

BULLETIN OF
RHODE ISLAND COLLEGE



GENERAL CATALOG
1983-85

WELCOME TO RHODE ISLAND COLLEGE!

Affirmative Action

Rhode Island College policy prohibits discrimination based upon race, color, sex, religion, class, national origin or ancestry, age, or handicap. 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.

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 the College 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 is the discovery and dissemination of knowledge and truth. 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 students realize their 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, the College 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 Governor and General Assembly for their generous support, both financial and moral. In return our students, faculty, staff and alumni are making significant contributions to the state.

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

David E. Sweet
President, Rhode Island College

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GENERAL INFORMATION

RHODE ISLAND COLLEGE: AN OVERVIEW

Rhode Island College is a public institution of higher learning whose primary goal is to provide undergraduate programs in the arts and sciences and in professional and pre-professional fields. The college also offers a range of graduate programs in the arts and sciences and in the areas of community, public and social services. The basic commitment of the faculty to excellence in teaching is complemented and enriched by research and by service to the city of Providence, the state and the region.

While most students are from Rhode Island and surrounding areas, the college welcomes students from other states and countries, and actively seeks to include among its student body racial and ethnic minorities, the economically disadvantaged and the handicapped.

Rhode Island College is located on a 125-acre campus in the Mount Pleasant section of Providence, extending into North Providence. It is a unique location which combines easy access to the benefits and resources of the Metropolitan area, with a suburban atmosphere.

Academic offerings are provided in five schools: the Faculty of Arts and Sciences, the School of Education and Human Development, the School of Social Work, the School of Continuing Education and Community Service, and the School of Graduate Studies.

Rhode Island College is accredited by the New England Association of Schools and Colleges and 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 Associ-

ation of State Directors of Teacher Education Certification, National Council for Accreditation of Teacher Education, and National League of Nursing.

When the college was established in 1854 as the Rhode Island State Normal School, its goal was to provide teacher preparation to young people from Rhode Island. In 1898 a new building for the normal school was dedicated. The college then began a period of steady growth evolving first into a teachers college, the Rhode Island College of Education. For the 1958-59 academic year the college was relocated to its current Mount Pleasant campus, and in 1959 was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education.

The college has undergone rapid expansion in recent decades at the undergraduate and graduate levels. It now serves over 9000 students in a variety of courses and programs both on and off campus.

Rhode Island College is one of three public institutions of higher education which operate under the aegis of the Board of Governors for Higher Education. The board consists of nine individuals appointed by the governor, and two members of the Rhode Island General Assembly.

UNDERGRADUATE STUDIES

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 to race, color, sex, religion, class, national origin or ancestry, age, or handicap.

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:

- 4 units of English
- 2 units of 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
- 5 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 admission 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 mid-year grades for review.
3. *Scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.* The applicant is fully responsi-

ADMISSIONS

CONTINUED

ble 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 five 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 to the Admissions Office 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 when possible.

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

In addition, students admitted to Rhode Island College for enrollment as F-1 visa students are required to buy the basic medical insurance program presently being offered as an option to all Rhode Island College students.

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

MILITARY PERSONNEL AND VETERANS

Rhode Island College is a Service-motivated Opportunity College. U.S. military personnel and veterans are invited to contact the Admissions Office for information on undergraduate degrees. The Admissions Office will also assist those who think they lack the necessary prerequisites for

degree candidacy. Those who are interested in non-degree course work should contact the School of Continuing Education and Community Service.

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 must 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 a total of five years of interruptions in their education since high school. 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 submitted to the Admissions Office 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.

Early Enrollment Program

The Early Enrollment Program provides high school students with an opportunity to take college-level courses in the familiar environment of their own high school. The program is open to college-bound seniors and accelerated juniors who have at least a B average in the subject they wish to take in the Early Enrollment Program, as well as the recommendation of their high school teacher in that subject. Course credit will count toward high school graduation and toward a college degree at Rhode Island College. Credit may be transferred to another institution of higher learning. Faculty for the program are drawn from qualified teachers at the participating high schools. Additional information can be obtained from the Admissions Office or from the Department of Secondary Education.

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 transcripts (from college(s) attended (final spring-semester transcript is due by July 1); 3) catalogs (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 programs 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 Col-

ADMISSIONS

CONTINUED

lege's Writing Competency Requirement (see undergraduate 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 percent. 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 in the home state. Students must remain in the program for which they applied or may transfer only into another NEBHE program in the home state. 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, 45 Temple Place, Boston, MA 02111.

STUDENTS FROM THE PROVIDENCE STANDARD METROPOLITAN STATISTICAL AREA (SMSA)

Rhode Island College full-time undergraduate students whose permanent place of residence is an out-of-state community which is part of the Providence Standard Metropolitan Statistical Area are eligible for in-state tuition rates plus 50 percent. The SMSA area communities included are Attleboro, North Attleboro, Norton, Rehoboth, Seekonk,

Plainville, Blackstone and Millville. The SMSA tuition rate is also extended to graduates of the Dighton-Rehoboth High School and the King Philip Regional High School from the towns of Dighton, Wrentham and Norfolk.

Forms for verification of residence for this purpose are available in the Records Office and must be submitted for approval prior to the close of registration.

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 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 Examination 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. Before registering, students are required to pay all applicable fees (see undergraduate Fees and Expenses). Students must officially register for classes in order to receive course credit.

REGISTRATION PERIOD PROCEDURE

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 mid-year entrants. Summer session registration occurs in the spring and is conducted by mail or on an in-person basis. A late fee of \$10 is charged to those who do not complete registration during the designated periods.

For the college's regular session the registration procedure is as follows:

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 (new student orientation) 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 School of Continuing Education and Community Service.

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.

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.

In order to qualify for this exchange program the student must be enrolled full time (12-18 semester hours in a semester). Rhode Island College will pay Providence College the normal tuition for each student enrolled in an approved course, providing the combined total of semester hours taken at Rhode Island College and Providence College does not exceed 18.

REGISTRATION CONTINUED

The student will, in turn, reimburse Rhode Island College for the difference in tuition costs at Rhode Island College and Providence College. Should the combined total of semester hours exceed 18, the student will be responsible for paying the entire Providence College charge for all semester hours over 18.

This agreement is a reciprocal one allowing students from Providence College to have the same benefits. The University of Rhode Island and 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.

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.

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 Student Life.

FEES AND 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 in August and the remainder in January, in accordance with the billing due dates. Also, the college offers an advance payment plan for students who wish to pay on a monthly basis. The cost of this service, including Life Benefit Coverage, is approximately \$40. Details are available in the Bursar's Office.

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

FULL-TIME STUDENT FEES

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

Tuition (General Fee)
\$910 (in state); \$3174 (out of state)
Student Activity Fee
\$50
Dining Center/Student Union Fee
\$76

Fine Arts Fee
\$25 (degree candidates)

TOTAL
\$1061 (in state); \$3325 (out of state)

Note: Students who take more than 18 semester hours of course work in a semester pay an additional \$45 per semester hour (if in state) or an additional \$125 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)

\$45 per semester hour (in state);
\$125 per semester hour (out of state)

Student Activity Fee
\$3 per semester hour

Fine Arts Fee
\$5 per semester (degree candidates)

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
\$3

Encounter (Orientation) Fee
\$31 for incoming freshmen;

\$16 for transfer students

Roon
\$1345 or \$1515 per year (see Student Housing)

Board
\$1396 per year (see Student Housing)

Application Fee
\$15

Late Fee
\$10, for students who fail to register during the designated period of enrollment

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 students. 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 Fine Arts Fee is used to provide opportunities and activities in the fine and performing arts at the college.

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 help cover maintenance and operational expenses.

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 stu-

dent 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 tuition only, 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.

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, unre-

FEES AND EXPENSES FINANCIAL AID

CONTINUED

turned 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.

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 Grant, a federal grant. Application for the Pell Grant and Rhode Island College aid 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. Applicants must also complete a Rhode Island College Application for Financial Aid.

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 and who complete and place on file prior to March 1 the Rhode Island College Application for Financial Aid. Applicants should receive a Student Aid Report (SAR) from the Pell Grant processor within six weeks. All copies (usually three) of the SAR must be submitted to the Office of Student Financial Aid Services as soon as possible. Final 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 spring and summer.

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 FOR SUMMER SESSION

In addition to the process outlined above, students who desire financial assistance for summer session must submit a Rhode Island College Application for Financial Aid - Summer Session. These forms are available from the Office of Student Financial Aid Services on or about March 1 each year. Summer session aid is contingent upon the availability of funds and normally consists of long-term loans and College Work-Study.

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, or in certain cases, from the department or office noted with the entry. This list is subject to change.

Grants

Pell Grants
Preparatory Enrollment Program
Grants - contact Office of Student Development Programs
Rhode Island Higher Education Grants - contact Rhode Island Higher Education Assistance Authority

Supplementary Education Opportunity Grants

Westerly Alumni Club Grant

Scholarships

Rita V. Bicho Memorial Scholarship - contact Department of Music
Elizabeth S. Carr Trust Fund Scholarships in Elementary/Early Childhood Education - contact Development Office
Citizens Bank Scholarship
Eugene Dutton Memorial Scholarship - contact Urban Educational Center
Marjorie H. Eubank Scholarship - contact Department of Communications and Theatre
Federal Nursing Scholarships
Federal Products Foundation Scholarships

General Education Honors Scholarships

Rhode Island College Alumni Honors Scholarships - contact Admissions Office
Martha Bacon-Ronald Ballinger Honors Scholarships - contact General Education Honors Committee
President's Honors Scholarship - contact General Education Honors Committee
Elizabeth R. Gunning Scholarship Award - contact Department of English

Marie R. Howard Scholarship - contact Department of Economics and Management

Mary M. Keeffe Scholarship - contact Department of Biology
Thomas G. King Memorial Scholarship - contact Department of Industrial Education

Mary E. Love Scholarships - contact Department of Nursing
Providence Teachers' Association Memorial Scholarship - contact School of Education and Human Development

Rhode Island College Alumni Scholarships - contact Office of Alumni Affairs for the following:
Alumni Children Merit Scholarship
Alumni Freshman Award
Alumni Student Assistant Scholarship

Alumni Financial Aid Scholarship
Rhode Island Hospital Trust National Bank Scholarships
State Scholarships - contact appropriate state agencies

Helen Freesch Willard Scholarship
Special Talent Awards
Apply as indicated: Art (Department of Art); Chess (Chess Team); Communications, Debate, Theatre (Department of Communications and Theatre); Dance (RIC Dance Company);

FINANCIAL AID

CONTINUED

Music (Department of Music); Rhode Island College Alumni Fine and Performing Arts Scholarship—available in art, dance, music, theatre (Office of Alumni Affairs)

Long-term Loans

Guaranteed Student Loan Program—contact 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

THE RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FINANCIAL ASSISTANCE

Students should be fully aware of their rights and responsibilities in applying for and accepting any form of financial aid. These rights and responsibilities are listed in the *Student Handbook*, copies of which can be obtained from the Office of Student Life.

DEGREE AND SPECIAL PROGRAMS

BACHELOR OF ARTS

Degree with liberal arts majors or concentrations in

African/Afro-American Studies
Anthropology
Anthropology/Public Archaeology

Art

Art History

Biology

Chemistry

Classical Area Studies

Communications

Communications/Theatre

Computer Science

Economics

Economics (Management)

English

Film Studies

French

General Science

Geography

History

Labor Studies

Latin American Studies

Mathematics

Medieval and Renaissance Studies

Music

Philosophy

Physical Science

Political Science

Political Science/Public

Administration

Psychology

Social Science

Spanish

Spanish

Theatre

Urban Studies

Women's Studies

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

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

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

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BACHELOR OF SOCIAL WORK

BACHELOR OF SCIENCE

Degree in

Art Education

Business (see Management)

Chemistry

Elementary Education

Elementary Education/Special

Education

Health Education

Industrial Arts Education

Industrial Technology

Management

Medical Technology

Music Education

Nursing

Physical Education

Physical Education/Recreation

Radiologic Technology

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 15-20 semester hours of course work.

Similar opportunities are available through elective programs in gerontology, bilingual-bicultural education and urban education, as well as through the management skills certificate program and the computer science skills sequence. The urban education and bilingual-bicultural programs, however, are restricted to students in education curricula.

PRE-PROFESSIONAL PROGRAMS

Students, in consultation with an adviser, may develop programs for pre-professional work in the follow-

ing fields: medicine, dentistry, law, optometry, physical therapy and veterinary medicine. For more information, consult the program/course section of this catalog.

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. Specific information about these programs 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.

INDEPENDENT STUDY

Independent study, directed study and certain problems and research courses afford the student an opportunity to pursue concentrated study in a selected topic under the supervision of a faculty member. Application for these courses must be made to the chair of the department in which study is undertaken by November 15 or April 15 for the following semester.

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.

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 a total of five years of interruptions in their education since high school.

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 undergraduate 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 School of Continuing Education and Community Service to establish eligibility.

THE NATIONAL STUDENT EXCHANGE PROGRAM

The National Student Exchange Program allows undergraduate students to study for up to one academic year in a college or university in another part of the United States. The program embraces social and cultural experiences as well as academics, offering an opportunity for further self-exploration and examination of educational objectives.

In order to qualify for participation a student should: 1) be a full-time student at the home campus (RIC); 2) be in the sophomore or junior year during the exchange; 3) have a cumulative grade point average of 2.5 at the time an application is submitted.

The National Student Exchange is a group of 63 four-year, state-supported colleges and universities whose purpose is to broaden the educational experiences of undergraduates.

DEGREE AND SPECIAL ACADEMIC PROGRAMS REQUIREMENTS

CONTINUED

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.

Students are responsible for completing 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.

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 36-38 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 23-29 semester hours (seven to nine courses) from selected disciplines or special 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, con-

centrations 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 Education 120, 125; Foundations of Education 200, 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. Practicum gives 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 Rhode Island College English Competency Placement Exam (ECPE). 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 stu-

dent 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 art (studio concentration), 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.

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 Student Life, 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 grade points, which are related to letter grades as indicated below.

Letter Grade	Grade 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 ¹ - failure	0.00

¹Included in the calculation of cumulative grade point average.

W - Withdrawn with permission, no credit and no grade points; disregarded in computing grade point average (GPA). (Grade report symbols for students who drop a course after midterm are as follows: 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 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 GPA.

I - Incomplete, no grade 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 GPA.

NCR - Failing grade in course taken with Credit/No Credit option. No credits counted toward graduation and there is no effect on the GPA.

NA - Not available. Instructor failed to enter in grades.

M - Missing or multmark (error on the submitted grade sheet).

AUD - Notation for course which was audited.

For courses restricted to H, S, U grades:

H - Honors, no grade points, no effect on GPA. Credits counted toward graduation.

S - Satisfactory, no grade points, no effect on GPA. Credits counted toward graduation.

U - Unsatisfactory, no grade points, no effect on GPA. No credits counted toward graduation.

REPEATING A COURSE

No course passed may be retaken except by special permission of the Academic Standing Committee,

unless an exception is noted in catalog course description. Generally, topics courses and workshops may be repeated with a change in content. However, all students are strongly advised to consult with their advisers before retaking any course.

ACADEMIC DISMISSAL AND PROBATION

The college has set certain minimum standards for cumulative grade point averages, based on the number of semester hours attempted. These averages are as follows:

Semester Hours Attempted ¹	Minimum Cumulative Index
At least 0, but less than 9	0.00
At least 9, but less than 25	0.00
At least 25, but less than 39	1.55
At least 39, but less than 54	1.66
At least 54, but less than 69	1.72
At least 69, but less than 84	1.79
At least 84, but less than 98	1.85
At least 98, but less than 112	1.90
At least 112, but less than 126	1.95
At least 126	2.00

¹Includes transfer and proficiency credits.

Failure to attain the minimum cumulative GPA 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 GPA 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.

CREDIT/NO CREDIT OPTION

The Credit/No Credit option, which may be chosen in certain courses, is described 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 students receive a grade of W (see Grading System).

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 undergraduate Registration section of this catalog.

AUDITING COURSES

By auditing, a student participates in a course without receiving credit or having the grade 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 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.

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 interdisciplinary courses, the permission of an academic dean.

HONORS

Rhode Island College recognizes intellectual and creative excellence in four primary ways: through the publication each semester of the Dean's List, through honors programs, through graduation honors and through special prizes and awards.

DEAN'S LIST

Full-time students who attain a grade 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 GPA of 3.0, as well as a semester GPA of 3.0, and earn at least a grade of Satisfactory in student teaching or cooperative education.)

GENERAL EDUCATION HONORS PROGRAM

The General Education Honors Program offers academically superior students the opportunity to fulfill a portion of their General Education requirement in specially designed honors classes. These classes are intended to be more intellectually challenging than regular classes and because of their limited size, encourage students to work closely with each other and with the instructor.

General Education honors students have the use of an honors lounge; participate in cultural and recreational activities sponsored by the program; and may receive "quiet" suites in the dormitories.

In addition, the college awards a number of merit-based scholarships each year to students participating in the program. These include Martha Bacon Ronald Ballinger Honors Scholarships of \$500 and at least one President's Honors Scholarship, which covers tuition, fees, books, and room and board (if the recipient

HONORS

CONTINUED

chooses to live on campus). Both kinds of scholarships are renewable for four years. Recipients are selected on the basis of academic records, test scores and personal interviews.

Successful completion of the program requires at least a 3.0 GPA both in honors classes and in a student's overall course work and is noted on the student's transcript. Students may withdraw from the program at any time without prejudice to their academic standing and will retain the "Honors" designation on their transcripts for any honors classes taken.

Admission to the program is by invitation of the director and the General Education Honors Committee. Students are expected to rank in the top 10 percent of their high school class and to have appropriately strong SAT scores.

For more information, write or call the director of General Education honors and see General Education Program in the program/course section of this catalog.

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 GPA for all courses taken in the major, and a cumulative GPA of 2.5.

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

GRADUATION HONORS

Graduating seniors are cited for honors at the annual commencement exercises, according to the following standards: a cumulative grade 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 grade 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 DELTA MU

The Beta Chi Chapter of Alpha Delta Mu, national social work honor society, was organized at the college in 1982. Alpha Delta Mu is dedicated to advancement of excellence in social work practice and to encouragement, stimulation and maintenance of scholarship in social work.

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.

Eleanor M. McMahon Award

The Eleanor M. McMahon Award was established in February 1982 by President David E. Sweet and the executive officers of Rhode Island College as a farewell gift to his colleague on the occasion of her appointment as the first commissioner of higher education in Rhode Island. This award is to be presented annually to a sophomore who has achieved the best academic record in the college's General Education Honors Program after the completion of at least seven courses.

Helen M. Murphy Award

This endowed award was established in honor of Helen M. Murphy, Class of 1939, who was a distinguished fac-

ulty 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 Jellres Archambault Memorial Award in Theatre—Communications and Theatre
B.S.W. Academic Excellence Award—School of Social Work

B.S.W. Service Excellence Award—School of Social Work

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

Epsilon Pi Tau, Beta Sigma Chapter Award—Industrial Education

Jean Garrigue Award—English
Nelson A. Guertin Memorial Awards—Modern Languages
Cantor Jacob Hohenemer Award—Music

James Houston Award—Anthropology and Geography

Theodore Lemeshka Award—Biology
Leonelli Family Memorial Award—Modern Languages

Christopher R. Mitchell Award—Mathematics and Computer Science

North Providence League of Women Voters Award—Political Science
Nursing Faculty Award—Nursing
Claiborne deB. 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 Memorial Scholastic Award—Economics and Management

Josephine A. Stillings Award—Psychology

Studio Art Award—Art
Harold Sweet Award for Excellence—Gerontology Program
Tequa Polyglot Award—Modern Languages

Wall Street Journal Award—Economics and Management

Evelyn Walsh Prize—History
Lauris B. Whitman Award—Sociology

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 degrees 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 23 academic departments within the college.

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

The primary factor in admissions decisions for the School of Graduate Studies is a candidate's academic record, although other factors, such as recommendations and standardized test scores, do play an important role in most cases. Final acceptance is based on the combined decision of the appropriate academic department and the graduate dean. Decisions are made without regard to race, color, sex, religion, class, national origin or ancestry, age, or handicap.

Note: The M.S.W. program has a different admissions procedure. See School of Social Work.

ADMISSION PROCEDURES/ REQUIREMENTS

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 Rhode Island College 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

ADMISSIONS

CONTINUED

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.

ADVISING PROCEDURE/ PLAN OF STUDY

New graduate students will be assigned a graduate adviser by the department in which their program is located when they are recommended for acceptance. Students should confer immediately with their advisers to develop a plan of study, which must be approved by the adviser and filed with the Graduate Office in order to complete the admissions process.

Changes in the plan of study must be made on 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 full acceptance as a degree candidate.

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.

CLASSIFICATION OF GRADUATE STUDENTS

Degree 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
Students (except M.S.W.) enrolled for nine or more semester hours in a given semester are considered full-time graduate students. M.S.W. students are considered full-time when enrolled in field instruction and three courses in a given semester.

ADMISSION OF INTER- NATIONAL STUDENTS

Rhode Island College encourages applications from prospective international students whose command of English is sufficient for graduate study. Applicants follow the normal admissions procedures and requirements as described above, and in addition, must submit certified literal English translations of their transcripts and academic records.

If international students are unable to provide scores on the Graduate Record Examinations or

the Miller Analogies Test, which are required by certain departments, alternative arrangements will be made.

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

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

MILITARY PERSONNEL AND VETERANS

Rhode Island College is a Service-men's Opportunity College. U.S. military personnel and veterans are invited to contact the School of Graduate Studies for information on graduate degrees and courses.

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 percent. 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.

REGISTRATION

Those entering Rhode Island College through the NEBHE program must meet all the standards required for admission to the School of Graduate Studies.

Out-of-state tuition for the M.S.W. program is based on NERSP formula and a waiver is not needed.

Additional information can be obtained from the Graduate Office or the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111.

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.

The Records Office is responsible for conducting registration for all courses. All applicable fees are payable at registration (see graduate Fees and Expenses). Students must officially register for classes in order to receive course credit.

REGISTRATION PERIOD/ PROCEDURE

Registration for all graduate students takes place in late August or early September for fall-semester enrollment and in mid-January for spring-semester enrollment. Summer session registration occurs in the spring and is conducted by mail or on an in-person basis. A late fee of \$10 is charged to those who do not complete registration during the designated periods.

For the college's regular sessions the registration procedure is as follows:

Degree Candidates

Each student (except for M.S.W.) 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 at the college.

All M.S.W. registration is handled by the School of Social Work on a mail registration basis.

Non-degree Students

Students wishing to enroll in courses on a non-degree basis should contact the School of Graduate Studies.

PRE-REGISTRATION

Some departments conduct an early registration for their courses, allowing students, usually those in the department, 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.

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.

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 Student Life.

FEES AND EXPENSES

All fees described below are payable at registration. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

TUITION AND FEES

The tuition fee for graduate courses is \$60 per semester hour for Rhode Island residents and \$125 per semester hour for non-residents. Full-time accepted graduate degree candidates pay a fine arts fee of \$12.50 per semester. Part-time accepted graduate degree candidates pay a fine arts fee of \$5 per semester. In addition, all graduate students pay a registration fee of \$14 per semester.

The School of Social Work has a separate schedule. See School of Social Work in the program/course section of this catalog.

SPECIAL FEES

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

Applied Music Fee

\$160 per semester, for students taking Music 370-388 or 570-588

Physical Science (Breakage) Fee

\$3

Room

\$1345 or \$1515 per year (see Student Housing)

Board

\$1396 per year (see Student Housing)

Application Fee

\$15

Graduation/Commencement Fee

\$17

Late Fee

\$10, for students who fail to register during the designated period

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 Fine Arts Fee is used to provide opportunities and activities in the fine and performing arts at the college.

The Applied Music Fee is used to cover 14 private 50-minute lessons which make up Music 370-388 and 570-588.

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

The Graduation/Commencement Fee helps cover institutional costs associated with graduation and the commencement exercises.

DETERMINATION OF RESIDENCY FOR TUITION PURPOSES

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

When residence status is in question, the student must furnish a certified statement indicating residence in Rhode Island for at least one year prior to the student's first registering at Rhode Island College. Time spent in the state while attending college usually may not be used to establish residence.

Contact either the School of Graduate Studies or the Records Office, as appropriate, for further information.

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 tuition only, 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.

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 request 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

Even though the costs of a graduate education at Rhode Island College are relatively modest, some students still require financial assistance. For these students the School of Graduate Studies offers a program of assistantships, loans and work-study opportunities.

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 to \$3000 for the academic year, and remission of tuition and registration fees for the academic year and 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 April 15 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.

GRADUATE TRAINEESHIPS

Graduate traineeships are limited to accepted M.S.W. degree candidates who are enrolled full time. Graduate trainees in the School of Social Work receive tuition remission for the academic year and are required to work 10 hours per week on assignments within the School of Social Work.

Interested candidates should contact the School of Social Work for further information.

MASTER OF SOCIAL WORK SCHOLARSHIPS

The School of Social Work offers the following scholarships to second-year students enrolled full time in the M.S.W. program: the Juanita Handy Scholarship, awarded to a minority or woman student, and the Mary C. Davey Scholarship, awarded to a student who is dedicated to child welfare. Specific information and requirements can be obtained from the dean of the School of Social Work.

STUDENT LOANS

Graduate students may apply for National Direct Student Loans 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. Applicants must also complete a Rhode Island College Application for Financial Aid.

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 and who complete and place on file prior to March 1 the Rhode Island College Application for Financial Aid. Students must also submit a Student Aid Report, which is returned from the FAF processor within six weeks from the filing of the FAF.

FINANCIAL AID CONTINUED

To qualify for these loans, a student must 1) be currently enrolled or accepted for admission; 2) be a U.S. citizen or eligible non-citizen; 3) carry at least a half-time load.

Guaranteed Student Loans are also available to graduate students. Arrangements for these loans are made with a bank, credit union or other lending institution of the student's choice.

Applications are usually made available in June for the upcoming academic 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 academic 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.

FINANCIAL AID FOR SUMMER SESSION

In addition to the FAF process outlined under Student Loans, students who desire financial assistance for summer session must submit a Rhode Island College Application for Financial Aid - Summer Session. These forms are available from the Office of Student Financial Aid Services on or about March 1 each year. Summer session aid is contingent upon the availability of funds and normally consists of long-term loans and College Work-Study.

THE RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FINANCIAL ASSISTANCE

Students should be fully aware of their rights and responsibilities in applying for and accepting any form of financial aid. These rights and responsibilities are listed in the *Student Handbook*, copies of which can be obtained from the Office of Student Life.

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.

MASTER OF ARTS

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 ARTS IN TEACHING

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

Note: Master of Arts in Teaching-Certification programs are available in all areas listed under the M.A.T., except for the individualized program.

MASTER OF EDUCATION

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

DEGREE AND SPECIAL PROGRAMS

Secondary Education
Secondary Education
(Urban Education)
Special Education (Elementary Special Needs - Behavior Disorders, Elementary Special Needs - Learning Disabilities, Moderately/ Severely Profoundly Handicapped, Preschool Handicapped, Secondary Special Needs)

MASTER OF SOCIAL WORK

CERTIFICATE
OF ADVANCED
GRADUATE STUDY
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)

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.

EDUCATOR OF GIFTED CHILDREN CERTIFICATE PROGRAM

Rhode Island College offers a 12-semester-hour program that is designed to prepare classroom teachers in the areas of curriculum development and instruction for gifted children. For further information see Curriculum in the program/course section of this catalog.

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.

COOPERATIVE DOCTORAL PROGRAMS

Rhode Island College cosponsors with other universities opportunities for its graduate students to pursue studies leading to the doctorate degree. Currently, two programs have been formally organized: one with the School of Education at Boston University and the other with the School of Education, Health, Nursing, and Art Professions at New York University. In time, additional opportunities at other universities may be created and announcements will be made as agreements are reached.

The program with Boston University is a weekend program designed for a select group of Ed.D. candidates who are admitted with advanced standing to the doctoral program in educational leadership in the School of Education on the basis of completion of a Certificate of Advanced Graduate Study at Rhode Island Col-

lege or two master's degrees or the equivalent. The courses offered are part of the Boston University Educational Leadership Program and are taught by the policy, planning and administration faculty.

The program with New York University is a program designed for students who wish to pursue a Ph.D. in bilingual education. Candidates are admitted with advanced standing on the basis of completion of a Certificate of Advanced Graduate Study or two master's degrees or the equivalent.

Students who wish to pursue either of these programs while enrolled at Rhode Island College may do so and begin the completion of program requirements concurrently. Students who are accepted for doctoral study at either university may have access to advisement and support services from Rhode Island College faculty while pursuing their degrees. For further information, please contact the dean of the School of Graduate Studies or the School of Education and Human Development.

ACADEMIC REQUIREMENTS

Students are responsible for completing all degree requirements and may, as in the case of teacher education programs 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.

GENERAL REQUIREMENTS

In addition to the basic degree and departmental requirements, all degree candidates must conform to the requirements listed below. An average of at least 3.0 in the courses in the plan of study is required for graduation.

1. Residency Requirement

All degree candidates (except M.S.W.) 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.

All M.S.W. degree candidates must complete the second year on a full-time basis as defined by the School of Social Work in order to fulfill the residency requirement.

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: Grad-its seven years or older, six years for M.S.W., 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. 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. (Students may not retake the exam before the next regularly scheduled examination.)

If required, 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.

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 program 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.

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.

MASTER OF ARTS IN TEACHING-CERTIFICATION PROGRAMS

M.A.T.-C. programs are for students seeking teacher certification. The degree awarded is the M.A.T. All M.A.T.-C. programs include student teaching and prerequisite education courses, courses in the humanistic and behavioral studies, and courses in an academic discipline. A comprehensive examination, graduate project or thesis is required in some M.A.T.-C. programs. Semester-hour requirements are given in the description of the departmental programs.

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 education 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.

MASTER OF SOCIAL WORK

This degree provides for concentrated study in the area of social work. See School of Social Work in the program/course section of this catalog.

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.

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 criteria approved by the Committee on Individualized Graduate Programs.

The plan of study for the individualized program is designed by the student in consultation with academic advisers, subject to criteria established 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).

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

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 Rhode Island College 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.

HUMANISTIC AND BEHAVIORAL STUDIES REQUIREMENT

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.

ACADEMIC REQUIREMENTS

CONTINUED

Master of Education candidates must complete two courses from the list of Psychological Foundations and Social and Philosophical Foundations. Master of Arts in Teaching candidates must complete one course from Psychological Foundations and one other course from Social and Philosophical Foundations.

M.A.T.-C. candidates must complete 10 semester hours in humanistic and behavioral studies: Foundations of Education 220, 302 and one of the following: Psychology 214 for elementary, 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 REQUIREMENT

In addition to meeting the humanistic and behavioral studies requirement, Master of Arts in Teaching candidates 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.

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.

ACADEMIC POLICIES

The following section summarizes the major academic policies of the School of Graduate Studies. Additional information can be obtained from the Graduate Office or from the student's adviser.

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 grade points, which are related to letter grades as indicated below.

Letter Grade	Grade 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
F	0.67
F [*] failure	0.00

^{*}Included in the calculation of cumulative grade point average.

W - Withdrawn with permission, no credit and no grade points; disregarded in computing grade point average (GPA). (Grade report symbols for students who drop a course after midterm are as follows: WA, WA-, WB+, 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 period, but did not submit a drop form. The grade will not be counted in the calculation of credit if attempted, progress towards the degree or the cumulative GPA.

I - Incomplete, no grade points (see Incomplete Grades below).

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 grade points, no effect on GPA. Credits counted toward graduation.

S - Satisfactory, no grade points, no effect on GPA. Credits counted toward graduation.

U - Unsatisfactory, no grade points, no effect on GPA. No credits counted toward graduation.

REPEATING A COURSE

No course passed may be retaken except by special permission of the Academic Standing Committee, unless an exception is noted in catalog course description. Generally, topics courses and workshops may be repeated with a change in content. However, all students are strongly advised to consult with their advisers before retaking any course.

RETENTION IN GRADUATE PROGRAMS

Students must attain 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.

A grade below B is not considered to be work of graduate quality and is of limited application to degree work.

Students who receive grades below B (B-, C+, C) in courses in the plan of study must consult with their graduate advisers. Grades of D+, D, 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.

Departments may have specific grade requirements. Students should refer to the program descriptions for additional information on these requirements.

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.

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 in the permanent record. After this time students receive a grade of W (see Grading System).

However, any change in a graduate student's plan of study must have the approval of the adviser and the dean of the School of Graduate Studies, and must be made on appropriate forms.

AUDITING COURSES

By auditing, a student participates in a course without receiving credit or having the grade 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 registra-

tion 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 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.

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.

Students must complete an application for independent study by November 15 or April 15 for the following semester.

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

ACADEMIC POLICIES

CONTINUED

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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.

CONTINUING EDUCATION AND SUMMER SESSION

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SCHOOL OF CONTINUING EDUCATION AND COMMUNITY SERVICE

The School of Continuing Education and Community Service was organized in 1978 to bring into one unit the major elements of the college serving the adult student and providing service to the community. The school has four major facets: Continuing Education, School Services, the Urban Educational Center and international education.

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.

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 Continuing Education.

SCHOOL SERVICES

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.

School Services 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; Rhode Island College 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, RI (456-8185).

INTERNATIONAL EDUCATION

See undergraduate Degree and Special Programs.

SUMMER SESSION

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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.

FACILITIES AND SERVICES

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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.

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 285,000 volumes, 2,100 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 6000-film library for statewide distribution. The department offers serv-

ices 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.

ACADEMIC FACILITIES

CONTINUED

CURRICULUM RESOURCES CENTER

The Curriculum Resources Center houses 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, multi-media materials, science apparatus, simulations, games, printouts, microcomputers and appropriate software. 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 community-wide forums on topics of current interest.

CENTER FOR EVALUATION AND RESEARCH

The Center for Evaluation and Research of Rhode Island College (CERRIC) provides contracted consultant services to schools, social agencies, businesses and state agencies such as the Rhode Island Department of Education and the Rhode Island Department of Health. Through CERRIC the college provides services for computerized data processing and data analyses, needs assessment studies, feasibility studies, demographic research, evaluation of educational and social programs, among others. Faculty members serving as contracted consultants to the community can arrange through CERRIC for the support services of the college facilities.

The Center for Evaluation and Research manages the college's testing program, which includes the College Level Examination Program (CLEP) and the Miller Analogies Test (MAT) for graduate students. It also provides scoring services for course examinations, and for the student ratings of courses and faculty.

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.

READING AND STUDY SKILLS CENTER

The Reading and Study Skills Center 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 purpose of the Writing Center is to help students improve their writing. The center is staffed by peer tutors—qualified undergraduates trained and supervised by the Writing Center director. The tutors work with students on an individual basis, according to the student's needs and interests. Tutoring sessions cover the principles of organization, style, usage and grammar that good writing depends on. The Writing Center also maintains a library of books and other resources on the teaching of writing.

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, including club sports, 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 National Collegiate Athletic Association (Division III), the Eastern Association of Intercollegiate Athletics for Women, the Rhode Island Association of Intercollegiate Athletics for Women and other sport conferences.

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 and a women's fitness center.

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, game tournaments and various special events.

The facilities of the Student Union include a games room, bookstore, the Rathskellar and the Information Center, with a video display of current campus events. The offices of many student organizations are located in the Student 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 Rhode Island College Dance Company, the Rhode Island College Theatre, the Summer Theatre, Prism (a drama

STUDENT LIFE

CONTINUED

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 presented on and off campus, and many of the groups enjoy the participation of professional artists.

Throughout the year, the Barnister 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.

STUDENT HOUSING

On-campus housing is available to both graduate and undergraduate students. Four residence halls—Browne, Thorp, Weber and Willard—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 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 for Higher Education reserves the right to charge fees without notice as conditions necessitate.

Resident (per year)

Browne, Thorp, Weber (each hall single rooms only): \$1345
Willard: \$1345 (double); \$1515 (single)

Board (per year)

15 meals per week (3 meals, Monday through Friday): \$1396

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 percent 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.

Room Refunds

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 Refunds

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.

NEW STUDENT PROGRAMS

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 Jewish Student/Faculty Staff Association, the Rhode Island College Sunday Community and the Anchor Christian Fellowship. An ecumenical chaplain and two Roman Catholic chaplains 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.

OFFICE OF STUDENT LIFE

The Office of Student Life 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 office 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, the Office of Student Life coordinates services for health promotion, international students, minority affairs and the Women's Center.

Minority Programs and Services
Minority programs and services provide leadership for the integration of resources, programs, activities and

services within the Student Affairs division and the college for the benefit of minorities within the Rhode Island College community. The coordinator assumes responsibility for the overall direction of minority programming with emphasis on individual and group development.

Office of International Students

The Office of International Students serves many undergraduate and graduate students from around the world, helping answer questions about U.S. Government forms, the process of entering and leaving the country, employment requests, financial needs, taxes, health, housing, and academic and personal problems. The office also hosts social activities such as coffee hours, parties, picnics and visits to "host families."

Women's Center

The Rhode Island College Women's Center is a resource and growth center for all members of the RIC community. Services offered include information and referrals on many topics, counseling, a lending library, workshops and other special events. The Women's Center is located at the mall entrance to the Donovan Dining Center.

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 INFORMATION CENTER

The Academic Advisement Information Center (Aaic) was established 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 with 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 avail-

STUDENT SERVICES CONTINUED

able 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 Rhode Island College students without charge.

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 Student Life 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 and two part-time registered nurses.

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 for 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.

TUTORIAL SERVICES

Any student having problems with mastering course content is encouraged to arrange for tutoring as soon as possible. Arrangements are made through the director of tutorial services, and services are offered free of charge.

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.

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 programs. 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 X9Y. The level of study, i.e., 19Y, 29Y, 39Y, 49Y, 59Y, will depend on what is appropriate in terms of the project and the student. These courses may be repeated with a change in content.

GENERAL EDUCATION PROGRAM

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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 facility 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.

The General Education Program is required of students enrolling at the college in September 1981 or thereafter. 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 in the General Education Program description below.

GENERAL EDUCATION PROGRAM

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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.

I. Social and Behavioral Sciences (6 semester hours)

Group A: one course from

Anthropology

201: Introduction to Cultural Anthropology

Economics

200: Introduction to Economics

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

202: Introduction to Archaeology

203: Introduction to Physical Anthropology

204: Art, Society and Culture

205: The Anthropology of Race and Racism

206: Oral Traditions

Economics

202: Comparative Economic Systems

Geography

200: Changing Environment of Man

Political Science

202: American Government

206: International Politics

207: Introduction to Comparative Politics

Psychology

215: Social Psychology

GENERAL EDUCATION PROGRAM

CONTINUED

Sociology

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

2. Fine and Performing Arts (1 semester hours)

- One course from*
- Art**
- 200: Encounter with Art
 - 201: Visual Arts in Society
 - 211: Probiotics to Renaissance Art
 - 232: Renaissance to Modern Art
- Communications**
- 241: Introduction to Cinema
- Dance**
- 107: Beginning Modern Dance
- English**
- 113: Approaches to Drama
 - 116: Approaches to Film and Film Criticism
- Music**
- 161-166: Music Ensembles (see below)
 - 201: Survey of Music
 - 203: Elementary Music Theory
 - 211: The Symphonies
 - 222: Opera
- Philosophy**
- 210: Aesthetics
- Theatre**
- 240: Appreciation and Aesthetics of the Theatre

Non-music majors will be allowed to count three semester hours of credit in Music 161-166 toward the distribution requirement for the fine and performing arts. Any number less than three will not fulfill this requirement.

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 480: Methods and Materials in Art Education and Education 341: Methods and Materials in Music Education.

