted. Programs leading to the Master of Arts in Teaching are begun.
- 1963 First Bachelor of Arts degrees are conferred.
- 1966 Certificate of Advanced Graduate Studies is approved for Rhode Island College.
- 1968 The Master of Arts degree is introduced at the college, with the first programs being offered in history and mathematics.
- 1969 Degree program in nursing is initiated.
- 1970 The Center for Economic Education is established. It is one of four such centers created across the nation by the Joint Council for Economic Education.
- 1971 The Urban Educational Center, designed to serve inner city

residents, is linked administratively with Rhode Island College.

1980 School of Social Work is established, offering Master of Social Work degree.

1981 School of Social Work offers Bachelor of Social Work degree.

## THE CAMPUS

Rhode Island College is situated on a 125-acre campus in the Mt. Pleasant section of Providence, extending into North Providence. This unique location combines a close proximity to the benefits and resources of the metropolitan area with the slower-paced atmosphere of the suburbs. The campus consists of over 23 modern buildings, and is bounded on three sides by small wooded areas.

Most classroom buildings, the James P. Adams Library, Donovan Dining Center, the Student Union, and the Walsh Health and Physical Education Center are conveniently located around a central mall. Adjacent to this area are the four college residence halls, Weber, Browne, Thorp and Willard; the administration building, Dennis J. Roberts Hall, which houses a 975-seat auditorium and the Regents Board Room; the Art Center, containing the Bannister Gallery; Henry Barnard School, the college's laboratory school; and Whipple Gymnasium, center for intramurals and recreation. The recently added School of Social Work is on the northeast side of campus.

Up-to-date laboratory facilities for the biological sciences and nursing can be found in the Fogarty Life Science Building and those for the physical sciences in the Clark Science Building. The Computer Center is located in Gaige Hall.

The President's House and the offices of the Division of College Advancement and Support front on Fruit Hill Avenue, North Providence, on the southwest side of campus.

## UNDERGRADUATE ADMISSIONS

Admissions policy at Rhode Island College is formulated by a committee of faculty, administrators and students. Generally, the most important factor in admissions decisions is the applicant's secondary school record, including rank in class. However, since the college recognizes the value of special backgrounds and experiences, it bases its final decision on the applicant's overall record. Some of the additional factors considered are high school recommendations, academic potential, school and community activities, and scores on the College Board examinations. Students are selected without regard for age, handicap, sex, marital status, race, religion, national origin, creed or political affiliation.

### Secondary School Requirements

To qualify for admission, an applicant must possess a diploma from an accredited secondary school or expect to receive one before enrolling at the college. The applicant's secondary school program must include at least 15 units of academic subjects, with the following minimum requirements:

- 3 units of English
- 2 units of a modern or classical foreign language (*industrial arts education majors may substitute two 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 a laboratory science
- 6 units of additional subjects (these units should be chosen to coincide with the intended college major)

Candidates interested in programs in science, mathematics, the health-related professions or management are strongly advised to take more than the minimum number of units of mathematics and science.

Exceptions to some unit requirements may be allowed. Requests should be made in writing to the director of admissions.

Rhode Island College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

### High School Equivalency

Rhode Island College will accept a high school equivalency diploma in lieu of a regular diploma if the applicant has achieved superior scores on the High School General Educational Development Tests. All other admissions requirements, such as college entrance examinations, must be fulfilled.

### Freshman Admission Procedures/Requirements

To be considered for admission, applicants must submit all of the following materials by May 1 for fall-semester enrollment or by December 1 for spring-semester enrollment:

1. *A completed application form accompanied by a \$15 non-refundable application fee.* Forms are available from the Admissions Office and from high school guidance offices.
2. *High school transcripts and recommendations.* The applicant must arrange to have these materials forwarded to the Admissions Office. In most instances applicants are required to submit senior midyear grades for review.

3. *Scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.* The applicant is fully responsible for arranging to take the test. Complete information is available from the College Entrance Examination Board, PO Box 592, Princeton, NJ 08540. Arrangements should be made at least four weeks prior to the desired examination date.

Achievement Test scores may be submitted for additional consideration; they are not a requirement.

Interviews are not required for admission, unless they are specifically requested by the college. Applications are considered on a rolling basis so that they are acted upon as soon as complete materials are received.

Admissions staff are available to answer any questions a prospective student may have about admissions or about the college, and inquiries are welcomed. Campus tours are scheduled regularly; reservations can be made through the Admissions Office.

### Health Requirements

After being accepted, candidates are provided with an Admission Physical Examination form, which must be completed and signed by a physician and returned directly to the college Health Services before the candidate enrolls.

As required by Rhode Island state law, each new female entrant between 15 and 35 years of age must present to the Health Services a certificate signed by a physician, attesting that she has been vaccinated against Rubella (German measles) or that she is immune to the disease.

Candidates should also be aware that certain departments have special health requirements for admission to their programs.

### Admission of International Students

Rhode Island College encourages applications from prospective international students whose command of English is sufficient for college study. Applicants must submit the following materials by March 1 for fall-semester enrollment or by December 1 for spring-semester enrollment: 1) a completed application form accompanied by a \$15 non-refundable application fee; 2) official records of past academic work or certified copies of them (a certified literal English translation is required); 3) scores on the Test of English as a Foreign Language (TOEFL), if the applicant's native language is not English. Applicants are also requested to present Scholastic Aptitude Test scores.

An affidavit of support detailing funds available for the educational program is required before final acceptance. All college health requirements must also be met.

International students should contact the international student adviser for information concerning U.S. laws, regulations and employment practices.

#### **Military Personnel and Veterans**

Rhode Island College is a Servicemen's Opportunity College. U.S. military personnel and veterans are invited to contact the Admissions Office for information on undergraduate degrees. The Office of Continuing Education will assist those who think they lack the necessary prerequisites for degree candidacy or who are interested in non-degree course work.

#### **Special Admissions Programs**

**Early Admission.** Students with superior academic records may seek early admission to Rhode Island College and may begin study directly from their junior year in high school. Candidates for early admission must fulfill all regular admissions requirements, and in addition, must appear for a personal interview. Application materials should be filed with the Admissions Office during the spring semester of the junior year. Interested students should contact their high school principal or guidance counselor to make arrangements to complete high school diploma requirements.

**Early Decision.** To qualify for early decision, a candidate must 1) rank in the upper third of the class at the end of the junior year in high school; 2) present junior-year SAT scores of 500 or above on each part of the test; and 3) be strongly recommended by high school officials. Applicants must fulfill all regular admissions requirements and should submit the necessary materials early in their senior year. Applications will be processed in the fall of the senior year.

**Bachelor of General Studies Degree Program.** To be considered for admission into the program, a candidate must file an application with the Admissions Office at least one month prior to the semester in which study is to begin. No entrance examination is required; however, applicants must have had a minimum five-year interruption in their educational backgrounds. Candidates are judged on their academic potential as measured by their previous academic and/or life experience. Individuals who need refresher or preparatory work should see Performance-based Admissions.

**Performance-based Admissions.** Individuals who may not meet all of the conventional requirements for college-degree study may qualify through Performance-based Admissions. To be considered for admission to the program, a candidate must 1) submit a completed application form accompanied by a \$15 non-refundable application fee; 2) present GED scores or a high school transcript, as well as transcripts of any credit-bearing college courses; and 3)

appear for a personal interview. Applicants must also have had an interruption in their educational backgrounds. All materials should be sent to the Office of Continuing Education by August 1 for fall-semester enrollment or by December 1 for spring-semester enrollment.

Performance-based admissions students are formally admitted to the college and are entitled to continue study as long as they attain a 2.0 average for the first six college courses. The courses are chosen in consultation with an adviser, who also helps provide support services such as academic skills development or financial aid counseling. PBA students normally take a maximum of three courses per semester.

**Preparatory Enrollment Program (PEP).** PEP is designed for economically and educationally disadvantaged high school students from Rhode Island and provides them with special preparation, which will enable them to qualify for admission to Rhode Island College. PEP includes spring-semester and summer programs aimed at developing reading, writing and other academic skills. Both programs take place on the Rhode Island College campus, and the summer one involves a six-week residence. Candidates and their families also receive assistance in filling out the required application and financial aid forms. Interested students should contact the Preparatory Enrollment Office, Craig-Lee Hall, as early as possible in their senior year of high school.

**Visiting Student Program.** The Visiting Student Program gives high school students the opportunity to earn college credit before they graduate. Credit earned may be applied toward a degree at Rhode Island College or may be transferred to another college. Interested students must submit to the Admissions Office a completed application form, a high school transcript and written permission from either a principal or guidance counselor. Complete information is available from the Admissions Office.

#### **Transfer Admissions**

Rhode Island College welcomes transfer applications. To be considered for admission, applicants must submit the following materials to the Admissions Office by June 1 for fall-semester enrollment or by December 1 for spring-semester enrollment: 1) a completed application form accompanied by a \$15 non-refundable application fee; 2) official transcript(s) from college(s) attended (*final spring-semester transcript is due by July 1*); 3) catalog(s) from any out-of-state college(s) attended, appropriately marked to indicate courses completed and courses in progress.

In some instances applicants may have to present additional information, such as high school transcripts. Also, certain pro-



grams may require auditions, portfolios or supplemental applications. These programs include art education, music education, music performance, medical technology, nursing, social work and special education.

Transfer applicants with less than one year of college will be evaluated according to the standards used for freshman applicants; those with more than one year of college will be evaluated primarily on their college records.

Transfer credit is usually granted for courses completed at a regionally accredited college in which the student has achieved a grade of C or better; however, Rhode Island College reserves the right of final judgement on any such decision. At the discretion of the Admissions Office, college credit more than ten years old may be accepted for transfer. The chair of the student's major department will determine how the credit is to be applied in the student's curriculum.

A minimum of 30 credits must be earned at Rhode Island College to fulfill degree requirements. Transfer students must also satisfy the College's Writing Competency Requirement (see Academic Requirements) and all General Education requirements. See General Education at the beginning of the program/course section.

### **Transfer Candidates from the University of Rhode Island, the Community College of Rhode Island and Bristol Community College**

According to the Board of Governors "Policy for Articulation and Transfer," all college credit earned in comparable courses at URI and CCRI with minimally acceptable grades is transferable to Rhode Island College.

Also, students graduating from CCRI with an Associate in Arts, an Associate in Science in business administration or an Associate in Applied Science in radiography are guaranteed admission to Rhode Island College, if their cumulative grade point average is 2.4 or higher. (There are restrictions on entry into certain majors.) These students will be able to transfer all credit earned for their degree, but any credit earned beyond it will be evaluated separately. In addition all General Education requirements, except the category of contemporary values, issues and perspectives, will be considered as completed.

Students who possess the specified degree but whose grade point average is below 2.4 may be accepted to Rhode Island College. Their credits will be evaluated on a course-by-course basis.

Students transferring from Bristol Community College shall be accorded the benefits of the policy on transfer from CCRI, provided they meet the conditions set forth above.

### **New England Regional Student Program**

Rhode Island College participates in the Regional Student Program (RSP) administered by the New England Board of Higher Education (NEBHE). Through this program, New England residents who live outside of Rhode Island may enroll in specified curricula at Rhode Island College for in-state tuition fees plus 25 per cent. The program of study must be one not offered at an institution in the student's home state, or Rhode Island College must be closer in traveling time to the student's legal residence than is an institution offering an approved RSP program in the home state.

Students must remain in the program for which they applied or may transfer only into another NEBHE program. Otherwise, they will be charged out-of-state tuition fees as of the date of transfer. Each semester, they must also request a tuition waiver from the Records Office.

Those entering Rhode Island College through the NEBHE program must meet all the standards required for admission to the college.

Additional information can be obtained from the Admissions Office, any high school guidance counselor or the New England Board of Higher Education, Wenham, MA 01984.

### **Readmission**

Students must formally apply for readmission if they leave the college for any of the following reasons: failure to register for a semester, voluntary withdrawal or academic dismissal. There is a \$15 non-refundable fee for readmission. Deadlines are July 1 for fall-semester enrollment, December 15 for spring-semester enrollment and June 1 for summer session enrollment.

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

Students who find it necessary to discontinue their attendance at the college may apply for continuing student status in order to avoid the readmission procedure. Students must be in good academic standing. The fee is \$10 per year and the proper forms may be obtained from the Records Office. Continuing student status may be retained for up to five years.

### **Proficiency and Advanced Placement**

Students may increase their opportunities to pursue advanced work or may earn credits toward graduation through proficiency and advanced placement. Such credit is substituted for specified courses and is usually gained through appropriate scores on the following examinations, which are administered by the College Entrance Examination Board: Achievement Tests in a modern foreign language, the Advanced Placement Test (given to high school students in advanced programs) and the College Level Exam-

ination Program tests (CLEP tests), both the Subject Level and General Level Tests. All proficiency and advanced placement credit must be approved by the academic department involved. Further information is available from the Admissions Office, the director of general studies or the appropriate academic department.

## REGISTRATION

The Records Office is responsible for conducting registration for all courses, both graduate and undergraduate. Before registering, students are required to pay all applicable fees (see Undergraduate Student Expenses and Graduate Fees). Students must officially register for classes in order to receive course credit. A late fee of \$10 is charged to those who do not complete registration during the designated periods.

### Registration Period

Registration for all students, except incoming freshmen, takes place in late August or early September for the fall semester and in mid-January for the spring semester. Incoming freshmen register during Encounter, the college orientation program, which is held during the summer for fall entrants and in January for midyear entrants. Summer session registration occurs in the spring and is conducted by mail.

### Registration Procedure

**Degree Candidates.** Each student is assigned a day and time, and appears in person to register. Information regarding course offerings and registration is mailed to all students prior to the registration period. Degree candidates must register each succeeding fall and spring semester to maintain enrollment in the college.

**Incoming Freshmen.** Information on Encounter is mailed to incoming freshmen by the Office of New Student Programs. Encounter provides for academic advisement as well as an introduction to campus life.

**Non-degree Students.** Those interested in taking undergraduate courses are advised to contact the Office of Continuing Education, and those interested in graduate courses should contact the Graduate Office.

### Pre-Registration

Some departments conduct an early registration for their courses. This procedure is usually restricted to department majors and allows students to enroll before the registration period. Students should check with the departments in which they wish to take courses. Pre-registration may occur as early as the semester before

a course is offered. Students, however, must still appear on their designated days and times in order to register for course work outside of their major.

### Adding/Dropping Courses

Any adjustment in a student's schedule may be made through the ADD/DROP procedure. Appropriate forms are available from the Records Office. Courses may be added at any time during the first two weeks of classes and may be dropped without penalty up to mid-semester.

### Credit from Other Colleges

In special instances, students may be permitted to take courses at other colleges, either during a summer or regular session, and have the credit transferred to Rhode Island College. Students must file Authorization of Credit Forms with the Records Office before pursuing credit, and must obtain the permission of the chair of the department involved or in the case of interdisciplinatory courses, the permission of an academic dean.

### Inter-Institutional Agreements

**Providence College.** Students registered at Rhode Island College may take courses at Providence College, if the courses are not offered at RIC. Students must have the written approval of the chair of the Rhode Island College department involved, as well as the permission of the appropriate department chair and instructor at Providence College. Information on costs is available from the Bursar's Office and can be found in the *Student Handbook*. This agreement is a reciprocal one allowing students from Providence College to have the same benefits.

**The University of Rhode Island/The Community College of Rhode Island.** Any student who has paid full-time fees at Rhode Island College may take a maximum of seven credits during each of the fall and spring semesters at URI or CCRI or both without paying additional fees. The student must be enrolled for at least five credits at RIC and the total number of credits taken at all institutions combined must be 18 or less. The forms required for this procedure are available at the Records Office. This agreement is a reciprocal one allowing students at URI and CCRI to have the same benefits.

### Family Educational Rights and Privacy Act of 1974

Rhode Island College maintains students' records to support its educational and service programs. Its policies and procedures governing the utilization and maintenance of such records are in accordance with state and federal laws and can be found in the *Student Handbook*. Copies of the handbook can be obtained from the Office of the Dean of Students.

**UNDERGRADUATE STUDENT EXPENSES**

Students are required to pay all applicable fees before they register for courses. These fees are described in the appropriate sections below. One half of the amount is due and payable on or before August 20 of each year and the remainder on or before January 20 of each year. Also, the college offers a 10-month advance payment plan for students who wish to pay on a monthly basis. The cost of this service, including Life Benefit Coverage, is approximately \$35. Details are available in the Bursar's Office.

Because of rising costs, the Board of Governors of Higher Education reserves the right to change fees without notice, as conditions necessitate.

**Full-Time Student Fees**

All full-time students (those taking 12 to 18 semester hours in a semester) pay *per year*

	<i>In State</i>	<i>Out of State</i>
Tuition (General Fee)	\$690	\$2674
Student Activity Fee	50	50
Dining Center/Student Union Fee	66	66
Athletics Fee	36	36
Health Fee	12	12
	<hr/> \$854	<hr/> \$2838

*Note:* Students who take more than 18 semester hours of course work in a semester pay an additional \$40 per semester hour (if in state) or an additional \$91 per semester hour (if out of state).

**Part-Time Student Fees**

Part-time degree candidates (those taking less than 12 semester hours in a semester) and students in the Performance-based Admissions Program (performance-matriculation students) pay

Tuition (General Fee):	\$40 per semester hour (in state); \$91 per semester hour (out of state)
Student Activity Fee:	\$3 per semester hour
Registration Fee:	\$12

*Note:* The maximum total fee charged to a part-time student will be no greater than that charged to a full-time student in a comparable residency category.

**Special Fees**

Students will be charged the following additional fees, if applicable:

Applied Music Fee:	\$160 per semester, for students taking Music 270-288 or 370-388 \$80 per semester, for students taking Music 170-188
Physical Science (Breakage) Fee:	\$10
Encounter (Orientation) Fee:	\$29 for incoming freshman; \$14 for transfer students
Room:	\$1072 or \$1208 per year (see Student Housing)
Board:	\$1134 or \$1450 per year (see Student Housing)
Application Fee:	\$15
Late Fee:	\$10, for students who fail to register during the designated period

**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 will be applied toward tuition. It is payable regardless of any financial aid the student expects to receive from the college or from other sources.

**Textbooks, Supplies and Other Expenses**

Students purchase their own textbooks and supplies. The cost of these materials is approximately \$200 annually. The college furnishes a stated maximum of special materials for certain industrial arts and fine arts courses. Students who use these materials in excess of the amount must meet the additional costs themselves.

Commuting students are responsible for the costs of transportation and college lunches, which can run from \$200 to \$600 annually. Students should also expect to pay up to \$500 per year for clothing, entertainment and other personal expenses, depending, of course, on their mode of living.

An optional plan for accident and sickness insurance is available to students at a nominal rate. Details may be obtained from the college's Health Services.

**Explanation of Fees**

*The Tuition (General Fee)* is used to help cover the basic costs of educating a student and of running the college.

*The Student Activity Fee* is allocated to the Student Parliament for funding the student activity program.

*The Athletics Fee* is used to support intercollegiate athletic,

intramural and recreational programs.

*The Dining Center/Student Union Fee* is applied toward the repayment of federal government loans that made the construction of the two buildings possible, and helps cover maintenance and operational expenses.

*The Health Fee* supplements the college's basic health program, which is also provided for by general funds.

*The Applied Music Fee* is used to cover 14 private 50-minute lessons, which make up Music 270-288 and 370-388. There is also an \$80 fee for Music 170-188, which consists of 14 private 30-minute lessons.

*The Application Fee* helps defray the costs of processing an application.

*The Encounter Fee* is used to cover accommodations and other expenses for the orientation program.

#### **Determination of Residency for Tuition Purposes**

The determination of residency for tuition purposes is made by the director of admissions for new students and by the director of records for enrolled students.

When residence status is in question, the student, if under 18, must present certification to the appropriate college official that the parents or legal guardians have resided in Rhode Island for at least 12 months and are qualified voters. This certification must be verified by the clerk of the city or town in which legal residence is claimed.

If the student 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 student's first registering at Rhode Island College. Evidence must also be presented 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 Admissions Office or the Records Office, as appropriate, for further information.

#### **Senior Citizen Fee Waiver**

All Rhode Island citizens who are at least 60 years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges or other fees, except for a registration fee of \$12. Two other restrictions apply: 1) the student must have fulfilled all academic prerequisites for the course; 2) the student may enroll only in classes that have not been closed because of full enrollment.

#### **Refunds**

**Withdrawal from the College.** A full-time student withdrawing from the college before the end of the fall or spring semester, either voluntarily or because of dismissal for disciplinary reasons, will receive a refund of only the *tuition* in accordance with the following schedule (all other fees are non-refundable):

- After the official college registration date and within the first two weeks — 80%
- Within the third week — 60%
- Within the fourth week — 40%
- Within the fifth week — 20%
- After five weeks — No Refund

To be eligible for a refund, the student must have officially completed withdrawal from the college.

**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 amount of a refund is in accordance with the above schedule, and is determined by the date on which the director of records receives the completed drop form or letter. The course-refund policy does not apply to full-time students unless withdrawal results in change of status from full-time to part-time.

**Room and Board Refunds.** See Student Housing.

#### **Continuing Education and Summer Session**

Complete information on fees and refund procedures is published each spring and fall by the Office of Continuing Education and in the spring by the Summer Session Office.

#### **Transcripts**

Transcripts are issued by the Records Office only upon written request and at a charge of \$2 per copy. Telephone requests cannot be honored. Payment should be made in cash or by postal money order.

#### **Indebtedness to the College**

Failure to make full payment of all required tuition and fees or to resolve other debts to the college (for example, unpaid fees, unreturned athletic equipment, overdue short-term or emergency loans, unreturned library books, damage to college property, etc.) may result in the cancellation of pre-registration for the following semester, withholding of academic grades, denial of registration until the payment is made, and/or disenrollment. Appropriate college departments will provide the student with notice of the debt and reason for it and a review, if requested. A student must fulfill all financial obligations to the college before receiving grades, a degree, transcripts or a diploma.

## FINANCIAL AID

In order to assist students who are unable to meet the cost of financing a college education, the Center for Financial Aid and Student Employment Services administers an extensive program of scholarships, grants, loans and part-time employment opportunities. Demonstrated financial need is the primary factor in the awarding of financial aid, although a few scholarships are given each year in recognition of superior academic achievement or special talent. The average annual award at Rhode Island College is \$1400; approximately 50% of the students receive financial aid.

### Financial Aid from Rhode Island College

**Eligibility.** An applicant for financial aid must 1) be an undergraduate or graduate student, either currently enrolled or accepted for admission; 2) be a U.S. citizen or an eligible non-citizen; 3) carry at least a half-time course load (although some financial aid programs are restricted to full-time students). Students in the Performance-based Admissions Program, however, may qualify for financial aid even if they are carrying less than a half-time course load. At present, continuing education students are not eligible.

**Application Procedure.** All students who desire financial aid from the college must first apply for a Pell (Basic Educational Opportunity) Grant, a federal grant. Application for the Pell Grant can be made by filing the Financial Aid Form (FAF) published by the College Scholarship Service. The forms are available from the Office of Student Financial Aid Services after January 1. The FAF is also available from most high school guidance offices.

Preference for aid is given to students who complete the Financial Aid Form and return it to the College Scholarship Service no later than February 28. Applicants should receive a student Eligibility Report (SER) from the Pell Grant processor within six weeks. All copies (usually three) of the SER, along with a completed RIC financial aid application form, must be submitted to the Office of Student Financial Aid Services as soon as possible. Award decisions cannot be made until these documents are on file with this office. Applicants may also be required to provide other specific information and/or documentation of financial circumstances.

Applicants should fill out all forms completely and accurately in order to avoid delays in processing and possible loss of financial aid. Adherence to deadlines is strongly advised. Late applicants are considered only after on-time applicants have been considered, and if resources are available.

Since awards are not automatically renewable, applicants must reapply each year. Awards to on-time applicants are made in the spring and summer.

Graduate students may apply for loans and work-study jobs

through the Pell Grant/FAF process. They should also contact the Graduate Office and consult the School of Graduate Studies section of this catalog.

*Note:* Rhode Island College reserves the right to require verification of income data submitted by any or 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 or cancellation of the financial aid award and may be reported to the Federal Government for further review and possible legal action.

### Financial Aid from Other Sources

**State Scholarships and Grants.** Students may apply for state assistance by using the Financial Aid Form of the College Scholarship Service. Guidelines for the programs vary, so students should inquire at the appropriate agency in their state of legal residence. In Rhode Island, this agency is the Rhode Island Higher Education Assistance Authority.

**Guaranteed Student Loans.** These are federally subsidized, low-interest loans, which do not require repayment until six months after a student graduates, as long as the student maintains at least half-time status. Students make all arrangements for Guaranteed Student Loans with a bank, credit union or other lending institution of their choice. Procedures vary from state to state, but in most instances applications are available beginning in June for the upcoming academic year.

In Rhode Island, Guaranteed Student Loans are called "HELP" loans (Higher Education Loan Plan). Application may be made between June and the April of the following year.

The processing of applications for Guaranteed Student Loans takes from four to eight weeks, and the loans may be granted at any time during the year.

### Student Employment

The Office of Student Employment Services provides information to students who are seeking part-time or summer employment. Employment opportunities may occur on or off campus, and a number of them are career oriented. One source of student employment is the federally funded College Work-Study Program. Work-study funds are awarded according to financial need and may be applied for by using the Financial Aid Form.

### Sources of Financial Aid

Detailed information on the sources listed is available from the Office of Student Financial Aid Services. Most of these are adminis-

tered by this office. Exceptions are noted. The list is subject to change.

#### Grants/Scholarships

- Pell (Basic Educational Opportunity) Grants
- Supplemental Educational Opportunity Grants
- Federal Products Foundation Scholarships
- Marie R. Howard Scholarship—donated by the Rhode Island Credit Union League to a student in the Department of Economics and Management
- Mary E. Love Scholarship Fund—endowed by Mary E. Love and administered by the Department of Nursing; given annually to a junior and a senior in nursing
- Federal Nursing Student Scholarship Program
- Old Stone Bank Scholarships
- Preparatory Enrollment Program—apply through the RIC Office of Student Development Programs
- Rhode Island College Alumni Grants
- Rhode Island College Alumni String Quartet Scholarship—apply through the Department of Music
- Rhode Island College Associates Scholarships—administered by the Office of Alumni Affairs
- Rhode Island Higher Education Grant—administered by the Rhode Island Higher Education Assistance Authority
- Other State Scholarships—administered throughout the U.S.
- 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

#### Special Talent Awards

Apply as indicated: Art (Department of Art); Athletics (Department of Athletics, *women only*); Chess (Chess Team); Communications, Debate, Theatre (Department of Communications and Theatre); Dance (RIC Dance Company); Music (Department of Music)

#### Long-term Loans

- Guaranteed Student Loan Program—administered by local lending institutions
- 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 Services)

- Alumni Small Loan Fund
- Margaret Hill Irons Loan Fund
- Women of Rhode Island College Student Assistance Fund

#### Student Employment

College Work-Study Program, as well as other work opportunities

#### Graduate Assistantships/Fellowships

See School of Graduate Studies section of this catalog.

#### The Rights and Responsibilities of Students Receiving Financial Assistance

Recipients of financial aid have certain rights and responsibilities. These are detailed in the *Student Handbook*. Copies of the handbook may be obtained from the Office of the Dean of Students.

#### STUDENT HOUSING

The four campus residence halls provide accommodations for 620 men and women. The halls are designed around a modern suite arrangement, with eight to twelve student rooms opening into a common lounge. Each hall has a recreation area, laundry and kitchenette, and each room is furnished with a bed, desk, closet and bureau unit.

In addition to serving as living and study quarters, residence halls form important centers of student life. Individual halls sponsor dances, mixers, intramural sports teams and a range of enrichment activities. The staff of the Office of Residential Life and Housing includes a housing director, four professional hall directors, 16 resident assistants and a number of undergraduate workers and volunteers, all of whom are available to assist residents.

This office also maintains listings for off-campus housing; however, it does not guarantee the suitability or availability of such housing. A tenant's handbook is available upon request.

#### Room and Board Fees

Because of rising costs, the Board of Governors of Higher Education reserves the right to change fees without notice as conditions necessitate.

##### Room (per year)

Browne, Thorp, Weber (each hall single rooms only): \$1072

Willard: \$1072 (double); \$1208 (single)

##### Board (per year)

15 meals per week (3 meals, Monday through Friday): \$1134

19 meals per week (3 meals, Monday through Friday, plus 4 weekend meals): \$1450

Rooms are contracted on a yearly basis, and upon signing a contract, a student must pay a room reservation deposit of \$50 and a damage deposit of \$50, plus \$6 hall dues. Since on-campus housing is limited, approximately 40% of the spaces are reserved for new students. Current residents have priority for a particular room or

hall. The college, however, reserves the right to modify assignment priorities.

Residence halls are open the day prior to registration at the beginning of each semester. They are closed during Christmas and spring recesses, and between semesters.

The terms of board contracts apply only while classes are in session. Each resident student is required to purchase a board contract. Contracts are also available to commuters. Students use the facilities of the Fred J. Donovan Dining Center.

### Refunds

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

**Board.** The refund for cancellation of a semester board contract will be 50% of the unexpired portion of the 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 prorated refund will be made.

## STUDENT LIFE

Rhode Island College offers many out-of-class experiences and programs which are directed toward self-understanding, self-development and the acquisition of skills essential for building successful careers in college and in later life. These are coordinated and supervised by the vice president for student affairs and staff.

### Athletics, Intramurals, Recreation

Athletic and recreational activities are available to all students, at all levels of skill and competition. Programs are offered through a combined men's and women's Department of Athletics, Intramurals and Recreation.

**Varsity Athletics.** Centered in Walsh Gymnasium, the varsity intercollegiate athletics program schedules competition throughout the academic year, with teams active in the following sports for men: soccer, cross country, basketball, wrestling, tennis, track and field, and baseball; for women: tennis, cross country, volleyball, basketball, fencing, gymnastics, track and field, and softball. Participation is open to qualified, full-time undergraduate degree candidates.

In men's athletics, Rhode Island College holds membership in the National Collegiate Athletic Association (Division III), the Eastern College Athletic Conference, the New England College Athletic Conference and other sport conferences.

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

**Intramurals and Recreation.** Whipple Gymnasium is the center for intramural, club-sport and recreational programs; it is equipped with a full range of athletic facilities, including a weight-training room.

Recreational opportunities cover a wide variety of activities for men and women students. Instruction is available in aerobic dance, tennis, judo and other areas. Informal weekend activities centered around hiking, camping, cycling, skiing and canoeing occur throughout the year.

### Student Activities/Student Union

Working closely with a variety of student organizations, the staff of the Student Union coordinates a diverse schedule of activities, such as mixers, concerts, lectures, movies, leadership training workshops, game tournaments and various special events.

The facilities of the Student Union include a games room, bookstore, lounges, meeting rooms, coffeehouse, the Rathskellar and the Information Center, with a video display of current campus events. The offices of many student organizations are located in the union; among them are offices for the *Anchor* (the weekly student newspaper), RIC Programming, WRIC Radio and Student Parliament.

### Cultural Activities

Cultural life at Rhode Island College encompasses both the humanities and the fine and performing arts, with a wide variety of programs sponsored by student organizations, college organizations and academic departments. Opportunities for student involvement are provided through such groups as the RIC Dance Company, the Rhode Island College Theatre, the Children's Theatre, Prism (a drama company), and the college's five major musical organizations — the Rhode Island College Symphony Orchestra, Chorus and Orchestra, Chamber Singers, Symphonic Band and Jazz Ensemble. Performances in all areas of the arts are given on and off campus, and many of the groups enjoy the participation of professional artists.

Throughout the year, the Bannister Gallery is the site of exhibitions featuring the work of visiting artists and craftsmen, as well as

the work of students and faculty. There are also programs, such as the Performing Arts Series and the College Lecture Program, which regularly bring prominent artists and scholars to the campus. Annually, the Distinguished Film Series screens more than a dozen classic motion pictures.

### Student Government

As the official voice of the student body, the Student Community Government seeks to maintain effective and responsible communications with all students, faculty and administration. Student government is concerned with the enhancement of educational, cultural and social opportunities, as well as with the rights and responsibilities of all who are part of the college community.

Although primarily undergraduate in membership, Student Parliament, the main body of government, includes representatives from almost all areas of the college. A Finance Commission, composed of parliament and non-parliament members, allocates funds from the Student Activity Fee, which are used to support the various student organizations and activities on campus.

### Orientation

The Office of New Student Programs is responsible for the orientation of all new undergraduate students. The main orientation program is Encounter, which provides academic advisement as well as an introduction to campus life. For freshmen entering in the fall, Encounter consists of a two-day summer program on campus; all other new students participate in a shorter, more intensive version. The office also conducts additional programs, counsels new students and coordinates college efforts directed toward them.

### Religious Life

The main sources of religious life on campus are the Chaplains' Office, the Student/Faculty/Staff Jewish Association, the Rhode Island College Sunday Community and the Anchor Christian Fellowship. An ecumenical chaplain and Roman Catholic Chaplain are available for counseling, support and religious services. For private prayer and reflection, there is the Meditation Room, located in the Student Union. Roman Catholic services are offered on a regular basis throughout the entire year.

## STUDENT SERVICES

The Office of the Vice President for Student Affairs is responsible for coordinating a variety of services for students relating to both academic and personal needs.

### Academic Advisement and Information Center

The Academic Advisement and Information Center was estab-

lished to help students who have questions concerning change of major, selection of courses, or any of the college's academic policies and procedures. When necessary, the center refers students to the appropriate departments. In addition, the AAIC sponsors workshops for faculty and staff on advising techniques and related matters. The center is staffed by faculty advisers and peer counselors.

### Career Services

The Office of Career Services provides assistance and counseling to students and alumni who are seeking information about careers or entrance to graduate school. The office schedules on-campus interviews with prospective employers, sponsors career programs and conducts workshops on topics such as job search, resume writing, interviewing and career/life planning. It also maintains job listings and a resource library for employment projections, employer directories, company literature and other pertinent materials. Students are encouraged to make use of the facilities of the Office of Career Services throughout their college years.

### Counseling

The primary goal of the Counseling Center is to help students obtain the fullest possible benefit from the experiences of the college years. Individual counseling is provided for personal, educational and career concerns. Vocational testing is available to help with educational and career decisions. The center also conducts group sessions and workshops on such topics as assertiveness, and coping with the pressures of study and test-taking. In addition, the Counseling Center carries out research on matters which have a direct bearing on the quality of campus life.

The center's staff are trained in psychology and counseling. Services are strictly confidential and are provided to RIC students without charge.

### Dean of Students

The Office of the Dean of Students serves as a central location providing information, assistance and referrals to individuals who have concerns about college policies and procedures or who have personal problems. The dean of students also acts as an advocate for student causes and needs, and works with various campus organizations to develop learning experiences that supplement the college's academic programs. In addition, this office assists the vice president for student affairs in the leadership, coordination and management of the overall student affairs program.

### Handicapped Students

Rhode Island College wants to assure any disabled person who is



academically qualified that it will make all reasonable accommodations to provide them an opportunity to pursue their education. Its efforts are reflected not only in the concern for the physical accessibility of campus facilities, but also in providing the student with as near normal a collegiate experience as possible. The Office of the Dean of Students and the Office of Special Services are the initial contact points for all students in need of assistance or special services.

#### **Health Services**

The college Health Services, located in the rear wing of Browne Hall, provides ambulatory, primary medical care to all students. Local hospitals are used for emergencies or serious illnesses. The college physician is assisted by two full-time nurses and one part-time registered nurse.

The college offers a low-cost, optional illness and accident insurance that provides benefits of up to \$10,000 for any single illness or injury which occurs during the period from September 1 to August 31.

#### **Security and Safety**

The Department of Security and Safety provides 24-hour surveillance of the campus. It is responsible for the enforcement of all laws and regulations that apply to campus life, including those of the state of Rhode Island and the Board of Governors of Higher Education. Information regarding college security, parking and traffic regulations is available from the department in Browne Hall.

#### **Special Services**

Special Services is a federally funded college program offering services to students who meet federally established criteria. Low-income, physically handicapped, minority-group and limited English-speaking students are eligible to apply.

Academic counseling, tutoring, career exploration, study-skills workshops, cultural adjustment and assistance with financial aid applications are among the services offered.

### **SPECIAL LEARNING FACILITIES**

The following section describes the major learning centers and libraries at Rhode Island College. Their purpose is to supplement the college's academic and professional programs, and in many instances, to provide educational and research services to the off-campus community.

#### **Academic Advisement and Information Center**

See Student Services.

#### **James P. Adams Library**

The college library is named for the late James P. Adams, chairman of the Board of Trustees of State Colleges from 1955 to 1960. The resources of the library include over 270,000 volumes, 2100 periodical subscriptions, major collections in microfilm and microfiche, along with viewers and copiers, and a wide selection of phonograph records. The library also maintains a depository for selected U.S. government documents, as well as the following special collections: the Amy Thompson Children's Literature Collection, the College Archives, the Social and Political Materials Collection, the papers of the International Institute, and the papers of Nathaniel Bacon, Judge Michael DeCiantis and Irving Jay Fain. Most of the materials are available in open stacks. A teletype connection with the major libraries in the state provides the capability for rapid interlibrary loan service.

#### **Audiovisual Department**

The Audiovisual Department provides a full range of instructional media and related services for both faculty and students. The equipment and facilities of the department include cassette recorders, stereo tape recorders, campus sound systems, TV production studios, an 11-channel closed-circuit TV network covering the entire campus, and a 5000-film library for statewide distribution. The department offers services for slide duplication, photo processing, visual design, lamination, and equipment repair and maintenance. Newer programming formats include a portable computer terminal, microcomputers and nine-projector multi-image production.

#### **Henry Barnard School**

The Henry Barnard School, named after Rhode Island's first commissioner of public schools, functions primarily as an on-campus laboratory school for future teachers; however, the Barnard school also participates in educational research activities and experimentation and provides leadership to the schools of Rhode Island.

In keeping with the latter purposes, the school utilizes an innovative curriculum, which integrates basic academic subjects with special subject matter — physical education, library, home economics, industrial arts, music and art. Included in the curriculum are resource programs to assist children with reading deficiencies and learning disabilities. The school enrolls pupils from the pre-kindergarten level through sixth grade.

The Barnard school has also established a Child Care Center, which is designed to train prospective leaders and to model activities for day-care programs.

### Computer Center

The Computer Center provides services to the college's administration, faculty and students. The center has an IBM 4341 installed, with batch facilities available to faculty and students for instruction and research. A PDP 11/70, with over 30 terminals, is used for academic time sharing. The college's administration utilizes an administrative terminal system for the management and reporting of institutional information.

### Curriculum Resources Center

The Curriculum Resources Center has materials relating to curriculum and curriculum development, and serves both students and professional school personnel. The collection includes conventional textbooks and study guides as well as periodicals, multimedia materials, science apparatus, simulations, games and prints of historical documents. Many of these may be borrowed on a two-week basis. Technical assistance and consultant services are available.

The collection contains materials used at all levels from pre-primary to secondary school, including representative programs offered throughout the United States and in other English-speaking countries.

### Center for Economic Education

The Center for Economic Education was established to increase economic awareness in schools and communities throughout Rhode Island. It is staffed by members of the Department of Economics and Management, who provide a variety of services, such as curriculum consultation, materials selection, and the teaching of in-service courses and workshops both on and off campus. The center also maintains a lending library of texts, bibliographies, audiovisual materials and other educational resources. The center is affiliated with the Joint Council on Economic Education, a national organization, and with the Rhode Island Council on Economic Education, with which it sponsors communitywide forums on topics of current interest.

### Center for Evaluation and Research

The Center for Evaluation and Research (CERRIC) performs a wide variety of functions: computerized data processing and data analysis, needs assessment studies, feasibility studies, demographic research, the evaluation of compensatory instructional programs, and others. The center also acts as a consultant to the college community and to such agencies as the Rhode Island Department of Education and school districts throughout the state. In addition, CERRIC personnel manage the college's testing program, which includes the College Level Examination Program (CLEP) and the

Miller Analogies Test for graduate students. The center is operated by college faculty, full-time staff and part-time consultants.

### Language Laboratory

The major function of the Language Laboratory is to help students develop speaking and listening skills in a foreign language. It also serves as a practice center for the spoken arts, maintains a library of materials for various listening assignments, and is a repository for important speeches delivered at Rhode Island College. The facilities of the laboratory include audio and video playback equipment, as well as television monitors for receiving on- and off-campus broadcasts.

### Learning Center

The Rhode Island College Learning Center, part of the School of Education and Human Development, provides diagnostic and remedial services to children and adults with psycho-educational problems. Individuals are referred to the center by parents, by public and private schools, and by other state and local agencies. The center also serves as a laboratory for graduate and undergraduate students at the college, allowing them to engage in clinical practice under faculty supervision, and to perform as members of an interdisciplinary diagnostic-prescription team.

### Office of Laboratory Experiences

In cooperation with the college's academic departments, the Office of Laboratory Experiences is responsible for administering and developing programs in education that are designed to provide a transition from theoretical knowledge to professional application; that is, laboratory experiences. There are three basic programs: practicum, student teaching and internship. Laboratory experiences take place at the Henry Barnard School, in selected off-campus schools and clinics, and in other public and private agencies. The Office of Laboratory Experiences also conducts programs to familiarize students with the school department system, including such areas as pupil support services and federal assistance.

### Center for College Reading Services

The Center for College Reading Services provides instruction and counseling to students who are interested in becoming more effective learners. The center conducts credit and non-credit workshops, mini-courses, and tutorial sessions for individuals. Among the topics covered are improving textbook reading strategies, developing reading rate and flexibility, organizing study, and learning more effective note- and test-taking techniques.

**Writing Center**

The Writing Center was established to help students improve their writing skills and better their academic performance. Employing innovative techniques such as video programs and tape modules, the center provides diagnostic testing and tutorial services.

The Writing Center works with incoming students, students referred by faculty, students for whom English is a second language and continuing education students.

**UNDERGRADUATE DEGREE PROGRAMS****Bachelor of Arts**

*Degree with liberal arts majors or concentrations in*

Anthropology	History
Anthropology/ Public Archaeology	Latin American Studies
Art	Mathematics
Biology	Medieval and Renaissance Studies
Black Studies	Music
Chemistry	Philosophy
Classical Area Studies	Physical Science
Communications	Political Science
Communications/Theatre	Political Science/Public Administration
Computer Science	Psychology
Economics	Social Science
Economics (Management)	Sociology
English	Spanish
Film Studies	Theatre
French	Urban Studies
General Science	Women's Studies
Geography	

*(Secondary Education candidates receive B.A. degrees with certain majors.)*

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

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

*Degree in*

Art Education	Elementary Education
Business	Elementary Education/ Special Education
(see Management)	Health Education
Chemistry	

Industrial Arts Education  
Industrial Technology  
Management  
Medical Technology  
Music Education  
Nursing

Elementary School Physical Education  
Elementary School Physical Education/  
Recreation  
Radiologic Technology  
School Nurse-Teacher Education\*  
Vocational-Industrial Education\*

*\*For teachers in service only*

**Minors and Special Programs**

Minors are offered in most disciplines and in certain interdisciplinary areas. Minors are entirely optional and are open to any student who wishes to gain a secondary specialization, instead of choosing a series of electives. Requirements for the minor usually consist of 15 to 20 semester hours of course work.

Similar opportunities are available through elective programs in gerontology and urban education, as well as through skill sequences in management and computer science. The urban education program, however, is restricted to students in education curricula.

**Pre-Professional Programs**

Students, in consultation with an adviser, may develop programs for pre-professional work in the following fields: medicine, dentistry, law, optometry, physical therapy and veterinary medicine. For more information, consult the program/course section of this catalog.

**Bachelor of General Studies Degree Program**

The Bachelor of General Studies degree, a liberal arts degree, has been especially designed for non-traditional students who have had an interruption of at least five years in their educational backgrounds. The program requires students to design their own academic concentrations. This structure gives students the flexibility to plan a unique program, which may be directed toward achieving specific career or academic goals. The B.G.S. program also has provisions for students to earn credit for learning experiences they have had outside of the classroom. For more information, consult the admissions and the program/course sections of this catalog.

**Assessment of Prior Learning**

Students with significant accomplishments in their backgrounds other than formal course work may receive credit for them. Credit is determined through the evaluation of student-prepared portfolios, and the determination is based upon procedures developed by the Council for the Advancement of Experiential Learning (CAEL). Normally, credits awarded will be counted as free-elective credit toward graduation.

The college offers a two-semester-hour workshop in portfolio preparation (College Course 080).

All students seeking prior learning credit should apply to the Office of Continuing Education to establish eligibility.

### Student-Designed Courses and Concentrations

Students may develop individualized courses and concentrations (majors) to accommodate special needs and interests. Student-designed courses and concentrations may focus on an area of study not covered in regular departmental offerings, or they may be interdisciplinary in nature. Further information can be obtained from the offices of the academic deans and can be found in the *Student Handbook*.

### Cooperative Education

Cooperative Education is designed to integrate formal academic work with planned and supervised placements in industry, government, business or service agencies. The program is based on the principle that learning is not confined to the classroom, but is equally founded upon practical experience. For more information, consult the program/course section of this catalog.

### Senior Projects

By participating in the senior projects seminar, College Course 361, students may use volunteer placements to apply and complement their formal learning experiences. Students may earn three or six semester hours of credit in the seminar. Enrollment is limited to qualified seniors. Guidelines for the development of a senior project are available from the offices of the academic deans.

### Military Science — ROTC

Rhode Island College is one of 300 colleges throughout the United States dedicated to providing a source of qualified military leaders available in the event of a national emergency. Participation in the Army Reserve Officer's Training Corps (ROTC) program is open to all qualified students on a voluntary basis. For more information, see the program/course section of this catalog.

### Foreign Studies and International Education

The Rhode Island College Center for International Education provides information on work, study and travel abroad and encourages students to take advantage of the many worldwide opportunities open to them. The college is an active member of the American Association of State Colleges and Universities (AASCU), and cooperates closely with its Office of International Programs.

## ACADEMIC REQUIREMENTS

### Graduation Requirements

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

1. all requirements for the curriculum including the General Education Program, the major or concentration, and if applicable, the minor (see Curriculum Requirements below and program/course section);
2. the College Writing Competency Requirement, before entering the junior year (see Writing Competency Requirement below);
3. minimum of 120 credits, with at least 30 credits taken at Rhode Island College;
4. minimum overall cumulative index of 2.0 on a 4.0 scale.

### Curriculum Requirements

A curriculum represents the student's total program of study and usually consists of 1) the General Education Program; 2) major or teaching concentration; 3) cognates; 4) free electives. Education curricula also require a professional education sequence.

As curricula and majors have special requirements, students are advised to consult the program/course section of this catalog for specific information.

**1. General Education Program.** The program is required in all curricula and provides a common experience within certain defined areas for all students. General Education consists of 36 to 38 semester hours (12 courses), with four courses in Western literature and the Western experience, and eight courses from the following five categories: social and behavioral sciences; fine and performing arts; natural sciences and mathematical systems/computer science; other cultures; and contemporary values, issues and perspectives. See program/course section for details.

**2. Major or Teaching Concentration.** The major is the discipline or academic area in which a student concentrates study. In Bachelor of Arts curricula — liberal arts, secondary education and elementary education — the major usually requires a minimum of 30 semester hours (10 courses).

Students in elementary education may elect a Bachelor of Science curriculum and take a teaching concentration in place of a major. The teaching concentration consists of approximately 23 to 29 semester hours (7 to 9 courses) from selected disciplines or special education. Students in secondary education, in addition to a major, may choose certain teaching concentrations in special education.

Other specialized Bachelor of Science curricula (see Bachelor of Science degrees), the Bachelor of Social Work and the Bachelor of Music in performance provide preparation for a number of professions. Each of these has extensive major requirements which are described in the program/course section of this catalog.

Many majors present the student with an opportunity for greater depth of study through plans, concentrations and emphases within the major.

The Bachelor of General Studies degree requires students to select a group of advanced courses from at least four academic departments, instead of requiring a major.

**3. Cognates.** Cognates are courses in disciplines related to the major; they are intended to broaden and enhance the major. Most majors require students to take cognates.

**4. Free Electives.** The balance of semester hours, if any, needed for graduation is made up of free electives, which permit students to choose courses with a minimum of restrictions. Students may also choose a minor or an elective program if they wish to gain a secondary specialization.

One restriction on free-elective choices is the arts and sciences course requirements. These depend on a student's curriculum and are as follows:

Bachelor of Arts — 75 semester hours of arts and sciences courses

Bachelor of Science — 50 semester hours of arts and sciences courses

Bachelor of General Studies — 60 semester hours of arts and sciences courses.

Arts and sciences courses are defined as any course offered by a department in either the Faculty of Arts and Sciences or the School of Social Work; any course in dance, industrial technology, psychology and philosophy; Education 250; Foundations of Education 200 and 250.

Second, students not enrolled in education curricula are limited to three elective courses in education (those not considered to be arts and sciences courses), which may be selected only from Foundations of Education 220, 302, 343 and 360.

A third restriction is that no student may receive more than 60 semester hours of credit from a combination of proficiency credit, prior learning credit, senior projects and cooperative education. Exceptions to this policy must be approved in advance by the vice president for academic affairs.

**5. Professional Education.** All education curricula require a

sequence of professional courses. The sequence is designed to provide a transition from teaching theory to teaching practice and includes two important components: practicum and student teaching. Practicums give students the opportunity to observe and participate in teaching activities in a laboratory setting; student teaching consists of a full one-semester assignment as a teacher, under supervision, in a local school.

*Note:* Students who transfer from an education curriculum to a liberal arts or other curriculum may receive free elective credit for education courses taken prior to the transfer; however, they still must fulfill the arts and sciences course requirement for the appropriate degree.

### Writing Competency Requirement

Upon entering the college, all freshmen are required to take the RIC English Competency Placement Exam (ECPE).<sup>4</sup> Students who achieve a grade of A on the ECPE shall receive three elective credits in English. Those who receive a C or better on the examination fulfill the College Writing Competency Requirement.

Students who receive a D or an F must complete English 109 with a grade of C- or better (students may first be required to take English 010 or 011 as designated by the director of the Writing Center and by the Department of English). If the student earns a grade of D+, D or D- in English 109, then the student is required to pass English 110 with a grade of C- or better. Failure to complete the requirements before entering the junior year, or two failures in English 109 or 110, will result in the student's dismissal from the college.

Since January 1978, all new transfer and readmitted students are required to take the ECPE, unless they have successfully completed English 109, 110 or the equivalent.

*\*A score of 55 or better on the Test of Standard Written English (TSWE) may also satisfy this requirement.*

### Special Admission and Retention Policies

Certain programs have special admission and retention requirements. These programs include biology, mathematics, music, nursing, physical sciences and social work, as well as all curricula leading to teacher certification. Students are urged to consult with their advisers and to refer to the program/course section of this catalog for more information.

The selection and retention policy for education curricula is detailed in the *Student Handbook*. Prior to beginning student teaching assignments, students must demonstrate proficiency in speech and in the operation of audiovisual equipment.

Education students are evaluated as potential teachers by their

major department, the college's Health Services and by the Professional Admissions Committee. The Professional Admissions Committee also acts on appeals and referrals in cases in which a student fails to meet specified requirements.

### Changes in Degree Requirements

Students must complete all degree requirements and may, as in the case of teacher education programs, medical technology and others, be required to meet certification or professional requirements. If certification or professional requirements change and additional requirements become effective during the time a student is enrolled in a program, the new requirements shall take precedence. The student is responsible for meeting the major and degree requirements.

### ACADEMIC POLICIES

The following section summarizes the major academic policies of Rhode Island College. Detailed information on most academic policies can be found in the *Student Handbook*, copies of which are available from the Office of the Dean of Students or students may consult with their advisers.

#### Academic Honesty

The college community is committed to the basic principles of academic honesty. A student who is willfully dishonest academically is subject to the consequences, ranging from an effect on a grade to dismissal, depending on the seriousness of the act. Instances of alleged academic dishonesty are adjudicated under the procedures developed by the Board of College Discipline.

#### Grading System

Academic standing is based on quality points, which are related to letter grades as indicated below.

##### Letter Grade

Letter Grade		Quality Points per Semester Hour
A	excellent	4.00
A-		3.67
B+		3.33
B	good	3.00
B-		2.67
C+		2.33
C	satisfactory	2.00
C-		1.67
D+		1.33
D	low pass	1.00
D-		0.67
F*	failure	0.00

\*Included in the calculation of cumulative quality point average.