3. Natural Sciences 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
 - 103: Human Biology
 - 104: Introduction to Plant 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
 - 171: 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 (1 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 116, 113 or 114 in French, German, Italian, Portuguese and Spanish.
- Philosophy**
- 201: Introduction to Eastern Philosophy
- Social Science**
- 201: Individual and Society in Non-Western Civilization

5. Contemporary Values, Issues and Perspectives (1 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
 - 206: Ethics
 - 241: Philosophy of Religion

Political Science

- 204: Introduction to Political Thought
- 220: Science and Society
- 221: The Energy Problem

Social Science

- 205: Between Past and Future: Society, Culture and Change in the Contemporary World
- Women's Studies
- 208: Women in Society

General Education Honors Program

To complete the General Education Honors Program, the student normally takes eight of the twelve courses required in General Education, including the four "core" courses in Western literature and Western civilization, in specially designed honors classes. These classes will usually be taken during the first two years at the college. It is also possible, space permitting, for interested students to take individual honors classes without entering the program as a whole. For more information, write or call the director of General Education honors and see Honors in the introductory section of this catalog.

Transfer Students and Transfer Credits

Transfer students may determine their status with respect to the General Education Program by consulting with the Admissions Office or with the director of the program.

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.

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
 - Economics 200
 - Geography 201
 - Political Science 200
 - Psychology 210
 - Sociology 200
- Group B: One course from
- Anthropology 202-206
 - Economics 202
 - Geography 200
 - Political Science 202, 206, 207
 - Psychology 215
 - Sociology 202, 204, 207, 208, 211

2. Fine and Performing Arts

- One course from
- Art 200, 201, 231, 232
 - Communications 241
 - Dance 107
 - English 113, 116
 - Music 161-166, 201, 203, 221, 222
 - Philosophy 210
 - Theatre 240

3. Natural Sciences and Mathematical Systems/Computer Science

- Natural Sciences*
- One course from
- Biology 101, 102, 103, 104
 - Chemistry 103, 104
 - Geography 205
 - Physical Science 103, 205, 210, 212, 214, 216
 - Physics 101, 102
- Mathematical Systems/Computer Science*
- One course from
- Computer Science 101
 - Mathematics 139, 140, 141, 177, 240, 247
 - Philosophy 205

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 and Spanish)
 - Philosophy 201
 - Social Science 201

**GENERAL EDUCATION
PROGRAM**
CONTINUED

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5. *Contemporary Values, Issues and Perspectives*
One course from
Communications 240
Foundations of Education 220
Geography 203
Philosophy 200, 206, 241
Physical Science 220, 221
Political Science 204
Social Science 205
Women's Studies 200

FACULTY OF ARTS AND SCIENCES

57

David L. Greene, Dean
James Bierden, Associate Dean

The Faculty of Arts and Sciences offers the student at Rhode Island College the opportunity to pursue a liberal arts undergraduate degree with a major chosen from a variety of disciplines. The professional and pre-professional programs housed within Arts and Sciences prepare students to develop expertise in several areas of specialization. A limited number of graduate programs leading to advanced degrees are available as well. The Faculty of Arts and Sciences also has primary responsibility for the management of the General Education Program.

Departments

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

AFRICAN/AFRO-AMERICAN STUDIES PROGRAM

59

William Aho, Coordinator

The interdepartmental program in African/Afro-American studies addresses the cultural, social, historical, political, economic, psychological, literary and artistic aspects of African and Afro-American life and people.

Programs of Study

Major: African/Afro-American Studies (B.A.)
Minor: African/Afro-American Studies.

Major in African/Afro-American Studies

The major consists of a minimum of 30 semester hours of courses from various departments, plus 12 semester hours of cognates. Courses are chosen with the advice and consent of the program coordinator. The program will be individually tailored to the student's academic and career goals.

Required Courses	semester hours
African/Afro-American Studies 200, 361	6
Choices in Major	24-26
Three courses from the Introductory Level and five from the Advanced Level, with at least one from each of the three discipline groups.	
1. Introductory Level:	
Group A. Social and Behavioral Sciences: Anthropology 205, Political Science 211, Sociology 208	
Group B. History: History 214	
Group C. Literature and the Arts: Anthropology 204, selected topics courses in dance and theatre	
2. Advanced Level:	
Group A. Social and Behavioral Sciences: Anthropology 319, 322; Economics 322; Political Science 341; Psychology 409; Social Science 310	
Group B. History: History 314, 356	
Group C. Literature and the Arts: English 326, 335 ¹	
Cognates	
Twelve semester hours in related disciplines	
¹ When on relevant topic.	
Minor in African/Afro-American Studies	
The minor consists of at least 18 semester hours, as follows: African/Afro-American Studies 200 and five courses from those listed under Choices in Major, with at least three courses from the Advanced Level.	

AFRICAN/AFRO-AMERICAN STUDIES PROGRAM

CONTINUED

COURSE OFFERINGS

See participating departments also.

AFRICAN/AFRO-AMERICAN STUDIES

200 THE AFRO-AMERICAN EXPERIENCE

This is a survey course. The perspectives of sociology, history, anthropology, psychology, education, economics, political science, literature and the arts are used to illuminate the experience of being a person of Afro-American heritage in American society. 3 semester hours.

361 SEMINAR IN AFRICAN-AMERICAN STUDIES

This seminar provides the culminating experience for majors in the program. 3 semester hours. Prerequisite: AFAM 200 and consent of coordinator. Restricted to majors in the program.

ANTHROPOLOGY

(Department of Anthropology and Geography)

Professors

Peter Allan - *Mediterranean Peoples and Cultures, European Archaeology, Ethnographic Film*
Lawrence Lindquist - *South Asia, Southeast Asia, Social Anthropology*
Eileen Maynard - *Indian America, Research and Development, Latin America*

Associate Professors

Carol Barrios - *Archaeological Methods and Techniques, Physical Anthropology, Archaeology of Northeastern North America*
George Kipple (chair) - *Maritime Anthropology, Caribbean Cultures, Anthropology and Art*
Carolyn Flinch Lobban - *Political and Legal Anthropology, Afro-Arab Studies, History and Theory*

Terence Hays - *Linguistic Anthropology, Medical Anthropology, Queer*

Richard Lobban Jr. - *Urban Anthropology, Afro-Arab Studies, Social Organization and Change*

Assistant Professors

Pierre Morisson (director of public archaeology) - *Public Archaeology*

New England

Katherine Murray - *Education, Folklore, Religion*

Adjunct Professor

Michael Scala - *Physical Anthropology, Human Ontology*

Programs of Study

Majors: Anthropology (B.A.); Anthropology - Public Archaeology (B.A.).

Minor: Anthropology.

Major in Anthropology

The major requires a minimum of 33 semester hours in anthropology and at least 12 semester hours of cognates. The cognate requirement is waived for students in elementary education. Computer, statistical and other technical skills and foreign language competence are encouraged. Anthropology courses taken to fulfill requirements in General Education may not be counted toward fulfilling requirements for the anthropology major.

Required Courses

Anthropology 201, 202, 203, 310, and either 360 or an approved 300

Choices in Major

One course from each of the following groups: 1) Anthropology 311-314, 318-327, 2) Anthropology 335-341

Four additional 300-level anthropology courses approved by adviser. One 300-level interdisciplinary social science course may be included with adviser's approval (see those listed under Social Science).

Cognates

Twelve semester hours in one or more related disciplines, with adviser's approval

Major in Anthropology - Public Archaeology

The major requires a minimum of 33 semester hours in anthropology including core courses and specialized public archaeology courses. There is also a cognate requirement of at least 14 semester hours. Computer, statistical and other technical skills and foreign language competence are encouraged. Anthropology courses taken to fulfill requirements in General Education may not be counted toward fulfilling requirements for the anthropology major.

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, 310, and either 360 or an approved 300

Public Archaeology Specialization:

Anthropology 311, 324, 375, 385

Choices in Major

One course from 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 either three from Group A and two from Group B, or two from Group A and three from Group B.

A. Technical:

Art 217; Biology 324; Chemistry 103, 104;

Computer Science 101, 102; Economics 210, 211;

Geography 310; History 200; Industrial Arts 101;

Management 221; Mathematics 240; Political

Science 255

B. Environmental/Historical:

Biology 318; Geography 200, 205, 305, 312, 320;

History 201, 341, 342, 355; Physical Science 212

Minor in Anthropology

The minor consists of six anthropology courses (minimum 18 semester hours) in any combination, excepting Anthropology 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

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

ANTHROPOLOGY

110 THE NON-WESTERN EXPERIENCE

This course provides 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. 3 semester hours.

201 INTRODUCTION TO CULTURAL ANTHROPOLOGY

The concept of culture and its significance to an understanding of human societies are studied. Examples from a variety of societies are used to illustrate the basic approaches and concepts of cultural anthropology. 3 semester hours.

202 INTRODUCTION TO ARCHAEOLOGY

Lecture-discussion, films and laboratory exercises introduce the archaeological approach to the study of culture and the reconstruction of past societies. Topics include site survey and excavation techniques, preservation and display of specimens, dating methods and cultural reconstruction. 4 1/2 semester hours.

203 INTRODUCTION TO PHYSICAL ANTHROPOLOGY

The emergence of humankind is studied, emphasizing the role of bio-cultural variables in human evolution. Lecture-discussion, films and laboratory exercises introduce topics in general anthropology, primatology, paleontology and variation in modern populations. 4 1/2 semester hours.

204 ART, SOCIETY AND CULTURE

Study of primitive arts and artists in socio-cultural context emphasizes the arts as expressions of cultural and social activity. Specific examples of visual arts, music, dance and dramatic performance from non-Western societies are examined. 3 semester hours.

205 THE ANTHROPOLOGY OF RACE AND RACISM

The concept of race as it has developed within the discipline of anthropology is examined. The related question of racism, the ideology of the superiority of one "race" over another, is explored in Western and non-Western societies. 3 semester hours.

206 ORAL TRADITIONS

Various forms of spoken tradition are studied as cultural manifestations. These include myths, legends, folktales, parables, poetry, riddles and games. 3 semester hours.

301 WOMEN IN WORLD PERSPECTIVE

The biological and cultural basis of sex role is examined cross-culturally. Case studies of the traditional and modern roles of women as compared to those of men in non-Western societies are emphasized. 3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.

ANTHROPOLOGY

CONTINUED

- 302 HINDE, BUDDHIST AND ISLAMIC CULTURES**
This course is concerned with the development of these cultures and the effect on the basic social structures.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 304 HUMAN PALEONTOLOGY**
Alternative models of human evolution from the earliest primates to the development of Homo sapiens are considered in light of both physical and cultural data.
3 semester hours. Prerequisite: Anthro. 202 or 203 or consent of instructor.
- 307 PEASANT SOCIETIES AND CULTURES**
Theories explaining peasant social, economic, political and ideological life are presented against a contrasting background of various empirical material from ethnographic descriptions of various peasantries. The place of peasantry in a world undergoing economic development is considered.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 308 CROSS-CULTURAL STUDIES OF AGING**
This course is concerned with human maturation, aging and death as subjects of anthropological study based upon cross-cultural research.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 309 MEDICAL ANTHROPOLOGY**
This course surveys anthropological approaches and results in the study of health and illness as social and cultural as well as biological phenomena.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 310 LANGUAGE AND CULTURE**
Interrelationships between language and other aspects of culture are examined as they illuminate anthropological issues and theories.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 311-314 REGIONAL STUDIES IN ARCHAEOLOGY**
These courses survey the archaeological evidence for the development of cultures in selected world areas. Anthropology 314 may be taken more than once when the topic varies.
Regions regularly scheduled include:
311 North America
312 Latin America
313 Europe
314 Other regions (as scheduled)
3 semester hours. Prerequisite: Anthro. 201 or 202 or consent of instructor.
- 318-327 REGIONAL STUDIES IN CULTURAL ANTHROPOLOGY**
Selected societies of a major world area are examined as they relate to anthropological concerns and contribute to an understanding of the similarities and variations in cultures and societal changes.
Regions regularly scheduled include:
318 Southeast Asia
319 Africa
320 Mediterranean
321 Oceania/Pacific
322 Caribbean
323 South Asia
324 North American Indians
325 Latin American Indians
326 Indians of the Pacific Northwest
327 Other regions (as scheduled)
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.

- 335 ECONOMIC ANTHROPOLOGY**
Methodological and theoretical issues in economic anthropology are explored. Case studies of non-Western systems of production, distribution, exchange, consumption and display are presented.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 336 POLITICAL ANTHROPOLOGY**
The various factors contributing to the structure, form and cohesiveness of political systems are studied.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 337 ANTHROPOLOGICAL APPROACHES TO RELIGION**
The content, structure, concepts and functions of religion are studied, with particular attention to relationships to other aspects of culture and society.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 338 URBAN ANTHROPOLOGY**
Western and non-Western traditions in urbanization are compared and contrasted. Cross-cultural comparisons are emphasized.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 339 CULTURE CHANGE**
This is a study of societal change, conflicts and accommodations caused by the contact of differing cultures.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 340 SOCIAL ORGANIZATION**
This course examines theories of social organization, the interrelations of social institutions, and current anthropological methods of interpretation and analysis of social systems.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 341 PSYCHOLOGICAL ANTHROPOLOGY**
This course surveys the contributions to the disciplines psychology and anthropology, emphasizing social and cultural factors in cognition, perception, deviant behavior and personality formation.
3 semester hours. Prerequisite: Anthro. 201 or consent of instructor.
- 346 SEMINAR IN ANTHROPOLOGY**
This course provides an integrative experience designed to place the varied data and concepts of anthropology within a holistic framework: historical, theoretical and/or methodological. This course may be taken twice for credit toward the major.
3 semester hours. Prerequisite: minimum of 18 semester hours in anthropology.
- 370 READING COURSE IN ANTHROPOLOGY**
Directed readings are developed in an anthropological area of interest to the student and the instructor.
1-4 semester hours. Prerequisite: students must have consent of department chair, their anthropology advisor and instructor with whom they wish to work.
- 375 READING COURSE IN PUBLIC ARCHAEOLOGY**
This course consists of directed reading experiences in areas of concern to public archaeology, including law and compliance, methods, theories, contracts and proposal writing.
3 semester hours. Prerequisite: students must have consent of department chair, their anthropology advisor and instructor with whom they wish to work.

381 WORKSHOP IN PRIMITIVE ART

Study of cultural contexts of art in selected primitive societies provides the basis for each student to select from a particular culture and art form for further exploration. Individualized research on the art forms, materials, techniques and creative milieu appropriate to the culture is combined with experimentation in the production of actual objects. The course includes the creation of appropriate public displays of the results of student projects. May not be counted toward requirements of the anthropology major.
3-4 semester hours.

385 WORKSHOP IN FIELD ARCHAEOLOGY

The workshop provides a field introduction to scientific archaeology. Emphasis is on practical survey, excavation and recording experience along with observation and discussion of methods and techniques. Each student will submit written field notes and analyses of results.
3 semester hours.

389 FIELD SCHOOL IN ARCHAEOLOGY

Local archaeological surveys and/or excavations are undertaken. The program normally takes place in the summer. A maximum of three semester hours may be counted towards the requirements of a specialization in public archaeology, with approval of the director of public archaeology and the department chair.
3-6 semester hours. Prerequisite: consent of instructor.

390 DIRECTED STUDY IN ANTHROPOLOGY

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.
1-4 semester hours. Prerequisite: students must have consent of department chair, their anthropology advisor and instructor with whom they wish to work.

395 INTERNSHIPS IN ANTHROPOLOGY

Students are placed in positions appropriate to their studies in anthropology with organizations such as museums and historical preservation agencies. The academic content of the experience is based upon the design of a program of study, supervised by a faculty member.
3-12 semester hours. Prerequisite: written application containing program of study identifying objectives, outcomes, timing and review procedures may be approved by advisor, department curriculum committee and department chair.

DEPARTMENT OF ART

Professors

Harriet Beissou — Ceramics, Design
John deMellen Jr. — Graphic Design
David Hyatt — Art Education, Film Studies
Richard Kenyon (chair) — Ceramics
Erico Pinardi — Drawing, Sculpture
Angelo Rosati — Drawing, Painting
Donald Smith — Painting, Printmaking
Ronald Steinberg — Art History
Lawrence Sikes — Photography

Associate Professors

Samuel Ames — Painting, Lithography
Kirstin Horan — Sculpture, Design
Curtis Lakoff — Metals, Design

Assistant Professors

Mary Hawkins — Art History
Betty Okun — Art Education

Instructor

Cheryl Goldman — Art Therapy

Programs of Study

Major: 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.))
Minor: Art History, Studio Art
Graduate Program: 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 least 40 semester hours, distributed among three areas: studio foundations, concentration, including Art 395 which fulfills in the exit requirements of an exhibition, 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.

Studio Foundations

Required: Art 101, 104, 105, 114, either 205 or 225

Concentration

Required: Art 394, 395 (six semester hours) in chosen field: painting, sculpture, etc.
Minimum of two studio courses in chosen field,

200- and 300-level

History and Criticism of the Arts

Required: Art 231, 232, Philosophy 230

One course from Art 330-335

Cognate

Two courses from the following:

English 325, 334; Music 201, 221, 232, 314;

Theatre 205, 340, 441, 440

Admission and Retention

At the point when a student is ready to declare a concentration and has completed foundation requirements (see above), the student shall apply to a concentration by establishing a plan of study with an appropriate advisor. The faculty adviser and student will review the student's grades in the art program. A minimum grade point average of 2.0 in foundation courses is required for entry into studio concentration.

If a student receives less than a C in any course in the concentration, he/she may not continue in that concentration.

DEPARTMENT OF ART

CONTINUED

84

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 cognate.

<i>Required Courses</i>	9
Art 231, 232, 361	
<i>Choices in Major</i>	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	12
<i>Cognate:</i>	
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.

<i>Art Studio</i>	27
Required: Art 101, 104, 105, 114, either 205 or 225	
Four level-II studio courses from painting, metal, ceramics, etc.	9
<i>History of Art</i>	
Required: Art 231, 232	
One course from Art 330-335	9
<i>Advanced Art</i>	
Choose from sequence A, B or C.	
A. Studio Sequence: Art 394, 395 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	27
<i>Professional Education</i>	
Required: Education 203, 303, 325, 362; Foundations of Education 220, 302; Psychology 216	36-38
<i>General Education Program</i>	
Free Electives	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 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 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, 326; 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>	semester hours
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
	Total: 30

Program Requirements — M.A.T.-C.

Humanistic and Behavioral Studies	semester hours
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
	Total: 41

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

85

DEPARTMENT OF ART CONTINUED

COURSE OFFERINGS

ART, EDUCATION (ART EDUCATION)

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

ART

101 DRAWING I: GENERAL DRAWING

The fundamentals of freehand drawing, representation of objects, nature forms, problems of analysis, response, perception, composition and technical standards are presented. Students develop an understanding of contour drawing, indication of surface texture, form and tone. Various media are used. Studio.
(6) 3 semester hours.

104 DESIGN I

The fundamentals of design, including logical and intuitive approaches as applied to two- and three-dimensional studies, are covered. The student is introduced to the idea of defining and developing a basic system of solving problems. Studio.
(6) 3 semester hours.

105 DRAWING II

This is an introduction to figure drawing. The course includes basic anatomy, general characteristics of the human figure and consideration of various artistic problems. The student works from the live figure, the skeleton and texts on anatomy. Studio.
(6) 3 semester hours. Prerequisite: Art 101.

114 DESIGN II

Advanced problems in two- and three-dimensional design are presented. The student is encouraged to explore various materials and techniques pertinent to problems faced by the contemporary designer. Studio.
(6) 3 semester hours. Prerequisite: Art 104.

200 ENCOUNTER WITH ART

Students develop an understanding of perception, the creative process, the diversified nature of the visual arts and the sources for art expression. Studio problems, films, reading and discussion are used to develop awareness and a broad orientation to terminology, art forms and processes.
(6) 3 semester hours.

201 VISUAL ARTS IN SOCIETY

An introduction to the fine arts is presented through a sampling of arts and related crafts from various historical periods. Function and interrelationships among the art forms are studied within the context of society. Studio work is included as an aid to visual understanding. For non-art majors only. Lecture and studio.
(4) 3 semester hours.

202 PAINTING I

The technique and nature of materials are introduced, exploring color, line, form, texture and compositional problems by using object, nature and the figure as subject matter. Studio.
(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

205 DRAWING III

This course emphasizes the figure and figurative elements as a means of expression. Organization of objects in space and their relationships are of prime importance. Broad experience with various drawing materials encourages students to form a personal direction in their work. Studio.
(6) 3 semester hours. Prerequisite: Art 105.

206 CERAMICS I

Basic hand-building methods and simple and direct decoration techniques are introduced. Students have an opportunity to explore clay and glaze materials and firing procedures at earthenware temperatures. Lecture and studio.
(6) 3 semester hours. Prerequisite: Art 104.

208 PRINTMAKING I

This course is an introduction to the intaglio process. Technical and aesthetic consideration is given to the linocut, the woodcut and constructive methods of sculpture. Studio.
(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

213 SCULPTURE I

Traditional and contemporary approaches to sculptural form are introduced, and their relationship to social and cultural values is considered. Studio problems focus on additive, subtractive and constructive methods of sculpture. Studio.
(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

219 INTRODUCTION TO PHOTOGRAPHY

The emphasis is upon the expressive potential of the media through the creative use of theory, procedures and controls. Studio.
(6) 3 semester hours.

218 SILKSCREENING

This is an introduction to silk-screen printing and its related stencil techniques (paper, cut film, tache, glue and photo stencil) as applied to the production of multiples. The process is explored and developed, establishing relationships between form, technique and content. Studio.
(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

219 FIBER, OFF-LOOM

Contemporary approaches to fiber are explored in traditional off-loom textile constructions. Art 329 may be taken before Art 219. Studio.
(6) 3 semester hours. Prerequisite: Art 104.

221 METAL I

The course introduces the student to basic metal-working processes such as forging, casting and fabrication. Development of design concepts and skill in control of metal in its various forms are covered. Studio.
(6) 3 semester hours. Prerequisite: Art 104.

224 GRAPHIC DESIGN I

Variations in design, type, graphic tools and techniques are investigated as they relate to word and image. Emphasis is on the design process, using rough, paste-ups, comprehensives, dummies, etc., to record technical and conceptual development. Studio.
(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

225 FIGURATIVE MODELING

Elements which emphasize three-dimensional aspects of the figure and development of figurative concepts are realized through modeling and drawing. Students are strongly encouraged to begin to identify a personal direction in their work. Studio.
(6) 3 semester hours. Prerequisite: Art 105.

228 LITHOGRAPHY I

Various aspects of lithography are covered, including direct drawing on stone and plate, and printing in black and white. Studio.
(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

231 PREHISTORIC TO RENAISSANCE ART

The course deals with fundamental concepts and functions of the history of art, visual analysis, and interpretation. Painting, sculpture and architecture of early Europe and the Near East are the focus of this study. Lecture only.
(6) 3 semester hours.

RENAISSANCE THROUGH MODERN ART

Focusing on European painting, sculpture, architecture and the minor arts of the past five hundred years, this course is a further development of the basic aims of Art 231. Lecture only.
(6) 3 semester hours.

232 PAINTING II

This is a continuation of work begun in Art 202. The student is encouraged to explore individual concepts more fully with emphasis on style, technique and materials. Studio.
(6) 3 semester hours. Prerequisite: Art 202.

236 CERAMICS II

This course for advanced students stresses greater sensitivity to clay and glazes. Experimentation and development of knowledge, skills and craftsmanship are required. Emphasis is on use of the potter's wheel and on firing at stoneware temperatures. Studio.
(6) 3 semester hours. Prerequisite: Art 206.

235 SCULPTURE II

Individualized development of expressive ideas and specialized skills are emphasized through concentrated work with one or several advanced sculpture media. Studio.
(6) 3 semester hours. Prerequisite: Art 215.

234 GRAPHIC DESIGN II

In this advanced course in the communication of ideas through graphic means, students make further studies of both two- and three-dimensional media. Experiences include mechanical reproduction, preparation of camera-ready mechanicals, color separation, and the use of the process camera. Studio.
(6) 3 semester hours. Prerequisite: Art 224.

237 FILMMAKING

Film as an art medium, along with the techniques and methods for producing the image on film, are covered. Students gain experience with filming, editing and laboratory processes. Development of analytical skills with experimental and commercial films is included. Sound synchronization is also explored. Studio.
(6) 3 semester hours.

229 FIBER, ON-LOOM

This is an introduction to on-loom weaving, as well as a continuing study of off-loom processes. Emphasis is on both of these methods and on growth in personal expression. This course may be taken before Art 219. Studio.
(6) 3 semester hours. Prerequisite: Art 104.

238 A SURVEY OF FAR EASTERN ART

This course covers painting, architecture, sculpture and the minor arts of India, China, Korea and Japan, with special attention to the role of Buddhism and Hinduism in each culture. Far East would be a highly desirable adjunct to this course. Lecture only.
(6) 3 semester hours. Prerequisite: Art 231 and 232.

331 GREEK AND ROMAN ART

Greek and Roman art from the fourth century B.C. to the fourth century A.D. is studied. The focus is on the differing character and functions of this art and on its importance for the development of Western art. Lecture only.
(6) 3 semester hours. Prerequisite: Art 231 and 232.

332 RENAISSANCE ART

This course begins with an exploration of the concept of the Renaissance in fourteenth- and fifteenth-century Italy and continues through the sixteenth century. It surveys the origins, variety and causes of painting, sculpture and architecture in major European centers. Lecture only.
(6) 3 semester hours. Prerequisite: Art 231 and 232.

333 BAROQUE ART

Beginning with the changes occurring in Rome around 1600, this course surveys seventeenth-century European art, with emphasis on Italian art. Lecture only.
(6) 3 semester hours. Prerequisite: Art 231 and 232.

334 AMERICAN ART AND ARCHITECTURE

This course covers painting, sculpture and architecture from Colonial times to the Armory Show of 1913, with particular attention to problems of indigenous tradition. Lecture only.
(6) 3 semester hours. Prerequisite: Art 231 and 232.

335 MODERN ART

Painting, sculpture and architecture from the time of the French Revolution to the present are studied. The focus is on major movements and styles in Western art. Lecture only.
(6) 3 semester hours. Prerequisite: Art 231 and 232.

341 METAL II

This course develops the student's techniques for the special requirements of functional ware. It offers the student an opportunity to consolidate technical skills and further develop sensitivity to form and material. Studio.
(6) 3 semester hours. Prerequisite: Art 221.

347 PHOTOGRAPHY II

The focus is on advanced photographic theory, philosophy and technique. The student's portfolio is expected to demonstrate the ability to develop a theme through a mature sensitivity in handling the media. Studio.
(6) 3 semester hours. Prerequisite: Art 217.

348 PRINTMAKING II

Students are encouraged to innovate methods and ideas based on their own experiences. Techniques in multiple color and photo-image intaglio are explored. Studio.
(6) 3 semester hours. Prerequisite: Art 208.

360 SEMINAR IN THE VISUAL ARTS

This course is concerned with various historical and theoretical topics in the visual arts. Lecture only.
(6) 3 semester hours. Prerequisite: consent of instructor.

361 SEMINAR IN ART HISTORY

Using readings, discussions and papers on selected topics, students make an in-depth exploration of specific problems in art history, including those of interpretation and methodology. May be repeated with change of topic. Lecture only.
(6) 3 semester hours. Prerequisite: advanced class standing and consent of instructor.

DEPARTMENT OF ART

CONTINUED

383 WORKSHOP IN MEDIA AND MATERIALS

This workshop covers processes and techniques which are not dealt with in other studio art courses, but which are applicable to teaching art in elementary and secondary schools. Concepts fundamental to such activity are explored. Studio.

390 PROBLEMS IN THE VISUAL ARTS

Students select, with approval, a specific area and medium to which the work is restricted. Evidence of performance is presented in the form of completed art work. A six-semester-hour maximum in a single area of study may be obtained. Studio. 3-6 semester hours. Prerequisite: completion of most advanced course offered in area of study, upper-class standing and consent of instructor and department chair.

391 READING AND RESEARCH

The student selects, 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. Lecture only.

3 semester hours. Prerequisite: completion of the most advanced course offered in area of study, upper-class standing and consent of department chair.

393 READING AND RESEARCH IN ART HISTORY

This course enables students, working individually with the instructor, to continue their exploration of Greek and Roman art, Renaissance art, baroque art, American art or modern art. Lecture only.

3 semester hours. Prerequisite: each Art 303 must be preceded by the lecture course in the respective area, and consent of instructor.

394 STUDIO III: TOPIC

This studio provides the student with a level of work which reflects a sound basis in technique and comprehension in the specific topic. The student must exhibit a professional attitude of self-regulation in developing ideas and executing the work. Studio. 1-6 semester hours. Prerequisite: 300-level course in the topic.

395 STUDIO IV: TOPIC

This is a continuation of Art 394 at the senior level. The course culminates in an exhibition. Studio.

1-6 semester hours. Prerequisite: Art 394 and consent of instructor.

396 SENIOR STUDIO

Topics involve in-depth exploration and conceptual inquiry, work in a particular medium (mixed or multi-media) and relationships among social issues, technology and visual form. This course must be a continuation of the student's concentration and culminates in an exhibition. Studio.

(4) 3 semester hours. Prerequisite: senior status and completion of concentration.

360 GRADUATE SEMINAR IN THE VISUAL ARTS

Selected topics 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 are identified. Lecture only.

3 semester hours. Prerequisite: consent of department chair.

390 DIRECTED GRADUATE STUDY

Research and/or work in visual arts is conducted under the supervision of a member of the department. Studio.

1-6 semester hours. Prerequisite: consent of department chair. Open to all candidates in master's programs that are offered by the art department.

EDUCATION (ART EDUCATION)

203 CONCEPTS IN ART EDUCATION

Concepts in art as a discipline, as well as concepts of teaching and learning in art, are considered. Philosophical, sociological and psychological content integral to art education is explored through readings and discussions. Observations and individualized teaching experiences are included. Lecture only.

3 semester hours. Prerequisite: 22 semester hours in art and Psych 216, reading or concurrent.

303 PRACTICUM IN ART EDUCATION

Theoretical and pragmatic understanding of conceptual directions, curriculum development, research and evaluation, and teaching models in art education are considered. Introductory teaching experience in elementary and secondary classroom situations is an important course component. Lecture and laboratory.

4 semester hours. Prerequisite: Ed. 203, GPA of 2.0 in all art course in sequence up to junior year, and acceptance into art education program.

325 STUDENT TEACHING IN ART EDUCATION

Under supervision, students teach in both elementary and secondary schools. The student's special interest area will be considered in arranging secondary assignments. The school calendar for each placement must be observed. Lecture and laboratory.

9 semester hours. Prerequisite: Psych. 216; Ed. 203, 303, and special departmental requirements.

340 METHODS AND MATERIALS IN ART EDUCATION

This course concerns children's art expression in relation to research and current trends in art education. Workshop experiences with art materials used in the elementary classroom focus on the development of visual and aesthetic awareness. Not open to art education majors. Lecture and studio.

(1) 2 semester hours.

362 SEMINAR IN ART EDUCATION

This seminar, taken concurrently with Education 325, focuses on detailed analysis of both elementary and secondary teaching experience. Lecture only.

1 semester hour. Prerequisite: concurrent enrollment in Ed. 325.

421 ART IN THE ELEMENTARY SCHOOL

The objectives of an art program in the elementary grades are considered along with the means of presenting, motivating, encouraging and evaluating programs. Students deal with current research and art activities through discussion and studio work. Lecture and studio.

3 semester hours. Prerequisite: Ed. 340, art or elementary teaching experience and consent of instructor.

513 RESEARCH AND EVALUATION IN ART

Art research and evaluation are analyzed for design, methodology and conceptual foundations. Emphasis is placed upon interpretation and understanding by the analysis of an original research or evaluation project in art, art education or art therapy. Lecture only.

3 semester hours. Prerequisite: consent of instructor.

513 CURRICULUM ISSUES IN ART EDUCATION

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. Lecture only.

3 semester hours. Prerequisite: consent of department chair.

DEPARTMENT OF BIOLOGY

Professors

Frank Dohak - Physiology, Immunobiology
Neil Gonzalez (chair) - Genetics, Radiation Biology
George Hartmann - Myology, Biological Techniques
Richard Keogh - Introductory Biology, Cytology
Philip Pearson Jr. - Ecology, Biogeography
Alicia Silver - Developmental Biology, Physiology
S. Salman Wasti - Entomology, Parasitology
Robert Young - Biochemistry, Cell Biology

Associate Professors

Charles Bohlsack - Botany, Plant Physiology
Charles Foltz - Science Education, Human Biology
Kenneth Kinsey - Animal Behavior, Anatomy
Henry McCutcheon - Anatomy, Mammalogy
Jerry Melaragno - Introductory Biology, Plant Morphology

Assistant Professors

Era Leugh - Medical Technology, Microbiology
Lloyd Matsumoto - Molecular Biology, Genetics
Charles Owens - Bacteriology, Virology

Adjunct Professor

Herman Chase - Genetics, Radiation Biology

Adjunct Associate Professors

John Cronan - Angiography
Alfred Moon - Neuroanatomy
Barbara Schepps - Ultrasonography
Frances Scala - Ultrasonography

Adjunct Assistant Professors

Wayne Agular - Medical Technology
Dorothy Bergeron - Medical Technology
Glady Gok - Medical Technology
Claire Goddard - Medical Technology
Ann Marie Roberts - Medical Technology

Programs of Study

Major: Biology (B.A.)

Minor: Biology

Graduate Program: 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.

Biology 103 and 104 cannot count toward the major.

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semester hours

20

10-12

16-24

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DEPARTMENT OF BIOLOGY

CONTINUED

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 advisors about continuing.

Suggested Sequence

<i>First Year</i>	<i>Second Year</i>
Biology 101-102	Biology 220, 221
Chemistry 103-104	Chemistry 205-206
<i>Third Year</i>	<i>Fourth Year</i>
Biology 300, 321, 324, 329, 353 or 354	Biology electives, 6-8 semester hours
Biology 316	
Physics 101-102 or 103-104	

Minor in Biology

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

	<i>semester hours</i>
Required: Biology 101, 102	8
Two courses from Biology 220, 221, 300, 318	8
One additional biology elective	3-4

Admission to the Minor

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

Suggested Sequence

<i>First Year</i>	<i>Second Year</i>
Biology 101-102	Biology 220, 221, 300 or 318, 3 semester hours
<i>Third or Fourth Year</i>	
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 over 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 400, Biology 551-554 for one to 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.

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

Program Requirements - Certified Teachers

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

Program Requirements - M.A.T.-C.

Humanistic and Behavioral Studies	<i>semester hours</i>
Education Courses, including student teaching	10
Biology, including Biology 460 (taken twice) and 491-494 for one to four semester hours	13-15
	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

In addition to the courses listed below, the department offers Education 110 (biology section) and 444.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be added to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

BIOLOGY

101 INTRODUCTORY BIOLOGY

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

(6) 4 semester hours.

102 INTRODUCTORY BIOLOGY

In this continuation of Biology 101, the biology of organisms is emphasized. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101.

103 HUMAN BIOLOGY

The fundamental principles and concepts of biology as they pertain to the human organism are introduced. This course is intended for students who are pursuing studies in areas other than the natural sciences. Lecture only.

3 semester hours.

104 INTRODUCTION TO PLANT BIOLOGY

Fundamental principles and concepts of biology are introduced through a consideration of plants as living organisms. The social and economic significance of plants, both past and present, is emphasized. This course is intended for students majoring in areas other than the natural sciences. Lecture and laboratory.

(4) 3 semester hours.

228 CELL AND MOLECULAR BIOLOGY

The structure and function of cells as living units are presented. Cell metabolism, reproduction and steady-state control are discussed. The biochemical and ultrastructural nature of cells is examined. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101-102.

221 GENETICS

This course presents a balanced treatment of classical Mendelian concepts, population topics and the recent advances in molecular genetics. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101-102.

300 DEVELOPMENTAL BIOLOGY

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

(6) 4 semester hours. Prerequisite: Bio. 101-102.

318 ECOLOGY

This course gives the student a firm background in the fundamental concept of the ecosystem. Emphasis is placed on how the interaction of environmental factors has shaped, influenced and controlled the distribution of biomes, communities and populations. Lecture, laboratory and field trips.

(6) 4 semester hours. Prerequisite: Bio. 101-102.

321 INVERTEBRATE ZOOLOGY

Study is made of common invertebrate types, their life histories, adaptive morphology and physiology, with respect to their environment as well as to their phylogenetic position. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101-102.

323 PARASITOLOGY

Emphasis is on animal parasites of medical and veterinary importance. The etiology, symptomatology and epidemiology of parasitoid are examined. The biology of parasitism, evolution of host-parasite relationships, resistance and immunity, and disease and vector control are considered. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101-102.

324 VERTEBRATE ZOOLOGY

The origin, evolution, life history and adaptation of the subphylum vertebrata are studied. The local fauna is stressed in the laboratory. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101-102.

326 ANIMAL BEHAVIOR

Physiological, environmental and evolutionary aspects of behavioral adaptation are examined. Special emphasis is placed on social interactions such as aggressive and defensive behavior, courtship and mating, animal communication, and abnormal behavior patterns. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101-102.

329 COMPARATIVE VERTEBRATE ANATOMY

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

(6) 4 semester hours. Prerequisite: Bio. 101-102.

331 HUMAN ANATOMY

By using a systematic approach, study is made of the human organism with respect to the histological and gross anatomy. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101-102.

333 VERTEBRATE PHYSIOLOGY

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

(6) 4 semester hours. Prerequisite: Bio. 101-102.

336 PHYSIOLOGY OF EXERCISE

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

(5) 3 semester hours. Prerequisite: Bio. 335.

347 RADIATION BIOLOGY

This course provides an understanding of the effects of ionizing radiation on biological systems. Emphasis is placed on acute and chronic genetic, cellular and systemic effects. Principles of dosimetry and radiation safety are presented. Lecture only.

3 semester hours. Prerequisite: Bio. 101-102.

408 MICROBIOLOGY

The course deals with microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics and virology. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio. 101-102, Chem. 103-104.

DEPARTMENT OF BIOLOGY

CONTINUED

349 BIOLOGICAL TECHNIQUES

Various techniques are presented, such as processing of tissues for microscopic examination, instrumentation, and the collecting, preserving, mounting and displaying of plant and animal specimens. Experience is also gained in animal-room and greenhouse care and procedures. Lecture and laboratory.
1/4 semester hours. Prerequisite: Bio. 101-102.

350 EVOLUTION

An interdisciplinary approach is used to examine evolutionary trends of plants and animals, the origin of life, molecular evolution and speciation. Lecture only.
3 semester hours. Prerequisite: Bio. 221.

351 THE PLANT KINGDOM

The major groups of plants are surveyed, with emphasis on evolutionary aspects, reproductive strategies and ecological interrelationships. Consideration is given to development, functions, variations in cell types and the overall structure of the plant body. Companion course to Biology 354. Students interested in botany are encouraged to complete both courses. Lecture and laboratory.
1/4 semester hours. Prerequisite: Bio. 101-102 or consent of instructor.

354 PLANT GROWTH AND DEVELOPMENT

Topics considered include photosynthesis, nitrogen metabolism, phytohormones, translocation, mineral nutrition and the anatomical structures associated with these processes. This course is a companion course to Biology 353 and students interested in botany are encouraged to complete both courses. Lecture and laboratory.
1/4 semester hours. Prerequisite: Bio. 101-102 or consent of instructor.

402 MYCOLOGY

The biology of fungi is introduced. The major emphasis is on the morphology, taxonomy and economic importance of representative organisms. Fungal pathogens of animals are also considered. Lecture and laboratory.
1/4 semester hours. Prerequisite: Bio. 348 or consent of instructor.

405 MAMMALOLOGY

This is a study of mammals, their identification, life histories and economic importance, with special attention to the local fauna. Laboratory sections involve the collection, identification and mounting of mammals. Lecture and laboratory.
1/4 semester hours. Prerequisite: Bio. 324.