W—Withdrawn with permission, no credit and no quality points; disregarded in computing quality point average. (Grade report symbols for students who drop a course after midterm are as follows: W/A, W/A-, W/B+, etc. The second letter indicates the grade at the time of the drop, relative to the total course requirements, and is assigned by the instructor.)

X—Signifies that the student either never appeared in class or stopped attending prior to the end of the two-week ADD/DROP period, but did not submit a drop form. The grade will not be counted in the calculation of credits attempted, progress towards the degree or the cumulative quality point average.

I—Incomplete, no quality points (see Incomplete Grades below).

CR—Passing grade in course taken with Credit/No Credit option. Credits counted toward graduation, but there is no effect on the quality point average.

NCR—Failing grade in course taken with Credit/No Credit option. No credits counted toward graduation and there is no effect on the quality point average.

NA—Not available. Instructor failed to turn in grades.

M—Missing or multimark (error on the submitted grade sheet).

AUD—Notation for course which was audited.

For courses restricted to H, S, U grades:

H—Honors, no quality points, no effect on quality point average. Credits counted toward graduation.

S—Satisfactory, no quality points, no effect on quality point average. Credits counted toward graduation.

U—Unsatisfactory, no quality points, no effect on quality point average. No credits counted toward graduation.

#### Academic Dismissal and Probation

The college has set certain minimum standards for cumulative quality point averages, based on the number of credits attempted. These averages are listed in the *Student Handbook*.

Failure to attain the minimum cumulative quality point average at the end of a given semester results in the student's dismissal from degree candidacy. A student is placed on academic probation if the cumulative quality point average does not meet the minimum requirement set for the following semester.

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

### Failure in Courses

After failing a required course twice, a student is subject to dismissal from degree candidacy. Upon the second failure, the student will be notified that he or she will not be permitted to register in any program for which the course is a requirement and will be advised to choose an alternate major or curriculum.

To avoid dismissal, a student must enroll in a new major or curriculum by the end of the late registration period of the succeeding semester. However, should a student fail to complete this process within the designated time, dismissal will result, and the action will be recorded on the student's permanent record.

### Incomplete Grades

For all students, the time limit for completing course requirements for courses in which the grade of incomplete was received is the last day of classes of the succeeding semester. By that time, the instructor must assign the appropriate letter grade (A, A-, B+, etc.), which is to be based on the work completed as compared to the total course requirements.

### Credit/No Credit Option

The Credit/No Credit option, which may be chosen in certain courses, is detailed in the *Student Handbook*. Students should discuss this option with their academic advisers before electing it.

### Withdrawal from a Course

Students may withdraw from a course during the first two weeks of a semester or during a corresponding time for summer session courses without having any entry made on the permanent record. After this time an entry is made on the student's record in accordance with the policy stated under Grading System (see W).

Withdrawal from a course after midterm requires the approval of both the instructor and the appropriate academic dean. Students who do not follow the official procedures, but stop attending classes, receive a grade based on the work completed as compared to the total course requirements.

Additional information on options and procedures is available from the Records Office or can be found in the *Student Handbook* and in the Registration section of this catalog.

### Auditing Courses

By auditing, a student participates in a course without receiving credit or having the quality point average affected. Auditing requires the permission of the instructor and of the appropriate department chair, who together also determine the student's responsibility to a course. A course may be audited as long as registration for it has not been closed. Preference must go to those enrolling for credit.

During the first two weeks of a semester, a course may be added for audit — and no late registration fee will be charged — or changed from audit to credit through the regular ADD/DROP procedures. After that time and up to midterm, a course may be changed from credit to audit. The course, in the latter instance, must be dropped for credit and added for audit.

Full-time graduate and undergraduate students may register as auditors without paying additional fees. Part-time students pay the usual per-credit fee. Any refunds will be made only at the student's request and according to the standard college refund schedules.

### HONORS

#### Dean's List

Full-time students who attain a quality point average of 3.25 in any semester have their names placed on the Dean's List in recognition of their scholastic achievement. (During a student teaching or cooperative education semester, students must attain a cumulative quality point average of 3.0, as well as a semester quality point average of 3.0, and earn at least a grade of S (Satisfactory) in student teaching or cooperative education.)

#### Departmental Honors

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

The following requirements apply to students seeking honors: 1) they are eligible to enroll in an honors program only in the department of the intended major; 2) they must formally apply to the departmental honors committee, which will also make decisions regarding retention; 3) students must have a 3.0 quality point average for all courses taken in the major, and a cumulative quality point average of 2.5.

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

#### Graduation Honors

Graduating seniors are cited for honors at the annual commencement exercises, according to the following standards: a cumulative quality point average of 3.85 or higher, *summa cum*

*laude*; 3.60 to 3.84, *magna cum laude*; 3.25 to 3.59, *cum laude*.

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. The quality point average acquired at Rhode Island College determines the level of honors they are awarded.

### Kappa Delta Pi

The Epsilon Rho Chapter of Kappa Delta Pi, national honor society in education, was organized at the college in 1944. It encourages high personal, professional and intellectual standards, and recognizes outstanding contributions to education. More than 170 colleges in the United States have chapters in this society.

### Alpha Sigma Lambda

The Gamma-Gamma chapter of the national honor society for part-time students, Alpha Sigma Lambda, was chartered at Rhode Island College in 1981. Dedicated to the advancement of scholarship and recognition of high scholastic achievement in an adult student's career, the society encourages students to continue study toward and to earn baccalaureate degrees.

### Prizes and Awards

The college recognizes academic excellence and outstanding achievement through the annual presentation of special awards and prizes. These are sponsored by alumni, faculty and friends of Rhode Island College, as well as by the families and friends of those for whom they are named. Funds for endowed awards are deposited with the Rhode Island College Foundation.

*Rhode Island College Associates Award.* This award is given by the Rhode Island College Associates, an organization composed of parents and spouses of students and dedicated to the support of the college and its mission. Each year, awards are presented to three students—a freshman, a sophomore and a junior—having the highest academic achievement by the end of the second semester.

*Rose Butler Browne Award.* This endowed award was established in honor of Dr. Rose Butler Browne, an outstanding Black educator and civic and professional leader, who graduated in 1919 from the Rhode Island State Normal School. The award is presented to an upperclass student who has a demonstrated commitment to developing leadership potential and who has a distinguished record of community service.

*Bertha Christina Andrews Emin Award (Scholastic Excellence).* This endowed award was established in honor of Bertha Christina Andrews Emin, a 1912 graduate of the Rhode Island State Normal School, who has devoted her life to contributing to the schools and community of Smithfield. The award is presented to a resident of Smithfield, R.I. who has the highest cumulative average at the end of the seventh semester and who is scheduled to graduate in May.

*Bertha Christina Andrews Emin Award (Outstanding Achievement).* A second award in honor of Mrs. Emin, it is given to a woman member of the May graduating class who has distinguished herself by attaining an honors baccalaureate and by active leadership in student affairs.

*John E. Hetherman Award.* This endowed award was established as a memorial to the late John E. Hetherman, Class of 1940, who was killed in action during World War II. The award is presented to a graduating senior man in recognition of his scholastic success and his achievements as an athlete, gentleman and participant in campus activities.

*Helen M. Murphy Award.* This endowed award was established in honor of Helen M. Murphy, Class of 1939, who was a distinguished faculty member at the Henry Barnard School. The award is given to a woman member of the May graduating class in recognition of her scholastic success, as well as her achievements as an athlete and a participant in campus and community activities.

Awards for academic excellence are also presented by or through the academic departments or programs. Descriptions of the following awards may be obtained from the respective department chair or program director.

- American Institute of Chemists Award—Physical Sciences
- Peter Jeffrey Archambault Memorial Award in Theatre—Communications and Theatre
- Ronald J. Boruch Award—Physical Sciences
- W. Christina Carlson Award—Biology
- John H. Chafee Award—Political Science
- Chemical Rubber Company Award—Physical Sciences
- Elementary Education Faculty Award—Elementary Education
- English Scholarship Award—English
- Epsilon Pi Tau, Beta Sigma Chapter Award—Industrial Education
- Jean Garrigue Award—English
- Nelson A. Guertin Memorial Awards—Modern Languages
- Cantor Jacob Hohenemser Award—Music
- James Houston Award—Anthropology and Geography



Theodore Lemeshka Award — Biology  
 Christopher R. Mitchell Award — Mathematics  
 North Providence League of Women Voters Award —  
 Political Science  
 Nursing Faculty Award — Nursing  
 Claiborne D. Pell Award — History  
 Philosophy Faculty Award —  
 Philosophy and Foundations of Education  
 Psychology Faculty Senior Award — Psychology  
 Rhode Island College Theatre Award —  
 Communications and Theatre  
 John Silva Scholastic Achievement Award —  
 Economics and Management  
 Studio Art Award — Art  
 Harold Sweet Award for Excellence — Gerontology Program  
 The Tegu Polyglot Award — Modern Languages  
 Wall Street Journal Award — Economics and Management  
 Evelyn Walsh Prize — History  
 Lauris B. Whitman Award — Sociology

## SCHOOL OF CONTINUING EDUCATION AND COMMUNITY SERVICE

### Continuing Education

Continuing education is designed to meet the needs of varied adult audiences on a credit or non-credit basis. Offerings range from special-interest courses for individuals to programs developed specifically for community groups, business, industry or other organizations.

A primary function of the Office of Continuing Education is to serve as an adviser for students in the Performance-based Admissions Program (for more information, see Undergraduate Admissions). In this capacity, the Office of Continuing Education coordinates the efforts of departments throughout the college, in such areas as academic advising, counseling, financial aid and study-skills development.

Participants in certain non-credit educational experiences may have their achievements recognized by means of Continuing Education Units (CEUs). One CEU is awarded for each 10 contact hours in an approved, supervised course or clinical program.

Complete information on continuing education offerings is published each spring and fall, and is available from the Office of Continuing Education.

### School Services

The Office of School Services assists public and private schools

through planning and implementing in-service, field-based workshops and programs. All programs and workshops emphasize the collaborative efforts of college personnel, local administrators and participants. They may be offered on a credit or non-credit basis.

The office also acts as a clearinghouse for the delivery of additional services to schools that involve Rhode Island College faculty and staff and other of the state's resources.

### The Urban Educational Center

The Urban Educational Center, established in honor of Martin Luther King Jr., provides educational services to individuals who are seeking college or vocational careers, with the greater part of its efforts being directed toward inner city residents. The offerings of the center include: high school equivalency preparation and testing; an associates degree program; an English-as-a-second-language program; adult basic education classes; RIC entry-level credit courses; and courses for personal and professional development. As part of its community function, the center conducts workshops focusing on the problems and benefits of the Providence area.

The Urban Educational Center is an Educational Opportunity Center for Rhode Island and is an integral part of the School of Continuing Education and Community Service. Its address is 126 Somerset St., Providence, R.I. (456-8185).

### SUMMER SESSION

Each summer the college offers a wide selection of undergraduate and graduate courses and workshops, many of which are designed and scheduled specifically for summer session students. Summer session allows students to accelerate their college programs and, in addition, provides a means for personal enrichment or professional advancement.

Complete information is published each spring in the Summer Session Catalog, and is available from the Summer Session Office.

### SCHOOL OF GRADUATE STUDIES

Rhode Island College initiated its graduate degree programs during the 1920s and awarded its first master's degrees in 1924. Throughout its history the School of Graduate Studies has encouraged the development of professional competence, creative scholarship and independent thought. In recent years the graduate school has increasingly emphasized the preparation of students for involvement in the human service professions and for advanced study in the arts, sciences and humanities.

The School of Graduate Studies offers programs leading to the degree of Master of Arts, Master of Education, Master of Arts in

Teaching, Master of Social Work and the Certificate of Advanced Graduate Study. Other offerings include the Master of Arts in Teaching—Certification program and the PACCT (Plan of Approved Courses for Certified Teachers).

To meet the challenge of new forms of specialization, the graduate school gives students the latitude to pursue individualized programs leading to the M.A., M.Ed., M.A.T. and C.A.G.S.

The graduate faculty at Rhode Island College consists of approximately 250 designated members of the college's 23 academic departments.

Rhode Island College is a member institution of the Council of Graduate Schools in the United States.

### Classification of Graduate Students

*Accepted Candidates:* Students who have been notified of admission to candidacy by the dean of the School 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 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 study accompanied by a \$15 non-refundable application fee (forms may be 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 departmental requirements);
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).

Some departments have special admissions requirements and procedures, which are described in the program/course section of this catalog.

Students whose native language is not English should submit an official report of scores on the Test of English as a Foreign Language (TOEFL). An appropriate substitute for the Graduate Record

Examination or the Miller Analogies Test will be selected and administered by the college Testing Center.

The dean of the School of Graduate Studies will inform the candidate of the recommendation of the departmental graduate admissions committee.

### Registration

Accepted degree candidates will be informed of registration procedures by mail through the Records Office. Those wishing to enroll in courses on a non-degree basis should contact the School of Graduate Studies.

### Graduate Fees

The tuition fee for graduate courses is \$48 per semester hour for Rhode Island residents and \$86 per semester hour for non-residents. Each semester, all students pay the tuition fee per semester hour and a registration fee of \$12. All fees are due at the time of registration.

The application fee for the School of Graduate Studies is \$15 (non-refundable). There is also a graduation fee of \$16.

The School of Social Work has special fees. (See School of Social Work in the program/course section of this catalog.)

### Financial Aid

See sections of this catalog dealing with Financial Aid and Graduate Assistantships.

### Advising Procedure

Throughout the graduate program, students work in close consultation with an adviser, who acts as a liaison between the School of Graduate Studies and the student; however, the students themselves are responsible for meeting all degree requirements.

All degree candidates should confer immediately with their advisers to develop a plan of study. Students accepted into graduate programs must submit a plan of study approved by their adviser to the Graduate Office in order to complete the admission procedure. Changes in any plan of study must be made on the appropriate forms and must have the approval of the adviser and the dean of the School of Graduate Studies.

A student's plan of study can contain no more than nine semester hours of course work that has been completed before formal acceptance into a degree program.

### Master of Arts

Master of Arts programs afford students the opportunity to pursue in-depth study in the arts, sciences and humanities, or to prepare themselves for professional careers in specialized fields. Each pro-

gram is built on concentrated work through courses at the advanced level. Most candidates for the Master of Arts degree have an undergraduate degree in the discipline they have chosen. M.A. programs require a minimum of 30 semester hours of course work and a master's thesis or comprehensive examination.

The following programs are offered:

- Agency Counseling
- Biology
- English
- French
- History
- Individualized Master of Arts
- Mathematics
- Psychology (Developmental Psychology, Educational Psychology, Personality and Social Psychology)
- Rehabilitation Counseling
- Studio Art

#### Master of Education

Master of Education programs emphasize the development of professional competence as well as an understanding of the principles and concepts in each degree area. They are also designed to promote a fuller understanding of the functions and problems of education and to increase the educator's awareness of the role of the school in American culture.

Most M.Ed. programs require teacher certification for admission. However, a waiver of the certification requirement may be granted by the dean of the School of Graduate Studies.

Master of Education programs consist of at least 30 semester hours, as follows: 18 semester hours in a concentration, 6 semester hours in humanistic and behavioral studies; 6 semester hours in related disciplines (for more information on the last two requirements, see sections below). Exceptions are the programs in counselor education and special education, which have no related discipline component, but which require 24 semester hours in the area of concentration. In addition, a comprehensive examination is usually required; however, a thesis option is available in most departments.

The following programs are offered:

- Bilingual-Bicultural Education
- Counselor Education
- Educational Administration (Elementary, Secondary)
- Elementary Education

- Elementary Education (Early Childhood, Language Arts, Mathematics, Science, Urban Education)

- English as a Second Language
- Health Education
- Individualized Master of Education
- Industrial Education
- Instructional Technology
- Reading
- Secondary Education
- Secondary Education (Urban Education)
- Special Education (Emotional Disturbance, Learning Disabilities, Mental Retardation, Preschool Handicapped, Severely and Profoundly Handicapped)

#### Master of Arts in Teaching

The purpose of the Master of Arts in Teaching programs is to improve the preparation of teachers in particular subject areas and to increase their understanding of current educational theories and practices.

The programs require a minimum of 30 semester hours as follows: 21 semester hours in an academic discipline; 6 semester hours in humanistic and behavioral studies; 3 semester hours in curriculum/instruction (for more information on the last two requirements, see sections below). Some programs include additional requirements, such as a thesis or comprehensive examination.

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 Programs

Master of Arts in Teaching—Certification programs are designed to provide initial certification for graduates with liberal arts degrees who wish to enter teaching. Those completing these programs

receive an M.A.T. degree.

M.A.T.—C. programs consist of at least 30 semester hours as follows: 10 semester hours in humanistic and behavioral studies (see below); 13-15 semester hours in education courses (including student teaching); 12-15 semester hours in an academic discipline; and a thesis or graduate project or comprehensive examination. Semester-hour requirements are given in the description of the departmental programs.

The following programs are offered:

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

#### **Master of Social Work**

This degree provides for concentrated study in the area of social work. See School of Social Work.

#### **Certificate of Advanced Graduate Study**

The C.A.G.S. is a program of at least 30 semester hours in a professional specialization which prepares candidates 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 a comprehensive examination, is required. This project must be approved by the adviser and the dean of the School 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.

The following programs are offered:

- Counselor Education
- Curriculum
- Educational Administration
- Individualized Certificate of Advanced Graduate Study
- Instructional Technology
- Mathematics Education

- Reading
- School Psychology
- Special Education (Administration; Curriculum, Instruction and Assessment)

#### **Individualized Graduate Programs**

Four individualized graduate programs are offered by the School of Graduate Studies: M.A., M.Ed., M.A.T. and C.A.G.S. Essentially interdisciplinary in nature, these programs provide students with the opportunity to pursue graduate work in areas of specific academic interest or need. They may be oriented toward special career preparation or toward unique scholarly pursuits.

Admissions standards for all individualized programs are comparable to those of the department or departments involved. All graduate division criteria also apply. Admission into the programs is subject to the approval of the Committee on Individualized Graduate Programs.

Program requirements are established by the student in consultation with an academic adviser and must be approved by the Committee on Individualized Graduate Programs. Basic structures of the programs are given in the following descriptions (for more information on related discipline and humanistic and behavioral studies requirements, see sections below).

*Master of Arts.* At least 30 semester hours with no more than 12 semester hours at the 300-level. Courses may include any combination of the following: regular RIC courses; seminars, directed study or reading courses; graduate work from other institutions (subject to School of Graduate Studies regulations); 500-level credit for thesis or graduate project/performance work (3-6 semester hours).

Students must also pass a written or oral examination and complete a thesis or graduate project (the graduate project is restricted to those in the applied and performing arts). An oral defense of the thesis or the graduate project may be required by the Committee on Individualized Graduate Programs if the candidate's master's committee so advises.

*Master of Education.* At least 30 semester hours as follows: 18 in a major concentration; 6 in related disciplines; 6 in humanistic and behavioral studies. A thesis or comprehensive examination.

*Master of Arts in Teaching.* At least 30 semester hours as follows: 15-21 in a major concentration; 6 in humanistic and behavioral studies; 3-6 in education courses; 0-6 for a thesis or graduate project, or a comprehensive examination.

*Certificate of Advanced Graduate Study.* At least 30 semester hours as follows: 18 in a major concentration; 6 in related disciplines; 6 in humanistic and behavioral studies. A field project or comprehensive examination.

Students who are interested in an individualized graduate program should consult with the Graduate Office.

### Thirty-six-hour Plan of Approved Courses for Certified Teachers (PACCT)

The college offers a 36-semester-hour certificate program for elementary and secondary school teachers who need to pursue graduate work for certification purposes. The program has been approved by the certification office of the Rhode Island State Department of Education. Further information may be obtained from the Graduate Office.

### Related Disciplines Requirement

This requirement, which applies to M.Ed. programs and most C.A.G.S. programs, consists of courses especially chosen to broaden and enhance the major area of study. Prior approval by the adviser is necessary.

### Humanistic and Behavioral Studies, Curriculum and Instruction Requirements

*Humanistic and Behavioral Studies.* Humanistic and Behavioral Studies courses are especially designed to help the candidates understand the individuals with whom they work, including some of the major influences on their lives. Students may choose courses according to their interests and backgrounds. Prior approval by the adviser is necessary.

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 in an M.A.T.—C. program must complete 10 semester hours in Humanistic and Behavioral Studies: Foundations of Education 220, 302 and one of the following: Psychology 213 for elementary, Psychology 214 for secondary, Psychology 216 for K-12 programs in art or music.

With the consent of the student's adviser, Foundations of Education 402, 420 or 501 may be used as a substitute for Foundations of Education 220. With the consent of the student's adviser, Foundations of Education 410, 415 or 441 may be used as a substitute for Foundations of Education 302.

### Psychological Foundations

Psychology 400, 402, 403, 407-411, 418, 419, 420, 430, 435

### Social and Philosophical Foundations

Education 409, Foundations of Education 343, 402, 405, 410, 415, 420, 431, 441, 442, 445, 501, 534, 542, 575

**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 courses below. Prior approval by adviser is necessary.

### Elementary

Education 322, 332, 404, 406, 408, 415, 418, 421, 424, 428, 434, 505

### Secondary

Education 427, 429, 441, 442, 443, 444, 514

### K-12

Curriculum 503, 511; Education 515, 525, 560; Foundations of Education 480; Instructional Technology 437, 440; Special Education 430, 431, 433, 434

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.*

### Graduate School Regulations

In addition to the basic degree and departmental requirements, all master's and C.A.G.S. candidates must meet the following.

**1. Residency Requirement.** All degree candidates must fulfill the residency requirement by carrying a course load of 1) at least nine semester hours in a given semester; 2) at least five semester hours for two consecutive summer sessions; or 3) at least five semester hours in each of two consecutive semesters, one of which may be a summer session.

**2. Completion Time Limit.** A program of study must be completed within six years from the time of registration following acceptance to degree candidacy; otherwise, the candidacy will be terminated. An appeal for extension requires the review of the department and the dean of graduate studies. *(Note: Credits seven years or older may no longer be counted in a student's program, unless an exception is granted by the department and the dean of the School of Graduate Studies.)*

**3. Academic Requirements.** Students must maintain at least a B average in all work included in a plan of study to continue in a graduate program. An average of at least 3.0 in the courses in the plan of study is required for graduation.

The grade of C is not considered to be work of graduate quality and is of limited application to degree work. Students who receive more than one C in a program must consult with their graduate advisers. Grades of D or F are unacceptable and require a review of the student's status by the department and the dean of the School of Graduate Studies.

**4. Thesis/Comprehensive Examination/Field Project.** Students are responsible for meeting all departmental requirements for the thesis, comprehensive examination, field project or their equivalents.

The comprehensive examination may be written or oral as dictated by the department. It is usually taken when all concentration work has been completed or during the semester in which the work will be completed. A candidate may not take the comprehensive examination more than twice.

A master's thesis must be developed in consultation with an adviser. Proposal Outline Forms and the Guide for Preparing Field Projects for the Certificate of Advanced Graduate Studies are available from the appropriate departments. (Note: M.A.T. and M.A.T.—C. programs may not include requirements of this nature.)

Students are responsible for bringing typed copies of theses or field project reports, after all required signatures have been obtained, to the cataloging services office of the James P. Adams Library. Binding arrangements will conform to policies established by library personnel.

**5. Course Work.** Not all graduate-level course work can be used for degree program credit. In particular, any topics course or workshop must be approved by the student's adviser to be used as program credit.

**6. 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 the School of Graduate Studies. Independent study requests must be approved and fees paid before study is begun. Grades are reported for independent study in the same manner as they are reported for other courses.

**7. Transfer Credit.** Transfer credit must not exceed six semester hours of a candidate's graduate program. An official transcript

must be filed in the Records Office. Credit is transferred only for courses having grades of B or better.

If an accepted student wishes to take courses at another institution which are to count in the plan of study, then the courses must be approved in writing by the graduate adviser and the dean of the School of Graduate Studies prior to registration for such courses.

#### Cooperative Education

The cooperative education program provides graduate students with the opportunity to integrate work experiences with their formal academic courses through their approved plan of study or as additional elective credits with the adviser's approval. This is an elective program for graduate students who are enrolled in a degree program. Students are required to participate in a formal seminar program related to their work experience for which they earn academic credit. Graduate students may earn up to six credits through two field experiences. For more information refer to Cooperative Education in the program/course section of this catalog.

#### 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 10 hours of which may be in classroom contact hours. The normal course load for a graduate assistant is nine hours per semester.

Graduate assistants receive a stipend of \$2500 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 the School of Graduate Studies by the department chair. Students must apply for assistantships by March 1 through the School of Graduate Studies. 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 School of Graduate Studies for further information.

## MAJOR ACADEMIC UNITS

### Faculty of Arts and Sciences

#### *Departments of*

Anthropology and Geography	Mathematics
Art	Modern Languages
Biology	Music
Communications and Theatre	Nursing
Economics and Management	Physical Sciences
English	Political Science
History	Sociology

### School of Education and Human Development

#### *Departments of*

Administration, Curriculum and Instructional Technology	Philosophy and Foundations of Education
Counselor Education	Psychology
Elementary Education	Secondary Education
Health and Physical Education	Special Education
Industrial Education	Henry Barnard School

### School of Social Work

### School of Continuing Education and Community Service

### School of Graduate Studies

The offerings of the latter two schools are included under the appropriate department listings which follow or are described in special bulletins.

## ACADEMIC DEPARTMENTS, PROGRAMS AND COURSES

### **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 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.*



#### Basic Structure of Rhode Island College Undergraduate Degree Programs

The following is intended as a guide to help students plan their courses of study. Specific requirements can be found under the various departments and professional programs. A degree program usually requires a minimum of 120 semester hours.

- I. All curricula include
  - A. The General Education Program.
  - B. A focus of study (one of the following):
    1. A major in a Bachelor of Arts degree curriculum (liberal arts, secondary education, elementary education). Certain majors also include an opportunity for students to further focus their studies through a plan, a concentration or an emphasis. Or
    2. A major in a specialized Bachelor of Science, Bachelor of Music or Bachelor of Social Work curriculum, such as management, music performance, medical technology, social work, art education and industrial technology. Majors in this category may also include a concentration or an emphasis. (Note: because of the special nature of these curricula, each is outlined in the appropriate section.)
    3. A teaching concentration, in the Bachelor of Science curriculum for elementary education.
  - C. Cognates, courses in related disciplines. These are designed to broaden and enhance the major area of study.
  - D. Free electives, which supplement the student's general educational background. These courses allow students to choose, with minimum restrictions, subjects outside of the major.
- II. All education curricula require students to complete a professional education sequence. This sequence consists of courses in theory and foundations of education, as well as courses, such as practicum and student teaching, that give students experience in classrooms and similar settings.
- III. A minor is a limited number of courses, usually in a single discipline, which students may include as part of a curriculum.

#### Basic Structure of Rhode Island College Graduate Degree Programs

Graduate degree programs usually consist of a minimum of 30 semester hours in a particular academic or professional area, and include at least one of the following: a thesis, graduate project, an exhibition or comprehensive examination. (M.A.T. — C. programs require additional course work for certification purposes.) Many graduate programs also provide students with the opportunity to pursue work in areas related to the major area of study. Specific program requirements can be found in the sections for the various departments.

#### 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.

#### 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 (X9). The level of study, i.e., 191, 291, 391, 491, 591, will depend on what is appropriate in terms of the project and the student. These courses may be repeated with a change in content.

**General Education Program Summary****A. Core Requirement (Four Courses)**

Required: English 101, 102; History 110, 111

**B. Distribution Requirement (Eight Courses)****1. Social and Behavioral Sciences**

Group a. One course from  
 Anthropology 201  
 Geography 201  
 Political Science 200  
 Psychology 210  
 Sociology 200

**2. Fine and Performing Arts**

One course from  
 Art 200, 201, 231, 232  
 Communications 241  
 Dance 106, 107

**3. Natural Sciences and Mathematical Systems**

Natural Sciences  
 One course from  
 Biology 101, 102  
 Chemistry 103, 104  
 Geography 205  
 Physical Science 103, 205, 210,  
 212, 214, 216  
 Physics 101, 102

One additional course from either list.

**4. Other Cultures**

One course from  
 Anthropology 110  
 History 210-214  
 Modern Languages (courses numbered  
 110, 113 or 114 in French, German,  
 Italian, Portuguese, Spanish  
 and Russian)

**5. Contemporary Values, Issues and Perspectives**

One course from  
 Communications 240  
 Foundations of Education 220  
 Geography 203  
 Philosophy 200, 206, 241

Group b. One course from  
 Anthropology 204, 205, 206  
 Geography 200  
 Political Science 202, 206, 207  
 Psychology 215  
 Sociology 202, 204, 207, 208, 211

Music 201, 203, 221, 222  
 Philosophy 230  
 Theatre 240

**Computer Science**

Mathematical Systems/  
 Computer Science  
 One course from  
 Computer Science 101  
 Mathematics 139, 140, 141,  
 177, 240, 247  
 Philosophy 205

Philosophy 201  
 Social Science 201

Political Science 204  
 Social Science 205  
 Women's Studies 200

The General Education Program is required of students classified as freshmen as of September 1981. All other students should refer to the 1980-81 edition of the college catalog or consult their advisers for information on the General Studies Program. Transfer students should read the Transfer Students and Transfer Credits Section below.

**GENERAL EDUCATION PROGRAM**

The General Education Program is required in all undergraduate curricula at Rhode Island College. General Education provides a framework for a shared cultural literacy, helps students define personal values and perspectives, and promotes intellectual curiosity, with the goal of fostering lifelong, self-directed learning. Focusing on exploration and discovery rather than on mastery of subject matter, the program is intended to develop a faculty with advanced learning and communications skills, as well as an understanding and appreciation of the historical roots of civilization; of humankind's complex natural and social environments; of literary and artistic thought and expression; and of the philosophical, ethical and moral issues confronting humankind.

**General Education Program Requirements**

The General Education Program requires a minimum of 36 semester hours, consisting of a core in Western Civilization and Western Literature, and a distribution requirement covering the five categories described below.

**Core Requirement**

The core consists of four courses, totaling 12 semester hours.

**Required Courses (12 semester hours)****Western Civilization:**

History 110: The Western Experience I  
 111: The Western Experience II

**Western Literature:**

English 101: Western Literature I  
 102: Western Literature II

Some of the courses listed below may also be used to fulfill requirements, other than General Education requirements, within selected curricula and majors.

**Distribution Requirement**

The distribution requirement consists of eight courses, totaling 24-26 semester hours, to be selected from five categories as described below.

**1. Social and Behavioral Sciences (6 semester hours)****Group a: one course from**

Anthropology 201: Introduction to Cultural Anthropology  
 Geography 201: Introduction to Geography  
 Political Science 200: Introduction to Political Science  
 Psychology 210: Introduction to Psychology  
 Sociology 200: The Social Dimension

**Group b: one course from**

Anthropology 204: Art, Society and Culture  
 205: The Anthropology of Race and Racism  
 206: Oral Traditions  
 Geography 200: Changing Environment of Man  
 Political Science 202: American Government  
 206: International Politics  
 207: Introduction to Comparative Politics

**Psychology 215: Social Psychology**

Sociology 202: The Family  
 204: Urban Sociology  
 207: Crime and Delinquency  
 208: Minority Group Relations  
 211: Social Problems

2. *Fine and Performing Arts (3 semester hours)*

One course from

Art 200: Encounter with Art

201: Visual Arts

231: Prehistoric to Renaissance Art

232: Renaissance to Modern Art

Communications 241: Introduction to Cinema

Dance 106: Folk Dance

107: Beginning Modern Dance

Music 201: Survey of Music

203: Elementary Music Theory

221: The Symphony

222: Opera

Philosophy 230: Aesthetics

Theatre 240: Appreciation and Aesthetics of the Theatre

Students who complete the major in music performance, by virtue of their major, shall be considered to have met the requirement in the fine and performing arts category.

Students in the elementary education curriculum will be allowed to meet the fine and performing arts category requirement by taking both Education 340: Methods and Materials in Art Education and Education 341: Methods and Materials in Music Education.

3. *Natural Science and Mathematical Systems/Computer Science (9-11 semester hours)*

Three courses from this category, with both the natural sciences group and the mathematical systems/computer science group represented by at least one course.

Natural Sciences: at least one course from

Biology 101, 102: Introductory Biology

Chemistry 103, 104: General Chemistry

Geography 205: Earth's Physical Environments

Physical Science 103: Physical Science

205: Earth's Physical Environments

210: Introduction to Astronomy

212: Introduction to Geology

214: Introduction to Meteorology

216: Introduction to Oceanography

Physics 101, 102: General Physics

Mathematical Systems/Computer Science: at least one course from

Computer Science 101: A First Course in Computers

Mathematics 139: Number Concepts

140: Elements of Probability

141: Mathematical Systems

177: Linear Systems

240: Statistical Methods

247: Calculus: A Short Course

Philosophy 205: Introduction to Logic

Students who have successfully completed Mathematics 209 as a requirement in their program are exempted from one course in the mathematical systems/computer science group.

4. *Other Cultures (3 semester hours)*

One course from

Anthropology 110: The Non-Western Experience

History 210: Perspectives on East Asian Civilization

211: Perspectives on Indian Civilization

212: Perspectives on Islamic Civilization

213: Perspectives on Slavic Civilization

214: Perspectives on Africa

Modern Languages: Modern Language courses numbered 110, 113 or 114 in

French, German, Italian, Portuguese, Spanish and Russian.

Philosophy 201: Introduction to Eastern Philosophy

Social Science 201: Individual and Society in Non-Western Civilization

5. *Contemporary Values, Issues and Perspectives (3 semester hours)*

Normally, courses in this category should be taken after the fourth semester.

One course from

Communications 240: Mass Communication

Foundations of Education 220: Social Foundations of Education

Geography 203: Contemporary World Issues

Philosophy 200: Problems of Philosophy

236: Ethics

241: Philosophy of Religion

Political Science 204: Introduction to Political Thought

Social Science 205: Between Past and Future: Society, Culture and Change in the

Contemporary World

Women's Studies 200: Women in Society

**Transfer Students and Transfer Credits**

The new General Education Program applies only to transfer students who are classified as freshmen on their arrival in the 1981-82 academic year.

All transfer-articulation agreements now in effect with respect to the General Studies Program remain in effect for the General Education Program. These are monitored through the Admissions Office and apply primarily to the Community College of Rhode Island and Bristol Community College.

However, since it is recommended that the course requirement for the category Contemporary Values, Issues and Perspectives be taken late in a student's program, transfer credit will not be awarded for it unless a specific, agreed upon course equivalency can be shown.

**ACCOUNTING**

See Department of Economics and Management.

**ADMINISTRATION AND CURRICULUM**

(Department of Administration, Curriculum and Instructional Technology)

Professors Larsen, Lapan, Laverty, Munzger and S. Rollins.

**Programs of Study**

Graduate Programs: Educational Administration, Elementary or Secondary (M.Ed.);

Educational Administration (C.A.G.S.); Curriculum (C.A.G.S.); Educator of Gifted

Children Certificate Program.

**Master of Education in Educational Administration, Elementary or Secondary***Admission Requirements*

Teacher certification generally required, plus Miller Analogies Test.

*Program Requirements*

Humanistic and Behavioral Studies

Major Concentration

Required: Administration 502, 507 or 510, and 520 or 523;

Education 505 or 514

Electives: two courses from Administration 402, 480, 504, 506, 508, 509, 515, 540, 542; Curriculum 480, 503

## Related Disciplines

See department list of approved courses.

Comprehensive Examination

semester hours

6

18

6

Total: 30

**Certificate of Advanced Graduate Study in Educational Administration***Admission Requirements*

Completion of the M.Ed. in educational administration or its equivalent; minimum 3.25 average in previous graduate work; recommendation of the department; Miller Analogies Test.

*Program Requirements*

Major Concentration

Required: Administration 509, 531, 532, 561;

Educational Services 500

Electives: one or two of the following courses:

Administration 402, 480, 504, 506, 507, 508, 510, 515, 560;

Curriculum 480, 503, 511

## Related Disciplines

See department list of approved courses.

Field Project or Internship

semester hours

18-21

9-12

Total: 30

**Certificate of Advanced Graduate Study in Curriculum***Admission Requirements*

Completed master's degree; minimum 3.25 average in previous graduate work; full professional certification, including 12 semester hours in foundations of education; Miller Analogies Test.

*Program Requirements*

Major Concentration

Required: Curriculum 503, 532, 561

Electives: three or four courses from Administration 502, 531;

Curriculum 480, 510, 511; Education 480, 505, 514

## Related Disciplines

See department list of approved courses.

Field Project or Internship

semester hours

18-21

9-12

Total: 30

**Educator of Gifted Children Certificate Program**

The certificate program consists of 12 semester hours, as follows: Curriculum 481, 511; Psychology 418, Curriculum 511 and Psychology 418 must be taken first as they are prerequisites for Curriculum 481.

The program is designed to prepare classroom teachers to provide special curricula and instruction for gifted children. It is open to certified teachers who meet the requirements for graduate study at Rhode Island College. Upon satisfactory com-

pletion of the 12-semester-hour sequence, students are awarded an Educator of Gifted Children Certificate.

**Course Offerings: Administration, Curriculum***None 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**

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 523: THE SECONDARY SCHOOL ADMINISTRATOR** 3 semester hours

This course is the culminating experience for the Master of Education degree in educational administration. As such it involves a review and synthesis, a planning process, a clinical experience in secondary school administration and a seminar.

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 523.

**ADMINISTRATION 532: ORGANIZATION AND ADMINISTRATION OF SCHOOLS K-12** 3 semester hours

This course consists of various organizational schema and the sociological and psychological rationale basic to each plan. Practical problems of administering the schools are studied. Field work is required.

*Prerequisite:* Admin. 507 or 510 and admission to post-master's degree program.

**ADMINISTRATION 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 adviser.

**EDUCATIONAL SERVICES 505: MANAGEMENT INFORMATION SYSTEMS I** 3 semester hours

This course includes study of the techniques of educational organization analysis; formulation of strategies for determining goals and objectives for that organization; planning strategies for meeting those goals and objectives; determination of the information requirements to serve the organization in terms of these goals and objectives for day to day control; management control, and planning control purposes; and formulation of a program budget structure to serve the management requirements of the goals and objectives.

*Prerequisite:* consent of adviser and admission to post-master's degree program.

**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 481: WORKSHOP ON EDUCATING THE GIFTED CHILD** 6 semester hours

This workshop includes a survey of a variety of areas relating to the education of gifted children: areas such as identification, curriculum development, methodologies, and administrative arrangements. This course is offered only during the summer session. Participants receive a one-week orientation, followed by five weeks of direct teaching of gifted children in a classroom setting.

*Prerequisite:* consent of workshop director.

**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:* *Curric. 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 interrelationship 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:* *Curric. 503.*

**CURRICULUM 560: SEMINAR IN CURRICULUM**

5 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:* *Curric. 503 and consent of department chair. Psych. 320 or Psych. 420, or a course in statistics with consent of adviser.*

**ANTHROPOLOGY**

(Department of Anthropology and Geography)

*Professors Lindquist and Maynard; Associate Professors Allen, Barnes, Epple (chair), Fleuhr-Löbbon, T. Hays and R. Lobban, Jr.; Assistant Professors P. Hays, Morenon (director of public archaeology) and Murray; Adjunct Professor Scala.*

**Programs of Study**

*Majors:* Anthropology (B.A.); Anthropology — Public Archaeology (B.A.).

*Minor:* Anthropology.

**Major in Anthropology**

The major requires a minimum of 32 semester hours in anthropology and at least 12 semester hours of cognates or a minor in one of the social sciences. The cognate requirement is waived for students in elementary education.

**Required Courses**

Anthropology 201, 202, 203, 345

semester hours

14

**Choices in Major**

One course from each of the following groups: 1. Thematic (Anthropology 301-305, 307-310); 2. Regional (Anthropology 315-325); 3. Aspects of Social Systems (Anthropology 335-341). Three additional anthropology courses, except 100, 110. One interdisciplinary social science course at the 300-level may be substituted (see those listed under Social Science). Choice of electives should have adviser's approval.

**Cognates**

Twelve semester hours in related disciplines, with adviser's approval. A minor in one of the social sciences will also fulfill this requirement. Mathematics 240: Statistical Methods may be counted as a cognate.

**Major in Anthropology — Public Archaeology**

This major requires a minimum of 35 semester hours in anthropology, including core courses and specialized public archaeology courses. There is also a cognate requirement of at least 14 semester hours.

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

**Required Courses**

Core: Anthropology 201, 202, 203, 345

Public Archaeology Specialization:

Anthropology 316, 324, 375, 385

semester hours

14

12

9-10

**Choices in Major**

One course from each of the following groups: 1. Thematic (Anthropology 301-305, 307-310); 2. Aspects of Social Systems (Anthropology 335-341).

One additional 300-level anthropology course or any course from cognate group A (below) not already counted as a cognate

**Cognates**

Choose from all three groups below as indicated.

**A. Technical (two courses):**

Art 317; Biology 329; Chemistry 103, 104; Computer Science 101, 102; Geography 310; History 200; Industrial Arts 101; Mathematics 240

**B. Environmental (two courses):**

Biology 318; Geography 200, 320, 325; Physical Science 212

**C. Cultural-Historical (one course):**

History 201, 341, 342; Geography 305, 312

14-19

**Minor in Anthropology**

The minor consists of six anthropology courses (minimum 18 semester hours) in any combination, excepting Anthropology 100, 110. One interdisciplinary social science course at the 300-level may be substituted (see those listed under Social Science).

**Honors Program**

Anthropology majors of superior scholastic ability are eligible to participate in the department's honors program. During the junior and senior years, qualified students may pursue independent study or advanced work in the discipline. Upon completing the program, a student is awarded the Bachelor of Arts with honors in anthropology. Details are available from the department chair.

**Course Offerings: Anthropology****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 110: THE NON-WESTERN EXPERIENCE**

3 semester hours

This course provides a systematic study of the cultural traditions of selected non-Western societies. The primary focus of the course is to provide an understanding of the life-ways, values and ideas of peoples outside the Western experience. The particular culture(s) studied vary depending on the specialization of the faculty.

**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 204: 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.

**ANTHROPOLOGY 205: THE ANTHROPOLOGY OF RACE AND RACISM**

3 semester hours

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.

**ANTHROPOLOGY 206: ORAL TRADITIONS**

3 semester hours

A study of the various forms of spoken tradition as cultural manifestations: such as myths, legends, folktales, parables, poetry, riddles and games.

**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**

3 semester hours

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

*Prerequisite:* Anthro. 201 or consent of instructor.

**ANTHROPOLOGY 303: PROBLEMS IN CULTURAL ANTHROPOLOGY**

3 semester hours

Lectures, discussions and readings focus on key problems in anthropological theory and research. Social structure, political and economic organization and enculturation may be considered.

*Prerequisite:* Anthro. 201 or consent of instructor.

**ANTHROPOLOGY 304: EARLY MAN**

3 semester hours

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

*Prerequisite:* Anthro. 201, 202 or 203 or consent of instructor.

**ANTHROPOLOGY 305: COMPARATIVE CULTURES**

3 semester hours

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 307: PEASANT SOCIETIES AND CULTURES**

3 semester hours

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

*Prerequisite:* Anthro. 201 or consent of instructor.

**ANTHROPOLOGY 308: CROSS-CULTURAL STUDIES OF AGING**

3 semester hours

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**

3 semester hours

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**

3 semester hours

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 315: INDIAN CULTURES OF THE PACIFIC NORTHWEST**

3 semester hours

The material culture and the institutional structure of selected Indian tribes of the Pacific Northwest are analyzed.

*Prerequisite:* Anthro. 201 or consent of instructor.

**ANTHROPOLOGY 316: ARCHAEOLOGY OF THE AMERICAS**

3 semester hours

A survey of the evidence for human cultures in the Americas from the first occupation up to but not including proto-historic and historic cultures. This course will include a short review of such problems as colonization of the New World and the nature of the earliest occupation, but will concentrate on ecological and cultural developments between about 7000 BC and AD 1100.

*Prerequisite:* Anthro. 201 or 202 or consent of instructor.

**ANTHROPOLOGY 317: ARCHAEOLOGY OF EUROPE**

3 semester hours

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**

3 semester hours

Representative ethnic groups in Southeast Asia will be analyzed.

*Prerequisite:* Anthro. 201 or consent of instructor.

**ANTHROPOLOGY 319: PEOPLES AND CULTURES OF AFRICA**

3 semester hours

Various aspects of African cultures will be considered.

*Prerequisite:* Anthro. 201 or consent of instructor.

**ANTHROPOLOGY 320: PEOPLES AND CULTURES OF THE MEDITERRANEAN**

3 semester hours

Selected Mediterranean societies will be studied.

*Prerequisite:* Anthro. 201 or consent of instructor.

**ANTHROPOLOGY 321: PEOPLES AND CULTURES OF OCEANIA**

3 semester hours

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.

**DEPARTMENT OF ART**

*Professor Emerita Becker; Professors Brisson, deMelim, Hysell, Pinardi, Rosati, D. Smith, Steinberg and Sykes; Associate Professors Kenyon (chair) and Lafollette; Assistant Professors Ames, Horvat, Hawkins and Ohlin.*

**Programs of Study**

**Majors:** Art — Studio Art, with concentration in Painting, Sculpture, Ceramics, Metal, Printmaking, Fiber, Graphic Design or Photography; or Art History (B.A.); Art Education (B.S.).

**Minors:** Art History; Studio Art.

**Graduate Programs:** Studio Art (M.A.), Art Education (M.A.T., M.A.T. — C. Program).

**Major in Art, Studio Art**

The major in studio art consists of at least 40 semester hours, distributed among three areas: studio foundations, concentration, and history and criticism of the arts. In the concentration, students may choose one field from painting, sculpture, ceramics, metal, printmaking, fiber, graphic design or photography. There is also a cognate requirement, minimum six semester hours.

*semester hours***Studio Foundations**

15

Required: Art 101, 104, 105, 204, either 205 or 225

**Concentration**

12

Required: Art 350 and 392 in chosen field: painting, sculpture, etc.  
Minimum of two studio courses in chosen field, 200- and 300-levels

**History and Criticism of the Arts**

13

Required: Art 231, 232; Philosophy 230  
One course from Art 330-335

**Cognates**

6

Two courses from English 325, 334; Music 201, 221, 222, 314;  
Theatre 205, 340, 341, 440

**Major in Art, Art History**

The art history major requires a minimum of 30 semester hours in the discipline and at least 12 semester hours of cognates.

*semester hours***Required Courses**

9

Art 231, 232, 361

**Choices in Major**

21

Four courses from Art 331-335

Art 393 in two of the following areas: Greek and Roman, Renaissance, Baroque, American Art and Architecture, and Modern Art

Either Art 393 in a third area or 361 in a second area

**Cognates**

12

At least twelve semester hours in related disciplines such as history, music, literature, languages, chosen with adviser's approval

**Curriculum in Art Education**

In addition to the General Education Program and free electives, the art education curriculum requires at least 45 semester hours, distributed among three areas: art studio, history of art and advanced art. Students must also complete 27 semester hours in professional education, which include practicum and student teaching. The curriculum requires at least 120 semester hours. The program prepares graduates to teach kindergarten through high school.

*semester hours***Art Studio**

27

Required: Art 101, 104, 105, 204, either 205 or 225

Four level-I studio courses from painting, metal, ceramics, etc.

**History of Art**

9

Required: Art 231, 232

One course from Art 330-335

**Advanced Art**

9

Choose from sequence A, B or C.

A. Studio Sequence: Art 350, 392 and one level-II studio course

B. Art History Sequence: Art 361, 393 and any 300-level art history course

C. Generalized Sequence: Art 383; one level-II studio course; and an elective in studio, art theory or history

<i>Professional Education</i>	27
Required: Education 203, 303, 325, 362; Foundations of Education 220, 302, Psychology 216	
<i>General Education Program</i>	36-38
<i>Free Electives</i>	10-12

**Admission and Retention**

The art education program has special admission and retention requirements. In order to better plan their courses of study, students should check the prerequisites for Education 203, 303 and 325 (concepts, practicum and student teaching), and consult with an adviser as soon as possible. Although students may declare the major as freshmen, formal acceptance into the program coincides with permission to enroll in Education 303. A minimum grade of C in each required art and art education course is necessary for entry into practicum and student teaching.

**Minor in Art History**

The minor consists of five courses, minimum of 15 semester hours: Art 231, 232, 361 and two 300-level art history courses.

**Minor in Studio Art**

The minor consists of five courses, minimum of 15 semester hours: Art 101, 104 and any three upper-level studio courses. Students requesting the minor must seek advisement before beginning the program.

**Graduate Programs**

*Adviser: Harriet E. Brisson*

**Master of Arts in Art — with Studio Concentration***Admission Requirements*

A bachelor's degree including 36 semester hours or its equivalent in studio courses, with a minimum of 12 semester hours in a concentration and 12 semester hours in art history; representative portfolio of art work and a written statement of philosophy to be reviewed by the Art Department Graduate Committee; Graduate Record Examination or the Miller Analogies Test.

The Art Department Graduate Committee will act as an admissions committee to accept or reject students. Upon review of the portfolio and credentials, they may accept a student on a probationary basis with the condition that remedial work in specified areas will be completed.

*Program Requirements*

The M.A. in art with a studio concentration requires a minimum of 36 semester hours, distributed as follows: 18 semester hours in a studio concentration, 6 semester hours in related disciplines and 12 semester hours of electives.

1. Studio Concentration. The student must concentrate in one specialized area of art by taking 12 semester hours in the same subject at the 400-level or above. Also required are six semester hours of Art 590: Directed Graduate Study in which the student will complete work for an exhibition and a catalog of the exhibition documented with photographs and a philosophic statement or documentation of study.
2. Related Disciplines. The student must choose two courses from the following: Art 330-335; Anthropology 204, 315; Music 310-314; Theatre 340-342, 440.

## 3. Electives. Twelve semester hours selected as follows:

- a. Six semester hours of studio art in one area. This can be in the area of the concentration, but need not be.
- b. Six semester hours of studio art in any area, or, with adviser's approval, six semester hours as needed to augment the student's plan of study.

In addition, a final comprehensive examination is required to test the candidate's knowledge of the specific concentration area. This examination may be written or oral or both at the option of the examining committee, which is composed of the candidate's adviser and at least two other members of the art department graduate faculty.

**Master of Arts in Teaching in Art Education**

The M.A.T. program is for certified teachers, and the M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree.

*Admission Requirements*

Minimum of 45 semester hours in art, excluding art education; representative portfolio of art work and written statement of purpose submitted to the art department's graduate admissions committee. (See department chair for details about admission and program requirements.)

<i>Program Requirements — Certified Teachers</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction or Education 513 or 515	3
Art, including Art 560	21
Comprehensive Examination (oral or written) and Thesis, Graduate Project or Exhibition	0
<b>Total:</b>	<b>30</b>

*Program requirements — M.A.T. — C.*

<i>Humanistic and Behavioral Studies</i>	<i>semester hours</i>
Some of these requirements may be waived, depending on student's background or experience.	10
Education Courses, including student teaching	19
Art, including Art 560	12
Comprehensive Examination (oral or written) and Thesis or Graduate Project	0
<b>Total:</b>	<b>41</b>

Note: In the combined graduate and undergraduate programs, students must have a minimum of 58 semester hours in art course work.

**Course Offerings: Art, Education (Art Education)****ART 101: DRAWING I: GENERAL DRAWING**

(6) 3 semester hours

This course covers the fundamentals of free-hand drawing based primarily on the study and representation of objects and nature forms, with problems of analysis, response, perception, composition and technical standards; contour drawing; indication of surface texture, form and tone. Various media are used.

**ART 104: DESIGN I**

(4) 3 semester hours

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.

**ART 105: DRAWING II**

(6) 3 semester hours

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.

*Prerequisite:* Art 101.

**ART 200: ENCOUNTER WITH ART**

(4) 3 semester hours

The course is designed to examine and develop an understanding of perception, the creative process, the diversified nature of the visual arts and sources for art expression. Community resources, films, readings and discussion will be used to develop awareness and a broad orientation to terminology, art forms and processes.

**ART 201: VISUAL ARTS IN SOCIETY**

(4) 3 semester hours

The course gives an introduction to the fine 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.