410 BIOCHEMISTRY

The physical and chemical properties and metabolisms of proteins and nucleic acids are discussed. Emphasis is placed on the properties of enzymes and enzyme systems, the role of vitamins as coenzymes, and the biochemistry of heredity. Students cannot receive credit for both Biology 410 and Chemistry 410. Lecture and laboratory.
1 semester hours. Prerequisite: Chem. 205-206.

411 BIOCHEMISTRY

The physical and chemical properties of carbohydrates and lipids are presented. Emphasis is placed on intermediary metabolism, including bioenergetics, respiration, photosynthesis and hormonal regulation of metabolism. Students cannot receive credit for both Biology 411 and Chemistry 411. Lecture only.
1/2 semester hours. Prerequisite: Bio. 410.

412 BIOCHEMISTRY LABORATORY

The course provides laboratory experiments to complement Biology 410-411.

1/2 semester hours. Prerequisite: Bio. 411 preceding or concurrent.

426 CELL MORPHOLOGY AND PHYSIOLOGY

Topics considered may include isolation chemistry, membrane structure and gene regulation, homeostasis, cell organelle structure and function, excitable cells, and locomotion. Emphasis is placed on the relationships between cell structure and function. Lecture only.
3 semester hours. Prerequisite: Bio. 220 and Chem. 205-206.

427 ENTOMOLOGY

This is a study of the anatomy, physiology, development, ecology, taxonomy and evolution of insects and their relationship to other animals. Lecture and laboratory.
1/6 semester hours. Prerequisite: Bio. 321.

429 ADVANCED MICROBIOLOGY

The macromolecular architecture of microbes as related to their morphology and function is examined. Nutritional aspects and generation of activated metabolites and their role in macromolecular synthesis are discussed. Microbial cytology, evolution, ecology and systematics are examined. Lecture and laboratory.
1/4 semester hours. Prerequisite: Bio. 348 and Chem. 205-206.

430 IMMUNOBIOLOGY

The characteristics of antigens, the nature of the immature state and the use of antibodies in studies of biological problems are considered. The contributions of serology to systematics and evolutionary and ecological instability, development and genetics are stressed. Lecture and laboratory.
1/4 semester hours. Prerequisite: Bio. 101-102 and Chem. 205-206 or consent of instructor.

432 ADVANCED DEVELOPMENTAL BIOLOGY

An examination is made of the molecular regulation of development, differentiation, control of the cell cycle, and regeneration. Emphasis is on recent research. Lecture and laboratory.
1/4 semester hours. Prerequisite: Bio. 220, 221 and 300, or the equivalent.

460 GRADUATE SEMINAR

Reports and discussion of current biological topics are presented.
1 semester hour. Prerequisite: graduate standing. Open to undergraduates with consent of department chair.

491-494 PROBLEMS IN BIOLOGY

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 16 semester hours may be earned in the sequence of Biology 491-494. Not open to students enrolled in M.A. program.
1-4 semester hours. Prerequisite: two 300-level biology courses or consent of department chair.

551-554 ADVANCED TOPICS IN BIOLOGY

Students study individually under the direction of a member of the biology department faculty. Topics vary.
1-4 semester hours. Prerequisite: normally open only to students enrolled in the M.A. program in biology.

591-596 DIRECTED RESEARCH

A student pursues research on an experimental question in biology under the direction of an advisor. A total of six semester hours may be taken in the sequence 591-596.
1-6 semester hours. Prerequisite: consent of advisor and department chair. Open only to students enrolled in the M.A. program in biology.

CHEMISTRY

(Department of Physical Sciences)

Professors

Kenneth Burt - General Chemistry, Inorganic Chemistry

Arthur Lefebvre - Organic Chemistry

Charles Marziano - General Chemistry, Physical Chemistry

George Dovers - Analytical Chemistry

David Greene - General Chemistry, Inorganic Chemistry

Elaine Magyar - General Chemistry, Organic Chemistry

John Williams (chair) - General Chemistry, Organic Chemistry

Assistant Professors

Sigebert Barshay - General Chemistry, Inorganic Chemistry

Manjiv Maygar - Instrumental Analysis and Identification of Organic Compounds

Programs of Study

Major: Chemistry (B.S., B.A.).

Minor: Chemistry.

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 or German to an intermediate level. Computer Science 102 or 204 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 graduation with the Bachelor of Arts or Bachelor of Science with honors in chemistry. It is especially suitable for those interested in research in chemistry.

Required Courses

Chemistry 103 or 103H, 104 or 104H, 205, 206, 303-308, 314, 321, 393

Computer

Required: Mathematics 212, 313, 314, 316; Physics

103-104 (Physics 103-102 may be substituted for

103-104 in unusual circumstances, with permission of

the department chair)

One course from Chemistry 410; Physics 300, 301, 307

General Education Program

Free Electives

Residency

To continue in the major beyond the first year, a student must have at least a 1.89 average in all mathematics courses completed.

Suggested Sequence (Freshman)

See Major in Chemistry, Liberal Arts (below).

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.

Required Courses

Chemistry 103 or 103H, 104 or 104H, 205, 206, 303-308

Cognates

Required: Mathematics 212, 313, 314; Physics 101-102

or 103-104.

Residency

To continue in the major beyond the first year, a student must have at least a 1.89 average in all mathematics courses completed.

Suggested Sequence (Freshman) for Both Chemistry Majors

First Semester

Chemistry 103 or 103H

Mathematics 209 or 212

English 101

History 110

Second Semester

Chemistry 104 or 104H

Mathematics 212 or 313

English 102

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 excluding Chemistry 309.

Honors Program

Chemistry 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 or Bachelor of Science with honors in chemistry. Details are available from the department chair.

semester hours

42

26

16-18

14-16

36-38

16-18

36-38

16-18

16-18

16-18

16-18

16-18

16-18

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16-18

16-18

semester hours

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CHEMISTRY

CONTINUED

COURSE OFFERINGS

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 190, 290, etc.) may be included in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

CHEMISTRY

810 BASIC SKILLS FOR CHEMISTRY

Topics include the metric system, physical measurement, significant figures, scientific notation, chemical formulas and chemical equations. Mathematical skills essential for chemical calculations are reviewed. Audio-visual tutorial materials provide a self-paced format. Students with inadequate mathematical preparation are urged to take Mathematics 191.

2 semester hours (this credit does not apply to 120-semester-hours graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript).

101-104 GENERAL CHEMISTRY

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. Laboratory experiments are designed to illustrate and emphasize these concepts and to develop laboratory techniques. Two semesters. Lecture and laboratory.

121, 4 semester hours. Prerequisite: successful completion of Chem. 103 or its equivalent is a prerequisite to Chem. 104.

103B-104H HONORS GENERAL CHEMISTRY

This course is intended for students with a good background in science and mathematics, especially those planning to continue in science. Topics covered are listed in Chemistry 103-104, as well as special topics. Experiments are similar to those in Chemistry 103-104 and include small, optional research projects. Two semesters. Lecture and laboratory.

122, 4 semester hours. Prerequisite: successful completion of Chem. 103B or its equivalent is a prerequisite to Chem. 104H.

205-206 ORGANIC CHEMISTRY

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 several types of organic reactions. Lecture and laboratory.

121, 4 semester hours. Prerequisite: Chem. 104. Successful completion of Chem. 205 or its equivalent is a prerequisite to Chem. 206.

301 INORGANIC CHEMISTRY

Chemical bonding is discussed from ionic and covalent substances from a quantum mechanical viewpoint. Acid-base theories, periodicity, coordination chemistry and the chemistry of the elements are presented. Lecture only.

3 semester hours. Prerequisite: Chem. 104 and Math. 313, or consent of department chair.

304 ANALYTICAL CHEMISTRY

Topics include the principles and applications of volumetric, gravimetric and selected instrumental methods of analysis, including photometric and spectroscopic methods. Lecture and laboratory.

16, 4 semester hours. Prerequisite: Chem. 104, Physics 102 or 104, or consent of department chair.

305-306 PHYSICAL CHEMISTRY

This course presents, through rigorous quantitative approaches, topics in kinetic molecular theory, thermodynamics, kinetics, topics in kinetic molecular theory, thermodynamics, kinetics, phase equilibria and statistical mechanics. Chemical bonding and molecular spectroscopy are discussed within the framework of quantum mechanics. Two semesters. Lecture only and a seminar hour. Prerequisite: Math. 314, Physics 102 or 104 and Chem. 104. Successful completion of Chemistry 305 or its equivalent is a prerequisite to Chem. 306.

307-308 PHYSICAL CHEMISTRY LABORATORY

Experiments illustrate principles presented in Chemistry 305-306. The experimental methods and techniques of physical chemistry are developed. Error analysis and statistical methods are used to interpret data. Two semesters.

2 semester hours. Prerequisite or coquisite: Chem. 305 for 307; 306 for 308.

309 NUCLEAR AND RADIATION CHEMISTRY

Topics include the interaction of particles and electromagnetic radiation with matter, decay of radioisotopes, neutron activation analysis, radioactive dating and tracer methods. Some emphasis is placed on the photochemical and photophysical processes occurring in molecules. Lecture only.

3 semester hours. Prerequisite: Chem. 104 and Physics 102 or 104.

314 INSTRUMENTAL METHODS OF ANALYSIS

Emphasis is placed on the areas of spectroscopy, electrochemistry, chromatography, and other identification and separation techniques using instrumental methods. Lecture and laboratory.

16, 4 semester hours. Prerequisite: Chem. 304 or consent of department chair.

321 IDENTIFICATION OF ORGANIC COMPOUNDS

The course deals with the theory and practice of separation and identification of organic compounds. Both chemical and physical methods are considered. The physical methods include infrared, mass and x-ray spectrometry. Lecture and laboratory.

16, 4 semester hours. Prerequisite: Chem. 205.

367 HONORS COLLOQUIUM IN CHEMISTRY

Current topics in science at an advanced level are encountered through participation in department colloquia with outside speakers and in a series of seminars led by resident experts. This course may be taken more than once as the content changes.

1 semester hour per academic year. Prerequisite: Chem. 206 and consent of department chair.

390 INDEPENDENT STUDY IN CHEMISTRY

Students study under the guidance of a member of the chemistry faculty. The particular area of chemistry is selected on the basis of the interest of the student and instructor.

3 semester hours. Prerequisite: consent of department chair.

391, 392, 393 RESEARCH IN CHEMISTRY

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.

1-3 semester hours. Prerequisite: consent of department chair.

410 BIOCHEMISTRY

The physical and chemical properties and metabolism of proteins and nucleic acids are discussed. Emphasis is placed on the properties of enzymes and enzyme systems, the role of vitamins as coenzymes, and the biochemistry of heredity. Students cannot receive credit for both Biology 410 and Chemistry 410. Lecture only.

3 semester hours. Prerequisite: Chem. 205-206.

411 BIOCHEMISTRY

The physical and chemical properties of carbohydrates and lipids are presented. Emphasis is placed on intermediary metabolism, including biosynthesis, respiration, photosynthesis and hormonal regulation of metabolism. Students cannot receive credit for both Biology 411 and Chemistry 411. Lecture only.

3 semester hours. Prerequisite: Chem. 410.

CLASSICAL AREA STUDIES PROGRAM

Donald 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, philosophy, 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; History 200, 300, 301, 302; Greek 170; Latin 170; Philosophy 351

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, 336¹
Greek 101, 102
History 303, 315
Latin 101, 102, 113, 114
Music 311
Philosophy 355
Theatre 340

¹When selections are classical.

semester hours

30-31

6-8

CLASSICAL AREA STUDIES PROGRAM
CONTINUED

COURSE OFFERINGS

See participating departments also.

CLASSICAL AREA STUDIES

361 SEMINAR IN CLASSICAL AREA STUDIES

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.
3 semester hours. Prerequisite: *Hist. 200, advanced standing and consent of coordinator.*

COLLEGE COURSES

COLLEGE COURSE

008 BUILDING BASIC COLLEGE READING AND REASONING SKILLS

This course is designed for students who need to develop skills before they can approach most college courses with confidence. Emphasis is placed on developing analytic reasoning and on mastering a process useful in comprehending expository material. Course is graded H, S or U.

2 semester hours (this credit does not apply to the 120-semester-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript).

009 PORTFOLIO WORKSHOP

This course deals with the identification, classification and documentation of learning achieved in other than formal classroom settings. Participants prepare portfolios in which their learning is identified and documented, and for which specific credit requests are defined. Course is graded S or U.

2 semester hours (this credit does not apply to the 120-semester-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript).

361 SENIOR PROJECT SEMINAR

Students work in approved senior projects. 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.
3 or 6 semester hours. Prerequisite: students must have a senior project which has been approved by the Senior Projects Committee.

COMMUNICATIONS

(Department of Communications and Theatre)

Professors

Mayne Cabbage - *Interpersonal and Public Communications*
Edward Schell - *Interpersonal Communications*

Associate Professors

Lawrence Budner - *Mass Communications, Film and Video*

Production

Mark Goldman (chair) - *Interpersonal and Public Communications*

Juliant Professor
Audrey Olmsted - *Forensics, Public Communication*

Instructors

Ann Galligan - *Mass Media*
Margaret Norton - *Speech Therapy and Related Sciences*

Programs of Study

History, Communications, with emphasis in Speech Communication, Mass Communication, Speech and Hearing Sciences, or Public Relations (B.A.), Communications and Theatre for Secondary Education (B.A.).

Minors: Communications, Communications and Theatre.

Major in Communications

The communications major requires a minimum of 30 semester hours in the discipline, with at least 12 semester hours at the 300-level or above. (A major may not include more than nine semester hours in any combination of Communications 360, 390, 491.)

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 cograte requirement for each emphasis, which is waived for students in elementary education, except those electing public relations.

Required Courses
Communications 111, 208, 300, 360

Emphasis

Select A, B, C or D.

A. Speech Communication:

At least five courses from Communications 254, 255, 258, 301, 302, 351, 354-357, 359; plus one additional communications course

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

B. Mass Communication:

At least five courses from Communications 240, 241, 242, 340, 343, 344, 345, 346; plus one additional communications course

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

C. Speech and Hearing Sciences:

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

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

semester hours

12

16-19

15

18

15

21

20

D. Public Relations:

Required: Communications 301, 379
Three courses from Communications 254, 351, 356, 357

One course from Communications 240, 255, 258, 354, 355, 359

Special Requirements: three courses from English

200, 230, 231, 380

Cognates: Students are to complete the management skills certificate program (see Management).

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. It is available to secondary education students only as a second major (see Department of Secondary Education).

semester hours

15

Required Courses

Theatre 205, 210, 320, 325, 330

Choices in Major

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 360, Theatre 360

Cognates

Twelve to 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 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

COMMUNICATIONS CONTINUED

COURSE OFFERINGS

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 160, 260, etc.) may be added in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

COMMUNICATIONS

111 COMMUNICATION TO COMMUNICATION

This course introduces the student to the diverse nature of the field of communication. Topics include mass communication; communicative disorders; interpersonal, public, organizational and intercultural communication; and public relations.

3 semester hours.

206 FUNDAMENTALS OF ORAL COMMUNICATION

Basic oral communication skills are developed 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.

3 semester hours.

220 VOICE AND ARTICULATION

The mechanics and physiological bases of speech are examined. The International Phonetic Alphabet and the application of phonetics to the discrimination and improvement of speech and sounds are included. Individual problems of vocal quality, articulation and pronunciation are corrected.

3 semester hours.

221 INTRODUCTION TO SPEECH PATHOLOGY

This course is an introduction to the etiology, diagnosis and treatment of various types of speech and language disorders.

3 semester hours.

222 PHONETICS

The production of speech sounds of the English language is studied with application of the International Phonetic Alphabet. Practice in dictation and phonetic transcription is included.

3 semester hours.

223 INTRODUCTION TO SIGN LANGUAGE

This course introduces the basic vocabulary of Signed English and finger-spelling. Attention is given to helping students understand needs and problems of the deaf community. A vocabulary of 600 signs should be attained at the completion of this course.

3 semester hours.

224 INTERMEDIATE SIGN LANGUAGE

Students acquire additional skill and vocabulary. Special emphasis is placed on connection of sign and concept and on particular groupings of signs to denote various meanings.

3 semester hours. Prerequisite: Comm. 223.

240 MASS COMMUNICATION

The institutions, history and technology of the mass media are examined. Newspaper, film and broadcasting media are studied in terms of social and personal impact. Contemporary media issues, policies and ethics are discussed.

3 semester hours.

241 INTRODUCTION TO CINEMA

The film medium is studied as part of the mass media environment. In covering motion picture theory and technical development, the course emphasizes the role of cinema in the social development of mass audiences.

3 semester hours.

242 BASIC FILMMAKING

Technical and theoretical aspects are explored in a workshop atmosphere. Emphasis is placed on solving problems in script writing, cinematography, sound and editing. The cost of film and processing will be absorbed by the student.

3 semester hours. Prerequisite: Comm. 241 or consent of instructor.

254 COMMUNICATIONS IN BUSINESS AND THE PROFESSIONS

Topics include speaking informally to groups in the work setting; conducting staff conferences; staff briefing; interviewing and giving formal presentations.

3 semester hours.

255 COMMUNICATION THEORIES

A study is made of the theories having contributed significantly to the understanding of speech communication habits and processes. Topics include origin of language; speech development; communication breakdown; cybernetics; verbal and non-verbal communication; and the relationship between communication and culture.

3 semester hours.

258 INTERPERSONAL COMMUNICATION

By participating in a series of communication games, the student explores the basic elements of interpersonal communication. The course helps students augment their own personal communication and understand the underlying communication process.

3 semester hours.

300 SCHOLARSHIP IN COMMUNICATIONS

The basic concepts underlying research methods and bibliographical resources are introduced. Representative samples of communication research are surveyed.

3 semester hours. Prerequisite: at least 45 semester hours, including 12 semester hours in communication, or consent of instructor.

301 PUBLIC RELATIONS

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

3 semester hours. Prerequisite: at least 45 semester hours, including Comm. 111, or consent of instructor.

302 FUNDAMENTALS OF ORAL INTERPRETATION

This course introduces students to the processes 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.

3 semester hours.

320 SPEECH AND LANGUAGE DEVELOPMENT

The course includes the theories of normal speech and language, and the factors which may impede normal development. Observation in schools and clinics is vitalized.

3 semester hours.

321 THE SPEECH CHAIN

The course provides an introduction to the many approaches necessary for understanding the production and perception of speech.

3 semester hours. Prerequisite: Comm. 221 or consent of instructor.

323 HEARING AND DEAFNESS

A study of hearing and deafness is made from the point of view of the professions of audiology and speech pathology. Topics include acoustics, anatomy and physiology of the hearing mechanism, hearing disorders, and habilitation and rehabilitation.

3 semester hours.

335 MARKETING COMMUNICATIONS

This course deals with the basic promotional tools available to the marketing manager: advertising, sales promotion, personal selling and publicity. Students also gain an understanding of communications theory and controlling the promotion mix. Students may not receive credit for both Management 335 and Communications 335.

3 semester hours. Prerequisite: Mgmt. 311.

340 MASS MEDIA AND SOCIETY

Topics include mass media and social and economic values; structures of popular entertainment; structure of media programming; and the production and reception of media programming.

3 semester hours. Prerequisite: Comm. 240.

343 TELEVISION PRODUCTION

Participation and practice in writing, producing, directing and performing in television productions, including the portable videotape format, are provided. Study is made of the technical, legal and corporate areas of broadcasting.

3 semester hours. Prerequisite: Comm. 345 or consent of instructor.

344 BROADCAST JOURNALISM

The preparation, production, editing and evolution of broadcast news are included, with emphasis on local and special news events. The organization and policies of broadcast newscasts and production of commercials and public affairs announcements are analyzed.

3 semester hours. Prerequisite: Comm. 240.

345 HISTORY OF BROADCASTING

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

3 semester hours. Prerequisite: Comm. 240.

346 WORLD BROADCASTING

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.

3 semester hours. Prerequisite: Comm. 240.

351 PERSUASION

A study is made of the elements inherent in persuasion and the means of influencing individuals and audiences. Representative persuasive speeches are analyzed and practice is provided in securing the acceptance of ideas and controlling beliefs and behavior.

3 semester hours. Prerequisite: Comm. 208 or consent of instructor.

354 LEADERSHIP AND MANAGEMENT COMMUNICATION

A study is made of the problems and methods of improving communication used by leaders and managers in organizations and businesses. Among the topics to be investigated are vertical and horizontal communication patterns, the relationship of communication to motivation and decision making.

3 semester hours.

355 LANGUAGE AND THOUGHT IN COMMUNICATION

The course examines communicative behavior, the symbolizing process, communication failure, and responses to words and symbols. Study draws from general semantics and the relationships among language, reality and human behavior.

3 semester hours.

356 DISCUSSION AND GROUP COMMUNICATION

This course emphasizes the principles and practice of discussion as employed in committees, panels, symposiums and forums. Particular attention is given to the development of group leadership skills, cooperative problem-solving methods, parliamentary procedure and the elements of interpersonal communication.

3 semester hours.

357 SPEECH COMMUNICATION AND SOCIETY

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.

3 semester hours.

359 ARGUMENTATION AND DEBATE

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.

3 semester hours.

360 SEMINAR IN COMMUNICATIONS

An opportunity is provided to explore in depth an area in communication.

3 semester hours. Prerequisite: completion of at least 75 semester hours including 24 semester hours in communication.

379 FIELD EXPERIENCE/INTERNSHIP IN COMMUNICATIONS

This course 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.

3 semester hours. Prerequisite: students must be majors in communication area and have completed at least 18 semester hours in communications courses. Application must be made during 1 semester prior to period of field experience. Students must meet minimal requirements set forth in printed application form.

390 INDEPENDENT STUDY IN COMMUNICATIONS

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 activities in research/administrative in a thesis paper. This course may be repeated once with a change in content.

3 semester hours. Prerequisite: successful completion of 12 semester hours in communication courses and consent of instructor.

401 SPECIAL PROBLEMS IN COMMUNICATIONS

The student and a faculty adviser select a practicum-oriented problem on which to concentrate for the semester. The course involves participation in conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project. This course may be repeated once with a change in content.

3 semester hours. Prerequisite: successful completion of 12 semester hours in communications courses and consent of instructor.

COMPUTER SCIENCE

(Department of Mathematics and Computer Science)

Professors

George Anderson - Probability, Statistics, Digital Networks
James Sedlack - Modern Algebra, Analysis, Introductory Computer Science

Associate Professors

Richard Howland - Data Structures, Non-commutative Rings
Helen Salberg (chair) - Abstract Algebra, Analysis

Assistant Professors

Herbert Kline - Computer Programming, Applied Math
Ann Moskol - Applied Math including Numerical Analysis, Operations Research

James Schaefer - Computer Science

Roger Simon - Computer Science, Mathematical Logic

Patricia Stratos - Computer Science including Software Methodology, File Management

Principals 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

Computer Science 106, 201 or 210, 204,

221, 310, 315, 320, 325, 330, 335, 340

Cognates

Mathematics 177 or 315

One course from Mathematics 212, 230, 247

Two courses from Economics 317, 318, English 333;

Management 346, 348; Mathematics 240 (or 248), 317,

318, 341, 345; Physics 301

Recommended Electives

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

Residency Requirement

To remain in the computer science major, students must maintain a grade point average of at least 2.5 in all computer science courses numbered 221 or higher.

A student will be reinstated as a computer science major when the GPA in Computer Science 221 or above becomes 2.5 or higher. A student must submit a written appeal of reinstatement to the Department Advisory Committee.

Transfer students accepted into the college will be reviewed on an individual basis for admission into the computer science program.

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

First Semester

Any Computer Science 201 prerequisite
Cognate in math

Third Semester

Computer Science 106
Computer Science 221
Cognate

Fifth Semester

Computer Science 315
Computer Science 320

Seventh Semester

Computer Science 380

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), 106, 204

B. Computer Science 201 or 210

C. Computer Science 221

D. Computer Science 310 or 315

E. Computer Science 330

F. One course from Computer Science 310, 315

(if neither was taken previously), 320, 325

Computer Science Skills Sequence

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

semester hours

A. Two courses from Computer Science 101 (or 102), 106, 204

B. Computer Science 201 or 210

C. Computer Science 221

D. One course from Computer Science 310, 315;

Management 344; Mathematics 345

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.

Second Semester

Any Computer Science 201
Cognate in math

Fourth Semester

Computer Science 310
Computer Science 330
Cognate

Sixth Semester

Computer Science 204
Computer Science 335

Eighth Semester

Computer Science 325

COURSE OFFERINGS

All courses listed below, except Computer Science 106 and 210, are offered by the Department of Mathematics and Computer Science.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

COMPUTER SCIENCE

101 A FIRST COURSE IN COMPUTERS

This course introduces computers and computer programming. Topics include an overview of computer systems, interactive versus batch processing, computer history and applications of computers in society. Students write and execute simple programs using BASIC. Examples using other languages are presented.

3 semester hours.

102 INTRODUCTION TO BASIC PROGRAMMING

The elements of BASIC are taught to provide programming skills in this language. Topics include BASIC syntax, arithmetic and character data, arithmetic expressions, input/output statements, sequencing, decisions, iteration, arrays, sub-programs and functions.

2 semester hours. Prerequisite: three units of college-preparatory mathematics or one college math course.

106 INTRODUCTION TO COBOL PROGRAMMING

The elements of COBOL are taught to provide basic programming skills in this language. Topics include COBOL syntax, COBOL divisions, data manipulation, input/output statements, sequencing, alteration, iteration and table handling. Offered by the Department of Economics and Management.

2 semester hours. 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.

201 COMPUTER PROGRAMMING I

The first elements of computer programming techniques, computer organization, problem-solving methods and algorithm development are presented. This course utilizes the PL-C programming language.

3 semester hours. Prerequisite: three units of college-preparatory mathematics, or one college math course, or one college computer science course, or (with computer experience) consent of department chair.

204 INTRODUCTION TO FORTRAN PROGRAMMING

The elements of FORTRAN are taught to provide programming skills in this language. Topics include FORTRAN syntax, arithmetic and character data, arithmetic expressions, input/output statements, sequencing, decisions, iteration, arrays, sub-programs and functions.

2 semester hours. Prerequisite: Com. Sci. 102, 106, 201 or 210, or equivalent, or consent of department chair.

210 COMPUTER PROGRAMMING FOR MANAGEMENT

Specific techniques applicable to business programs, such as sorting and merging, are covered. The design of basic information structures for business is introduced. Specific applications are in payroll, order entry and inventory control. The course utilizes PL-C. Offered by the Department of Economics and Management.

3 semester hours. Prerequisite: Mgmt. 210 and one college-level mathematics course.

221 COMPUTER PROGRAMMING II

Using PL-C, 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.

3 semester hours. Prerequisite: Com. Sci. 201 or 210.

310 INTRODUCTION TO FILE PROCESSING

This course includes treatment of the file processing environment, sequential access techniques, elementary data structures, direct access devices and techniques, and file input/output.

3 semester hours. Prerequisite: Com. Sci. 106 and 221.

315 INFORMATION STRUCTURES

Structures are reviewed for representing the logical relationships between elements of information, and techniques are studied for operating on these structures. Topics include linear and non-linear structures, storage management and system design.

3 semester hours. Prerequisite: Com. Sci. 221.

320 ASSEMBLY LANGUAGE PROGRAMMING

This course introduces machine language and assembly language with addressing techniques, macros, file input/output, program segmentation and linkage techniques. The lectures and assignments are oriented toward the IBM 370 computer under DOS.

3 semester hours. Prerequisite: Com. Sci. 221.

325 ORGANIZATION OF PROGRAMMING LANGUAGES

This is 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 are studied and compared.

3 semester hours. Prerequisite: Com. Sci. 221, and 106 or 204.

330 INTRODUCTION TO COMPUTER ORGANIZATION

Covered are 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.

3 semester hours. Prerequisite: Com. Sci. 221.

335 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE

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

3 semester hours. Prerequisite: Com. Sci. 320 and 340.

380 ADVANCED COMPUTER SCIENCE PROJECT

Topics vary.

3 semester hours. Prerequisite: 20 semester hours of computer science.

COOPERATIVE EDUCATION

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. (Cooperative Education 160, however, is graded on a letter grade basis.) All students are reviewed and evaluated.

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 Graduate Studies section of this catalog.

COURSE OFFERINGS

None of the courses listed below 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

Students develop the skills necessary to make career and curriculum decisions. The cooperative education program is examined as a vehicle through which students may test career and academic goals.

3 semester hours.

261 FIELD EXPERIENCE I

Students participate in supervised work situations and attend a weekly seminar.

3-12 semester hours. *Prerequisite:* approval of director.

262 FIELD EXPERIENCE II

This course provides additional work and seminar experience.

3-12 semester hours. *Prerequisite:* Co-op. Ed. 261 and approval of director.

361 FIELD EXPERIENCE III

This course provides additional work and seminar experience. It may not be taken for graduate credit.

3-12 semester hours. *Prerequisite:* Co-op. Ed. 261 and 262, or equivalent career experiences, and approval of director.

362 FIELD EXPERIENCE IV

This course provides additional work and seminar experience. It may not be taken for graduate credit.

3-12 semester hours. *Prerequisite:* Co-op. Ed. 361 and approval of director.

461 FIELD EXPERIENCE I

This course provides work and seminar experiences for graduate students. Each placement, its academic requirements and the student's learning contract must be approved by the student's graduate adviser.

3 semester hours. *Prerequisite:* when included in approved plan of study, approval of director and graduate dean; or when taken as free elective, approval of director.

462 FIELD EXPERIENCE II

See course description for Cooperative Education 461.

3 semester hours. *Prerequisite:* Co-op. Ed. 461 and when included in approved plan of study, approval of director and graduate dean; or when taken as free elective, approval of director.

ECONOMICS

(Department of Economics and Management)

Associate Professors

Peter Marks—Microeconomics, Macroeconomics
 Peter Moore—Macroeconomics, Public Finance
 Phillip Quarroy—Macroeconomics, Econometrics
 John Sapiently—Industrial Organization

Program of Study

Major: Economics (B.A.)

Minor: Economics.

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

Choices in Major

Four courses from Economics 202, 301, 303-306, 317,

318, 321, 322, 348, 350, 390

Cognates

Mathematics 177, 238 (or 247), 240 (or 248)

Minor in Economics

The minor in economics consists of at least 18 semester hours.

Required Courses

Economics 211, 212, and 311 or 312

Any three additional courses in economics, except

Economics 200

Honors Program

The department offers an honors program in economics, which is designed to give the superior student an opportunity to pursue advanced work. The program is oriented toward research and requires that a formal paper be presented in the senior year. Upon completing the 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 Academic Facilities in the Introductory section of this catalog.

COURSE OFFERINGS

The department also offers Computer Science 106 and 210.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

ECONOMICS

200 INTRODUCTION TO ECONOMICS

This course emphasizes the understanding of contemporary economic problems. Topics such as economic growth, inflation, unemployment, poverty, environmental problems and governmental regulation are explored.

3 semester hours.

202 COMPARATIVE ECONOMIC SYSTEMS

After developing a theory of socialism based on the work of early socialist writers, students compare the socialist model with the capitalist model. The operations of some modern economies are also studied to determine how they deviate from pure economic theory.

3 semester hours.

211 PRINCIPLES OF MICROECONOMICS

Students are introduced to problems of scarcity and of choice made among limited 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.

3 semester hours.

212 PRINCIPLES OF MACROECONOMICS

The subjects of national levels of employment, interest and prices are introduced. Considering the U.S. economy as a whole, the course 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. Policy formulation is discussed.

3 semester hours.

301 HUMAN RESOURCES

The structures and operations of human resource markets are analyzed, including pricing and allocation of labor resources, wage differentials, income distribution, discrimination and unemployment. Public and private investment expenditures on formal schooling and on-the-job training are included.

3 semester hours. *Prerequisite:* Econ. 200, 211 or 212.

303 PUBLIC FINANCE

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 expenditures and revenue patterns on the economy are examined.

3 semester hours. *Prerequisite:* Econ. 200, 211 or 212.

304 MONETARY ECONOMICS

Financial institutions and the money-creating process are examined with emphasis on the role of commercial banks. Consideration is given to the classical, Keynesian and monetarist schools of thought on the effects of money. Actions of the Federal Reserve to stabilize the economy by using monetary policy are studied.

3 semester hours. *Prerequisite:* Econ. 200 or 212.

ECONOMICS

CONTINUED

305 REGIONAL AND URBAN ECONOMICS

Economic analysis is applied to problems of regions, cities and metropolitan areas. The course suggests alternatives in policy decisions toward transportation, congestion, pollution, urban poverty, urban renewal, property taxation and business location. The interaction of economic forces and socio-political institutions is analyzed.

3 semester hours. Prerequisite: Econ. 200, 211 and 212.

306 INDUSTRIAL ORGANIZATION AND MARKET STRUCTURE
The environment in which American capitalist industries operate is investigated. 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.

3 semester hours. Prerequisite: Econ. 311.

311 INTERMEDIATE MICROECONOMIC THEORY AND ANALYSIS

The micro subjects of consumers and firms are approached by employing calculus and linear algebra to solve problems of price and quantity decisions. Economic statics and general equilibrium analysis are employed. Application to current events will demonstrate the power of analysis.

3 semester hours. Prerequisite: Econ. 211 and Math. 212, 238 or 247.

312 INTERMEDIATE MACROECONOMIC THEORY AND ANALYSIS

The national economy is analyzed by using macroeconomic models. Calculus is used to examine problems of economic growth, stagflation, money supply and government budget deficits. Analysis of public policy is emphasized.

3 semester hours. Prerequisite: Econ. 212 and Math. 212, 238 or 247.

317 MATHEMATICAL ECONOMICS

The student is introduced to mathematical techniques employed by economists, including the 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 are studied.

3 semester hours. Prerequisite: Econ. 311 and Math. 212, 238 or 247.

318 ECONOMETRICS

The application of statistics to economic theory is introduced. Students review the basic principles of statistics and construct simple econometric models. Topics include common econometric problems such as autocorrelation, the estimation of simultaneous models and the problems of identifiability. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: Econ. 312 and Math. 240, 248 or 249.

321 INTERNATIONAL ECONOMICS

The course analyzes 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. Also covered is the theory of international monetary relations, which includes exchange rates, balance of payments, capital flows and proposed reforms to the system.

3 semester hours. Prerequisite: Econ. 200, 211 or 212.

322 ECONOMICS OF DEVELOPING COUNTRIES

The characteristics of developing countries and of the process of economic development are examined. 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.

3 semester hours. Prerequisite: Econ. 200, 211 or 212, or consent of department chair and instructor.

343 HISTORY OF ECONOMIC THOUGHT

In this introduction to economic intellectual history many of the more important economists are studied to determine their contributions to the present state of the discipline.

3 semester hours. Prerequisite: Econ. 211 and 212.

348 ECONOMIC HISTORY OF THE UNITED STATES

The development of the American economy is studied with special emphasis on the nineteenth and twentieth centuries. Both historical and economic insights are applied in an analysis of those forces which have shaped the American economic system. Accepted for credit in history. Students cannot receive credit for both History 348 and Economics 348.

3 semester hours.

360 SEMINAR IN ECONOMIC RESEARCH

This seminar provides an integrating experience in economic theories, concepts and practices, and presents an opportunity to examine the literature of research in microeconomics, macroeconomics and specialized fields within the discipline. The seminar is required for those students seeking honors in economics.

3 semester hours. Prerequisite: senior with major in economics who has completed minimum of 18 hours in the department, or consent of department chair.

390 DIRECTED STUDY

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

3 semester hours. Prerequisite: consent of department chair.

410 CONCEPTS IN ECONOMIC EDUCATION

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.

3 semester hours. Prerequisite: consent of instructor.

DEPARTMENT OF ENGLISH

Fiction

William Bloom - *Eighteenth-century British Literature, Theory of Fiction, Twentieth-century American Fiction*
Annette Dacey - *American Literature to 1900, Expository Writing, Mark Twain and Regional Authors*
Mark Estlin - *Dramatic Literature from its Beginnings to the Present, Film Studies, Nineteenth-century American Fiction*
Greer Gellner - *Medieval Literature, Linguistics, English Education*

Joseph Hall - *Romanticism, Critical Theory, Poetry*
C. Hoffmann - *Nineteenth- and Twentieth-century American and British Literature, Film Studies with emphasis on Directors and Genre, Creative Writing*
William Robinson - *Essays, Black Literature, Modern Poetry*
Earl Stevens - *Nineteenth-century British Literature, Novel, Writing*
Nancy Sullivan - *Modern American and British Poetry, Creative Writing, Modern American and British Fiction*
Carolyn Swift - *Renaissance, Shakespeare, Drama*

James Turley - *English Education, Dramatic Literature, Writing*
James White - *Nineteenth-century American Literature, Modern Drama, Twentieth-century Irish Drama*
Associate Professors
Paul Anghinetti - *Modern Fiction, Irish Studies, Interdisciplinary Studies*
Joseph Conforti - *Colonial and American Revolutionary History, Early American Literature, American Studies*
Harold Coombs - *History of the English Language, Dialects and Usage, Modern English Grammar*
Gary Grund - *Seventeenth-century Prose, Sixteenth- and Seventeenth-century Poetry*

Robert Hogan (chair) - *Nineteenth-century American Literature, Fiction, Composition*
Abby Lee - *Victorian Fiction and Critical Prose, Early Twentieth-century British Poetry and Fiction, Advanced Composition and Creative Writing*
McClelland - *Composition, Theory of Rhetoric and Writing, American Literature*
Janet Orsini - *Children's Literature, Adolescent Literature*
Janet Orsini - *British Literature from 1832 to 1900, Poetry, Novel, Creative Writing and Introductory Composition, Literature and Science*

A. John Roche - *Writing, American Literature*
Rosenblatt - *Modern Poetry, American Literature, Fiction*
John Saleous - *Renaissance Literature, Literary Theory, Victorian Literature*
Overt Salzbarg - *Chaucer and Medieval Literature, Literature and the Open, Neoclassical Literature*
Carl Steinberg - *Hawthorne, Nineteenth-century American Literature, Journalism*
Lester Sturges - *Modern Poetry, American Literature, Fiction*

Yuki Votaw - *British Literature from 1660 to 1800, Greek Literature in Translation, Children's Literature*
Assistant Professors
John Dagle - *Theory of Narrative, Film Studies, History of the Novel*
Kathryn Kalinak - *Film Studies, Women's Studies, Nineteenth-century American Literature*
Moradith McMurin - *Medieval Literature, Linguistics*
Joseph McSweeney - *Composition and Business Writing, Children's Literature, English Education*
John Trimbur - *Composition, Mythology, Contemporary Poetry*

Programs of Study

Major: English, with plan in Literature or Creative Writing (B.A.)
Minor: 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. Courses are suggested but not required. Students are urged to confer with their advisors 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	21
Required: English 203, 205, and 206 or 207	
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	

Cognate
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.

Required: English 205, 206, 231	11
One course from English 344, 345, 346	1
Two 300-level English electives	8

DEPARTMENT OF ENGLISH

CONTINUED

Minor in Creative Writing

The minor in creative writing requires a minimum of 19 semester hours. English 201 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.

Required: English 200, either 205 or 206, 300, 340, 390
One elective from among English 205, 206 or any 300-level English course

semester hours

16

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.

Required: English 110, 230, 380; cooperative education
One elective from among English 205, 206 or any 300-level English course

semester hours

16-19

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.

Required: English 211, 332, 333, 338, 339
One elective from among English 205, 206 or any 300-level English course

semester hours

15

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: James White (M.A.), Joseph McSwaney (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 500 (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

Humanistic and Behavioral Studies
Curriculum and Instruction or Education 442
English, including 332 or 333, and 12 semester hours at the 500-level. An additional six semester hours may be selected from approved cognate courses.

semester hours

6

3

21

Total: 30

Program Requirements - M.A.T.-C.

Humanistic and Behavioral Studies
Education Courses, including student teaching
English, including English 332 or 333

semester hours

10

13-15

12

Total: 35-37

COURSE OFFERINGS

In addition to the courses listed below, the department offers Education 110 (English section), 442 and 507.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

ENGLISH

010 BASIC WRITING SKILLS

Designed for beginning writers, this intensive course emphasizes the principles and practices of spelling, grammar and punctuation and the organization of effective sentences, paragraphs and short essays. A Writing Center component is required. Enrollment is limited to 10 students. Required of some students to complete the College Writing Competency Requirement. Grading is S or U. (4) 2 semester hours (this credit does not apply to the 120-semester-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript).

011 WRITING ENGLISH AS A SECOND LANGUAGE

This intensive course in English usage and composition gives non-native speakers guided practice in expressing themselves in English through writing. A Writing Center component is required. Enrollment is limited to 10 students. (4) 2 semester hours.

101 WESTERN LITERATURE I

Through the study of such works as *The Iliad*, *The Divine Comedy* and *Hamlet* both as cultural documents and as works of art, this course introduces students to major writers and cultural periods from the ancient world through the Renaissance. Some attention is given to the problems of writing short critical papers and to research techniques. (3) semester hours. Prerequisite: completion of the College Writing Competency Requirement.

102 WESTERN LITERATURE II

Through the study of such works as *Candide* and *Faust* both as cultural documents and as works of art, this course introduces students to major writers and cultural periods from the Enlightenment to the modern age. Some attention is given to the problems of writing short critical papers and to research techniques. (3) semester hours. Prerequisite: completion of the College Writing Competency Requirement.

109 INTRODUCTORY COMPOSITION

Topics include a review of grammar and mechanics, the sentence and paragraph as basic units of composition, and the organization of these units into the whole essay following such methods of development as exemplification, comparison and contrast, and cause and effect. Required of some students to complete the College Writing Competency Requirement. (4) semester hours.

110 APPROACHES TO WRITING

Emphasis is on writing essays adapted to various purposes, developed by particular rhetorical methods, and directed to diverse audiences. Required of some students to complete the College Writing Competency Requirement. (4) semester hours.

DEPARTMENT OF ENGLISH

CONTINUED

111 INTRODUCTION TO AUTOBIOGRAPHY

Journals, diaries and autobiographies are analyzed both to reveal the personalities of the writers and to study the autobiography as a literary genre. Through writing a series of autobiographical studies, students have the opportunity to improve their mastery of prose style and form.

4 semester hours.

112 APPROACHES TO FICTION

Through analysis of selected short stories and novels, this course aims to develop an understanding of fiction as a literary genre. Students have the opportunity to improve their mastery of prose style and form through writing short papers.

4 semester hours.

113 APPROACHES TO DRAMA

Through analysis of selected plays, this course aims to develop an understanding of dramatic literature past and present. Students have the opportunity to improve their mastery of prose style and form through writing short papers.

3 semester hours.

114 APPROACHES TO POETRY

Through analysis of selected poems, this course aims to develop an understanding of poetry and its elements. Students have the opportunity to improve their mastery of prose style and form through writing short papers.

4 semester hours.

116 APPROACHES TO FILM AND FILM CRITICISM

Students 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. This course is also designed to develop students' mastery of prose style and form.

4 semester hours.

150 THEMES IN LITERATURE

This course offers students an opportunity to pursue a limited but intensive study of significant themes in literature and to improve their mastery of prose style and form through the writing of short papers. Topics vary.

3 semester hours.

200 CREATIVE WRITING

Students analyze their own work and that of professional writers in this introductory to the craft of writing fiction, drama and poetry. The instructor, in consultation with the students, determines the kind of writing to be emphasized.

3 semester hours.

203 LITERARY ANALYSIS AND CRITICAL WRITING

This course introduces students to basic principles of critical reading and critical writing and to the practical application of those principles.

4 semester hours.

205 BACKGROUND IN ENGLISH LITERATURE TO 1800

Students are introduced to representative works of English literature from the Middle Ages through the eighteenth century and are given practice in critical reading and critical writing.

3 semester hours.

206 BACKGROUND IN ENGLISH LITERATURE 1800 TO PRESENT

Students are introduced to representative works of English literature of the nineteenth and twentieth centuries and are given practice in the critical reading and critical writing.

4 semester hours.

207 BACKGROUNDS IN AMERICAN LITERATURE

This course introduces students to major authors and literary movements of American literature from the beginning to the present and gives practice in critical reading and critical writing.

3 semester hours.

210 CHILDREN'S LITERATURE

Students read material from early folklore to current literature in order to develop discrimination in the selection of books for children at the elementary school level. Students learn methods of interpreting children's literature and criteria for evaluating it.

3 semester hours.

211 INTRODUCTION TO LINGUISTICS

An introduction to the scientific study of English, this course traces the development of English and examines important linguistic theories.

3 semester hours.

212 ADOLESCENT LITERATURE

This course explores themes, in various genres, appropriate to adolescent tastes at differing levels of sophistication. It also acquaints students with available resource material on the subject of adolescent literature.

3 semester hours.

230 BUSINESS AND TECHNICAL WRITING

Students practice the forms of applied writing appropriate to business and industry (e.g., reports, proposals, memoranda and letters). Students are also taught methods of bibliography appropriate to technical writing and research.

3 semester hours. Prerequisite: completion of the College Writing Competency Requirement.

231 EXPOSITORY WRITING

Students study principles of rhetoric and style on a more mature level than that of English 110 and apply them to the writing and editing of analytical, critical and argumentative essays. The research paper is also considered.

3 semester hours. Prerequisite: Eng. 110 or consent of department chair.

240 NEWS WRITING

Students learn the principles of gathering and writing news, develop article ideas, write news stories and feature articles, and submit articles for publication. The class assesses the work produced on the basis of its news value, lead organization, style, etc.

3 semester hours.

400 ADVANCED CREATIVE WRITING

Emphasis is on the completion of a major writing project begun after consultation with the instructor.

3 semester hours. Prerequisite: Eng. 200 or consent of instructor. Students are expected to enter the course with a substantial portfolio of completed work.

501 AMERICAN LITERATURE TO 1860

This course studies a number of major writers of the period, such as Cooper, Poe, Emerson, Hawthorne and Melville.

3 semester hours.

502 AMERICAN LITERATURE FROM 1860 TO 1914

The course studies major figures of the period, such as Twain, Dreiser, Crane, Dickinson and Whitman.

3 semester hours.

521 MODERN POETRY

Major contributions and movements in British and American poetry from 1900 to the present are examined.

3 semester hours.

522 MODERN DRAMA

This is a study of the theory, types and themes of representative British, American and European plays.

3 semester hours.

523 MODERN BRITISH NOVEL

Important British novels of the twentieth century are analyzed.

3 semester hours.

524 LITERATURE AND FILM

This course considers the role of the motion picture as a major literary and social force of the twentieth century, and studies the major genres of the feature film and their relationships to other literary and visual forms. Students are expected to view films shown in class, to read and write film criticism, and to see films frequently off campus.

3 semester hours.

526 STUDIES IN BLACK LITERATURE

This course examines Black literature in English. Topics vary.

3 semester hours.

528 AMERICAN FICTION: 1914 TO 1945

This course studies significant modern American fiction.

3 semester hours.

529 AMERICAN FICTION: 1945 TO THE PRESENT

This course studies significant contemporary American fiction.

3 semester hours.

532 HISTORY OF THE ENGLISH LANGUAGE

Students analyze the phonological, morphological and syntactic changes affecting the growth and structure of Old, Middle and Modern English. The political and social factors which influenced the development of the language are also investigated.

4 semester hours.

533 MODERN ENGLISH GRAMMAR

Using the theories and techniques of modern linguistics, this course analyzes the phonology, morphology and syntax of contemporary English in a generative-transformational framework. Students are expected to become familiar with both the concepts and the application of linguistic theories.

3 semester hours.

534 STUDIES IN LITERARY CRITICISM

A study of significant theories of aesthetics and literary criticism as well as of major critics, this course emphasizes the historical development of these theories and their practical application. Recommended for juniors and seniors.

4 semester hours.

535 LITERATURE IN TRANSLATION

Subjects are drawn from various historical periods such as classical Greek, medieval or modern European. Topics vary. May be repeated with change of content.

3 semester hours.

536 TOPICS IN LITERATURE

The course provides an opportunity for literary studies of a thematic, topical and comparative nature. Topics vary. Recommended for juniors and seniors.

3 semester hours.

537 TOPICS IN THE AESTHETICS OF FILM

Emphasis is on the nature of film technique, the vision of reality which distinguishes film from other creative forms and the language of film and film criticism. Topics vary (e.g., film genre, works of major directors and theories of film). Students write a series of essays exploring aspects of the semester's work.

3 semester hours. Prerequisite: consent of instructor or department chair.

538 PHONOLOGY

This course introduces students to the theories of phonetic and phonemic analysis. Topics include the phonetic alphabet, distinctive feature analysis, universals in language sound systems, speech differences in the phonological rules of specific language groups, and variations in American English.

3 semester hours.

539 ENGLISH DIALECTS AND USAGE

This course investigates the varieties of contemporary American English. The rules of standard English are examined as they are appropriate to different social situations. Students explore geographical and social dialects as well as the different standards of the spoken and written language.

3 semester hours.

541 ADVANCED NEWS AND FEATURE WRITING

Students are given practice in the techniques of covering a beat and press conferences and of conducting investigative reporting, interpretive reporting and feature writing. Students also submit articles for publication in campus and local newspapers.

3 semester hours.

544 CHAUCER

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.

3 semester hours.

545 SHAKESPEARE: THE HISTORIES AND COMEDIES

With appropriate attention to the theatrical, literary and social background of Shakespeare's age, this course examines the major histories and comedies.

3 semester hours.

546 SHAKESPEARE: THE TRAGEDIES

This course offers a critical analysis of Shakespeare's major tragedies and examines the theatrical tradition to which they belong. Considerable attention is given to the nature of tragedy as a literary genre and to the role it plays in the Shakespearean canon.

3 semester hours.

549 ENGLISH LITERATURE FROM THE BEGINNINGS TO 1500

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.

3 semester hours.

550 ENGLISH LITERATURE FROM 1500 TO 1603

This is 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.

3 semester hours.

551 ENGLISH LITERATURE FROM 1603 TO 1674

This course examines the poetry of John Donne and the meta-physical 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. See Thomas Browne and Francis Bacon.

3 semester hours.

DEPARTMENT OF ENGLISH
CONTINUED

352 ENGLISH LITERATURE FROM 1660 TO 1784

This course examines certain major figures of the period, such as Dryden, Pope, Swift and Johnson.

3 semester hours.

354 ENGLISH LITERATURE FROM 1784 TO 1832

The major tendencies of thought and sensibility of the English Romantic movement are studied, chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Some attention may also be given to certain minor poets of the period and to such prose writers as Lamb, Hazlitt and DeQuincy.

3 semester hours.

355 ENGLISH LITERATURE FROM 1832 TO 1900

This course examines works of such poets and prose writers from the Victorian era as Hopkins, Carlyle, Mill, Ruskin, Arnold and Newman.

3 semester hours.

356 ENGLISH DRAMA TO 1642, EXCLUDING SHAKESPEARE

The development of 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.

3 semester hours.

357 RESTORATION AND EIGHTEENTH-CENTURY DRAMA

This course offers an 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.

3 semester hours.

358 THE ENGLISH NOVEL FROM 1700 TO 1832

The beginnings of the English novel in the eighteenth century are considered. Among the works studied are those of Defoe, Richardson, Fielding, Smollett, Sterne, Scott and Austen. Some attention is also given to the Gothic novel.

3 semester hours.

359 THE ENGLISH NOVEL FROM 1832 TO 1914

A critical study, both historical and literary, is made of the Victorian novelists: Dickens, the Brontës, Thackeray, Eliot, Meredith and Butler.

3 semester hours.

360 SEMINAR IN LITERATURE

This seminar focuses on a limited topic (ordinarily from American literature in the fall and from English literature in the spring) and satisfies two aims: intensive study and development of research techniques. Enrollment is limited to 15 undergraduates. May be taken twice with change of content.

3 semester hours. Prerequisite: consent of instructor or department chair.

361 DIRECTED STUDY

The student, working with a faculty member, selects a topic for study and researches it in depth.

3 semester hours. Prerequisite: restricted to undergraduates who have had suitable course work and who have consent of the instructor, department chair and dean. Students wishing to pursue a creative writing project in Eng. 390 should submit a portfolio of work with their application.

391 DIRECTED STUDY

This course is open to students whose topic in English 390 may be more fully realized by an additional semester's work.

3 semester hours.

303 FICTION

Not intended as a survey of the novel and short story, the course is intended as a survey of the novel and short story, the course 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.

3 semester hours. Prerequisite: consent of instructor or department chair.

305 DRAMA

Not intended as a survey, the course considers selected plays from the standpoint of literary history and as illustrations of the genre. It focuses on major developments in dramatic theory and practice.

3 semester hours. Prerequisite: consent of instructor or department chair.

306 POETRY

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.

3 semester hours. Prerequisite: consent of instructor or department chair.

310 STUDIES IN OLD ENGLISH AND MEDIEVAL LITERATURE

By using various topics and approaches and by emphasizing close study of primary materials, this course attempts to evaluate some of the significant characteristics and accomplishments of these periods.

3 semester hours. Prerequisite: consent of instructor or department chair.

311 STUDIES IN RENAISSANCE LITERATURE

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.

3 semester hours. Prerequisite: consent of instructor or department chair.

312 STUDIES IN NEOCLASSICISM

Aspects of neoclassicism are examined through close study of some of its characteristic achievements.

3 semester hours. Prerequisite: consent of instructor or department chair.

313 STUDIES IN ROMANTICISM

Topics of limited focus drawn from the aesthetic, philosophical and literary achievements of Romanticism provide the basis for this course.

3 semester hours. Prerequisite: consent of instructor or department chair.

314 STUDIES IN VICTORIAN LITERATURE

By using various topics and approaches and by stressing close study of primary materials, this course evaluates some of the important characteristics and accomplishments of significant Victorian figures.

3 semester hours. Prerequisite: consent of instructor or department chair.

115 STUDIES IN TWENTIETH-CENTURY BRITISH

LITERATURE
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.

3 semester hours. Prerequisite: consent of instructor or department chair.

116 STUDIES IN AMERICAN LITERATURE TO 1900

By using various approaches in studying the primary materials, this course attempts to evaluate some of the important characteristics and accomplishments of significant American figures.

3 semester hours. Prerequisite: consent of instructor or department chair.

117 STUDIES IN TWENTIETH-CENTURY AMERICAN

LITERATURE
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.

3 semester hours. Prerequisite: consent of instructor or department chair.

163 SEMINAR IN LITERATURE

The seminar examines in depth a topic which changes from year to year and which may be drawn from either English or American literature or from inter-literary, interdisciplinary or comparative studies. May be repeated with change of content.

3 semester hours. Prerequisite: consent of instructor or department chair.

164 SEMINAR IN CRITICISM

The seminar examines significant issues, problems and approaches to modern literary criticism. Emphasis is on the practical application of critical theories to the interpretation of literary works.

3 semester hours. Prerequisite: consent of instructor or department chair.

171 DIRECTED READING

After consultation with an advisor the student pursues a program of reading in areas not covered by the conventional courses. May be taken more than once.

3 semester hours. Prerequisite: approval by the Department of English Graduate Committee.

190 MASTER'S THESIS

This course is open only to students enrolled in the thesis plan.

3 semester hours. Prerequisite: approval of thesis proposal by Department of English Graduate Committee.

FILM STUDIES PROGRAM

Mark Estlin, 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 era and the French New Wave.

Program of Study

Minor: 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.

	semester hours
Required Courses	20
Art 327; Communications 242; English 325; Film Studies 220, 221; Communications 241 or English 116	
Clones in Major	13-16
Four courses from Art 350; English 337; Film Studies 350-353	
Cognates	6-12
None required, but two are recommended from Art 217, 347; Communications 240, 341, 379; cooperative education; English 322, 323, 328, 329, 345, 346; Philosophy 230; Theatre 315, 316, 320, 325	

Minor in Film Studies

The minor consists of the six "Required Courses" in the major, minimum of 20 semester hours (see above).

FILM STUDIES PROGRAM

CONTINUED

COURSE OFFERINGS

See participating departments also.

These courses are offered alternately by the Departments of Art, Communications and Theater, and English.

FILM STUDIES

220 HISTORY OF FILM I

The history of film is surveyed 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 are studied.

4 semester hours

221 HISTORY OF FILM II

The history of film is surveyed from the beginnings of World War II until the present. The major films of America, Asia, England and Europe are studied.

4 semester hours

350 TOPICS IN THE STUDY OF FILM

Topics vary. The course may be repeated with a change in content.

4 semester hours. Prerequisite: Comm. 241 or Eng. 116 or consent of instructor.

351 MAJOR DIRECTORS

This course examines the work of directors who have made major contributions to the art of film. The focus is usually limited to one or two directors and relates to include such figures as Hitchcock, Bergman, Ford and Godard. The course may be repeated with a change in content.

4 semester hours. Prerequisite: Comm. 241 or Eng. 116 or consent of instructor.

352 FILM GENRES

This course traces one important film genre each time it is offered. Topics rotate to include such genres as film noir, the musical, the western, avant-garde cinema and screwball comedy. The course may be repeated with a change in content.

4 semester hours. Prerequisite: Comm. 241 or Eng. 116 or consent of instructor.

353 NATIONAL CINEMAS

This course analyzes important movements in national cinemas, with topics rotating each time it is offered. Recent topics have included the French New Wave, the German cinema and the American film of the 1930s. The course may be repeated with a change in content.

4 semester hours. Prerequisite: Comm. 241 or Eng. 116 or consent of instructor.

390 DIRECTED STUDY

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

3 semester hours. Prerequisite: consent of program director.

391 DIRECTED STUDY

This course is open to students whose topic in Film Studies 390 may be more fully realized by an additional semester's work.

3 semester hours. Prerequisite: consent of program director.

FRENCH

(Department of Modern Languages)

Professor

Paul Chasse - French Canadian Literature and Civilization, Franco-American Ethnic Studies, Nineteenth- and Twentieth-century French Literature

Associate Professors

Rita Cozzare - French Literature of the Seventeenth, Nineteenth and Twentieth Centuries, Foreign Language Education

Calvin Tillotson - Renaissance, Explication de Texte, Foreign Language Education

Assistant Professor

J. Richard Castellucci - Italian Language and Literature, French Language and Literature, Linguistics

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.

Liberal Arts

Required: French 201, 202, 230, 360

Choices in Major: at least six French courses at the 200-level or above

Secondary Education

Required: French 201, 202, 230, 300, 360

Choices in Major: at least five French courses at the 200-level or above

(Students in elementary education normally follow the secondary education program.)

Minor in French

A minor in French, consisting of at least 20 semester hours, is available to students in liberal arts, secondary education and elementary 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

Elementary Education

Required: French 201, 202, 230, 300 and two additional French courses at the 200-level or above

Honors Program

See Department of Modern Languages.

GRADUATE PROGRAMS

Advisors: Paul Chasse (M.A.), Calvin Tillotson (M.A.T.)

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 560, 560 and 595 (thesis), and 15 semester hours of electives in French. With a Junior'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. programs: 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

Senior High School	semester hours	6
Humanistic and Behavioral Studies		3
Curriculum and Instruction		3
French: seven courses including French 540 (or 590)		21
and at least three other courses at the 500-level		3
Total:		30

Junior High and Middle School	semester hours	6
Humanistic and Behavioral Studies		3
Curriculum and Instruction		3
French: three to 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
Total:		30

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	semester hours	6
Humanistic and Behavioral Studies		10
Education Courses, including student teaching		13-15
French: four courses at the 500-level including French 560 (or 590)		12
Total:		35-37

Elementary School

Humanistic and Behavioral Studies
Education Courses, including student teaching
French: four courses at the 500-level including French 560 (or 590)

	semester hours	10
		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	6
Curriculum and Instruction		3
French: seven courses including French 321, 550 and/or 580, and 560		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.

FRENCH
CONTINUED

COURSE OFFERINGS

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.

See Modern Languages and Literatures also.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

FRENCH

101 ELEMENTARY FRENCH I

The basic goals of this course are to develop the ability to understand, speak, read and write in French, and to gain an understanding of French life and character. A language laboratory component is required. This course is not open for college credit to students who have offered admissions credit in French. See French 110.

102 ELEMENTARY FRENCH II

This course is a continuation of French 101. 3 semester hours. Prerequisite: French 101 or one year of secondary school French, or consent of department chair.

110 REVIEW OF BASIC FRENCH

This is a concentrated one-semester course for the student who wishes to continue study of the language begun in the secondary school. Special emphasis is placed on aspects of culture and civilization as they relate to language development. The four skills: listening, speaking, reading and writing are stressed. A language laboratory component is required. Not open to students who have completed French 101 or 102.

3 semester hours. Prerequisite: two years of secondary school French or consent of department chair.

113 INTERMEDIATE FRENCH

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 further development and practice of the basic oral and written skills. A language laboratory component is required.

3 semester hours. Prerequisite: French 102 or 110, or three years of secondary school French, or a score of 500-549 on the CEEB Achievement Test in French.

114 READINGS IN INTERMEDIATE FRENCH

Emphasis is placed on the development of both the reading skill and an appreciation of literature 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.

3 semester hours. Prerequisite: French 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in French, or consent of department chair.

201 CONVERSATION AND COMPOSITION

The use of correct spoken French on an advanced level is emphasized. Careful attention is given to the correction of pronunciation through practice in the Language Laboratory and elementary work in phonetics.

4 semester hours. Prerequisite: French 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in French, or consent of department chair.

202 COMPOSITION AND CONVERSATION

Writing skills in French are emphasized through grammatical exercises, controlled composition, original themes and the stylistic analysis of literary texts. Class discussions of the written materials, in French, provide opportunity for oral practice.

4 semester hours. Prerequisite: French 114 or equivalent, or consent of department chair.

221 SURVEY OF FRENCH LITERATURE I

This course consists of the reading and analysis of works representative of the most significant currents in French literature from the Middle Ages to the Age of Reason. Course activities include short papers, outside readings and discussion of selected works.

3 semester hours. Prerequisite: French 114 or equivalent, or consent of department chair.

222 SURVEY OF FRENCH LITERATURE II

This is a continuation of French 221, covering the Age of Reason to the present. Course activities include short papers, outside readings and discussion of selected works.

3 semester hours. Prerequisite: French 114 or equivalent, or consent of department chair.

230 FRENCH CIVILIZATION

The geography and the political and cultural history of metropolitan France are traced from origin to modern times. The course is conducted in French.

3 semester hours.

300 APPLIED LINGUISTICS

A study is made of the meaning and nature of language and their application to the teaching of French. Special emphasis is on planning and presentation of basic audio-lingual structures. Practical work in the Language Laboratory is included.

3 semester hours.

302 PRE-CLASSICAL FRENCH LITERATURE

A study is made of the social, political, religious and philosophical climates that contributed to the formulation of classicism in art and absolutism in government.

3 semester hours.

303 CLASSICAL FRENCH LITERATURE

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 who flourished between 1660 and 1715.

3 semester hours.

304 THE AGE OF REASON

Through literary and historical readings a study is made of the main themes of eighteenth-century thought that lead to the French Enlightenment.

3 semester hours.

305 THE AGE OF ENLIGHTENMENT

The study of the eighteenth-century thought is continued, with emphasis on the philosophical trends that culminate in the French Revolution and liberalism.

3 semester hours.

306 ROMANTICISM

The background, emergence and development of French Romanticism in prose, poetry and theatre are examined.

3 semester hours.

307 REALISM, NATURALISM AND SYMBOLISM

Writers who attempted to reflect the realities of life, and Naturalism and Symbolist poets are read and discussed.

3 semester hours.

308 FRENCH LITERATURE FROM 1900 TO THE EARLY 1930S

Works that reflect such movements as post-symbolism, neo-humanism, cubism and surrealism are studied and related to the period of profound social change that produced them.

3 semester hours.

309 FRENCH LITERATURE SINCE THE MID-1930S

Readings are selected that illustrate the concepts of *nouveau roman*, *la rivache*, *l'engagement* and other themes.

3 semester hours.

311 RENAISSANCE FRENCH LITERATURE

Sixteenth century French literature is read, discussed and related to the complex forces surrounding the emergence of modern France.

3 semester hours.

320 APPLIED GRAMMAR

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.

3 semester hours. Prerequisite: French 202 or equivalent.

321 FRENCH CANADIAN LITERATURE

The works of the authors writing under the French Régime (1534-1760) and British rule (1760-1867) are studied. There follows the examination of the *littérature de Québec*, the post-romantic *École littéraire de Montréal*, and contemporary literature of French Canada.

3 semester hours.

360 SEMINAR IN FRENCH

This course includes intensive individual and group study of a major author, movement or period in French literature. Each student is required to submit a major paper as a culmination of the semester's work. Topics for the seminar will be announced in advance.

3 semester hours. Prerequisite: open to seniors majoring in French.

390 DIRECTED STUDY

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

1-3 semester hours. Prerequisite: consent of department chair.

391 THE FRENCH NOVEL

The longer forms of prose fiction are studied. A particular literary period or movement is selected each time the course is given. This course may be repeated for credit if the course content is not duplicated.

3 semester hours.

392 SHORT FICTION IN FRENCH

The comic novella and *nouveau roman* among the genres examined. The particular literary period or movement studied is selected by the instructor. This course may be repeated for credit if the course content is not duplicated.

3 semester hours.

503 NON-FICTION FRENCH PROSE

The essay, journal, memoirs and correspondence are the source materials for this course. This course may be repeated for credit if the course content is not duplicated.

3 semester hours.

504 FRENCH THEATRE

Any period, school or movement of French drama may be selected by the instructor for intensive study. This course may be repeated for credit if the course content is not duplicated.

3 semester hours.

505 FRENCH POETRY

Poetry of any school, movement or period may be selected by the instructor for intensive study. This course may be repeated for credit if the course content is not duplicated.

3 semester hours.

520 GRAMMAR, COMPOSITION AND STYLISTICS

Precision of diction and accuracy and clarity of expression are the goals of the course. Oral and written exercises are used extensively, and grammar is studied pragmatically.

3 semester hours. Prerequisite: consent of department chair.

560 GRADUATE SEMINAR IN FRENCH

Individual and group study is made of a major author or an important period in French literature and is directed toward the writing of a major paper in thesis form. This course may be repeated for credit if the content of the course is not duplicated.

3 semester hours. Prerequisite: open only to students in the graduate program.

590 DIRECTED STUDY

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. A major paper in thesis form is required. This course may be repeated for credit if the content of the course is not duplicated.

3 semester hours. Prerequisite: consent of department chair.

595 MASTER'S THESIS

Credit will be assigned in the semester when the thesis is completed and approved. No grade is given in this course.

6 semester hours. Prerequisite: open only to students enrolled in the Master of Arts program.

BACHELOR OF GENERAL STUDIES DEGREE PROGRAM

The Bachelor of General Studies degree program is intended for adults who have a total of five years of interruptions in their education since high school. 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 theater;
2. mathematics and science (Area II) - biology, chemistry, computer science, mathematics, physical sciences and physics;
3. social and behavioral sciences (Area III) - anthropology, economics, geography, management, political science, psychology and sociology.

	<i>semester hours</i>
General Education	12
Requirement: English 101, 102; History 110, 111	
Concentration	36-48
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.	
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 230, 302 and 343 only. Practicum and student teaching may not be elected.

Cooperative Education
The cooperative education program at Rhode Island College 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 Restrictions

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 total of five years of interruptions in their education since high school.

Admission

See Admissions (undergraduate) for B.G.S. requirements.

COURSE OFFERINGS

See various departments.

GEOGRAPHY

(Department of Anthropology and Geography)

Professors

Christine Gosholt - *Urban Planning, Urban Housing, Urban Geography*
Jonathan Wright - *Developing Nations, Population, Cultural Geography*
Associate Professors
Stanford Demars - *Physical Environment, Outdoor Recreation, History of Geography*
Robert Sullivan - *Cartography, Coastal Geography, Environment*

Programs of Study

Major: Geography, with emphasis in General Geography, Cartography/Terrain Representation and Urban Affairs (B.A.).
Minor: Geography.

Major in Geography

The geography major consists of five components totaling a minimum of 30 semester hours, and at least 12 semester hours of cognates. The cognate requirement is waived for students in elementary education. (If more than two 200-level geography courses will be accepted in the major.)

The components of the major are: entry into the discipline, geographic skills, emphasis, internship and senior seminar. Emphases are available in general geography, cartography/terrain representation and urban affairs.

	<i>semester hours</i>
Entry into the Discipline	6
Geography 200 or 205 (physical geography), and 201 or 203 (cultural geography)	
Geographic Skills	6
Required: Geography 309	
One adviser-approved course from Geography 310, Mathematics 240 or an appropriate computer science course. Students who opt for the cartography/terrain representation emphasis may not count Geography 310 toward this requirement.	
Emphasis	12
Select A, B or C.	
A. General Geography:	
Geography 321, one regional geography elective and two additional electives as approved by adviser.	
B. Cartography/Terrain Representation:	
Geography 310, 316 and two electives as approved by adviser.	
C. Urban Affairs:	
Geography 315, 317, 318 and one elective approved by adviser.	
Internship	3-6
Geography 363. Although an internship is the expected fulfillment of this requirement, an appropriate experience may be substituted when deemed advisable and appropriate by the director of geography.	
Senior Seminar	3
Required: Geography 360	
Cognates	12-16
Twelve to 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. One interdisciplinary social science course at the 300-level may be included (see those listed under Social Science).

Honors Program

Geography majors of superior scholastic ability are eligible to participate in the department's honors program. Upon completing the program, a student is awarded the Bachelor of Arts with honors in geography. Details are available from the department chair.

GEOGRAPHY

CONTINUED

COURSE OFFERINGS

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 270, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

GEOGRAPHY

200 THE CHANGING ENVIRONMENT OF MAN

The complex interplay between man and his environment is examined. 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.
3 semester hours.

201 INTRODUCTION TO GEOGRAPHY

Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in areal patterns of political, cultural and economic associations. The use and interpretation of maps is a major emphasis.
3 semester hours.

203 CONTEMPORARY WORLD ISSUES

Major events and issues occur within a geographic context that includes both physical and cultural components. Class experiences bring these together in order to provide a geographic perspective on national and international issues. Energy, hunger, urbanization and environmental quality are possible topics.
3 semester hours.

205 EARTH'S PHYSICAL ENVIRONMENTS

This earth science course integrates concepts of geology, meteorology and oceanography into a unified study of the materials, forces and processes which shape the surface of the earth. 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.
3 semester hours.

300 REGIONAL GEOGRAPHY

An assessment is made of the geographic elements of a major world area. Discussion focuses on interrelated physical and cultural elements in order to discover spatial variations in settlement and quality of life. Relationships with other world areas are examined. Course can be taken more than once in case of different regions covered.
3 semester hours.

305 GEOGRAPHY OF RHODE ISLAND

Discussion centers on the geographic elements in the history and development of Rhode Island. The analysis assesses Rhode Island's place in the New England, national and world scenes.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

308 HISTORICAL LANDSCAPES OF NEW ENGLAND

The historical landscapes of New England are both well-preserved and steeped in associations with America's culture. Students are acquainted with a variety of areas by visits to agricultural villages, fishing villages, port towns, seaside resorts, mountain resorts, mill towns and other sites.
3 semester hours.

309 MAP READING AND AIR PHOTO INTERPRETATION

These skills are developed, and their application in the social and environmental sciences and occupational and public service areas is explored. Rhode Island source materials are used extensively. Students can adapt problem solving strategies to their respective fields and career goals.
3 semester hours.

310 CARTOGRAPHY I

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.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

312 HISTORICAL GEOGRAPHY OF THE UNITED STATES

The historical development of the United States is examined from a geographical viewpoint. Emphasis is placed on the interaction of physical and cultural elements which contribute to the emergence of distinctive landscapes, past and present.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

315 URBAN GEOGRAPHY

A geographic analysis is used to study urban development. Consideration is given to urbanism on a national and world scale.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

316 CARTOGRAPHY II

Advanced problems in cartography are considered in the preparation of specialized maps.
3 semester hours. Prerequisite: Geo. 210.

317 GEOGRAPHY AND URBAN PLANNING

Geographic implications for urban planning are considered in relation to the problems and issues of urban growth and development. Emphasis is on new towns and similar planned developments.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

318 GEOGRAPHY OF URBAN HOUSING

Spatial analysis is applied in housing with respect to location, site and zoning. Contemporary issues in housing policy as applied to the private and public sectors are examined.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

319 THE GEOGRAPHY 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.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

320 COASTAL GEOGRAPHY

Analysis is made of the diverse geographic aspects of the land-sea interface. Topics include coastal geomorphology, and climate, fisheries and other natural resources, patterns of land use and coastal regionalism.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

321 CULTURAL GEOGRAPHY

An endeavor is made to understand cultural diversity in geographic settings. An analysis is made of the nature and distribution of such features as population, cultural attributes and types of economy.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

366 SEMINAR IN GEOGRAPHY

This course provides an integrating experience in the theory and practice of geography.
3 semester hours. Prerequisite: 18 semester hours of geography.

363 INTERNSHIP IN GEOGRAPHY

The internship in geography provides students with an on-the-job experience in applied professional geography. Normally this will involve a negotiated number of hours per week working in either a private firm or public agency. Normally taken in the senior year.
1-6 semester hours. Prerequisite: open only to geography majors with consent of advisor.

370 READING COURSE IN GEOGRAPHY

Directed reading under the guidance of a geographer is determined on the basis of the student's and the instructor's interests.
1-4 semester hours. Prerequisite: consent of department chair.

390 DIRECTED STUDY IN GEOGRAPHY

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.
1-4 semester hours. Prerequisite: students must have consent of department chair, their geography advisor and instructor with whom they wish to work.

GERMAN

(Department of Modern Languages)

See Modern Languages and Literature also.

GERMAN

101 ELEMENTARY GERMAN I

The basic goals of this course are to develop the ability to understand, speak, read and write in German; and to gain an understanding of German life and character. A language laboratory component is required. This course is not open for college credit to students who have offered admissions credit in this language.
4 semester hours.

102 ELEMENTARY GERMAN II

This course is a continuation of German 101.
4 semester hours. Prerequisite: German 101 or one year of secondary school German, or consent of department chair.

113 INTERMEDIATE GERMAN

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 required.
3 semester hours. Prerequisite: German 102 or three years of secondary school German, or a score of 500-549 on the CELEB Achievement Test in German.

114 READINGS IN INTERMEDIATE GERMAN

Emphasis is placed on the development of both the reading skill and an appreciation of literature 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.
3 semester hours. Prerequisite: German 113 or equivalent, or a score of 550-599 on the CELEB Achievement Test in German, or consent of department chair.

GERONTOLOGY PROGRAM

100

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	physical education
counseling	psychology
education	public service
health education and recreation	social work
management and business administration	sociology
nursing	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.

	semester hours
Required Courses	11
Consumer Education 318; Nursing 313; Sociology 317	
Choices in Program	12
Three courses from Anthropology 308; Communications 350 (Communication Disorders of the Aged); Communications 480 (Communication and Aging); Gerontology 350; Gerontology 400; Music 380 (Potentials of Music and Music Therapy for the Elderly); Nursing 312; Psychology 339, 480 (Workshop on the Psychology of Aging); Recreation 360 (Recreation for the Elderly); Sociology 350 (Social Services for the Elderly); Sociology 480 (Teaching Children about Aging); Theatre 350 (Theatre for the Elderly)	

The gerontology program is under revision. Students should consult with the director of the program concerning program requirements.

COURSE OFFERINGS

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.

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

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.

3 semester hours.

102 ELEMENTARY ANCIENT GREEK II

This course is a continuation of Greek 101.

3 semester hours. Prerequisite: Greek 101 or equivalent.

DEPARTMENT OF HISTORY

101

Distinguished Service Professor of the College

Edgway Shinn Jr. - Britain, British Empire and Commonwealth, Canada

Professors

George Kellner - American Urban Immigration
J. Stanley Lemons - American Cultural and Social History, American Women's History, Rhode Island History
Kenneth Lewicki - Modern France, Eastern Europe, Historiography
Sally Marks - Twentieth-century Europe, Twentieth-century International History

Armand Patricco - Nineteenth-century Europe, Modern Italy, Modern Japan

Norman Smith - Early Nineteenth-century United States, Economic History of the United States, Rhode Island History

Associate Professors

Norman Cooke - Medieval, Renaissance, Military History

Peter Pavellas - Recent United States History

Alan Pollard - Russia, Slavic Civilization, European Social and Intellectual History

Norman Pyle - Latin American History, European Intellectual History

Carol Schaefer - Ancient History, Religious Studies

Donald Sippel - Greek, Roman and Hellenistic History

Tommy Teng - East Asia (China, Japan, Korea), Southeast Asia

David Thomas (chair) - Islamic Civilizations, Ottoman History, Modernization

Assistant Professor

John Broening - Nineteenth- and Twentieth-century Middle East

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 requires a minimum of 10 courses (30 semester hours) in the discipline, with at least seven courses, including the seminar, at the 300-level. History 110-111 cannot count toward the major. Cognates are recommended but not required. The suggested sequence is as follows (students should begin the major in the freshman year, usually by taking History 200 first).

	semester hours
A. History 200	3
B. Distribution Requirements	12

One course from each of the following fields:

1. U.S. History: one course from among History 201, 202, 341-349, 352, 354-357
2. Western History: one course from among History 300-303, 315, 316, 318-321, 325, 331, 332, 358, 359
3. Non-Western History: one course from among History 306, 307, 308, 310, 311, 312, 314
4. Thematic: one course from among History 326, 327, 333-338

DEPARTMENT OF HISTORY
CONTINUED

C. Focus
Four courses. In close consultation with an adviser, students develop a coherent package of related courses tailored to their individual interests and career goals, and focused on one of the following: *civilizational, socioeconomic, cultural/intellectual, political, applied/public, or a particular time period, historical genre or other integrative principle.* (Interdisciplinary social science courses may be substituted by authorization of the chair.)

D. History 361
3
History has no prerequisite requirement, but students are encouraged to take courses in related fields. Choices should be made with the aid of an adviser.

Advising
Students should meet with an adviser early in their program to plan their focus. For those students interested in pre-law preparation the department provides a pre-law adviser.

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. Courses are to be chosen in consultation with an adviser.

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.

semester hours
12

GRADUATE PROGRAMS

Advisors: John Brauning, Kenneth Lewalski, Norman Smith

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 a seminar 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 seminar 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.

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	3
Curriculum and Instruction	3
History, including History 501 and 561 (seminar); field paper or second seminar	12-21
Second Academic Area	6-5
Total: 30	

Program Requirements - M.A.T.-C.

Humanistic and Behavioral Studies	10
Education Courses, including student teaching	13-15
History, including History 501 and 561 (seminar); field paper or second seminar	9-12
Elective	8
Total: 35-37	

COURSE OFFERINGS

In addition to the courses listed below, the department offers Education 110 (history section) and 433.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

HISTORY

10 WESTERN EXPERIENCE I*

The Western experience to the seventeenth century is examined. 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.

3 semester hours.

*See note following History 111.

11 WESTERN EXPERIENCE II*

This course examines the transformation of the West from the seventeenth century to the present. Topics include modernization and its consequences, the expansion of the West and the world-wide diffusion of secular values.

3 semester hours. 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.

12 THE NATURE OF HISTORICAL INQUIRY

The student is introduced to the principal concerns of historical investigation. Emphasis is 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.

3 semester hours.

20 UNITED STATES HISTORY TO 1877

This course surveys the development of the United States from its colonial origins to the end of Reconstruction.

3 semester hours.

202 UNITED STATES HISTORY FROM 1877 TO THE PRESENT

This course surveys the development of the United States from the rise of industrialization to the present.

3 semester hours.

210 PERSPECTIVES ON EAST ASIAN CIVILIZATION

East Asian history is introduced 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.

3 semester hours.

212 PERSPECTIVES ON ISLAMIC CIVILIZATION

Islamic history is introduced 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.

3 semester hours.

213 PERSPECTIVES ON SLAVIC CIVILIZATION

Slavic history is introduced 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.