*For non-art majors only.*

**ART 202: PAINTING I**

(4) 3 semester hours

An introduction to the technique and nature of the materials, exploring color, line, form, texture and compositional problems, using object, nature and the figure as subject matter.

*Prerequisite:* Art 204 and either 205 or 225.

**ART 204: DESIGN II**

(4) 3 semester hours

This is a studio course which deals with advanced problems in two- and three-dimensional design. The student will be encouraged to explore various materials and techniques pertinent to problems faced by the contemporary designer.

*Prerequisite:* Art 104.

**ART 208: DRAWING III**

(4) 3 semester hours

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.

*Prerequisite:* Art 105.

**ART 206: CERAMICS I**

(4) 3 semester hours

This course is designed to introduce the students to clay and ceramic materials and their use by formulation and testing of clay bodies and glazes. Basic hand-forming methods will be used along with simple and direct decoration techniques.

*Prerequisite:* Art 104.

**ART 215: SCULPTURE I**

(4) 3 semester hours

An introduction to traditional and contemporary approaches to sculptural form and their relationship to social and cultural values. Studio problems focus on additive, subtractive and constructive methods of sculpture.

*Prerequisite:* Art 204 and either 205 or 225.

**ART 225: FIGURATIVE MODELING**

(4) 3 semester hours

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.

*Prerequisite:* Art 105.

**ART 231: PREHISTORIC TO RENAISSANCE ART**

3 semester hours

This course is designed to familiarize the student with fundamental concepts and functions of the history of art and to develop his ability at visual analysis and interpretation. Painting, sculpture and architecture of early Europe and the Near East will be the focus of this study.

**ART 232: RENAISSANCE THROUGH MODERN ART**

3 semester hours

Focusing on European painting, sculpture, architecture and the minor arts of the past five hundred years, this course is a further development of the basic aims of Art 231.

**ART 302: PAINTING II**

(4) 3 semester hours

This course continues work begun in Art 202. The student is encouraged to explore more fully individual ideas and concepts with emphasis on style, technique and materials.

*Prerequisite:* Art 202.

**ART 304: GRAPHIC DESIGN I**

(4) 3 semester hours

This introductory course covers the basic and broad concepts of two- and three-dimensional design, media and processes and its potential to communicate ideas graphically. The preparation of materials such as paste-ups and mechanicals for reproduction and printing will be included, as well as investigations of word and image relationships and their applications to business, social and individual interests of the community.

*Prerequisite:* Art 204 and either 205 or 225.

**ART 306: CERAMICS II**

(4) 3 semester hours

This course will provide the advanced student with an opportunity to develop greater sensitivity to clay and glazes. Experimentation and development of knowledge, skills and craftsmanship will be emphasized.

*Prerequisite:* Art 206.

**ART 308: PRINTMAKING I**

(4) 3 semester hours

This course is designed to introduce the student to the two major printmaking processes: intaglio and relief. Technical and aesthetic consideration is given to the linocut, the woodcut and etching.

*Prerequisite:* Art 204 and either 205 or 225.

**ART 315: SCULPTURE II**

(4) 3 semester hours

This course emphasizes individualized development of expressive ideas and specialized skills in concentrated work with one or several advanced sculpture media.

*Prerequisite:* Art 215.

**ART 317: INTRODUCTION TO PHOTOGRAPHY**

(4) 3 semester hours

This course is an introduction to the fundamentals of photography. The emphasis will be upon the expressive potential of the media through the creative use of theory, procedures and controls.

**ART 318: SERIGRAPHY**

(4) 3 semester hours

Introduction to silk-screen printing and its related stencil techniques such as paper, cut film, tusche, glue and photo stencil as it applies to the production of multiples. The process is explored and developed to help establish the relationships between form, technique and content.

*Prerequisite:* Art 204 and either 205 or 225.

**ART 319: FIBER I**

(4) 3 semester hours

Contemporary approaches will be explored in traditional off-loom textile constructions in this introduction to the use of fiber.

*Prerequisite:* Art 104.

**ART 321: METAL I** (4) 3 semester hours  
Development of design concepts and skill in control of metal in its various forms, the course will introduce the student to basic metal working processes such as forging, casting and fabrication.

Prerequisite: Art 104.

**ART 324: GRAPHIC DESIGN II** (4) 3 semester hours  
This course utilizes advanced problems in the communication of ideas through graphic means and includes further studies in both two- and three-dimensional media. Experiences will include mechanical reproduction and the preparation of camera-ready mechanicals, color separations, and the use of the process camera.

Prerequisite: Art 304.

**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 AND ARCHITECTURE** 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 multiplate color and photo image intaglio will be explored.

Prerequisite: Art 308.

**ART 350: TOPICS IN STUDIO ART** (4) 3 semester hours  
This course examines topics in a particular area of studio arts. A student may repeat this course for credit.

Prerequisite: consent of 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, psychological, social or aesthetic problems in studio, art education and art therapy. Structural concepts and methods of inquiry relevant to such problems will be identified.

*Prerequisite:* consent of department chair.  
**ART 590: DIRECTED GRADUATE STUDY** 1-6 semester hours  
This course is open to all candidates in the master's programs that are offered by the art department. Research and/or work in visual arts is conducted under the supervision of a member of the department.

*Prerequisite:* consent of department chair.

## Education (Art Education)

*None of the 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, preceding or concurrent.  
**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. 216; acceptance into M.A.T.—C. program.  
**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 on practicum; proficiency in the operation of audiovisual equipment, and speech proficiency.

**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. Not for art education majors.

**EDUCATION 362: SEMINAR IN ART EDUCATION** 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 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 513: RESEARCH AND EVALUATION  
IN ART**

3 semester hours  
Research and evaluation studies in the arts are analyzed for design, methodology and conceptual foundation. While the emphasis of this course is placed upon interpretation and understanding of research, knowledge is also applied in the planning, instrumentation and analysis of an original research or evaluation project involving some area in art, art education and art therapy.

*Prerequisite:* consent of instructor.

**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.

**BACHELOR OF GENERAL STUDIES DEGREE**

See *General Studies Degree, Bachelor of.*

**BILINGUAL-BICULTURAL EDUCATION**

*M.-F. Taylor, Adviser*

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 Keefe; Professors Dolyak, Gonsalves (chair), Hartmann, Keogh, Pearson, Silver, Wasti and Young; Associate Professors Bohnsack, Foltz, Kinsey and McCutcheon; Assistant Professors Lough, Melaragno and Owens; Instructor Heelan; Adjunct Professor H. Chase; Adjunct Assistant Professors Bergeron, Cok, Davis and Geddes.*

**Programs of Study**

Major: Biology (B.A.).

Minor: Biology.

*Graduate Programs:* Biology (M.A., M.A.T., M.A.T. — C. Program).

**Major in Biology**

The biology major requires a minimum of 30 semester hours in the discipline and at least 16 semester hours of cognates in chemistry and physics. A minor in chemistry is strongly recommended. Students in the teaching programs are urged to take courses in both botany and zoology.

**Required Courses**

Biology 101, 102, 220, 221, 318

semester hours  
20

**Choices in Major**

One course from Biology 300, 321, 324, 329, 353, 354  
Two additional biology courses

10-12

**Cognates**

Four-six courses from Chemistry 103, 104, 205, 206;  
Physics 101-102 or 103-104

16-24

**Admission and Retention**

Admission to the major requires at least a 2.0 index in freshman biology courses. (Exceptions are evaluated by the department chair.) A student must have a minimum 1.69 index in the major at the end of the sophomore year. However, those having less than a 2.0 in biology at any time are doubtful prospects and should consult their advisers about continuing.

**Suggested Sequence****First year**

Biology 101-102  
Chemistry 103-104

**Second year**

Biology 220, 221  
Chemistry 205-206

**Third year**

Biology 300, 321,  
324, 329, 353 or 354  
Biology 318  
Physics 101-102 or 103-104

**Fourth year**

Biology electives,  
6-8 semester hours

**Minor in Biology**

The minor consists of at least 19 semester hours in biology.

semester hours

Required: Biology 101, 102

8

Two courses from Biology 220, 221, 300, 318

8

One additional biology elective

3-4

**Admission**

Admission to the minor requires a minimum 2.0 index in freshman biology courses.

**Suggested Sequence****First year**

Biology 101-102

**Second year**

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

**Third or fourth year**

Biology elective, 3-4 semester hours

**Honors Program**

Biology majors of superior scholastic ability are eligible to participate in the department's honors program. During the junior and senior years, qualified students may pursue advanced study and research in the discipline. Upon completing the program, a student is awarded the Bachelor of Arts with honors in biology. Details are available from the department chair.

**Medical Technology Program**

See Medical Technology.

**Radiologic Technology Program**

See Radiologic Technology.

## Graduate Programs

### Master of Arts in Biology

#### Admission Requirements

Minimum of 24 semester hours in biology, including those areas covered in the Rhode Island College undergraduate curriculum. Six-eight semester hours in physics; 16-24 semester hours in chemistry, including organic chemistry. GRE scores in both the aptitude tests and the advanced test in biology; three letters of recommendation and an interview.

#### Program Requirements

The M.A. program consists of 30 semester hours in biology and related sciences, with at least 24 semester hours in biology. Students must complete two seminar courses (Biology 460), Biology 551-554 for one-four semester hours and Biology 591-596 for six semester hours. Also required are a written thesis based on the research done in Biology 591-596 and its oral defense before the research committee.

### Master of Arts in Teaching in Biology

The M.A.T. program is for certified teachers, and the M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree.

#### Admission Requirements

Minimum of 21 semester hours in the biological sciences; cumulative grade point average of 2.20, or 3.0 in science courses.

#### Program Requirements — Certified Teachers

Humanistic and Behavioral Studies	semester hours	6
Curriculum and Instruction		3
Biology, including Biology 460 (taken twice) and 491-494 for one-four semester hours		21
	Total:	30

#### Program Requirements — M.A.T. — C.

Humanistic and Behavioral Studies	semester hours	6
Education Courses, including student teaching		13-15
Biology, including Biology 460 (taken twice) and 491-494 for one-four semester hours		12
	Total:	35-37

Note: In the combined graduate and undergraduate programs, students must have one year of physical science and the equivalent of the areas in biology covered in the Rhode Island College undergraduate major. Students' backgrounds must also include course work in four areas of biology.

### Course Offerings: Biology

In addition to the courses listed below, the department offers Education 310 (biology section), 444.

#### 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. Laboratory work will include problem-solving experiences and self-paced exercises designed to illustrate and/or supplement principles introduced in lecture.

Three hours of lecture and three hours of laboratory.

#### BIOLOGY 102: INTRODUCTORY BIOLOGY

4 semester hours

This course is a continuation of Biology 101. A survey of all major groups of living things and the biology of organisms will be emphasized. Laboratory work will include problem-solving experiences and self-paced exercises designed to illustrate and/or supplement principles introduced in lecture.

Three hours of lecture and three hours of laboratory.

Prerequisite: Bio. 101.

#### BIOLOGY 103: HUMAN BIOLOGY

3 semester hours

This course introduces the fundamental principles and concepts of biology as they pertain to the human organism. This course is intended for undergraduate students who are pursuing studies in areas other than the natural sciences. This course may count only as a free elective for biology majors.

Three one-hour lectures.

#### BIOLOGY 104: PLANTS: AN ECONOMIC CONSIDERATION

3 semester hours

Emphasis is given to a consideration of the fundamental importance of plants and their products in the shaping of the economic structures of past societies and their current social and economic importance to the world's populations and commerce. Current problems as well as the traditional elements of food, fiber, fuel and medicinal are considered.

Three one-hour lectures.

#### 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 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.

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

*Prerequisite:* Bio. 101-102 or permission of instructor.

**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 coenzymes and the biochemistry of heredity.

Three one-hour lectures.

*Prerequisite:* Chem. 205-206.

**BIOLOGY 411: BIOCHEMISTRY**

3 semester hours

A discussion of the physical and chemical properties of carbohydrates and lipids. Emphasis will be placed on intermediary metabolism, including bioenergetics, respiration, photosynthesis and hormonal regulation of metabolism.

Three one-hour lectures.

*Prerequisite:* Bio. 410.

**BIOLOGY 412: BIOCHEMISTRY LABORATORY**

2 semester hours

Laboratory experiments dealing with chemical and physical properties and metabolism of the main classes of biological molecules. The course provides laboratory experiments to complement Biology 410-411.

Two three-hour laboratories.

*Corequisite or prerequisite:* Bio. 411.

**BIOLOGY 426: CELL MORPHOLOGY AND PHYSIOLOGY**

3 semester hours

This course is designed to examine in detail certain aspects of cellular structure and function. Topics considered may include solution chemistry, membrane structure and solute transport, homeostasis, cell organelle structure and function, excitable cells, and locomotion. Emphasis is placed on the relationships between cell structure and function which are of current research interest. Students have the opportunity to do library research into the current literature on relevant topics of their choice.

Two one and one-half hour lecture periods.

*Prerequisite:* Bio. 220 and Chem. 205-206.

**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. 321.

**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**

1 semester hour

Reports and discussion of current biological topics are presented.

One hour discussion a week.

*Prerequisite:* graduate standing; open to undergraduates with consent of department 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

Students 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**

1-6 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 591-596.

*Prerequisite: permission of the adviser and the department chair.*

**BLACK STUDIES PROGRAM**

Lawrence F. Sykes, Coordinator

The interdepartmental major in Black studies provides a multi-dimensional view of the Black experience. The program encompasses the social and the cultural, the historical and the contemporary, the American and the African.

When combined with the social science major in an education curriculum, the Black studies program will prepare students for teaching situations and responsibilities outside of the social sciences. Black studies may also be used as a liberal arts major.

**Programs of Study**

Major: Black Studies (B.A.)

Minor: Black Studies.

**Major in Black Studies**

The major requires a minimum of 30 semester hours in courses from various departments.

**Required Course**

Black Studies 361

semester hours

3

**Choices in Major**

27-31

A. Two courses from History 314, 351, 356,<sup>1</sup> 371<sup>2</sup>B. Two courses from English 326, 335,<sup>2</sup> 390<sup>2</sup>C. One course from Anthropology 319, Social Science 310, Sociology 390<sup>2</sup>

D. Psychology 409 or Sociology 208

E. Three courses from Political Science 202, 351, Psychology 215; Sociology 204, 211; and C or D above

<sup>1</sup>May be repeated with permission.<sup>2</sup>Must be related to or on a topic in Black studies, and requires approval of Black studies coordinator, instructor and appropriate department chair.

Note: Social science majors in elementary education, early childhood and general-education programs, who elect the Black studies program are exempt from the specialized requirement in social science. Also, the specialized requirement in psychology will be waived if the student elects either Psychology 215 or 409 as part of the Black studies program.

**Minor in Black Studies**

The Black studies minor consists of at least 18 semester hours in various disciplines, as follows.

Required: Black Studies 361;

English 326, History 356

semester hours

9

Three courses from the following groups with at least one from each:

9-10

**A. Related non-United States component:**Anthropology 318; English 335;<sup>1</sup> History 314;

Social Science 310

**B. Psychology 215 or 409**<sup>2</sup>With permission when on a topic in Black literature.**Alternatives in Minor**

With permission of the coordinator, students in the minor may waive Black Studies 361 and substitute one of the following: 1. one semester's study in a New England college offering an approved Black studies program; 2. one semester's study in a cooperating Black college in the South; 3. work on an approved project in a selected Rhode Island Black community.

**Course Offerings: Black Studies**

See participating departments also.

*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 Department of Economics and Management.

**CHEMISTRY**

See Department of Physical Sciences.

**CLASSICAL AREA STUDIES PROGRAM**

Donald V. Sippel, Coordinator

An interdisciplinary major, classical area studies focuses on the ancient Mediterranean world, the cradle of Western civilization. The program fosters a fuller understanding and appreciation of the region's art, history, literature, philosophies, social structures and their influence on later European and American cultures. Classical area studies may serve as a major by itself or as a second major supporting those of art, English, history or philosophy.

**Program of Study**

Major: Classical Area Studies (B.A.).

**Major in Classical Area Studies**

The major requires a minimum of 30 semester hours in various disciplines and at least six semester hours of cognates. Substitutes for required courses and cognates are allowed but must have approval of the program coordinator.

**Required Courses**Classical Area Studies 361; Art 331; English 335;<sup>1</sup> History 101 or 221, 200, 301, 302; Greek 170; Latin 170; Philosophy 351

semester hours

30-31

Note: Greek 170 and Latin 170, directed reading courses, are offered only periodically. They are not listed in the catalog.

#### Cognates

At least two courses from the list below.

- Anthropology 202
- Art 332, 333, 361
- English 113, 334, 336<sup>1</sup>
- Greek 101, 102
- History 303, 315, 101 or 221 (if not taken previously)
- Latin 101, 102, 113, 114
- Music 311
- Philosophy 355
- Theatre 340

<sup>1</sup>When selections are classical.

6-8

### Course Offerings: Classical Area Studies

See participating departments also.

#### CLASSICAL AREA STUDIES 361: SEMINAR IN CLASSICAL AREA STUDIES

3 semester hours

This course represents the student's culminating experience in classical area studies. Emphasis is placed upon the selection and investigation of a topic dealing with some aspect of the ancient world. Additionally, the production of a substantial paper and its oral defense is expected. This course is required for all classical area studies majors.

Prerequisite: Hist. 200, advanced standing and consent of coordinator.

## COLLEGE COURSES

### COLLEGE COURSE 080: PORTFOLIO WORKSHOP

2 semester hours\*

This course deals with the identification, classification and documentation of learning achieved in other than formal classroom settings. Participants will prepare portfolios in which their learning is identified and documented, and for which specific credit requests are defined. These portfolios are then submitted to a faculty committee for evaluation. (Course will be graded either Credit or No Credit.)

\*Transcript credit which does not count toward graduation.

### 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.

Students may not take both senior projects and cooperative education for more than a combined total of 24 semester hours credit within a degree program. 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.

## DEPARTMENT OF COMMUNICATIONS AND THEATRE

Professors Emeritae Eubank and Healey; Professors Cabbage, Custer, Hutchinson, Piccozzi and Scheff; Associate Professors Burr, Goldman (chair) and Graham; Assistant Professors Budner, Delp and E. F. Perry; Instructor Lamer.

### Programs of Study

Majors: Communications, with emphasis in Speech Communication, Mass Communication, Speech and Hearing Sciences, or Public Relations (B.A.); Theatre, with emphasis in Performance, Design/Technical or General Theatre (B.A.); Communications and Theatre for Secondary Education (B.A.).  
Minors: Communications, Theatre, Communications and Theatre.

### Major in Communications

The communications major requires a minimum of 31 semester hours in the discipline, with at least 12 semester hours at the 300-level or above. The program combines a group of required courses with one of four emphases: speech communication, mass communication, speech and hearing sciences, public relations. Public relations also includes nine semester hours of special requirements in related disciplines and an internship. There is a cognate requirement for each emphasis. It is waived for students in elementary education, except those electing public relations.

semester hours

#### Required Courses

Communications 111, 200, 208, 300, 360

13

#### Emphasis

Select A, B, C or D.

#### A. Speech Communication:

At least five courses from Communications 254, 255, 258, 301, 302, 351, 353-357, 359; plus one additional communications course

18-19

Cognates: At least 15 semester hours from one of the following disciplines: anthropology, computer science, English, history, management, philosophy, political science, psychology, sociology

15

#### B. Mass Communication:

At least five courses from Communications 240, 241, 242, 343, 344, 345; plus one additional communications course

18

Cognates: At least 15 semester hours from one of the following disciplines: computer science, English, history, management, political science, psychology, sociology

15

#### C. Speech and Hearing Sciences:

Required: Communications 220, 221, 222, 320, 321, 323, and 223 or 224

21

Cognates: five courses from Biology 331; Psychology 320, 322, 324, 330, 331, 333, 334, 340, 342, 351

20

#### D. Public Relations:

Required: Communications 301, 378

12

Three courses from Communications 254, 351, 356, 357

9

One course from Communications 240, 255, 258, 354, 355, 359  
Special Requirements: three courses from English 200, 230, 231, 380

9

Cognates, all of the following are required: Economics 210; Management 221, 225, 331, 333

17

**Major in Theatre**

The theatre major consists of at least 34 semester hours distributed among three areas: required courses, emphasis and advanced work. Students have the option of a performance emphasis, a design/technical emphasis or an emphasis in general theatre. There is also a cognate requirement, minimum of 12 semester hours.

	<i>semester hours</i>
<b>Required Courses</b>	
Theatre 205, 210, 222, either 340 or 341, 360, 378	16
<b>Emphasis</b>	12
Select A, B or C.	
A. Performance: four courses from Theatre 220, 221, 302, 316, 320, 321, 325, 330, 335	
B. Design/Technical: four courses from Theatre 312, 314, 315, 316, 325	
C. General Theatre: four courses selected from the performance and design/technical emphasis	
<b>Advanced Work</b>	6
Two courses from Theatre 390, 391, 393, 398, 419, 420, 440 or other applicable 480 workshops as they are offered	
<b>Cognates</b>	12-16
Twelve-sixteen semester hours in related disciplines, with adviser's consent	

**Major in Communications and Theatre, for Secondary Education**

The major in communications and theatre requires a minimum of 33 semester hours in departmental courses, and at least 12 semester hours of cognates. Students must also complete the secondary education sequence (see Department of Secondary Education).

	<i>semester hours</i>
<b>Required Courses</b>	
Theatre 205, 210, 320, 325, 330	15
<b>Choices in Major</b>	18-19
Two courses from Communications 208, 351, 356, 359. One course from each of the following groups:	
A. Communications 220, 221, 302	
B. Communications 240, 255, 355	
C. Communications 353, 491	
D. Communications 360, Theatre 360	
<b>Cognates</b>	12-16
Twelve-sixteen semester hours in related disciplines. Selection must have departmental approval.	

**Minor in Communications**

The minor in communications consists of at least 18 semester hours, as follows: Communications 208, 221, 240, 255 and two 300-level communications courses.

**Minor in Theatre**

The minor in theatre requires a minimum of 19 semester hours, as follows: Theatre 205, 378 and five additional theatre courses, excluding Theatre 110.

**Minor in Communications and Theatre**

The minor in communications and theatre requires a minimum of 18 semester hours in departmental courses, with at least one course taken from each of the following groups:

- A. Communications 208, 220, 302, 351, 356, 359  
B. Communications 221, 255, 355; Theatre 205, 340, 341

**Course Offerings: Communications, Theatre COMMUNICATIONS 111: APPROACHES TO COMMUNICATION**

3 semester hours

This course will introduce the student to the field of communication. A survey of the several areas of communication will expose the student to the diverse nature of the discipline. Topics will include mass communication, communication disorders, interpersonal communication and public communication, organizational and intercultural communication, and public relations.

**COMMUNICATIONS 200: COLLOQUIUM IN COMMUNICATIONS**

1 semester hour

This course is required of all majors in communications and is normally taken in the sophomore year. Colloquium topics will be presented by guest speakers, drawing from all of the disciplines within the communications area. Students are expected to attend the sessions and to participate in the discussions.

The course will be graded Satisfactory or Unsatisfactory. A grade of Satisfactory is required for completion of the major.

*Prerequisite:* Comm. 111 or permission of instructor.

**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 242: 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 254: COMMUNICATIONS IN BUSINESS AND THE PROFESSIONS**

3 semester hours

This course is designed to assist the student in acquiring knowledge and skills especially pertinent to meeting the communication tasks of a business or professional person. Topics will include speaking informally to groups in the work setting, conducting staff conferences, staff briefing, interviewing and giving formal presentations.

**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 300: SCHOLARSHIP IN COMMUNICATIONS**

3 semester hours

This course will introduce the student to research and scholarship in communication. The basic concepts underlying research methods and bibliographical resources will be introduced. Representative samples of communications research will be surveyed.

*Prerequisite:* at least 45 semester hours, including 12 semester hours in communications, or permission of the instructor.

**COMMUNICATIONS 301: PUBLIC RELATIONS**

3 semester hours

This course surveys the field of public relations, with special emphasis on the role of the communications specialist as a practitioner in public relations. Topics will include the history of public relations, ethical considerations, campaign design and the use of the media.

*Prerequisite:* at least 45 semester hours, including Comm. 111, or permission of instructor.

**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 Communications 220 before taking this course.

**COMMUNICATIONS 320: 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 321: THE SPEECH CHAIN**

3 semester hours

An orientation to the mechanisms and psychoacoustic principles of human speech communication. The course provides an introduction to the many approaches necessary for understanding the production and perception of speech.

*Prerequisite:* Comm. 221 or permission of instructor.

**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 340: MASS MEDIA AND SOCIETY**

3 semester hours

This course examines the relationship of mass media to social and economic changes in the United States. Topics include mass media and social values, structure of popular entertainment, structure of media programming, and the production and reception of media programming.

*Prerequisite:* Comm. 240.

**COMMUNICATIONS 343: TELEVISION PRODUCTION**

3 semester hours

Participation and practice in writing, producing, directing and performing in television productions, including the portable video-tape format will be emphasized. The course provides the student with the opportunity to study the technical, legal and corporate area of broadcasting and to practice broadcast program creation under laboratory circumstances.

*Prerequisite:* Comm. 345 or permission of instructor.

**COMMUNICATIONS 344: BROADCAST JOURNALISM**

3 semester hours

The preparation, production, editing and evaluation of radio and television news, particularly coverage and reporting of local news and special news events are included in this course. The organization and policies of the radio and television newsrooms, production of commercials and public affairs announcements are analyzed. Emphasis is placed on location reporting.

*Prerequisite:* Comm. 240.

**COMMUNICATIONS 345: HISTORY OF BROADCASTING**

3 semester hours

This course will examine the origins and development of American radio and television broadcasting. Topics will include technology of broadcasting, programming trends, economics of broadcasting, evolution of regulation and control of broadcasting.

*Prerequisite:* Comm. 240.

**COMMUNICATIONS 346: WORLD BROADCASTING**

3 semester hours

This course surveys the organization and operation of national and international broadcasting systems. Topics include international shortwave broadcasting, telecommunications law, media system philosophies and world telecommunication organizations.

*Prerequisite:* Comm. 240.

**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 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 357: 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 359: 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 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.

*Prerequisite:* completion of at least 75 semester hours, including 24 semester hours in communications.

**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. Grades assigned will be Satisfactory/Unsatisfactory.

**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 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.

**Theatre****THEATRE 205: INTRODUCTION TO THEATRE ARTS**

3 semester hours

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**

*3 semester hours*  
This course is a study of the fundamentals of various aspects of technical theatre production. The historical development of stage scenery and its influence on modern theatre technology is explored. The student studies scene construction and handling of scenery, color and paints, the use of properties and elementary lighting and sound. A minimum of 20 hours of laboratory work is required on an actual production.

*Prerequisite:* Theatre 205 or permission of instructor.

**THEATRE 220: VOICE AND ARTICULATION FOR THE PERFORMER**

*(4) 3 semester hours*  
This course concentrates on the fundamentals of voice production and diction for the performer. The physiology and phonetic bases of speech are included. The student will work on vocal clarity, flexibility, range, force and variety.

*Prerequisite:* Theatre 205 or permission of instructor.

**THEATRE 221: MOVEMENT FOR THE ACTOR**

*(4) 3 semester hours*  
This course will provide training for the performer in reference to controlling, shaping and moving the body. Special attention will be paid to the development of physical characterization.

*Prerequisite:* Theatre 205 or permission of instructor.

**THEATRE 222: THE ACTOR'S SELF: IMPROVISATION AND TECHNIQUE**

*(4) 3 semester hours*  
This course will introduce to the actor self-discovery in performance. It is designed to free the beginning actor physically, vocally and emotionally through the use of improvisational techniques.

*Prerequisite:* Theatre 205 or permission of instructor.

**THEATRE 240: APPRECIATION AND AESTHETICS OF THE THEATRE**

*3 semester hours*  
This course focuses on the aesthetics of the art of the theatre so that the student gains a greater appreciation of the history of theatre arts, of all aspects of theatre production and of the dynamic aspect of theatre as a collaborative art. By exploring the theatrical process — from playwrighting to performance to criticism — the student attains an increased awareness of the importance of theatre in the life of the individual and society.

**THEATRE 241: AMERICAN MUSICAL THEATRE**

*3 semester hours*  
This is a survey course designed to provide the student with a comprehensive understanding and appreciation in why and how "musical comedy" and its variations developed within the United States from the 18th century to the present. The European and African antecedents are explored where pertinent. The material covers the major developments in formats, styles, physical productions and the significant artists: composers, librettists, lyricists, scenic artists, directors, choreographers and performers.

**THEATRE 302: FUNDAMENTALS OF ORAL INTERPRETATION**

*3 semester hours*  
This course introduces the student to the procedures of analysis, preparation and delivery of literary selections for oral interpretation purposes. The student 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**

*3 semester hours*  
In this advanced course the student studies the theory and practice of scene design and its relationship to the problems of total production. The student learns tech-

niques 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**

*3 semester hours*  
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**

*3 semester hours*  
The student studies the elementary physics of light, electricity and color as they pertain to the theatre. Attention is given to the aesthetics of light and instrumentation and control used to create desired effects. Optimum and minimum equipment are studied. The student will be expected to design lighting plots to be carried out in practical laboratory sessions.

*Prerequisite:* Theatre 210 or permission of instructor.

**THEATRE 316: MAKE-UP FOR STAGE, FILM AND TELEVISION**

*3 semester hours*  
The theoretical and practical aspects of make-up are covered through a lecture-laboratory format. The course is structured around application of make-up in practical class session and at least 20 hours of laboratory or theatre production. Basic character and stylized make-up categories are studied, based on an understanding of facial anatomy. Fashions in make-up, hair styles and wigs are studied. The student will be introduced to the art of mask and wig making.

*Prerequisite:* Theatre 205 or permission of instructor.

**THEATRE 320: CHARACTER STUDY I**

*(4) 3 semester hours*  
This course introduces the actor to basic elements of characterization. Topics will include analysis of play structure, function of characters within the structure and the analysis of individual characters. Scene study will include various characters taken from the modern drama of psychological realism.

*Prerequisite:* Theatre 220, or either 221 or 222, or permission of instructor.

**THEATRE 321: CHARACTER STUDY II**

*(4) 3 semester hours*  
In this course the student uses the basic techniques acquired in the Theatre 320 and applies them to a set of more complex and eccentric characterizations. Transformation, as a character style, will be a primary feature of the course.

*Prerequisite:* Theatre 320 or permission of instructor.

**THEATRE 325: FUNDAMENTALS OF DIRECTING**

*3 semester hours*  
Basic play interpretation, casting, rehearsal procedures and other directorial duties are covered. Techniques for achieving meaningful visual dramatization through the psychological and spatial relationships of characters are demonstrated and utilized in student-directed scenes involving problems in composition, movement, tempo and rhythm.

*Prerequisite:* Theatre 205, 320 or permission of instructor.

**THEATRE 330: CREATIVE DRAMATICS WITH CHILDREN**

*3 semester hours*  
The course serves as an introduction to creative dramatics and provides a knowledge and appreciation of creative drama as a process in fostering creative expression with children. Through a study of various theories combined with observation, practice and demonstrations of creative movement, dramatic play and story dramatization, the student explores the uses of improvised drama in the classroom.

**THEATRE 335: THEATRE FOR CHILDREN**

3 semester hours

This course involves the selection and preparation of scripts, casting, rehearsing, producing and the presentation of plays for audiences of children.

**THEATRE 340: HISTORY OF THE THEATRE I**

3 semester hours

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.

**THEATRE 341: HISTORY OF THE THEATRE II**

3 semester hours

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 English Caroline, Restoration and 18th-century periods, the French Renaissance, and the rise of Romanticism and Realism.

**THEATRE 342: MODERN THEATRE**

3 semester hours

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.

**THEATRE 360: SEMINAR IN THEATRE**

3 semester hours

This course is designed to provide the student with an opportunity to explore in depth an area in theatre, pursuing investigations into specialized problems or theories. May not be taken more than twice. A student may not take more than 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.

**THEATRE 378: THEATRE PRODUCTION**

1 semester hour

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.

**THEATRE 379: THEATRE INTERNSHIP**

6 or 9 semester hours

(6 for summer sessions)

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, costuming, lighting, properties, scene design and construction, stage 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.

This course may be taken only once.

**THEATRE 390: INDEPENDENT STUDY IN THEATRE**

3 semester hours

The student selects an area for concentrated study under the supervision of a department faculty adviser. The course could involve creative work accompanied

by a written analysis or scholarly research culminating in a thesis paper. May be taken not more than twice. A student may not take more than nine semester hours in any combination of Theatre 360, 390 and 391.

*Prerequisite:* successful completion of 12 semester hours in theatre courses and permission of instructor.

**THEATRE 391: SPECIAL PROBLEMS IN THEATRE**

3 semester hours

The student selects with the aid of a faculty adviser a practicum-oriented problem on which to concentrate for the semester. The course will consist of periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project. May be taken not more than twice. A student may not take more than nine semester hours in any combination of Theatre 360, 390 and 391.

*Prerequisite:* successful completion of 12 semester hours in theatre and permission of instructor.

**THEATRE 393: SPECIAL PROBLEMS IN DESIGN**

3 semester hours

The student with the aid of a faculty adviser selects a design project or problem on which to concentrate for the semester. The course will include periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project.

*Prerequisite:* Theatre 210 or its equivalent and permission of instructor.

**THEATRE 398: SPECIAL PROBLEMS IN DIRECTING**

3 semester hours

The student with the aid of a faculty adviser selects a directing project or problem on which to concentrate for the semester. The course will include periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project.

*Prerequisite:* Theatre 325 or its equivalent and permission of instructor.

**THEATRE 419: THEATRE MANAGEMENT**

3 semester hours

In the context of the history of theatre management, the course focuses on the effective administration of a theatre arts program. The student explores the problems involved in organizing and publicizing a theatre season and in the coordination and administration of theatre staff, budget and facilities.

*Prerequisite:* permission of department chair.

**THEATRE 420: STYLES OF ACTING**

(4) 3 semester hours

This course is designed to provide the actor with a basis for playing the classics of world theatre. Special emphasis is placed on the performance of Greek tragedy and the plays of Shakespeare and Molière. Styles in movement and speech will have primary emphasis.

*Prerequisite:* Theatre 321 or permission of instructor.

**THEATRE 440: DRAMATIC AND PERFORMANCE CRITICISM**

3 semester hours

An intensive analysis is made of the theatrical qualities and aesthetic theories which create the experience of theatre. Dramatic criticism, style and content of plays representing major periods in the continuing evolution of theatre are examined in light of their contribution to theatrical experience. The student will also examine and practice the various techniques of writing critical reviews of theatrical performances.

**THEATRE 480: WORKSHOP IN THEATRE**

Selected topics are investigated in various formats. Credits and prerequisite vary.

## COMPUTER SCIENCE

The computer science program is administered by the Department of Mathematics. Individual courses in computer science are offered by different departments, including the Department of Mathematics and the Department of Economics and Management (see course descriptions).

### Programs of Study

Major: Computer Science (B.A.)

Minor: Computer Science

Skills Sequence: Computer Science

### Major in Computer Science

The major requires a minimum of 31 semester hours in computer science and at least 12 semester hours of cognates.

Required Courses	semester hours
Computer Science 104, 106, 201 or 210, 221, 310, 315, 320, 325, 330, 335, 380	31

Cognates	12-15
Mathematics 177 or 315	
One course from Mathematics 212, 238, 247	
Two courses from Economics 317, 318, English 333; Management 346, 348; Mathematics 248, 317; Physics 301, 306	

### Recommended Electives

In the total undergraduate program students should include the following: Communications 208; English 230; Mathematics 209, 212, 313, 315.

### Graduation

Students must earn a grade of C or better in at least 9 of the 11 required courses in the program. To meet this requirement, students may have to take additional computer science courses.

### Suggested Sequence

<i>First Semester</i>	<i>Second Semester</i>
Computer Science 201	Computer Science 221
	Cognate
<i>Third Semester</i>	<i>Fourth Semester</i>
Computer Science 106, 315	Computer Science 310, 330
Cognate	
<i>Fifth Semester</i>	<i>Sixth Semester</i>
Computer Science 104, 320	Computer Science 325
	Cognate
<i>Seventh Semester</i>	<i>Eighth Semester</i>
Computer Science 335	Computer Science 380
Cognate	

### Minor in Computer Science

A student may minor in computer science by completing at least 19 semester hours as described below.

	semester hours
A. Two courses from Computer Science 101 or 102, 104, 106	4-5
B. Computer Science 201 or 210	3
C. Computer Science 221	3

D. Computer Science 310 or 315	3
E. Computer Science 330	3
F. One course from Computer Science 310, 315 (if neither was taken previously), 320, 325	3

### Computer Science Skills Sequence

The computer science skills sequence consists of a minimum of 13 semester hours as follows:

A. Two courses from Computer Science 101 or 102, 104, 106	4-5
B. Computer Science 201 or 210	3
C. Computer Science 221	3
D. One course from Computer Science 310, 315; Management 346; Mathematics 345	3

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.

### Course Offerings: 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

2 semester hours

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 Mathematics 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

2 semester hours

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

2 semester hours

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

3 semester hours

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

3 semester hours

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 the like. Specific techniques applicable to business programs, such as sorting 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

3 semester hours

Using PL/1 as a programming language, this course continues the study of programming style, expression and documentation begun 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

3 semester hours

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

3 semester hours

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

3 semester hours

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 325: ORGANIZATION OF PROGRAMMING LANGUAGES

3 semester hours

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

3 semester hours

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).

#### COMPUTER SCIENCE 335: OPERATING SYSTEMS AND COMPUTER ARCHITECTURE

3 semester hours

Topics include instruction sets, I/O and interrupt structure, addressing schemes, microprogramming, procedure implementation, memory management, and system structure and evaluation.

This course is offered by the Department of Mathematics.

*Prerequisite:* Com. Sci. 320 and 330.

#### COMPUTER SCIENCE 380: ADVANCED COMPUTER SCIENCE WORKSHOP

3 semester hours

Topics vary. This course is offered by the Department of Mathematics.

*Prerequisite:* 20 hours of computer science.

## COOPERATIVE EDUCATION

Walter Blanchard, Director

Through cooperative education a student may work in an approved job and receive credit for it. Since cooperative education is an academic program, participation in formal seminars related to work experiences is required. The seminars are graded S, U or H and count as free electives in the student's curriculum. All students are supervised and evaluated. Cooperative Education 160 is graded on a letter grade basis.

The cooperative education program is open only to degree candidates (undergraduate and graduate), and undergraduates should have completed at least two semesters of classroom study before enrolling in field experience seminars, with the exception of Cooperative Education 160. Jobs students currently hold may, with approval, qualify for cooperative education placement. Up to 24 semester hours in undergraduate field experience may be earned in the program. For more information, contact the cooperative education office. Further information on cooperative education for graduate students can be found in the School of Graduate Studies section of this catalog.

**Course Offerings: Cooperative Education**

*None of the courses are arts and sciences courses.*

*Note: All cooperative education courses, except 160, are offered only for Satisfactory/Unsatisfactory Honors.*

**COOPERATIVE EDUCATION 160: COOPERATIVE EDUCATION AND CAREER PLANNING**

3 semester hours

This course introduces students to the complex and rapidly changing nature of careers. Students study and develop the skills necessary to make career and curriculum decisions. The cooperative education program is examined as a vehicle through which students may utilize work experiences as a means of testing career and academic goals.

**COOPERATIVE EDUCATION 261: FIELD EXPERIENCE I**

3-12 semester hours

Students in this course are placed in work situations under the supervision of the college and the agency providing the placement. They participate in a seminar program and must meet other appropriate academic requirements 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: FIELD EXPERIENCE II**

3-12 semester hours

This course provides additional work experience for students who have satisfactorily completed Cooperative Education 261. A seminar program is included in this course. Each placement and its academic requirements are established with the approval of the appropriate department(s).

*Prerequisite: Coop. Ed. 261 and approval of director and agency.*

**COOPERATIVE EDUCATION 361: FIELD EXPERIENCE III**

3-12 semester hours

This course provides additional work experiences for students who have satisfactorily completed Cooperative Education 261 and 262 or whose previous career experiences are equivalent to Cooperative Education 261 and 262. Permission of the director is required to enter the co-op sequence at this level. A seminar program is included in this course. Each placement and its academic requirements are established with the approval of the appropriate department(s). This course may not be taken for graduate credit.

*Prerequisite: Coop. Ed. 261 and 262 or equivalent and/or approval of director and agency.*

**COOPERATIVE EDUCATION 362: FIELD EXPERIENCE IV**

3-12 semester hours

This course provides additional work experience for students who have satisfactorily completed Cooperative Education 361. A seminar program is included in this course. Each placement and its academic requirements are established with the approval of the appropriate department(s). This course may not be taken for graduate credit.

*Prerequisite: Coop. Ed. 361 and/or approval of director and agency.*

**COOPERATIVE EDUCATION 461: FIELD EXPERIENCE I**

3 semester hours

This course provides work experiences for graduate students whose approved formal plan of study, or approved additional elective credits, include paid field experiences through cooperative education. A seminar program is included in this course. Each placement, its academic requirements and the student's learning contract must be approved by the student's graduate adviser.

*Prerequisite: must be included in approved plan of study, and must be approved by adviser, director, agency and graduate dean; or may be taken as additional elective credits with approval of adviser and director.*

**COOPERATIVE EDUCATION 462: FIELD EXPERIENCE II**

3 semester hours

See course description for Cooperative Education 461.

**DEPARTMENT OF COUNSELOR EDUCATION**

*Professors Calia, Perkins and Tamagini; Associate Professors Finley (chair), Lioneh and Rothschild; Assistant Professors J. Evans and Ober.*

**Programs of Study**

*Graduate Programs: Agency Counseling, Rehabilitation Counseling (M.A.); Counselor Education (M.Ed., C.A.G.S.).*

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

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

**Program Requirements**

The program requires a minimum of 36 semester hours, as follows: Counselor Education 402, 403, 406, 408, 409, 411, 412; plus 6-9 semester hours of additional counselor education courses, and 6-9 semester hours of electives in psychology, special education and/or sociology. Students must also take a comprehensive examination, which is administered in the spring and fall of each year.

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

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

**Program Requirements**

The program requires a minimum of 45 semester hours, as follows: Counselor Education 402, 403, 406-411, 413, 414, 415, 420, plus three semester hours of electives. Students must also take a comprehensive examination, which is administered in the spring and fall of each year.

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

Teacher certification; minimum 3.0 average in all graduate work attempted; six semesters of undergraduate work in psychology. Minimum total GRE score (verbal and quantitative) of 900; minimum raw score on Miller Analogies Test of 45.

**Program Requirements**

Humanistic and Behavioral Studies	semester hours
Normally Psychology 351, plus one other course — see department chair for approved courses	6-7

**Major Concentration**

23-24

Required: Counselor Education 401, 403, 406, 407, 409, 411, 412

Elective: one course from Counselor Education

Comprehensive Examination

0

Total: 30

*Note: The comprehensive examination is administered in the spring and fall semesters of each year.*

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

Completed master's degree; minimum 3.25 average in previous graduate work. Applicants who have not taken courses in counselor education must elect or complete eight courses in the field prior to entrance into the advanced program.

*Program Requirements***Major Concentration**

Required: Counselor Education 505, 563, 582, 583, 584

Electives: one or two courses from Counselor Education

510, 511, 512, 520, 561, 585, 586, 590

Related Disciplines

Field Project

*semester hours*

18-21

9-12

0

*Total* 30

**Course Offerings: Counselor Education**

*None of the courses offered by this department are arts and sciences courses.*

**COUNSELOR EDUCATION 318: COUNSELING****THE OLDER ADULT**

*3 semester hours*

This course is designed to increase the ability of the student of gerontology to meet the psychosocial needs of older adults by acquiring basic skills in the art of helping. Experience in the area of one-to-one counseling will be provided and concepts of group work with the older adult will be introduced. Students are expected to increase their knowledge of adult development and their ability to apply that knowledge in a helping relationship.

*Prerequisite:* Soc. 317, Psych. 339, and Nursing 313 or 356, or consent of department chair.

**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:* Couns. Ed. 401 or 402, or those 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:* Couns. 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:* Couns. 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:* Couns. 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:* Couns. 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:* Couns. 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:* Couns. 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:* Couns. Ed. 407.

**COUNSELOR EDUCATION 411: PRACTICUM IN****COUNSELING I**

*3 semester hours*

The practicum offers counseling experience under supervised laboratory conditions emphasizing observation and evaluation by students and instructors in laboratory-seminar sequence. Closed-circuit TV, tape recordings and process recordings are used.

*Prerequisite:* Couns. Ed. 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:* Couns. Ed. 411.

**COUNSELOR EDUCATION 413: INTERNSHIP IN COUNSELING 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:* Couns. Ed. 411.

**COUNSELOR EDUCATION 414: INTERNSHIP IN COUNSELING II**

6 semester hours

A continuation of Internship in Counseling I.

*Prerequisite:* Couns. 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 Internship in Counseling 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, 408 and 411, or permission of department chair.

**COUNSELOR EDUCATION 418: PRACTICUM IN COUNSELING WITH SMALL GROUPS**

3 semester hours

This practicum will feature the presentation of theories of group counseling, their implications for practice, and participation in a supervised laboratory experience enabling students to become aware of and influence the many facets of the group process.

*Prerequisite:* Couns. Ed. 409 and 411.

**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 421: FAMILY COUNSELING: THEORY AND PRACTICE**

3 semester hours

This course will introduce students to family theory and counseling methods that can be useful in helping families change. Emphasis will be placed on exploring functional and dysfunctional family systems from the perspective of three major theories. Class instruction will include lecture, demonstrations, role-playing, conjoint family therapy and family simulations.

*Prerequisite:* Couns. Ed. 409 and 411.

**COUNSELOR EDUCATION 422: HUMAN SEXUALITY: COUNSELING PERSPECTIVE**

3 semester hours

This course is designed for counselors to become aware of human sexuality, its dysfunctions and its treatment. The course reviews sexual value systems, forms of sexual conduct and sexuality across the life span. The course emphasizes counseling skills.

*Prerequisite:* Couns. Ed. 401 or 402.

**COUNSELOR EDUCATION 423: REHABILITATION OF THE ALCOHOL/SUBSTANCE ABUSING PERSON**

3 semester hours

This course is designed to broaden and clarify the students' knowledge of the effects of alcohol and substance abuse. A survey of the field includes etiology, assessment typologies and rehabilitation techniques used with this client population.

*Prerequisite:* Couns. Ed. 402.

**COUNSELOR EDUCATION 424: TREATMENT OF THE ALCOHOL/SUBSTANCE ABUSING CLIENT**

3 semester hours

This course addresses the clinical issues in the treatment of both alcohol and substance abusing clients. The student studies a variety of approaches used in the treatment system (i.e., behavioral, psychological and medical models). A series of on-site visits are required so that students are aware of agencies in Rhode Island that provide services to this client population.

*Prerequisite:* Couns. Ed. 423.

**COUNSELOR EDUCATION 461: SEMINAR IN COUNSELING**

3 semester hours

This course will emphasize the similarities and differences among the various theories of counseling and ways of integrating them. Attention will also be directed to issues of professionalism pervading the field, i.e., ethics, legal status, licensing, health care insurance, association membership, career trends and the implications of research and evaluation studies.

Open only to master's candidates who are in their last nine hours of course work.

**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: ADVANCED INTERNSHIP IN COUNSELING I**

2-6 semester hours

This course provides a work-setting placement under the supervision of a field supervisor and departmental faculty. Students in this course meet with a department faculty member for a two hour seminar each week. Fifty hours of work-setting placement per semester is equal to one semester credit hour.

*Prerequisite:* matriculated C.A.G.S. candidates, Couns. Ed. 406, 407, 409, 412 and consent of department chair.

**COUNSELOR EDUCATION 511: ADVANCED INTERNSHIP IN COUNSELING II**

2-6 semester hours

This course provides the student with opportunity for advanced field experience under joint direction of field supervision and departmental faculty. Students in this course meet with a department faculty member for a two hour seminar each week. Fifty hours of field experience per semester is equal to one semester credit hour.

*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 in developing awareness, understanding and skills which may enhance potential for emergence.

*Prerequisite:* Couns. Ed. 411 and consent of department chair/instructor.

**COUNSELOR EDUCATION 561: ADVANCED 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 in school, mental health, marriage and family, and other counseling settings. The student plans and executes a research-oriented field project.

**COUNSELOR EDUCATION 582: ADVANCED 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:* matriculated 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:* matriculated 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:* Couns. Ed. 583.

**COUNSELOR EDUCATION 585: COUNSELING FAMILIES**

3 semester hours

This course is designed to provide counselors with appropriate models and skills for assisting parents with the myriad situations and challenges they face with their children. Methods of instruction include lectures, discussion, role playing, videotapes, films and "live" clinical sessions. This course is intended primarily for counselor trainees who plan to work in school, and marriage and family settings.

**COUNSELOR EDUCATION 586: SUPERVISION IN COUNSELING**

3 semester hours

This course involves theoretical concepts and applied skills in the supervision of counseling. Students have an opportunity to develop their teaching, supervision and consultation skills by assisting staff in the instruction and supervision of Counselor Education 411.

**COUNSELOR EDUCATION 587: COUNSELING COUPLES**

3 semester hours

This course deals with the theories and process of couple therapy. The dynamics of the couple system is examined in terms of transactional patterns, unresolved symbiotic relationships and partner expectations. Students follow through the stages of the counseling process and explore various strategies of intervention. Special emphasis is placed on clinical practice (real and simulated couple systems).

*Prerequisite:* Couns. Ed. 409, 411, and 421.

**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.

**CRIMINAL JUSTICE**

A minor in criminal justice is available. See Department of Sociology.

**CURRICULUM**

See Administration and Curriculum.

**DANCE**

(Department of Health and Physical Education)

**Program of Study**

Minor: Dance.

**Minor in Dance**

The minor in dance requires a minimum of 18 semester hours, as follows:

Required: Dance 106, 107, 207, 302, 304  
 Remaining courses to be selected from Dance 181, 281, 303,  
 307, 308, 381, 391, 392

### Course Offerings: Dance

*All courses are arts and sciences courses.*

#### DANCE 100-105: ACTIVITY DANCE

*semester hours*

14

4

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

*1 semester hour*

#### 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 repertory 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

*(5) 3 semester hours*

Students derive a basic concept of, and have guided experience in, choreography. Binary and ternary dance forms are reviewed; rondo, theme and variations, sonata and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced.

*Prerequisite: permission of instructor.*

#### 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*

An 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 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 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*

## DEPARTMENT OF ECONOMICS AND MANAGEMENT

Professors A. Cornell and Lindberg; Associate Professors Costa, P. Marks, P. R. Moore, Quarcro, Reed and Sapinsky; Assistant Professors Balcock, Bracken, Davis, Gay, Harris, King, Matheny, Spielman and Weston (chair).

### Programs of Study

**Majors:** Economics (B.A.), Management, with emphasis in Accounting, Managerial Economics or General Management (B.S.).

**Minors:** Economics, Management.

**Skills Sequence:** Management.

### Major in Economics

The economics major requires a minimum of 30 semester hours in the discipline and at least 10 semester hours of cognates.

#### Required Courses

Economics 211, 212, 311, 312, 343, 360 18

#### Choices in Major

Four courses from Economics 202, 301, 303-306, 317, 318, 321, 322, 348, 350, 390 12

#### Cognates

Mathematics 177, 238 or 247; 240 or 248 10-11

### Curriculum in Management

The management major requires a minimum of 51 semester hours in departmental courses and 17 semester hours of cognates. The program combines a group of required courses and one of three emphases: accounting, managerial economics or general management. Students must also complete the General Education Program and choose a series of free electives to make a total of at least 120 semester hours for the curriculum.

#### Required Courses

Economics 211, 212; Management 221, 230, 231, 331, 341, 346 24

#### Emphasis

Select A, B or C. 27

#### A. Accounting:

Economics 311; Management 318, 319, 336, 348, 361; plus two additional 300-level accounting courses and one additional 300-level economics course

#### B. General Management:

Economics 311; Management 336, 348, 351, 361; plus two additional 300-level management courses and two additional 300-level economics courses

#### C. Managerial Economics:

Economics 301, 304, 306, 311, 312; Management 348, 361; plus one additional 300-level management course and one additional 300-level economics course

#### Cognates

Required: Computer Science 210; English 230; Mathematics 177, 238, 248 17

#### General Education Program

36-38

#### Free Electives

14-16

### Minor in Economics

The minor in economics consists of at least 18 semester hours.

#### Required: Economics 311 and 312

Remaining 12 semester hours to be selected with the advice of a member of the department. 12

### Minor in Management

The minor in management consists of at least 20 semester hours.

#### Required: Economics 210 or 211; Management 221, 225,

or both 230 and 231; 326 or 331 14-16

Two electives (but not more than one in economics) from

Economics 301, 303, 304, 306; Management 331, 336, 341, 346, 348 6

### Management Skills Sequence

The management skills sequence requires at least 14 semester hours, as follows:

Economics 210 or 211; Management 221, 225, or both 230 and 231; one course from Management 326, 331, 351

### Honors Programs

The Department of Economics and Management offers honors in both degree programs. The honors programs are designed to give the superior student an opportunity to pursue advanced work. Each is oriented toward research and requires that a formal paper be presented in the senior year. Upon completing a program, a student is awarded the bachelor's degree with honors. Those interested should consult the chair of the departmental honors committee. Application should be made during the second semester of the junior year.

### Center for Economic Education

See Special Learning Facilities in the introductory section of this catalog.

### Course Offerings: Economics, Management

In addition, the department offers Computer Science 106, 210.

#### ECONOMICS 200: INTRODUCTION

TO ECONOMICS 4 semester hours  
As a survey of economic systems, behavior and theory, this course emphasizes the understanding of contemporary economic problems. Present day topics such as economic growth, inflation, unemployment, poverty, environmental problems and governmental regulation may be explored.

#### 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 or 311.

**ECONOMICS 211: INTRODUCTION TO MICROECONOMICS**

3 semester hours

This course introduces students to problems of scarcity and choices made among scarce resources by individual consumers and firms. Topics covered include: supply and demand, markets, theory of demand (consumers), theory of supply (firms), market structure and social welfare.

**ECONOMICS 212: INTRODUCTION TO MACROECONOMICS**

3 semester hours

This course introduces the subject of national levels of employment, interest and prices. Considering the U.S. economy as a whole, it explores problems of inflation and recession by examining components of aggregate demand, aggregate supply, national income and product, and the influence of money on the economy. It also examines imports and exports as determinants of national economic health. Policy formulation is discussed.

**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 a topic in 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 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. 311.**ECONOMICS 311: INTERMEDIATE MICROECONOMIC THEORY AND ANALYSIS**

3 semester hours

This course approaches the micro subjects of consumers and firms by means of rigorous analysis employing the use of calculus and linear algebra to solve problems of price and quantity decisions. Economic statics (partial equilibrium) and general equilibrium analysis will be employed. Application to current events will serve to demonstrate the power of analysis.

*Prerequisite:* Econ. 211 and Math. 212, 238 or 247.**ECONOMICS 312: INTERMEDIATE MACROECONOMIC THEORY AND ANALYSIS**

3 semester hours

This course analyzes the national economy by use of macroeconomic models rigorously conceived. Calculus will be used extensively to obtain answers to perplexing problems of economic growth, stagflation, money supply and government budget deficits. The computer may be used to observe the dynamics of various macro models. Since conflicts exist among important national economic goals, analysis of public policy will be emphasized.

*Prerequisite:* Econ. 212 and Math. 212, 238 or 247.**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. 311 and either Math. 212, 238 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. 312 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 agriculture; human resources, including education; entrepreneurship and population, and the effects of foreign trade and aid. The use of economic planning in developing countries is 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.

*Prerequisite:* Econ. 211 and 212.

**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.

## Management

**MANAGEMENT 221: INTRODUCTION TO 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 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: FINANCIAL ACCOUNTING** 4(1) 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: MANAGERIAL ACCOUNTING** 4(1) 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** 4(1) 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. Two hours of lecture and two hours of laboratory per week.

*Prerequisite:* Mgmt. 230 and 231.

**MANAGEMENT 316: TAX ACCOUNTING** 4(1) 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. Two hours of lecture and two hours of laboratory per week.

*Prerequisite:* Mgmt. 230 and 231.

**MANAGEMENT 318: INTERMEDIATE ACCOUNTING I** 4(1) 3 semester hours  
Financial accounting theory and practice underlying the accounting process. Emphasis is on current and fixed assets and statement presentation. Two hours of lecture and two hours of lab per week.

*Prerequisite:* Mgmt. 230 and 231 or permission of chair.

**MANAGEMENT 319: INTERMEDIATE ACCOUNTING II** 4(1) 3 semester hours  
A continuation of Management 318. Topics emphasized include stockholders' equity accounts, changes in accounting methods and estimates, statements of changes in special problems. Two hours of lecture and two hours of lab per week.

*Prerequisite:* Mgmt. 318.

**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: LABOR RELATIONS AND COMPENSATION ADMINISTRATION**

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, including 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**

(4) 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. Two hours of lecture and two hours of laboratory per week.

*Prerequisite:* Econ. 211, Mgmt. 221, 230, 231.

**MANAGEMENT 338: INTERMEDIATE FINANCE**

3 semester hours

In this course the various techniques used in Managerial Finance and Control (Management 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. 238 or 247.

**MANAGEMENT 341: BUSINESS, GOVERNMENT AND SOCIETY**

3 semester hours

This course includes the study and analysis of American business in a changing social, legal, political and economic environment; interaction between business and other institutions and groups; role of business in the development of social values, goals, and national priorities; the expanding role of the corporation in dealing with social problems and issues.

**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. 221.

**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. 221.

**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.

**EDUCATION**

See below, as well as Departments of Secondary Education, Administration, Curriculum and Instructional Technology, Counselor Education, Health and Physical Education, Philosophy and Foundations of Education, Special Education, Art, Communications and Theatre, and Music.

## DEPARTMENT OF ELEMENTARY EDUCATION

Professors Emerita Campbell and Cooling; Professor Emeritus Leonelli; Professors Crenson, Glazer, Green, Herman, Picozzi and Slicker; Associate Professors Betres, Crandall, Eanet, Glasheen, Lawton, Hanley, Oehlkers, Petry (chair), Reisser, Rowell, Rude, Small, Starring, Stieglitz and Williams; Assistant Professors Bossett, Calhoun, Carey and Nugent.

## Programs of Study

Curriculum: Elementary Education, with various majors (B.A.); Elementary Education, with teaching concentrations in Language Arts, Mathematics, Science, Social Science and Special Education (B.S.).

Graduate Programs: Elementary Education (M.A.T., M.A.T. — C. Program, PACCT Program); Elementary Education; Elementary Education, with concentration in Early Childhood, Language Arts, Mathematics, Science, or specialization in Urban Education (M.Ed.); Reading (M.Ed., C.A.G.S.).

## Curriculum in Elementary Education

In addition to the General Education Program and free electives, the elementary education curriculum requires course work in the following three areas: specialized requirements, major or teaching concentration, and professional education. Professional education includes practicums and student teaching. The curriculum usually totals 120 semester hours.

Within the curriculum students may choose one of three programs:

1. early childhood program, for those interested in teaching at the nursery, kindergarten or early primary levels;
2. generalized program, for those who would like to teach in the late primary or intermediate grades;
3. specialized program, for students who are interested in middle school or team teaching.

A program in special education is also available. See Department of Special Education. For the program in physical education, see Department of Health and Physical Education.

The Bachelor of Science degree is awarded to students electing a teaching concentration, and the Bachelor of Arts to students choosing a major.

Semester Hour Summary (approximate)	semester hours
General Education Program	36-38
Specialized Requirements	26
Major or Concentration	23-55
Professional Education	35-39
Free Electives	0-24

## Specialized Requirements

A total of 26 semester hours is required in this area. Some distribution requirements in the General Education Program may be satisfied by elementary education students by taking courses in the first two categories that follow.

	semester hours
Natural Sciences and Mathematical Systems/Computer Science: Biology 101, <sup>3</sup> Mathematics 141, <sup>2</sup> Physical Science 103 <sup>3</sup> (all required)	11
Social and Behavioral Sciences: Psychology 210 (required) and one course from Anthropology 204, 205, 206; Geography 200; Political Science 202, 206, 207; Psychology 215; Sociology 202, 204, 207, 208, 211	6

Other Specialized Requirements (cannot be used in the General Education Program): English 210, 211; Mathematics 142<sup>2</sup> (all required)

9

Certain majors and teaching concentrations are exempt from selected specialized requirements because the subject matter for the requirement is covered at the same level or higher (see Major or Teaching Concentration.)

<sup>2</sup>Students electing a major or teaching concentration in science should consult the appropriate departments for alternatives.

<sup>3</sup>Students electing a major or teaching concentration in mathematics should consult the mathematics department for alternatives.

## Major or Teaching Concentration

The approximate range of semester hours in this area is 23-55. The early childhood and generalized programs require either an academic major or a teaching concentration. Students in the specialized program must take a major, as must all who are seeking middle school endorsement. For information about majors, see the individual departments. Teaching concentrations, except special education, are described in this section, after the curriculum outline. Choices in each category are given below.

Students selecting certain majors should expect to study beyond the normal eight semesters or 120 semester hours.

	Early Childhood and Generalized	Specialized (Middle School)
Teaching Concentration	Language Arts <sup>2</sup> Mathematics <sup>2</sup> Science Social Science <sup>2</sup> Special Education	
Academic Major	Anthropology <sup>1</sup> Biology <sup>2</sup> Black Studies Chemistry <sup>2</sup> Classical Area Studies Communications Economics <sup>1</sup> English <sup>2</sup> Film Studies French <sup>1</sup> General Science <sup>1,3</sup> Geography <sup>2</sup> History <sup>2</sup> Mathematics <sup>2</sup> Medieval and Renaissance Studies Philosophy Physical Sciences Political Science <sup>2</sup> Psychology <sup>2</sup> Social Science <sup>2</sup> Sociology <sup>2</sup> Spanish <sup>2</sup> Theatre Urban Studies Women's Studies	English <sup>2</sup> French <sup>2</sup> General Science <sup>2,3</sup> Mathematics <sup>2</sup> Social Science <sup>2</sup> Spanish <sup>1</sup>

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

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

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

<sup>4</sup>Exempt from specialized requirement, English 211 (linguistics).

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

<sup>6</sup>Students who select English 332 or English 333 are exempt from the specialized requirement, English 211 (linguistics).

#### Professional Education

All Programs: Foundations of Education 220, 302; Psychology 213

Select A or B, depending on program:

A. Early Childhood: Education 210, 320, 322, 328, 330, 340-342 29

B. Generalized and Specialized: Education 210, 320, 322, 329, 331, one course from 340-342 (for specialized), two courses from 340-342 (for generalized) 25-27

Students in elementary education will be allowed to meet the General Education distribution requirements in the category of contemporary values, issues and perspectives by taking Foundations of Education 220 and in the fine and performing arts category by taking both Education 340 and 341.

Students in the specialized program who are interested in middle school endorsement should take Psychology 402 (in addition to 213), and complete Education 320 (student teaching), 329 and 331 at the middle school level.

#### General Education Program

36-38

#### Free Electives

In choosing free electives, students must remember that the college requires at least 75 semester hours in arts and sciences courses for the B.A. and at least 50 semester hours in arts and sciences courses for the B.S.

#### Admission and Retention

The elementary education program has special admission and retention requirements. In order to better plan a course of study, a student should check the prerequisites for all methods courses, practicums and student teaching, and consult with an adviser as soon as possible. Although students may select the curriculum as freshmen, they may formally apply only when they are enrolled in Education 210.

#### Teaching Concentration in Language Arts

This teaching concentration consists of at least 26 semester hours as outlined below.

A. English (three courses): 11

1. two courses from English 110-114, 116, 150
2. one 300-level English course

B. Communications and Theatre (three courses): 9

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 (two courses): 6-8

1. one course from English 301-302, 349-352 or 354-359; and one additional 300-level English course
2. two courses from among the following and any listed in B (if not taken previously): Communications 355, 359; Theatre 340, 341

semester hours

11

29

25-27

semester hours

36-38

semester hours

11

9

6-8

3. two courses in Portuguese, Spanish, French or Italian, after consulting chair of the modern languages department

#### Teaching Concentration in Mathematics

The teaching concentration in mathematics requires a minimum of 28 semester hours in the discipline.

#### Required Courses

Mathematics 141, 142, 209, 240, 309; Computer Science 101

#### Choices in Concentration

Three courses from among Mathematics 212, or 247, 313, 315, 324, 331, 333, 341, 358; Computer Science 201

Note: Students with above-average high school backgrounds in mathematics may omit Mathematics 141 and 142, and choose four electives instead of three.

#### Teaching Concentration in Science

The teaching concentration in science consists of at least 23 semester hours, with an emphasis in either biology or science.

#### Required Courses

Biology 102; Chemistry 103; Physical Science 212; and one from Chemistry 104; Physical Science 214, 216

#### Emphasis

Biology: three additional courses in biology  
Physical Science: three additional courses in the physical sciences, including chemistry and physics

#### Teaching Concentration in Social Science

The teaching concentration in social science requires a minimum of 24 semester hours. Students must complete courses in at least three of the six social science disciplines — anthropology, economics, geography, history, political science and sociology — according to the following pattern:

Three courses from any one of the social sciences, except history, with at least one course at the 300-level 9-11

Three courses from a second social science, except history, with at least one course at the 300-level 9-11

One course from a third social science, including history 3-4

One interdisciplinary social science course (see courses listed under social science) 3

Also, students must have at least one course in U.S. History in their total undergraduate program; i.e., teaching concentration, free electives or area distribution electives.

#### Certification

Students who satisfactorily 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 middle, junior or senior high school.

semester hours

19

9-11

semester hours

14-15

9-12

semester hours

9-11

9-11

3-4

3

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, depending on the specific sequence selected, a certificate to function as 1. resource teacher of the mildly/moderately handicapped, preschool through middle school level; 2. special class teacher of the mildly/moderately handicapped, preschool through middle school level; 3. resource teacher of the mildly/moderately handicapped, middle school and secondary level; 4. special class teacher of the mildly/moderately handicapped, middle school and secondary level; or 5. special class teacher of moderately/severely handicapped children and young adults.

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.

### Graduate Programs

*Advisers: Professors Crenson, Glazer, Green, Herman, and Slicker; Associate Professors Bettes, Crandall, Hanley, Odkiers, Petry, Reischer, Rowell, Rude, Starring, Steiglitz, and H. Williams; Assistant Professors Boisvert, Calhoun, Carey, Eanet and Nugent.*

#### Master of Education in Elementary Education

##### Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Major Concentration	18
Required: Education 505	
Electives: five courses from Education 345, 404, 408, 415, 418, 421, 424, 428, 434, 460, 480, 485, 486; Industrial Arts 303;	
Instructional Technology 437, 440	
Related Disciplines	6
Comprehensive Examination or Thesis (six semester hours from concentration)	0
<b>Total:</b>	<b>30</b>

#### Master of Education in Elementary Education — with Concentration in Early Childhood Education

##### Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Required: Psychology 400; one from approved list of courses	
Major Concentration	18
Required: Education 405, 406, 462	
Electives: 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
Two courses in the same area to be selected by the student with adviser's consent	
Comprehensive Examination or Thesis (six semester hours from concentration)	0
<b>Total:</b>	<b>30</b>

#### Master of Education in Elementary Education — with Concentration in Language Arts

##### Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Two courses from Foundations of Education 402, 420, 442, 445, 501, 542; Psychology 400, 403, 408, 411, 418, 419, 420	
Major Concentration	18
Required: Education 408, 415, 450 and 458, or 452 and 460	
From the following, with adviser's consent:	
Language Study: Education 450 and two from Education 390, 434, 460, 480, 505	
Creative Dramatics: Education 452, 460 and one from Education 390, 434, 480, 505	
Children's Literature: Education 390 and two from Education 434, 460, 480, 505	
Related Disciplines	6
Two courses from Anthropology 206, 310; Communications 355, 356, 357, 460; Theatre 330, 335; and any graduate-level English course, with adviser's consent	
Comprehensive Examination	0
<b>Total:</b>	<b>30</b>

#### Master of Education in Elementary Education — with Concentration in Mathematics

##### Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Two courses from Psychology 403, 407, 411, 419, 420; Foundations of Education 442, 445	
Major Concentration	18
Required: Education 404, 453, 454, either 455 or 456-457	
Elective: one from Education 485, 486, 505; Special Education 400, 431	
Related Disciplines	6
Two mathematics courses	
Comprehensive Examination	0
<b>Total:</b>	<b>30</b>

#### Master of Education in Elementary Education — with Concentration in Science

##### Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Two courses from Foundations of Education 441, 442, 445, 501, 542; Philosophy 320; Psychology 400, 403, 419, 420	
Major Concentration	18
Required: Education 416, 417, 418	
Electives: three courses from Education 480, 505; Instructional Technology 440; Special Education 431	
Related Disciplines	6
Two courses at the 300-level or higher in biology and/or physical science	
Comprehensive Examination	0
<b>Total:</b>	<b>30</b>

Note: In the combined graduate and undergraduate programs, students must have the equivalent of a Rhode Island College undergraduate teaching concentration in science with a minimum grade of C in each course.

#### Master of Education in Reading

##### Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test.

##### Program Requirements

	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Major Concentration	18
Required: Education 434 and/or 401; 485, 486, 529, 562	
Related Disciplines	6
Two courses from arts and sciences or from the following: Education 408, 409, 415, 431, 432, 433, 445, 446, 447, 449, 450, 451, 452, 458, 505, 514; Counselor Education 401, 404, 405; Curriculum 511; Instructional Technology 440; Special Education 300, 304, 306, 307, 309, 400, 408	
Comprehensive Examination	0
<b>Total:</b>	<b>30</b>

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

See Urban Education.

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

The M.A.T. program is for certified teachers, and M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree.

##### Admission Requirements

Graduate Record Examination or Miller Analogies Test.

##### Program Requirements — Certified Teachers

	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction	3
Academic Areas	21
Required: one, two or three areas from English, history, mathematics, French or biology, or other area with consent of adviser and graduate dean	
<b>Total:</b>	<b>30</b>

##### Program Requirements — M.A.T. — C.

	<i>semester hours</i>
Humanistic and Behavioral Studies	10
Required: Foundations of Education 220, 302; Psychology 213	
With adviser's consent, other courses from the approved list in the humanistic and behavioral studies area may be substituted	
Education Courses	17-19
Required: Education 210, 322, and 340 or 341	
Electives: choose option A, B or C.	
Option A: Education 328 or 329; 330 or 331	
Option B: Education 329, 404, 418	
Option C: Education 331, 408, 428	
Student Teaching	8
Arts and Sciences	12
Electives selected by the student with adviser's approval are designed to offer greater depth in a particular area.	
<b>Total:</b>	<b>47-49</b>

Note: Any two concepts of teaching courses (Education 210, 328-331) may be taken concurrently.

With adviser's consent, it is possible to waive up to 12 semester hours in professional courses and humanistic and behavioral studies, if the student has fulfilled these requirements in undergraduate or graduate course work with a minimum grade of B.

However, students must have at least one semester of practicum experience either in their backgrounds or in the program at Rhode Island College.

##### Student Teaching

All advanced education course work, except Foundations of Education 220 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 for student teaching which are described in detail in the course description of Education 320.

#### Certificate of Advanced Graduate Study in Reading

##### Admission Requirements

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

##### Program Requirements

	<i>semester hours</i>
Major Concentration	15
Required: Education 532, 541, 542, 545	
Related Disciplines	15
Required: Psychology 420, 440	
Electives: 12 semester hours from the list below, with no more than two courses in any one related area. Courses not listed must be approved by the 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	
Field Project	0
<b>Total:</b>	<b>30</b>

#### Plan of Approved Courses for Certified Teachers (PACCT)

The college offers a 36-semester-hour program for elementary school teachers who need to pursue graduate study for certification. For more information, see the graduate program adviser.

#### Course Offerings: Education

Courses in education are also offered by the Departments of Administration, Curriculum and Instructional Technology, Secondary Education, Industrial Education, Health and Physical Education, Philosophy and Foundations of Education, Art and Music. The arts and sciences course in this department is 2.0. None of the other courses listed below are arts and sciences courses.

#### EDUCATION 210: CONCEPTS OF TEACHING I

4 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. Four hours lecture, and conference per week.

Prerequisite: Psych. 213, preceding or concurrent.

**EDUCATION 234: WOMEN AND EDUCATION**

*3 semester hours*  
This course focuses on gender as an individual difference that affects learning and motivation. Research and theories concerning the social, biological and psychological bases for sex differences in learning will be considered. Examinations will be made of classroom activities and of institutional structures in terms of these differences. Special attention will be given to women and education both past and present.

**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 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. Individually prescribed instruction and schoolwide 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 320: STUDENT TEACHING IN THE ELEMENTARY SCHOOL**

*5 or 8 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, 329 and 331; adequate health; the attainment of a cumulative index of 2.00 a full semester prior to the commencement of student teaching; the satisfactory completion of all courses required prior to student teaching in the major field and professional sequence; adequate performance in practicum; proficiency in the operation of audiovisual equipment and speech proficiency.

\*Students in the early childhood program must complete two of the required three special methods courses prior to student teaching; those in the generalized elementary program are required to select two of these three special methods courses; those in the specialized program are required to select one of these three special methods courses.

Master of Arts in Teaching students refer to the graduate degree descriptions for requirements and prerequisite.

**EDUCATION 322: METHODS AND MATERIALS IN TEACHING READING**

*(4) 3 semester hours*  
This course analyzes elementary school reading programs. An investigation is conducted into alternative teaching methods and materials. Construction of materials designed to meet needs of particular learning situations is required. Two hours lecture, two hours of laboratory and conference per week.

*Prerequisite:* Ed. 210, Ed. 328 or 329 preceding or concurrent.

**EDUCATION 328: CONCEPTS OF TEACHING II (EARLY CHILDHOOD) SCIENCE AND SOCIAL STUDIES**

*(5) 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**

*(5) 4 semester hours*  
This course focuses on the development of teaching/learning concepts and strategies relating to the teaching of language arts and social studies. Structure, curriculum, media and materials are studied.

For students in the elementary education curriculum.

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

*Prerequisite:* Ed. 210 and specialized requirements in English and social science.

**EDUCATION 330: CONCEPTS OF TEACHING III (EARLY CHILDHOOD) 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 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 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**

See Department of Art.

**EDUCATION 341: METHODS AND MATERIALS IN MUSIC EDUCATION**

See Department of Music.

**EDUCATION 342: METHODS AND MATERIALS IN PHYSICAL EDUCATION**

See Department of Health and Physical Education.

**EDUCATION 345: METHODS AND MATERIALS IN HEALTH EDUCATION**

See Department of Health and Physical Education.

**EDUCATION 380: WORKSHOP IN EDUCATION**

Selected topics are investigated in various formats. Credits and prerequisite vary.

**EDUCATION 390: DIRECTED STUDY***3 semester hours*

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

**EDUCATION 401: TEACHING READING IN THE CONTENT AREAS***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 to 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 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 405: PLAY AND INQUIRY ACROSS EARLY CHILDHOOD CURRICULA***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 inter-disciplinary 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 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 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 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 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 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 expe-

riences 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**

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 485: 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 specialists. Credit cannot be granted if Ed. 438 has been completed successfully.

*Prerequisite:* Ed. 401 or 434.

**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 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 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.

## DEPARTMENT OF ENGLISH

*Professor Emerita A. Thompson; Professors Emeriti E. Allison and Willard; Professors L. Bloom, Comery, Ducey, Estrin, Grellner, S. Hall, Hoffmann, Robinson, Stevns, N. Sullivan, Swift, Turley and White; Associate Professors Anghinetti, M. Cornell, Grund, Hogan, McClelland (chair), Orsini, Roche, Rosenblatt, Salesses, A. Salzberg, Stenberg and Votoras; Assistant Professors J. Conforti, Dagle, DeIer, Kalinak, McMunn, McSweeney, Mitchell and Palm.*

## Programs of Study

Major: English, with plan in Literature or Creative Writing (B.A.).

Minors: Literature, Creative Writing, Technical/Applied Writing, Linguistics.

Graduate Programs: English (M.A., M.A.T., M.A.T. — C. Program).

## Major in English

The major requires a minimum of 30 semester hours in English, including foundation courses and a plan in either literature or creative writing. Cognates are suggested but not required. Students are urged to confer with their advisers each semester before registering for courses.

The English major will enable students to develop critical writing and critical reading skills and to explore the heritage of English and American literature, with intensive study in the works of significant authors.

Foundation Courses	semester hours
Required: English 203, 205, and 206 or 207	21
One course from English 344, 345, 346	
Two additional 300-level literature courses	

Plan	9
Select A or B.	

## A. Literature:

One course from each of the following groups: 1. English 349-352, 354-359 (English literary periods); 2. English 301, 302 (American literary periods)

One additional 300-level English course

## B. Creative Writing:

Required: English 200, 300, 380

## Cognates

While the English major has no specified cognate requirement, students are encouraged to take courses in related fields such as modern languages and literature (beyond the elementary level), history, philosophy, art and music.

## Suggested Sequence

English majors are strongly advised to take English 203 first, followed by English 205 and either 206 or 207 as soon as scheduling permits.

Note: Students in the secondary education program are required to take English 332 or 333 before student teaching.

## Minor in Literature

The minor in literature consists of at least 20 semester hours in English. Students in secondary education are advised to take English 211, 332, 333 or 339 as one of the electives.

	semester hours
Required: English 205, 206, 231	11
One course from English 344, 345, 346	3
Two 300-level English electives	6

## Minor in Creative Writing

The minor in creative writing requires a minimum of 19 semester hours. English 205 or 206 should be the first course in the sequence. Also, it is strongly advised that English 110 or 231 be taken early in the student's program of study; however, neither counts toward the minor.

	semester hours
Required: English 200, either 205 or 206, 300, 380, 390	16
One elective from among English 205, 206 or any 300-level English course	3-4

## Minor in Technical/Applied Writing

The minor in technical/applied writing consists of at least 19 semester hours, including cooperative education. English 110 should be the first course taken.

	semester hours
Required: English 110, 230, 380; Cooperative Education	16-19
One elective from among English 205, 206 or any 300-level English course	3-4

## Minor in Linguistics

The minor in linguistics requires a minimum of 18 semester hours as described below. It is strongly advised that English 110 or 231 be taken early in the student's program of study; however, neither counts toward the minor.

	semester hours
Required: English 211, 332, 333, 338, 339	15
One elective from among English 205, 206 or any 300-level English course	3-4

## Honors Program

English majors of superior scholastic ability are eligible to participate in the department's honors program. During the junior and senior years, qualified students may pursue independent study or advanced work in the field. Upon completing the program, a student is awarded the Bachelor of Arts with honors in English. Details are available from the chair of the English Honors Committee.

## Graduate Programs

*Advisers: Spencer Hall (M.A.), Joseph P. McSweeney (M.A.T.)*

## Master of Arts in English

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

## Admission Requirements

Twenty-four 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); three recommendations, with two 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 nine 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 should obtain 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 (master's thesis). No more than nine of the remaining 24 semester 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 in English

The M.A.T. program is for certified teachers, and the M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree.

#### Admission Requirements

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

#### Program Requirements — Certified Teachers

	semester hours
Humanistic and Behavioral Studies	6
Curriculum and Instruction or Education 442	3
English, including 332 or 333, and nine semester hours at the 500-level. An additional nine semester hours may be selected from approved cognate courses.	21
<b>Total:</b>	<b>30</b>

#### Program Requirements — M.A.T. — C.

	semester hours
Humanistic and Behavioral Studies	10
Education Courses, including student teaching	13-15
English, including English 332 or 333	12
<b>Total:</b>	<b>35-37</b>

#### Course Offerings: English

In addition to the courses listed below, the department offers Education 310 (English section), 442, 507.

#### 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 120 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 101: WESTERN LITERATURE I

3 semester hours  
This course introduces students to major writers and cultural periods from the ancient world through the Renaissance. Works such as the *Iliad*, *The Divine Comedy* and *Hamlet* are studied both as cultural documents that reflect their respective periods and as individual works of art that illustrate principles of literary form and meaning. Some attention is given to the problems of writing short critical papers and to research techniques.

Prerequisite: students must have completed the College Writing Competency Requirement before enrolling in this course.

#### ENGLISH 102: WESTERN LITERATURE II

3 semester hours  
This course introduces students to major writers and cultural periods from the Age of Enlightenment to the modern age. Works such as *Camille* and *Faust* are studied both as cultural documents that reflect their respective periods and as individual works of art that illustrate principles of literary form and meaning. Some attention is given to the problems of writing short critical papers and to research techniques.

Prerequisite: students must have completed the College Writing Competency Requirement before enrolling in this course.

#### 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.

This course is 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 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 150: 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 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 203: LITERARY ANALYSIS AND CRITICAL WRITING**

4 semester hours

This course introduces the student to the basic principles of critical reading and critical writing. It is designed to develop students' abilities in the practical application of critical principles to particular genres and works both in classroom discussion and in writing.

**ENGLISH 205: BACKGROUNDS IN ENGLISH LITERATURE TO 1800**

4 semester hours

The course introduces the student to representative works of English literature from the Middle Ages through the 18th century and gives practice in critical reading and critical writing. It is designed for students who need a general historical background in English literature and familiarity with the principles of literary study before taking 300-level courses.

**ENGLISH 206: BACKGROUNDS IN ENGLISH LITERATURE 1800-PRESENT**

4 semester hours

The course introduces the student to representative works of English literature of the 19th and 20th centuries and gives practice in critical reading and critical writing. It is designed for students who need a general historical background in 19th and 20th century English literature and a familiarity with the principles of literary study before taking 300-level courses.

**ENGLISH 207: BACKGROUNDS IN AMERICAN LITERATURE**

4 semester hours

This course introduces the student to major authors and literary movements of American literature from the beginnings to the present. It is designed for students who need an historical background in American literature and a familiarity with the 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 these 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: Eng. 110 or consent of department chair.*

**ENGLISH 240: NEWS WRITING**

3 semester hours

This course is designed to give the student an introduction to the principles of and extensive practice in news gathering and writing. Students will develop article ideas and will write both news stories and feature articles. The class will assess the work produced on the basis of its news value, lead, organization, style, etc. Students will submit articles for publication in campus and local newspapers.

**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 TO 1860**

3 semester hours

The course is an in-depth study of a number of major writers of the period, such as Cooper, Poe, Emerson, Hawthorne and Melville.

**ENGLISH 302: AMERICAN LITERATURE FROM 1860 TO 1914**

3 semester hours

The course is an in-depth study of major figures of the period, such as Twain, James, Dresser, 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 LITERATURE** 3 semester hours

The course examines Black literature in English. Topics vary from year to year, with the course focus generally on specific thematic and generic matters.

**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 341: ADVANCED NEWS AND FEATURE WRITING** 3 semester hours

This course is designed to give the student practice in the techniques of covering a beat and press conferences, and of conducting investigative reporting, interpretive reporting and feature writing. Students will regularly submit articles for publication in campus and local newspapers.

**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 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 1674** 3 semester hours

The course examines the poetry of John Donne and the metaphysical poets of Jonson and his school, and of John Milton. Some attention may be given to the prose works of such writers as Richard Burton, Sir Thomas Browne and Francis Bacon.

**ENGLISH 352: ENGLISH LITERATURE FROM 1660 TO 1784** 3 semester hours

The course examines certain major figures of the period, such as Dryden, Pope, Swift and Johnson.

**ENGLISH 354: ENGLISH LITERATURE****FROM 1784 TO 1832**

3 semester hours

The major tendencies of thought and sensibility of the English Romantic movement are studied chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Some attention may also be given to certain minor poets of the period and to such prose writers as Lamb, Hazlitt and DeQuincey.

**ENGLISH 355: ENGLISH LITERATURE****FROM 1832 TO 1900**

3 semester hours

The course examines a number of poets and prose writers from the Victorian era. Among the writers whose works may be considered are Hopkins, Carlyle, Mill, Ruskin, Arnold and Newman.

**ENGLISH 356: ENGLISH DRAMA TO 1642,****EXCLUDING SHAKESPEARE**

3 semester hours

The development of the English drama is traced from its beginnings in the Middle Ages to the closing of the theaters in 1642. The course emphasizes major Elizabethan and Jacobean dramatists other than Shakespeare.

**ENGLISH 357: RESTORATION AND EIGHTEENTH-CENTURY DRAMA**

3 semester hours

This course is concerned with the historical and critical analysis of the major dramatists in England from 1660 to 1784, including Etherege, Dryden, Wycherley, Gay, Goldsmith and Sheridan. Considerable attention is 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 Bronies, Thackeray, Eliot, Meredith and Butler.

**ENGLISH 360: SEMINAR IN 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 American literature; semester II topics, from English literature. The class is limited to 15 students. This course may be taken twice.

*Prerequisite:* consent of instructor or department chair. 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. Requests 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 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 505: DRAMA**

3 semester hours

Not intended as a "survey," the course considers selected plays from the standpoint of literary history and as illustrations of the genre. It focuses especially on certain major developments in dramatic theory and practice from the establishment of the ancient Greek theatre to the work of recent playwrights.

*Prerequisite:* consent of instructor or department chair.

**ENGLISH 506: POETRY**

3 semester hours

Not intended as a "survey," the course studies selected poems from diverse historical periods and literary movements. It examines such central concepts as form, style and genre, and offers practical experience in the techniques of reading and interpreting poetic texts.

*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 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 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 564: SEMINAR IN CRITICISM**

3 semester hours

The seminar examines significant issues, problems and approaches in modern literary criticism. Emphasis will be placed on the practical application of critical theories to the interpretation of literary works.

*Prerequisite:* consent of instructor or department chair.

**ENGLISH 571: DIRECTED READING**

3 semester hours

After consultation with an 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 AS A SECOND LANGUAGE**

Alice Grönlér, Coordinator

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 film studies program is an interdisciplinary major exploring the techniques, aesthetics and history of film. In the program, students may investigate narrative film, major directors, the documentary, and benchmarks in the development of the genre, such as German expressionism, the great Hollywood eras and the French New Wave.

**Programs of Study**

Major: Film Studies (B.A.).

Minor: Film Studies.

**Major in Film Studies**

The film studies major consists of a minimum of 33 semester hours selected from various disciplines. Cognates are suggested, but not required.

**Required Courses**

Art 327; Communications 242; English 325; Film Studies 220, 221; Communications 241 or English 116

semester hours  
20-21**Choices in Major**

Four courses from Art 350; Communications 343; English 337; Film Studies 350; Communications 241 or English 116

13-16

**Cognates**

None required, but two are recommended from Art 317, 347; Communications 240, 343, 378; Cooperative Education; English 322, 323, 328, 329, 345, 346; Philosophy 230; Theatre 315, 316, 320, 325

6-12

**Minor in Film Studies**

The minor consists of the six "Required Courses" in the major, minimum of 20 semester hours (see above).

**Course Offerings: Film Studies**

See participating departments also.

*These courses are offered alternately by the Departments of Art, Communications and Theatre 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.

**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.

**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.

**FILM STUDIES 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 a film studies instructor and the program director. Request to participate in independent study should be made in writing to the program director by the middle of the semester prior to which the student expects to take the course.*

**FILM STUDIES 391: DIRECTED STUDY**

3 semester hours

This course is open to students whose topic in film studies 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 program director before the end of the 10th week of the semester in which Film Studies 390 is taken.

**FOUNDATIONS OF EDUCATION**

*See Department of Philosophy and Foundations of Education.*

**FRENCH**

*(Department of Modern Languages)*

**Programs of Study**

*Major: French (B.A.).*

*Minor: French.*

*Graduate Programs: French, French with Franco-American Concentration (M.A., M.A.T.); French (M.A.T. — C. Program).*

**Major in French**

The major requires a minimum of 32 semester hours in French. Requirements vary slightly for the liberal arts, secondary education and elementary education curricula. Programs for each are outlined below.

<i>Liberal Arts</i>	<i>semester hours</i>
Required: French 201, 202, 360	11
Choices in Major: at least seven French courses at the 200-level or above	21
<i>Secondary Education</i>	
Required: French 201, 202, 300, 360	14
Choices in Major: at least six French courses at the 200-level or above	18
<i>Elementary Education</i>	
Students in elementary education follow the secondary education program, but may substitute Education 312 for one of the electives at the 200-level or above.	

**Minor in French**

A minor in French, consisting of at least 20 semester hours, is available to students in liberal arts and secondary education. The programs vary slightly, as described below.

**Liberal Arts**

Required: French 201, 202 and four additional French courses at the 200-level or above

**Secondary Education**

Required: French 201, 202, 300 and three additional French courses at the 200-level or above

**Honors Program**

See Department of Modern Languages.

**Graduate Programs**

*Adviser: Paul P. Chasse*

**Master of Arts in French****Admission Requirements**

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

**Program Requirements**

A candidate may choose between a thesis plan and an examination plan. A Franco-American concentration is also available, with thesis only.

The thesis plan requires a minimum of 30 semester hours normally including French 595 (thesis) and at least six courses at the 500-level. No more than two courses may be 590 courses. Also required is either a comprehensive examination or two additional 500-level French courses.

The examination plan also consists of at least 30 semester hours. It normally includes French 560 or 590 and at least seven other courses at the 500-level. A comprehensive examination must be taken at or near the end of the program.

The Master of Arts with a Franco-American concentration consists of at least 30 semester hours. Required are French 550 and/or 590, 560 and 595 (thesis); and 15 semester hours of electives in French. With adviser's approval, a course outside of the field of modern languages and literature may be substituted for one of the electives. Such a course might be selected from, but not limited to, offerings in history, political science, sociology or anthropology. Students must also complete a thesis and pass a comprehensive examination.

**Master of Arts in Teaching in French**

The M.A.T. program is for certified teachers and the M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree. The programs vary for senior high, junior high and middle school, and elementary school.

**Admission Requirements**

For M.A.T. program: completion with a B average or better of the Rhode Island College undergraduate minor in French or its equivalent.

For M.A.T. — C. program: completion with a B average or better of the Rhode Island College undergraduate major in French or its equivalent.

**Program Requirements — Certified Teachers**

<i>Senior High School</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction	3
French: seven courses including French 560 (or 590) and at least three other courses at the 500-level	21
<i>Total:</i>	<i>30</i>

**Junior High and Middle School**

	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction	3
French: three-seven courses including French 560 (or 590) and at least two others at the 500-level	12-21
Second Academic Area (optional): up to three courses	0-9
<i>Total:</i>	<i>30</i>

*Elementary School*

The program for elementary school is the same as the one for junior high and middle school, except that the only 500-level French course required is French 560 (or 590).

*Program Requirements — M.A.T. — C.*

Senior High, Junior High, Middle School	
Humanistic and Behavioral Studies	semester hours
Education Courses, including student teaching	10
French: four courses at the 300-level including French 560 (or 590).	13-15
	12
	Total: 35-37

*Elementary School*

Humanistic and Behavioral Studies	semester hours
Education Courses, including student teaching	10
French: four courses at the 300-level including French 560 (or 590).	22-26
	12
	Total: 44-48

**Master of Arts in Teaching in French — with Franco-American Concentration**

This program is open only to certified teachers.

*Admission Requirements*

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

*Program Requirements*

Humanistic and Behavioral Studies	semester hours
Curriculum and Instruction	6
French: seven courses including French 321, 550 and/or 590, and 560	3
	21
	Total: 30

Note: With adviser's approval, one course outside of the field of modern languages and literature may be substituted for one of the French electives. Such a course might be selected from, but not limited to, offerings in history, political science, sociology or anthropology.

**Course Offerings: French**

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 the equivalent.

**FRENCH 101: ELEMENTARY FRENCH 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 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 department chair.

**FRENCH 110: REVIEW OF BASIC FRENCH** 3 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. A language laboratory component is an obligatory part of this course. Not open to students who have completed French 101 or 102.

*Prerequisite:* two years of secondary school French or approval of department chair.

**FRENCH 113: INTERMEDIATE FRENCH** 3 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. A language laboratory component is an obligatory part of this course. 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 CEER Achievement Test in French.

**FRENCH 114: READINGS IN INTERMEDIATE FRENCH** 3 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 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 permission of 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 permission of 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 Molière, Corneille, Honore d'Urfé, Pascal 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, Molière and Racine.

**FRENCH 304: THE AGE OF REASON**

3 semester hours

The course includes a study of the main themes of 18th century thought leading to the French Enlightenment, as well as a study of the historical and artistic backgrounds of the century. Among writers whose major works are discussed are Lesage, Prevost, 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 Encyclopedistes.

**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 1930s**

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 unanimitism.

**FRENCH 309: FRENCH LITERATURE FROM THE MID-1930s TO THE PRESENT**

3 semester hours

Works of such authors as Cocteau, Giraudoux, Montherlant, Sartre, Camus, Saint John Perse, Bernanos, Anouilh, Ionesco and Beckett are studied to illustrate the progression from emphasis on the *tragique de l'homme* to literature of revolt and involvement, and "new" literature.

**FRENCH 312: MEDIEVAL FRENCH LITERATURE**

3 semester hours

Representative literary genres of the Old and Middle French periods from the earliest documents to the works of the Grands Rhétoriciens are examined in relation to their historical, philosophical and aesthetic backgrounds.

**FRENCH 313: RENAISSANCE FRENCH LITERATURE**

3 semester hours

This course is a survey of the literature of the French Renaissance, with consideration of the philosophical, historical and aesthetic backgrounds of its prose and poetry, stressing such themes as the rise of humanism, the spread of Platonism and the development of critical and 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 writing under the French Regime (1534-1760) and British rule (1760-1867) before concentrating on the *lyrical Groupe de Québec*, the post-romantic *École 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**

1-3 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.

**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*, *novelle* and *révél* are among the shorter genres examined. The particular literary period or movement studied is at the discretion of the instructor. This course may be repeated for credit at the discretion of the department 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 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 EDUCATION PROGRAM

See beginning of department/course section.

## GENERAL MANAGEMENT

See Department of Economics and Management.

## BACHELOR OF GENERAL STUDIES DEGREE PROGRAM

The Bachelor of General Studies degree program is intended for adults who have at least a five-year interruption in their educational backgrounds. The B.G.S. allows students to acquire ample knowledge in a variety of disciplines; the program permits the students to design their own concentrations.

### Program of Study

Bachelor of General Studies Degree.

### Bachelor of General Studies Degree Curriculum

The degree requires a minimum of 120 semester hours encompassing General Education, a concentration and free electives. Course selections are based on the following divisions:

1. humanities (Area I) — art, communications, dance, English, history, music, modern languages, philosophy and theatre;

2. mathematics and science (Area II) — biology, chemistry, mathematics, physical sciences and physics;
3. social and behavioral sciences (Area III) — anthropology, economics, geography, management, political science, psychology and sociology.

### General Education

Required: English 101, 102; History 110, 111

semester hours

12

### Concentration

Twelve upper division courses (300-level) from exactly four academic departments. Departments must be from at least two different areas; humanities, etc. No more than four courses may be from any one department. Those beyond this limit will count as free electives.

36-48

### Free Electives

60-72

In choosing free electives, the student must remember that the college requires a minimum of 60 semester hours in arts and sciences courses for the B.G.S.

*Note:* 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 other requirements for the B.A. or B.S. as well.

### Educational Studies Courses

Students in the B.G.S. program are limited to three free elective courses in educational studies, chosen from among Foundations of Education 220, 302 and 343 only. Practicum and student teaching may not be elected.

### Cooperative Education

The cooperative education program at RIC allows students to use special work experiences for credit. Adults, including those who may already be employed in appropriate jobs, should inquire about the program at the Office of Cooperative Education.

### CLEP (College Level Examination Program)

As with other programs, students may gain credit toward degree requirements through CLEP tests. Detailed information is available from the Admissions Office.

### Trade Experience

Students declared eligible for trade experience credit by the Rhode Island Department of Education, Bureau of Vocational Education may receive up to 32 semester hours credit provided the learning or competence is documented. This may include up to 12 semester hours of free elective credit that is not given a departmental designation.

### Valid Credit Restriction

College credit earned more than ten years before the completion of the B.G.S. program may be counted toward graduation, but not in the upper-division concentration.

### Transfer Students

Students who wish to transfer into the B.G.S. program must have a five-year interruption time in their educational backgrounds.

### Admission

See admission section for B.G.S. requirements.

## Course Offerings

See various departments.

**GEOGRAPHY**

(Department of Anthropology and Geography)  
Professors Smolski and Wright; Associate Professors Demars and R. Sullivan.

**Programs of Study**

Major: Geography (B.A.)

Minor: Geography.

**Major in Geography**

The geography major requires a minimum of 30 semester hours in the discipline and at least 12 semester hours of cognates. The cognate requirement is waived for students in elementary education.

**Required Courses**

Geography 201, 310, 321, 325, 360

semester hours

15

**Choices in Major**

15

One regional elective such as Geography 301-305

Two systematic electives such as Geography 311, 312, 313, 315, 316, etc.

Two additional courses from the following: regional or systematic electives; Mathematics 240, an interdisciplinary social science course at the 300-level (see those listed under social science)

**Cognates**

12-16  
Twelve-sixteen semester hours in related disciplines, with adviser's approval. A minor in one of the social sciences is acceptable.

**Minor in Geography**

The minor consists of at least 18 semester hours in geography as follows: Geography 201 and five courses (15 semester hours) chosen in consultation with a geography adviser. Regional and topical courses are suggested. One interdisciplinary social science course at the 300-level may be substituted (see those listed under social science.)

**Honors Program**

Geography majors of superior scholastic ability are eligible to participate in the department's honors program. During the junior and senior years, qualified students may pursue independent study or advanced work in the discipline. Upon completing the program, a student is awarded the Bachelor of Arts with honors in geography. Details are available from the department chair.

**Course Offerings: Geography****GEOGRAPHY 200: THE CHANGING ENVIRONMENT OF MAN**

3 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 203: CONTEMPORARY WORLD ISSUES**

3 semester hours

Major events and issues occur within a geographic context that includes both physical and cultural components. Class experiences bring together these often diverse physical and cultural elements in order to provide a geographic perspective to national and international issues. Energy, hunger, urbanization and environmental quality are possible topics examined.

**GEOGRAPHY 205: EARTH'S PHYSICAL ENVIRONMENTS**

3 semester hours

This introductory course in earth science integrates concepts of geology, meteorology and oceanography into a unified study of the materials, forces and processes which have acted to shape the surface of the earth. The emphasis is upon the physical laws that describe how the earth has developed and continues to change. Credit will not be allowed for both Geography 205 and Physical Science 205.

**GEOGRAPHY 301: REGIONAL GEOGRAPHY OF ANGLO-AMERICA**

3 semester hours

The fundamental geographic attributes of the United States and Canada are developed. This is followed by a systematic study of the regions of this area.

Prerequisite: Geo. 201 or consent of instructor.

**GEOGRAPHY 302: GEOGRAPHY OF ASIA**

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 in 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 308: HISTORICAL LANDSCAPES OF NEW ENGLAND**

3 semester hours

As a region, New England has played a singularly important role in the evolution of American culture. Many aspects of landscape perception and use trace their American beginnings to this area. This course is an attempt to familiarize students with this aspect of America's landed heritage. A variety of areas will be studied and visited during the semester, including agricultural villages, fishing villages, port towns, seaside resorts, mountain resorts, mill towns, etc.

**GEOGRAPHY 309: MAP READING AND AIR PHOTO INTERPRETATION**

*3 semester hours*  
Students acquire skills in reading and interpreting a wide variety of maps and aerial photographs with emphasis given to their application in the social and environmental sciences and other occupational and public service areas. Rhode Island source materials are used extensively. Students have the opportunity to adapt problem solving experiences to their respective fields and career goals.

**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 315: URBAN GEOGRAPHY**

*3 semester hours*  
A geographic analysis is used to study urban development. Consideration is given to urbanism on a national and world scale.

*Prerequisite:* *Geo. 201 or consent of instructor.*

**GEOGRAPHY 316: CARTOGRAPHY II**

*3 semester hours*  
Advanced problems in cartography are provided in preparing specialized maps.

*Prerequisite:* *Geo. 310.*

**GEOGRAPHY 317: GEOGRAPHY AND URBAN PLANNING**

*3 semester hours*  
Geographic implications for urban planning will be considered in relation to the problems 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 I-4**

*3 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 I-4**

*3 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*  
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 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** 4 semester hours  
This course is a continuation of German 101.

*Prerequisite:* German 101 or one year of secondary school German or permission of department chair.

**GERMAN 110: REVIEW OF BASIC GERMAN** 3 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. A language laboratory component is an obligatory part of this course. Not open to students who have completed German 101 or 102.

*Prerequisite:* two years of secondary school German or approval of department chair.

**GERMAN 113: INTERMEDIATE GERMAN** 3 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. A language laboratory component is an obligatory part of this course. 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** 3 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 department chair.

## GERONTOLOGY PROGRAM

*Gamal Zaki, Director*

The gerontology program is interdisciplinary in nature and covers a wide range of topics. For instance, the study of gerontology may be supplemented by courses in genetics, developmental psychology, accounting or law.

The gerontology program may be used as a component in any plan of study, graduate or undergraduate. It is also intended to serve professionals in fields related to gerontology, such as

the arts  
counseling  
education  
health education and recreation  
management and business administration  
nursing

physical education  
psychology  
public service  
social work  
sociology  
urban planning

### Gerontology Program

Students must complete at least 23 semester hours in various disciplines. Students successfully completing the program receive a certificate of completion.

#### Required Courses

Counselor Education 318; Nursing 312;  
Psychology 339; Sociology 317

semester hours  
14

#### Choices in Program

Three courses from Anthropology 308; Communications 350 (Communication Disorders of the Aged); Communications 480 (Communication and Aging); Gerontology X50; Gerontology X80; Music 380 (Potentials of Music and Music Therapy for the Elderly); Nursing 312; Psychology 480 (Workshop on the Psychology of Aging); Recreation 380 (Recreation for the Elderly); Sociology 350 (Social Services for the Elderly); Sociology 480 (Teaching Children about Aging); Theatre 350 (Theatre for the Elderly)

9-12

### Course Offerings: Gerontology

*See participating departments also.*

#### GERONTOLOGY 250, 350, 450: TOPICS IN

#### GERONTOLOGY

Credits and prerequisites vary according to the nature and level of the course offered.

#### GERONTOLOGY 280, 380, 480: WORKSHOP IN

#### GERONTOLOGY

Credits and prerequisites vary according to the nature and level of the course offered.

## 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** 3 semester hours

This course is a continuation of Greek 101.

*Prerequisite:* equivalent of Greek 101.

## DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

*Associate Professors Ainley, P. Moore and N. Wood (chair); Assistant Professors Hlatse, Lombardo, Marecsak and D. Wood.*

### Programs of Study

Majors: Elementary School Physical Education, also with options for Special Education Student Teaching and Recreation (B.S.); Health Education (B.S.).

Minor: Dance.

Graduate Program: Health Education (M.Ed.).

#### Curriculum in Elementary School Physical Education

In addition to the General Education Program and free electives, the physical education curriculum requires a minimum of 29 semester hours in methods and theory, 20 semester hours of cognates and 32 semester hours in professional education. Professional education includes practicum and student teaching. The curriculum totals at least 120 semester hours. An option for student teaching in special education is available.

	<i>semester hours</i>
<i>Methods and Theory</i>	29
Required: Physical Education 240-244, 309-311, 362; Biology 336	
<i>Cognates</i>	20
Required: Biology 101, 102, 331, 335; Special Education 300	
<i>Professional Education</i>	32
Required: Education 326; Foundations of Education 220, 302; Physical Education 245, 313, 314; Psychology 213	
<i>General Education Program</i>	36-38
<i>Free Electives</i>	3-14
Since the college requires 50 semester hours in arts and sciences courses for the B.S., most free electives must be from this area.	

#### Admission and Retention

The elementary school physical education curriculum has special admission and retention requirements, including an adequate level of health and the physical ability to participate fully in the program. In order to better plan their courses of study, students should check the prerequisites for Physical Education 245, 313, 314 and Education 326 (practicums and student teaching), and consult with an adviser as soon as possible. A minimum 2.5 average in all courses required in the major area is necessary for entry into practicum and student teaching.

#### Special Education Student Teaching—Physical Education

Students who anticipate working with handicapped children must meet the following additional requirements for dual assignment in student teaching:

1. a grade of B or better in Physical Education 245, 309, 313, 314 and Special Education 300;
2. a grade of B or better in Special Education 304;
3. additional laboratory experiences with handicapped children in Physical Education 309.

#### Curriculum in Elementary School Physical Education—Recreation

Students in recreation must fulfill all requirements for the elementary school physical education curriculum, except Physical Education 242. They must also complete the 16-semester-hour sequence outlined below.