3 semester hours.

214 PERSPECTIVES ON AFRICA

African history is introduced 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.

3 semester hours.

215 PERSPECTIVES ON LATIN AMERICA

Latin American history is introduced 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.

3 semester hours.

300 HISTORY OF ANCIENT CIVILIZATION

This course studies the cultural and political history of the eastern Mediterranean and the ancient Near East from the beginning of their written records. It emphasizes the civilizations of Mesopotamia, Egypt, Crete, Persia and Palestine. In the case of Palestine, the history of Judaism is continued into its later influence on the origins of Christianity.

3 semester hours.

301 HISTORY OF GREECE

The development of the city-state from the Archaic period to the death of Alexander the Great is examined. Topics include constitutional development, imperialism, expansion, the Punic Wars, changing economic and social conditions, and the problems of empire.

3 semester hours.

302 HISTORY OF ROME

The development of Rome from its founding to the death of Constantine is examined. Special attention is given to constitutional development, imperialism, expansion, the Punic Wars, changing economic and social conditions, and the problems of empire.

3 semester hours.

303 MEDIEVAL HISTORY

This is a study of Western Civilization from the breaking of the Roman Empire to the beginning of the fourteenth century. Particular attention is given to the rise of Christianity, feudalism, economic and technological developments, and the intellectual character of the Middle Ages.

3 semester hours.

304 THE ISLAMIC WORLD FROM THE AGE OF MUHAMMAD TO THE NINETEENTH CENTURY

This course examines the origins of Islam and the subsequent elaboration of Islamic civilization. It emphasizes the role of Islam in the development of the political and social order, religious institutions and ideologies, and the role of the Turks in the emergence of the great Muslim empires following the Mongol conquests.

3 semester hours.

DEPARTMENT OF HISTORY

CONTINUED

307 THE ARAB-ISRAELI CONFLICT

An historical analysis is made of the origins and development of the Arab-Israeli conflict, with emphasis on events since 1945 and their international implications.
2 semester hours.

308 THE ISLAMIC WORLD IN MODERN TIMES

The modern Middle East from the nineteenth century to the present is examined. Special attention is devoted to the breakdowns of the traditional society, the evolution of new political and social institutions under the impact of the West, and related developments in socio-religious thought and expression.
2 semester hours.

310 HISTORY OF EAST ASIA TO 1850

The traditional culture and history of East Asia is examined. Emphasis is placed on major systems of thought such as Confucianism, Taoism and Buddhism; traditional social institutions, especially the extended family; and the imperial system as a unifying political force for East Asia.
2 semester hours.

311 HISTORY OF CHINA IN MODERN TIMES

Focus is on the establishment of the Ch'ing Dynasty, the impact of the West, the ensuing conflict between traditionalism and reformers and between reformers and revolutionaries, and the rise of nationalism and communism.
2 semester hours.

312 HISTORY OF JAPAN IN MODERN TIMES

The Tokugawa Shogunate and the significance of the Meiji Restoration is examined. Special emphasis is placed on the development of democracy, industrialization, the formation of the Japanese Empire through the Second World War, and the rise of the new Japan.
2 semester hours.

314 MODERN AFRICAN HISTORY

This course traces the steps by which political independence in Africa came about and examines the impact of both the colonial experience and subsequent independence upon the structure of modern African history.
2 semester hours.

315 THE AGE OF THE RENAISSANCE

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 art forms that occur in the Italian city-states of the fourteenth and fifteenth centuries, the spread of these trends, and the emergence of a new social and political order.
2 semester hours.

316 THE AGE OF THE REFORMATION

The religious crisis of the sixteenth century forms the central theme of this course. Special effort is made to set forth the political, economic and intellectual context within which the Reformation occurred and to assess the importance of these factors on the development of European culture to 1648.
2 semester hours.

318 EUROPE IN THE AGE OF ENLIGHTENMENT

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 eighteenth century.
2 semester hours.

319 EUROPE IN THE AGE OF REVOLUTION, 1789-1850

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.
2 semester hours.

320 EUROPE IN THE AGE OF NATIONALISM, 1850-1914

This course examines 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.
2 semester hours.

321 TWENTIETH-CENTURY EUROPE

This is a study of developments in Europe since the Treaty of Versailles. Special attention is given to fascism, communism, the economic crisis of the 1930s, the events that led to war in 1939, the effects of total war on Europe, the Cold War and the history of Europe since 1945.
2 semester hours.

325 THE EMERGENCE OF THE SOVIET UNION

The process of revolutionary change in modern Russia since 1861 is studied. Emphasis is placed on the Russian Revolution, the emergence of totalitarianism, and contemporary Soviet institutions.
2 semester hours.

326 MODERN REVOLUTIONS

This course examines revolutions in modern history from the seventeenth through the twentieth centuries. Primary consideration is given to causes, common characteristics, leadership, mass participation, ideology and circumstance.
2 semester hours. Prerequisite: Hist 110-111.

327 NATIONALISM

This is an examination of nationalism in modern history from the French Revolution to the twentieth century. Primary consideration is given to the intellectual and political background of national movements, the emergence of modern national states, their common characteristics, and specific historical contexts.
2 semester hours. Prerequisite: Hist 110-111.

331 TUDOR AND STUART ENGLAND

The main themes of English history between 1485 and 1714 are analyzed. The anarchic setting of the fifteenth century, administrative problems, religious conflicts, overseas expansion, the Elizabethan Age, the Civil War and the development of political institutions and traditions.
2 semester hours.

332 MODERN BRITAIN SINCE 1800

Issues in British development since 1800 receive attention: the rise of cabinet government, the emergence of the first industrial society, imperial ideas and policies, the development of democratic institutions, the role of Britain in world affairs, and British decline in the twentieth century.
2 semester hours.

333 IMPERIALISM

An historical analysis of the origins, theory and practice of imperialism since the mid-nineteenth century is provided. Emphasis is placed on the political, economic and cultural penetration of traditional societies by imperial powers.
2 semester hours. Prerequisite: Hist 110-111.

334 MODERNIZATION

The process of modernization—its origins, characteristics and consequences—provides the framework of the course. Emphasis is placed on the impact of science, technology, economic change and urbanization upon Western and non-Western societies and institutions during the last three centuries.
2 semester hours. Prerequisite: Hist 110-111.

335 WOMEN IN HISTORY

Focus is upon the social, cultural and public role of women in selected historical contexts.
2 semester hours. Prerequisite: Hist 110-111.

336 LAW AND JUSTICE

The nature of law and justice is considered in selected historical contexts. An examination of law codes, judicial records, legislation, biographies, contemporary reports and commentaries form the basis of the course.
2 semester hours. Prerequisite: Hist 110-111.

337 EVERYDAY LIFE HISTORY

The past is studied from the bottom up, through case studies drawn from traditional and modern societies. Particular attention is given to selected facets such as material well-being, sexuality, marriage, family and childhood; crime, disease and death; and leisure, recreation and escapism.
2 semester hours. Prerequisite: Hist 110-111.

338 THE RISE OF MODERN SCIENCE

This course explores the origins, characteristic features and implications of the scientific revolution since the sixteenth century. Starting with a review of ancient and medieval science and technology, it focuses on the development of a mechanical world view and the application of this view to society and culture. Students cannot receive credit for both History 338 and Physical Science 338.
2 semester hours. Prerequisite: Hist 110-111.

340 AMERICAN COLONIAL HISTORY

This course examines the Colonial era as a formative period in American history. It emphasizes how the colonial experience contributed to the development of American social, religious and political customs and institutions.
2 semester hours.

341 THE AMERICAN REVOLUTION

This is a broad examination of the American Revolution. It emphasizes the origins and development of the revolution, its critical role in the formation of American nationhood, and its legacy for the early nineteenth century and for subsequent American history.
2 semester hours.

343 AMERICAN CULTURAL HISTORY: THE NINETEENTH CENTURY

The development of American culture from the Revolutionary era to the end of the nineteenth century is studied. Topics include the evolution of American nationalism, the interplay of classicism and Romanticism and the American context, religious movements and reform and popular culture.
2 semester hours.

344 AMERICAN CULTURAL HISTORY: THE TWENTIETH CENTURY

The evolution of American culture from the turn-of-the-century to the present is studied. Topics include the growth of pluralism, the development and spread of popular culture, religious movements, feminist, working-class movements, and competing social and political ideologies.
2 semester hours.

345 HISTORY OF AMERICAN IMMIGRATION

This course examines the role of immigrants and ethnic groups in the development of the United States. It studies the causes of immigration, nativism, impact on the city, cultural conflict, assimilation and the development of ethnic communities and institutions.
2 semester hours.

346 U.S. FOREIGN POLICY IN THE TWENTIETH CENTURY

This course examines the emergence of the United States as a world power in the twentieth century. It considers the historical basis, the process of formulation and the implementation of U.S. foreign policy.
2 semester hours.

347 AMERICA SINCE WORLD WAR I

This course examines the major post-World War I developments in an attempt to understand America's present circumstances and place in the world. It studies the Roaring Twenties, the Great Depression, World War II, the Cold War, and other social and political developments.
2 semester hours.

348 ECONOMIC HISTORY OF THE UNITED STATES

The development of the American economy is studied with special emphasis on the nineteenth and twentieth centuries. Both historical and economic insights are applied to an analysis of the forces which shape the American economic system. Accepted for credit in economics. Students cannot receive credit for both History 348 and Economics 348.
2 semester hours.

349 THE CITY IN AMERICAN HISTORY

This course examines the role of the city in American development from the Colonial period to the present. It emphasizes patterns of growth, planning, city life and culture, urban politics and service, architecture, and urban-rural conflict.
2 semester hours.

352 THE ERA OF AMERICAN EXPANSION AND CIVIL WAR

The development of the United States from the War of 1812 to the end of the Civil War is examined. Consideration is given to the founding of American foreign policy, westward expansion and sectionalism, slavery, disruption of political parties, and the Civil War.
2 semester hours.

354 THE EMERGENCE OF MODERN AMERICA

Major developments in United States history from 1865 to 1920 are studied. Reconstruction, industrialization, urbanization, reform movements and American foreign policy through World War I are considered.
2 semester hours.

355 RHODE ISLAND HISTORY

A survey this course stresses colonial origins and distinctive characteristics, the part played in the Revolutionary period, and the problem of industrial growth and socio-economic change during the nineteenth and twentieth centuries.
2 semester hours.

DEPARTMENT OF HISTORY CONTINUED

- 356 THE BLACK EXPERIENCE IN AMERICA**
Topics in Black history are examined, including the African background of Black Americans, the origin and development of slavery, the abolitionist and present movements, legislative and judicial efforts to achieve racial equality, and the contributions of Black Americans to society.
3 semester hours.
- 357 THE AMERICAN PRESIDENCY**
This course studies the evolution of the institution and function of the Presidency. Emphasis is placed upon the personal characteristics of the men in office, the demands made upon them, and the resources available and applied to meet those demands. Accepted for credit in political science. Students cannot receive credit for History 357 and Political Science 357.
3 semester hours.
- 358 COLONIAL LATIN AMERICA**
The period from 1492 to the eve of independence is covered. Special stress is given to Spanish colonization and institutions, to colonial rivalry with France and England, and to inner conflicts within the settled areas. Attention is paid to the Indian heritage and to the work of the Portuguese in Brazil.
3 semester hours.
- 359 MODERN LATIN AMERICA**
The process of achieving independence is underscored, together with the political, economic and social evolution of the Spanish-speaking republics, Brazil and the Caribbean area, in the light of emerging contemporary needs for collective security in the Western hemisphere.
3 semester hours.
- 361 SEMINAR IN HISTORY**
This course builds upon the student's experience in History 200. Emphasis is 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.
3 semester hours. Prerequisite: Hist. 200 and 15 additional semester hours in the major.
- 362 INTERNSHIP IN APPLIED HISTORY**
Students are placed in organizations appropriate to their studies. Placements in historical museums and societies, archives, preservation organizations, government agencies and private businesses allow for the broadening of a student's historical perspective and learning of specific techniques of applied history. The academic content and requirements are based on a written program of study supervised by a faculty member.
3-6 semester hours. Prerequisite: Hist. 200 and three additional history courses at the 300-level, overall GPA of at least 2.75, and written proposal listing objectives, program of study and evaluation criteria approved by adviser, faculty supervisor and department chair.
- 371 READING COURSE IN HISTORY**
Independent study under the careful guidance of an historian is the goal of a reading course. Materials are selected on the basis of student's and instructor's interests.
3 semester hours. Prerequisite: restricted to undergraduate seniors who have had suitable course work and who have the consent of an instructor and department chair.

- 390 DIRECTED STUDY**
Concentrated research under the supervision of a faculty adviser for honoree candidates in the first semester of the senior year.
4 semester hours. Prerequisite: admission to honors program.
- 391 DIRECTED STUDY**
Completion of research on the honors paper in the second semester of the senior year. Honors candidates will prepare a final draft of the honors essay and submit it to the department for acceptance.
4 semester hours. Prerequisite: satisfactory completion of Hist. 390.
- 501 HISTORIOGRAPHY**
Main emphasis is placed upon an introduction to the theories and types of history and the various schools of historical thought.
3 semester hours. Prerequisite: consent of department chair and graduate adviser.
- 511 GRADUATE HISTORY COLLOQUIUM**
The colloquium introduces Master of Arts candidates to the bibliographies 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.
3 semester hours. Prerequisite: consent of department chair and graduate adviser.
- 521 TOPICS IN COMPARATIVE HISTORY**
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.
3 semester hours. Prerequisite: consent of department chair and graduate adviser.
- 561 GRADUATE SEMINAR IN HISTORY**
Study in a seminar develops greater knowledge of materials for history, methods of research and skill in solving problems of area history and exposition.
3 semester hours. Prerequisite: Hist. 501 and consent of graduate adviser.
- 571 GRADUATE READING COURSE IN HISTORY**
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.
3 semester hours. Prerequisite: restricted to graduate students who have had suitable course work and who have obtained consent of an instructor and department chair.
- 599 DIRECTED GRADUATE RESEARCH**
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.
3-6 semester hours.

ITALIAN (Department of Modern Languages)

See Modern Languages and Literature also.

ITALIAN

- 101 ELEMENTARY ITALIAN I**
The basic goals of this course are to develop the ability to understand, speak, read and write in Italian; and to gain an understanding of Italian life and character. A language laboratory component is required. This course is not open for college credit to students who have offered admission credit in Italian.
4 semester hours.
- 102 ELEMENTARY ITALIAN II**
This course is a continuation of Italian 101.
4 semester hours. Prerequisite: Italian 101 or one year of secondary school Italian, or consent of department chair.
- 113 INTERMEDIATE ITALIAN**
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 required.
3 semester hours. Prerequisite: Italian 102 or a score of 500-549 on the CEEB Achievement Test in Italian.
- 114 READINGS IN INTERMEDIATE ITALIAN**
Emphasis is placed on the development of both the reading skill and an appreciation of literature 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.
3 semester hours. Prerequisite: Italian 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in Italian, or consent of department chair.
- 201 CONVERSATION AND COMPOSITION**
The use of correct spoken Italian on an advanced level is emphasized. Careful attention is given to the correction of pronunciation through practice in the Language Laboratory and elementary work in phonetics.
4 semester hours. Prerequisite: Italian 114 or equivalent, or consent of department chair.
- 202 COMPOSITION AND CONVERSATION**
Writing skills in Italian are emphasized through grammatical exercises, controlled composition and original themes. Class discussion of the written materials, in Italian, provides opportunity for oral practice.
4 semester hours. Prerequisite: Italian 114 or equivalent, or consent of department chair.

LABOR STUDIES

Daniel Weisman, Coordinator

Programs of Study
Major: Labor Studies (B.A.)
Minor: Labor Studies

Major in Labor Studies

The major requires a minimum of 30 semester hours (10 courses) in labor studies and at least six semester hours of cognates. Contact the program coordinator for details.

Required Courses
Labor Studies 201, 202, 203, 204, 301, 302, 303, 361,
plus two additional 300-level labor studies courses
Cognates
Two courses selected from an approved list of cognates

Minor in Labor Studies

The minor requires a minimum of 15 semester hours (five courses) in labor studies chosen with the advisement of the program coordinator. Students transferring to Rhode Island College from the Community College of Rhode Island who have completed 15 semester hours (five courses) in labor studies as part of their Associate of Arts degree program will be credited with a minor in labor studies.

LABOR STUDIES CONTINUED

COURSE OFFERINGS

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the program coordinator for details.

LABOR STUDIES

201 U.S. LABOR HISTORY

Workers and working conditions from Colonial times to the present are studied. Topics include the origin of the American working class, the formation of trade unions and the A.F. of L., industrial conflicts, the immigrant experience, the Great Depression, formation of the CIO and public-sector unions.

3 semester hours.

202 LABOR LAW

This course studies public policy, the arena in which labor relations are conducted. Focus centers on labor law and the interpretation of legislative issues. Topics include the National Labor Relations Act, collective bargaining, internal union affairs, anti-discrimination and protective legislation.

3 semester hours.

203 STRUCTURE AND FUNCTION OF UNIONS

Unions' internal mechanisms, including responses to external pressures, are studied. Topics include geography, product markets, local unions, multi-union organization, union administration and finance, political action, membership participation, and organizational growth and change.

3 semester hours.

204 THE IMAGE OF THE WORKER IN AMERICAN LITERATURE

The portrayal of work and workers in the writing of the nineteenth and twentieth centuries is examined. Topics may include the work ethic, personal values, changing attitudes towards work, and images of the worker in poetry, prose, drama and film.

3 semester hours.

301 THEORIES OF THE LABOR MOVEMENT

This course investigates the aims, functions and social role of the labor movement. Students critically analyze both old and new theoretical approaches in order to integrate those concepts which best explain the labor movement of today. Simulations, role playing, films and guest speakers are used.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator.

302 COLLECTIVE BARGAINING AND CONTRACT ADMINISTRATION

The processes and machinery of contract negotiation and enforcement are studied. Topics include bargaining structures, economic issues, standards for wage bargaining, pensions, job security, inflation, the jobs of stewards, grievance procedures, arbitration and contract language implementation.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator.

303 THE SOCIOLOGY OF WORK

Work and leisure, in relation to the overall social system, are assessed. Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, the family, minorities and women.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator.

304 CONTEMPORARY LABOR PROBLEMS

This course provides an historical (social, economic, political, intellectual) perspective on some of the troublesome issues of contemporary labor relations. Selected topics are investigated with the help of guest lecturers expert on these topics.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator.

305 WOMEN AND WORK

This course examines the experience of women in and in relation to the paid work force, the family and the community. Central topics are the history, growth and definition of women's occupations, job experiences and roles in labor unions.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator.

306 ORGANIZED LABOR AND THE URBAN CRISIS

This course familiarizes students with the critical role played by organized labor in the urban community. The approach is both historical and topical. Specific pressures placed on organized labor by modern society and labor's reactions to those pressures are also studied.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator.

307 MINORITY WORKERS AND ORGANIZED LABOR

Students assess the historic and current relationship of minority workers and the American labor movement. The course also examines governmental and union policies and philosophies with regard to minority workers.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator.

308 SEMINAR ON THE FUTURE OF THE LABOR MOVEMENT

This seminar functions as a study commission charged to develop a report on the future of the labor movement. The project is organized so that students may develop their own specific areas of responsibility and expertise.

3 semester hours. Prerequisite: minimum of 15 semester hours of courses in labor studies or consent of coordinator.

LATIN

(Department of Modern Languages)

See Modern Languages and Literature also.

LATIN

101 ELEMENTARY LATIN I

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 an appreciation for its contribution to Western civilization.

3 semester hours.

102 ELEMENTARY LATIN II

This course is a continuation of Latin 101.

3 semester hours. Prerequisite: Latin 101 or equivalent.

103 INTERMEDIATE LATIN

Readings selected from authors from Cicero to the Collards provide insight into the spectrum of Roman culture from the Republic to the Middle Ages.

3 semester hours. Prerequisite: Latin 102 or equivalent, or two years of secondary school Latin.

104 READINGS IN INTERMEDIATE LATIN

Through readings of a major author or authors, students examine the cultural and literary milieus of the ancient Roman world. Grammar is reviewed, when necessary, for accurate comprehension.

3 semester hours. Prerequisite: Latin 113 or equivalent, 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 programs in Latin American studies allow 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.

Programs of Study

Major: Latin American Studies (B.A.)

Minor: Latin American Studies.

Major in Latin American Studies

The Latin American studies major consists of meeting the following four requirements (minimum of 33 semester hours from various disciplines and at least 12 semester hours of cognates):

_____ semester hours

A. Language Proficiency
In Spanish or Portuguese. This can be met by completing the corresponding 113-114 sequence or by any other means acceptable to the Department of Modern Languages.

B. Required Courses
Anthropology 222, 325; History 215, 358, 359; Latin American Studies 361, Social Science 311. (Three to six semester hours in foreign or independent study may be substituted with approval of the coordinator.)

C. Choice in Major
Four courses from the following: Anthropology 201, 312; Economics 322; History 346; Political Science 341; Portuguese 113, 114; Spanish 113, 114.

D. Cognates
Four courses from the following or acceptable equivalents: Economics 208, 321; Geography 201; Political Science 303; Spanish 201, 202, 231, 321, 322.

1 Portuguese 113-114 and Spanish 113-114 may count if not presented for language proficiency.

2 Equivalent courses in Portuguese may be substituted upon consultation with the chair of the Department of Modern Languages.

Minor in Latin American Studies

The minor in Latin American studies consists of meeting a language-proficiency requirement (see major) and completing at least 15 semester hours of courses, as follows: Social Science 311 and four courses from the following: Anthropology 322, 325; History 215, 358, 359.

LATIN AMERICAN STUDIES

CONTINUED

COURSE OFFERINGS

See participating departments also.

LATIN AMERICAN STUDIES

363 SEMINAR: TOPICS IN LATIN AMERICAN STUDIES

This seminar provides a culminating experience in Latin American studies.
3 semester hours. Prerequisite: consent of instructor and coordinator of Latin American studies. Restricted to students in the interdisciplinary major in Latin American studies.

MANAGEMENT

(Department of Economics and Management)

Associate Professors

Crist Costa - Information Systems
Joel Fuerst - Policy, Marketing
Peter Marks - Microeconomics, Macroeconomics
Howard Reel - Marketing, Policy
John Sapinsky - Organizational Behavior

Assistant Professors

Judith Babcock - Organizational Behavior
Robert Bracken - Accounting, Finance
David Harris - Organizational Behavior
Ronald King - Accounting
Marilyn Weston - Accounting

Programs of Study

Major: Management, with emphasis in Accounting, General Management, Managerial Economics or Marketing (B.S.).

Minor: Management

Certificate Program: Management Skills.

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 four emphases: accounting, managerial economics, general management or marketing. 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

Emphasis

Select A, B, C or D

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

D. Marketing

Economics 311; Management 332, 334, 336, 348 (for 351), 361; plus two courses from Management 333, 335, 337, and one additional 300-level economics course

Cognates

Required: Computer Science 210; English 230;

Mathematics 177, 238, 248

General Education Program

Free Electives

semester hours

24

27

17

36-38

14-16

Minor in Management

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

Required: Economics 211; Management 221, 225 for both 230 and 231

Three additional courses in the department (but not more than one in economics). (Management 250 can count for this requirement only with approval of the chair.)

semester hours

10-12

9-10

Management Skills Certificate Program

This certificate program requires at least 13 semester hours as follows: Economics 211; Management 221, 225 (for both 230 and 231); one course from Management 326, 331, 351

Upon successful completion of the sequence with at least a 2.0 average in the required courses students are awarded a Management Skills Certificate.

Honors Program

The department offers an honors program in management which is designed to give the superior student an opportunity to pursue advanced work. The program 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.

COURSE OFFERINGS

The department also offers Computer Science 106 and 210.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

MANAGEMENT

221 INTRODUCTION TO MANAGEMENT

The various fields of management, including basic concepts about managers, organizations of all types, and the nature and functions of management, are studied. Managerial skills are practiced through the application of these concepts in case studies and exercises.

3 semester hours.

225 FUNDAMENTALS OF ACCOUNTING AND BUDGETING

This course constitutes an introduction to financial statements, including balance sheets, income statements and statements 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.

4 semester hours.

230 FINANCIAL ACCOUNTING

Covered in this course are the identification, measurement and reporting of the financial effects of economic events on enterprises. The basic concepts involved in the preparation, analysis and interpretation of financial statements are developed. Lecture and laboratory. Students may not receive credit for both Management 225 and Management 230.

16; 3 semester hours.

231 MANAGERIAL ACCOUNTING

This is a continuation of Management 230 with emphasis on cost accounting in a manufacturing environment, budgeting and profit analysis for decision making. Lecture and laboratory.

16; 3 semester hours. Prerequisite: Mgmt. 230.

303 SMALL BUSINESS MANAGEMENT

Assessment of entrepreneurial attributes and applications of relevant management concepts to a small business are the primary topics in this course. Development of a business plan is included.

3 semester hours. Prerequisite: Mgmt. 221.

305 WOMEN IN MANAGEMENT

Designed to explore the historical situation of women in the corporate setting and as business owners, the course examines the myths that the working woman must combat and investigates the resources available to women in management.

3 semester hours. Prerequisite: Mgmt. 221 or consent of instructor.

313 ADVANCED ACCOUNTING

This survey of advanced accounting issues includes consolidations and mergers, non-profit accounting and governmental accounting. Other current issues also are covered.

3 semester hours. Prerequisite: Mgmt. 319.

314. COST ACCOUNTING

Emphasis is on using accounting information as a management tool in planning, controlling, decision making, performance evaluation and product costing. Lecture and laboratory.

3 semester hours. Prerequisite: Mgmt. 230 and 231.

315. AUDITING

This is an overview of auditing theory. Skills necessary in the performance of audits of financial statements are developed. This exposure is part of the minimum requirements to sit for the Uniform CPA examination.

3 semester hours. Prerequisite: Mgmt. 319 and 346.

316. TAX ACCOUNTING

This is an introduction to federal tax concepts underlying business taxes for use in decision making. Other topics covered include tax rules for individuals and partnerships, tax research, return preparation and tax planning.

4 semester hours. Prerequisite: Mgmt. 230 and 231.

318. INTERMEDIATE ACCOUNTING I

Emphasized are the accounting concepts, standards, principles and practices used to report financial information of business entities. Particular emphasis is on asset and liability accounts, present value techniques and content of financial statements. Lecture and laboratory.

4 semester hours. Prerequisite: Mgmt. 230 and 231.

319. INTERMEDIATE ACCOUNTING II

This is a continuation of Management 318. Topics include stockholder equity, statements of changes in financial position, accounting for, and reporting of, leases and income taxes; and reporting problems associated with earnings per share, accounting changes and changing prices. Lecture and laboratory.

4 semester hours. Prerequisite: Mgmt. 318.

320. PERSONNEL MANAGEMENT

Covered are such areas as human behavior and interactions within the work environment; recruitment, development and utilization of manpower resources; analysis of employee-employer relationships; and decision making under collective bargaining, organized conflict and public policy.

3 semester hours.

328. LABOR RELATIONS AND COMPENSATION ADMINISTRATION

Primary emphasis is on labor laws, practices and procedures, including the administration of labor contracts, negotiating, and grievance procedures. Methods of calculating compensation at all administrative levels are studied, including classification systems, various methods of compensation, and job evaluation schemes.

3 semester hours.

331. INTRODUCTION TO MARKETING

This course deals with the role of marketing in society, consumer behavior, product management, pricing, distribution and promotion. Should be taken in junior year.

3 semester hours.

332. STRATEGIC MARKETING PLANNING

The case method is used to analyze decisions dealing with the marketing environment, the marketing mix, international marketing and strategic planning.

3 semester hours. Prerequisite: Mgmt. 331.

333. MARKET RESEARCH

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. Problem-solving exercises are included.

3 semester hours. Prerequisite: Mgmt. 331 and Math. 248.

334. TARGET MARKET ANALYSIS

The marketing environment, consumer behavior and market segmentation are covered. The emphasis is on understanding the turbulent environment surrounding the marketing decision maker.

3 semester hours. Prerequisite: Mgmt. 331.

335. MARKETING COMMUNICATIONS

Covered are the basic professional tools available to the marketing manager: advertising, sales promotion, personal selling and publicity. Students also gain an understanding of communications theory and controlling the promotion mix. Students may not receive credit for both Management 335 and Communication 335.

3 semester hours. Prerequisite: Mgmt. 331.

336. MANAGERIAL FINANCE AND CONTROL

Emphasis is on functions performed by financial managers. Topics include the financial environment, basic concepts, techniques of analysis and planning, working-capital management, capital budgeting, cost of capital, capital structure, dividends and sources of financing. Lecture and laboratory.

4 semester hours. Prerequisite: Econ. 211; Mgmt. 221, 231; Math. 288, 248.

337. RETAIL MANAGEMENT

An integration of the critical issues, processes and techniques of the managerial function as it relates to retailing is analyzed. The emphasis is on the strategic aspects of retailing and the managerial planning required to meet the objectives of the retail establishment.

3 semester hours. Prerequisite: Mgmt. 331.

338. INTERMEDIATE FINANCE

Selected topics from Management 336 are studied in greater detail, with emphasis on problems associated with managing a firm's asset and financial structures. Substantial use is made of case studies.

3 semester hours. Prerequisite: Mgmt. 336 and Math. 288 or 247.

341. BUSINESS, GOVERNMENT AND SOCIETY

The focus is on dynamic social, legal, political, economic and ecological issues which require socially responsible behavior on the part of individuals and organizations.

3 semester hours.

343. BUSINESS LAW

A survey is made of the principles and philosophies necessary for understanding the legal concepts constraining operations of a business. Skills are developed which enable the manager to foresee the legal problems arising from various circumstances. A review of both formal judicial procedures and informal judicial process is included.

3 semester hours.

346. MANAGEMENT INFORMATION SYSTEMS

Covered are the fundamentals of analysis, design and implementation of information systems for managerial decision making. Typical business systems are covered, such as order entry, billing and inventory. Emphasis is placed on the use of modern data processing equipment in these systems.

4 semester hours. Prerequisite: Mgmt. 230 and Comp. Sci. 210.

348. OPERATIONS MANAGEMENT

Analytical and quantitative techniques relevant to managerial decision making are surveyed. Course coverage includes 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 are emphasized.

3 semester hours. Prerequisite: Mgmt. 221 and Math. 177.

351. DYNAMICS OF ORGANIZATION AND BEHAVIOR

This course investigates how and why certain events and behavioral processes occur in organizations and how a manager can influence those processes. It focuses on individuals and groups in the organization. Concepts are applied through case studies and/or exercises.

3 semester hours. Prerequisite: Mgmt. 221.

361. SEMINAR IN MANAGERIAL POLICY

The formulation and implementation of organizational strategies and policies are covered. The course uses the case method in integrating the material from other management and economics courses.

3 semester hours. Prerequisite: major status and completion of all required courses except Mgmt. 341.

390. DIRECTED STUDY

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

3 semester hours. Prerequisite: consent of department chair.

MATHEMATICS

(Department of Mathematics and Computer Science)

Professors

- George Andersson - Probability, Statistics, Digital Networks
- James Burden - Math Education
- Henry Gaultier - Math Education
- John Nazarian - Algebra, History of Math, Number Theory
- Patrick O'Regan - Foundations, Problem Solving
- Robert Salhary - Statistics, Complex Variables, Differential Equations
- James Sedlock - Modern Algebra, Analysis, Introductory Computer Science
- Arthur Smith - Math Education, Number Theory
- Robert Steward - Geometry, Numerical Analysis, FORTRAN
- Philip Whitman - Abstract Algebra, Calculus, Applications
- Associate Professors**
- Richard Howard - Data Structures, Non-commutative Rings
- Mariano Rodriguez - Analysis, Problem Solving, History of Math
- Helen Salberg (chair) - Abstract Algebra, Analysis
- Assistant Professors**
- H. Samuel Hall - Statistics, Analysis
- Herbert Kline - Computer Programming, Applied Math
- Vivian Morgan - Problem Solving, Microcomputer Education
- Ann Munkel - Applied Math including Numerical Analysis, Operations Research
- James Schaefer - Computer Science
- Barry Schiller - Probability, Differential Equations, Environment
- Roger Simons - Computer Science, Mathematical Logic
- Patricia Strass - Computer Science, Including Software Methodology, File Management

Programs of Study

Hour: 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 (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.

	semester hours
Core Courses (Required of All Majors)	
Mathematics 209, 212, 313, 314, 315	19
Plan	
In addition to the core courses listed above, a student must complete all requirements for one of the following plans.	
A. Standard , for those who desire a liberal arts	
undergraduate major emphasizing pure mathematics. The courses in this plan are:	12
Mathematics 224, 313, 341, 412.	
Two mathematics electives at the 300- or 400-level	6
B. Applied , for those interested in using mathematics in business and industry. The courses in this plan are:	12
Mathematics 316, 317, 333, 341.	
Two mathematics courses from 318, 345, 411, 412, 415, 441 and (with permission) 350.	6

MATHEMATICS

CONTINUED

	semester hours	Suggested Sequence (All courses in the chart below are mathematics courses, unless otherwise indicated)
C. 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	Semester
Computer Science 201	3	1
One mathematics elective at the 300- or 400-level	3	2
D. 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	6
Computer Science 201, 221, and 310 or 315	9	7
One course from Computer Science 320, 325, 330, 335	3	8
E. 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 advisor	18	Semester
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.		Secondary Education Plan
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Cognates (All Plans)
Choose one of the following:
a. Physics 103, 104
b. Chemistry 303
c. Chemistry 305
d. Economics 317
e. 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 advisors 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 and Computer Science.

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).

	Standard Plan	Applied Plan
1	209	209
2	212	212
3	313, 324	313
4	314, 315	314, 315
5	341	341
6	333	316 or 317
7	341	333
8	412	316 or 317
		209
		212
		313, CS201
		314, 315
		333, CS 221
		CS 310 or 315
		341
		317 or 318
		209
		212
		313, CS201
		314, 315
		333, CS 221
		CS 310 or 315
		341
		317 or 318
		209
		212
		313, CS201
		314, 315
		333, CS 221
		CS 310 or 315
		341
		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

Advisors: Robert Saltary and Arthur 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

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

Humanistic and Behavioral Studies	10
Education Courses, including student teaching	13
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

Humanistic and Behavioral Studies	6
Education 429	3
Mathematics, including Mathematics 419	12-21
Second Academic Area, chosen in consultation with an adviser (optional)	0-9
Total	30

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-level) 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	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	3
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
Total	30

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 Computer Science and from the Department of Secondary Education.

MATHEMATICS

CONTINUED

COURSE OFFERINGS

In addition to the courses listed below, the department offers courses in computer science and discussions 310, 358, 404, 429, 430, 527 and 528.

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

Courses marked * do not carry credit toward the major or minor or mathematics but may carry credit toward the concentration in mathematics in the elementary education curriculum.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

MATHEMATICS

020 INTRODUCTORY ALGEBRA**

This course is intended for students with little or no background in algebra. The content includes real numbers, polynomials, linear and quadratic equations, and graphing. Lecture and laboratory in the Mathematics Learning Center.

2 semester hours (this credit does not apply to the 120-semester-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript).

120 INTERMEDIATE ALGEBRA**

Topics include real numbers, absolute value, exponents, algebraic fractions, polynomial equations and inequalities, systems of equations and inequalities, and various applications. The course is intended for students needing intermediate algebra skills, especially for Mathematics 177, 209, 238 or 247.

3 semester hours. Prerequisite: Math 020 or equivalent knowledge, and consent of instructor.

139 DEVELOPMENT OF NUMBER CONCEPTS**

This course covers various numeration systems and the development of arithmetic algorithms. An intuitive approach is used, leading to some formalization. Topics include the history of numeration, problem-solving in number theory, and calculating devices. This course is designed for students not majoring in mathematics.

140 ELEMENTS OF PROBABILITY**

Key topics include sample spaces, probability axioms and several frequently used distributions. Application of probability theory are included throughout. This course is designed for students not majoring in mathematics.

1 semester hour.

141 MATHEMATICAL SYSTEMS*

This course surveys some of the fundamental concepts of modern mathematics, including sets, logic, axiom systems in geometry, algebra and modular arithmetic. Other topics are at the discretion of the instructor. Mathematics 141-142 has been determined to best fulfill the needs in mathematics of the elementary education curriculum.

3 semester hours.

142 MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS*

Topics covered include numeration, algorithms, geometry, number theory, development of number systems, counting techniques and probability. Emphasis is on an intuitive approach leading to formalization and generalization.

3 semester hours. Prerequisite: Math 141 or consent of department chair.

177 LINEAR SYSTEMS**

This course includes sets of linear equations, matrix operations, and the simplex and other methods of solving linear programming problems. Applications to management and economics are stressed throughout.

3 semester hours. Prerequisite: three years of high school mathematics or Math 120 or consent of department chair.

181 APPLIED BASIC MATHEMATICS**

Emphasis is on numerical and algebraic concepts and skills important for beginning study of chemistry and other basic sciences. Included are approximate numbers, exponents, logarithms, functions, solutions of equations, systems of equations, and graphing. Hand-held calculators are required. Lecture and laboratory.

14 3 semester hours. Prerequisite: secondary school Algebra I or Math 020.

182 APPLIED BASIC MATHEMATICS**

This course includes an introduction to descriptive statistics; topics in algebra including polynomial equations and inequalities, elementary functions, graphs and applications; and an introduction to trigonometry. Hand-held calculators are required. Lecture and laboratory. Students cannot receive credit for both Mathematics 182 and 209.

14 3 semester hours. Prerequisite: Math 181 or consent of department chair.

209 PRE-CALCULUS MATHEMATICS

This course includes 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. Students cannot receive credit for both Math 182 and 209.

4 semester hours. Prerequisite: three units of college-preparatory mathematics or Math 120 or consent of department chair.

212 CALCULUS AND ANALYTIC GEOMETRY I

Study is made of the analytic geometry of the straight line and the circle, and the fundamental concepts and applications of differential and integral calculus. Derivatives of algebraic and trigonometric functions are treated. Students cannot receive credit for more than one of Mathematics 212, 238 and 247.

4 semester hours. Prerequisite: Math 209 and, with consent of department chair, Math 182.

238 QUANTITATIVE BUSINESS METHODS**

Designed to present various quantitative techniques used in management, the course covers the mathematics of finance, elementary differential calculus, including an introduction to partial differentiation, and elementary probability, including certain probability distributions. Students cannot receive credit for more than one of Mathematics 212, 238 and 247.

4 semester hours. Prerequisite: Math 177, 182 or 209.

240 STATISTICAL METHODS I*

This course introduces measures of central tendency and variability, estimation and tests of significance, and regression and correlation. Examples from a wide variety of disciplines are used. Conditions under which tests can be legitimately used and the interpretation of results are stressed. Lecture and laboratory. Students cannot receive credit for both Mathematics 240 and 248.

14 3 semester hours. Prerequisite: three units of college-preparatory mathematics, or one college mathematics course, or consent of department chair.

247 CALCULUS: A SHORT COURSE*

This course includes differentiation and integration of algebraic functions and an introduction to partial differentiation. Interpretation of results and applications to a variety of disciplines are stressed. Those intending more than one semester of calculus should begin with Mathematics 212. Students cannot receive credit for more than one of Mathematics 212, 238 and 247.

3 semester hours. Prerequisite: Math 120 or equivalent (lean edge), or 177, 182 or 209.

248 STATISTICS FOR MANAGEMENT AND ECONOMICS*

This course includes descriptive statistics, probability distributions, expected values, estimation, hypothesis testing, correlation and regression, multiple regression, and analysis of variance. Present computer programs are used. Interpretation of results and applications to management and economics are stressed. Students cannot receive credit for both Mathematics 240 and 248.

4 semester hours. Prerequisite: Math 238 or consent of department chair.

109 MATHEMATICAL PROBLEM ANALYSIS*

Problem-solving strategies in mathematics are identified. The level of problems and their analyses is designed to give students confidence in their ability to handle problems, as well as to provide a basis for the teaching of problem analysis.

3 semester hours. Prerequisite: two college-level math courses.

113 CALCULUS AND ANALYTIC GEOMETRY II

A continuation of Mathematics 212, this course treats the analytical geometry of the conic sections, differentiation of transcendental functions, advanced methods of integration, and infinite series.

4 semester hours. Prerequisite: Math 212.

114 CALCULUS AND ANALYTIC GEOMETRY III

This continuation of Mathematics 313 covers solid analytic geometry, partial differentiation, multiple integration and elementary vector analysis.

4 semester hours. Prerequisite: Math 313.

115 LINEAR ALGEBRA

This course covers matrices, linear systems, vector spaces, vector geometry and linear transformations.

3 semester hours. Prerequisite: Math 113.

116 ORDINARY DIFFERENTIAL EQUATIONS

A study is made of the theory and methods of solving differential equations of the first and second orders, with particular emphasis on linear constant coefficient type. Applications to geometry, physics and chemistry are included.

3 semester hours. Prerequisite: Math 314 preceding or concurrent.

317 INTRODUCTION TO NUMERICAL ANALYSIS

This course develops algorithms which approximate solutions to problems in various areas in mathematics. Topics include numerical solutions for roots of polynomial, systems of linear equations, differentiation and integration, and differential equations. The computer is used for computations.

3 semester hours. Prerequisite: Math 313 and one computer science course, or consent of department chair.

318 INTRODUCTION TO OPERATIONS RESEARCH

Operations research is the systematic application of mathematical techniques for generating better decisions for real-world problems using quantitative data. Topics include: linear programming including duality, sensitivity analysis, transportation and assignment problems, and possibly integer programming, dynamic programming, queuing, and network analysis.

3 semester hours. Prerequisite: Math 313 and a computer science course, or consent of department chair.

324 FOUNDATIONS OF GEOMETRY

This course covers axiomatics, including consistency, independence and completeness of axiom systems. On this basis, finite geometries and Euclidean and hyperbolic geometries are examined.

3 semester hours. Prerequisite: Math 209.

331 NUMBER THEORY

Number systems, divisibility, primes and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorem are studied.

3 semester hours. Prerequisite: Math 209.

333 INTRODUCTION TO ABSTRACT ALGEBRA

This is a study of the theoretical properties of all groups, rings, fields, polynomials and sets. Properties of familiar number systems are exhibited as special cases of more general and abstract systems.

3 semester hours. Prerequisite: Math 313.

341 INTRODUCTION TO PROBABILITY

Included in this course are the development of both discrete and continuous probability theory, and a discussion of mathematical expectations. It provides an introduction to the techniques of mathematical statistics.

3 semester hours. Prerequisite: Math 313.

345 STATISTICAL METHODS II

Advanced statistical topics such as design of experiments, analysis of variance, and multiple regression are presented. Methods of exploring data, the role of assumptions, and statistical models are discussed. Computer software such as SPSS is used.

3 semester hours. Prerequisite: Math 245, 248 or 341.

358 HISTORY OF MATHEMATICS

This is a history of mathematical thought and a study of the development of mathematics to modern times.

3 semester hours. Prerequisite: Math 314 or 313 or consent of department chair.

411 ADVANCED CALCULUS

Containing the calculus sequence, this course includes improper integrals, special functions defined by integrals, line and surface integrals, Green's Theorem, Stokes' theorem and the Jacobian, and various topics in the calculus of functions of two or more variables.

3 semester hours. Prerequisite: Math 314.

MATHEMATICS

CONTINUED

118

412 FOUNDATIONS OF HIGHER ANALYSIS

A rigorous development of fundamental concepts in analysis is presented. Topics include limits, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series, and convergence criteria.

1 semester hours. Prerequisite: Math. 314.

415 INTRODUCTION TO COMPLEX VARIABLES

The concept of a complex variable and the corresponding laws of algebra, and complex trigonometric, exponential and logarithmic functions are introduced. Differentiation and integration of complex functions and conformal mapping are discussed, along with the underlying theory.

1 semester hours. Prerequisite: Math. 314 preceding or concurrent.

419 SET THEORY

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.

1 semester hours. Prerequisite: Math. 314 and 333, or consent of department chair.

426 PROJECTIVE GEOMETRY

This course studies the general projective transformation by using matrix algebra and homogeneous coordinates as applied to the collineations and correlations, and by developing the theory of conics. Invariant properties of various subgroups of the general projective transformation group are investigated.

1 semester hours. Prerequisite: Math. 315.

428 TOPOLOGY

A study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves and mappings.

1 semester hours. Prerequisite: Math. 314.

435 ALGEBRAIC STRUCTURES

Selected topics in the development of groups, rings, modules and fields are covered. These include homomorphisms, permutation groups, basic Galois Theory, ring extension problems and ideals.

1 semester hours. Prerequisite: Math. 315 and 333.

441 MATHEMATICAL STATISTICS

A continuation of Mathematics 341, this course includes discussion of sampling distributions, theory and techniques of estimation and hypothesis testing, regression, and correlation.

1 semester hours. Prerequisite: Math. 341.

490 INDIVIDUAL STUDY IN MATHEMATICS

Topics depend on interests of the student and instructor. Open to students who have demonstrated superior ability in mathematics, and may be repeated once with change of content.

1 semester hours. Prerequisite: consent of department chair.

516 THEORY OF FUNCTIONS OF REAL VARIABLES

A continuation of Mathematics 412, this course includes sequences of functions, functions of several variables and an introduction to Lebesgue measure.

1 semester hours. Prerequisite: Math. 412.

518 THEORY OF FUNCTIONS OF COMPLEX VARIABLES

This course continues Mathematics 415 in the development of the theory underlying functions of complex variables, including Taylor and Laurent series, and analytic continuation.

1 semester hours. Prerequisite: Math. 412 and 415.

531 ADVANCED NUMBER THEORY

The course is an extension of elementary number theory, involving solutions of problems requiring application of algebraic or analytic theories.

1 semester hours. Prerequisite: Math. 331.

533 TOPICS IN ALGEBRA

A particular branch of algebra is examined in depth. Possible topics include group theory, ring theory, field theory, semi-group theory, homological algebra and automata theory. A student may repeat this course with a change in content.

1 semester hours. Prerequisite: Math. 433 or consent of department chair.

MEDICAL TECHNOLOGY PROGRAM

Ira 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.

semester hours

Required Courses

Medical Technology 301-307

Cognates

Biology 101, 102, 331, 335, 348, 429; Chemistry 103, 104, 205, 206, 304; Mathematics 181, 182 (or 209 or 212 based on advisement); Physics 101, 102

Suggested Sequence

First Semester

Biology 101
Chemistry 103
Mathematics 181, 209 or 212
History 110

semester hours

Second Semester

Biology 102
Chemistry 104
Mathematics 182 (following 181)
History 111

Third Semester

Biology 331
Chemistry 205
English 101
General Education

Fourth Semester

Biology 335
Chemistry 206
English 102
General Education
Free Elective

Fifth Semester

Biology 348
Chemistry 304
Physics 101
General Education

Sixth Semester

Biology 429
Physics 102
General Education
General Education or Free Elective

Seventh Semester

Medical Technology 301
Medical Technology 303
Medical Technology 305
Medical Technology 307

Eighth Semester

Medical Technology 302
Medical Technology 304
Medical Technology 306

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If this course is chosen, it will also satisfy the distribution requirement in the mathematical/science/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

Upon completion of 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.

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MEDICAL TECHNOLOGY PROGRAM

CONTINUED

COURSE OFFERINGS

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

The relationship of bacteria to bacterial diseases of humans is discussed with an emphasis on the application of procedures to medical diagnosis. Fungi, viruses, the rickettsias and human parasites are also studied.

3 semester hours.

302 CLINICAL CHEMISTRY

This course presents the chemistry of body constituents and its relationship to diagnosis of human disease. Principles and methods of analysis are emphasized.

3 semester hours.

303 IMMUNOHEMATOLOGY

Instruction is given in drawing and processing blood and in ascertaining compatibility. Donor-recipient blood and tissue reactions are studied in detail.

4 semester hours.

304 HEMATOLOGY

This course presents the morphology of blood and blood-forming organs and the study of abnormalities associated with disease. The dynamics of and diagnostic tests for hemostasis are also discussed.

3 semester hours.

305 PATHOPHYSIOLOGY

This is an introduction to pathology. The correlation between pathological processes and clinical symptoms and the course of disease are studied.

2 semester hours.

306 CLINICAL IMMUNOLOGY

The formation, structure and action of antigens and antibodies are described. Methods of immunization are discussed. The laboratory emphasizes serological procedures in the diagnosis of disease.

2 semester hours.

307 CLINICAL MICROSCOPY

Lectures and laboratory practice in the analyses of body fluids are the major components of this course.

2 semester hours.

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

Choices in Major

One course from English 335, 345, 346, 356; Theatre 340

Two courses from English 335, 344, 349, 350, 351;

French 313

Computer

One course from each of the following groups:

A. Classical: Art 331; English 335; Greek 170;

History 301, 302; Latin 170; Philosophy 351

B. Late Renaissance and Baroque: Art 333; English

335, 2; French 302; History 316, 331; Spanish

313, 314

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

¹When on appropriate topic.

²Or another appropriate English course with coordinator's approval.

COURSE OFFERINGS

See participating departments.

MILITARY SCIENCE PROGRAM

Assistant Professors

Major William Allen (director) - Military Science, Leadership

Management, Military History

Captain Howard Owen - Military Science, Leadership/Management,

Military History

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 for (equivalency).

COURSE OFFERINGS

MILITARY SCIENCE

101 FUNDAMENTALS OF MILITARY SCIENCE

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. Leadership Laboratory.

3 semester hours.

201 MILITARY LEADERSHIP: A FOCUS ON FIVE BATTLES

This course is a detailed study of the leadership and management techniques used by tactical leaders in five strategically significant battles: Gettysburg, Marston-Gardens, Schmidt, Inchon and the Ia Drang Valley in Vietnam. These battles are analyzed using the principles of war as a framework for discussion. Leadership Laboratory.

3 semester hours.

301 MANAGEMENT OF MILITARY ORGANIZATION

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 is made of the methodology of military instruction and its application. Leadership Laboratory.

3 semester hours. Prerequisite: M.S. 101 and 201 or advanced placement.

302 MANAGEMENT OF MILITARY OPERATIONS

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 included in this course. Leadership Laboratory.

3 semester hours. Prerequisite: M.S. 301.

303 CONTEMPORARY MILITARY ADMINISTRATION

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.

3 semester hours. Prerequisite: M.S. 301 and 302.

304 CONTEMPORARY MILITARY OPERATIONS

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.

3 semester hours. Prerequisite: M.S. 304.

LEADERSHIP LABORATORY

Leadership Laboratory consists of practical, hands-on training in military skills such as weapons familiarization, first aid, rappelling, map reading, survival techniques, and drill and ceremonies. No credit.

DEPARTMENT OF MODERN LANGUAGES

Professor
Paul Chassin — *French Colonial Literature and Civilization, Franco-American Ethnic Studies, Nineteenth- and Twentieth-century French Literature*
Associate Professors
Dix Coon (chair) — *Latin American Literature, Nineteenth-century Peruvian Literature, Novel and Short Story*
Rita Coatsworth — *French Literature of the Seventeenth, Nineteenth and Twentieth Centuries, Foreign Language Education*
M. Frances Taylor — *Twentieth-century Spanish Literature, Linguistics, Culture and Civilization of Spain and Latin America*
Calvin Tillotson — *Renaissance, Explication de Textes, Foreign Language Education*

Assistant Professors
J. Richard Castelblanco — *Italian Language and Literature, French Language and Literature, Linguistics*
Elija Godinho — *Nineteenth- and Twentieth-century Portuguese Literature, Brazilian Literature, Golden Age*

Instructor
Hector Medina — *Twentieth-century Spanish Novel, Nineteenth- and Twentieth-century Latin American Novel, Golden Age*

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. Programs); 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 and Spanish. Advanced courses are also available in French, Italian, 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, 111 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

TOPICS COURSES AND WORKSHOPS
Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

MODERN LANGUAGES

101 BASIC ENGLISH SKILLS FOR LIMITED ENGLISH SPEAKERS

Designed for those with little or no knowledge of English, this course develops basic skills in understanding, speaking, and limited reading and writing of American English. Activities include dialogues, drills and structural analysis, as appropriate to everyday situations. Prereading is recommended so that proper placement can be determined. A language laboratory component is required.

4 semester hours.

102 INTERMEDIATE/ADVANCED ENGLISH SKILLS FOR LIMITED ENGLISH SPEAKERS
Designed for those with a basic knowledge of English, this course further develops skills in understanding, pronunciation (higher-level conversation), and increased reading and writing of American English. Activities include group conversation, oral and written drills, and structural analysis. Utilization of newspaper, magazines, telephone, radio and television is an important component of this course. A language laboratory component is required.

4 semester hours. Prerequisite: M.L. 101, or appropriate pretesting prior to registration, or consent of instructor.
390 DIRECTED STUDIES IN MODERN LANGUAGES AND LITERATURE
Students who wish to develop a study proposal which utilizes two or more languages should consult with the department chair to present a specific proposal and to make necessary arrangements.

1-3 semester hours. Prerequisite: consent of department chair.

DEPARTMENT OF MUSIC

Professors

Robert Berger — *Viola, Music Literature*
Robert Elam — *Theory, Piano*
Francis Marciniak (chair) — *Trombone, Music Education, Theory*
Edward Markwood — *Conductor, Voice*
Philip McClusack — *Clarinet, Music Education*
Raymond Smith — *Music History and Literature*

Associate Professors

Robert Bell — *Piano, Music Education*
William Jones — *Voice, Music Education*
George Mack — *Cello, Theory, Music History*
John Pellegrino — *Trumpet, Orchestration, Brass*
Barbara Poularikas — *Violin, Music Literature*

Assistant Professor

Judith Lynn Stillman — *Artist in Residence, Piano*

Visiting Instructors

Beck, Caldwell, Carroll, Collins, Davis, DiNunzio, Fratoli, Gasperini, Galley, Goncalves, Lapino, MacArthur, Mearns, A. Pellegrino, Nerzullo, Olivier, Weaver, Wood and Zeitlin

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
<i>Theory</i>	16
Required: Music 210-213	
<i>Literature</i>	9
Required: Music 205, 206	
One course from Music 310-314	
<i>Applied Music</i>	5
Required: two semesters of Music 191	
Two semesters from each of the following groups:	
1) Music 270-288, 2) Music 161-164, 166	
<i>Choice in Major</i>	3
One 300-level course in literature or theory	

Audition Requirements

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 five 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 and prepares students to teach in grades K-12.

	semester hours
<i>First Semester</i>	
Music 210	4
Applied Music (270-288) and Music 191	2
Music 161, 162 or 163	0
History 110	3
General Education	6
<i>Second Semester</i>	
Music 211	4
Applied Music and Music 191	2
Music 161, 162 or 163	0
Music 104	2
History 111	3
General Education	3
<i>Third Semester</i>	
Music 105	2
Music 107	4
Music 205	2
Music 212	2
Applied Music and Music 191	2
Music 161, 162 or 163	0
English 101	3
	16
<i>Fourth Semester</i>	
Music 106	2
Music 206	3
Music 213	4
Applied Music and Music 191	4
Music 161, 162 or 163	1
English 102	3
	15
<i>Fifth Semester</i>	
Music Literature	3
Music 110	2
Applied Music and Music 191	2
Music 161, 162 or 163	0
Psychology 216	4
General Education	6
	17
<i>Sixth Semester</i>	
Education 399	6
Music 108	2
Music 111	2
Music 112	1
Applied Music and Music 191	2
Music 161, 162 or 163	1
General Education	3
	17
<i>Seventh Semester</i>	
Education 324	9
Foundations of Education 220	3
General Education	3
	15

DEPARTMENT OF MUSIC

CONTINUED

	<i>semester hours</i>
<i>Eight Semester</i>	
Foundations of Education 302	3
Applied Music and Music 191	2
Music 161, 162 or 163	2
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 270-284 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 advisor 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 semesters' 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>1 History and Literature</i>	15
Required: Music 205, 206, and 360 or 461	
Two courses from Music 310-314	
(historical periods)	30
<i>Applied Music</i>	
Required: Music 108 and eight semesters of 191 and 391	
Eight semesters from each of the following groups:	
1) Music 370-388, in one instrumental area; 2) Music	
161-163	4
<i>Related Requirements</i>	
From Music 105, 164, 365, 366. Choice depends on	
applied area; semester hours vary among the courses.	36-38
<i>General Education Program</i>	2-5
<i>Free Electives</i>	

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, 370-388 or 370-588, each consisting of 14 private 50-minute lessons, will be charged a fee of \$160 in addition to the regular college fees. In Music 170-186, students take 14 weekly, 30-minute private lessons and are charged a fee of \$80 in addition to the regular college fees.

GRADUATE PROGRAMS

Advisor: Philip McClusock

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.

Program Requirements - Certified Teachers

Humanistic and Behavioral Studies	<i>semester hours</i>
Curriculum and Instruction	6
Music, including Music 501 and	3
Thesis, Graduate Project or Recital	
Comprehensive Examination (oral)	21
	0
Total: 30	

Program Requirements - M.A.T.-C.

Humanistic and Behavioral Studies	<i>semester hours</i>
Education Courses, including student teaching;	10
Education 309, 323	18
Music, including Music 501 and	12
Thesis, Graduate Project or Recital	0
Comprehensive Examination (oral)	0
	0
Total: 40	

Note: Thesis 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)

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

MUSIC

101 BEGINNING PIANO

Note reading, rhythm, and finger coordination are taught in class piano. Individual practice is required, but no previous musical training is necessary.

(2) 1 semester hours

102 BEGINNING GUITAR

Basics of fingering melodies, chords and accompaniments are taught in class guitar. No previous musical training is required. Students must supply their own guitars.

(2) 1 semester hour

103 BEGINNING VOICE

Basic vocal production and singing styles, with emphasis on interpretation, are taught in class voice. No previous musical training is required.

(2) 1 semester hour

104 CLASS PIANO I

The development of keyboard manipulative skills, the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation and basic pedaling technique are covered. Included are examples of piano literature, ensembles, and major and minor scales.

(4) 2 semester hours. Prerequisite: Music 210 or consent of instructor.

105 CLASS PIANO II

The continued development of the skills established in Music 104 is emphasized. Included are keyboard harmony using primary and secondary triads, altered chords and simple figured bass, and the study of piano literature from various periods.

(4) 2 semester hours.

106 CLASS STRINGS

The basic techniques of orchestral strings are studied. Pedagogy and a knowledge of basic materials are also considered.

(4) 2 semester hours.

107 CLASS VOICE

Basic vocal pedagogy is stressed in preparation for a career in music education. Vocal production, diction, interpretation technique and standard vocal repertoire are studied.

(4) 2 semester hours.

108 FUNDAMENTALS OF CONDUCTING

Practical instrumental and choral conducting techniques are studied. Conducting experience is provided with ensembles learned by class members.

(6) 2 semester hours.

110 BRASS CLASS

The basic techniques of the brass instruments are studied. Pedagogy and basic teaching materials are also considered.

(4) 2 semester hours.

DEPARTMENT OF MUSIC

CONTINUED

120

- 111 WOODWINDS CLASS**
The basic techniques of the woodwind instruments are studied. Pedagogy and basic teaching materials are also considered.
(4) 2 semester hours.
- 112 PERCUSSION CLASS**
The basic techniques of the percussion instruments are studied. Pedagogy and basic teaching materials are also considered.
(2) 1 semester hour.
- 141-143 LARGE ENSEMBLES**
These are open to all qualified students by audition. Participation for the full academic year is required in order to be eligible for credit.
141 Chorus
142 Symphonic Band
143 Orchestra
34) 1 semester hour.
- 144-146 CHAMBER ENSEMBLES**
These are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.
144 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios and quartets)
145 Jazz Ensemble
146 Chamber Singers (open only to members of the college chorus)
(4) 1 semester hour.
- 170-188 APPLIED MUSIC**
Private study is offered in any of the instruments listed below. The course may be repeated as desired. The student takes 14 weekly 30-minute private lessons. A fee is charged in addition to the regular college fees. Students registering for Music 170-188 are encouraged to attend the recitals from Music 191.
170 Viola
171 Viola
172 Cello
173 String Bass
174 Voice
175 Clarinet-Saxophone
176 Flute
177 Oboe-English Horn
178 Bassoon
179 Trumpet
180 French Horn
181 Trombone-Baritone
182 Tuba
183 Organ
184 Piano-Harpischoord
185 Classic Guitar
186 Percussion
187 Accordion
188 Harp
1 semester hour.
- 191 STUDENT RECITAL SERIES**
Students who are enrolled in Music 270-284 or 370-388 must attend a specified minimum number of recitals to obtain a satisfactory grade. Applied music students must perform once a year.
(1) 1 semester hour.
- 201 SURVEY OF MUSIC**
Musical eras, styles, forms and basic vocabulary are introduced to the non-music major through music literature. An ability to read music is not presumed.
1 semester hour.
- 203 ELEMENTARY MUSIC THEORY**
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.
1 semester hour.
- 204 SIGHT SINGING AND EAR TRAINING**
A basic approach to musicianship is made through learning to sing a sight and to imitate melodies by sound.
(2) 1 semester hour. Prerequisite: Music 201 or 210.
- 205 HISTORY OF WESTERN MUSIC TO 1790**
The development of Western art music from Gregorian Chant through the works of J.S. Bach and Handel are studied. Included are the development of polyphony, the development of secular music and the development of independent instrumental music and form.
3 semester hours. Prerequisite: Music 203 or 210, or consent of instructor.
- 206 HISTORY OF WESTERN MUSIC SINCE 1790**
Beginning with the antecedents of late eighteenth-century style, the main genres and forms of Western art music to the present time are studied, with emphasis on the contributions of major composers.
3 semester hours. Prerequisite: Music 203 or 210, and 205, or consent of instructor.
- 210 LITERATURE AND MATERIALS OF MUSIC I**
Principles of the organization of music are studied in a chronological survey of Western music through the Renaissance. Skills are developed in aural dictation, theoretical analysis, sight singing, keyboard and conducting.
(5) 4 semester hours.
- 211 LITERATURE AND MATERIALS OF MUSIC II**
Principles of the organization of music are studied in a chronological survey of Western music extended through the baroque era.
(5) 4 semester hours. Prerequisite: Music 210.
- 212 LITERATURE AND MATERIALS OF MUSIC III**
Principles of the organization of music are studied in a chronological survey of Western music extended through the classical and Romantic eras.
(5) 4 semester hours. Prerequisite: Music 211.
- 213 LITERATURE AND MATERIALS OF MUSIC IV**
Principles of the organization of music are studied in a chronological survey of Western music of the late Romantic era and twentieth century.
(5) 4 semester hours. Prerequisite: Music 212.
- 221 THE SYMPHONY**
Representative works from the standard repertoire of the eighteenth and nineteenth centuries are studied, covering major composers from Haydn to Mahler. The symphony is studied from its development in the mid-eighteenth century to its decline in the twentieth century.
3 semester hours.
- 222 OPERA**
Representative operas from the seventeenth century to the present are studied, encompassing changing styles, the particular contributions of composers, the libretti and the most significant operas of the past and present.
3 semester hours.
- 223 AMERICAN POPULAR MUSIC**
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.
3 semester hours.

- 225 HISTORY OF JAZZ**
Jazz is surveyed from its beginnings to the present day. The student learns to listen and identify the different styles of jazz. Instrumental and vocal soloists are emphasized.
3 semester hours.
- 228 APPLIED MUSIC**
Advanced private study is available in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees.
228 French Horn
271 Viola
272 Cello
273 String Bass
274 Voice
275 Clarinet-Saxophone
276 Flute
277 Oboe-English Horn
278 Bassoon
279 Trumpet
(1) 2 semester hours. Prerequisite: concurrent enrollment in Music 191.
- 235 FORM AND ANALYSIS**
A detailed study of the design and style of musical structure is presented. Small and large forms covered include binary and ternary design, song form, variations, rondo, sonata form, as well as various hybrid forms.
3 semester hours. Prerequisite: Music 211 or consent of instructor.
- 306 SIXTEENTH-CENTURY COUNTERPOINT**
A detailed study is made of sixteenth-century 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.
3 semester hours. Prerequisite: Music 211 or consent of instructor.
- 307 COMPOSITION**
Techniques of musical composition in the smaller forms are studied. Extensive experience in form and analysis is required to complete original compositions.
3 semester hours. Prerequisite: Music 211 and either 305 or 306, or consent of instructor.
- 310 MIDDLEVAL AND RENAISSANCE MUSIC**
An historical and critical study covering ancient beginnings through the Middle Ages and the Renaissance is presented. Plainchant, polyphony, sacred and secular music, and problems in early church notes are examined within the changing socio-aesthetic patterns.
3 semester hours. Prerequisite: Music 205 and either 203 or 210, or consent of instructor.
- 311 MUSIC OF THE BAROQUE**
A study of music literature from the last decade of the sixteenth century to the mid-eighteenth century is presented. Emphasis is placed on the late baroque - the music of Handel and J.S. Bach.
3 semester hours. Prerequisite: Music 205 and either 203 or 210, or consent of instructor.
- 312 MUSIC OF THE CLASSICAL ERA**
A study of music literature from the mid-eighteenth century to about 1825 is presented, including precedents in the renaissance period. Representative works are analyzed.
3 semester hours. Prerequisite: Music 206 and either 203 or 210, or consent of instructor.

- 313 MUSIC OF THE ROMANTIC PERIOD**
A study of music literature during the nineteenth century, including the late Romantic composers, is presented. Representative works in various forms are analyzed.
3 semester hours. Prerequisite: Music 206 and either 203 or 210, or consent of instructor.
- 314 TWENTIETH-CENTURY MUSIC**
Music literature 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.
3 semester hours. Prerequisite: Music 206 and either 203 or 210, or consent of instructor.
- 321 ORCHESTRATION**
A detailed study of the range, tonal quality and characteristics of various orchestral and band instruments is presented. Problems and projects in scoring for various ensembles are included.
3 semester hours. Prerequisite: Music 211 or consent of instructor.
- 322 EIGHTEENTH-CENTURY COUNTERPOINT**
The study of counterpoint is continued to include eighteenth-century styles in canon, fugue, invention and passacaglia. Extensive writing and special projects are included.
3 semester hours. Prerequisite: Music 211 and 306, or consent of instructor.
- 360 SEMINAR IN MUSIC LITERATURE**
The seminar concentrates on a selected topic and offers intensive study of a major composer or of an important historical development. Knowledge of research techniques is also emphasized.
3 semester hours. Prerequisite: Music 205, 206, 210 and 211 or consent of instructor.
- 365 LANGUAGE ORIENTATION**
This is a course in the diction of the French, German and Italian languages as applied to standardized vocal repertoires.
3 semester hours. Prerequisite: consent of instructor.
- 366 ACCOMPANYING**
Practical experience is provided in the rehearsal and performance of accompaniment for instrumental and vocal soloists. Assignments are made on the basis of need and ability. May be repeated for elective or degree-required credits. Open to pianists, organists and guitarists.
1 semester hour. Prerequisite: consent of instructor.
- 370-388 APPLIED MUSIC**
Advanced private study is available in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees.
370 Violin
371 Viola
372 Cello
373 String Bass
374 Voice
375 Clarinet-Saxophone
376 Flute
377 Oboe-English Horn
378 Bassoon
379 Trumpet
380 French Horn
381 Trombone-Baritone
382 Tuba
383 Organ
384 Piano-Harpischoord
385 Classic Guitar
386 Percussion
388 Harp
(1) 4 semester hours. Prerequisite: concurrent enrollment in Music 191 and accepted candidate in the B.M. in performance program.
- 390 INDEPENDENT STUDY**
The student, with the guidance of a faculty adviser, selects and thoroughly investigates a specialized topic.
3 semester hours. Prerequisite: consent of instructor chair.

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DEPARTMENT OF MUSIC

CONTINUED

391 SENIOR RECITAL

The student performs a public recital of representative literature from appropriate stylistic periods. A high level of proficiency must be demonstrated for satisfactory completion.
1 semester hours. Prerequisite: satisfactory completion of junior recital or consent of department chair.

454 TWENTIETH-CENTURY THEORY

A study in made of the theoretical and compositional techniques of twentieth-century composers.
1 semester hours. Prerequisite: Music 213 or consent of instructor.

460 MUSIC THEORY SEMINAR

The seminar focuses on advanced topics in the theory and composition of music through writing, analysis, ear training and individual projects.
1 semester hours. Prerequisite: Music 212 and consent of instructor.

461 SEMINAR IN MUSIC PERFORMANCE

Participants study and perform masterpieces from the solo and chamber literature of their instrument. Historical background, including proper performance practice, and pedagogical considerations are included.
1 semester hours. Prerequisite: consent of department chair.

501 RESEARCH TECHNIQUES IN MUSIC

The techniques of research in music and music education are investigated and applied. Bibliography is explored and standard sources are used.
1 semester hours. Prerequisite: consent of instructor.

505 SYSTEMS OF MUSICAL ANALYSIS

This course investigates appropriate systems of analysis for music from Gregorian Chant to contemporary works. Special emphasis is placed on modal theory, theories of Schenker and Hindemith, and set theory.
1 semester hours.

521 THE SYMPHONY

The history of the symphony with emphasis on its continuous stylistic and formal development is presented. Analytical procedures are stressed, and the student investigates individual symphonies.
1 semester hours.

522 OPERA

The opera from Monteverdi to the present, with approximately equal emphasis on each century involved, is studied. Analytical procedures are stressed, and the student investigates individual works.
1 semester hours.

560 SEMINAR IN MUSIC LITERATURE

The seminar concentrates on a selected topic and offers intensive study of a major composer or of an important historical development. Knowledge of research techniques is also emphasized.
1 semester hours. Prerequisite: consent of instructor.

561 563 LARGE ENSEMBLES

These are open to all qualified students by audition. Participation for the full academic year is required in order to be eligible for credit.

- 561 Chorus
- 562 Symphonic Band
- 563 Orchestra

(4) 1 semester hours.

564-566 CHAMBER ENSEMBLES

These are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.

564 Chamber Music Ensemble

(Instrumental and vocal chamber music, including duos, trios and quartets)

565 Jazz Ensemble

566 Chamber Singers

(Open only to members of the college chorus)

(4) 1 semester hour.

570-588 APPLIED MUSIC

Private study is available in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees.

- 570 Violin
- 571 Viola
- 572 Cello
- 573 Spring Bass
- 574 Voice
- 575 Clarinet-Saxophone
- 576 Flute
- 577 Oboe-English Horn
- 578 Bassoon
- 579 Trumpet

(1) 2 semester hours. Prerequisite: graduate standing.

590 INDEPENDENT STUDY

The student, with the guidance of a faculty adviser, selects and thoroughly investigates a specialized topic.

1-6 semester hours.

EDUCATION (MUSIC EDUCATION)

309 PRACTICUM IN MUSIC EDUCATION

Principles, programs and practices in teaching music at both elementary and secondary grade levels are presented. Observation of classes and initial participation in teaching are included.

6 semester hours. Prerequisite: Music 101, Psych. 216 and special departmental requirements for acceptance into music education program.

324 STUDENT TEACHING IN MUSIC EDUCATION

Student teaching is offered at the elementary and secondary levels. Students must follow the public school calendar while student teaching.

19 semester hours. Prerequisite: Ed. 309; adequate health; the attainment of an overall GPA of 2.0 a full semester prior to the commencement of student teaching; the satisfactory completion of all courses required in the major teaching field and professional sequence; adequate performance in practicum; proficiency in the operation of student-union equipment; and speech proficiency.

341 METHODS AND MATERIALS IN MUSIC EDUCATION

A study is made of the theory and pedagogy of teaching music in grades one through six. This course is not for music education majors.

(3) 2 semester hours.

424 MUSIC IN THE ELEMENTARY SCHOOL

Advanced topics of concern to the classroom and music teacher are presented. Areas covered include philosophy, contemporary methodology, research and special problems. Conducted as a workshop.

1 semester hours. Prerequisite: consent of department chair.

123 MUSIC IN THE SECONDARY SCHOOL

Areas covered include curriculum planning and development, scheduling, the general music class, the performing class and special areas such as music theory and appreciation.

3 semester hours. Prerequisite: Ed. 309 or consent of instructor.

125 ADVANCED STUDIES IN MUSIC EDUCATION

Basic concepts in philosophy of music education, aesthetics, history of music education, sociology and psychology are presented.

1 semester hours. Prerequisite: consent of instructor.

166 SEMINAR IN MUSIC EDUCATION

Selected problems are investigated.

3 semester hours. Prerequisite: consent of instructor.

DEPARTMENT OF NURSING

Associate Professors

Anne Curry - Medical/Surgical
Linda Garbers - Maternity
Rebecca Lason (chair) - Maternal/Neonatal, Nursing Leadership

Assistant Professors

Marianne Barlas - Medical/Surgical
Frances Benson - Medical/Surgical
Osdy Cascone - Laboratory Director

Eleanor Carroll - Medical/Surgical
Patricia Cunningham-Warburton - Psychiatric/Mental Health
Theresa Genereux - Medical/Surgical

Margaret Hainsworth - Psychiatric/Mental Health
Dolores Harrison - Medical/Surgical
Rena Maddox - Psychiatric/Mental Health

Angela Murphy - Pediatrics
Constance Pratt (assistant chair) - Maternal/Neonatal, Nursing Leadership

Carel Shelton - Community Health
Janis Swain - Medical/Surgical
Evelyn Yeaw - Medical/Surgical

Sylvia Zaki - Psychiatric/Mental Health

Instructors
Catherine Alteri - Medical/Surgical
Francine Brem - Pediatrics

Mary Burke - Pediatrics
Carlene Casten - Pediatrics
Karen Enright - Community Health

Mary Hartley - Nutrition
Elaine Hatch - Medical/Surgical
Janice Mauro - Maternity

Sylvia Orsini - Community Health
Joan Peil - Community Health
Rachel Schiffman - Maternity

Judith Slepian - Medical/Surgical

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.

44 semester hours

Required Courses
Nursing 100, 201, 303, 304, 305, 306, 341, 345, 351, 366.
(Registered nurses take Nursing 207 instead of Nursing 100 and 201.)

28 semester hours of cognates
Required: Biology 331, 335, 346;
Chemistry 103, 104; Psychology 216, 330

Suggested Sequence

While the program is designed to take four academic years, provisions for flexibility allow students to enroll full or part time.

DEPARTMENT OF NURSING

CONTINUED

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	semester hours	Admission
First Semester		
Biology 101	4	1. A special procedure for admission into the major in nursing
Chemistry 103	4	4 which requires filing of separate application with the Department of
History 110	3	3 Nursing after specified criteria are completed. Each applicant will be
General Education	14	3 judged according to the standards for admission then in effect as pub-
		3 lished in the General College Catalog. The college reserves the right to
		3 limit the number of places available to those who qualify for admis-
		3 sion to the nursing program. Criteria are as follows:
Second Semester		
Biology 102	4	1. Completion of at least 44 semester hours including the pre-requi-
Chemistry 104	3	3 site courses: Biology 331, 348, Chemistry 103, 104, Nursing 100.
English 101	3	3 (Registered nurses are not required to take Nursing 100; they take
History 111	3	3 Nursing 207 in lieu of Nursing 100 and 201. Nursing 207 is taken
General Education (Psychology 210)	17	3 upon matriculation at Rhode Island College.)
		3 2. Attainment of a minimum overall cumulative index of 2.5.
		3 3. A grade of C or better in Nursing 100. For the registered nurse stu-
		3 dent a grade of C or better in Nursing 207.
Third Semester		
Biology 331	4	4 Note: Biology 335, Psychology 216 and 330 are not prerequisites for
Biology 348	4	4 admission. However, they are prerequisites to junior-level courses in
Nursing 106L.2	0 or 2	2 nursing.
Psychology 330	3	3 Applications for admission into the major in nursing must be filed
English 102	3	3 before October 15 for spring enrollment or, for RN or transfer stu-
	15 or 17	15 or 17 dents, before February 15 for fall enrollment. Application forms may
		4 be obtained from the Admissions Office or from the Department of
		4 Nursing.
Fourth Semester		
Biology 335	4 or 6	4 Applications are processed by the Admissions and Retention Com-
Nursing 201 or 207L	3	3 mittee of the Department of Nursing. Each student will be informed by
General Education	15 or 17	15 or 17 letter of the action taken.
		3 The admissions procedure is currently under review and subject to
		4 change in the future. Students will be notified of changes in writing.
Fifth Semester		
Nursing 303-304	6	6 Students who have been declined admission to the nursing program
Nursing 305-306	6	6 for academic reasons are allowed to reapply only one additional time.
General Education	3	3 Re-application must be made within two years of the original applica-
Free Elective ¹	16	16 tion. Exceptions will be considered on an individual basis.
		3 Non-registered-nurse students who have been accepted into the
		3 nursing program and who do not enroll in Nursing 201 by the end of
		4 the official registration period immediately following acceptance, and
		6 do not inform the department in writing of the reason for non-
		3 enrollment, will forfeit their acceptance. These students may reapply
		3 for admission only one additional time.
	16 or 17	16 or 17
Sixth Semester		
Nursing 341	5	5 RN Students
Nursing 345	4	4 The Department of Nursing has developed learning tracks to enable
General Education	12	12 RN students to complete a baccalaureate program. RN students meet
		3 the same requirements for admission as other baccalaureate nursing
		3 students; they take Nursing 207 instead of Nursing 100 and 201.
		12 Nursing 207: Baccalaureate Education for Nursing is offered in the
		3 fall semester and is required before students can challenge the junior
		3 level nursing courses. These junior-level challenge examinations are
		3 offered in late fall.
		3 The Senior Level Placement Process is offered only in the spring
		3 semester to RN students who qualify for Nursing 341 and Nursing 345.
	13-15	13-15 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.

¹Nursing 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.

²Registered nurses take Nursing 207 instead of Nursing 100 and 201.

³Students are advised that 120 semester hours are required for graduation and that they should choose their electives in order to satisfy this requirement.

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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 undergraduate Academic Policies in the introductory section of this catalog for required indices). Students in nursing must achieve a grade of C or better in all required nursing courses. One course in nursing may be repeated once. A student who does not receive a grade of C the second time in the course or who sustains another failure in any nursing 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 receive 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 Department of Nursing Student Handbook.

The Credit/No Credit option is not permitted in required courses and repeats 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 college Student Handbook.

Health Requirements

Freshman students are required to have a completed College Medical form and record of chest X-rays on file in the college's Health Services. Verification of College Medical form and annual PPD test must be submitted with the department application. The Verification record form is available from the Department of Nursing. Each year thereafter students will provide evidence to the college's Health Services of a negative PPD test, and follow-up chest X-ray if indicated. Before beginning Nursing 304, students must have obtained a Rubella Titer and nasal culture.

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.

DEPARTMENT OF NURSING

CONTINUED

COURSE OFFERS

For nursing majors only unless otherwise indicated.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

NURSING

100 NURSING I

An orientation to the profession, the role and the history of nursing is provided in this course. Offered only in the fall semester. 2 semester hours. Prerequisite: declared nursing major (open only to students prepared to apply to the department for admission to the program).

201 NURSING II

This course provides an opportunity for beginning analysis and application of nursing concepts. Emphasis is placed on the development of cognitive, interactive and psychomotor skills in the assessment phase of the nursing process. Practicum included. 6 semester hours. Prerequisite: Nursing 100 and admission to nursing program.

207 BACCALAUREATE EDUCATION FOR NURSING

Emphasis is on the nursing process as the scientific methodology for nursing practice. Communication, teaching-learning and accountability are key elements. Required prior to admission into nursing program. 4 semester hours. Prerequisite: licensed registered nurse students accepted at Rhode Island College.