	<i>semester hours</i>
<i>Required Courses</i>	16
Health Education 200; Recreation 201, 300, 301, 302	

#### Curriculum in Health Education

In addition to the General Education Program and free electives, the curriculum in health education requires a minimum of 29 semester hours in an interdisciplinary concentration, at least 28 semester hours of cognates and 26 semester hours in professional education. Professional education includes practicum and student teaching. The curriculum totals at least 120 semester hours.

The health education program prepares students for employment in elementary and secondary schools as well as in health instructional programs sponsored by community health agencies.

	<i>semester hours</i>
<i>Interdisciplinary Concentration</i>	29
Required: Health Education 201, 202, 303, 304; Psychology 320, 330; Sociology 101 and at least one additional course in sociology; at least one anthropology course	
<i>Cognates</i>	28
Required: Biology 101, 102, 331, 335, 348; Chemistry 103, 104	
<i>Professional Education</i>	26
Required: Education 318, 327; Foundations of Education 220, 302; Instructional Technology 304; Psychology 216	
<i>General Education Program</i>	36-38
<i>Free Electives</i>	1-18

#### Admission and Retention

The health education program has special admission and retention requirements. In order to better plan their programs, students should check the prerequisites for Education 318 and 327 (practicum and student teaching), and consult with an adviser as soon as possible. A minimum 2.5 average in all courses required in the major area is necessary for entry into practicum and student teaching.

#### Minor in Dance

See Dance.

### Graduate Program

Adviser: Kenneth Ainley

#### Master of Education in Health Education

The M.Ed. program in health education provides an opportunity for graduate study in school and community health. It also serves as a basis for work at the doctoral level.

#### Admission Requirements

Teacher certification; minimum 3.0 average in any graduate work attempted; satisfactory performance on either the Graduate Record Examination or the Miller Analogies Test.

	<i>semester hours</i>
<i>Program Requirements</i>	
Humanistic and Behavioral Studies	6
See program adviser for list of recommended courses.	
<i>Major Concentration</i>	18
Required: Health Education 401, 462	
Electives: four courses from Health Education 304, 380, 480;	
Counselor Education 401-403; Education 345;	



Instructional Technology 437, 440. Student must have adviser's consent.	
Related Health Courses	6
Two courses in arts and sciences chosen with adviser's consent	0
Comprehensive Examination	0
	Total: 30

Note: Before taking the comprehensive examination, a student must meet in the combined graduate and undergraduate programs, the following requirements: 9 semester hours in the biological sciences, 15 semester hours in the behavioral sciences and 24 semester hours in health education.

**Course Offerings: Health Education, Physical Education, Recreation, Education (see Dance also).**

None 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 eventual 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 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 currently enrolled 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 currently enrolled 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.

Open only to students currently enrolled in the school nurse-teacher education program.

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.

Open only to students currently enrolled in the school nurse-teacher education program.

Prerequisite: Health 322 or consent of instructor.

**HEALTH EDUCATION 401: CONTEMPORARY DESIGNS OF HEALTH EDUCATION PROGRAM** 3 semester hours

This course considers the development of contemporary health education programs 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, information that provides motivation for intelligent self-direction in the critical areas of health is emphasized.

Prerequisite: consent of instructor.

**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.

**Physical Education**

None of the courses offered by this department are arts and sciences courses.

**PHYSICAL EDUCATION 101-130: BEGINNING ACTIVITY** (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**

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**

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**

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**

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**

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**

Various techniques of activity presentation are studied, including the command, task, problem solving and guided discovery methods. Individual philosophies of teaching are considered.

116 Judo
117 Karate
118 Lacrosse
119 Lifesaving
120 Sailing
121 Skiing - Alpine
122 Softball
123 Outdoor Activities
-Summer
124 Swimming - Intermediate
125 Soccer
126 Track and Field
128 Volleyball
129 Weight Training
130 Wrestling

*Prerequisite: Phys. Ed. 243.*

**PHYSICAL EDUCATION 245: GROUP ACTIVITIES  
FOR CHILDREN**

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**

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**

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**

Individual differences which affect motor learning and performance are considered. Implications for planning activity programs are studied.

*Prerequisite: Spec. Ed. 300.*

**PHYSICAL EDUCATION 310: EVALUATION AND  
MEASUREMENT IN ELEMENTARY SCHOOL  
PHYSICAL EDUCATION**

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**

Effects of physical and anatomical principles on the performance of motor patterns are studied. Mechanical analysis of specific activities is included.

*Prerequisite: Bio. 311.*

**PHYSICAL EDUCATION 312: ORGANIZATION AND  
ADMINISTRATION OF ELEMENTARY SCHOOL  
PHYSICAL EDUCATION**

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**

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) 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) 2 semester hours  
The focus of this experience is upon a research project directly related to concurrent student teaching experiences. Criteria to apply in selecting research problems for study and process for evaluating the problem statement are included.

*Prerequisite:* to be taken with Ed. 326.

**PHYSICAL EDUCATION 390: INDEPENDENT STUDY IN PHYSICAL EDUCATION**

(1-3) 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 dean.

**Recreation**

*Note of the courses offered by this department are arts and sciences courses.*

**RECREATION 201: CAMPING AND RECREATIONAL LEADERSHIP**

(3) 3 semester hours  
A study is made of the philosophy and problems of camping and recreational leadership. The principles, practices, processes and techniques of leadership, in relation to both camping and recreation, are studied in depth. Laboratory experiences are required.

**RECREATION 300: AQUATICS**

(5) 3 semester hours  
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 lifeguarding certificate.

**RECREATION 301: OUTDOOR EDUCATION**

(3) 3 semester hours  
This course is designed to provide the student with the philosophy and techniques of school camping and outdoor recreation.

**RECREATION 302: RECREATION PRACTICUM**

(7) 4 semester hours  
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.

**Education**

*Note of the courses listed below are arts and sciences courses.*

**EDUCATION 318: PRACTICUM IN HEALTH EDUCATION**

(4) 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 326: STUDENT TEACHING IN ELEMENTARY SCHOOL PHYSICAL EDUCATION**

(10) 10 semester hours  
This course provides teaching experience in elementary school physical education under the joint supervision of a certified cooperating teacher and a college supervisor. Students participate for five full school days and are expected to assist in after school intramural and recreational programs, meetings and other activities in which the school community is involved.

Students, who anticipate dual assignments for student teaching with both elementary and handicapped children, must meet the requirements stipulated under the physical education program description.

*Prerequisite:* in addition to satisfactory completion of the departmental prerequisite, successful completion of a total of 21 hours in the major and professional sequences, including Psych. 213; students must have adequate health; a cumulative index of 2.00 one full semester prior to student teaching; and passing grades in all professional and major courses; adequate performance in practicums; proficiency in the operation of audiovisual equipment, and speech proficiency.

**EDUCATION 327: STUDENT TEACHING IN SCHOOL HEALTH EDUCATION**

(9) 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 practicums; proficiency in the operation of audiovisual equipment, and speech proficiency.

**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.

## DEPARTMENT OF HISTORY

*Professor Emerita C. Connor, Distinguished Service Professor of the College Shinn; Professors Lemons, Lewalski, S. Marks, Patrucio, Santoro and N. Smith; Associate Professors Cooke, Kellner, Piccillo, Pollard, Pole, Reinke, Sippel, Teng and Thomas (chair); Assistant Professors Browning and C. Schaefer.*

### Programs of Study

Major: History (B.A.).

Minor: History.

Graduate Programs: History (M.A., M.A.T., M.A.T. — C. Program).

### Major in History

The history major consists of a minimum of 30 semester hours in the discipline, with at least six courses at the 300-level. Cognates are recommended but not required. History 101-106 cannot count toward the major.

#### Required Courses

History 200, 361

semester hours  
6

#### Choices in Major

At least two courses from each of the following groups:

A. U.S. History

B. Western History (ancient, medieval, Renaissance, modern European, British, Latin American)

C. Non-Western History (Asian, Near Eastern, African). These courses should normally be taken in the same cultural area, e.g., two Asian.

Two additional history electives (Social Science 310, 311, 312 or 315 may be substituted by authorization of the chair.)

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6

#### Cognates

The history major does not include a specified cognate requirement; however, the department encourages students to take courses in related disciplines and in languages. Choices should be made with the aid of an adviser.

#### Suggested Sequence

Students may begin the major in the freshman year, usually by taking History 200 first. Non-Western history courses should be elected in the sophomore year.

### Minor in History

The history minor consists of five courses (minimum of 15 semester hours), as follows: History 200 and four additional history courses, with at least two at the 300-level.

### Honors Program

History majors of superior scholastic ability are eligible to participate in the department's honors program. During the junior and senior years qualified students may pursue independent study or advanced work in the discipline. Majors who satisfactorily complete a minimum of nine semester hours in honors course work are awarded the Bachelor of Arts with honors in history. Interested students should see the department chair for details.

## Graduate Programs

*Advisers: John E. Browning, Kenneth Lewalski, Carmela Santoro, Carol J. Schaefer.*

### Master of Arts in History

The M.A. program provides opportunity for in-depth study of United States, Western and non-Western history. The degree may serve as a basis for teaching, research or work at the doctoral level.

#### Admission Requirements

Minimum of 24 semester hours of undergraduate work in history (not including a Western civilization series or its equivalent) with a grade of B or better; Graduate Record Examination, advanced history test; three letters of recommendation, with two from history professors.

#### Program Requirements

A candidate may choose between a *thesis plan* and an *examination plan*.

The *thesis plan* requires a minimum of 30 semester hours, including History 501, 511 and one graduate history seminar. Six semester hours must be in History 599, which culminates in a written thesis. With adviser's approval, three semester hours may be elected in a related discipline such as languages, statistical methods or computer science. After completion of the program, students must pass an oral examination on the thesis and the major field.

The *examination plan* also requires a minimum of 30 semester hours, including History 501, two graduate history seminars and at least one other course at the 500-level (except 599). With adviser's approval, three semester hours may be elected in a related discipline such as languages, statistical methods or computer science. After completion of the program, students must pass an oral examination.

### Master of Arts in Teaching in History

The M.A.T. program is for certified teachers, and the M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree. In either program, a candidate may choose the M.A.T. with field paper or the M.A.T. without field paper.

#### Admission Requirements

Three letters of recommendation, with two from history professors.

#### Program Requirements — Certified Teachers

Humanistic and Behavioral Studies	semester hours	6
Curriculum and Instruction		3
History, including History 501 and 561 (seminar); field paper or second seminar		12-21
Second Academic Area		0-9
	<b>Total:</b>	<b>30</b>

#### Program Requirements — M.A.T. — C.

Humanistic and Behavioral Studies	semester hours	10
Education Courses, including student teaching		13-15
History, including History 501 and 561 (seminar); field paper or second seminar		9-12
Elective		0-3
	<b>Total:</b>	<b>35-37</b>

**Course Offerings: History**

In addition to the courses listed below, the department offers Education 310 (history section), 442.

**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 110: WESTERN EXPERIENCE I\***

3 semester hours

This course examines the Western experience to the 17th century. Topics include the bases of the Western experience in the ancient world and the development and eventual fragmentation of a unitary religious society in Europe.

\*See note following History 111

**HISTORY 111: WESTERN EXPERIENCE II\***

3 semester hours

This course examines the transformation of the West from the 17th century to the present. Topics include modernization and its consequences, the expansion of the world and the worldwide diffusion of secular values.

Prerequisite: normally Hist. 110 or consent of department chair.

\*Western Experience I and II examine the forces that have shaped the Western world from earliest times to the present, and their contribution to its continuity and development, unity and diversity, and distinctive characteristics. This sequence is normally taken in the first year of the student's program.

**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 210: PERSPECTIVES ON EAST ASIAN CIVILIZATION**

3 semester hours

This course introduces East Asian history through an examination of significant figures. Topics include political, economic and social change; philosophy, religion and ideology; military and political traditions; literature; art and architecture.

**HISTORY 211: PERSPECTIVES ON INDIAN CIVILIZATION**

3 semester hours

This course introduces Indian history through an examination of significant figures. Topics include the land base; political, economic and social change; religion and ideology; military and political traditions; and philosophy, literature, art and architecture.

**HISTORY 212: PERSPECTIVES ON ISLAMIC CIVILIZATION**

3 semester hours

This course introduces Islamic history through an examination of significant figures. Topics include political, economic and social change; religion and ideology; military and political traditions; and philosophy, literature, art and architecture.

**HISTORY 213: PERSPECTIVES ON SLAVIC CIVILIZATION**

3 semester hours

This course introduces Slavic history through an examination of significant figures. Topics include political, economic and social change; philosophy, religion and ideology; military and political traditions; literature; art and architecture.

**HISTORY 214: PERSPECTIVES ON AFRICA**

3 semester hours

This course introduces African history through an examination of significant figures. Topics include political, economic and social change; philosophy, religion, and ideology; military and political traditions; literature; art and architecture.

**HISTORY 215: PERSPECTIVES ON LATIN AMERICA**

3 semester hours

This course introduces Latin American history through an examination of significant figures. Topics include political, economic and social change; philosophy, religion and ideology; military and political traditions; literature; art and architecture.

**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 223: EARLY MODERN EUROPE**

3 semester hours

This course examines major political, economic and cultural developments in European history from the 15th century through the French Revolution and Napoleonic Wars. (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 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 nation-states, the emergence of nationalism and imperialism, and European diplomatic history from 1900 to the First World War.

**HISTORY 321: TWENTIETH CENTURY EUROPE**

3 semester hours

This is a study of developments in Europe since the Treaty of Versailles. The course seeks to give 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 counter posed 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 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 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 358: COLONIAL LATIN AMERICA**

3 semester hours

In the period from 1492 to the eve of independence, special stress is given to Spanish colonization and institutions, to colonial rivalry with France and England and to inner conflicts within the settled areas. Attention is paid to the Indian heritage and to the work of the Portuguese in Brazil.

**HISTORY 359: MODERN LATIN AMERICA**

3 semester hours

This course underscores the process of achieving independence together with the political, economic and social evolution of the Spanish-speaking republics, Brazil and the Caribbean area in the light of emerging contemporary needs for collective security in the Western hemisphere.

**HISTORY 361: SEMINAR IN HISTORY**

3 semester hours

This course builds upon the students' experience in History 200. Emphasis will be placed on issues in historiography, the identification and definition of historical problems, the 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 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 development, significant contrast or unique contribution in a topic such as English and American Puritanism; the American, French and Russian Revolutions; ancient and modern slavery; caste and class in East and West.

*Prerequisite:* consent of department chair and graduate adviser.

**HISTORY 561: GRADUATE SEMINAR IN 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.

**INDIVIDUALIZED GRADUATE PROGRAMS**

See School of Graduate Studies in the front of this book.

**DEPARTMENT OF INDUSTRIAL EDUCATION**

Professor Bzowski; Associate Professors Goodness, Kavanaugh (chair) and McCrystal; Assistant Professors Farinella, McGuire and McKay; Instructor Bletcher.

**Programs of Study**

Majors: Industrial Arts Education (B.S.); Industrial Technology (B.S.); Vocational-Industrial Education (B.S.).

Graduate Program: Industrial Education (M.Ed.).

**Curriculum in Industrial Arts Education**

In addition to the General Education Program and free electives, the industrial arts curriculum requires a minimum of 46 semester hours in three areas: foundations, concentration, and industrial operations and management. Students must also complete a 24-semester-hour professional education sequence, which includes practicum and student teaching. The curriculum totals at least 120 semester hours. The comprehensive program prepares graduates to teach in junior and senior high schools.

**Foundations**

semester hours

24

Required: Industrial Arts 101, 105, 109, 115, 121, 126, 220, 232

**Concentration**

12

Select two or three groups to total 12 semester hours (each course is three-semester hours):

1. Construction: Industrial Arts 200, 202
2. Electronics: Industrial Arts 210, 212
3. Power Systems: Industrial Arts 222
4. Technical Communications: Industrial Arts 230
5. Graphic Communications: Industrial Arts 341, 342

**Industrial Operations and Management**

10

Required: Industrial Arts 131

Two courses from Industrial Arts 335; Industrial Technology 225,

325, 330



<i>Professional Education</i>	24
Required: Education 308, 321, 360; Foundations of Education 220, 302; Psychology 214	
<i>General Education Program</i>	36-38
<i>Free Electives</i>	12-14
Since the college requires 50 semester hours in arts and sciences courses for the B.S., most free electives must be from this area.	

**Admission and Retention**

The industrial arts education curriculum has special admission and retention requirements. In order to better plan their programs, students should check the prerequisites for Education 308 and 321 (practicum and student teaching) and consult with an adviser as soon as possible. A 2.5 average in departmental courses is required for practicum and student teaching.

**Curriculum in Industrial Technology**

The industrial technology curriculum includes 48 semester hours, distributed among the following: foundations, a concentration, and industrial operations and management. There is also a cognate requirement, minimum of 18 semester hours. In addition, students must complete the General Education Program and choose a series of free electives to make a minimum total of 120 semester hours for the curriculum.

The program is designed for entering freshmen as well as for older students seeking career advancement or career alternatives. Graduates will be prepared for mid-management supervisory positions in such areas as design, cost estimating, quality control, safety engineering, alternate energy and electronics.

<i>Foundations</i>	semester hours
Required: Industrial Technology 201, 215, 225, 235, 245, 315	18
<i>Concentration</i>	12
At least four courses from the industrial arts curriculum or supervised cooperative education experiences or any combination of both	
<i>Industrial Operations and Management</i>	18
Required: Industrial Technology 255, 300, 305, 310, 335, 340	
<i>Cognates</i>	18
Required: Management 221, 326, 328; Psychology 421	
Two courses from the following: Communications 254, 354; English 230; and any course in business mathematics, computer science or management	
<i>General Education Program</i>	36-38
<i>Free Electives</i>	16-18
<b>Vocational-Industrial Education</b>	
See Vocational Education.	

**Graduate Program**

Adviser: James G. McCrystal

**Master of Education in Industrial Education**

In this program students may concentrate in either industrial arts education or vocational-industrial education. The M.Ed. is designed for teachers who wish to extend their teaching certificates and for those who are interested in advanced graduate study.

**Admission Requirements**

Undergraduate program in industrial arts or appropriate certification; Miller Analogies Test.

**Program Requirements**

Humanistic and Behavioral Studies	semester hours
6	
Major Concentration	18
Required (industrial arts):	
Industrial Education 410, 420, 460	
Required (vocational-industrial education):	
Industrial Education 410, 430, 460	
Electives: three electives from Industrial Education 440, 445, 455, 460	
Related Disciplines	6
Comprehensive Examination	0
<b>Total:</b>	<b>30</b>

**Course Offerings: Industrial Arts, Industrial Education  
Industrial Technology, Education**

The department also offers Mathematics 113, 114.

None of the courses listed below are arts and sciences courses.

**INDUSTRIAL ARTS 101: TECHNICAL DRAWING** (6) 3 semester hours

An introduction to the science of technical communication through a study of pictorial sketching and projections, orthographic sketching and projections, geometric constructions, sectional and auxiliary views, dimensioning, industrial practices and machine reproduction processes.

**INDUSTRIAL ARTS 105: FABRICATION TECHNIQUES  
IN WOOD**

(6) 3 semester hours  
A study of the development and use of wood and wood composite materials and the related industrial fabrication techniques. Laboratory experiences are provided in the use of tools and machines, fasteners, adhesives and finishes used in wood fabrication.

**INDUSTRIAL ARTS 109: FABRICATION PROCESSES  
IN METALS**

(6) 3 semester hours  
A classroom and laboratory study of the basic fabrication processes used in the metals industry. Sheetmetal fabrication, metal shaping - forging, casting, machining, metal fabrication - soldering, bonding, fastening and welding.

**INDUSTRIAL ARTS 115: CRAFTS**

(6) 3 semester hours  
An introduction to a number of art, guild and industrial crafts. Laboratory work in jewelry - designing, shaping, casting, plating and etching, copper enameling, silk-screening, leather, candleery and the application of plastics in crafted items.

**INDUSTRIAL ARTS 121: SYNTHETIC  
MATERIALS TECHNOLOGY**

(6) 3 semester hours  
A classroom and laboratory study of synthetic materials which may be fabricated, poured vacuum formed, blow molded, injected or extruded. This includes the fiber-glass, thermoset and thermoplastic families of synthetic materials.

**INDUSTRIAL ARTS 126: BASIC ELECTRICITY** (6) 3 semester hours  
A study of the nature of electricity and the source for producing electricity. This includes classroom and laboratory study of DC and AC principles, electro-magnetism, basic circuitry and electrical measurements.

**INDUSTRIAL ARTS 131: PHILOSOPHY AND IMPLEMENTATION OF INDUSTRIAL ARTS** 4 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 curricula presently being utilized in the discipline.

**INDUSTRIAL ARTS 200: ARCHITECTURAL DESIGN** (6) 3 semester hours  
A study of residential home designs and construction techniques. This includes site selection, foundations, home construction, heating, plumbing and wiring. Students design their own home and complete an architectural set of drawings.

**INDUSTRIAL ARTS 202: CONSTRUCTION** (6) 3 semester hours  
A classroom and laboratory study of the residential construction industry. This includes site selection and plot surveying, percolation and foundation tests, concrete and masonry foundations, wood frame construction, installation of heating systems, plumbing and wiring.

*Prerequisite:* I.A. 105.

**INDUSTRIAL ARTS 210: ELECTRONICS I** (6) 3 semester hours  
A study of electron tube theory, semiconductors 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, bas-relief, tone-line separation, solarization, etc.

*Prerequisite:* I.A. 232 or permission of instructor.

## Industrial Education

*None of the courses listed below are arts and sciences courses.*

**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 455: 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 demand. A maximum of two workshop experiences of this special nature will be allowed toward the degree requirements.

**INDUSTRIAL EDUCATION 580 a,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**

*Industrial technology courses are arts and sciences courses.*

**INDUSTRIAL TECHNOLOGY 201: TECHNICAL COMMUNICATIONS**

(6) 3 semester hours

In this course emphasis will be placed on industrial blueprint reading techniques along with engineering drawing principles as they pertain to details, assembly, design, layout and related drawings.

**INDUSTRIAL TECHNOLOGY 215: MATERIAL PROCESSING I**

(6) 3 semester hours

This course is a survey of the basic material processes utilized in the fibrous, synthetic and metal industries. Studies will be limited to the characteristics of these materials, their uses in industry and the tools/equipment used by the industry.

**INDUSTRIAL TECHNOLOGY 225: STRUCTURE OF INDUSTRY**

3 semester hours

This course investigates the common development and organization factors in an industrial enterprise. Topics will include corporate and managerial structure, product development, production analysis and job training considerations.

**INDUSTRIAL TECHNOLOGY 235: OCCUPATIONAL SAFETY**

3 semester hours

Students will study occupational safety and health procedures as outlined in the OSHA and insurance manuals. Special emphasis on the advantages and economics of a safe environment both on and off the job will be covered.

**INDUSTRIAL TECHNOLOGY 245: CONTROL SYSTEMS**

3 semester hours

Students will study those control systems utilized by industry. An examination of this area will commence with a presentation of basic electricity followed by a discussion of electronic control systems, pneumatic controls, hydraulic controls and mechanical controls.

**INDUSTRIAL TECHNOLOGY 255: QUALITY CONTROL**

3 semester hours

Students will examine quality control techniques employed by industry. Discussion will include methods of establishing a quality control program along with measuring tools, materials specifications, inspections, tolerances and industrial standards.

**INDUSTRIAL TECHNOLOGY 300: DESIGN ANALYSIS**

3 semester hours

Design analysis concepts used in industry will be examined, from product development through to manufacturing and marketing. This course will include basic design concepts and aesthetics of form, color and space involved in the design process.

*Prerequisite:* I.T. 201, 215, 225, 315 or permission of chair.

**INDUSTRIAL TECHNOLOGY 305: PRODUCTION CONTROL**

3 semester hours

Students will analyze production processes utilized in industry including time study of production stations and training needs for production. Working regulations regarding physical exertion, safety and liability will also be discussed.

*Prerequisite:* I.T. 201, 215, 225, 315 or permission of chair.

**INDUSTRIAL TECHNOLOGY 310: PLANT SUPERVISION AND MANAGEMENT**

3 semester hours

This course is an investigation of plant organization of personnel, their responsibilities and duties. A study will be made of accepted and preferred supervisory attitudes and policies regarding the improvement and correction of particular personnel situations and minority and equal opportunity hiring considerations.

*Prerequisite:* I.T. 201, 215, 225, 315 or permission of chair.

**INDUSTRIAL TECHNOLOGY 315: MATERIAL PROCESSING II**

(6) 3 semester hours

This course is a more advanced survey of materials, tools/equipment and manufacturing processes used by the industry. Included is an investigation of established materials and processes as well as many of the newer materials and processes techniques. Topics will include EDM, numerical control, casting, fogging, welding, material removal, material forms, etc.

*Prerequisite:* I.T. 215 or permission of chair.

**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.

**INDUSTRIAL TECHNOLOGY 335: COST ESTIMATING** 3 semester hours  
The role of cost estimation and the purpose for cost estimating will be discussed. Students will participate in role playing experiences covering topics such as time study, production control methods and material design. Students will make cost estimations on several products.

*Prerequisite:* I.T. 201, 215, 225, 315 or permission of chair.

**INDUSTRIAL TECHNOLOGY 340: SUPERVISORY SKILLS IN INDUSTRY** 3 semester hours  
In this course students will analyze and assess supervisory skills appropriate to cost and production. Students participate in simulations that are designed to provide a wide range of supervisory skills. Personal motivation, goal setting and practices are topics to be discussed.

### Education

*None of the courses listed below are arts and sciences courses.*

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

See Department of Secondary Education.

**EDUCATION 323: INTERNSHIP IN INDUSTRIAL EDUCATION** 9 semester hours  
The in-service teacher completes one year of supervised full-time teaching as an employed teacher. This course may not be taken for credit by persons who have completed Education 321.

*Prerequisite:* Found. of Ed. 220, Voc. Ed. 300, 301, 302, 303, Psych. 214.

## INSTRUCTIONAL TECHNOLOGY

*(Department of Administration, Curriculum and Instructional Technology)  
Associate Professors Frye (chair) and Kenny; Assistant Professor Davis.*

### Programs of Study

*Graduate Programs:* Instructional Technology (M.Ed., C.A.G.S.).

The department also offers a number of courses that may be taken as electives by undergraduates.

### Master of Education in Instructional Technology

#### Admission Requirements

Teacher certification; two years classroom experience; minimum 3.0 average in previous graduate work. Minimum total GRE score (verbal and quantitative) of 1000; minimum raw score on Miller Analogies Test of 55.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Selected from an approved list of courses	
Major Concentration	18
Required: Instructional Technology 304, 422, 435; Education 505 or 514	
Electives: two courses from Instructional Technology 430, 436, 437, 439, 440, 430	
Related Disciplines	6
At least two courses from appropriate areas in arts and sciences areas	
Comprehensive Examination	0
<b>Total:</b>	<b>30</b>

### Certificate of Advanced Graduate Study in Instructional Technology

#### Admission Requirements

Master's degree; minimum 3.25 average in previous graduate work; recommendation of the department.

#### Program Requirements

As prerequisites to the program, students must satisfactorily complete Instructional Technology 304, 435 and 439, or pass a comprehensive examination in these areas.

	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Major Concentration	24
Required: Instructional Technology 504, 516, 526, 564	
Electives: four courses from Instructional Technology 537, 539, 541, 542; Administration 502, 515, 531, 561; Curriculum 480, 503, 532, 561; Educational Services 500	
Field Project	0
<b>Total:</b>	<b>30</b>

### Course Offerings: Instructional Technology, Education

*None of the courses listed below are arts and sciences courses.*

**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 micro photography will also be covered. Students will consider, 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 set-ups, handling actors, directing, pacing and continuity and scene-shot development. Timing and matched action techniques, simple animation, tilting 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 tape-synched sound. The combined use of 8 mm 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.

**Education**

*This course is not an arts and sciences course.*

**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.*

**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 department chair.*

**ITALIAN 110: REVIEW OF BASIC ITALIAN** 3 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. A language laboratory component is an obligatory part of this course. Not open to students who have completed Italian 101 or 102.

*Prerequisite: two years of secondary school Italian or approval of department chair.*

**ITALIAN 113: INTERMEDIATE ITALIAN** 3 semester hours  
Through selected readings the student examines the cultural and linguistic heritage of Italy. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. A language laboratory component is an obligatory part of this course. 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** 3 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 department chair.*

**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 Office of Continuing Education for the courses scheduled each semester.

**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** 3 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** 3 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 three years of secondary school Latin.*

**LATIN AMERICAN STUDIES**

*Eileen Maynard, Coordinator*

Latin America plays an important part in world politics and culture; and the Rhode Island College interdisciplinary major in Latin American studies allows students to view this region from a variety of perspectives. A student may choose to explore such topics as the influence of U.S. foreign policy on Latin America, Indian cultures past and present, Latin American literature, Spanish and Portuguese colonization or the dominant political structures in the area. In addition, the college encourages and provides opportunities for residence and training in Latin America through its participation in cooperative programs with institutions there.

**Program of Study**

*Major: Latin American Studies (B.A.).*

**Major in Latin American Studies**

The major requires a minimum of 34 semester hours in various disciplines, at least 16 semester hours of cognates and proficiency in either Spanish or Portuguese. With coordinator's permission, students may select alternate courses when the subject matter is primarily Latin American. Before declaring the major, a student must consult with a member of the Latin American Studies Committee.

For this major, students must take at least 15 courses, including cognates.

*Specialized and Core Requirements*

	<i>semester hours</i>
Specialized: Anthropology 201; History 106	7
Core: Geography 304; Social Science 311; six courses from the following groups with at least one course from each:	24-25
A. Anthropology 316, 322, 325	
B. Economics 321, 322	
C. History 346, 358, 359	
D. Political Science 341	

*Seminar*

Required: Latin American Studies 363 or an alternate approved by the coordinator	3
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*Cognates*

At least four courses from Portuguese 113, 114, 201, 202, 231, 311, 312; Spanish 113, 114, 201, 202, 231, 321, 322. Spanish or Portuguese 113, 114 may not count as cognates if used to fulfill the language proficiency requirement.	16
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*Language Proficiency*

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

*Suggested Sequence*

During the freshman and sophomore years, students should consult with an adviser in Latin American studies concerning the choice of courses in the General Education Program.

*First Year*

Anthropology 201
History 106
Language Proficiency

*Second Year*

Social Science 311
Geography 304
Language Proficiency or Cognates
Two Core Courses

*Third Year*

Two Core Courses
Two Cognates

*Fourth Year*

Two Core Courses
Two Cognates
Latin American Studies 363

**Course Offerings: Latin American Studies**

See participating departments also.  
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.

**MANAGERIAL ECONOMICS**

See Department of Economics and Management.

**MANAGEMENT**

See Department of Economics and Management.

**DEPARTMENT OF MATHEMATICS**

Professors G. Anderson, Correia, Nazarian, O'Regan, Sahnay, Sedlock, A. Smith, Steward and P. Whitman; Associate Professors Bierden, Guillotte, Houliand, Matke and Rodrigues; Assistant Professors H. S. Hall, Magliaro, Moskol, H. Salzberg (chair), J. Schaefer, Schiller, Simons and Strauss; Instructor LaFeria-Morgan.

**Programs of Study**

Major: Mathematics with Standard, Applied, Secondary Education, Computer or Individualized plan (B.A.).

Minor: Mathematics.

Graduate Programs: Mathematics (M.A., M.A.T., M.A.T. — C. Program); Mathematics Education (C.A.G.S.).

**Major in Mathematics**

The mathematics major requires a minimum of 37 semester hours in the discipline and at least three semester hours of cognates. The major combines a group of core courses with one of the five plans as described below. The cognate requirement is waived for students in elementary education.

*Core Courses (Required of All Majors)*

Mathematics 209, 212, 313, 314, 315	<i>semester hours</i>
	19

*Plans*

In addition to the core courses listed above, a student must complete all requirements for one of the following plans.

- Standard, for those who desire a liberal arts undergraduate major emphasizing pure mathematics. The courses in this plan are
 

Mathematics 324, 333, 341, 412	12
Two mathematics electives at the 300- or 400-level	6
- Applied, for those interested in using mathematics in business and industry. The courses in this plan are
 

Mathematics 316, 317, 333, 341	12
Two mathematics courses from 318, 345, 411, 412, 415, 441 and (with permission) 350	6
- Secondary Education, for those interested in teaching mathematics at the secondary level. The courses in this plan are
 

Mathematics 324, 333, 341, and 331 or 358	12
Computer Science 201	3
One mathematics elective at the 300- or 400-level	3
- Computer, for those seeking a professional career in fields related to mathematics and computer science. The courses in this plan are
 

Mathematics 333, 341, and 317 or 318	9
Computer Science 201, 221, and 310 or 315	9
One course from Computer Science 320, 325, 330, 335	3

5. Individualized, designed to serve students with unique goals that are not accommodated by any of the other plans. The courses in this plan are

Six mathematics courses, normally at the 300-level or above, chosen in consultation with an adviser

18

*Note:* Students electing the individualized plan must submit, at or before the completion of the core courses, a proposal to the departmental advisory committee for approval. Approval will involve assessing the student's objectives, needs and the overall competency in mathematics that would be attained by the program.

#### Cognates (All Plans)

3-8

Choose one of the following:

- Physics 103, 104
- Chemistry 303
- Chemistry 305
- Economics 317
- Economics 318

f. Any two non-mathematics courses approved by the department as significantly illustrating the applications of mathematics

*Note:* Students are advised to choose cognates consistent with their chosen plan within the major and their career goals.

#### Retention

If students receive grades below C in two of the first three courses allowable in the major, they must see their advisers about 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. An appeal can be made to the Department of Mathematics.

#### Graduation

A student must earn a grade of C or better in at least nine courses in the major. To satisfy this requirement, a student may have to take more than the required minimum of 11-12 courses (37-40 semester hours).

#### Suggested Sequence

(All courses in the chart below are mathematics courses, unless otherwise indicated)

Semester	Standard Plan	Applied Plan	Secondary Education Plan	Computer Plan
1	209	209	209	209
2	212	212	212	212
3	313, 324	313	313, 324	313, CS 201
4	314, 315	314, 315	314, 315	314, 315
5	333	341	333	333, CS 221
6		316 or 317	CS 201, *331 or 358	CS 310 or 315
7	341	333	341	341
8	412	316 or 317	*331 or *358 *just one required	317 or 318

*Note:* that in addition, one or two electives plus cognates are required of all majors. Students in education curricula are advised to plan their mathematics electives and cognates for semesters in which they are not student teaching.

#### Minor in Mathematics

The mathematics minor consists of at least 21 semester hours, as follows: Mathematics 209, 212, 313 and three additional mathematics courses at the 300-level or above.

#### Honors Program

Mathematics majors of superior scholastic ability are eligible to participate in the department's honors program. The program gives students the opportunity to pursue independent study or advanced work in the field. Participation usually begins in the fifth semester, with the option of starting in the sixth. Upon completion of the program, a student is awarded the Bachelor of Arts with honors in mathematics. Before completing Mathematics 314, a student should consult with the department chair.

#### Graduate Programs

*Advisers:* George Anderson, Frank B. Correia, Richard A. Howland, Helen E. Salzberg, James T. Sedlock, Robert J. Salhani and Arthur F. Smith.

#### Master of Arts in Mathematics

##### Admission Requirements

With an average of B or better, at least 30 semester hours beyond pre-calculus mathematics, including one semester of abstract algebra and one of analysis beyond calculus.

##### Program Requirements

A minimum of 30 semester hours in mathematics is required, including Mathematics 412, 415, 419, 428, 433 and 516 (unless taken previously). At least 15 semester hours must be at the 500-level, except that one 400-level course may be substituted with adviser's consent. One 300-level course may be included in the program with adviser's approval; courses below the 300-level are not acceptable. When all or nearly all courses are completed, candidates must pass a comprehensive examination.

#### Master of Arts in Teaching in Mathematics, Secondary School Program

The M.A.T. program is for certified teachers, and the M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree.

##### Admission Requirements

Minimum of 21 semester hours of appropriate college-level mathematics.

##### Program Requirements — Certified Teachers

	semester hours
Humanistic and Behavioral Studies	6
Education 429	3
Mathematics, including Mathematics 412, 419	21
Comprehensive Examination or Master's Paper	0

Total: 30

##### Program Requirements — M.A.T. — C.

	semester hours
Humanistic and Behavioral Studies	10
Education Courses, including student teaching	13-15
Mathematics	12
Comprehensive Examination or Master's Paper	0

Total: 35-37



Note: In the combined graduate and undergraduate programs, students must have one year of modern algebra; one year of geometry, excluding analytic geometry; one semester each of probability, applications and history of mathematics; and at least two additional mathematics courses. The department may require candidates taking more than four years to complete the program to pass the examination, that is, they will not have an option for the master's paper.

#### Master of Arts in Teaching in Mathematics, Junior High and Middle School Program

The junior high and middle school program is open only to certified teachers.

##### Admission Requirements

Minimum of 15 semester hours of appropriate college-level mathematics.

Program Requirements — Certified Teachers	semester hours
Humanistic and Behavioral Studies	6
Education 356 or 429	3
Mathematics, including Mathematics 419	12-21
Second Academic Area, chosen in consultation with an adviser (optional)	0-9
<b>Total:</b>	<b>30</b>

Note: In the combined graduate and undergraduate programs, students must have 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-levels) especially appropriate for teaching in junior high and middle school. No comprehensive examination is required but a candidate must have at least a B average in the mathematics courses in the program.

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

##### Admission Requirements

M.A. or M.A.T. in mathematics with a 3.0 average or higher; two years full-time teaching experience; teacher certification, except in the case of junior college teachers. Before being unconditionally accepted into the program, non-certified junior college teachers may be required to take some education courses to fill in their backgrounds in the field.

##### Program Requirements

Academic Component	semester hours
At least three graduate-level mathematics courses	9
Professional Component	12-15
Required: Education 527, 528.	
Education 429 must also be in the program, if not taken previously.	
Electives: at least two approved courses in administration or curriculum	
Related Disciplines	6-9
Two or three courses in educational studies or arts and sciences, with consent of adviser and departmental graduate committee	
Field Project	0
<b>Total:</b>	<b>30</b>

Note: The program, combined with previous graduate and undergraduate work, must contain: 1. Mathematics 412, 415, 419, 428, 441, 433, 516; 2. at least 15 semester hours in psychological, social and philosophical foundations of education, with no less than 24 semester hours in all education courses.

The field project must be on a problem in mathematics education and is conducted under the direction of a C.A.G.S. adviser. It should integrate the student's courses in mathematics education with other professional courses.

A detailed description of the program is available from the Department of Mathematics and the Department of Secondary Education.

#### Course Offerings: Mathematics

In addition to the courses listed below, the department offers courses in computer science and Education 310, 356, 404, 429, 430, 527, 528.

Courses marked \*\* do not carry credit toward the major, minor, or the teaching concentration in mathematics.

Courses marked \* do not carry credit toward the major or minor in mathematics but may carry credit toward the concentration in mathematics in the elementary education curriculum.

**\*\*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 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. 020 (or equivalent knowledge) and consent of instructor.

**\*\*MATHEMATICS 139: DEVELOPMENT OF NUMBER CONCEPTS** 3 semester hours

In this course the student studies various numeration systems and the development of different algorithms for arithmetic operations. An intuitive approach is used in the classroom leading to some formalization. Key topics include the history of numeration systems, problem solving in number theory, and computing devices such as the abacus, Napier rods and the calculator.

This course is designed for students not majoring in mathematics.

**\*\*MATHEMATICS 140: ELEMENTS OF PROBABILITY** 3 semester hours  
The student analyzes and solves counting problems and elementary probability problems. The course starts with an intuitive approach, leading to some formalization. Key topics include sample spaces, probability axioms and several frequently used distributions. Application of probability theory is included throughout.

This course is 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**

3 semester hours

An introduction to linear systems, this course includes sets of linear algebraic equations, matrix operations and the simplex and other methods of solving linear maxima and minima problems. Models appropriate to various disciplines are formulated and analyzed. Applications to management and economics are stressed throughout.

*Prerequisite:* three years of high school mathematics or 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 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 238: QUANTITATIVE BUSINESS METHODS**

4 semester hours

Designed to present various quantitative techniques used in management, the course covers the following topics: the mathematics of finance, elementary differential calculus including an introduction to partial differentiation, and elementary probability including binomial and normal distributions.

*Prerequisite:* Math. 177 or 182 or 209.

**\*MATHEMATICS 240: STATISTICAL METHODS I**

(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 247: CALCULUS: A SHORT COURSE**

3 semester hours

This course is an introduction to differential and integral calculus with emphasis on functions of a single variable. Topics include differentiation and integration of algebraic functions and an introduction to partial differentiation. Stress is placed on interpretation of results and applications to a variety of disciplines. This is intended to be a terminal course in calculus; those intending more than one semester of calculus should begin with Mathematics 212.

Students may not receive credit for more than one of Mathematics 212, 238 and 247.

*Prerequisite:* Math. 120 (or equivalent knowledge) or 177 or 182 or 209.

**\*\*MATHEMATICS 248: STATISTICS FOR MANAGEMENT AND ECONOMICS**

4 semester hours

This course includes descriptive statistics, probability distributions, expected values, estimation, hypothesis testing, correlation and regression, multiple regression and analysis of variance. Prewritten computer programs are used. Interpretation of results and applications to management and economics are stressed throughout.

Not open for credit for those who also receive credit for Mathematics 240.

*Prerequisite:* Math. 238 or permission of department chair.

**\*MATHEMATICS 309: MATHEMATICAL PROBLEM ANALYSIS**

3 semester hours

This course emphasizes the identification of problem-solving strategies in mathematics. Problem analysis proceeds from the concrete to the abstract. The level of problems and their analyses is designed to give students confidence in their ability to handle problems as well as provide a basis for the teaching of problem analysis. Required in the elementary education teaching concentration in mathematics, it is also open to others interested in problem solving.

*Prerequisite:* two college-level math courses.

**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 318: INTRODUCTION TO OPERATIONS RESEARCH**

3 semester hours

Operations research is the systematic application of mathematical techniques aimed at generating better decisions for real-world problems using quantitative data. This course covers linear programming in detail, including quality and sensitivity analysis and transportation and assignment problems. Other topics are chosen from integer programming, dynamic programming, game theory, queueing, network analysis modeling and various applications.

Prerequisite: Math. 315 and a computer science course, or permission 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 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. 209.

**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 345: STATISTICAL METHODS II**

3 semester hours

This course includes detailed discussion of advanced statistical topics such as design of experiments, one- and two-way analysis of variance, and multiple regression. Methods of exploring data, the role of assumptions, and forms of statistical models are also discussed. Computer software such as SPSS is used.

Prerequisite: Math. 240 or 248 or 341.

**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 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 490: INDIVIDUAL STUDY IN MATHEMATICS** 3 semester hours

The course consists of independent study under the guidance of a member of the mathematics faculty. The area of study is selected on the basis of the interests of the student and instructor. This is open only to students who have demonstrated superior ability and initiative in previous mathematics courses. It may be repeated once, with change of content, for credit.

*Open only with consent of 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 adviser or department chair.

**MEDICAL TECHNOLOGY PROGRAM**

*Ira J. Lough, Director*

The medical technology program is offered in affiliation with Rhode Island Hospital, Saint Joseph Hospital Providence Unit and Our Lady of Fatima Unit, The Memorial Hospital, The Miriam Hospital and The General Hospital Laboratory (Rhode Island Medical Center).

**Program of Study**

Curriculum: Medical Technology (B.S.).

**Curriculum in Medical Technology**

The curriculum in medical technology consists of at least 122 semester hours, including biology, the physical sciences, mathematics and various clinical areas. The program concludes with a year's internship at an affiliated hospital.

A student who enters Rhode Island College with an interest in medical technology follows a course of study formulated in consultation with an academic adviser. A suggested plan follows. Students having standing above freshman refer to plan in 1980-81 catalog.

First Semester	semester hours	Second Semester	semester hours
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4
Mathematics 181, 209 <sup>1</sup>		Mathematics 182	
or 212	3-4	(following 181)	3
History 110	3	History 111	3
	14-15		14
<b>Third Semester</b>		<b>Fourth Semester</b>	
Biology 331	4	Biology 335	4
Chemistry 205	4	Chemistry 206	4
English 101	3	English 102	3
General Education	3	General Education	3
	14	Free Elective	2-3
			16-17
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
Biology 348	4	Biology 429	4
Chemistry 304	4	Physics 102	4
Physics 101	4	General Education	6
General Education	3	General Education	
	15	or Free Elective	3
			17

<i>Seventh Semester</i>		<i>Eighth Semester</i>	
Medical Technology 301	8	Medical Technology 302	8
Medical Technology 303	4	Medical Technology 304	6
Medical Technology 305	2	Medical Technology 306	2
Medical Technology 307	2		16
	16		

<sup>3</sup>If this course is chosen, it will also satisfy the distribution requirement in the mathematical systems/computer science category of the General Education Program.

Note: Two courses from Biology 101-102, Chemistry 103-104 or Physics 101-102 will also satisfy the distribution requirement for the natural sciences category of the General Education Program.

#### *Strongly Recommended Electives*

In order of decreasing priority: Mathematics 240; Computer Science 101 or 102; Biology 323, 402; English 110; a course in psychology and/or sociology.

#### *Admission*

During the sophomore year the student must submit an application to the director of medical technology for formal entrance into the program. If accepted, the student may undertake internship in the fourth year. Because there is no guarantee of acceptance, students should be prepared to elect an alternate program. Those interested should consult with the director.

### Course Offerings: Medical Technology

See participating departments also.

The clinical courses in medical technology require senior standing and are available only to students who have been accepted into an affiliated hospital school of medical technology.

#### MEDICAL TECHNOLOGY 301: CLINICAL MICROBIOLOGY

8 semester hours

This course discusses the relationship of bacteria and bacterial diseases of man with an emphasis on the application of procedures to medical diagnosis. Fungi, viruses, the rickettsias and human parasites are also studied.

#### MEDICAL TECHNOLOGY 302: CLINICAL CHEMISTRY

8 semester hours

This course presents the chemistry of body constituents and the relationship to diagnosis of human disease. Principles and methods of analysis are emphasized.

#### MEDICAL TECHNOLOGY 303: IMMUNOHEMATOLOGY

4 semester hours

This course gives instruction in drawing and processing blood and in ascertaining compatibility. Donor-recipient blood and tissue reactions are studied in detail.

#### MEDICAL TECHNOLOGY 304: HEMATOLOGY

6 semester hours

This course presents morphology of the blood and blood forming organs and the study of abnormalities associated with disease. The dynamics and diagnostic tests of hemostasis are also discussed.

#### MEDICAL TECHNOLOGY 305: PATHOPHYSIOLOGY

2 semester hours

This course is an introduction to pathology. The correlation between pathological processes and clinical symptoms and the course of disease are studied.

#### MEDICAL TECHNOLOGY 306: CLINICAL IMMUNOLOGY

2 semester hours

This course describes the formation, structure and action of antigens and antibodies. Methods of immunization are discussed. The laboratory emphasizes serological procedures in the diagnosis of disease.

#### MEDICAL TECHNOLOGY 307:

#### CLINICAL MICROSCOPY

2 semester hours

Lectures and laboratory practice in the analyses of body fluids are the major components of this course.

### MEDIEVAL AND RENAISSANCE STUDIES PROGRAM

Ronald Steinberg, Coordinator

Medieval and Renaissance studies bridges two great ages in Western civilization, the Age of Faith and the Age of Humanism. The major is an interdisciplinary one and covers art, architecture, literature, philosophy, drama and music. Not confined to a study of the periods themselves, the program also traces the influence of the Middle Ages and the Renaissance on contemporary civilizations.

Medieval and Renaissance studies may be used as a major by itself or as a second major complementing those of art, English, history, music, philosophy or others. It may also serve as a basis for advanced study.

#### Program of Study

Major: Medieval and Renaissance Studies (B.A.).

#### Major in Medieval and Renaissance Studies

The major requires a minimum of 30 semester hours in courses from various disciplines and at least six semester hours of cognates. Substitutes for cognates are allowed, but they must have coordinator's approval.

semester hours

#### Required Courses

Art 231, 332; History 303, 315; Music 310; Philosophy 355; seminar from a participating department, with coordinator's permission

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#### Choices in Major

One course from English 335,<sup>1</sup> 345, 346, 356; Theatre 340  
Two courses from English 335,<sup>1</sup> 344, 349, 350, 351; French 312, 313; Spanish 311, 312

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#### Cognates

One course from each of the following groups:

- A. Classical: Art 331; English 335,<sup>1</sup> Greek 170; History 301, 302; Latin 170; Philosophy 351  
B. Late Renaissance and Baroque: Art 333, English 335,<sup>1,2</sup> French 302; History 316, 331; Spanish 313, 314

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Note: Greek 170 and Latin 170, directed reading courses, are offered only periodically. They are not listed in the catalog.

<sup>1</sup> When an appropriate topic.

<sup>2</sup> Or another appropriate English course with coordinator's approval.

#### Course Offerings

See participating departments.

**MILITARY SCIENCE PROGRAM***Captain Leo Proffittman***Program of Study**

The Army Reserve Officer's Training Corps (ROTC) program, leading to a commission as a second lieutenant in the United States Army, is offered as part of the curriculum of Rhode Island College on a voluntary basis. Courses are tuition free and all ROTC cadets are provided with necessary uniforms, equipment and textbooks at no cost. In addition, cadets in the final two years of the program are paid \$100 per school month.

Full scholarships (college tuition, fees and books, plus \$100 per school month) are available on a competitive basis to qualified students enrolled in the program.

ROTC provides instruction and experience in leadership, organization and management to men and women who wish to be commissioned as officers in the Active Army, Army Reserve or National Guard, and at the same time, to enhance their preparation for leadership roles in individual career fields and in society.

**Military Science (ROTC) Program**

The traditional four-year program, consisting of 18 semester hours of elective credit, is divided into a two-year basic course of study for freshmen and sophomores (Military Science 101, 201), and a two-year advanced course of study for juniors and seniors (Military Science 301-304). Completion of both courses of study, or equivalent credit, is required for commissioning as an Army officer.

An alternate two-year program, in which a student completes a six-week summer training camp before entering the junior year, is offered to those who did not have the opportunity to participate in their first two years. Additionally, students who completed basic training through their participation in the Army Reserve, the Army National Guard, or as a result of prior military service may receive credit for the basic course.

The basic course of study is open to all freshmen and sophomores who are physically qualified under the standards prescribed for military science. Enrollment in the advanced course of study is limited to students who have met the basic course of study requirements (or equivalent).

**Course Offerings: Military Science****MILITARY SCIENCE 101: FUNDAMENTALS OF MILITARY SCIENCE**

3 semester hours

Primary focus is on the structure of the U.S. Army and the role that military power plays in preserving national freedoms. Topics studied include the evolution of warfare, the principles of war, and recent international incidents affecting the U.S. Military such as those occurring in the Middle East. Leadership Laboratory.

**MILITARY SCIENCE 201: MILITARY LEADERSHIP: A FOCUS ON FIVE BATTLES**

3 semester hours

This course is a detailed study of the leadership and management techniques used by tactical leaders in five strategically significant battles: Gettysburg, Market-Garden, Schmidt, Inchon and the Ia Drang Valley in Vietnam. These battles will be analyzed using the principles of war as a framework for discussion. Role playing and war-gaming techniques will also be used. Leadership Laboratory.

**MILITARY SCIENCE 301: MANAGEMENT OF MILITARY ORGANIZATION**

3 semester hours

This course is an analysis of the decision-making process, span of control, delegation of authority, and their applications to leadership and management problems in a military organization. A study of the methodology of military instruction and its application is reinforced by student presentations. Leadership Laboratory.

*Prerequisite: M.S. 101 and 201 or advanced placement.*

**MILITARY SCIENCE 302: MANAGEMENT OF MILITARY OPERATIONS**

3 semester hours

The tactical employment of small units, the coordination of individual and military team efforts in the execution of combat operations, communications and the techniques employed by guerrilla forces in modern warfare are among the topics included in this course. Leadership Laboratory.

*Prerequisite: M.S. 301.*

**MILITARY SCIENCE 303: CONTEMPORARY MILITARY ADMINISTRATION**

3 semester hours

This course is a study of the role of the United States in the contemporary world scene, the current disposition of U.S. Defense Forces and issues touching upon leadership, management, military law, and administrative and financial management. Leadership Laboratory.