303 NURSING III

This course examines nursing interventions in stress situations affecting the mental and emotional health of individuals, families and communities. A practicum in the care of the emotionally ill client is provided. 4 semester hours. Prerequisite: Nursing 201, Psych 130, Bio 335.

304 NURSING IV

This course examines nursing management of the stress process as it relates to the mental and at-risk childbearing/childrearing experiences of individual and family human systems. Practicum included. 4 semester hours. Prerequisite: Nursing 201, Psych 130, Bio 335.

305 NURSING V

Common stressors affecting the biophysical subsystems of the individual are analyzed. Sociological and psychological subsystems are studied in relation to predictable states of altered well-being. Practicum included. 6 semester hours. Prerequisite: Nursing 201, Bio 335, Psych 216 and 180.

306 NURSING VI

The unique aspects of professional nursing care of children and their families are examined. Principles of growth and development are analyzed. Practicum in acute-care and community settings are provided. 6 semester hours. Prerequisite: Nursing 201, Bio 335, Psych 130.

311 NURSING AND PHILOSOPHICAL ISSUES IN HEALTH CARE

Fundamental philosophical concepts are discussed in the context of ethical issues affecting contemporary health care and nursing practice. 3 semester hours. Prerequisite: registered nurses and nursing majors with working experience in the health-delivery system.

312 DEATH AND DYING

Various end-of-life phenomena associated with the dying process as they are manifested in individuals of all ages. Various customs and related customs and rituals are also studied. May be elected by students in programs other than nursing. 3 semester hours. Prerequisite: consent of instructor.

313 HEALTH MAINTENANCE OF THE ELDERLY

This course focuses on levels of prevention and methods of assisting elderly individuals to maintain their optimal level of health. May be elected by students in programs other than nursing. 3 semester hours. Prerequisite: consent of instructor.

314 ALCOHOLISM: THE PROBLEM, THE PERSON AND THE FAMILY

Students study the impact of alcoholism on the person, the family, society, and on health professionals. Basic skills in managing all aspects of this problem are developed. 3 semester hours. Prerequisite: generic students who are juniors and seniors or RN students.

315 PHARMACOLOGY

Nurses are provided with an overview of drugs in use, their indications, dosage, side effects and interactions. Classification of drugs by generic and trade name and chemical structure is included. Emphasis is on nursing considerations, rather than medical and biochemical aspects of pharmacology. 4 semester hours. Prerequisite: Biology 101-102 and Chemistry 103-104, or consent of instructor.

316 PHYSICAL ASSESSMENT OF THE ADULT

The purpose of this course is to provide an understanding of health history and to develop the skills of inspection, palpation, percussion and auscultation. 6 semester hours. Prerequisite: Nursing 305 and 306.

317 ISSUES IN WOMEN'S HEALTH

Focus is on the women's health movement and on issues in women's health that have arisen from this movement. The course analyzes the role of women as workers in the health care system. It is designed to help students develop a heightened awareness of women's health issues and a greater sensitivity to women who experience health problems specifically related to their sexuality. 3 semester hours.

318 COMMUNICATION INTERPERSONAL SKILLS FOR NURSES

This course introduces students to the complex process of human communication. Specific content related to theories and techniques of communication are investigated. Students use communication concepts to demonstrate specific techniques in interviewing, nurse-client interaction and assertive communication. 3 semester hours.

341 NURSING VII

The actual and potential stress factors of complex health problems and their effects on human systems are examined. Emphasis is placed on the application of the nursing process and the teaching-learning process to assist clients in acute-care settings. Practicum included. 3 semester hours. Prerequisite: Nursing 301, 304, 305, 306; Psych 216.

345 NURSING VIII

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 covered. Practicum included. 4 semester hours. Prerequisite: Nursing 301, 304, 305, 306; Psych 216.

351 NURSING IX

Emphasis is on professional role analysis, leadership knowledge and skills, and use of the research process. Practicum included. 3 semester hours. Prerequisite: Nursing 341 and 345.

366 NURSING X

The historical development of professional nursing and nursing as part of the health care system are examined. Students identify factors affecting trends in the profession. Issues and problems are explored with possible alternatives suggested. 2 semester hours. Prerequisite: Nursing 341 and 345, or consent of instructor.

PHYSICAL SCIENCES

(Department of Physical Sciences)

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Professors

Kenneth Barst - General Chemistry, Inorganic Chemistry
Arthur Laferriere - Organic Chemistry
Charles Marzocco - General Chemistry, Physical Chemistry
J. George O'Keefe - Physical Science, Astronomy

Associate Professors

Minor Brubaker - Earth Science
George Ducky - Analytical Chemistry
Richard Gehrberbeck - Astronomy, History of Science
Barry Gilbert - General Physics, Atomic and Nuclear Physics
Peter Glantz - General Physics, Quantum Physics

David Greene - General Chemistry, Inorganic Chemistry
Elaine Magyar - General Chemistry, Organic Chemistry
John Peterson - Physical Science, Astronomy
Robert Viere - General Physics, Meteorology

John Williams (chair) - General Chemistry, Organic Chemistry
Assistant Professors

Stephen Barabas - General Chemistry, Inorganic Chemistry
James Magyar - Instrumental Analysis and Identification of Organic Compounds

Programs of Study

Majors: General Science (B.A.); Physical Sciences (B.A.).
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 cognate mathematics. The major prepares students to teach in junior high school.

Required Courses

Biology 101, 102, Chemistry 103 or 103H, 104 or 104H;
Physical Science 212, and 214 or 216; Physics 101-102
or 103-104

Choices in Major

Two additional courses at the 200-level or above in one of the
four areas: biology, chemistry, physical science, physics

Cognates

Required: Mathematics 209, 212, 313

Retention

To continue in the major beyond the second year, a student must have
at least a 1.69 average in all mathematics courses completed.

Suggested Sequence (Freshmen)

First Semester

Physics 101

Mathematics 209

English 101

History 110

Second Semester

Physics 102

Mathematics 212

English 102

History 111

General Education

PHYSICAL SCIENCES

CONTINUED

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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 in mathematics. 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.

Required Courses

Chemistry 103 or 103H, 104 or 104H, 305-308; Physical Science 107, 108; Physics 101-102 or 103-104, 300

Choices in Major

One course from Chemistry 205, 303, 304
Two courses from Physics 203, 301, 303, 307, 308

Cognates

Mathematics, through Mathematics 314. Ordinarily this includes Mathematics 209, 212, 313, 314.

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	Chemistry 104
Physics 101	Physics 102
Mathematics 209	Mathematics 212
History 110	History 111

GRADUATE PROGRAMS

Advisors: J. George O'Keefe, George Decker, John Peterson and Minor 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	6
Six semester hours of mathematics may be included, with adviser's approval.	21
Total:	30

Program Requirements - M.A.T.-C.

Humanistic and Behavioral Studies
Education Courses, including student teaching
Physical and Biological Sciences

<i>semester hours</i>
16
13-15
12
Total: 35-37

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 interview.

<i>Program Requirements - Certified Teachers</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction	3
Chemistry and Physics	6
Six semester hours of mathematics may be included, with adviser's approval.	21
Total:	30

Program Requirements - M.A.T.-C.

Humanistic and Behavioral Studies
Education Courses, including student teaching
Chemistry or Physics

<i>semester hours</i>
16
13-15
12
Total: 35-37

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 semester 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

See *Chemistry and Physics* also.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

PHYSICAL SCIENCE

103 PHYSICAL SCIENCE

The processes and natural laws which control our physical environment are investigated. Four major conceptual schemes: matter, force and motion, energy, and chemical change are examined. Experiments emphasize principles rather than precision. This course is not open for credit for those who have received credit for Physics 101 or 103. Lecture and laboratory.

15-4 semester hours.

107 PRINCIPLES AND PROJECTS IN PHYSICAL SCIENCE - WOOD AND METALWORKING

The student selects two or more projects from an approved list, constructs them and demonstrates their operation and usefulness. This course is graded H, S or U.

1 semester hour.

108 PRINCIPLES AND PROJECTS IN PHYSICAL SCIENCE - ELECTRONICS AND GLASSBLOWING

The student selects two or more projects from an approved list, constructs them and demonstrates their operation and usefulness. This course is graded H, S or U.

1 semester hour.

150 ENVIRONMENTAL SCIENCE PRINCIPLES

Physical science principles are applied to environmental problems. Topics include energy, natural resources and pollution. Primary emphasis is given to developing an understanding of the physical laws which describe our environment. Student projects are an integral part of the course. Lecture and laboratory.

16-17 semester hours.

205 EARTH'S PHYSICAL ENVIRONMENT

Topics in geology, meteorology and oceanography provide 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. Lecture only. Credit will not be allowed for both Geography 205 and Physical Science 205.

3 semester hours.

210 INTRODUCTION TO ASTRONOMY

This course provides a description of our solar system, the sun and other stars, galaxies and the universe. Basic physical principles are developed as needed to provide the scientific basis for the course. Lecture only.

3 semester hours.

212 INTRODUCTION TO GEOLOGY

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. Lecture and laboratory.

3 semester hours.

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PHYSICAL SCIENCES

CONTINUED

PHYSICS

(Department of Physical Sciences)

214 INTRODUCTION TO METEOROLOGY

The structure of the atmosphere and the processes relevant to the study of weather are considered. Emphasis is on the physical laws which govern atmospheric phenomena. Lecture only.

1 semester hours.

216 INTRODUCTION TO OCEANOGRAPHY

Emphasis is on basic principles, concepts and interrelationships, including the ocean bottom, seawater, energy, forces and motions, waves, tides and marine resources. Examples are selected which emphasize the importance of the ocean to the state of Rhode Island. Lecture only.

1 semester hours.

217 APPLIED MARINE SCIENCE

Basic concepts of marine science are applied to seamanship principles. Topics selected are usually included on vessel operators license examinations. They include compass and chart reading, navigation, currents and tides, laws and safety, and rules of the road. Lecture and laboratory.

(4) 3 semester hours.

220 SCIENCE AND SOCIETY

The class will discuss a science, the benefits to society, the costs in the broadest sense, the current impact and the projected impact on future generations.

3 semester hours.

221 THE ENERGY PROBLEM

Fossil fuels, wind energy, solar thermal energy, photovoltaic energy, OTEC, nuclear energy, as well as tidal and wave energy are analyzed in terms of availability, dollar cost, conversion efficiency, applicability, environmental and social cost, and economic tradeoffs.

3 semester hours.

331 GENERAL OCEANOGRAPHY

This is an intermediate study of the total marine environment. Topics 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. Lecture only.

3 semester hours. Prerequisite: Physics 102 or 104 or consent of department chair.

338 THE RISE OF MODERN SCIENCE

This course explores the origins, characteristic features and implications of the scientific revolution since the sixteenth century. Starting with a review of ancient and medieval science and technology, it focuses on the development of a mechanical world view and the application of this view to society and culture. Students cannot receive credit for both History 338 and Physical Science 338.

(4) 3 semester hours. Prerequisite: Hist. 110-111.

390 INDEPENDENT STUDY IN PHYSICAL SCIENCE

Students study under the guidance of a member of the physical science faculty. The particular area of physical science is selected on the basis of the interest of the student and instructor.

3 semester hours. Prerequisite: consent of department chair.

391, 392, 393 RESEARCH IN PHYSICAL SCIENCE

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.

1-3 semester hours. Prerequisite: consent of department chair.

Professor

J. George O'Keefe - Physical Science, Astronomy

Associate Professors

Minor Brodbeck - Earth Science

Richard Golembek - Astronomy, History of Science

Barry Gilbert - General Physics, Atomic and Nuclear Physics

Peter Glanz - General Physics, Quantum Physics

John Peterson - Physical Science, Astronomy

Robert Vienn - General Physics, Meteorology

Program of Study

Minor: Physics.

Minor in Physics

The minor consists of five courses in physics in any combination (minimum of 17 semester hours).

COURSE OFFERINGS

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

PHYSICS

101-102 GENERAL PHYSICS

The first semester of this non-calculus-based 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. Lecture and laboratory.

(12) 8 semester hours. Prerequisite: successful completion of Physics 101 or equivalent as a prerequisite to Physics 102.

103-104 GENERAL PHYSICS

This is a calculus-based sequence. Topics covered are those listed in Physics 101-102. Lecture and laboratory.

(12) 8 semester hours. Prerequisite: Math. 212; Physics 103 or equivalent for Physics 104.

105 OPTICS

The principles and applications of geometrical, physical and quantum optics are covered. Specific topics include reflection and refraction at boundaries, lenses, polarization, interference, diffraction and spectra. Laboratory experiences include optical bench measurements, spectral analysis and laser holography. Lecture and laboratory.

(4) 1 semester hours. Prerequisite: Physics 102 or 104 and Math. 212.

106 ATOMIC AND NUCLEAR PHYSICS

Atomic physics covers relativistic mechanics, atomic structure and electromagnetic radiation, especially optical and X-ray. Nuclear physics covers radioactivity, disintegration processes, fission and fusion, and elementary particles. Experiments are designed to emphasize these concepts. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Physics 102 or 104, and Math. 113 preceding or concurrent.

107 ELECTRICITY AND MAGNETISM

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. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Physics 102 or 104, and Math. 114 preceding or concurrent.

108 INTERMEDIATE MECHANICS

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. Lecture only.

3 semester hours. Prerequisite: Physics 102 or 104, and Math. 316 preceding or concurrent.

307 QUANTUM MECHANICS

Topics include the breakdown of classical physics, the wave function as a means of describing particle and wave properties, the development of the Schrödinger Equation and solutions to simple eigen value problems. Spin, transition probabilities, magnetic properties and related topics are also covered. Lecture only.

1 semester hours. Prerequisite: Physics 300 and Math. 314.

308 ATMOSPHERIC PHYSICS

Basic classical physics is applied to the study of atmospheric processes. The principles of thermodynamics, radiation and hydrodynamics are expressed in forms pertinent to the atmosphere and are applied to appropriate atmospheric phenomena. Lecture only.

3 semester hours. Prerequisite: Physics 102 or 104 and Math. 313.

390 INDEPENDENT STUDY IN PHYSICS

Students study under the guidance of a member of the physical science faculty. The particular area of physics is selected on the basis of the interest of the student and instructor.

3 semester hours. Prerequisite: consent of department chair.

391, 392, 393 RESEARCH IN PHYSICS

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.

1-3 semester hours. Prerequisite: consent of department chair.

DEPARTMENT OF POLITICAL SCIENCE

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Professors

Eugene Perry — *Political Philosophy, Civil Liberties, First Amendment Theory*
 Victor Prushko — *Political Parties and Elections, State and Local Government*
 Herbert Winter — *European and Comparative Politics, International Politics, Political Ideologies*
Associate Professors
 Nancy Opejlander — *Research Methodology, Computer Applications, Urban Politics*
 John Parrotta — *Public Policy, Urban Politics*
 Carey Rickabaugh — *Public Law, International Politics, Developmental Politics*
 Milburn Soome (chair) — *Asian Politics, Urban Policy, Political Behavior*

Programs of Study

Major: Political Science — General Major or with emphasis in Public Administration (B.A.).
Minors: Political Science, Criminal Justice.

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.

semester hours

<i>Required Courses</i>	6
Political Science 202, 360	
<i>Choices in Major</i>	24
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)	
<i>Cognates</i>	12
At least 12 semester hours in related disciplines, with adviser's approval	

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.

semester hours

<i>Required Courses</i>	13
Political Science 202, 255, 329, 360	
<i>Choices in Major</i>	17
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	12
<i>Cognates</i>	
At least 12 semester hours in related disciplines, with adviser's approval	

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

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

POLITICAL SCIENCE

130 INTRODUCTION TO POLITICAL SCIENCE

The focus of the course introduces the student to the scope and methods of the discipline, and considers political ideologies, socialization and institutions.

3 semester hours

202 AMERICAN GOVERNMENT

The objective 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.

3 semester hours

204 INTRODUCTION TO POLITICAL THOUGHT

This course investigates 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.

3 semester hours

206 INTERNATIONAL POLITICS

Emphasis is placed on the principles of international politics. Attention is given to the motivations and objectives of nation-states, the impact of nationalism, the causes of war and the resolution of international conflict.

3 semester hours

207 INTRODUCTION TO COMPARATIVE POLITICS

This course considers the concepts which political scientists use to understand the diversity of major nation-states. It examines the variety of political organizations and processes which characterize modern countries. Emphasis is given to the way national political systems respond to key problems.

3 semester hours

208 INTRODUCTION TO THE LAW

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.

3 semester hours

211 THE POLITICS OF COMMUNITY ACTION GROUPS

The focus is on the formulation and development of community action groups in low-income communities. Constituencies, tactics, goals and roles are examined. Students are placed with community groups in the area as a part of the course.

4 semester hours

255 PUBLIC ADMINISTRATION

This course introduces 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.

3 semester hours

300 METHODOLOGY IN POLITICAL SCIENCE

Philosophical, historical and quantitative techniques of political analysis are examined. The objective is to familiarize the students with these methodological tools in order to enable them to critically evaluate the literature of the discipline.

4 semester hours. Prerequisite: one political science course at the 200-level.

303 INTERNATIONAL ORGANIZATION

Consideration is given to the structure, process and activity of global and regional organizations with respect to the maintenance of peace, settlement of disputes and the promotion of international welfare.

3 semester hours. Prerequisite: one political science course at the 200-level or consent of instructor.

305 URBAN POLITICS

The focus is on political behavior in the urban setting. In addition, emphasis is given to a variety of metropolitan systems of governance.

3 semester hours. Prerequisite: one political science course at the 200-level.

307 AMERICAN POLITICAL BEHAVIOR

Emphasis is given to such aspects of political behavior and analysis within the American political culture as voting, political socialization, organization and leadership, and the formulation and impact of public opinion.

3 semester hours. Prerequisite: one political science course at the 200-level or consent of instructor.

309 WOMEN AND POLITICS

The focus is on the increasing involvement of women in the politics and issues of contemporary America. The political socialization, voting behavior and political role playing of women in government are all discussed.

4 semester hours. Prerequisite: one political science course at the 200-level or consent of instructor.

313 HISTORY OF POLITICAL THOUGHT

The great figures in the history of political philosophy are studied in relation to the perennial questions of political organization, the nature of man, the limits of government and the essence of justice.

4 semester hours. Prerequisite: one political science course at the 200-level.

314 CONCEPTS IN CONTEMPORARY POLITICAL THOUGHT

Emphasis is upon modern theories of politics and political inquiry. Theories of the nineteenth and twentieth centuries are studied in relation to modern problems and issues in political thinking.

3 semester hours. Prerequisite: two political science courses at the 200-level, including Pol. Sci. 204, or consent of instructor.

322 COMPARATIVE STATE POLITICS

Emphasis is placed on the factors, processes and institutions which shape policy formation at the state level in the United States. Attention is given to political culture, citizen participation, and parties and elections.

4 semester hours. Prerequisite: two political science courses at the 200-level.

325 PUBLIC ADMINISTRATION IN STATE AND LOCAL GOVERNMENT

Through the use of case studies, attention is given to such basic public administration concerns as goal formation and attainment, personnel motivation and management, and budgetary planning and evaluation.

3 semester hours. Prerequisite: two political science courses at the 200-level, including Pol. Sci. 255, or consent of instructor.

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DEPARTMENT OF POLITICAL SCIENCE

CONTINUED

327 INTERNSHIP IN STATE GOVERNMENT

Through field experience placements in the government of Rhode Island, students are able to integrate classroom theory with political reality. This integration is facilitated by a weekly lecture series involving the participation of appropriate political leaders and academics.

4 semester hours. Prerequisite: recommendation of the Academic Advisory Committee of the State Inequality Commission.

328 FIELD EXPERIENCES IN THE PUBLIC SECTOR

Students are assigned to cooperating local, state or national agencies, political parties or interest groups. Students meet individually with a faculty member and undertake assignments designed to relate the field experiences to academic concepts.

4 semester hours. Prerequisite: consent of instructor.

329 PRACTICUM IN PUBLIC SERVICE

Selected public service concepts and theories are explored in depth in a practicum and integrated internship experience under the joint supervision of a faculty member and the field agency. The course is designed for political science-public administration majors. An effort is made to make placements in accordance with the student's needs.

4 semester hours. Prerequisite: Pol. Sci. 202 and consent of instructor.

331 COURTS AND PUBLIC POLICY

The focus is on the role of the United States Supreme Court in policy-making. Through case analysis, attention is given to the impact of judicial policy-making on the Presidency, federal policing, inter-governmental relations, taxing and other selected public policy areas.

4 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202.

332 CIVIL LIBERTIES IN THE UNITED STATES

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 the justifications offered for those decisions.

4 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202.

333 JURISPRUDENCE AND THE AMERICAN JUDICIAL PROCESS

The nature of law is examined through the analysis of selected theories of jurisprudence, and attention is given to judicial organization and process, judicial administration and politics, and judicial behavior at both the state and national levels.

3 semester hours. Prerequisite: one political science course at the 200-level.

341 THE POLITICS OF DEVELOPMENT

Emphasis is on the theories of political development and an analysis of political problems and processes in developing areas of the world.

4 semester hours. Prerequisite: one political science course at the 200-level or consent of instructor.

343 THE POLITICS OF WESTERN DEMOCRACIES

In-depth comparative analysis is given to the political structures, processes and policies of the principal West European and Anglo-American post-industrial societies.

4 semester hours. Prerequisite: one political science course at the 200-level.

345 COMPARATIVE FOREIGN POLICY

This course is designed to examine the foreign policy-making processes and the foreign policies of selected major political systems.

4 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 200 or 207.

351 PARTIES AND ELECTIONS IN AMERICA

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.

4 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202.

352 POLITICS OF BUREAUCRACY

The theory, organization and operational dynamics of modern bureaucracy are considered in the context of such variables as environment, value and power.

3 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202 or 253.

355 POLICY FORMATION PROCESS

Public policy formulation, from input to output, by the major institutions of government is stressed, with particular attention being given to the internal processes and interactions of legislatures and executives.

4 semester hours. Prerequisite: Pol. Sci. 202 or consent of instructor.

356 POLICY ANALYSIS

This course deals with the substance of public policy in the United States. It focuses on various models of policy analysis which seek to explain the variables which influence the initiation, implementation and outcome of policy decisions.

4 semester hours. Prerequisite: Pol. Sci. 202 or consent of instructor.

357 THE AMERICAN PRESIDENCY

This course studies the evolution of the institution and functions of the Presidency. Emphasis is placed upon the personal characteristics of the men in office, the demands made upon them, and the resources available and applied to meet those demands. Acceptable for credit in either history or political science. However, students cannot receive credit for both History 357 and Political Science 357.

3 semester hours.

360 SENIOR SEMINAR IN POLITICAL SCIENCE

The seminar is designed to provide an integrating experience in political science, based on readings, discussions and research projects.

3 semester hours. Prerequisite: senior standing and 12 semester hours in political science.

366 SEMINAR IN CRIMINAL JUSTICE

The functions, methods and interrelations of the various parts of the criminal justice system in America are examined. Traditional and current punishment, institutional care, and rehabilitation methods are also studied. Field trips are included. Students cannot receive credit for both Sociology 366 and Political Science 366.

3 semester hours. Prerequisite: Pol. Sci. 332 and Soc. 308, or consent of department chair.

371 READINGS IN POLITICAL SCIENCE

This course is designed to examine independent readings to meet the needs of individual students in political science.

3 semester hours. Prerequisite: limited to majors; approval of political science advisor and instructor is required.

381 WORKSHOP IN PUBLIC SERVICE

Selected topics are investigated in various formats.

1-4 semester hours. Prerequisite: varies.

390 INDEPENDENT RESEARCH IN POLITICAL SCIENCE

This course provides individual students with an opportunity to select and undertake concentrated research under the supervision of a faculty adviser.

4 semester hours. Prerequisite: consent of department chair.

PORTUGUESE

(Department of Modern Languages)

Assistant Professor

Lisa Godinho - Nineteenth- and Twentieth-century Portuguese Literature, Brazilian Literature, Golden Age

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.

PORTUGUESE CONTINUED

COURSE OFFERINGS

The general prerequisite for 300- and 300-level courses in Portuguese is proficiency in intermediate Portuguese demonstrated through examination or successful completion of Portuguese 114 or its equivalent.

See Modern Languages and Literature also.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

PORTUGUESE

101 ELEMENTARY PORTUGUESE I

The basic goals of this course are to develop in the student the ability to understand, speak, read and write in Portuguese; and to gain an understanding of Portuguese life and character. A language laboratory component is required. This course is not open for college credit to students who have offered admissions credit in this language.

102 ELEMENTARY PORTUGUESE II

This course is a continuation of Portuguese 101.
4 semester hours. Prerequisite: Portuguese 101 or one year of secondary school Portuguese, or consent of department chair.

113 INTERMEDIATE PORTUGUESE

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 required.
3 semester hours. Prerequisite: Portuguese 102 or 110, or three years of secondary school Portuguese, or a score of 300-549 on the CEEB Admissions Test in Portuguese.

114 READINGS IN INTERMEDIATE PORTUGUESE

Emphasis is placed on the development of both the reading skill and an appreciation of literature 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.
3 semester hours. Prerequisite: Portuguese 113 or equivalent, or consent of department chair.

201 CONVERSATION AND COMPOSITION

The use of correct spoken Portuguese on an advanced level is emphasized. Careful attention is given to the correction of pronunciation through practice in the Language Laboratory and elementary work in phonetics.
4 semester hours. Prerequisite: Portuguese 114 or equivalent, or consent of department chair.

202 COMPOSITION AND CONVERSATION

Writing skills in Portuguese are emphasized 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.
4 semester hours. Prerequisite: Portuguese 114 or equivalent, or consent of department chair.

230 THE PORTUGUESE WORLD, PORTUGAL AND THE ISLANDS

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.

231 THE PORTUGUESE WORLD: BRAZIL

The geography and the political and cultural history of Brazil are traced from origins to modern times. The course is conducted in Portuguese.
3 semester hours.

301 SURVEY OF PORTUGUESE LITERATURE I

This course is the first half of a comprehensive introduction to the principal movements, genres and authors of Portuguese literature.
3 semester hours.

302 SURVEY OF PORTUGUESE LITERATURE II

This course is a continuation of Portuguese 301.
3 semester hours.

311 SURVEY OF BRAZILIAN LITERATURE I

This course is the first half of a comprehensive introduction to the principal movements, genres and authors of Brazilian literature.
3 semester hours.

312 SURVEY OF BRAZILIAN LITERATURE II

This course is a continuation of Portuguese 311.
3 semester hours.

320 APPLIED GRAMMAR

A practical application of grammar in both oral and written forms and intensive study of construction and of idiomatic expressions are included.
3 semester hours.

PRE-LAW PREPARATION

Corey Ruckabaugh, Adviser

Rhode Island College is comparable with other baccalaureate degree granting institutions as an appropriate environment for a pre-law education. The college offers a range of experiences which help prepare the student for entrance into law school.

No specific major or curriculum is required or recommended by law schools as a prerequisite for admission. One can major in any of a dozen or more possible fields and go on to law school with equal facility. Accordingly, the selection of liberal arts electives which familiarize the pre-law student with society, history, philosophy and government is as important as the choice of a major. Success in and contribution to some fields of law also increasingly require preparation in such areas as communication skills, accounting and computer science.

A primary criterion for admission to law school is performance on the Law School Admissions Test (LSAT). All law schools require applicants to submit their LSAT score. Revised in 1982, the new LSAT is both "... a standardized test designed to ... measure ... an examinee's ability to handle new situations and problems," and an examination requiring the writing of an impromptu essay on a controversial topic or situation. The former is scored in comparison with all others taking the LSAT on a given date around the country. The latter essay part is scored and utilized by the admissions committee of the individual law school as it sees fit. (See Law School Admissions Service General Information Booklet, 1982-83, p. 5.)

The LSAT examination is given four times a year at test sites throughout Rhode Island and the nation. Students who wish to apply to enter law school in the month of September, and especially if they are going to seek financial support, should preferably take the LSAT in October or December of the preceding year.

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 law school applicant should demonstrate a strong grade point index, both in the major and overall course work.

Early in their undergraduate programs, those interested in law school should discuss with the college's pre-law adviser the particulars of taking the LSAT and law school application procedures and strategies.

PRE-MEDICAL, PRE-DENTAL PRE-VETERINARY PRE-OPTOMETRY PREPARATION

Richard Keogh, Arthur Lafforence and Elaine Magyar, 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 major. Applicants must also demonstrate some knowledge of work in the laboratory of study is required for application, a biology or chemistry major will provide excellent 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

144

Ina Laugh, Advisor

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

First Semester

Biology 101	4
Chemistry 103	4
English 110	4
Mathematics 181 or 204	3-4
	15-16

Second Semester

Biology 102	4
Chemistry 104	3
Mathematics 182 (following 181)	3
Psychology 210	4
	14

Third Semester

Biology 331	4
Physics 101	4
General Education ¹	6
	14

Fourth Semester

Biology 335	4
Physics 102	4
General Education ¹	6
	14

¹This course must be chosen in consultation with an adviser.

University of Connecticut

Summer Session

(Following the sophomore year)	
Health Sciences 203	5
Physical Therapy 201	4
Allied Health 201	1
	10

Fifth Semester

Health Sciences 203	5
Physical Therapy 202	3
Health Sciences 205	2
Allied Health 260 or Allied Health 234	13

Sixth Semester

Physical Therapy 260	4
Physical Therapy 203	3
Physical Therapy 237	3
Allied Health 260 or Allied Health 234	12

Summer Session

Physical Therapy 204	3 or 4
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Seventh Semester

Physical Therapy 205	5
Physical Therapy 238	3
Allied Health 240	2
Interdisciplinary 200	2
	13

Eighth Semester

Physical Therapy 206-207	7-7
	14

Transfer to the University of Connecticut

Upon completion of 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.

RADIOLOGIC TECHNOLOGY PROGRAM

145

Ina Laugh, Advisor

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 option 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 option 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.

Required Courses

Biology 101, 102, 331, 335, 347; Chemistry 103, 104, 309-2; Physics 101, 102; Education 314 or Management 221; General Education (one course)

Option

Each student must select one of the following options:

A. Education

Two courses from the following: Education 431, 432; Instructional Technology 304

B. Management

Two courses from Management 225, 326, 351

¹Biology 351: Cross-sectional Anatomy (offered through continuing education) may be substituted for Biology 331. Human Anatomy with consent of the adviser.

²Physics 350: Radiographic Instrumentation (offered through continuing education) may be substituted for Chemistry 309. Nuclear and Radiation Chemistry with consent of the adviser.

Suggested Sequence

First Semester

Biology 101	4
Chemistry 103	3
Management 221 or Education 314	3
	11

Second Semester

Biology 102	4
Chemistry 104	3-4
Education or Management Elective	3
	11-12

Summer Session

Physics 101-102	8
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Third Semester

Biology 331	4
Chemistry 309	3
Education or Management Elective	3
	10

Fourth Semester

Biology 335	4
Biology 347	3
General Education	3
	10

COURSE OFFERINGS

See participating departments.

semester hours

semester hours

6-7

SOCIAL SCIENCE

Katherine Murray, Director

Programs of Study

Major: Social Science (B.A.)
Teaching Concentration: Social Science (B.S.)

Major in Social Science

Social science is an interdisciplinary major requiring a minimum of 33 semester hours selected from courses in anthropology, economics, geography, history, political science and sociology. The major accommodates those students who are seeking a broad liberal arts education in the area of the social sciences, as well as students wanting to develop a specialized focus on a topic or area of mutual concern to the respective social science disciplines. Social science is also an appropriate major for students in elementary and secondary education.

Students in the secondary education/social science major must complete 18 semester hours of history in their total college program. This state certification requirement may be met by consulting history courses taken to fulfill the General Education requirements in addition to those taken as part of the social science major.

Students who major in social science may not count their General Education courses toward the requirement of the major.

Core (Required of All Students)

Social Science 300

Two courses from among Social Science 310-312;

315-318 and an appropriate topics course

Liberal Arts and Secondary Education

Eight additional courses selected from the social science disciplines (anthropology, economics, geography, history, political science and sociology). Six of these courses must be at the 300-level; no more than three courses from any one discipline may be counted in the major.

Elementary Education

Seven additional courses selected from the social science disciplines. Four of these courses must be at the 300-level or above; no more than three courses from any one discipline may be counted in the major.

Cognates

There are no required cognates in the social science program. Students are encouraged to develop additional competencies in foreign language, computer use, etc., as may be necessitated by their individual career goals.

Teaching Concentration in Social Science

See Department of Elementary Education for description.

COURSE OFFERINGS

See participating departments also.

The following courses are taught by members of the Departments of Anthropology and Geography, Economics and Management, History, Political Science, and Sociology.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the program director for details.

SOCIAL SCIENCE

201 INDIVIDUAL AND SOCIETY IN NON-WESTERN CIVILIZATIONS

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.

3 semester hours.

205 BETWEEN PAST AND FUTURE: SOCIETY, CULTURE AND CHANGE IN THE CONTEMPORARY WORLD

The impact of change on society and culture is examined, bringing the data, perspectives and methods of the social science disciplines to bear on the investigation of a specific cultural, social, and philosophical or moral dimension of the human condition in the contemporary world.

3 semester hours.

300 SOCIAL SCIENCE PERSPECTIVE

An investigation is 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 are correlated.

3 semester hours. Prerequisite: specifically designed for social science majors who have completed 18 semester hours of work in the social sciences in the pattern of the major.

310 AFRICA

The social and political structures and related problems of changing Africa are considered. Social science faculty members and visiting specialists may lecture in their fields of specialization.

3 semester hours. Prerequisite: any 200-level course in the social sciences.

311 LATIN AMERICA

Changes in Latin American societies during the twentieth century are examined in terms of geographic and historic origin and political, social and economic implications. Social science faculty members and visiting specialists may lecture in their fields of specialization.

3 semester hours. Prerequisite: any 200-level course in the social sciences.

312 THE MIDDLE EAST

The focus is upon Middle Eastern societies and their structural addition to the dynamics of change in the twentieth century.

Social science faculty members and visiting specialists may lecture in their fields of specialization.

3 semester hours. Prerequisite: any 200-level course in the social sciences.

315 THE CITY IN THE TWENTIETH CENTURY

By using the perspectives and methods of the various social sciences, the city is examined. Issues related to the historical development and contemporary problems of twentieth-century cities are considered.

3 semester hours. Prerequisite: any 200-level course in the social sciences.

316 THE CITY IN THE ANCIENT WORLD

This course examines the development of urban centers between 3000 BC and 400 AD, focusing on the integrative social, economic and religious elements in the creation of urban society. Contemporary ideas and theories relating to the nature and purpose of urbanization are examined in light of the historical evidence of early cities.

3 semester hours. Prerequisite: minimum of six semester hours of course work in any of the respective social science disciplines.

317 RELIGION AND SOCIAL CHANGE

This course explores the relationship between religion and society, focusing on the responses and adaptations made by selected religious leaders and movements to change in the wider socio-cultural systems.

3 semester hours. Prerequisite: minimum of six semester hours of course work in any of the respective social science disciplines.

318 CULTURAL PLURALISM

Focus is on the nature and dynamics of cultural pluralism in society. A comparative framework contrasting pluralism in American society with that in another selected society is used.

3 semester hours. Prerequisite: minimum of six semester hours of course work in any of the social science disciplines.

318 CULTURAL PLURALISM

See Social Science 318.

DEPARTMENT OF SOCIOLOGY

147

Professors

William Aho - Medical Sociology, Family, Caribbean Cultures
Sarah Curwood - Social Stratification, Minority Group Relations,
Environmental Sociology

Mary Hawkes-Subart - Criminal Justice, Family, Human Sexuality
Janet Mancini-William - Small Groups, Urban Sociology, Contemporary
Theory

General Zaki - Social Gerontology, Research Methods, Family

Associate Professors
Emily-Siter Adler - Research Methods, Family, Sex Roles
Pamela Jackson - Research Methods, Criminology, Quantitative
Analysis and Computer Use

Thomas Ramsey - Theory, Sexuality, Family

John Roche - Ethnic Studies, Family, Urban Sociology

Assistant Professors

Jason Blank - Theory, Collective Behavior, Personality

Danial Perry - Deviance and Crime, Classical Theory, Small Groups

Roger Clark - Research Methods, Family, Urban Sociology

Programs of Study

Major: Sociology (B.A.)

Minor: Sociology, Criminal Justice

Major in Sociology

The major in sociology requires a minimum of 32 semester hours in the discipline, plus a cognate course, Mathematics 240: Statistical Methods I.

The sociology major combines scientific and humanistic perspectives in the study of the patterns of social interaction which constitute groups, institutions and society, as well as the factors contributing to social stability and change. The major provides a useful background for careers in such fields as social research, criminology, personnel management, public administration, social work, law, community planning and politics.

Required Courses

Sociology 300, 310, 332, 333, 360 (or an approved workshop or independent study)

Choices in Major

At least four additional courses in sociology, with no more than one at the 200-level (100-level courses cannot count toward the major)

Cognate

Required: Mathematics 240 (to be taken concurrently with 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, 330 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.

semester hours

20

12

3

DEPARTMENT OF SOCIOLOGY CONTINUED

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.
Practicum Experience: through an established means such as cooperative education, an independent study.
Political Science 329 or Social Work 336
Recommended Courses: Political Science 202, 208, 211, 335, 355, 356; Psychology 330, 352, 354; Sociology 208, 306, 307, 320, 330, 331

Honors Program

Sociology majors of outstanding ability are eligible for admission to the departmental honors program. During the second semester of their junior year, or after having completed at least 60 semester hours, qualified students may apply for directed advanced study to be completed during the senior year and to culminate in a thesis and its oral defense. Upon satisfactory completion of the requirements, students are awarded a Bachelor of Arts with honors in sociology. Information on admission and requirements is available from the director of honors or the chair of the sociology department.

COURSE OFFERINGS

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 190, 290, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

SOCIOLOGY

- 171 **HUMAN SEXUALITY**
An introduction to the physiological, psychological and social aspects of human sexuality is presented. Guest lectures, panels and various audiovisual presentations provide basic information, while small group discussions allow students to exchange ideas and discuss issues. This course is graded H, S or U.
3 semester hours.
- 200 **THE SOCIAL DIMENSION**
Contemporary society is studied through the sociological perspective. Utilizing innovative learning experiences, the course provides a basic understanding of sociological concepts and their application to everyday life.
3 semester hours.
- 202 **THE FAMILY**
The family is studied as a social institution, with emphasis on its role in American society, socialization, family roles and interaction. Historical, cross-cultural and subcultural materials are used. Nuclear families are compared to other family forms.
3 semester hours.
- 204 **URBAN SOCIOLOGY**
This course explores urban and suburban life in the context of rural/urban differences and modes of metropolitan growth. Topics include cultural variety, racial and ethnic diversity, congestion, crime, poverty, population growth and shifts, and efforts to revitalize declining areas.
3 semester hours.
- 207 **CRIME AND CRIMINAL JUSTICE**
This course serves as an introduction to crime, delinquency and the criminal justice systems. The nature, extent, causes of crime, and forms of criminal expression are examined. The criminal justice system—law enforcement, the judiciary and corrections—is analyzed.
3 semester hours.
- 208 **MINORITY GROUP RELATIONS**
Examining racial and ethnic identity, prejudice and discrimination, conflict and cooperation among majority and minority groups, this course views the social dynamics of selected minority groups from historical and contemporary perspectives. Sociological theories of intergroup relations are explored.
3 semester hours.
- 211 **SOCIAL PROBLEMS**
Social sources and definitions of selected current social conditions such as overpopulation, interest-group politics, racial and sexual exploitation, and substance abuse are considered.
3 semester hours.
- 300 **SOCIOLOGICAL ANALYSIS**
The concepts and perspectives used by sociologists, the relationship between research and theory, elementary methods of data collection, and the relevance of social statistics and research design are examined.
4 semester hours. Prerequisite: any 200-level sociology course.

303 SOCIAL STRATIFICATION

The distribution of power and privilege in societies is studied. Various social characteristics such as occupation, education, ethnic and racial origin, age and sex are considered as factors important in establishing rank and class systems.
3 semester hours. Prerequisite: any 200-level sociology course.