*Prerequisite: M.S. 301 and 302.*

**MILITARY SCIENCE 304: CONTEMPORARY MILITARY OPERATIONS**

3 semester hours

This course analyzes the role of United States Military operations, including the Army readiness program, the theory and dynamics of the military team, command and staff procedures, operations and training, intelligence, maintenance and logistics. Leadership Laboratory.

*Prerequisite: M.S. 303.*

**LEADERSHIP LABORATORY**

No credit

Leadership Laboratory is practical, "hands-on" training in military skills such as weapons familiarization, first aid, rappelling, map reading, survival techniques, and drill and ceremonies. Leadership laboratory meets once a week for one hour.

**DEPARTMENT OF MODERN LANGUAGES**

*Professor Chassé; Associate Professors Coons (chair), Couture, M.-F. Taylor and Tillotson; Assistant Professor Castellucci; Instructors Godinho and Medina.*

**Programs of Study**

*Majors: French (B.A.); Spanish (B.A.).*

*Minors: French, Portuguese, Spanish.*

*Graduate Programs: French (M.A., M.A.T., M.A.T. — C. Program); Spanish (M.A.T., M.A.T. — C. Program).*

See appropriate sections.

**Language Courses**

The Department of Modern Languages offers elementary and intermediate courses in French, German, Greek, Italian, Latin, Portuguese, Russian and Spanish. Advanced courses are also available in French, Portuguese and Spanish. A number of these courses satisfy part of the distribution requirement in the General Education Program.

Placement for language study may be determined by performance on the College Entrance Examination Board (CEEB) tests or by course work. Students who demonstrate proficiency on the CEEB or CLEP tests are granted credit toward graduation in accordance with college policy.

Elementary courses (101, 102) may be taken for free elective credit, except in the language presented to meet college admission requirements. Students who wish to continue their study of the language presented for admission should elect 110, 113 or 114.

**Honors Program**

French and Spanish majors of superior scholastic ability are eligible to participate in the department's honors program. During the junior and senior years, students may pursue independent study or advanced work in either language. Upon completing the program, a student is awarded the Bachelor of Arts degree with honors in French or Spanish. Details are available from the department chair.

**Course Offerings: Modern Languages and Literature**

See appropriate sections also.

**MODERN LANGUAGES 390: 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**

1-3 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.

**DEPARTMENT OF MUSIC**

*Professors Currier, Marciniak, Markward, McClintock and R. Smith; Associate Professors Boberg, Elam (chair), Jones, Mack, J. Pellegrino and Poularikas; Assistant Professor Stillman; Visiting Instructors Beck, Caldwell, Carroll, Collins, Davis, DiNunzio, Fraioli, Gasperini, Gidley, Goncetto, Lapino, MacArthur, Meardon, A. Pellegrino, Pezzullo, Olivier, Wosner, Wood and Zettlin.*

**Programs of Study**

**Majors:** Music (B.A.); Music Education (B.S.); Performance (B.M.).

**Minor:** Music.

**Graduate Programs:** Music (M.A.T., M.A.T.—C Program).

**Major in Music, Liberal Arts**

The major requires a minimum of 33 semester hours, encompassing music literature, music theory and applied music. One-year's participation in a college musical organization is also part of the program.

	semester hours
<b>Theory</b>	16
Required: Music 210-213	
<b>Literature</b>	9
Required: Music 205, 206	
One course from Music 310-314	
<b>Applied Music</b>	5
Required: two semesters of Music 191	
Two semesters from each of the following groups:	
1. Music 270-288; 2. Music 161-164, 166	
<b>Choice in Major</b>	3
One 300-level course in literature or theory	
<b>Audition Requirement</b>	
To continue in the major, a student must successfully audition before the freshman jury at the end of the first year. The jury is composed of music department faculty.	

**Curriculum in Music Education**

In addition to the General Education Program and free electives, the curriculum requires at least 55 semester hours in music (applied 30, history and literature 9, theory 16). Students must also complete 25 semester hours in professional education, which include practicum and student teaching. The curriculum totals at least 120 semester hours.

First Semester	semester hours	Second Semester	semester hours
Music 210	4	Music 211	4
Applied Music (270-288) and Music 191	2	Applied Music and Music 191	2
Music 161, 162 or 163	0	Music 161, 162 or 163	1
History 110	3	Music 104	2
General Education	6	General Education	3
	15	History 111	3
			15
<b>Third Semester</b>		<b>Fourth Semester</b>	
Music 105	2	Music 106	2
Music 107	4	Music 206	3
Music 205	3	Music 213	4
Music 212	2	Applied Music and Music 191	2
Applied Music and Music 191	2	Music 161, 162 or 163	1
Music 161, 162 or 163	0	English 102	3
English 101	3		15
	16		
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
Music Literature	3	Education 309	6
Music 110	2	Music 108	2
Applied Music and Music 191	2	Music 111	2
Music 161, 162 or 163	0	Music 112	1
Psychology 216	4	Applied Music and Music 191	2
General Education	6	Music 161, 162 or 163	1
	17	General Education	3
			17
<b>Seventh Semester</b>		<b>Eighth Semester</b>	
Education 324	9	Foundations of Education 302	3
Foundations of Education 220	3	Applied Music and Music 191	2
General Education	3	Music 161, 162 or 163	1
	15	Free Electives	6
			12

Note: Music 210-213 are courses in theory. For music history and literature, Music 205 and 206 are required, with an additional course chosen from Music 310-314. The remainder of the courses are in the applied category. Music 270-288 must be taken in one instrumental area.

**Admission and Retention**

To continue in the music education major, a student must successfully audition before a faculty committee at the end of the freshman year. The audition will be in the student's major applied area. All transfer students must fulfill this requirement before entering the program.

The music education curriculum has other special standards for admission and retention. In order to better plan their courses of study, students should check the prerequisites for Education 309 and 324 (practicum and student teaching), and consult with an adviser as soon as possible.

Although students may declare the major as freshmen, formal acceptance coincides with permission to enroll in Education 309. Application must be made by October 15. A minimum grade of C in all required music courses is necessary for entry into practicum and student teaching.

**Musical Organizations — Music Education**  
Music majors are required to hold membership in Music 161: Chorus, Music 162: Symphonic Band or Music 163: 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.

#### Curriculum in Performance

The performance curriculum includes a minimum of 82 semester hours in music, distributed among the following: history and literature, theory, applied music and related areas. Students must also complete the General Education Program and choose free electives to make a minimum of 120 semester hours for the curriculum. Eight-semester's participation in a college musical organization is also part of the program.

This major provides a foundation for all areas of music performance — orchestral instruments, piano, harpsichord, organ, guitar and voice. It serves as a valuable basis for graduate study in all aspects of music, for careers in individual and ensemble work and for private instruction. In addition, graduates will be prepared for employment opportunities that integrate theoretical and practical knowledge in music, such as writing and arranging.

	<i>semester hours</i>
<i>Theory</i>	25
Required: Music 210-213, and 306 or 322	
Two courses from Music 305, 307, 321, 458, 460	
<i>History and Literature</i>	15
Required: Music 205, 206, and 360 or 461	
Two courses from Music 310-314 (historical periods)	
<i>Applied Music</i>	38
Required: Music 108 and eight semesters of 191	
Eight semesters from each of the following groups:	
1. Music 370-388, in one instrumental area; 2. Music 161-163	
<i>Related Requirements</i>	4
From Music 105, 164, 365, 366. Choice depends on applied area; semester hours vary among the courses.	
<i>General Education Program</i>	36-38
<i>Free Electives</i>	2-5

#### Musical Organizations — Performance

Participation in Chorus, Orchestra or Symphonic Band (Music 161, 162, 163) is required of all performance majors. Chamber ensembles are also available to students. Membership in more than one group is recommended, if the student's schedule permits.

#### Minor in Music

The minor requires a minimum of 18 semester hours in music, as follows: Music 205, 206, 210, 211 and four additional semester hours, including applied courses and ensembles. Music 201, 203 and music education courses may not be elected in the minor.

#### 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 \$160 in addition to the regular college fees. In Music 170-188, students take 14 weekly 30-minute private lessons and are charged a fee of \$80 in addition to the regular college fees.

### Graduate Programs

Adviser: Philip T. McClintock

#### Master of Arts in Teaching in Music

The M.A.T. program is for certified teachers, and the M.A.T.—C. for students seeking certification. The M.A.T.—C. program leads to the M.A.T. degree.

#### Admission Requirements

Equivalent of the Rhode Island College music major (at least 50 semester hours of music) with a 2.75 average or better; evidence of musicianship; entrance examinations in music education, theory, and history and literature. The examinations will be administered on or about October 15, February 15 and July 15. The tests are used for remedial and diagnostic purposes.

<i>Program Requirements — Certified Teachers</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction	3
Music, including Music 501 and	
Thesis, Graduate Project or Recital	21
Comprehensive Examination (oral)	0
	Total: 30

#### Program Requirements — M.A.T.—C.

	<i>semester hours</i>
Humanistic and Behavioral Studies	10
Education Courses, including student teaching; Education 309, 525	18
Music, including Music 501 and	
Thesis, Graduate Project or Recital	12
Comprehensive Examination (oral)	0
	Total: 40

Note: Theses and graduate projects vary, but topics for each must be approved by the departmental graduate committee. The recital is available only to those who clearly exhibit advanced musicianship, and must have the approval of the departmental graduate committee.

#### Course Offerings: Music, Education (Music Education)

##### MUSIC 101: BEGINNING PIANO

(2) 1 semester hour

This is a course in class piano with no previous musical training or ability to read music required. The student is introduced to the piano as an instrument for playing melody with its own accompaniment. Through adult method books, class instruction and individual practice, the student learns the basics of fingering melodies and of supplying accompaniments in various styles.

Not open to music majors.



**MUSIC 102: BEGINNING GUITAR**

(2) 1 semester hour  
This is a course in class guitar with no previous musical training or ability to read music required. The student is introduced to the guitar as an instrument for playing melodies and chords. Through adult method books, class instruction and individual practice, the student learns the basics of fingering melodies and chords and of supplying accompaniments in various styles. Students will be expected to supply their own guitars.

**MUSIC 103: BEGINNING VOICE**

(2) 1 semester hour  
This is a course in class voice with no previous musical training or ability to read music required. The student is introduced to the means of using the voice in musical settings. Basic vocal production and a variety of singing styles are included with emphasis on appropriate interpretation and the enjoyment of singing.  
Not open to music majors.

**MUSIC 104: CLASS PIANO I**

(4) 2 semester hours  
The course content of Class Piano I 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 105: 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 104 or permission of instructor.

**MUSIC 106: 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 161: 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 162: 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 163: 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 164: 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 165: 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 166: 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 170-188: APPLIED MUSIC**

(1) semester hour  
This course provides private study in voice or any of the instruments listed below for non-music majors only. The course may be repeated as desired for elective credit. The student takes 14 weekly 30-minute private lessons and is charged a fee of \$80 in addition to the regular college fees.

Musie 170 Violin	Musie 179 Trumpet
171 Viola	180 French Horn
172 Cello	181 Trombone-Baritone
173 String Bass	182 Tuba
174 Voice	183 Organ
175 Clarinet-Saxophone	184 Piano-Harpisichord
176 Flute	185 Classic Guitar
177 Oboe-English Horn	186 Percussion
178 Bassoon	187 Accordion
	188 Harp

Students registering for Music 170-188 are not required to participate in Music 191: Performance Class, but are encouraged to attend the sessions.

**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.A. 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. This course is designed for the non-music major.

### MUSIC 203: ELEMENTARY MUSIC THEORY

3 semester hours  
Fundamentals of scale construction, intervals, syllables, clefs, rhythms and form are studied with stress placed on musical acuteness through ear-training, sight-singing and dictation.

### MUSIC 204: SIGHT SINGING AND EAR TRAINING

1 semester hour  
A course designed to develop the techniques of solmization 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 205: HISTORY OF WESTERN MUSIC TO 1750

3 semester hours  
This course surveys the development of Western art music from Gregorian Chant through the works of J. S. Bach and Handel. Included are the development of polyphony, the development of secular music and the development of independent instrumental music and form.

This course is open to all qualified students.

*Prerequisite:* Music 203 or 210, or permission of instructor.

### MUSIC 206: HISTORY OF WESTERN MUSIC SINCE 1750

3 semester hours  
Beginning with the antecedents of the late 18th-century style, this course covers the main genres and forms of Western art music to the present time, with emphasis on the contributions of major composers.

This course is open to all qualified students.

*Prerequisite:* Music 203 or 210 and 205, or permission of instructor.

### 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 repertory of the 18th and 19th centuries are analyzed, covering major composers from Haydn to Mahler. The development of the symphony in the mid-18th century and its decline in the 20th are also studied. Open to all students.

### MUSIC 222: OPERA

3 semester hours  
The course is a survey of opera from the 17th century to the present, encompassing factors contributing to the changing styles in opera, the particular contributions of composers, the libretti and the music of the most significant operas of the past and present. Open to all students.

### MUSIC 223: 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.

### MUSIC 225: 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 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 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 310: MEDIEVAL AND RENAISSANCE MUSIC**

3 semester hours

This is an historical and critical study of the development of the musical arts from ancient beginnings through the Middle Ages and the Renaissance. Plainchant, polyphony, sacred and secular music and problems in early notation are examined within the changing socio-aesthetic patterns.

*Prerequisite:* Music 203 or 210, and Music 205 or permission of instructor.

**MUSIC 311: MUSIC OF THE BAROQUE**

3 semester hours

A study of European music literature from the last decade of the 16th century to the mid-18th century. Emphasis is placed on the late baroque—the music of Handel and J. S. Bach—but the development of various styles and media, the national schools and other important composers are also stressed.

*Prerequisite:* Music 203 or 210, and Music 205 or permission of instructor.

**MUSIC 312: MUSIC OF THE CLASSIC ERA**

3 semester hours

This course is a study of the history and literature of music from the mid-18th century to about 1825, including precedents in the *rococo* period. Representative works, chiefly of Mozart, Haydn and Beethoven, will be analyzed.

*Prerequisite:* Music 203 or 210, and Music 206 or permission of instructor.

**MUSIC 313: MUSIC OF THE ROMANTIC PERIOD**

3 semester hours

Musical history and literature during the 19th century, including the late romantic composers, are studied. Representative works in various forms are analyzed in detail.

*Prerequisite:* Music 203 or 210, and Music 206 or permission of instructor.

**MUSIC 314: TWENTIETH-CENTURY MUSIC**

3 semester hours

The music of Western civilization since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg and Hindemith. Also studied are impressionism, post-romanticism and recent stylistic trends.

*Prerequisite:* Music 203 or 210, Music 206 or permission of instructor.

**MUSIC 321: ORCHESTRATION**

3 semester hours

The course is a detailed study of the range, tonal quality and characteristics of the various orchestral and band instruments. Problems and projects in scoring for various ensembles are included.

*Prerequisite:* Music 211; open to others by permission only.

**MUSIC 322: EIGHTEENTH-CENTURY COUNTERPOINT**

3 semester hours

The study of counterpoint is continued to include 18th century styles in canon, fugue, invention and *passacaglia*. Extensive writing and special projects are included.

*Prerequisite:* Music 211 and 306; open to others by permission only.

**MUSIC 360: SEMINAR IN MUSIC LITERATURE**

3 semester hours

The seminar concentrates on a selective topic, announced in advance, and offers intensive study of a major composer or of an important historical development. Knowledge of research techniques is also emphasized.

*Prerequisite:* Music 205 and 206, and Music 210 and 211 or permission of instructor.

**MUSIC 365: LANGUAGE ORIENTATION**

(3) 2 semester hours

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**

1 semester hour

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**

4 semester hours

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. 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-Harpichord
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**

3 semester hours

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**

0 semester hours

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**

3 semester hours

A one-semester study of the theoretical and compositional techniques of 20th century composers.

*Prerequisite:* Music 213 or consent of instructor.

**MUSIC 460: MUSIC THEORY SEMINAR**

3 semester hours

The seminar focuses on advanced topics in the theory and composition of music through writing, analysis, ear training and individual projects. This course is limited to music education students and to others with sufficient background.

*Prerequisite:* Music 212 and permission of instructor.

**MUSIC 461: SEMINAR IN MUSIC PERFORMANCE**

3 semester hours

Participants will study and perform masterpieces from the solo and chamber literature of their instrument. Historical background, including proper performance practice, and pedagogical considerations are included.

*Prerequisite:* permission of department chair.

**MUSIC 501: RESEARCH TECHNIQUES IN MUSIC**

3 semester hours

In this course the techniques of research in music and music education will be investigated and applied. Bibliography will be explored and standard sources used.

*Prerequisite:* consent of instructor.

**MUSIC 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 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 561: 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 562: 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 563: 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 564: 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 565: 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 566: 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 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-Harpichord
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.

**Education (Music Education)**

None of the courses listed below are arts and sciences courses.

**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 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 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 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 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 566: SEMINAR IN MUSIC EDUCATION**

3 semester hours

Selected problems are investigated.

*Prerequisite:* consent of instructor.

**DEPARTMENT OF NURSING**

Assistant Professors Barba, Benson, Carty, Cascone, Cathers, Cunningham-Warburton, Geneaux, Hainsworth, Harrison, Lassan, Maddox, Milhaven, Murphy, Pratt, Shelton, Stein and S. Zaki; Instructors Brem, Carrollton, Lekwart, McGrath, Nowicki, Orsdener, Stepko, C. Sullivan and J. Wood.

**Program of Study**

Major: Nursing (B.S.).

**Major in Nursing**

The major requires a minimum of 44 semester hours in nursing and 28 semester hours of cognates. A total of 120 semester hours is required for a Bachelor of Science degree in nursing.

**Required Courses**

	semester hours	
Nursing 100, 201, 301, 302, 303, 304, 341, 345, 351, 366.	44	
<i>(Registered nurses take Nursing 207 instead of Nursing 100 and 201.)</i>		

**Cognates**

Required: Biology 331, 335, 348; Chemistry 103, 104; Psychology 216, 330	28
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**Suggested Sequence**

While the program is designed to take four academic years, provisions for flexibility allow students to enroll full or part time.

First Semester	semester hours	Second Semester	semester hours
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4
History 110	3	English 101	3
General Education	3	History 111	3
	14	General Education (Psychology 210)	3
			17
<b>Third Semester</b>		<b>Fourth Semester</b>	
Biology 331	4	Biology 335	4
Biology 348	4	Psychology 216	4
Nursing 100 <sup>1,2</sup>	0 or 2	Nursing 201 or 207 <sup>2</sup>	4 or 6
Psychology 330	4	General Education	3
English 102	3		15 or 17
	15 or 17		
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
Nursing 301-302	6	Nursing 301-302	6
Nursing 303-304	4	Nursing 303-304	4
General Education	3	General Education	3
Free Elective <sup>3</sup>	3	Free Elective <sup>3</sup>	3-4
	16		16-17
<b>Seventh Semester</b>		<b>Eighth Semester</b>	
Nursing 341	5	Nursing 351	5
Nursing 345	4	Nursing 366	2
General Education	3	Free Electives <sup>3</sup>	6-8
	12		13-15

<sup>1</sup> Nursing 100 may be taken during the freshman year or the first semester of sophomore year and must be completed before application to the nursing program. However, satisfactory completion of Nursing 100 does not guarantee admission to the program.

<sup>2</sup> Registered nurses take Nursing 207 instead of Nursing 100 and 201.

<sup>3</sup> Students are advised that 120 semester hours are required for graduation and that they should choose their electives in order to satisfy this requirement.

**Admission**

There is a special procedure for admission into the major in nursing which requires filing of separate application with the Department of Nursing after specified criteria are completed. Each applicant will be judged according to the standards for admission then in effect as published in the General College Catalog. The college reserves the right to limit the number of places available to those who qualify for admission to the nursing program. Criteria are as follows:

1. Completion of at least 44 semester hours including the prerequisite courses: Biology 331, 348; Chemistry 103, 104; General Studies 150 (for sophomores only); Nursing 100. (Registered nurses are not required to take Nursing 100; they take Nursing 207 in lieu of Nursing 100 and 201. Nursing 207 is taken upon matriculation at RJC.)
2. Attainment of a minimum overall cumulative index of 2.5.
3. A grade of C or better in Nursing 100. For the registered nurse student a grade of C or better in Nursing 207 if taken before application to the major.

*Note:* Biology 335, Psychology 216 and 330 are not prerequisites for admission. However, they are prerequisites to junior-level courses in nursing.

Applications for admission into the major in nursing should be filed before October 15 for spring enrollment and before February 15 for fall enrollment. Application forms may be obtained from the Admissions Office or from the Department of Nursing.

Applications are processed by the Admissions and Retention Committee of the Department of Nursing. Each student will be informed by letter of the action taken.

The admissions procedure is currently under review and subject to change in the future. Students will be notified of changes in writing.

#### *RN Students*

The Department of Nursing has developed learning tracks to enable RN students to complete a baccalaureate program. RN students meet the same requirements for admission as other baccalaureate nursing students. They take Nursing 207 instead of Nursing 100 and 201.

Nursing 207: Baccalaureate Education for Nursing is offered in the fall semester and is required before students can challenge the junior-level nursing courses. These junior-level challenge examinations are offered in late fall and in early spring.

The Senior Level Placement Process is offered only in the spring semester to RN students who qualify for Nursing 314 and Nursing 345. This process must be completed by April 15 of each year.

#### *Lateral Transfer Students*

Students within the Rhode Island College community who desire a change of major to nursing must consult with the department chair prior to applying for admission to the program.

#### *Second Degree Candidates*

Initial application is made to the college Admissions Office. The criteria and application procedures for admission to the major in nursing are the same as described above.

#### *Transfer Students*

Transfer students accepted into the college after March 15 will be reviewed on an individual basis by the Admissions and Retention Committee of the Department of Nursing for possible fall enrollment in nursing courses with a clinical component. In addition to the criteria for admission to the major stated above, students transferring from other nursing programs may be required to forward a letter of recommendation from the head of the previous program.

#### *Retention*

Students in nursing must maintain each semester the grade point index designated by the college for the number of credits earned (see *Student Handbook* for required indices).

Students in nursing must achieve a grade of C or better in all required nursing courses. A course in nursing may be repeated once. A student who does not receive a grade of C the second time in the course will be dismissed from the program.

For nursing courses that have a practicum, student performance in the practicum is graded as Pass/Fail. A "Fail" performance in the practicum results in a grade of F for the course, regardless of grades in the theoretical component.

When students wish to repeat a course in which they received a grade of D, college policy requires them to petition the Admissions and Retention Committee of the Department of Nursing and, in some cases, the Academic Standing Committee of the college for permission to audit the course. Details on the appropriate procedure are available from the Department of Nursing. Regulations for repeating a course in which a grade of F was received are in the *Student Handbook*.

The Credit/No Credit option is not permitted in required courses and cognates in the major in nursing.

The faculty of the Department of Nursing reserves the right to require withdrawal or dismissal of a student who gives evidence, academically or personally, of inability to carry out professional responsibilities in nursing. Students who do not meet retention standards are dismissed from the program. Appeal procedures are described in the *Student Handbook*.

#### *Health Requirement*

Freshman students are required to have a completed College Medical Form and a Supplemental Health Form specifying the additional health requirement for admission in nursing on file in the college's Health Services. Verification of College Medical Form and Supplemental Health Form must be submitted with the department application. The Supplemental Health Form and Verification of Health Record Form are available from the Department of Nursing. Each year thereafter students will provide evidence to the college's Health Services of a negative Mantoux or Tine Test, and follow-up chest X-ray if indicated. Before beginning Nursing 304, students must have obtained a Rubella Titer.

Students will not be admitted to the first class meeting of nursing courses with a practicum component without having complied with the health requirements.

#### *Clinical Placements*

Clinical learning provides students with the opportunity to carry out nursing care for persons of all ages and in all stages of the health-illness spectrum. Enrolled students who plan to take a nursing course with a clinical component should register through the Department of Nursing early in the semester before the course is taken. The Department of Nursing retains the right to place and schedule students in appropriate clinical settings. Although every effort will be made to place all students, it is possible that in any given semester sufficient placements may not be available.

#### *Changes in Requirements*

The college reserves the right to change requirements for the nursing program. Newly adopted standards will apply to all students enrolled. Students will be notified in writing of such changes.

#### *Licensure*

Graduates of the program are eligible to apply to take state board examinations for licensure as a registered nurse in any state.

### **Course Offerings: Nursing**

*For Nursing Majors Only unless otherwise indicated.*

#### **NURSING 100: NURSING I**

2 semester hours

This course provides an orientation to the profession, the role and the history of nursing. It introduces students to the systems-developmental-stress model, a conceptual framework for professional nursing. Human systems are viewed as open systems experiencing the stress process along a developmental continuum. The nursing process is presented as the method by which clients are assisted to attain and maintain a state of optimal well-being.

*Prerequisite: declared nursing major.*

#### **NURSING 201: NURSING II**

6 semester hours

This course provides an opportunity for beginning analysis and application of the nursing concepts derived from the conceptual framework. In the practicum, emphasis is placed on the development of cognitive, interactive and psychomotor skills in the assessment phase of the nursing process. Independent study sessions in the learning resource laboratory encourage students to be self-directive and to develop skills needed to provide nursing care to clients.

*Prerequisite: Nursing 100 and admission to nursing program.*

**NURSING 207: BACCALAUREATE EDUCATION FOR NURSING**

4 semester hours

This course orients the registered nurse student to the systems-developmental-stress model as a conceptual framework for professional nursing. Emphasis is on the nursing process as the scientific methodology for nursing practice. The milieu of this practice is examined. Communication, teaching-learning, accountability and quality assurance are key elements.

*Prerequisite:* RN license. Registered nurse students accepted into the nursing program.

**NURSING 301: NURSING III**

6 semester hours

This course analyzes common stress factors affecting the biophysical subsystems which regulate cellular growth, ventilation, circulation and fluid excretion in the individual client. Sociological and psychological subsystems are studied in relation to predictable states of altered well-being. Nursing strategies for actual and potential deviations from health are developed utilizing the nursing process. Practicum provides for opportunities to apply knowledge to the care of the adult or child clients.

*Prerequisite:* Nursing 201, Psych. 330, Bio. 335.

**NURSING 302: NURSING IV**

6 semester hours

This course analyzes common stress factors affecting the biophysical subsystems which regulate hormonal balance, sensory neuromotor function, and digestive, absorptive and excretory mechanisms in the individual client. Sociological and psychological subsystems are studied in relation to predictable states of altered well-being. Nursing strategies for actual and potential deviations from health are developed utilizing the nursing process. Practicum provides for opportunities to apply knowledge to care of adult or child clients.

*Prerequisite:* Nursing 201, Psych. 330, Bio. 335.

**NURSING 303: NURSING V**

4 semester hours

This course examines psychological, sociological and to a lesser degree, biophysical stress factors in relation to their impact upon the optimal well-being of human systems. The nursing process is the methodology used to determine those strategies which are essential to the nurse in assisting individuals throughout the life cycle and to achieve and/or maintain mental health. Learning experiences provide the opportunity to apply nursing theory to emotionally ill individuals and families. Communities as a cause of stress and stress reduction are explored.

*Prerequisite:* Nursing 201, Psych. 330, Bio. 335.

**NURSING 304: NURSING VI**

4 semester hours

This course examines the nursing management of the stress process as it relates to the normal and at-risk childbearing/childrearing experiences of individual and family human systems. Opportunity to further develop the use of nursing process to enhance the optimum well-being of clients is provided through selected practicum experiences in a variety of health care settings.

*Prerequisite:* Nursing 201, Psych. 330, 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 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: NURSING VII**

5 semester hours

This course examines the actual and potential stress factors of complex health problems and their effects on human systems. Emphasis will be placed on the application of nursing process and the teaching-learning process to assist clients in acute care settings to attain and maintain optimal well-being.

*Prerequisite:* Nursing 301, 302, 303, 304, Psych. 216.

**NURSING 345: NURSING VIII**

4 semester hours

This course examines the health of family and community systems as they are influenced by actual and potential biological, psychological, and sociological stress-factors. Epidemiology, prevention, health planning, health advocacy and health politics are among the areas included. The nursing process is applied in practicum settings in schools, ambulatory care centers and community based health related agencies.

*Prerequisite:* Nursing 301, 302, 303, 304; Psych. 216.

**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: NURSING IX**

5 semester hours

This course focuses on the analysis, synthesis and evaluation of previously learned concepts as they relate to nursing and health care. Emphasis is on professional role and analysis, leadership knowledge and skills, and use of the research process. Independent and collaborative action on the part of students is expected. A variety of health care settings serve as the vehicle for actualizing the generalist role of the professional nurse.

*Prerequisite:* Nursing 341, 345.

**NURSING 366: NURSING X**

2 semester hours

This course focuses on the synthesis of knowledge in defining the evolving role and responsibility of the professional nurse. The historical development of professional nursing and nursing as part of the health care system are examined. Students identify stressors affecting trends in the profession. Issues and problems are explored with possible alternatives suggested.

*Prerequisite:* Nursing 341 and 345 or permission of instructor.

**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.

**DEPARTMENT OF PHILOSOPHY AND FOUNDATIONS OF EDUCATION**

Professors Averill, Blanchard, Houghton, Howell, Olmsted, Pierdzina and Williston; Associate Professors Alfonso (chair), Castiglione and S. Smith; Assistant Professor Osborn.

**Programs of Study**

Major: Philosophy (B.A.).

Minors: Philosophy, Religious Philosophies and Foundations of Education, Foundations of Education.

**Major in Philosophy**

The major requires a minimum of 30 semester hours in philosophy, with at least 18 semester hours at the 300-level. It is suggested that students concentrate in one of following areas: logic, values, history of philosophy, aesthetics (or other areas with departmental approval).

**Areas of Study in the Major**

Select A, B, C or D.

	<i>semester hours</i>
A. Logic:	
Philosophy 200, 205, 305, 311, 320, 350 or 360, 358, 359; and any two philosophy courses	31-33
B. History of Philosophy:	
Philosophy 200, 201, 351, 355, 356, 357 or 300, 358 or 359; and any two philosophy courses	31-33
C. Values:	
Philosophy 206, 212 or 241, 301, 312, 313, 321, 357, and 358 or 300; and any two philosophy courses	31-34
D. Aesthetics:	
Philosophy 201, 230, 300, 351, 356, 357, and 350 or 360; and any two philosophy courses	31-33

Note: With the permission of the department chair, course and credit substitutions may be granted for both new and old philosophy majors/minors.

**Minor in Philosophy**

The minor requires a minimum of 18 semester hours in philosophy, with at least 6 semester hours at the 300-level. The courses chosen should form a coherent program.

**Minor in Religious Philosophies and Foundations of Education**

The minor in religious philosophies and foundations of education consists of at least 18 semester hours in various disciplines.

	<i>semester hours</i>
Required: Philosophy 201, 241, Foundations of Education 250 (alternately in Christianity, Hinduism, Buddhism, etc.), 343	12
Two electives from the following: Anthropology 302, 337; English (appropriate course with permission of adviser); History 306, 310, 316, 343, 344, 356; Philosophy 350, 351, 355-358, Sociology 313	6-8

**Minor in Foundations of Education**

The minor in foundations of education requires a minimum of 15 semester hours as outlined below. Foundations of Education 250 may be substituted for any course listed in A, B, C, D or E, upon approval of the department.

The minor is designed to explore interrelationships of education and other fields, such as politics, economics and psychology.

	<i>semester hours</i>
Required: Foundations of Education 360	3
Three or four electives from any three of the following five groups:	
A. Foundations of Education 322; Philosophy 321; Psychology 344	12
B. Philosophy 201, 241, 300	

C. Foundations of Education 343; Philosophy 206,

Political Science 322

D. Economics 343; Foundations of Education 322;

Philosophy 200, 321

E. Economics 343; Foundations of Education 405; 420 or 441 or 575.

Note: It is not necessary for liberal arts students to take Foundations of Education 220 or 302 in the minor, but credit will be given to those who do.

**Course Offerings: Foundations of Education, Philosophy**

*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 220: 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 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 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**

Selected topics in foundations of education may be investigated by individual students with the approval of the department. *3 semester hours*

**FOUNDATIONS OF EDUCATION 402: CURRENT PROBLEMS IN EDUCATION**

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. *3 semester hours*

*Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.*

**FOUNDATIONS OF EDUCATION 405: INTRODUCTION OF COMPARATIVE EDUCATION**

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. *3 semester hours*

*Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.*

**FOUNDATIONS OF EDUCATION 410: HISTORY OF WESTERN EDUCATIONAL THOUGHT**

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. *3 semester hours*

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 415: HISTORY OF AMERICAN EDUCATION**

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. *3 semester hours*

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**

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. *3 semester hours*

Graduate students enrolled in the M.A.T.-C. program may take this course in lieu of Foundations of Education 220.

*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**

This course analyzes the political institutions and practices which determine the priorities used in formulating public school policy. *3 semester hours*

*Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.*

**FOUNDATIONS OF EDUCATION 441: COMPARATIVE PHILOSOPHIES OF EDUCATION**

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. *3 semester hours*

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**

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. *3 semester hours*

*Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.*

**FOUNDATIONS OF EDUCATION 445: LOGIC OF TEACHING**

Topics will include the application of logic to teaching practices and critical thinking. *3 semester hours*

*Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.*

**FOUNDATIONS OF EDUCATION 450: TOPICS IN FOUNDATIONS OF EDUCATION**

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. *3 semester hours*

**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**

Selected topics in foundations of education may be investigated by individual students with the approval of the department. *3 semester hours*

**FOUNDATIONS OF EDUCATION 501: EDUCATION AND SOCIAL INSTITUTIONS**

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. *3 semester hours*

*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.

**Philosophy**

*All the courses listed below are arts and sciences courses.*

**PHILOSOPHY 200: PROBLEMS OF PHILOSOPHY**

3 semester hours

Involved in this course are an examination and evaluation of beliefs about our knowledge of the world, moral judgments, political ideals, the interpretation of history, the methods and nature of science, the existence of God, man's freedom and the problems of meaning and verification. Emphasis is placed on ways of reasoning appropriate to the justification of these beliefs.

**PHILOSOPHY 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**

3 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**

3 semester hours

An examination and explanation of ethical judgments is made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuitional, hedonistic and naturalistic ethical theories are considered.

**PHILOSOPHY 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**

3 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 1960. The classical American philosophers are the crux of the course, and some of their major works are read. The philosophers are Charles S. Peirce, William James, Josiah Royce, George Santayana, John Dewey and Alfred N. Whitehead.

**PHILOSOPHY 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:* one 200-level course in philosophy, economics or management.

**PHILOSOPHY 305: INTERMEDIATE LOGIC**

3 semester hours

The use of the logic of propositions, classes and relations is studied. Alternate systems and notations of two-valued logics are analyzed. Some multi-valued logics are validated.

*Prerequisite:* Phil. 205 or consent of instructor.

**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 313: PHILOSOPHY OF THE FAMILY** 3 semester hours

This course addresses a variety of conceptions of family and the events which are considered constitutive of family, the meanings which have been ascribed to these events, and the rationales which philosophers have offered in light of their visions of life and reality.

*Prerequisite:* any 200-level philosophy course or consent of instructor.

**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 philosophical 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: CONTEMPORARY ANALYTIC PHILOSOPHY** 3 semester hours

This course focuses on late 19th- and 20th-century philosophers of language with particular interest upon their technical works in analytical philosophy. G. E. Moore, Gilbert Ryle, Ludwig Wittgenstein, Rudolf Carnap, G. Morris and A. Tarski are

among the philosophers studied who applied techniques of the logical analysis of language to philosophical problems of knowledge, existence and value.

*Prerequisite:* any 200-level philosophy course.

**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**

See Department of Health and Physical Education.

**DEPARTMENT OF PHYSICAL SCIENCES**

Professors Borst, Laferriere, Marzocco (chair) and O'Keefe, Associate Professors Brotherton, Deckey, Gehrenbeck, Gilbert, Glanz, Greene, Peterson, Viens and Williams; Assistant Professors Barsby and Magyar.

**Programs of Study**

Majors: General Science (B.A.); Physical Sciences (B.A.); Chemistry (B.S., B.A.);

Minors: Chemistry, Physics.

Graduate Programs: General Science (M.A.T., M.A.T. — C. Program);

Physical Science (M.A.T., M.A.T. — C. Program).

**Major in General Science**

The general science major requires a minimum of 36 semester hours in the biological and physical sciences, and at least 12 semester hours of cognates in mathematics. The major prepares students to teach in junior high school.

	semester hours
<b>Required Courses</b>	30
Biology 101, 102; Chemistry 103 or 103H, 104 or 104H;	
Physical Science 212, and 214 or 216; Physics 101-102 or 103-104	
<b>Choices in Major</b>	6-8
Two additional courses at the 200-level or above in one of the four areas: biology, chemistry, physical science, physics	
<b>Cognates</b>	12
Required: Mathematics 209, 212, 313	
<b>Retention</b>	
To continue in the major beyond the second year, a student must have at least a 1.69 average in all mathematics courses completed.	
<b>Suggested Sequence (Freshmen)</b>	
<i>First Semester</i>	<i>Second Semester</i>
Physics 101	Physics 102
Mathematics 209	Mathematics 212

English 101  
History 110

English 102  
History 111  
General Education

#### Major in Physical Sciences

The major requires a minimum of 39 semester hours in the physical sciences, and at least 16 semester hours of cognates.

The major prepares students to teach chemistry and physics in senior high school. Graduates meet Rhode Island State Department of Education certification requirements in both sciences.

	<i>semester hours</i>
<i>Required Courses</i>	30
Chemistry 103 or 103H, 104 or 104H, 205-308; Physical Science 107, 108; Physics 101-102 or 103-104, 300	
<i>Choices in Major</i>	9-12
One course from Chemistry 205, 303, 304 Two courses from Physics 203, 301, 303, 307, 308	
<i>Cognates</i>	16
Mathematics, through Mathematics 314. Ordinarily this includes Mathematics 209, 212, 313, 314.	
<i>Retention</i>	
To continue in the major beyond the first year, a student must have at least a 1.69 average in all mathematics courses completed.	
<i>Suggested Sequence (Freshmen)</i>	
<i>First Semester</i>	<i>Second Semester</i>
Chemistry 103	Chemistry 104
Physics 101	Physics 102
Mathematics 209	Mathematics 212
History 110	History 111

#### Bachelor of Science Curriculum in Chemistry

The B.S. major requires a minimum of 42 semester hours in chemistry and at least 26 semester hours of cognates. In addition, work in the following areas is encouraged: French, German or Russian to an intermediate level, Computer Science 102 or 104 and Mathematics 315. Students must also complete the General Education Program and choose free electives to make a total of at least 120 semester hours for the curriculum.

The Bachelor of Science program, since it includes more required courses and fewer electives, is more specialized than the Bachelor of Arts program. The B.S. degree will prepare the student for a career in chemistry, which may be initiated with this degree or following graduate work. It is especially suitable for those interested in research in chemistry.

	<i>semester hours</i>
<i>Required Courses</i>	42
Chemistry 103 or 103H, 104 or 104H, 205, 206, 303-308, 314, 321, 393	
<i>Cognates</i>	26
Required: Mathematics 212, 313, 314, 316; Physics 103-104 (Physics 101-102 may be substituted for 103-104 in unusual circumstances, with permission of the department chair) One course from Biology 410; Physics 300, 301, 307	
<i>General Education Program</i>	36-38
<i>Free Electives</i>	14-16

#### Retention

To continue in the major beyond the first year, a student must have at least a 1.69 average in all mathematics courses completed.

#### Suggested Sequence (Freshmen)

<i>First Semester</i>	<i>Second Semester</i>
Chemistry 103 or 103H	Chemistry 104 or 104H
Physics 103	Physics 104
Mathematics 212	Mathematics 313
History 110	History 111

#### Major in Chemistry, Liberal Arts

The B.A. major requires a minimum of 31 semester hours in chemistry and at least 20 semester hours of cognates.

The Bachelor of Arts program is less specialized than the Bachelor of Science program and has more room for electives. Students may combine this program with courses in business, biology, etc., in preparation for various careers in chemical and other technological industries. When combined with biology electives, this program is ideal basic preparation for careers in medicine or environmental science.

	<i>semester hours</i>
<i>Required Courses</i>	31
Chemistry 103 or 103H, 104 or 104H, 205, 206, 303-308	
<i>Cognates</i>	20
Required: Mathematics 212, 313, 314; Physics 101-102 or 103-104.	

#### Retention

To continue in the major beyond the first year, a student must have at least a 1.69 average in all mathematics courses completed.

#### Suggested Sequence (Freshmen)

<i>First Semester</i>	<i>Second Semester</i>
Chemistry 103 or 103H	Chemistry 104 or 104H
Mathematics 209 or 212	Mathematics 212 or 313
English 101	English 102
History 110	History 111
	General Education

#### Minor in Chemistry

The chemistry minor consists of five courses (minimum of 19 semester hours). Normally this would include Chemistry 103, 104, 205, 206 and one 300-level chemistry course.

#### Minor in Physics

The minor consists of five courses in physics in any combination (minimum of 17 semester hours).

### Graduate Programs

*Advisers: J. George O'Keefe, George Deckey, John E. Peterson and Miner Brotherton.*

#### Master of Arts in Teaching in General Science

The M.A.T. program is for certified teachers, and the M.A.T. — C for students seeking certification. The M.A.T. — C program leads to the M.A.T. degree.

**Admission Requirements**

Normally an undergraduate degree with a major in a science or mathematics is required. Admission will be based on the student's undergraduate record, letters of recommendation and an interview.

<i>Program Requirements — Certified Teachers</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction	3
Physical and Biological Sciences	
Six semester hours of mathematics may be included, with adviser's approval.	21
	<b>Total: 30</b>

<i>Program Requirements — M.A.T. — C.</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	10
Education Courses, including student teaching	13-15
Physical and Biological Sciences	12
	<b>Total: 35-37</b>

*Note:* In the combined graduate and undergraduate programs, students must have a minimum of 44 semester hours in the physical and biological sciences. The total must include three one-semester courses in each of the four areas of general science: biology, chemistry, earth science and physics.

**Master of Arts in Teaching in Physical Science**

The M.A.T. program is for certified teachers, and the M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree.

**Admission Requirements**

Normally an undergraduate degree with a major in a science or mathematics is required. Admission will be based on the student's undergraduate record, letters of recommendation and an interview.

<i>Program Requirements — Certified Teachers</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction	3
Chemistry and Physics	
Six semester hours of mathematics may be included, with adviser's approval.	21
	<b>Total: 30</b>

<i>Program Requirements — M.A.T. — C.</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	10
Education Courses, including student teaching	13-15
Chemistry or Physics	12
	<b>Total: 35-37</b>

*Note:* In the combined graduate and undergraduate programs, students must have a minimum of 30 semester hours in the area of concentration (chemistry or physics) and at least 18 semester hours in a second discipline.

A chemistry concentration must include Chemistry 392 (problems) for two semesters hours, analytical chemistry and two semesters each of organic and physical chemistry.

A physics concentration must include Physical Science 392 (problems) for two semester hours and one semester each of atomic-nuclear physics, electricity-magnetism, quantum physics and mechanics.

**Course Offerings: Chemistry, Physical Science, Physics**

**CHEMISTRY 103-104: GENERAL CHEMISTRY** (12) 8 semester hours  
Topics include stoichiometry, periodicity, atomic theory, chemical bonding, chemical reactions, kinetic molecular theory, states of matter, acid-base chemistry and theory, kinetics, thermodynamics, electrochemistry, equilibrium systems, and introductions to organic and nuclear chemistry. Throughout the course, considerable emphasis is placed upon the relationship between conceptual models and empirical observations. The laboratory presents selected experiments designed to illustrate and emphasize these concepts and to develop quantitative techniques. This two-semester sequence prepares students for further work in chemistry.

Two semesters. Three lecture periods and one three-hour laboratory.  
*Prerequisite:* successful completion of Chem. 103 or its equivalent is a prerequisite to Chem. 104.

**CHEMISTRY 103H-104H: HONORS**

**GENERAL CHEMISTRY** (12) 8 semester hours  
This course is intended for the student with a good background in science and mathematics, especially those planning to continue in science. Topics covered are those found in Chemistry 103-104 and such additional topics as solid state chemistry, coordination chemistry and biochemistry. The laboratory features experiments similar to those in Chemistry 103-104 as well as small research projects as options. Two semesters. Three lecture periods and one three-hour laboratory period.

*Prerequisite:* successful completion of Chem. 103H or its equivalent is a prerequisite to Chem. 104H.

**CHEMISTRY 205-206: ORGANIC CHEMISTRY** (12) 8 semester hours  
This is a two-semester course on the structure and reactions of compounds ranging from alkane series to natural products. 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. 104. Successful completion of Chem. 205 or its equivalent is a prerequisite to Chem. 206.

**CHEMISTRY 303: INORGANIC CHEMISTRY** 3 semester hours  
Chemical bonding is discussed for ionic and covalent substances from a quantum mechanical viewpoint. Acid-base theories, periodicity, coordination chemistry and the chemistry of the elements are presented.

One semester. Three lecture periods.  
*Prerequisite:* Chem. 104 and Math. 313 or consent of department chair.

**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 consent 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 102 or 104 and Chem. 104. Successful completion of Chemistry 305 or its equivalent is a prerequisite to Chem. 306.

**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 coquisite:* Chem. 305 for 307; 306 for 308.

**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 and Physics 102 or 104.

**CHEMISTRY 314: INSTRUMENTAL METHODS OF ANALYSIS**

(6) 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 department chair.

**CHEMISTRY 321: IDENTIFICATION OF ORGANIC COMPOUNDS**

(6) 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. 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 chemistry faculty. The particular area of chemistry will be selected on the basis of the interests of the student and instructor.

*Prerequisite:* consent of department chair.

**CHEMISTRY 391, 392, 393: RESEARCH IN CHEMISTRY**

1-3 semester hours

The student does research in an area selected after consultation with the instructor and prepares a report of the work. A maximum of six credits may be earned in these courses.

*Prerequisite:* consent of department chair.

**Physical Science****PHYSICAL SCIENCE 103: PHYSICAL SCIENCE**

(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 four major conceptual schemes: matter, force and motion, energy, and chemical change. The laboratory uses the investigative approach and the emphasis is on principle rather than precision.

This course is not open for credit for those who have received credit for Physics 101 or 103. 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 an understanding of the physical laws which describe the environment and which also place limitations upon possible solutions to the problems. Student projects are an integral part of the course.

One semester. Two one-hour lectures and one two-hour laboratory per week.

**PHYSICAL SCIENCE 205: EARTH'S PHYSICAL ENVIRONMENT**

3 semester hours

This introductory course in earth science integrates concepts of geology, meteorology and oceanography into a unified study of the materials, forces and processes which have acted to shape the surface of the earth. The emphasis is upon the physical laws that describe how the earth has developed and continues to change.

Credit will not be allowed for both Geography 205 and Physical Science 205.

**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**

(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 explanation 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** (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 102 or 104, Chem. 104 or consent 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 consent of department chair.**PHYSICAL SCIENCE 390: INDEPENDENT STUDY IN PHYSICAL SCIENCE**

3 semester hours

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

*Prerequisite:* consent of department chair.**PHYSICAL SCIENCE 391, 392, 393: RESEARCH 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****PHYSICS 101-102: GENERAL PHYSICS**

(1) 8 semester hours

The first semester of this non-calculus based sequence includes a study of vectors, statics, kinematics, Newton's laws of motion, energy, momentum, thermodynam-

ics and wave motion. The second semester includes the study of electrostatics, elementary DC and AC circuit theory, magnetism, electromagnetic waves and modern physics. The laboratory presents selected experiments designed to illustrate and emphasize these concepts.

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

*Prerequisite:* successful completion of Physics 101 or equivalent is a prerequisite to Physics 102.**PHYSICS 103-104: GENERAL PHYSICS**

(1) 2 8 semester hours

The first semester of this calculus-based physics sequence includes a study of vectors, statics, kinematics, Newton's laws of motion, energy, momentum, thermodynamics and wave motion. The second semester includes the study of electrostatics, elementary DC and AC circuit theory, magnetism, electromagnetic waves and modern physics. The laboratory presents selected experiments designed to illustrate and emphasize these concepts.

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

*Prerequisite:* Math. 212 preceding or concurrent. Successful completion of Physics 103 or equivalent is a prerequisite to Physics 104.**PHYSICS 203: OPTICS**

(4) 3 semester hours

The history, theory, and applications of geometrical, physical, and quantum optics will be presented. Specific topics include reflection and refraction at boundaries, lenses, polarization, interference, diffraction and spectra. Laboratory experiences include ray tracing techniques, optical bench measurements and spectral analysis.

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, and elementary particles. The laboratory presents selected experiments designed to illustrate and emphasize these concepts.

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: INTERMEDIATE MECHANICS**

3 semester hours

The mechanics of particles and continuous media are studied and the methods of advanced dynamics are introduced. Topics covered include vector analysis, simple damped and forced harmonic motion, central force motion and Lagrange's equations of motion.

One semester. Three lecture periods.

*Prerequisite:* Physics 102 or 104 and Math. 316 preceding or concurrent.**PHYSICS 307: QUANTUM MECHANICS**

3 semester hours

This course will demonstrate the breakdown of classical physics on the atomic scale and introduce the wave function as a means of describing a particle with wave properties. The Schrodinger Equation will be developed and solved for some simple situations. Topics may include magnetic dipole moments, spin, transition rates, atomic X-ray and optical excitations, and magnetic properties of solids.

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 390: 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 physics faculty. The particular area of physics will be selected on the basis of the interests of the student and instructor.

*Prerequisite:* consent of department chair.

**PHYSICS 391, 392, 393: RESEARCH IN PHYSICS**

1-3 semester hours

The student does research in an area selected in consultation with the instructor and prepares a report of the work. A maximum of six credits may be earned in these courses.

*Prerequisite:* consent of department chair.

**PHYSICS**

See Department of Physical Sciences.

**DEPARTMENT OF POLITICAL SCIENCE**

*Professors:* E. H. Perry, Profughi and Winter (chair); *Associate Professors:* Perrotta, Rickabaugh and Stone; *Assistant Professor:* Oppenlander.

**Programs of Study**

*Major:* Political Science — General Major or with emphasis in Public Administration (B.A.)

*Minor:* Political Science.

**Major in Political Science — General Major**

The political science major requires a minimum of 30 semester hours in the discipline and at least 12 semester hours of cognates. Courses must include four of the following areas: 1. political thought, 2. public administration, 3. state and local government, 4. comparative government, 5. public law, 6. international relations, 7. American politics and policy formation. See department for advisement. The cognate requirement is waived for students in elementary education.

**Required Courses**

Political Science 202, 360

**Choices in Major**

At least two basic courses (200-level) in political science. The balance of the major is usually selected from the department's advanced courses (300-level)

semester hours

6

24

**Cognates**

At least 12 semester hours in related disciplines, with adviser's approval

12

**Major in Political Science — with Emphasis in Public Administration**

The major with emphasis in public administration requires a minimum of 30 semester hours in political science and at least 12 semester hours of cognates. Courses must include four of the following areas: 1. political thought, 2. public administration, 3. state and local government, 4. comparative government, 5. public law, 6. international relations, 7. American politics and policy formation. See department for advisement. The cognate requirement is waived for students in elementary education.

The program is pre-professional; it gives students the background for domestic governmental service and for involvement in community politics. Field work in Political Science 329 is an essential part of the program, and is conducted under the joint supervision of college faculty and public and private political organizations.

**Required Courses**

Political Science 202, 255, 329, 360

**Choices in Major**

At least two courses from Political Science 208, 211, 305, 325, 327, 331, 332, 335, 351, 352, 355, 356

At least three additional courses from any of the department's regular offerings

**Cognates**

At least 12 semester hours in related disciplines, with adviser's approval

semester hours

13

17

12

**Minor in Political Science**

Students may elect a minor in political science, minimum of 18 semester hours. Two courses from Political Science 200, 202, 204, 206, 207 and 208 are required. The remaining courses are selected from departmental offerings at the 300-level.

**Minor in Criminal Justice**

See Department of Sociology.

**Internship Program**

The Department of Political Science offers internship opportunities in both Washington, D.C., and the Rhode Island State House. In cooperation with the U.S. senators and congressmen from Rhode Island, several students are chosen each spring semester to spend a week in the Washington office of either of the senators or the representatives. 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 with the executive and judicial branches of the state government.

**Course Offerings: 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 208: INTRODUCTION TO THE LAW** 3 semester hours  
This course introduces students to legal problems and issues. A major objective is to analyze how the law and legal system affect the everyday lives of citizens. The emphasis is on topics of current concern at all levels of government.

**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 307: AMERICAN POLITICAL BEHAVIOR** 3 semester hours  
This course explores the political behavior of Americans. Voting behavior, the development of political leadership, political behavior in organizational and institutional settings, political socialization, the formation and impact of public opinion in American politics, and the development of political culture in the United States will be the major topics in the course.

*Prerequisite: one political science course at the 200-level or consent of 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. 235 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 PUBLIC POLICY**

4 semester hours

This course acquaints the student with the role of the courts as one set of policy-makers in the American political system. Special attention is given to the impact of judicial decisions of the United States Supreme Court on the Constitution, the Presidency, foreign affairs, federal policing, inter-governmental relations, taxing and other selected public policy areas.

*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 335: JURISPRUDENCE AND THE AMERICAN JUDICIAL PROCESS**

3 semester hours

Following an inquiry into the nature of law through the examination of selected theories of jurisprudence, this course will focus on such concerns as judicial organization and process, judicial administration, judicial behavior, and the politics of justice at both the state and national level.

*Prerequisite:* one political science course at the 200-level.

**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 366: SEMINAR IN CRIMINAL JUSTICE**

3 semester hours

The purpose of the seminar is to examine the functions and interrelations of various parts of the criminal justice system including civil rights, criminal law, police and courts, as well as methods utilized in the United States to deal with offenders who are found guilty of breaking the laws of society. Institutional care and treatment programs — traditional and current innovations — as well as after care will be studied. Field trips will be included. Students cannot receive credit for both Sociology 366 and Political Science 366.

*Prerequisite:* Pol. Sci. 332 and Soc. 308 or permission of department chair.

**POLITICAL SCIENCE 371: READINGS IN POLITICAL SCIENCE**

3 semester hours

This course provides independent readings to meet the needs of individual students in political science.

*Prerequisite:* limited to majors; approval of political science adviser and instructor is required.

**POLITICAL SCIENCE 381: WORKSHOP IN PUBLIC SERVICE**

1-4 semester hours

Selected topics are investigated in various formats. Credits and prerequisite may vary.

**POLITICAL SCIENCE 390: INDEPENDENT RESEARCH IN POLITICAL SCIENCE**

4 semester hours

This course provides individual students with an opportunity to select and undertake concentrated research under the supervision of a faculty adviser.

*Prerequisite:* consent of instructor.

**POLITICAL SCIENCE 480: WORKSHOP IN POLITICAL SCIENCE**

1-4 semester hours

Selected topics are investigated in various formats. Credits and prerequisite vary.

**PORTUGUESE**

(Department of Modern Languages)

**Program of Study**

Minor: Portuguese.

**Minor in Portuguese**

The minor in Portuguese consists of at least 20 semester hours, as follows: Portuguese 201, 202 and four additional Portuguese courses at the 200-level or above.

**Course Offerings: Portuguese**

*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 the equivalent.*

**PORTUGUESE 101: ELEMENTARY PORTUGUESE 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 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 one year of secondary school Portuguese or permission of department chair.

**PORTUGUESE 110: REVIEW OF BASIC PORTUGUESE**

3 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. A language laboratory component is an obligatory part of this course. 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**

3 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. A language laboratory component is an obligatory part of this course. 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**

3 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 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. Tests which stress Portuguese culture and civilization serve as the basis for oral and written expression.

*Prerequisite:* the equivalent of Portuguese 114 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 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

This course provides an opportunity for studies of topical nature. Topics will vary and will be announced from semester to semester.

**PRE-LAW PREPARATION**

Carey G. Rickabaugh, Adviser

Rhode Island College offers a variety of courses and majors which will prepare students for entrance into law school. Most law schools require applicants to submit scores from the Law School Admission Test (LSAT), . . . a standardized test which is designed to measure certain mental abilities important to the study of law<sup>1</sup> (Law School Admission Bulletin, 1981-82). Although neither a specific major nor a specific program of study is prerequisite for application, students must demonstrate competency in writing and in their chosen majors. 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 four times during the year at test sites throughout the United States. A student who wishes to apply for financial aid should take the test in October or December of the year preceding intended enrollment.

In the sophomore and junior years, those interested in law school should discuss a plan of study and application procedures with the college-designated law school adviser. It is recommended that students pursuing a pre-law program supplement their majors with electives from the list below.

*Strongly Recommended Courses* (in addition to academic major)

English 231  
Philosophy 300  
Political Science 202, 331, 332

*Other Desirable Electives*

Communications 208, 359  
Economics 200, 303, 304  
History 343, 344  
Management 230, 231  
Mathematics 240  
Philosophy 205, 206  
Political Science 208, 255, 305, 355  
Sociology 204, 208, 303

**PRE-MEDICAL, PRE-DENTAL, PRE-VETERINARY,  
PRE-OPTOMETRY PREPARATION**

Elaine Maggar and Richard N. Keogh, Advisers

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. To qualify for admission to these schools, students must present a strong liberal arts background and show competency in writing and in their chosen academic majors. Applicants must also demonstrate some knowledge of work in the laboratory sciences. Although neither a specific major nor a specific program of study is required for application, a biology or chemistry major will provide excel-

lent preparation. In addition, most of these schools will ask for results of the student's performance on some standardized tests of verbal and quantitative analytical abilities.

Beginning in the freshman year, students interested in medical, dental, veterinary or optometry school should consult with the college-designated pre-professional adviser concerning a plan of study and application procedures. They should also supplement their majors with courses selected from the categories below.

*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 the 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 J. Lough, Adviser

**Program of Study**

The college offers a two-year program in pre-physical therapy from which a student is able to transfer to the University of Connecticut or another school of physical therapy for the two remaining years of professional training. The program has been formulated and approved by Rhode Island College and by representatives from the School of Allied Health Professions at the University of Connecticut. Prior to beginning the freshman year, students interested in pre-physical therapy preparation should discuss a plan of study and application procedures with the college-designated pre-professional adviser.

**Course of Study**

A student enters Rhode Island College as a liberal arts biology major and follows a course of study formulated in consultation with an adviser. A suggested program covering two years at Rhode Island College and two years at the University of Connecticut is given below. The combined curriculum for both schools totals 120 semester hours. A Bachelor of Science in physical therapy is awarded by the University of Connecticut.

Because there is no guarantee of acceptance by the University of Connecticut, students should be prepared to elect an alternate program in either arts and sciences or education and human development.

*Rhode Island College*

<i>First Semester</i>	<i>semester hours</i>	<i>Second Semester</i>	<i>semester hours</i>
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4
English 110	4	Mathematics 182 (following 181)	3
Mathematics 181 or 209 <sup>1</sup>	3-4	Psychology 210	4
	15-16		15
<i>Third Semester</i>		<i>Fourth Semester</i>	
Biology 331	4	Biology 335	4
Physics 101	4	Physics 102	4
General Education <sup>1</sup>	6	General Education <sup>1</sup>	6
	14		14

<sup>1</sup> This course must be chosen in consultation with an adviser.

## University of Connecticut

## Summer Session

(following the sophomore year)

	semester hours
Health Sciences 201	5
Physical Therapy 201	4
Allied Health 201	1
	10

## Fifth Semester

Health Sciences 203	5
Physical Therapy 202	3
Health Sciences 205	3
Allied Health 260	2
or Allied Health 234	2
	13

## Summer Session

Physical Therapy 204

3 or 4

## Seventh Semester

Physical Therapy 205	5
Physical Therapy 238	3
Allied Health 240	2
Interdisciplinary 200	3
	13

## Sixth Semester

	semester hours
Physical Therapy 260	4
Physical Therapy 203	3
Physical Therapy 237	3
Allied Health 260	2
or Allied Health 234	2
	12

## Eighth Semester

Physical Therapy 206-207	7-7
	14

## Transfer to the University of Connecticut

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 three courses at the university during the summer session following the sophomore year.

## Course Offerings

See participating departments.

## DEPARTMENT OF PSYCHOLOGY

Professors Cloward, DeLucia, DeVault, Finger, Holden, Lafey, Lederberg, J. Rollins, Very and Werner; Associate Professors B. Anderson, Belcher, Cousins (chair), Gilmore, Fingeret, Hennen, Randall, J. Rubovits, P. Rubovits, Tropper, and Walter; Assistant Professors Agatstein, Montuilo, Phillips, Wellman and Zajano; Instructors Rossi and Simson.

## Programs of Study

Major: Psychology (B.A.).

Minor: Psychology.

Graduate Programs: Psychology, with concentration in Developmental Psychology, Educational Psychology or Personality and Social Psychology (M.A.); School Psychology (C.A.G.S.).

## Major in Psychology

The psychology major requires a minimum of 32 semester hours in the discipline. It is strongly recommended that students who expect to major in psychology take Biology 101-102 in the freshman year. By the end of the sophomore year, a student must plan a coherent sequence of courses in consultation with a departmental adviser. Psychology 210 is a prerequisite for all 300-level courses, but it does not count toward the major.

## Required Courses

Psychology 320, 330, 340 (or 334 for elementary education students), and 351 or 355

## Choices in Major

At least four 300-level psychology courses

## Minor in Psychology

The minor in psychology consists of 19 semester hours, as follows: Psychology 210, 320, 330, 340 (or 334 for students in elementary education), and 351 or 355.

## Graduate Programs

Advisers: Thomas M. Randall (*developmental psychology*), Barbara Anderson (*educational psychology, school psychology*), Florence E. Hennen (*personality and social psychology*).

## Master of Arts in Psychology — with Concentration in Developmental Psychology

The program in developmental psychology is designed for individuals in the educational professions. It provides students with an opportunity to study children's physical, emotional, social and learning processes in a depth not possible at the undergraduate level. The M.A. in developmental psychology is an excellent degree for teachers who need to pursue graduate work in order to maintain their Rhode Island state teaching certificates.

## Admission Requirements

Course work in some of the following areas: developmental, social and experimental psychology; learning; statistics; personality; psychopathology. Miller Analogies Test; personal interview.

## Program Requirements

The M.A. program in developmental psychology consists of at least 30 semester hours. Required courses are Psychology 332 or 402, 419 or 567, 440, 441 and 508. Five additional courses must be selected from appropriate 300-, 400- and 500-level courses in psychology. The selection needs adviser's approval. Courses from other departments may be considered. Students must also pass a comprehensive examination.

## Master of Arts in Psychology — with Concentration in Educational Psychology

The M.A. program in educational psychology is designed to train researchers capable of evaluating educational processes at all levels within the school system. Qualified recipients of the M.A. can continue on for the C.A.G.S. in school psychology.

## Admission Requirements

Course work in some of the following areas: developmental, social and experimental psychology; learning; statistics; personality; psychopathology. Miller Analogies Test; personal interview.

**Program Requirements**

The M.A. program in educational psychology consists of at least 31 semester hours. Required are Psychology 322, 430, 435, 440, 441, 450 and 451. Three additional courses must be selected from among curricular areas 1, 2 and 3 on the educational/school psychology list, except those on the C.A.G.S. level. The list is available from the graduate school adviser. Students must also pass a comprehensive examination.

**Master of Arts in Psychology — with Concentration in Personality and Social Psychology**

The M.A. in personality and social psychology 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 second Master's degree for guidance counselors, administrators, teachers and others in similar professions.

**Admission Requirements**

Course work in three of the following areas: abnormal, social, developmental and experimental psychology; introductory statistics; personality theory. Course work in statistics, personality theory and abnormal psychology is prerequisite for required courses in the program. It may be taken after admission but will not be included in the accepted courses for the degree. Miller Analogies Test: personal interview. Admissions to the program are considered on October 15 and April 15 for the following semester.

**Program Requirements**

The M.A. program in personality and social psychology consists of at least 30 semester hours. Required are Psychology 408, 440, 441, 565, 566 and 569. Twelve additional semester hours must be selected from appropriate 300-, 400- and 500-level courses in psychology. The selection needs adviser's approval. Courses from other departments may be considered. Students must also pass a comprehensive examination.

**Certificate of Advanced Graduate Study in School Psychology**

The C.A.G.S. program prepares candidates to be competent school psychologists. It includes training in the following areas: individual and social adjustment of children in the school setting; diagnosis and remediation of learning and emotional problems; liaison and referral services; coordination of parents, teachers and school administrators for special programs. In addition, emphasis will be placed on the planning and conduct of research bearing on school-related problems. Graduates will be able to meet Rhode Island state certification requirements for school psychologists.

**Admission Requirements**

Master of Arts in educational psychology or a related field, including the courses required for the Rhode Island College degree or their equivalents; personal interview; recommendation of departmental admissions committee. Acceptance is for fall entrance only.

**Program Requirements**

Major Concentration 18  
Required: Psychology 502, 504, 505, 530, Education 434  
Elective: one course in reading at the 400-level or above  
Additional Electives 12  
Any four courses not taken previously from the curricular areas on the educational/school psychology list. The list is available from the graduate school adviser.  
Comprehensive Competence Tests 0

Total: 30

**Internship**

Required: Psychology 529

12

Total: 42

Note: To meet state certification requirements, candidates must have 60 semester hours of course work in the field, inclusive of the M.A. in educational psychology or its equivalent. (The internship is not included in the 60 semester hours.)

The comprehensive competence tests are administered after all courses, except Psychology 529, are completed. The internship follows the tests.

**Retention**

The student will be evaluated by the C.A.G.S. Graduate Committee upon entering each of three successive courses: Psychology 504, 505 and 529 (internship). The evaluation is based on past academic performance as well as on the committee's judgment of the student's overall capabilities and attainments. If a student is denied entrance to any of the three courses or the internship is terminated prior to completion, he or she is dropped from the C.A.G.S. program. A decision may be appealed to the Professional Admissions Committee of the college.

**Course Offerings: Psychology****PSYCHOLOGY 010: THE SUCCESSFUL STUDENT 3 semester hours\***

This course focuses on teaching empirically based lifelong learning skills and approaches to personal development. Considerable emphasis is placed on psychological theories and principles which will help students understand and manage their student and non-student lives.

\*This credit does not apply to the graduation requirement; it will, however be recorded on the student's college record.

**PSYCHOLOGY 210: INTRODUCTORY PSYCHOLOGY 3 semester hours**

This course serves as an introduction to the field of psychology. Emphasis is on the scientific study of behavior as influenced by biological, cognitive, personality and environmental factors.

**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.

Students may receive credit for only one of the following: Psychology 213, 214, 216.

**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.

Students may receive credit for only one of the following: Psychology 213, 214, 216.

**PSYCHOLOGY 215: SOCIAL PSYCHOLOGY 3 semester hours**

This course serves as an introduction to the study of the ways in which individuals are affected by, and in turn affect, their social environment. Topics include intra- and inter-group relations, cultural influences on behavior, perception and cognition of other people and the social environment, and collective behavior.

Students may not receive credit for both Psychology 215 and Psychology 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.

Students may receive credit for only one of the following: Psychology 213, 214, 216.

**PSYCHOLOGY 217: DRUG USE AND PERSONAL DECISION MAKING** 4 semester hours

This drug education course presents a review of psychoactive drugs and their general effects. It also provides an open-ended developmental experience which allows students an opportunity to gain an awareness of themselves and of decision making related to drug use.

*Prerequisite:* one course in psychology.

**PSYCHOLOGY 220: MOTIVATION AND ABILITY** 4 semester hours

Examined in this course are the theories and research related to the personal growth of abilities, attitudes, interests, needs and flairs. The interaction between individual motives and social limitations on behavior and the influence of ideational conflicts and 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** 4 semester hours

Methodology, design used in the conduct, principles of measurement used in the analysis and statistical methods used in the interpretation of psychological research.

*Prerequisite:* Psych. 210.

**PSYCHOLOGY 322: PSYCHOLOGICAL TESTING** 4 semester hours

Introduction to the basic principles of construction, selection and interpretation of psychological tests. Concepts of reliability, validity and norms will be considered by the examination of instruments selected to illustrate various approaches to these problems.

*Prerequisite:* Psych. 320 or equivalent.

**PSYCHOLOGY 324: PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT** 4 semester hours

Principles underlying the construction of instruments of psychological measurement. Theory and practice related to statistical concepts and factors affecting reliability and validity.

*Prerequisite:* Psych. 320 or equivalent.

**PSYCHOLOGY 326: ADVANCED PSYCHOMETRICS** 4 semester hours

Open to graduate students who wish to broaden their understanding and skill in testing and other quantitative measures of human behavior. Emphasis will be placed on the construction and improvement of measures related to the primary research concerns of each student.

*Prerequisite:* Psych. 320 or equivalent.

**PSYCHOLOGY 330: HUMAN DEVELOPMENT** 4 semester hours

This course is designed to emphasize the concepts of development and learning and cognition, to know the characteristics of the significant periods of human development, and to know major learning processes and the nature and development of cognitive behavior.

*Prerequisite:* Psych. 210.

**PSYCHOLOGY 331: CHILD PSYCHOLOGY** 4 semester hours

The course concentrates attention on the mental, emotional, social and physical development of children from birth to early adolescence with stress on developmental research related to the process of teaching and learning.

*Prerequisite:* Psych. 330.

**PSYCHOLOGY 332: ADOLESCENT PSYCHOLOGY** 4 semester hours

To explore sociological, psychological and physiological implications of adolescent adjustment and to promote understanding and gain insight into the dynamics of adolescent search for identity.

*Prerequisite:* Psych. 330.

**PSYCHOLOGY 333: PSYCHOLINGUISTICS** 4 semester hours

Learning theory, psychodynamics and communication theory applied to the study of linguistics, language and orthographics. The interdependencies of descriptive and enactive behaviors and of cognitive and emotional responses will be emphasized.

*Prerequisite:* Psych. 330.

**PSYCHOLOGY 334: EXPERIMENTAL CHILD PSYCHOLOGY** 4 semester hours

This course deals with various research methods for the study of children's behavior, especially topics related to their early learning and their development of self-generated purposive activities. Methods emphasized include developmental, comparative, cross-cultural, clinical and controlled experimental approaches to scientific inference, hypothesis testing and theory building. An original research project is required. Laboratory required.

*Prerequisite:* Psych. 320 and 330.

**PSYCHOLOGY 339: PSYCHOLOGY OF AGING** 4 semester hours

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. 317 or permission of instructor.

**PSYCHOLOGY 340: EXPERIMENTAL PSYCHOLOGY** 4 semester hours

Topics include an experimental study of sensory and learning processes; experimental studies of verbal learning; the relationship of sensory processes to psychological phenomena, drawing inferences from experimental data; historical foundations and developments in psychology. Laboratory required.

*Prerequisite:* Psych. 320.

**PSYCHOLOGY 341: PERCEPTION** 4 semester hours

A study of the variables that determine what we perceive, including input from sensory systems, and the effects of attention and past experience on what we perceive. Experiments which illustrate perceptual phenomena will be performed. Laboratory required.

*Prerequisite:* Psych. 340.

**PSYCHOLOGY 342: OPERANT CONDITIONING** 4 semester hours

This course will consider one basic and important psychological process and investigate its applications to fields outside academic psychology. The basic psychological process to be considered is operant conditioning.

*Prerequisite:* Psych. 340.

**PSYCHOLOGY 343: HISTORY AND SYSTEMS OF PSYCHOLOGY** 4 semester hours

This course is a survey of the growth of psychology from its philosophical roots to its current status. Emphasis is on the great historical questions and controversies and the men and women involved with these issues.

*Prerequisite:* Psych. 340.

**PSYCHOLOGY 344: THEORIES OF LEARNING**

4 semester hours

Introduction to the major theories of learning. Emphasis is on the basic issues differentiating one theory from another, the decline of major learning theories and the rise of the meta-theories.

Prerequisite: Psych. 340.

**PSYCHOLOGY 345: PHYSIOLOGICAL PSYCHOLOGY**

4 semester hours

The neural and chemical bases of behavior. The relationship between anatomical, 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 department chair 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.

Students may not receive credit for both Psychology 215 and Psychology 355.

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 360: 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** 3 semester hours

This course is concerned with the interpretation of the results of a variety of individual testing instruments and of case studies based on them. Practice will be given in techniques for communicating results to clients, parent and teachers where appropriate.

*Prerequisite:* Psych. 322 or 403 or consent of department chair.

**PSYCHOLOGY 418: THE CREATIVE AND GIFTED CHILD** 3 semester hours

Acquainting graduate students with the psychological characteristics of creative and gifted children is the goal of this course. Such variables as intelligence, creativity, personality, the assessment of these characteristics, school achievement, parental roles and educational programs will be examined. Emphasis will be upon recognition of and working with creative and gifted children in a classroom setting.

*Prerequisite:* six semester hours in psychology or permission of department chair.

**PSYCHOLOGY 419: PSYCHOLOGY OF THINKING** 3 semester hours

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** 3 semester hours  
Research concepts, design and methodology are presented in terms of their specific relationships to education problems. Critical analysis of educational material is included.

**PSYCHOLOGY 421: INDUSTRIAL PSYCHOLOGY** 3 semester hours

This course is designed for students interested in the applications of psychology to problems in the management and administration of business and industry. Emphasis is placed on the measurement of human abilities, and psychological principles in decision making, planning, industrial training and group interaction.

*Prerequisite:* six semester hours in psychology or permission of department chair.

**PSYCHOLOGY 430: BEHAVIOR MODIFICATION IN SOCIAL SETTINGS** 3 semester hours

A basic general course in theory, research and applications of behavior modification, this course will include a review of behavioral approaches to various school-related problems ranging from behavior management to academic remediation. Emphasis will be upon current theory and research as well as skills in self-change.

*Prerequisite:* six semester hours in psychology and consent of department chair.

**PSYCHOLOGY 435: THE DEVIANT CHILD** 3 semester hours

The course will emphasize the identification, description and diagnosis of types of deviant children and the social, psychological and physical factors involved in their development. Problems of rehabilitation and psychological treatment will also be considered.

*Prerequisite:* Psych. 330 and 351.

**PSYCHOLOGY 440: QUANTITATIVE METHODS IN PSYCHOLOGICAL RESEARCH** 3 semester hours

This course deals with the theories, principles and procedures of psychological measurement and the application of multi-variate statistical models to problems in psychological research. The course seeks to prepare students to undertake behavioral research studies in school settings.

*Prerequisite:* Psych. 320 and consent of department chair.

**PSYCHOLOGY 441: SEMINAR IN RESEARCH METHODS** 3 semester hours

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:* Psych. 440 and consent of department chair.

**PSYCHOLOGY 450: EDUCATIONAL PSYCHOLOGY** 3 semester hours

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** 3 semester hours

A practicum in the administration, scoring and interpretation of cognitive tests. This will include experience with individual intelligence tests as well as tests of specific cognitive abilities and will consider report writing and the clinical 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** 3 semester hours

An introduction to the theory and use of projective techniques and other methods of personality assessment, the practicum will provide supervised experience in the administration and interpretation of these instruments, their clinical applications, and the communication of findings derived from them.

*Prerequisite:* Psych. 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** 3 semester hours

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** 3 semester hours

Supervised practice in cognitive and personality assessment, this course will utilize the case study method in providing the student experience in diagnosis, work in 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** 3 semester hours

A systematic approach to personality and social development of children is considered. The nature of major personality and social theories as they relate to children's development will be studied. Theories considered: psychoanalytic-type, Gestalt-oriented theories including Piaget and Lewin, learning-oriented theory and cross-cultural

tural 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** 3 semester hours

This course examines the social psychological variables operating within the classroom which includes both the background social characteristics of the students, such as ethnic and social class differences; the school as a social system; group dynamics; the role of the teacher, and formation of attitudes toward school and learning.

*Prerequisite:* consent of department chair.

**PSYCHOLOGY 523: THEORIES OF PSYCHOLOGICAL INTERVENTION** 3 semester hours

The basic general course in the theory and methods of promoting psychological change and behavior modification, this course will include a survey of appropriate theories and an introduction to the practical resources available for treatment. Appropriate referral and certain specific techniques will be included.

*Prerequisite:* Psych. 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** (2) 3 semester hours

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 department chair and instructor.

**PSYCHOLOGY 529: INTERNSHIP IN SCHOOL PSYCHOLOGY** 12 semester hours

The internship consists of a one year placement in a cooperating school system under the supervision of a certified school psychologist and a college faculty member. Experiences include the administration-interpretation of psychodiagnostic tests and the formulation of appropriate recommendations; observation of special classes; participation in consultation and planning in the schools and in referral both within the school and to outside agencies; an introduction to the problems and needs for research on school-related psychological problems.

*Prerequisite:* 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** 3 semester hours

This is an advanced graduate level course in the effective and ethical use of applied behavior analysis in educational, therapeutic and social settings. Emphasis will be upon the design, implementation and maintenance of behavior change programs with individuals and groups, primarily in the area of education.

*Prerequisite:* Psych. 430 and permission of department chair. Open only to matriculated students in a C.A.G.S. program in psychology.

**PSYCHOLOGY 554: COMMUNITY PSYCHOLOGY** 3 semester hours

Community psychology focuses on prevention of disorder through changing environmental factors and social interactions. The shift of focus is from what goes on within the person to the person's exchanges with the environment. This course examines the relationship between environmental stressors and emotional reactions.

*Prerequisite:* Psych. 354 or its equivalent; enrolled graduate status or consent of department chair.

**PSYCHOLOGY 555: FAMILY AS A SOCIAL SYSTEM** 3 semester hours

This course is designed to address the specialized conceptual needs of mental health practitioners from various professional orientations (e.g., counseling, social work, psychology, nursing) in the area of family system theories.

*Prerequisite:* enrolled graduate status and prior course work in personality theory and psychopathology.

**PSYCHOLOGY 560: CURRENT TOPICS IN PSYCHOLOGY** 3 semester hours

Contemporary issues and developments in the field of psychology will be explored. Recent research and theoretical literature will be considered. Topics will vary and will be from the areas of developmental, education, learning or social psychology. Can be repeated with a change in content.

*Prerequisite:* consent of department chair.

**PSYCHOLOGY 565: SEMINAR IN ATTITUDE AND ATTITUDE CHANGE** 3 semester hours

This is a seminar on research findings and theoretical issues in the study of attitudes and attitude change. Emphasis will be placed on the analysis of the persuasive effectiveness of variables such as source, content and structure of messages, receiver personality, intelligence and motivation. Training will be provided in attitude measurement including the construction of instruments.

*Prerequisite:* Psych. 355 and permission of department chair.

**PSYCHOLOGY 566: SEMINAR IN PERSONALITY THEORY** 3 semester hours

This course presents personality theories in the context of the philosophical and sociocultural milieus 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** 3 semester hours

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 (or equivalent) and consent of department chair.

**PSYCHOLOGY 569: SEMINAR IN PSYCHOPATHOLOGY** 3 semester hours

An intensive study of psychopathology in both children and adults. The seminar will consider original source material as well as the contemporary literature in the field. Classification, etiology, the major theoretical approaches and the various categories of disordered behavior will be considered.

*Prerequisite:* Psych. 354 and consent of department chair.

**PSYCHOLOGY 599: DIRECTED GRADUATE RESEARCH** 3-6 semester hours

This course is open only to candidates in the Master of Arts in psychology and C.A.G.S. in school psychology programs. School-related research is conducted under the supervision of a member of the department.

*Prerequisite:* consent of department chair.

## RADIOLOGIC TECHNOLOGY PROGRAM

*Ira J. Lough, Adviser*

### Program of Study

Rhode Island College offers a two-year program leading to the Bachelor of Science degree in radiologic technology. It is open only to professional radiologic technologists who have an associate degree and are certified by the American Registry of Radiologic Technologists (ARRT). Although the program is designed for graduates from the Community College of Rhode Island, those from other community or junior college programs in radiologic technology may also be admitted.

Additional courses beyond the associate degree may be taken at the Community College of Rhode Island. These courses will be evaluated in accordance with the transfer policy of Rhode Island College and the Board of Governors policy for articulation and transfer. The Rhode Island College residency requirements must be fulfilled.

### Course of Study

The curriculum at Rhode Island College combines a concentration of science courses with an emphasis in either education or management. Overall, the program allows a student to integrate the practical experience and the theory acquired at the community college with a solid academic background stressing the biological and physical foundations of radiation science. The emphasis in education or management will provide the skills necessary for those health professionals who must assume educational or managerial responsibilities as they advance in their careers.

#### Rhode Island College Program

First Semester	semester hours	Second Semester	semester hours
Biology 101	4	Biology 102	4
Chemistry 103	4	Chemistry 104	4
Management 221	3	Education or Management	
Education 314	3	Elective	3-4
	14		11-12
<b>Summer Session</b>			
Physics 101-102	8		
<b>Third Semester</b>			
Biology 331	4	Biology 335	4
Chemistry 309	3	Biology 347	3
Education or Management		General Education	3
Elective	3		
	10		10

### Course Offerings

*See participating departments.*

## 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

4 semester hours

This course is a continuation of Russian 101.

*Prerequisite:* Russian 101 or one year of secondary school Russian or permission of department chair.

### RUSSIAN 110: REVIEW OF BASIC RUSSIAN

3 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. A language laboratory component is an obligatory part of this course. 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

3 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. A language laboratory component is an obligatory part of this course. 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

3 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 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.

## 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 K. Ainley, Department of Health and Physical Education. The program is being phased out.

## DEPARTMENT OF SECONDARY EDUCATION

*Professors Emeritae Eabank and Keefe; Professor Emeritus Meinhold; Professors Grellner (chair), Santoro, A. Smith and Turley; Associate Professors Bierden, Couture, Foltz, Guilloite, Hasenfus, Piccillo, Stone, M.-F. Taylor, Tillotson and Walker; Assistant Professors McSweeney and Murray.*

**Programs of Study**

**Majors:** Various Departments (B.A.).

**Teaching Concentrations:** Special Education.

**Graduate Programs:** Bilingual-Bicultural Education (M.Ed.); English as a Second Language (M.Ed.); Secondary Education (M.Ed.); Secondary Education, with specialization in Urban Education (M.Ed.); Secondary Education, with various departments (M.A.T., M.A.T. — C. Program), PACCT Program.

**Curriculum in Secondary Education**

The secondary education curriculum requires a minimum of 120 semester hours. A brief outline is given below; semester hours indicated for majors and free electives are approximate.

	<i>semester hours</i>
Major (with cognates where required)	31-58
Professional Education (secondary education sequence)	27
General Education Program	36-38
Free Electives	0-29

**Majors**

Undergraduates planning to teach in the secondary schools (grades 7-12) may specialize in

biology	mathematics
communications and theatre	physical science
English	social science
French	Spanish
general science	
history	
industrial arts (see Department of Industrial Education)	

Students in anthropology, economics, political science, sociology or the interdepartmental majors may also pursue secondary certification, provided that they meet all course requirements for the social science major (secondary education) in the total degree program. Psychology may be elected, but only as a second major. See appropriate sections of this catalog for details on all the above majors.

Students, in addition to a major, may also select a teaching concentration in secondary special education. Selection of this option may require a total number of semester hours for graduation in excess of the standard number of 120 semester hours. See chair of the Department of Special Education for program details.

Programs in art and music education prepare graduates to teach from kindergarten through grade 12. See the Departments of Art and Music.

All programs lead to the Bachelor of Arts degree, except industrial arts, art education and music education, which lead to the Bachelor of Science degree.

**Advising**

Students should discuss their plans of study with the chair of the Department of Secondary Education and with the chair of the department of their major field.

**Secondary Education Sequence**

The sequence consists of 27 semester hours, which include practicum and student teaching. The courses required and the order in which they are normally taken are given below.

**Fifth Semester**  
Education 305  
Psychology 214

**Sixth or Seventh Semester**  
Education 310  
Foundations of Education 220

**Seventh or Eighth Semester**

Education 321  
Foundations of Education 302

**Admission and Retention**

Each department participating in the secondary education program has special admission and retention requirements. In order to better plan their programs, students should check the course prerequisites for Education 310 and 321 (practicum and student teaching), and consult with an adviser as soon as possible. All departments require minimum grade point averages and special prerequisites (in addition to those listed with the course descriptions) for entry into practicum and student teaching.

**Urban Education**

Undergraduates interested in urban education should confer with the director of that program. The program is designed to prepare students to teach in urban schools. See Urban Education.

**Certification**

Students who complete the secondary education curriculum qualify for Rhode Island secondary school certification. Additional course requirements, Psychology 400 and one of the following: Education 311, 322, 401 or 434, are necessary if the student also wishes middle school certification. Those desiring double certification should consult with the Department of Secondary Education and with the director of laboratory experiences.

Students completing a teaching concentration in special education are eligible for a Rhode Island provisional certificate in special education.

**Graduate Programs**

**Advisers:** Kenneth R. Walker (secondary education, urban education), Alice Gröllner (English as a second language) and M.-F. Taylor (bilingual-bicultural education).

**Master of Education in Secondary Education****Admission Requirements**

Teacher certification; Graduate Record Examination or Miller Analogies Test.

**Program Requirements**

	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Psychology 402, 407 or 419 and Foundations of Education 402, 441 or 442 or Education 409	
Major Concentration	18
Required: Curriculum 503, Education 431, 432, 514 and appropriate methods course	
Electives: teaching field or other area in education	
Related Disciplines	6
	Total: 30

Note: Students must complete the academic requirements for the Rhode Island professional certificate in secondary education.

**Master of Education — Bilingual-Bicultural Education****Admission Requirements**

Teacher Certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Two courses from Education 409; Foundations of Education 402, 420, 501; Psychology 400, 402, 408, 409	
Major Concentration	18
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	
Elective: one course from Anthropology 319, 320, 322, 324, 325, 339, Geography 301, 303, 304, 315; Social Science 310, 311, 315; Sociology 315, 316, 320, 331	
<b>Total:</b>	<b>30</b>

Note: Candidates are expected to have minimum knowledge and skill in the classroom applications of instructional technology. Those who do not are urged and may be required to make up the deficiency.

With adviser's approval, up to six semester hours in Education 480 may be included in the program.

#### Language Requirement

A satisfactory degree of bilingualism must be demonstrated prior to completion of the program. Candidates will be evaluated by means of an oral and written test administered in the college's Language Proficiency Testing Center. Criteria are available from the center.

#### Master of Education — English as a Second Language

##### Admission Requirements

Teacher Certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Two courses from Education 409; Foundations of Education 402, 420, 501; Psychology 400, 402, 408, 409	
Major Concentration	18
Required: Education 446, 449, 451	
Electives: two courses from Curriculum 511; Education 431, 433. One course from Education 311, 322, 401, 434	
Related Disciplines	6
Two courses from Anthropology 310; English 332, 333, 338, 339	
<b>Total:</b>	<b>30</b>

Note: Candidates are expected to have minimum knowledge and skill in the classroom applications of instructional technology. Those who do not are urged and may be required to make up the deficiency.

With adviser's approval, up to six semester hours in Education 480 may be included in the program.

#### Master of Education in Secondary Education — Urban Education Specialization

See Urban Education section.

#### Master of Arts in Teaching — Secondary Certification Programs

An M.A.T. with secondary certification may be obtained through certain academic departments. Students will have an adviser in the Department of Secondary Education and in the appropriate department. Both full- and part-time programs are available.

##### Admission Requirements

A major in an appropriate academic subject; acceptance into a graduate program by an appropriate academic department; acceptance by the Graduate Committee of the Department of Secondary Education.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	10
Foundations of Education 220, 302; Psychology 214	
Education Courses	15-17
Full-time Students: Education 305, 310, 321 (student teaching)	
Part-time Students: Education 314, 321 (student teaching) and an advanced methods course from Education 427, 429, 441-444, 515, 525	
Subject Matter Area	12-18
<b>Total:</b>	<b>37-45</b>

Note: With adviser's approval, 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 adviser's consent 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 undergraduate or graduate course work with a minimum grade of B.

##### Student Teaching

Prior to student teaching, students must complete six semester hours 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 average in the program and meet other prerequisites to student teaching which are described in detail in the course description for Education 321.

#### Plan of Approved Courses for Certified Teachers (PACCT)

The college offers a 36-semester-hour program for secondary school teachers who need to pursue graduate study for certification. For more information, see the graduate program officer.

#### Course Offerings: Education

Courses in education are also offered by the Departments of Administration, Curriculum and Instructional Technology, Elementary Education, Industrial Education, Health and Physical Education, Philosophy and Foundations of Education, Art and Music. The arts and sciences course in this department is 250. None of the other courses listed below are arts and sciences courses.

**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 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 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 or the chair of the Department of Secondary Education.

**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 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 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 with their supervisor in two seminars. Two additional seminars will be scheduled by the department. Students observe the calendar of the school to which they are assigned.

*Prerequisite:* Psych. 214, Ed. 305, 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 356: MATHEMATICAL STRUCTURES IN THE INTERMEDIATE GRADES**

3 semester hours

The teaching of elementary algebra in a framework of the theory of sets is studied with emphasis on the understanding of fundamental principles. It is designed for teachers of grades six through nine.

*Prerequisite:* at least one year of college mathematics or consent of the instructor. This course may not be counted for credit in addition to either Ed. 310 (Practicum, mathematics section) or Ed. 425 except by explicit special consent of the department in writing.

**EDUCATION 360: SENIOR SEMINAR IN SECONDARY EDUCATION**

(2) 1 semester hour

Taken concurrently with Foundations of Education 302, this course provides a seminar situation for the analysis and discussion of the student's research.

**EDUCATION 363: SEMINAR IN URBAN EDUCATION**

3 semester hours

In this course the student will be involved in the study of, and in day-to-day experiences in urban schools. The seminar will build upon students' knowledge and understanding developed in the two prerequisite courses and will focus attention on urban youth and urban education through study, research, discussion and visits to urban schools and social agencies. Limited to students in an educational studies curriculum in the semester preceding student teaching.

*Prerequisite:* Psych. 215 and Soc. 204, 208 or 211.

**EDUCATION 380: WORKSHOP IN EDUCATION**

Selected topics are investigated in various formats. Credits and prerequisite vary.

**EDUCATION 390: DIRECTED STUDY**

3 semester hours

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

**EDUCATION 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 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 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 department chair.

**EDUCATION 428: 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 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 INSTRUCTION** 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 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 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 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 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 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 concerns 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 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 460: SEMINAR IN EDUCATION** 3 semester hours

The topics vary.

**EDUCATION 480: WORKSHOP IN EDUCATION**

Selected topics are investigated in various formats. Credits and prerequisite vary.

**EDUCATION 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 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 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 and development of bilingual educational programs. The course includes a practicum component in a school with a bilingual program.

*Prerequisite:* Ed. 446 or 447.

**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 580: WORKSHOP IN EDUCATION**

3 semester hours

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.

**SENIOR PROJECTS**

See College Courses.

**SOCIAL SCIENCE**

David S. Thomas, Director

**Program of Study**

Major: Social Science (B.A.).

Teaching Concentration: Social Science (B.S.).

**Major in Social Science**

The social science major requires a minimum of 33 semester hours, plus cognates. Students in liberal arts and secondary education must include courses from five of the six social science disciplines: anthropology, economics, geography, history, political science and sociology. Elementary education majors must include courses from three of the disciplines. (Students seeking middle school endorsement must select the elementary education major.) Also, students in secondary education are required to have at least 18 semester hours of history in their total undergraduate programs.

Course selections common to all programs and variations for liberal arts, secondary education and elementary education are described below. The cognate requirement is waived for students in elementary education.

**Courses Common to All Programs**

Social Science 300

One interdisciplinary social science course at the 300-level (see those listed under social science)

Four courses from any one of the social science disciplines, except history, with at least two courses at the 300-level

Three courses from a second social science discipline, except history, with at least one course at the 300-level

**Liberal Arts**

Two courses from a third social science discipline, including history

Cognates: Four courses in any combination chosen from among the social sciences, one interdisciplinary social science course at the 300-level, Psychology 215 or Mathematics 240. Two courses must be from different social science disciplines in order to meet the requirement of including five disciplines. At most, two history courses may be selected as cognates.

**Secondary Education**

Two courses from a third social science discipline, including history. Two history courses are recommended.

Cognates: Six courses in any combination chosen from among the social sciences, one interdisciplinary social science course at the 300-level, Psychology 215 or Mathematics 240. Two courses must be from different social science disciplines in order to meet the requirement of including five disciplines. It is recommended that four history courses be selected as cognates.

**Elementary Education**

One course from a third social science discipline

One U.S. history course. History 103 is recommended.

**Teaching Concentration in Social Science**

See Department of Elementary Education for description.

**Course Offerings: Social Science**

See participating departments also.

The following courses are taught by members of the Departments of Anthropology and Geography, Economics, History, Political Science and Sociology.

semester hours

27-32

6-8

12-16

6-8

18-24

3-4

3-4



**SOCIAL SCIENCE 201: INDIVIDUAL AND SOCIETY IN NON-WESTERN CIVILIZATIONS**

*3 semester hours*  
This course examines the values, ideals, cultural heritage and outlook of humankind in the non-Western world. The focus is on the encounter of non-Western civilizations with the forces of modernity.

**SOCIAL SCIENCE 205: BETWEEN PAST AND FUTURE: SOCIETY, CULTURE AND CHANGE IN THE CONTEMPORARY WORLD**

*3 semester hours*  
This course examines the impact of change on society and culture, bringing the data, perspective and methods of the disciplines to bear on the investigation of a specific cultural, social, philosophical or moral dimension of the human condition in the contemporary world.

**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.

**SCHOOL OF SOCIAL WORK**

*Graduate Faculty: Professor Metrey (dean); Associate Professors E. Evans and Jackson; Assistant Professors Archibald, Cohen, Corcoran, Cotman (director of field education) and Gewirtz; Visiting Professor Butler.*

*Undergraduate Faculty: Professor L. Miller; Assistant Professors M. Jones, Merdinger, Mueller (director) and B. Rollins.*

**Programs of Study**

*Graduate Program: Social Work (M.S.W.).*

*Major: Social Work (B.S.W.).*

Both the M.S.W. program and B.S.W. program are accredited by the Council on Social Work Education.

**Curriculum in Social Work**

The major requires a minimum of 35 semester hours in social work and at least 26 semester hours of cognates. Students must also complete the General Education Program and choose free electives to make a total of at least 120 semester hours for the curriculum.

The required courses provide the theory, value orientation and skills needed for entry-level professional social work practice. In addition to taking classroom courses, students participate in professionally supervised field work in one of several college-approved social service agencies.

**Required Courses**

Social Work 240, 324, 325, 328, 329, 336, 337, 363, 364

**Cognates**

Required: Sociology 300, 310, 320; Psychology 215, 330; Economics 200; Political Science 202. (Social Work majors are exempt from taking the prerequisite for Psychology 330.)

**General Education Program****Free Electives**

Note: Further work in sociology, social work, political science, economics, psychology and anthropology is recommended. Students are encouraged to consult with their advisers about courses that may be especially useful.

**Field Work**

Beginning with the class entering the college in the fall of 1980, social work majors will be required to take Social Work 336 (minimum seven semester hours) in the fall semester of their senior year and Social Work 337 (minimum four semester hours) in the spring semester. For Social Work 336, two semester hours are granted for each day of field work, and one semester hour for orientation activities required during the summer preceding placement. Additional time may be spent in either semester by special arrangement.

**Suggested Sequence****First & Second Semesters**

Psychology 215  
Political Science 202  
Economics 200  
One 200-level Sociology course

**Third Semester**

Psychology 330  
Social Work 240  
Sociology 300

**Fourth Semester**

Social Work 324  
Sociology 320

*semester hours*

35

26

36-38

21-23

*Fifth Semester*  
Social Work 325  
Sociology 310

*Seventh Semester*  
Social Work 336, 363

*Sixth Semester*  
Social Work 328, 329

*Eighth Semester*  
Social Work 337, 364

**Advisement:** The social work curriculum is a tightly structured one. Flexibility in course sequencing is possible, but only by permission of designated faculty advisers. Therefore, students who intend to major in social work are required to consult with their adviser each semester before pre-registering for courses in the following semester.

**Admission, Retention and Graduation**

The following standards apply to all students admitted to the program.

**Admission:** To be considered for admission to the social work major, students must meet the following requirements:

1. Completion of Psychology 215, Social Work 240, Sociology 300, Political Science 202 and Economics 200 with a minimum grade of C in each course.
2. A completed application form. The form must be the one provided by the social work program.
3. A minimum 2.5 average in the social and behavioral sciences, based on the first three semesters of college work.

Transfer students must also comply with all of the above.

Students may declare a major in social work at any point; however, they will not be reviewed for admission until their fourth semester of college work. The application form must be submitted no later than the midpoint of the fourth semester. Specific information about application procedures in any given year may be obtained from assigned faculty advisers, the director of the social work program or his/her designee.

**Retention and graduation requirements:** Students will be expected to maintain a 2.5 average in all courses required for the major, including cognates. No student will be allowed to do a senior year field placement (Social Work 336) unless they have a 2.5 average in required course work.

Students who receive an F in any one required course will automatically be referred to the School of Social Work Academic Standing Committee. Until that course is repeated for a grade of C or better, more advanced coursework can be taken only by permission of the School of Social Work Academic Standing Committee. Students who do not receive at least a C after repeating the required course one time are automatically dismissed from the program.

Any student receiving grades of D and/or F in any two required social work courses or cognates will automatically be dismissed from the program.

Students are required to receive a grade of C or better in all required courses in the major, including cognates, and a 2.5 average in all required courses in order to graduate from the program.

## Graduate Program

### Master of Social Work Program

The School of Social Work offers a 63-credit graduate program leading to the Master of Social Work degree. The central commitment of this program is to prepare practitioners to work effectively with others in order to alleviate those conditions of per-

sonality and policy that impair the fullest development of individuals, groups and communities.

Enrollment is limited, and applicants are advised that students enter with a basic understanding of social work practice and of social welfare policy analysis.

The curriculum is organized according to fields of practice and direct and indirect social work practice methods. Fields of practice are specialized concerns and functions within the broad variety of social welfare services. In the Rhode Island College program there are two highly relevant fields of practice within which students may best prepare themselves for work in Rhode Island and the surrounding region. These are 1. health and mental health; 2. income maintenance and protective services. Students may specialize in either field.

Direct and indirect social work methods refer to specific sets of skills that students may acquire through their involvement in a particular field of practice. The curriculum offers:

1. two direct methods — social work practice with individuals, families and small groups; and social work practice with groups and communities;
2. three indirect methods — administration, supervision/consultation and research.

Upon entry to the program, students pursue one of the direct methods, and in the second year, one of the indirect methods. The second year also affords students the opportunity to continue study in the chosen direct method.

Throughout their graduate studies, students are offered field placements and a variety of classroom experiences, workshops, field seminars, individual studies and electives in other departments that will enrich their focus and the contributions they make to others.

### Course of Study

<i>First Semester</i>	<i>semester hours</i>	<i>Second Semester</i>	<i>semester hours</i>
Social Work 400	4	Social Work 401	4
Social Work 410 or 411	3	Social Work 421	3
Social Work 420	3	Social Work 431 or 436	3
Social Work 430 or 435	3	Sociology 425	3
Social Work 440	3	Elective	3
	16		16
<i>Third Semester</i>		<i>Fourth Semester</i>	
Social Work 500	5	Social Work 501	5
Social Work 510, 520 or 540	3	Social Work 511, 521 or 541	3
Direct Practice Elective	3	Social Work 561	3
Social Work 560	3	(Master's Project)	2
(Master's Project)	1	Electives	6
Elective	3		16
	15		

**Note:** A minimum of six semester hours of electives at the 400-level must be taken outside the School of Social Work.

The general prerequisite for all social work courses at the graduate level (400- and 500-level) is acceptance into the M.S.W. program.

### Master's Project

In the second year, a master's project consisting of either a research study or a major paper is required of all students. A Satisfactory/Unsatisfactory grade will be given (in Social Work 560, 561). When the project is satisfactorily completed, the student will receive three semester hours of credit.

**Admission Requirements**

The Master of Social Work program seeks to enroll students with diverse backgrounds consistent with the goals and commitments of the program. The program does not discriminate in its admissions policies on the basis of age, handicap, sex, marital status, religion, national origin, color, creed or political affiliation.

Admission to the school is on a selective basis and is determined by the quality of the total application. The program expects applicants to meet the following requirements for admission. (Certain requirements may be waived under special circumstances if the applicant demonstrates sufficient cause.)

1. Baccalaureate degree from an accredited institution of higher education.
2. Evidence of the applicant's intellectual capacity to participate successfully in academic work at the graduate level. A minimum 3.0 average on a 4.0 scale in undergraduate work is required for admission, with at least 12 credit hours drawn from course work in psychology, sociology and/or political science. A diverse academic background and a strong foundation in the social sciences will strengthen an individual's application.
3. Evidence of a combination of personal qualities which are considered essential to professional social work practice, such as responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.
4. The quality and extent of social service related activities. The school assumes that the beginning student has already made a commitment to social work as a profession, based in part on personal experience in the field. Applicants may have attained such experience in a variety of ways, such as through part- or full-time employment, volunteer work, field work experience in conjunction with course work, etc.

**Admission Procedures**

Application materials may be obtained from the School of Social Work, Rhode Island College, Providence, Rhode Island 02908. To complete the admissions process, the following items must be submitted to the School of Social Work by February 15.

1. *Completed application form and fifteen dollar application fee.* Application forms should be accompanied by a non-refundable application fee of \$15.00, payable to Rhode Island College.
2. *Official transcripts.* It is the responsibility of the applicant to request official transcripts from all undergraduate and graduate programs previously attended and have them sent directly to the School of Social Work at Rhode Island College. The School of Social Work will obtain official transcripts for all work completed at Rhode Island College.
3. *Three letters of recommendation.* Three letters of recommendation are required; more may be provided if the applicant wishes. Applicants must provide referees with the proper guidelines for completing letters of recommendation. (Guidelines are included with the application.) All letters should be sent directly to the School of Social Work at Rhode Island College.
4. *Supplementary Statement.* The supplementary statement, which is typically six to eight double-spaced typewritten pages, will aid the admissions committee in assessing the applicant's qualifications for professional social work practice. Among these qualifications are: ability to think analytically and conceptually; clarity in self-expression; responsiveness and sensitivity in relationships; ability to develop professional self-awareness and self-evaluation; commitment to improving social conditions; ability to function creatively, responsibly and independently.

**Admissions Decisions**

Notice of acceptance will occur on or about April 15 for study beginning the following September. There are no midyear admissions. Within two weeks of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be addressed to the School of Social Work. Upon accepting a place in the full- or part-time program, the student is asked to provide a non-refundable \$100.00 deposit, which will be applied against tuition charges for the first semester. Admitted applicants should also inform the program of any change of address.

**Foundation in Social Work Practice and in Social Welfare Policy Analysis**

The Master of Social Work Program is built on the assumption that students enter with a basic understanding of social work practice and of social welfare policy analysis.

Students entering the program with a baccalaureate degree in social work from an accredited program will be assumed to have such knowledge. All other individuals are required to demonstrate knowledge in these subject areas by successful completion of two summer courses, or by receiving passing grades on examinations that will be given in late spring.

Students may not begin their studies in these subject areas until they have met these requirements. A student may delay entrance into the program for one year in order to complete this prerequisite. Proficiency in these subject areas will not be used as a criterion in admission.

**Advanced Standing**

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.

**Student Advisement**

Shortly after the initial registration, a member of the faculty is appointed as the student's adviser. Thereafter, the student plans his or her program in consultation with the adviser. Advisers assist students in developing their learning goals and objectives, and in assessing with the student progress toward those objectives. Students are encouraged to confer with their advisers. Additional academic aids are available through college resources and/or special programs.

**Grade Requirements**

Students must have a 3.0 average in courses that carry a grade and an evaluation of Satisfactory or better in field education. No course in which the student earns less than a C may be accepted for M.S.W. credit.

**Residency Requirement**

Students must complete one year in residence, defined as one academic year's course work comprising a minimum of 30 semester hours at Rhode Island College.

**Part-Time Program**

A limited number of part-time students will be admitted. Admission requirements and procedures are the same as those for full-time study. Part-time students are normally expected to take a minimum of two courses during the academic year. A field placement will occur in a public or private non-profit agency after the completion of 12 semester hours of course work. Degree requirements must be met within five years, one year being in full-time study.

**Graduate Fees**

**Tuition (Full-Time):** \$2350 per year (in-state students); \$2950 per year (out-of-state students).

**Tuition (Part-Time):** \$79 per semester hour (in-state students); \$99 per semester hour (out-of-state students).

Registration Fee: \$12 per semester.

Application Fee: \$15 (unless waived by the Graduate Office).

Graduation Fee: \$16.

Information on other expenses is available from the Bursar's Office.

#### Financial Aid

Certain programs for financial aid are available. Further information may be obtained by writing the administrative assistant to the program.

### Course Offerings: Social Work

The general prerequisite for all social work courses at the graduate level (400- and 500-level) is acceptance into the M.S.W. program.

#### SOCIAL WORK 240: INTRODUCTION TO SOCIAL WORK

4 semester hours

This course will cover the historical evolution of welfare programs, the structure of public and voluntary social services, and current welfare programs in relation to the needs of poor people. Topics will also include the development and status of social work as a profession, and types of social work practice settings.

Prerequisite: 15 semester hours of degree-required work.

#### SOCIAL WORK 324: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

3 semester hours

This course, in conjunction with Human Behavior in the Social Environment II, explores a wide range of interactions between individuals and other social systems. The focus of this course is on the impact of societal institutions on individual development, functioning and values. Special attention is given to the ways in which social inequality in both power and resource distribution is transmitted by linking environments such as families, schools, workplaces, and other community organizations and agencies.

Prerequisite: Econ. 200, Pol. Sci. 202, Soc. 300, Soc. Work 240 and Psych. 215, 330 or permission of director.

#### SOCIAL WORK 325: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

3 semester hours

This course will offer a description of social systems, institutions and values in American society and will build upon content previously discussed in economics, political science and sociology courses. The focus of this course will be on the ways in which individuals create and shape linking structures (e.g., family, clique, workplace, community, etc.) and the social environment (e.g., culture, class, etc.). Students will be exposed to a problem-solving model, and competing theoretical frameworks for analyzing the impact of individuals on their environment will be closely examined. Special attention will be given to discussion of sexism, racism and social inequality as elements of the social environment.

Prerequisite: Soc. Work 324 (or concurrent enrollment), or permission of director.

#### SOCIAL WORK 328: SOCIAL WORK PRACTICE: LARGE GROUPS AND COMMUNITIES

4 semester hours

This course, in conjunction with Social Work 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. Work 324, 325 or permission of director and concurrent enrollment in Soc. Work 329.

#### SOCIAL WORK 329: SOCIAL WORK PRACTICE: INDIVIDUALS, FAMILIES AND SMALL GROUPS

4 semester hours

This course, in conjunction with Social Work 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. Work 324, 325 or permission of director and concurrent enrollment in Soc. Work 328.

#### SOCIAL WORK 336: FIELD WORK

7-9 semester hours

This course is designed for students to test theoretical formulations discussed in Social Work 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 S or U rather than a letter grade. Limited to social work majors. Offered only in the fall semester.

Prerequisite: Soc. 310, 320, Soc. Work 328, 329 and concurrent enrollment in Soc. Work 363.

#### SOCIAL WORK 337: ADVANCED FIELD WORK

4-6-8 semester hours

This course allows students to develop and improve social work intervention skills on a more advanced level than in Social Work 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 S or U rather than a letter grade. Limited to social work majors. Offered only in the spring semester.

Prerequisite: Soc. Work 336, 363 and concurrent enrollment in Soc. Work 364.

#### SOCIAL WORK 350: TOPICS IN SOCIAL WORK

3 semester hours

This course provides an opportunity to study a special area of social welfare not offered by the department on a regular basis. Appropriate topics include, among others, mental health services, advanced methods, child welfare and international social welfare systems.

Prerequisite: varies with topic area.

#### SOCIAL WORK 363: FIELD WORK SEMINAR

3 semester hours

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. 310, 320, Soc. Work 328, 329 and concurrent enrollment in Soc. Work 336.

#### SOCIAL WORK 364: SENIOR SEMINAR IN SOCIAL WORK

3 semester hours

This seminar will enable students to engage in an in-depth exploration of policy and practice issues related to the field of 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. Work 336 and 363 and concurrent enrollment in Soc. Work 337.

**SOCIAL WORK 380: WORKSHOP IN SOCIAL WORK**

Selected topics are investigated. Credits and prerequisite vary.

**SOCIAL WORK 390: 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 work. 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 work majors with junior or senior standing.

**SOCIAL WORK 400: FIELD INSTRUCTION I**

4 semester hours

The student engages in advanced, client social work practice under approved social work supervision in a selected public or private non-profit agency setting in Rhode Island or in a contiguous state. 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:* permission of dean of the School of Social Work.

**SOCIAL WORK 401: FIELD INSTRUCTION II**

4 semester hours

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**

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 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:* successful completion of policy foundation course.

**SOCIAL WORK 411: ADVANCED STUDIES IN SOCIAL WORK POLICY ANALYSIS: INCOME MAINTENANCE AND PROTECTIVE SERVICES**

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:* successful completion of policy foundation course.

**SOCIAL WORK 420: HUMAN BEHAVIOR IN SOCIAL ENVIRONMENT**

3 semester hours

This course examines theories of intra-psychic and interpersonal development, with special emphasis 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.

**SOCIAL WORK 421: VALUES IN SOCIAL WORK**

3 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 both within and outside of their profession, regarding the disparities of power and 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.

**SOCIAL WORK 430: ADVANCED SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND SMALL GROUPS I**

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:* completion of practice foundation course.

**SOCIAL WORK 431: ADVANCED SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND SMALL GROUPS II**

3 semester hours

This course is a continuation of Social Work 430, with special emphasis given to intervention topics of particular concern to class members, all of whom work currently in the field. A topic area will first be considered conceptually from a theoretical perspective and from the empirical literature. Salient issues and the implications of values, personal reactions and social work intervention will then be discussed, and an opportunity for experiential learning will be provided.

*Prerequisite:* Soc. Work 430.

**SOCIAL WORK 435: ADVANCED SOCIAL WORK PRACTICE WITH GROUPS AND COMMUNITIES I**

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 considered in organizing in neighborhoods and the work-place, as well as for social movements and community development.

*Prerequisite:* completion of practice foundation course.

**SOCIAL WORK 436: ADVANCED SOCIAL WORK PRACTICE WITH GROUPS AND COMMUNITIES II**

3 semester hours

This course is designed to continue clarifying a framework for practice, where organizing and planning are viewed as complementary interactional and analytical skills which are necessary for establishing and modifying community programs and developing inter-organizational systems.

*Prerequisite:* Soc. Work 435.

**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.

**SOCIAL WORK 450: SPECIAL TOPICS IN SOCIAL WORK**

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.

**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.

**SOCIAL WORK 500: FIELD INSTRUCTION III**

5 semester hours

This course is a continuation of Social Work 400: Field Instruction I and Social Work 401: Field Instruction II.

Prerequisite: Soc. Work 401.

**SOCIAL WORK 501: FIELD INSTRUCTION IV**

5 semester hours

This course is a continuation of Social Work 400: Field Instruction I, Social Work 401: Field Instruction II and Social Work 500: Field Instruction III.

Prerequisite: Soc. Work 500.

**SOCIAL WORK 510: SOCIAL WORK ADMINISTRATION I**

3 semester hours

This course is designed to assist students in developing a conceptual understanding of social work administration and management issues and specific skills essential to successful social work practice. Students will be given the opportunity through their field placement to practice social work management skills. Special attention will be given to the role of the social worker as an administrative manager.

Prerequisite: second-year standing in Master of Social Work program.

**SOCIAL WORK 511: SOCIAL WORK ADMINISTRATION II**

3 semester hours

This course is a continuation of Social Work Administration I. The course will focus primarily on the role of the social worker in personnel management, public relations and as an agent for reform and change.

Prerequisite: Soc. Work 510.

**SOCIAL WORK 520: SUPERVISION IN SOCIAL WORK**

3 semester hours

This course provides students with a basic knowledge and understanding of the indirect method of supervision in social work practice. The course will focus on concepts, principles and methods of supervision in a theoretical context. Experiential learning related to the concurrent field work practicum will also be provided.

Prerequisite: second-year standing in Master of Social Work program.

**SOCIAL WORK 521: CONSULTATION IN SOCIAL WORK**

3 semester hours

This course examines the constellation of roles, relationships and behaviors required of a consultant in social work practice. Consultation is defined and distinguished from supervision, administration and direct practice. Several types of consultation will be reviewed in relation to various settings and levels of responsibility. Processes and practices of consultation, and dilemmas and pitfalls of the consultant's position will be examined.

Prerequisite: Soc. Work 520.

**SOCIAL WORK 530: SOCIAL WORK PRACTICE IN MARRIAGE AND FAMILY SETTINGS**

3 semester hours

Students in this course will explore current conceptual models of marital and family therapy as they apply to social work practice. Ego and psychoanalytic, behavioral and systems approaches will be emphasized, with special attention given to social work methods of intervention.

Prerequisite: second-year standing in Master of Social Work program and permission of instructor.

**SOCIAL WORK 531: ADVANCED SOCIAL WORK PRACTICE WITH GROUPS**

3 semester hours

This course is designed to provide students with both conceptual and theoretical knowledge regarding the application of group work as well as to develop perceptual and interpersonal skills necessary for advanced group work practice. Various theoretical approaches (i.e., psychoanalytic, group dynamic, Gestalt, behavior therapy, T-groups, encounter groups) will be examined in the light of appropriate social work treatment applications. Active participation is required; therefore, only students who have basic commitment to involving themselves in group process should elect this direct practice option.

Prerequisite: second-year standing in Master of Social Work program and permission of instructor.

**SOCIAL WORK 540: ADVANCED RESEARCH IN SOCIAL WORK I**

3 semester hours

This seminar provides a review of methods of research employed by social workers and social scientists in studies of community, and in the description and evaluation of social welfare policies and services. Through their field placements, students are afforded the opportunity to engage in original research.

Prerequisite: Soc. Work 440 and Soc. 425 or equivalent and permission of instructor.

**SOCIAL WORK 541: ADVANCED RESEARCH IN SOCIAL WORK II**

3 semester hours

This seminar provides a review of methods of research employed by social workers and social scientists in studies of social work practice with individuals and small groups. The problems of evaluating treatment outcomes and applying findings to practice are discussed in detail. Through their field placements, students are afforded the opportunity to engage in original research.

Prerequisite: Soc. Work 540.

**SOCIAL WORK 560: MASTER'S PROJECT IN SOCIAL WORK I**

1 semester hour

The Master's Project is a major paper on a topic to be chosen by the student and completed in the second year of the Master of Social Work program. Each student will focus the paper on his/her area of specialization. The project is an integration of theory and field experience. It may deal with policy, practice or research implications, as they relate to either the direct or indirect method in the area of specialization. In conjunction with the project, there will be monthly seminars, which will be utilized to help students focus on their topics. Students will have the opportunity to present their topic proposals, formulations of hypotheses and methods of carrying out the projects.

Prerequisite: second-year standing in Master of Social Work program and approval of advisor.

**SOCIAL WORK 561: MASTER'S PROJECT IN SOCIAL WORK II**

2 semester hours

This course is a continuation of Social Work 560: Master's Project in Social Work I. Satisfactory/Unsatisfactory grade will be given. The student receives a total 3 credits for the two-semester project upon successful completion of the Master's Project.

Prerequisite: Master's Project in Social Work I.

**SOCIAL WORK 590: INDEPENDENT STUDY  
IN SOCIAL WORK**

3 semester hours

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

*Prerequisite:* second-year standing in Master of Social Work program and approval of dean.

**DEPARTMENT OF SOCIOLOGY**

*Professor Emeritus* L. B. Whitman; *Professors* Curwood, Hawkes, L. Miller and G. Zaki; *Associate Professors* Adler, Aho, Jackson, Mancini, Ramsbey (chair) and Roche; *Assistant Professors* Blank, D. Perry and Clark.

**Programs of Study**

*Major:* Sociology (B.A.).

*Minors:* Sociology, Criminal Justice.

**Major in Sociology**

The sociology major requires a minimum of 31 semester hours in the discipline, plus a cognate course, Mathematics 240: Statistical Methods.

The major is an intensive study of essential concepts, methods and theories of sociology — the tools for describing, analyzing and understanding change in society. The major provides a valuable foundation for graduate study in sociology, social work/social welfare and many other fields. It can also lead to positions in teaching, government work and other areas that call for a keen understanding of the social environment.

**Required Courses**

semester hours

Sociology 300, 310, 332, 333, 360 (or an approved workshop or independent study) 20

**Choices in Major**

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At least three additional courses in sociology, with no more than two at the 200-level (100-level courses cannot count toward the major). A maximum of two courses in social work may be substituted.

**Cognate**

3

*Required:* Mathematics 240 (to be taken concurrently with or after Sociology 310)

**Suggested Sequence**

Students enter the major by taking any 200-level sociology course. Besides covering specific subject matter, these courses introduce the basic concepts and methods of sociology. With the completion of one 200-level course and sophomore standing, students may take Sociology 300, which is a prerequisite for some 300-level sociology courses. Majors may then continue on to Sociology 332, 310 and any other 300-level course they may choose. The capstone experience of the major is Sociology 360.

**Minor in Sociology**

The minor requires a minimum of 19 semester hours in sociology, including Sociology 300. At least 12 semester hours must be at the 300- and 400-levels.

**Minor in Criminal Justice**

The minor in criminal justice requires a minimum of 20 semester hours. It includes five courses and a practicum experience. The minor represents a systematic study of crime, delinquency and criminal justice, covering various theories, their applications and the development of research skills.

*Required:* Political Science 332; Psychology 332; Sociology 308, 309; and Political Science 366 or Sociology 366

semester hours

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*Practicum Experience:* through an established means such as cooperative education, an independent study, Political Science 329 or Social Work 336

3

*Recommended Courses:* Political Science 202, 208, 211, 335, 355, 356; Psychology 330, 352, 354; Sociology 208, 306, 307, 320, 330, 331

**Course Offerings: Sociology****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.

This course does not count toward the major or the minor.

**SOCIOLOGY 155-156: COMMUNITY SERVICE**

1-6 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.

This course does not count toward the major or the minor.

*Prerequisite:* any elementary course in any of the social sciences or in psychology.

**SOCIOLOGY 200: THE SOCIAL DIMENSION**

3 semester hours

The student will study contemporary society through the sociological perspective. Utilizing innovative learning experiences, the course will provide a basic understanding of sociological concepts and their application to everyday life.

**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 and 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 THE  
CRIMINAL JUSTICE SYSTEM**

3 semester hours

An introduction to the field of crime and delinquency and to the criminal justice system, the course will bring a sociological perspective to such topics as the concept and etiology of crime, forms of criminal expression, and victimology. An analytical approach will be applied to the three parts of the criminal justice system, law enforcement, the judiciary and corrections. Current social issues relevant to crime and the criminal justice system will be discussed.

**SOCIOLOGY 208: MINORITY GROUP RELATIONS** 3 semester hours

Broad sociological principles of intergroup relations are considered. The underlying social and individual dynamics of selected minority groups are emphasized. Minority groups of racial, religious and national origins are viewed from an historical and contemporary perspective with an analysis of their acculturation.

**SOCIOLOGY 211: SOCIAL PROBLEMS** 3 semester hours

This course provides an opportunity for the student to study current social problems within the sociological perspective. Field trips and visiting speakers will be included wherever possible to provide first hand exposure to certain of the problems. Among the problems considered may be overpopulation, famine, corruption, addictions and sexual exploitation.

**SOCIOLOGY 300: SOCIOLOGICAL ANALYSIS** 4 semester hours

This course examines the basic tools and perspectives used in the analysis of society. The major concepts used by sociologists, the relationship between research and theory, elementary methods of data collection, fundamental relevance of social statistics and basic empirical elements of research design will be described.

*Prerequisite:* any 200-level course in sociology or social work 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:* any 200-level sociology course.

**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:* any 200-level sociology course.

**SOCIOLOGY 308: THE SOCIOLOGY OF JUSTICE AND CORRECTIONS** 3 semester hours

An advanced course which will include variations in punitive policies and their relationships to the social structure, methods of intervention and treatment, law enforcement, and the judiciary, history and conditions of imprisonment, flexible sentencing, current innovations in preventive practices, and relevant social policy issues.

*Prerequisite:* Soc. 207 and Soc. 300 or permission of department chair.

**SOCIOLOGY 309: THE SOCIOLOGY OF DELINQUENCY AND CRIME** 3 semester hours

This course will examine theoretical orientations of the causes of delinquent and criminal behavior and their relation to the social structure. Selected types of criminal behavior as well as research, measurement, and prediction methods in the field will be studied. The relationship of these factors to social policy will be explored.

*Prerequisite:* Soc. 207 and 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 instrument design and conducting surveys. Explanation and interpretation of data using descriptive statistical techniques will also be discussed.

*Prerequisite:* Soc. 300 or permission of department 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:* any 200-level sociology course.

**SOCIOLOGY 314: MEDICAL SOCIOLOGY** 3 semester hours

This course will deal with selected sociological aspects of health and social welfare institutions. Topics will include the influence of the social and economic environment in health and disease, and social-cultural forces affecting medicine, nursing, social services, public health and the provision of medical care. The course should be of special interest to sociology and anthropology majors, to those in social work and allied health areas.

*Prerequisite:* any 200-level sociology course.

**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 interrelationships, methods of studying the community and survey of community action activities.

*Prerequisite:* any 200-level sociology course.

**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:* any 200-level sociology course.

**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:* any 200-level sociology course.

**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 Lehm, Blumer, Smelser and Turner.

*Prerequisite:* any 200-level sociology course.

**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. Work 240 for social work majors) or permission of department chair.





**Major in Spanish**

The major requires a minimum of 32 semester hours in Spanish. Requirements vary slightly for liberal arts, secondary education and elementary education curricula. Programs for each are outlined below.

	<i>semester hours</i>
<i>Liberal Arts</i> Required: Spanish 201, 202, 360 Choices in Major: at least seven Spanish courses at the 200-level or above	11 21
<i>Secondary Education</i> Required: Spanish 201, 202, 300, 360 Choices in Major: at least six Spanish courses at the 200-level or above	14 18
<i>Elementary Education</i> Students in elementary education follow the secondary education program, but may substitute Education 312 for one of the electives at the 200-level or above.	

**Minor in Spanish**

A minor in Spanish, consisting of at least 20 semester hours, is available to students in liberal arts and secondary education. The programs vary slightly, as described below.

	<i>semester hours</i>
<i>Liberal Arts</i> Required: Spanish 201, 202 and at least four additional Spanish courses at the 200-level or above	20
<i>Secondary Education</i> Required: Spanish 201, 202, 300 and at least three additional Spanish courses at the 200-level or above	20

**Honors Program**

See Department of Modern Languages.

**Graduate Programs**

Adviser: Dix S. Coons

**Master of Arts in Teaching in Spanish**

The M.A.T. program is for certified teachers, and the M.A.T. — C. for students seeking certification. The M.A.T. — C. program leads to the M.A.T. degree and includes two options: one for senior high, junior high and middle school, and one for elementary school.

**Admission Requirements**

For M.A.T. program: completion with a B average or better of the Rhode Island College undergraduate minor in Spanish or its equivalent.

For M.A.T. — C. program: completion with a B average or better of the Rhode Island College major in Spanish or its equivalent.

	<i>semester hours</i>
<i>Program Requirements — Certified Teachers</i> Humanistic and Behavioral Studies Curriculum and Instruction Spanish: seven courses including Spanish 510, 511 and 560 or 590	6 3 21
Total:	30

*Program Requirements — M.A.T. — C.*

Senior High, Junior High and Middle School Humanistic and Behavioral Studies Education Courses, including student teaching Spanish: four courses including Spanish 510, 511 and 560 or 590	10 13-15 12
Total:	35-37

*Elementary School*

Humanistic and Behavioral Studies Education Courses, including student teaching Spanish: four courses including Spanish 510, 511 and 560 or 590	10 22-26 12
Total:	44-48

**Course Offerings: Spanish**

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

**SPANISH 101: ELEMENTARY SPANISH 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 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 earned admissions credit in this language.

**SPANISH 102: ELEMENTARY SPANISH II** *4 semester hours*  
This course is a continuation of Spanish 101.  
Prerequisite: Spanish 101 or one year of secondary school Spanish or permission of department chair.

**SPANISH 110: REVIEW OF BASIC SPANISH** *3 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 the language development. The development of the four skills: listening, speaking, reading and writing, is stressed. A language laboratory component is an obligatory part of this course. Not open to students who have completed Spanish 101 or 102.  
Prerequisite: two years of secondary school Spanish or approval of department chair.

**SPANISH 113: INTERMEDIATE SPANISH** *3 semester hours*  
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. A language laboratory component is an obligatory part of this course. 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** *3 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.



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.

## DEPARTMENT OF SPECIAL EDUCATION

*Professors Bonaventura, McCormick and Sherlock; Associate Professors Dickson, Imber and Kochanek; Assistant Professors Ammer, Antosh (chair), John DiMeo, Judith DiMeo and Larivee.*

### Programs of Study

*Teaching Concentrations: Resource Teacher of the Mildly Handicapped, Preschool and Elementary Level (B.S. in Elementary Education); Special Class Teacher of the Mildly/Moderately Handicapped, Preschool through Middle School Level (B.S. in Elementary Education); Special Class Teacher of Moderately/Severely Handicapped Children and Young Adults (B.S. in Elementary Education); Resource Teacher of the Mildly Handicapped, Middle School and Secondary Level (B.S. in Elementary Education or B.A. with Secondary Education); Special Class Teacher of the Mildly/Moderately Handicapped, Middle School and Secondary Level (B.S. in Elementary Education or B.A. with Secondary Education).*

*Graduate Programs: Special Education, with concentration in Emotional Disturbance, Learning Disabilities, Mental Retardation, Preschool Handicapped, or Severely and Profoundly Handicapped (M.Ed.); Special Education, with concentration in Administration or in Curriculum, Instruction and Assessment (C.A.G.S.).*

### Teaching Concentrations in Special Education

The Department of Special Education offers five teaching concentrations. Each is outlined below and is part of either the elementary or secondary education curriculum. The student teaching segment is required for completion of the special education concentration.

**Resource Teacher of the Mildly Handicapped, Preschool and Elementary Level**  
This teaching concentration is restricted to students in elementary education.

*Required Courses* semester hours  
Special Education 300, 309, 310, 312, 314, 317, 319 27

**Special Class Teacher of the Mildly/Moderately Handicapped, Preschool through Middle School Level**  
This teaching concentration is restricted to students in elementary education.

*Required Courses* semester hours  
Special Education 300, 309, 310, 312, 315, 316, 318 27

**Resource Teacher of the Mildly Handicapped, Middle School and Secondary Level**  
This teaching concentration is open to students in elementary and secondary education.

*Required Courses* semester hours  
Special Education 300, 309, 310, 312, 323, 325, 327, 329 31  
Students in secondary education must take three additional semester hours in reading: Education 311 or 401. — 3

**Special Class Teacher of the Mildly/Moderately Handicapped, Middle School and Secondary Level**  
This teaching concentration is open to students in elementary and secondary education.

*Required Courses* semester hours  
Special Education 300, 309, 310, 312, 324, 325, 326, 328 31

**Special Class Teacher of Moderately/Severely Handicapped Children and Young Adults**  
This teaching concentration is restricted to students in elementary education.

*Required Courses* semester hours  
Special Education 300, 309, 310, 312, 334, 335, 336, 337 31

### Admission

To be considered for admission to the program, students must file 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 résumé of the student's involvement (if any) with exceptional children. Inquiries should be directed to the Admissions Office or to the Department of Special Education.

### Certification

Students completing any one of the teaching concentrations described above are eligible for a Rhode Island provisional certificate in special education (also see Departments of Elementary Education and Secondary Education, Certification).

## Graduate Programs

*Advisers: A. Anthony Antosh, Richard Dickson, Steven Imber, Thomas Kochanek and Joseph J. McCormick.*

**Master of Education in Special Education — with Concentration in Emotional Disturbance***Admission Requirements*

Special Education 300 or equivalent, three semester hours pertinent to psychology of exceptional children; teacher certification in elementary education and one year of teaching experience; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Major Concentration	24
Required: Special Education 400, 404, 407, 408, 461	
Electives: two courses selected in consultation with an adviser	
Comprehensive Examination	0
	Total: 30

**Master of Education in Special Education — with Concentration in Learning Disabilities***Admission Requirements*

Special Education 300 or equivalent; teacher certification in elementary education and one year of experience in elementary education; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Major Concentration	24
Required: Special Education 309, 400, 408, 410, 461	
Electives: two courses selected in consultation with an adviser	
Comprehensive Examination	0
	Total: 30

**Master of Education in Special Education — with Concentration in Mental Retardation***Admission Requirements*

Special Education 300 or equivalent, three semester hours pertinent to psychology of exceptional children; teacher certification in elementary education and one year of teaching experience; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Major Concentration	24
Required: Special Education 400, 405, 408, 411, 461	
Electives: two courses selected in consultation with an adviser	
Comprehensive Examination	0
	Total: 30

**Master of Education in Special Education — with Concentration in Preschool Handicapped***Admission Requirements*

Special Education 300 or equivalent, three semester hours pertinent to psychology of exceptional children; bachelor's degree with a minimum 2.5 average in elementary or special education; minimum of one year of child-contact experience with preschool children, documented with written evidence of applicant's capability or current employment in a school setting.

*Program Requirements*

Humanistic and Behavioral Studies	<i>semester hours</i>
Selected from appropriate catalog listing in consultation with an adviser	6
Major Concentration	24
Required: Special Education 413, 414, 415, 461; Education 406	
Electives: a course in a related discipline or when certification requires it in special education, selected in consultation with an adviser	
Comprehensive Examination	0
	Total: 30

**Master of Education in Special Education — with Concentration in Severely and Profoundly Handicapped***Admission Requirements*

Bachelor's degree with a minimum 2.5 average, including 24 semester hours in the behavioral sciences or in health-related services programs; minimum of three months documented experience with severely and profoundly handicapped persons.

Three semester hours pertinent to education of exceptional children; three semester hours pertinent to psychology of exceptional children. Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Selected from appropriate catalog listing in consultation with an adviser	
Major Concentration	24
Required: Special Education 420, 421, 422, 423	
Electives: two courses selected in consultation with an adviser from related disciplines or from the following: Special Education 302, 306, 307, 400, 404, 405, 407, 408, 410, 411, 424, 433, 434, 502, 506. Choice will depend on student's background in special education.	
Comprehensive Examination	0
	Total: 30

**Certificate of Advanced Graduate Study in Special Education — with Concentration in Administration***Admission Requirements*

Master's degree or its equivalent in the education professions with a minimum 3.25 average in previous graduate work. Graduate Record Examination or Miller Analogies Test (acceptable score to be determined by the departmental C.A.G.S. Admissions Committee).

A minimum of 12 semester hours in special education as follows: three pertinent to the education of exceptional children, three pertinent to the psychology of exceptional children, six pertinent to educational methods for handicapped children.

A minimum of six semester hours in administration as follows: three in school supervision, three in school organization.

<i>Program Requirements</i>	<i>semester hours</i>
Major Concentration	21-24
Required: Special Education 506, 545, 546, 547	
Electives: three or four courses in administration or special education	
Humanistic and Behavioral Studies/Related Disciplines	6-9

To be selected in consultation with an adviser. Selection will depend on the student's background, interests and needs.

Comprehensive Examination	0
Field Project	0
Total:	30

*Note:* As an exit requirement, students must have a minimum of 15 semester hours relative to the administration of educational programs for exceptional children, including nine semester hours of administration course work in the following areas: personnel problems, educational leadership, organization and administration of schools, school supervision and school law, and workshops in administration if the topic is deemed appropriate by the student's adviser.

**Certificate of Advanced Graduate Study in Special Education — with Concentration in Curriculum, Instruction and Assessment Admission Requirements**

Master's degree or its equivalent in the education professions with a minimum 3.25 average in previous graduate work. Graduate Record Examination or Miller Analogies Test (acceptable score to be determined by the departmental C.A.G.S. Admissions Committee).

A minimum of 12 semester hours in special education as follows: three pertinent to the education of exceptional children, three pertinent to educational methods for handicapped children, six of practicum experience in special education teaching.

A minimum of six semester hours in psycho-educational assessment.

<i>Program Requirements</i>	semester hours
<b>Major Concentration</b>	21-24
Required: Special Education 502, 506, 548, 549	
Electives: two or three courses from among administration, counselor education, curriculum, philosophy, special education, and diagnostic courses in elementary and secondary education	
<b>Humanistic and Behavioral Studies-Related Disciplines</b>	6-9
To be selected in consultation with an adviser. Selection will depend on the student's background, interests and needs.	
Comprehensive Examination	0
Field Project	0
Total:	30

*Note:* As an exit requirement, students must have a minimum of six semester hours selected from C.A.G.S. courses in curriculum related to curriculum theory, research and principles of curriculum construction and development.

**Course Offerings: Special Education**

*None of the courses offered by this department are arts and sciences courses.*

**SPECIAL EDUCATION 300: INTRODUCTION TO THE CHARACTERISTICS AND EDUCATION OF EXCEPTIONAL CHILDREN AND YOUTH** 4 semester hours

This course emphasizes the educational implications of intellectual, physical and behavioral differences among children. School and community adjustments for children with learning and communication problems, as well as for children with traditional handicapping conditions, are emphasized. Information pertinent to definitions, characteristics, etiologies, incidence and educational provisions will be examined. Federal law and state regulations governing the education of the handicapped will be reviewed. This introductory course includes observation experiences.

**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. 300, 310 and 312.

**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. 306, 310 and 312.

**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. 300, 310 and 312.

**SPECIAL EDUCATION 309: LANGUAGE DEVELOPMENT AND COMMUNICATION PROBLEMS OF CHILDREN** 3 semester hours

This course emphasizes the processes of language development in children. Specific techniques for enhancing language development in exceptional children are considered. The origins, nature and management of classical speech problems are also studied.

*Prerequisite:* Spec. Ed. 300.

**SPECIAL EDUCATION 310: PRINCIPLES AND PROCEDURES OF BEHAVIOR MANAGEMENT FOR EXCEPTIONAL CHILDREN AND YOUTH** 4 semester hours

This course is designed to provide students with information relative to behavior management techniques effective with exceptional children and youth. Topics presented and discussed include philosophical and ethical concerns in behavior management, measuring behavior, effects of antecedents and consequences, planning and scheduling, and current theories of behavior management with emphasis on classroom application. This course includes a related practicum.

*Prerequisite:* Spec. Ed. 300.

**SPECIAL EDUCATION 312: ASSESSMENT PROCEDURES FOR EXCEPTIONAL CHILDREN AND YOUTH** 4 semester hours

This course deals with the principles and procedures of educational assessment for preschool through secondary-level mildly/moderately handicapped students. Both norm-referenced and criterion-referenced testing will be considered, in addition to criteria for test selection, and the translation of test findings into educational plans. This course includes a related practicum experience.

*Prerequisite:* Spec. Ed. 300.

**SPECIAL EDUCATION 314: ASSESSMENT, CURRICULUM AND METHODOLOGY FOR THE MILDLY HANDICAPPED IN THE PRESCHOOL AND ELEMENTARY SCHOOL LEVELS** 4 semester hours

This course concentrates on curriculum and instructional approaches for mildly handicapped children in the preschool elementary school. Both developmental and

clinical methods are considered. Based on appropriate educational assessment information, criteria for selection of method and modification of materials will be reviewed. This course includes a related practicum.

*Prerequisite:* Spec. Ed. 300, 310 and 312.

**SPECIAL EDUCATION 315: ASSESSMENT, CURRICULUM AND METHODOLOGY FOR THE MILDLY/MODERATELY HANDICAPPED IN THE PRESCHOOL THROUGH MIDDLE SCHOOL LEVELS** 4 semester hours

This course concentrates on curriculum and instructional approaches for the mildly/moderately handicapped child from the preschool through middle school levels. Both developmental and clinical methods are considered. Based on appropriate educational assessment information, criteria for selection of method and modification of materials will be reviewed. This course includes a related practicum.

*Prerequisite:* Spec. Ed. 300, 310 and 312.

**SPECIAL EDUCATION 316: CLINICAL ORIENTATION TO THE MILDLY/MODERATELY HANDICAPPED CHILD IN THE PRESCHOOL THROUGH MIDDLE SCHOOL SPECIAL CLASS** 3 semester hours

This course, taken concurrently with Special Education 318, provides an orientation for the special class teacher in the use of community resources and services, and home-school relationships for the mildly/moderately handicapped child in the preschool through middle school level. The student is provided experience in classroom organization, clinical referrals, program instruction, prescriptive teaching and the use of educational resources.

*Prerequisite:* Spec. Ed. 300, 310, 312 and 315.

**SPECIAL EDUCATION 317: THE RESOURCE TEACHER IN THE PRESCHOOL AND ELEMENTARY SCHOOL** 3 semester hours

This course, taken concurrently with Special Education 319, is designed to prepare students to assume positions as resource teachers in preschool and elementary school settings. Through lectures, readings, films, discussions and simulation activities, the students will develop an understanding of the resource program concept, multiple roles of the resource teacher, and procedures for implementing and maintaining effective resource programming in the preschool through elementary school levels.

*Prerequisite:* Spec. Ed. 300, 310, 312 and 314.

**SPECIAL EDUCATION 318: STUDENT TEACHING IN THE PRESCHOOL, ELEMENTARY OR MIDDLE SCHOOL SPECIAL CLASS** 5 semester hours

One quarter of the academic year 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 and related activities in the special class for the mildly/moderately handicapped at the preschool, elementary or middle school level. Students are required to follow the calendar year of the schools to which they are assigned while student teaching. Students take Special Education 316 concurrently with student teaching.

*Prerequisite:* Spec. Ed. 300, 310, 312 and 315; adequate health; attainment of a cumulative index of 2.0; special education concentration cumulative index of 2.0; proficiency in the operation of audiovisual equipment; and speech proficiency.

**SPECIAL EDUCATION 319: STUDENT TEACHING IN THE PRESCHOOL/ELEMENTARY SCHOOL RESOURCE PROGRAM** 5 semester hours

One quarter of the academic year is spent teaching in special education programs under the joint supervision of an experienced teacher and a college supervisor. Students will assume increasing responsibility for teaching and related activities in the

preschool/elementary school resource program. Students are required to follow the calendar year of the school to which they are assigned while student teaching. Students take Special Education 317 concurrently with student teaching.

*Prerequisite:* Spec. Ed. 300, 310, 312 and 314; adequate health; attainment of a cumulative index of 2.0; special education concentration cumulative index of 2.0; proficiency in the operation of audiovisual equipment; and speech proficiency.

**SPECIAL EDUCATION 323: ASSESSMENT, CURRICULUM AND METHODOLOGY FOR THE MILDLY HANDICAPPED AT THE MIDDLE SCHOOL AND SECONDARY LEVEL** 4 semester hours

This course concentrates on curriculum and instructional approaches for mildly handicapped students in the middle and secondary school. Both developmental and clinical methods are considered. Based on appropriate educational assessment information, criteria for selection of method and modification of materials are considered. This course includes a related practicum.

*Prerequisite:* Spec. Ed. 300, 310 and 312.

**SPECIAL EDUCATION 324: ASSESSMENT, CURRICULUM AND METHODOLOGY FOR THE MILDLY/MODERATELY HANDICAPPED AT THE MIDDLE SCHOOL AND SECONDARY LEVEL** 4 semester hours

This course examines curriculum, methods and materials designed to facilitate the acquisition of academic and functional skills within the context of an educational program for adolescents and young adults with mild to moderate handicaps. Skill areas include functional academics, speech and language development, consumer education, personal and social adjustment, family living and recreation and leisure time activities. This course includes a related observation and practicum experience.

*Prerequisite:* Spec. Ed. 300, 310 and 312.

**SPECIAL EDUCATION 325: CAREER EXPLORATION AND VOCATIONAL PREPARATION OF MIDDLE SCHOOL AND SECONDARY LEVEL HANDICAPPED STUDENTS** 4 semester hours

This course focuses on assessment, curriculum, methods and materials designed for adolescent and young adult persons with handicaps in preparation for the world of work. Emphasis is placed upon the development of community work study programs. This course includes observation and practicum experience.

*Prerequisite:* Spec. Ed. 300, 310 and 312.

**SPECIAL EDUCATION 326: ORIENTATION AND MANAGEMENT STRATEGIES IN MIDDLE AND SECONDARY SCHOOL PROGRAMS FOR HANDICAPPED STUDENTS** 3 semester hours

This course, taken concurrently with Special Education 328, provides an orientation for the special class teacher at the middle school or secondary level. Organization, school resources, classroom management, community resources and home-school relations are emphasized as they relate to special class programs for handicapped students.

*Prerequisite:* Spec. Ed. 300, 310, 312, and 324 or 325.

**SPECIAL EDUCATION 327: THE RESOURCE TEACHER IN THE MIDDLE AND SECONDARY SCHOOL** 3 semester hours

This course, taken concurrently with Special Education 329, is designed to provide students with information relative to teaching adolescents in a resource program. Emphasis is placed on the learning needs of the mildly handicapped adolescent. The course focuses on strategies and organizational principles useful for teaching in middle school and secondary resource programs. Issues addressed include alternative resource program models, methods of communicating with teachers, parents





stration 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 educable 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 edu-

cating 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 his area of specialization (emotionally disturbed, learning disabilities or mental retardation) each graduate student spends a minimum of 75 hours in assigned clinical and teaching centers. This course emphasizes professional orientation and the development of observation skills. Hours to be arranged.

*Prerequisite:* consent of instructor.

**SPECIAL EDUCATION 461: INTERNSHIP IN THE EDUCATION OF EXCEPTIONAL CHILDREN**

6 semester hours

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:* Curric. 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**

3 semester hours

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**

3 semester hours

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**

6 semester hours

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**

3-6 semester hours

Topics vary from year to year. Open only to graduate students.

**THEATRE**

See Department of Communications and Theatre.

## URBAN EDUCATION PROGRAM

*Kenneth Walker, Coordinator*

### Programs of Study

*Elective Program:* Urban Education

*Graduate Programs:* Elementary Education — Urban Education Specialization (M.Ed.); Secondary Education — Urban Education Specialization (M.Ed.).

### Elective Program in Urban Education

The program is designed to provide the student with the theoretical knowledge and practical experience necessary for effective teaching in urban schools. It consists of 10 semester hours (three courses) and is open to every student in an educational studies curriculum.

	<i>semester hours</i>
Psychology 215	4
Sociology 204 or 208 or 211	3
Education 363	3

The psychology and sociology requirements are prerequisite to the seminar (Education 363), which is taken in the semester preceding student teaching. In addition to the laboratory-field work associated with these courses, students interested in urban education will be assigned to urban settings in practicum and student teaching.

Inquiries concerning the program should be directed to the coordinator.

## Graduate Programs

The graduate program in urban education gives a fuller understanding of the social and economic structure of urban areas, and of the social, psychological and educational problems involving adolescents. It also teaches candidates to recognize and understand their own prejudices and fears. The 15-semester-hour program may be incorporated into the M.Ed. for either elementary or secondary education. The entire plan of study for each is given below.

### Master of Education in Elementary Education — Urban Education Specialization

*Admission Requirements*

Teacher certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Education 409	18
Major Concentration	18
Education 410, 411, 420; elementary methods (nine semester hours)	6
Related Disciplines	6
<b>Total:</b>	<b>30</b>

### Master of Education in Secondary Education — Urban Education Specialization

*Admission Requirements*

Teacher certification; Graduate Record Examination or Miller Analogies Test.

<i>Program Requirements</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Education 409	18
Major Concentration	24
Education 410, 411, 420; Curriculum 503; teaching area (12 semester hours)	6
<b>Total:</b>	<b>30</b>

## Course Offerings

*See participating departments.*

## URBAN STUDIES PROGRAM

*Chester Smolski, Coordinator*

An interdepartmental major, urban studies focuses on the dynamics of the urbanization process, on the problems of the city today and on the potential the city holds for the future. Specific topics may include urban geography, housing and planning; minority group relations; and community development. Students will also be assigned to approved agencies in urban settings for field work.

### Program of Study

*Major:* Urban Studies (B.A.).

### Major in Urban Studies

The major in urban studies requires a minimum of 30 semester hours in various disciplines and at least 12 semester hours of cognates.

	<i>semester hours</i>
A. 1. Three courses from Anthropology 338; Economics 305; Geography 315; History 349; Political Science 305; Sociology 204	9
2. Mathematics 240 or Psychology 320	3-4
B. Four courses from the following list, with no more than three in any one discipline	12-14
Economics 303	
Geography 305, 317, 318	
History 345	
Political Science 322, 351	
Psychology 351, 409, 410	
Social Science 315	
Sociology 208, 315, 320	
Urban Studies 350	
Additional courses may be chosen from A-1 or from other courses approved by the coordinator of urban studies.	
C. Urban Studies 321	3
D. Urban Studies 362	3
Cognates (if not taken previously)	12-16
One course each from four of the seven groupings 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-level or above.	

## Course Offerings: Urban Studies

*See participating departments also.*

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)

The college offers a part-time program 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. Initial acceptance is conditional on satisfactory academic and professional performance in the program. Inquiries should be directed to the chair of the Department of Industrial Education.

**Program of Study**

Major: Vocational-Industrial Education (B.S.).

**Curriculum in Vocational-Industrial Education**

In addition to the General Education Program and free electives, the curriculum requires a minimum of 36 semester hours in professional education, which include student teaching or an internship in vocational education. Thirty-two semester hours are awarded for trade experience credit (applied vocational skills). There is also a cograte requirement, at least six semester hours. The curriculum totals at least 120 semester hours.

	<i>semester hours</i>
<i>Applied Vocational Skills</i>	32
Credit for trade experience (successful completion of state exam)	
<i>Professional Education</i>	36-38
Education 321 or 323; Foundations of Education 220; Psychology 214; Vocational Education 300-303	
At least two courses in education or two courses from Industrial Technology 225, 325, 330	
<i>Cognates</i>	6
Required: Mathematics 113, 114	

**General Education Program**

36-38

**Free Electives**

6-13

Since the college requires 50 semester hours in arts and sciences courses for the B.S., free electives must be selected from this area.

**Course Offerings: Vocational Education, Education**

*See participating departments also.*

*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.

**Education**

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

9 semester hours

*See Department of Secondary Education.*

**EDUCATION 323: INTERNSHIP IN INDUSTRIAL EDUCATION**

9 semester hours

*See Department of Industrial Education.*

## WOMEN'S STUDIES PROGRAM

Mary Bill Howkins, *Coordinator*  
Elizabeth Rowell, *Coordinator (Fall)*

The interdepartmental major in women's studies is a response to the social changes that have broken outmoded stereotypes of women and that have led to a reassessment of their roles and their contributions to economic, social, political and cultural life. Treatment of women in history, literature and the arts will be studied and evaluated. Critical issues affecting the psychological, biological and sociological welfare of women will be identified and explored.

### Programs of Study

Major: Women's Studies (B.A.).  
Minor: Women's Studies.

#### Major in Women's Studies

The women's studies major consists of at least 31 semester hours in various disciplines, plus a cognate requirement. A minimum of four courses must be at the 300-level or above. Courses must be chosen from the humanities and from mathematics, science, and/or the social and behavioral sciences. Students will plan their programs in consultation with the coordinator of women's studies.

	<i>semester hours</i>
<i>Required Courses</i>	7
Women's Studies 200, 360	
<i>Humanities</i>	9-10
Three courses from Art 361; <sup>1</sup> Communications 350; <sup>1</sup> English 150, <sup>1</sup> 336; <sup>1,2</sup> Theatre 350; <sup>1</sup> other appropriate women's studies courses as approved	
<i>Science, Mathematics, Social and Behavioral Sciences</i>	9-11
Three courses from Anthropology 301; Education 234; Political Science 309; Psychology 356; Social Work 350; <sup>1,2</sup> Sociology 101, 202, 350; <sup>1,2</sup> other appropriate women's studies courses as approved	
<i>Choices in Major</i>	6-8
Two additional courses from the humanities, science, mathematics, and/or the social and behavioral sciences, with coordinator's approval	
<i>Cognates</i>	18-20
Any academic minor	

<sup>1</sup> When on appropriate topic.

<sup>2</sup> Course may be repeated.

#### Minor in Women's Studies

The minor consists of six courses (minimum of 18 semester hours), as follows: Women's Studies 200; two approved courses from the humanities; two approved courses from science, mathematics, and/or the social and behavioral sciences; one other course from the two required areas or Women's Studies 360.

#### Course Offerings: Women's Studies

See participating departments also.

#### 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, Provost and Vice President  
John J. Salesses, Assistant Vice President

ACCOUNTING, Alger Hall 134, 456-8076  
Thomas J. Bradley, Chief Accountant

ADMINISTRATIVE SERVICES, Roberts Hall 101, 456-8200  
John Nazarian, Vice President  
James R. Cornelison, Assistant Vice President

ADMISSIONS, Roberts Hall 306, 456-8234  
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Claire M. Giannamore, Assistant Director for Transfer Affairs  
Patricia A. Sullivan, Assistant Director for Freshman and  
International Student Affairs  
Kenneth Binder, Admissions Officer  
Barbara S. Fadirepo, Admissions Officer

AFFIRMATIVE ACTION OFFICE, Roberts Hall 124, 456-8218  
Patricia M. Giammarco, Affirmative Action Officer

ALUMNI AFFAIRS, Alumni House, 456-8086  
Holly Shadoian, Director

ARTS AND SCIENCES, FACULTY OF, Gaige Hall 152, 456-8106  
David L. Greene, Dean  
James Bierden, Associate Dean

ATHLETICS, INTRAMURALS AND RECREATION,  
Walsh 224, 456-8007  
William B. Baird, Director  
Gail Davis, Associate Director

INTRAMURALS AND RECREATION, Whipple Gym, 456-8136  
John S. Taylor, Director

AUDIOVISUAL DEPARTMENT, Alger Hall 125, 456-8020  
Roland B. Mergener, Director  
Anthony R. Giardino, Assistant Director, Television Center  
Hans-Erik Wennberg, Assistant Director, Audiovisual Center

BOOKSTORE, Student Union, 456-8025  
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Marion F. Brown, Assistant Manager

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BURSAR, Alger Hall 133, 456-8130  
Thomas J. Kelly, Bursar

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Frankie S. Wellins, Director  
Lisa Finn, Coordinator, Career Development Program

CHAPLAINS, Student Union 301, 302, 303, 456-8168  
Reverend Robert Marcantonio, Catholic Chaplain  
Reverend Glendon Heath, Protestant Chaplain

COLLEGE ADVANCEMENT AND SUPPORT,  
Alumni House Complex, 456-8104  
John S. Foley, Executive Director

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Peter Harman, Director  
Ronald D. Lupo, Assistant Director  
Joseph W. Konicki, Assistant Director

CONFERENCES AND SPECIAL EVENTS, Alumni House Complex  
456-8022  
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SCHOOL OF (DEANS' OFFICE), Roberts 314, 456-8210  
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CONTROLLER/TREASURER, Roberts Hall, 456-8224  
John W. Speer

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Matthew J. Andresino, Psychologist  
Richard W. Prull, Counseling and Research Psychologist  
Judith I. Gaines, Counselor

CURRICULUM RESOURCES CENTER, Horace Mann Hall  
143, 456-8065  
Maureen T. Lapan, Director

COLLEGE DINING SERVICES, Donovan Dining Center,  
456-8207

Brian Allen, Manager  
Vincent R. Flemming, Assistant Director

ECONOMIC EDUCATION, CENTER FOR, Alger Hall 220,  
456-8037

Monica Matheny, Director

EDUCATION AND HUMAN DEVELOPMENT, SCHOOL OF  
Horace Mann 107, 456-8110  
James D. Turley, Associate Dean  
Patricia Glasheen, Assistant Dean

ETHNIC HERITAGE STUDIES PROJECT, Bureau, 456-8228  
Carmela Santoro, Director

EVALUATION AND RESEARCH, CENTER FOR,  
Adams Library, 456-8266  
Crist H. Costa, Director

FINANCIAL AID AND STUDENT EMPLOYMENT SERVICES,  
CENTER FOR, Craig-Lee Hall 050, 456-8030

William H. Hurry Jr., Director  
Pennell S. Eustis, Acting Associate Director, Financial Aid Services  
Janet A. O'Connor, Acting Assistant Director  
Cynthia Dortch, Financial Aid Specialist  
Phyllis Hunt, Student Employment Specialist

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James E. Bierden, Director

GRADUATE STUDIES, SCHOOL OF, Roberts Hall 315, 456-8117  
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Dorothy E. Znosko, R.N., Nurse-Supervisor

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Ira J. Lough, Coordinator

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INSTITUTIONAL RESEARCH AND PLANNING, Roberts Hall,  
456-8226

Lenore A. DeLucia, Director

INTERNATIONAL EDUCATION, Gaige Hall 104E, 456-8006  
Lawrence Lindquist, Coordinator



## INTERNATIONAL STUDENT ADVISEMENT,

Roberts Hall 333, 456-8234

Audrey Olmsted, Adviser

## LABORATORY EXPERIENCES, Horace Mann Hall 103, 456-8114

William H. Lawton, Director and Coordinator of Student Teaching

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Beth I. Perry, Assistant Director

## NEW STUDENT PROGRAMS, Craig-Lee Hall 057, 456-8083

Dolores Passarelli, Director (on leave)

Kenneth Binder, Acting Director

## NEWS AND INFORMATION SERVICES, Alumni House Complex

456-8132

Laurence J. Sasso Jr., Director (on leave)

George E. LaTour, Acting Director

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Kenneth Coulbourn, Supervisor

## PERSONNEL SERVICES, Roberts Hall 124, 456-8216

Gordon N. Sundberg, Director

## PHYSICAL PLANT, 456-8262

John H. Vickers, Director

William Chapman, Assistant Director,

Maintenance and Repairs

Joseph Ingegneri, Assistant Director, Grounds

Boles Zelazny, Assistant Director, Housekeeping

## PREPARATORY ENROLLMENT PROGRAM,

Craig-Lee Hall 055, 456-8081

(See Student Development Programs)

## PRESIDENT'S OFFICE, Roberts Hall 404, 456-8100

David E. Sweet, President

William H. Lopes, Executive Assistant

## PUBLICATIONS, Alumni House, 456-8090

Eleanor B. Panichas, Director

Walter Kopec, Coordinator of Graphics

## PUBLIC RELATIONS

(See College Advancement and Support)

## PURCHASING, Physical Plant 201, 456-8047

Robert A. Grenier, Director

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456-8071

Marilyn Eanet, Director

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Allyson M. Fraile, Recorder

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456-8240

Glenn E. Liddell, Director

## SECURITY AND SAFETY, Browne Hall, 456-8201

Richard Comerford, Director

Joseph Hickox, Assistant Director

## STUDENT ACTIVITIES, Student Union 311, 456-8034

Richard P. Thomas, Associate Dean for Student Activities

and Student Union

## STUDENT AFFAIRS, Roberts Hall 401, 456-8123

Gary M. Penfield, Vice President

## STUDENTS, DEAN OF

Gary M. Penfield, Dean (Roberts Hall 401, 456-8123)

Dixon A. McCool, Associate Dean (Craig-Lee Hall 126,

456-8061)

## SUMMER SESSION, Roberts Hall 114, 456-8117

William A. Small, Director

## STUDENT DEVELOPMENT PROGRAMS, Craig-Lee Hall 120,

456-8081

Vernon Lisbon, Director

## TESTING CENTER, Adams Library 406, 456-8266

John A. Finger Jr.

## TUTORIAL SERVICES, Clark Science 112, 456-8139

John Gillfillan, Director

## UPWARD BOUND, Craig-Lee Hall 120, 456-8081

(See Student Development Programs)

## URBAN EDUCATIONAL CENTER,

126 Somerset Street, Providence, R.I. 02905, 456-8185

Charles D. Walton, Director

## WRITING CENTER, Craig-Lee Hall 225, 456-8141

A. John Roche, Director

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1854-1859

Joshua Kendall  
1860-1864

James C. Greenough  
1871-1883

Thomas Morgan  
1883-1888

George A. Littlefield  
1889-1892

William E. Wilson  
1892-1898

Fred Gowing  
1898-1901

Charles S. Chapin  
1901-1907

*Principal and President:*

John Lincoln Alger  
1908-1938

*Presidents:*

Lucius A. Whipple  
1939-1950

William C. Gaige  
1952-1966

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1968-1973

Charles B. Willard  
1973-1977

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## FACULTY AND ADMINISTRATION

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- \***George A. Anderson**, Professor of Mathematics — B.A., Trinity College; M.A., Ph.D., Yale University
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**Medical Technology**

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