306 FORMAL ORGANIZATIONS

In analyzing the goals, operation and impact of modern organizations, consideration is given to such characteristics as bureaucratization, the role of the bureaucrat, industrial relations and organizational change.
3 semester hours. Prerequisite: Soc. 300 or consent of department chair.

307 SOCIOLOGY OF SMALL GROUPS

Small-group phenomena such as conflict, coalition, group structure, forms of interaction, leadership, roles and change are explored from the perspective of various sociological theories. The interaction of the class provides some of the data for study.
3 semester hours. Prerequisite: any 200-level sociology course.

308 THE SOCIOLOGY OF JUSTICE AND CORRECTIONS

Law enforcement, the judiciary, rationales of punishment, traditional and current correctional practices, and relevant social policy are examined.
3 semester hours. Prerequisite: Soc. 207 and 300, or consent of department chair.

309 THE SOCIOLOGY OF DELINQUENCY AND CRIME

Theoretical orientations toward the causes of delinquent and criminal behavior are studied. Selected types of criminal behavior, as well as research, measurement and prediction methods, are also examined. Relevant social policy is explored.
3 semester hours. Prerequisite: Soc. 207 and 300, or consent of department chair.

310 METHODS OF SOCIAL RESEARCH

Social research methods are examined with focus on study design, conceptualization, measurement, methods of data collection, and statistical analysis. Students may participate in actual data collection and analysis.
4 semester hours. Prerequisite: Soc. 300 or consent of department chair.

311 SOCIOLOGY OF RELIGION

Religion is studied as a social phenomenon. Attention is given to the relationship between religion and other social characteristics such as morality, collective behavior, status and class, economics, family and politics.
3 semester hours. Prerequisite: any 200-level sociology course.

314 MEDICAL SOCIOLOGY

Topics include the influence of the social and economic environment on health and disease, and social-cultural forces affecting medicine.
4 semester hours. Prerequisite: any 200-level sociology course.

315 COMMUNITY

Critical analysis is made of the concept of community, including methods of studying the community. Historical development of human communities is examined with particular reference to the development of social institutions, their functions, structure and interrelationships.
3 semester hours. Prerequisite: any 200-level sociology course.

316 SOCIOLOGY OF EDUCATION

The school is examined as one of the major institutions in contemporary society concerned with the socialization of children (and adults). Special attention is paid to the relationship between the school, the family and social mobility in American society.
3 semester hours. Prerequisite: any 200-level sociology course.

317 SOCIOLOGY OF AGING

The process and problems of aging in our society are explored by considering varying definitions of gerontology, demographic structures and attitudes, values relevant to aging and the aged, and the stages of adulthood. A practicum component of the course requires students to be placed in community settings for 30 hours during the semester.
3 semester hours. Prerequisite: any 200-level sociology course.

319 COLLECTIVE BEHAVIOR

Collective groupings such as crowds, masses, opinion publics and social movements are analyzed by using the different theoretical perspectives from which collective behavior has been approached.
3 semester hours. Prerequisite: any 200-level sociology course.

320 SOCIAL POLICY ANALYSIS

The course critically examines and analyzes values, theories, history and politics associated with the development, implementation and evaluation of social policies and programs intended to change health, education and welfare structures.
3 semester hours. Prerequisite: Soc. 300 and Soc. Work 240 for social work majors; or consent of department chair.

330 DEVIANT BEHAVIOR

Theoretical perspectives on the societal aspects of deviant behavior are presented. Research on the labeling process, maintenance of the deviant role, the deviant subculture and the function of deviance in society are also discussed.
3 semester hours. Prerequisite: Soc. 300 or consent of department chair.

331 THE INDIVIDUAL AND SOCIETY

Current theories and research bearing upon the convergence of the individual and the social structure are examined. Contributions of several social scientific disciplines are utilized in investigating social systems, conflict situations, and especially socialization.
3 semester hours. Prerequisite: any 200-level sociology course.

332 CLASSICAL SOCIOLOGICAL THEORIES

The development and functions of sociological theory in its historical, social and scientific contexts are studied. Critical analysis is given to the more important theories from those of Comte to the early Parsons, including such theorists as Marx, Durkheim and Weber.
4 semester hours. Prerequisite: Soc. 300 or consent of department chair.

333 CONTEMPORARY SOCIOLOGICAL THEORIES

This course explores the development of sociological theory in its historical and social contexts since the early work of Parsons. Critical analysis is given to contemporary schools of theory and its representative theorists.
4 semester hours. Prerequisite: Soc. 332.

360 SEMINAR IN SOCIOLOGY

This course provides an integrating experience for the sociology major.
4 semester hours. Prerequisite: 18 semester hours in sociology, including Soc. 310 and 332.

DEPARTMENT OF SOCIOLOGY
CONTINUED

366 SEMINAR IN CRIMINAL JUSTICE

The functions and interrelations of the criminal justice system, including civil rights, criminal law, police, and courts and corrections, are explored. Field trips are included. Students may not receive credit for both Sociology 366 and Political Science 366. *3 semester hours. Prerequisite:* Pol. Sci. 332 and Soc. 306, or consent of instructor.

390 INDEPENDENT STUDY

The course can be in the form of a reading course or an independent research project. Credits and prerequisites vary.

390H-391H DIRECTED STUDY FOR HONORS

Students admitted to the honors program in sociology will write and orally defend an honors thesis in an area selected by the student in consultation with a faculty adviser. Successful completion of the thesis and defense will allow the student to be granted honors in sociology. *3 semester hours each. Prerequisite:* admission to the sociology honors program.

402 THE FAMILY AND SOCIAL INSTITUTIONS

The family is studied in relation to other major social units including economic, educational, political and religious/ideological systems. Specific questions concerning the family and social policy are addressed. *3 semester hours. Prerequisite:* six semester hours of sociology or consent of department chair.

405 SOCIAL CHANGE THEORY

By using an historical-comparative approach to major social change theories and events, attention is focused on the interrelationship between social change and social institutions and the impact on the individual and groups. *3 semester hours. Prerequisite:* six semester hours of sociology or consent of department chair.

406 THE PROFESSIONAL AND HUMAN SEXUALITY

This course in human sexuality is for persons in professions which require knowledge of and comfort with the area of human sexuality. Topics include human sexual research, dysfunction, aging and handicaps, and an introduction to educational, counseling and therapeutic roles of the professional. *3 semester hours. Prerequisite:* Soc. 101 or consent of instructor.

425 SOCIAL DATA ANALYSIS

Experience is given in the treatment, analysis, explanation and interpretation of social and behavioral sciences data. Package computer programs such as SPSS are used in the analysis and interpretation of social data. A knowledge of statistical methods is assumed. Lecture and laboratory. *4 1/2 semester hours. Prerequisite:* Soc. Work 440 or consent of instructor.

SPANISH
(Department of Modern Languages)

Associate Professors

Dix Combs (chair) - Latin American Literature, Nineteenth-century Peninsular Literature, Novel and Short Story.

M. Frances Taylor - Twentieth-century Spanish Literature, Linguistics, Culture and Civilization of Spain and Latin America.

Instructor

Hector Medina - Twentieth-century Spanish Novel, Nineteenth- and Twentieth-century Latin American Novel, Golden Age.

Programs of Study

Major: Spanish (B.A.).

Minor: Spanish.

Graduate Programs: Spanish (M.A., M.A.T.-C. Program).

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, 230 (or 231), 340	14
Choices in Major: at least six Spanish courses at the 200-level or above	18
<i>Secondary Education</i>	
Required: Spanish 201, 202, 230 (or 231), 300, 360	19
Choices in Major: at least five Spanish courses at the 200-level or above	19
(Elementary education students normally follow the secondary education program.)	

Minor in Spanish

A minor in Spanish, consisting of at least 20 semester hours, is available to students in liberal arts, secondary education and elementary education. The programs vary slightly, as described below.

<i>Liberal Arts</i>	
Required: Spanish 201, 202, and at least four additional Spanish courses at the 200-level or above	12
<i>Secondary Education</i>	
Required: Spanish 201, 202, 300 and at least three additional Spanish courses at the 200-level or above	12
<i>Elementary Education</i>	
Required: Spanish 201, 202, 230 (or 231), 300 and two additional Spanish courses at the 200-level or above	14

Honors Program

See Department of Modern Languages.

GRADUATE PROGRAMS

Advisor: M.-F. Taylor

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 major in Spanish or its equivalent.

For M.A.T.-C. program: completion with a B average or better of the Rhode Island College undergraduate major in Spanish or its equivalent.

<i>Program Requirements - Certified Teachers</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	6
Curriculum and Instruction	3
Spanish: seven courses including Spanish 510, 511 and 560 or 590	21
	4 semester hours
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

<i>Elementary School</i>	<i>semester hours</i>
Humanistic and Behavioral Studies	10
Education Courses, including student teaching	22-26
Spanish: four courses including Spanish 510, 511 and 560 or 590	12
	4 semester hours
Total:	44-48

COURSE OFFERINGS

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.

See Modern Languages and Literature also.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 550, 250, etc.) and workshops (usually numbered 190, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

SPANISH

101 ELEMENTARY SPANISH I

The basic goals of this course are to develop the ability to understand, speak, read and write in Spanish; and to gain an understanding of Spanish life and character. A language laboratory component is required. This course is not open for college credit to students who have offered admissions credit in this language. See Spanish 110.

102 ELEMENTARY SPANISH II

This course is a continuation of Spanish 101. *4 semester hours. Prerequisite:* Spanish 101 or one year of secondary school Spanish, or consent of department chair.

110 REVIEW OF BASIC SPANISH

This is a concentrated one-semester course for the student who wishes to continue study of the language begun in the secondary school. Special emphasis is placed on aspects of culture and civility as they relate to language development. The four skills: listening, speaking, reading and writing are stressed. A language laboratory component is required. Not open to students who have completed Spanish 101 or 102. *3 semester hours. Prerequisite:* two years of secondary school Spanish or consent of department chair.

112 INTERMEDIATE SPANISH

Through selected readings the student examines the cultural and linguistic heritage of the Spanish-speaking world. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. A language laboratory component is required. *3 semester hours. Prerequisite:* Spanish 102 or 110, or three years of secondary school Spanish, or a score of 500-549 on the CEEB Achievement Test in Spanish.

114 READINGS IN INTERMEDIATE SPANISH

Emphasis is placed on the development of both the reading skill and an appreciation of literature 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 practices. *3 semester hours. Prerequisite:* Spanish 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in Spanish, or consent of department chair.

SPANISH
CONTINUED

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201 CONVERSION AND COMPOSITION

The use of correct spoken Spanish on an advanced level is emphasized. Careful attention is given to the correction of pronunciation through practice in the Language Laboratory and elementary work in phonetics.
4 semester hours. Prerequisite: Spanish 114 or equivalent, or a score of 600 or above on the CLEP Achievement Test in Spanish, or consent of department chair.

202 COMPOSITION AND INTERPRETATION

Writing skills in Spanish are emphasized through grammatical exercises, controlled composition, original themes and the stylistic analysis of literary texts. Class discussions of the written materials, in Spanish, provide opportunity for oral practice.
4 semester hours. Prerequisite: Spanish 114 or equivalent, or consent of department chair.

223 SURVEY OF SPANISH LITERATURE I

Reading selections from peninsular Spanish literature are chosen in order to introduce the student to the major literary movements from the Middle Ages to the end of the Golden Age. Course activities include short papers, outside readings and discussion of selected works.
3 semester hours. Prerequisite: Spanish 114 or equivalent, or consent of department chair.

224 SURVEY OF SPANISH LITERATURE II

This is a continuation of Spanish 223. Selections from the eighteenth, nineteenth and twentieth centuries introduce students to major literary movements such as Romanticism, realism and naturalism. Course activities include short papers, outside readings and discussion of selected works.
3 semester hours. Prerequisite: Spanish 114 or equivalent, or consent of department chair.

230 THE HISPANIC WORLD: SPAIN

The geography and the political and cultural history of peninsular Spain are traced from origins to modern times. The course is taught in Spanish.
2 semester hours.

231 THE HISPANIC WORLD: LATIN AMERICA

The geography and the political and cultural history of Latin America are traced from the discovery of Latin America to modern times. The course is taught in Spanish.
2 semester hours.

300 APPLIED LINGUISTICS

A study is made of the meaning and nature of language and their application to the teaching of Spanish. Special emphasis is on planning and presentation of basic audio-lingual structures. Practical work in the Language Laboratory is included.
3 semester hours.

313 GOLDEN AGE DRAMA

The development of Spanish drama is studied from its beginnings in the medieval period to its culmination in the works of Lope de Vega, Tirso de Molina, Ruiz de Alarcón and Calderón de la Barca.
3 semester hours.

314 GOLDEN AGE OF PROSE AND POETRY

Mysticism, the picaresque, satire and allegory are examined as literary manifestations of the spirit of the Spanish Golden Age, with special emphasis on Cervantes, Quevedo and Góngora as pivotal figures in the development of literary forms.
3 semester hours.

315 ROMANTICISM IN SPAIN

The development and legacy of Romantic literature in Spain are considered against the background of the eighteenth and nineteenth centuries.
3 semester hours.

316 REALISM IN SPAIN

The development of the realistic novel and drama in Spain is studied from the *costumbrismo* to the Generation of 1898.
3 semester hours.

317 THE GENERATION OF 1898 TO THE SPANISH CIVIL WAR

The development of the major branches of Spanish literature from the Generation of 1898 to about 1940 is analyzed through representative works of the period.
3 semester hours.

318 THE SPANISH CIVIL WAR TO THE PRESENT

The evolution of Spanish literature from 1940 to the present is studied through the work of representative writers.
3 semester hours.

320 APPLIED GRAMMAR

A practical application of grammar in both oral and written forms is emphasized along with intensive study of construction and of idiomatic expressions.
3 semester hours. Prerequisite: Spanish 202 or equivalent.

321 LATIN AMERICAN LITERATURE: COLONIALISM TO MODERNISM

Latin American literature from the colonial period to the Mexican Revolution is surveyed, with special emphasis on the transformation and adaptation of European sensibilities and literary forms to the realities of the New World.
3 semester hours.

322 CONTEMPORARY LATIN AMERICAN LITERATURE

Twentieth-century manifestations of major themes of Latin American literature are studied against their historical and social background.
3 semester hours.

360 SEMINAR IN SPANISH

Intensive individual and group study of literary, philosophical, historical, political, social or aesthetic problems is emphasized. Each student is required to submit a major paper as a culmination of the semester's work. Topics will be announced in advance.
3 semester hours.

390 DIRECTED STUDY

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.
3 semester hours. Prerequisite: consent of department chair.

501 STUDIES IN HISPANIC FICTION

Topics and materials are selected from significant periods or movements of the Spanish or Spanish-American novel or short story. With permission of the department chair, this course may be repeated for credit if the content of the course is not duplicated.
3 semester hours.

503 STUDIES IN THE HISPANIC THEATRE

Topics and materials are selected from a major movement of Spanish and Spanish-American drama. With permission of the department chair, this course may be repeated for credit if the content of the course is not duplicated.
3 semester hours.

504 STUDIES IN HISPANIC POETRY

This course focuses on the definition, social function and spiritual character of poetic creation as it relates to the respective historical and artistic context of the topic under consideration. With permission of the department chair, this course may be repeated for credit if the content is not duplicated.
3 semester hours.

510 STUDIES IN CERVANTES

This course includes an interpretive study of *Don Quixote* and of other works of Cervantes in connection with the historical background.
3 semester hours.

511 MODERNISM AND POST-MODERNISM IN SPAIN AND SPANISH AMERICA

A study is made of the most important authors and works of modernism and post-modernism in Spain and Spanish America.
3 semester hours.

560 GRADUATE SEMINAR IN SPANISH

The work includes intensive individual and group study of one major author or any important period in the development of Spanish or Spanish-American literature. It is directed toward the writing of a major paper in thesis form.
3 semester hours. Prerequisite: open only to students in the graduate program.

590 DIRECTED STUDY

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser. A major paper in thesis form is required.
3 semester hours. Prerequisite: consent of department chair.

THEATRE

(Department of Communications and Theatre)

153

Professors

John Carter — *Scenic and Lighting Design*
P. William Hutchinson — *Acting, Directing*
Raymond Piccoli — *Acting, Directing, Children's Theatre*
Associate Professor
David Burr — *Acting, Directing*
Assistant Professor
Elsie Perry — *Oral Interpretation*
Instructor
Thomas Coker — *Technical Theatre*
Theatre Technician
Barbara Matheson — *Costume Design, Make-up*

Programs of Study

Majors: Theatre, with emphasis in Performance, Design/Technical or General Theatre (B.A.); Communications and Theatre for Secondary Education (B.A.).

Minors: Theatre, Communications and Theatre.

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.

Required Courses

Theatre 205, 210, 222, 340 (or 341), 360, 378

Emphasis

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

Advanced Work

Two courses from Theatre 390, 391, 393, 398, 419, 420, 440 or other appropriate workshops as they are offered (A major may not include more than nine semester hours in any combination of Theatre 360, 390, 391.)

Cognates

Twelve to sixteen semester hours in related disciplines with adviser's consent.

Minor in Communications and Theatre, for Secondary Education

See Communications.

Minor in Theatre

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

Minor in Communications and Theatre

See Communications.

semester hours

16

12

6

12-16

THEATRE CONTINUED

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COURSE OFFERINGS

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 240, etc.) and workshops (usually numbered 180, 240, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

THEATRE

205 INTRODUCTION TO THEATRE ARTS

The course utilizes four components of study: theoretical overview, modes of presentation, production and performance. Twenty hours of laboratory experience in a Rhode Island College theatre production is required.

1 semester hours.

210 FUNDAMENTALS OF TECHNICAL THEATRE

The historical development of stage scenery and its influence on modern theatre technology are explored. The student studies scene construction, color and paints, the use of properties, and elementary lighting and sound. Minimum of 20 hours laboratory work on an actual production is required.

3 semester hours. Prerequisite: Theatre 205 or consent of instructor.

220 VOICE AND ARTICULATION FOR THE PERFORMER

The fundamentals of voice production and diction are studied, including the physiology and phonetic bases of speech. The student works on vocal clarity, flexibility, range, force and variety.

3 semester hours. Prerequisite: Theatre 205 or consent of instructor.

221 MOVEMENT FOR THE ACTOR

This course provides training for the performer in reference to controlling, shaping and moving the body. Special attention is paid to the development of physical characterization.

3 semester hours. Prerequisite: Theatre 205 or consent of instructor.

222 THE ACTOR'S SELF: IMPROVISATION AND TECHNIQUE

This course introduces the actor to self-discovery in performance and frees the beginning actor physically, vocally and sensorially through the use of improvisational techniques.

3 semester hours. Prerequisite: Theatre 205 or consent of instructor.

240 APPRECIATION AND AESTHETICS OF THE THEATRE

The student attains an increased awareness of the importance of theatre in the life of the individual and society by exploring the theatrical process—from playwrighting to performance to criticism.

1 semester hours.

241 AMERICAN MUSICAL THEATRE

Students trace why and how musical comedy and its variations developed within the United States from the eighteenth century to the present. Major developments in formats, styles, physical production and the significant artists (composers, librettists, lyricists, scenic artists, directors, choreographers and performers) are covered.

3 semester hours.

302 FUNDAMENTALS OF ORAL INTERPRETATION

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. Students cannot receive credit for both Communications 302 and Theatre 302.

3 semester hours. Prerequisite: 1 is recommended that students enroll on Theatre 220 before taking this course.

312 SCENE DESIGN FOR THE THEATRE

The student explores the design process as it relates to the production as a whole. Designer's concepts are translated into practical, theatrical visual terms through sketching, mechanical drawings and model building.

3 semester hours. Prerequisite: Theatre 210 or consent of instructor.

314 COSTUME FOR THE THEATRE

Theoretical and practical aspects of costume for the theatre are covered. The history of fashion and theatrical costume is studied in connection with basic costumeing design concepts, techniques of rendering costume plates, the evolution of a stage costume, fabrics, pattern drafting and special materials. Twenty hours of laboratory work is required.

3 semester hours. Prerequisite: Theatre 205 or consent of instructor.

318 LIGHTING FOR THE THEATRE

The student explores the aesthetic quality of light as it can be applied to lighting for the stage. The course covers design concepts and the means of documenting these concepts through instrument layouts, hook-ups and instrument schedules. At least 15 hours of practical work on a major Rhode Island College Theatre production is required.

3 semester hours. Prerequisite: Theatre 210 or consent of instructor.

316 MAKE-UP FOR STAGE, FILM AND TELEVISION

Theoretical and practical aspects of make-up are covered. Basic fashions in make-up, hair styles and wigs. The student is introduced to the art of mask and wig making. The course is structured around application of make-up in practical class sessions and at least 20 hours of laboratory or theatre 205 or consent of instructor.

3 semester hours. Prerequisite: Theatre 205 or consent of instructor.

320 CHARACTER STUDY I

The actor is introduced to basic elements of characterization. Topics include analysis of play structure, of the function of characters within the structure, and of individual characters. Student prepared scenes include various characterizations from modern drama.

3 semester hours. Prerequisite: Theatre 220 or either 221 or 222.

321 CHARACTER STUDY II

This is a continuation of Theatre 320. More complex and eccentric characterizations are studied. Transformation, as a character style, is a primary feature of the course.

3 semester hours. Prerequisite: Theatre 320 or consent of instructor.

325 FUNDAMENTALS OF DIRECTING

Basic play interpretation, casting, rehearsal procedures and other directorial duties are covered. Techniques are demonstrated and utilized in student-directed scenes involving problems in composition, movement, tempo and rhythm.

3 semester hours. Prerequisite: Theatre 205, 320 or consent of instructor.

330 CREATIVE DRAMATICS WITH CHILDREN

Creative drama is presented as a process in fostering creative expression with children and youth. The study of various theatre combined with observation, practice and dramatization of creative movement, dramatic play and story dramatization develops the uses of improvised drama in the classroom and community.

3 semester hours.

335 THEATRE FOR CHILDREN

This course involves the selection and preparation of scripts, casting, rehearsing and production of theatre for a school with children and youth.

1 semester hours.

340 HISTORY OF THE THEATRE I

The development of the physical theatre and of dramatic art is correlated from the earliest beginnings through 1625. The relationships among theatre, the other arts and the social environments of the various periods (including classical Greece and Roman, Italian, Spanish and English Renaissance, Jacobean) are also explored.

3 semester hours.

341 HISTORY OF THE THEATRE II

The continuation of Theatre 340 encompasses the development of the physical stage, drama and theatre arts from 1625 through 1850. English, Caroline, Restoration and eighteenth-century periods, the French Renaissance, and the rise of Romanticism and realism are studied.

3 semester hours.

342 MODERN THEATRE

The development of the physical theatre, drama and the theatre arts from 1850 to the present is explored. The student is introduced to the relationship between audience and theatre space, to social and political influences, to innovative production techniques and to the most recent theatre movements. Attendance at theatre productions is required.

3 semester hours.

346 SEMINAR IN THEATRE

This course provides the student with an opportunity to explore in depth an area in theatre. This course may be repeated once with a change of content.

3 semester hours. Prerequisite: at least 24 semester hours in theatre.

378 THEATRE PRODUCTION

The student participates for a minimum of 45 hours in a theatre production under the supervision of the faculty director, and coordinates work in the area of performance, technical theatre or stage/theatre management. This course is graded H, S or U. A student may take this course a maximum of three times.

1 semester hour.

379 THEATRE INTERNSHIP

The intern gains a more comprehensive understanding of theatre arts by working full time at an approved theatre company, such as Trinity Square Repertory Company or Looking Glass Theatre. The program offers instruction, supervision and practice in any of the following areas: theatre management, costumeing, lighting, properties, scene design and construction, stage management, directing and acting. May be taken only once. The course is graded H, S or U.

1 or 6 (maximum) semester hours. Prerequisite: open only to theatre majors 1) who are juniors or seniors, and 2) who have maintained a 2.0 in their overall average. Application must be made one semester prior to the period of internship.

390 INDEPENDENT STUDY IN THEATRE

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. The course may be repeated once with a change in content.

3 semester hours. Prerequisite: successful completion of 12 semester hours in theatre courses and consent of instructor.

391 SPECIAL PROBLEMS IN THEATRE

The student with the aid of a faculty adviser selects a practice-oriented problem on which to concentrate for the semester. The course requires periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project. This course may be repeated once with a change in content.

3 semester hours. Prerequisite: successful completion of 12 semester hours in theatre courses and consent of instructor.

393 SPECIAL PROBLEMS IN DESIGN

The student with the aid of a faculty adviser selects a design project or problem on which to concentrate for the semester. The course requires periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project. This course may be repeated once with a change in content.

3 semester hours. Prerequisite: Theatre 325 or equivalent and consent of instructor.

398 SPECIAL PROBLEMS IN DIRECTING

The student with the aid of a faculty adviser selects a directing project or problem on which to concentrate for the semester. The course requires periodic conferences between student and adviser, a tangible project and a written report of the procedures followed in accomplishing the project. This course may be repeated once with a change in content.

3 semester hours. Prerequisite: Theatre 325 or equivalent and consent of instructor.

418 THEATRE MANAGEMENT

In the context of the history of theatre management, the student explores the problems involved in organizing and publicizing a theatre season and in the coordination and administration of staff, budget and facilities. This course may be counted as a 300-level management elective with consent of the student's adviser.

3 semester hours. Prerequisite: consent of department chair.

420 STYLES OF ACTING

This course provides 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 of movement and speech are a primary consideration.

3 semester hours. Prerequisite: Theatre 221 or consent of instructor.

440 DRAMATIC AND PERFORMANCE CRITICISM

An intensive analysis is made of the theoretical qualities and aesthetic theories which create the experience of theatre. Dramatic, creative, style and content of plays representing major periods in the continuing evolution of theatre are examined. The student also examines and practices the various techniques of writing critical reviews.

3 semester hours.

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THEATRE CONTINUED

478 THEATRE CONSERVATORY INTERNSHIP I

The internship consists of a one-year placement in an approved conservatory program. Class work normally includes acting, directing, voice, speech, mime, music movement, gymnastics and design. Not available to undergraduates. The course is graded H, S or U.

12 semester hours (see note following Theatre 479). Prerequisite: bachelor's degree from an accredited institution, and consent of conservatory director and department chair.

479 THEATRE CONSERVATORY INTERNSHIP II

Concentrated conservatory class work and projects are continued and completed during a second full year of study. The course is graded H, S or U.

12 semester hours. Prerequisite: bachelor's degree, successful completion of Theatre 478, and consent of conservatory director and department chair.

*Only 18 semester hours of the total hours earned in Theatre 478 and 479 may be counted toward completion of any graduate degree program at Rhode Island College.

URBAN STUDIES PROGRAM

Chester Simóski, 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.

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|--|-------|
| A. 1. Three courses from Anthropology 338; Economics 305; Geography 315, History 349; Political Science 305; Sociology 204 | |
| 2. Mathematics 240 or Psychology 320 | 3 |
| 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 409 | |
| 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 | 1 |
| D. Urban Studies 362 | 1 |
| Cognates (if not taken previously) | 12-13 |
| 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. | |

semester hours

COURSE OFFERINGS

(see participating departments also.)

URBAN STUDIES

321 FIELD EXPERIENCE IN URBAN STUDIES

The student will be assigned to an agency concerned with applied aspects of urban studies under the joint supervision of the agency and the college. A seminar experience is included. It is recommended that the student take this course in the seventh semester.

3 semester hours. Prerequisite: consent of coordinator of urban studies.

350 TOPICS IN URBAN STUDIES

Special topics in urban studies are examined. A student may repeat this course with a change in content.

3 semester hours.

362 SEMINAR IN URBAN STUDIES

This course provides a culminating experience in urban studies. It is recommended that the student take this course in the eighth semester.

3 semester hours. Prerequisite: Urban Studies 321.

WOMEN'S STUDIES PROGRAM

Mary Ball Hawkins, Coordinator

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 reexamination 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.

Required Courses

Women's Studies 200, 360

Humanities

Three courses from Art 361, 1 Communications 350, 1 English 150, 1 336, 1 2 History 335, Theatre 350, 1 other

appropriate women's studies courses as approved

Science, Mathematics, Social and Behavioral Sciences

Three courses from Anthropology 301; Education 234;

Management 305; Nursing 317; Political Science 309;

Psychology 356; Social Work 350, 1 2; Sociology 101,

202, 350, 1 2 other appropriate women's studies courses

as approved

Chosen in Major

Two additional courses from the humanities, science,

mathematics, and/or the social and behavioral sciences,

with coordinator's approval

Cognates

Any academic minor

1When an appropriate topic.

2Course 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 humani-

ties, 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.

WOMEN'S STUDIES PROGRAM

CONTINUED

158

COURSE OFFERINGS

WOMEN'S STUDIES

200 WOMEN IN SOCIETY

This 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, in the political system and in social organizations - both past and present.

3 semester hours.

360 WOMEN AND THE PROFESSIONS

This course focuses on the economic roles of women, including consideration of their participation in the labor force and career options. Students design a project that integrates their academic backgrounds with their professional interests. The course includes both field and research components.

4 semester hours. Prerequisite: W.S. 200 and senior status.

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

159

James D. Turley, Dean
Patricia A. Glassen, Associate Dean
William H. Lawton, Director of Laboratory Experiences

The School of Education and Human Development is a multipurpose professional school with a wide range of undergraduate and graduate programs in teacher education, industrial technology, agency and rehabilitation counseling, health and health education, dance, and psychology. Its primary purpose is to prepare students for careers in these professions and to serve as a source of continuing education for working professionals who seek career advancement and enrichment.

On the undergraduate level specialized training is integrated with a strong grounding in the liberal arts. On the graduate level specialized training is offered in the context of a strong commitment to professional practice.

Departments

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

ADMINISTRATION

(Department of Administration, Curriculum
and Instructional Technology)

161

Professors

Jack Larsen - Leadership, Administration, Personnel
Thomas Lavery - Secondary School Administration
Howard Mutter - Supervision, Finance, Elementary School
Administration
Sidney Rollins - Curriculum, Administration, Education of Gifted
Children

Programs of Study

Graduate Programs: Educational Administration, Elementary or
Secondary (M.Ed.); Educational Administration (C.A.G.S.).

Master of Education in Educational Administration, Elementary or Secondary

Admission Requirements

Teacher certification generally required, plus Miller Analogies Test.

Program Requirements	semester hours
Humanistic and Behavioral Studies	6
Major Concentration	18
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; Curriculum 480, 503	
Related Disciplines	6
See department list of approved courses.	
Comprehensive Examination	0
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	semester hours
Required: Administration 509, 531, 532, 561; Educational Services 500	18-21
Electives: one or two of the following courses: Administration 402, 480, 504, 506, 507, 508, 510, 515, 560; Curriculum 480, 503, 511	
Related Disciplines	9-12
See department list of approved courses.	
Field Project or Internship	0
Total:	30

ADMINISTRATION CONTINUED

COURSE OFFERINGS

ADMINISTRATION, EDUCATIONAL SERVICES

None of the courses listed below are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 450, 550, etc.) and workshops (usually numbered 480, 580, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

ADMINISTRATION

402 POLITICAL PROCESSES IN EDUCATIONAL DECISION MAKING

This course provides insight into educational policy development and administration as political processes. Societal forces affecting education are examined in terms of substantive policy issues and mechanisms of influence. Implications for the current organization and leadership of schools are discussed, as well as new models of educational organization and leadership processes.

3 semester hours. Prerequisite: teaching experience and/or teacher certification.

502 SCHOOL SUPERVISION

Concepts, techniques, problems and trends in supervision are studied, along with the role of the teacher and the administrator in supervision. An examination of current theory and research concerning supervisee-teacher relationships and leader behavior is included.

3 semester hours. Prerequisite: Admin. 507 or 510.

504 SCHOOL FINANCE

An overview of the basic problems, issues and influences of financing schools in America is presented, with emphasis on sources of income and the budgeting process. A short overview of the mechanics of financing and accounting in Rhode Island schools is included.

3 semester hours.

506 SCHOOL PLANT PLANNING

Special emphasis is placed upon 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.

3 semester hours.

507 ORGANIZATION AND ADMINISTRATION OF SECONDARY EDUCATION

Major areas considered are the relation of school to society, general aims of secondary schools and how they may be derived, development of the total school program, administration of the school program, and procedures for evaluating the program of the secondary school.

3 semester hours.

508 SCHOOL LAW PROBLEMS

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 Rhode Island State Department of Education. Legal problems involving contracts, salaries, tenure, dismissal and pensions are also covered.

3 semester hours.

509 PERSONNEL PROBLEMS IN EDUCATION

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

3 semester hours. Prerequisite: Admin. 502.

510 ORGANIZATION AND ADMINISTRATION OF ELEMENTARY EDUCATION

This 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.

3 semester hours.

515 EDUCATIONAL PLANNING

The course introduces the use of systems-analysis tools for educational planning and includes experience with computers designed for the student who has little or no computer experience. Emphasis is placed upon the actual use of tools through developing a plan which would be applicable in a school setting.

3 semester hours.

520 THE ELEMENTARY SCHOOL ADMINISTRATOR

This culminating experience for the M.Ed. in elementary school administration includes planning, clinical experience and reporting experiences.

3 semester hours. Prerequisite: Admin. 507 (or 510), 502, 509; Ed. 503 or 514.

523 THE SECONDARY SCHOOL ADMINISTRATOR

This culminating course for the M.Ed. degree in secondary school administration includes a seminar and a clinical experience, during which the student is supervised by the seminar instructor and the cooperating school administrator.

3 semester hours. Prerequisite: Admin. 507 (or 510), 502, 509; Ed. 503 or 514.

531 EDUCATIONAL LEADERSHIP

The theories and techniques 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.

3 semester hours. Prerequisite: Admin. 520 or 523.

532 ORGANIZATION AND ADMINISTRATION OF SCHOOLS, K-12

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.

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

560 SEMINAR IN EDUCATIONAL ADMINISTRATION

Topics vary.

3 semester hours. Prerequisite: consent of instructor.

561 SEMINAR IN ADMINISTRATIVE RESEARCH

Experiences are provided which enable the student to understand and evaluate research in order to plan and carry out a research-oriented field project.

3 semester hours. Prerequisite: Psych. 320, or a course in statistics, with consent of adviser. Open only to accepted C.A.G.S. candidates.

EDUCATIONAL SERVICES

100 MANAGEMENT INFORMATION SYSTEMS I

This course includes study of the techniques of educational organization analysis; formulation of strategies of determining goals and objectives; planning strategies; determination of the information requirements; and formulation of a program budget.

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

BILINGUAL-BICULTURAL EDUCATION

M. F. Taylor, Advisor

Programs of Study

Specializations: Bilingual-Bicultural Education, Elementary or Secondary.

Graduate Program: Bilingual-Bicultural Education (M.Ed.)

Specialization in Bilingual-Bicultural Education - Elementary

The specialization in bilingual-bicultural education for the elementary level requires 12 semester hours.

Specialization Requirements: Education 315, 316;

Foundations of Education 420

Academic Discipline: one course from the following:

Anthropology 310, 322, 339; Education 317; History

345, 359

Also, students must pass a proficiency examination in the target language.

Students completing this specialization in bilingual-bicultural education are eligible for a Rhode Island endorsement in bilingual education.

Specialization in Bilingual-Bicultural Education - Secondary

The specialization in bilingual-bicultural education for the secondary level requires 18 semester hours.

Specialization Requirements: Education 311, 315, 316;

Foundations of Education 420

Academic Discipline: English 211 and one course from the following:

Anthropology 310, 322, 339; Education 317; History 345, 359

Also, students must pass a proficiency examination in the target language.

Students completing this specialization in bilingual-bicultural education are eligible for a Rhode Island endorsement in bilingual education.

BILINGUAL-BICULTURAL EDUCATION

CONTINUED

GRADUATE PROGRAM

Master of Education - Bilingual-Bicultural Education

Admission Requirements:
Teacher certification; Graduate Recol Examination or Miller Analogies Test.

Program Requirements

Humanistic and Behavioral Studies
Two courses from Education 409; Foundations of Education 402, 420, 501; Psychology 400, 402, 408, 409
Major Concentration
Required: Education 446, 447, 517
One elective from Curriculum 511; Education 431
One elective from Education 311, 322, 401, 434
One elective from English 332, 333; French 300, 320; Psychology 333; Spanish 300, 350
Related Disciplines
Required: Anthropology 310
Elective: one course from Anthropology 319, 320, 322, 324, 325, 339; Geography 315; Social Science 310, 311, 315; Sociology 315, 316, 320, 331

semester hours

6

18

6

Total: 30

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.

COURSE OFFERINGS

See Departments of Elementary and Secondary Education as well as other participating departments.

DEPARTMENT OF COUNSELOR EDUCATION

Professors

Vincent Calta - *Individual and Group Counseling, Ericksonian*

Techniques

John Perkins - *Group and Family Therapy*

Jeannette Tamagnini - *Individual, Group and Women's Issues*

Associate Professors

Murray Finley (chair) - *Counseling with Adolescents and in Industrial*

Business Settings, Systems Approaches

Hansch Livshin - *Rehabilitation, Attitudes toward Disability*

Stephen Rothschild - *Individual, Group and Sex Therapy*

Assistant Professor

John Evans - *Alcohol, Disability, Pain*

Program of Study

Graduate Programs: Agency Counseling, Rehabilitation Counseling

(M.A.), Counselor Education (M.Ed., C.A.G.S.).

6. 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 six to nine semester hours of additional counselor education courses, and six to nine 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

Normally Psychology 351, plus one other course - see

department chair for approved courses

Major Concentration

Required: Counselor Education 401, 403, 406, 407,

409, 411, 412, 413

Elective: one course from Counselor Education

Comprehensive Examination

semester hours

6-7

29-30

0

Total: 36

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

Required: Counselor Education 505, 510, 563, 582,

583, 584

Electives: one or two courses from Counselor Education

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

Related Disciplines

Field Project

semester hours

21-24

6-12

0

Total: 33

COURSE OFFERINGS

None of the courses listed below are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 450, 450, etc.) and workshops (usually numbered 480, 500, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

COUNSELOR EDUCATION

318 COUNSELING THE OLDER ADULT

Students learn the social and emotional needs of seniors, develop an understanding of counseling theory, and acquire basic competency in individual and group counseling practice.

3 semester hours. Prerequisite: Soc. 317, Psych. 339 and Nursing

317 or consent of department chair.

401 INTRODUCTION TO PUPIL PERSONNEL SERVICES

Topics include 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.

3 semester hours.

402 INTRODUCTION TO SOCIAL AND REHABILITATIVE SERVICES

Consideration is given to the nature and need for social and rehabilitative services, operation of the major services, and counseling the disabled and disadvantaged.

3 semester hours.

403 THEORIES AND METHODS OF COUNSELING

The nature of the counseling process and theories of counseling are considered. Techniques of interviewing and common and special counseling problems in various schools and agency settings are studied.

3 semester hours. Prerequisite: Couns. Ed. 401 or 402, or either course taken concurrently.

404 COUNSELING CHILDREN: OBSERVATIONAL PROCEDURES

Multiple approaches are used for observational assessment of objective and subjective data in child study and counseling.

3 semester hours. Prerequisite: Couns. Ed. 411.

405 PUPIL BEHAVIOR AND ADJUSTMENT PROBLEMS

Symptoms, causes and treatments of emotional problems are described. Personality theory is studied in relation to deviant achievement, reading disability, the slow learner, the gifted child, the dropout, delinquency and cultural deprivation.

3 semester hours. Prerequisite: Couns. Ed. 401 or 402.

406 MEASUREMENT AND TEST INTERPRETATION IN COUNSELING

Techniques for the effective use of test results in counseling are developed, along with statistical and data analysis techniques.

3 semester hours. Prerequisite: Couns. Ed. 401 or 402.

407 VOCATIONAL COUNSELING AND PLACEMENT

Counseling theories are explored, including the assessment of individual aptitudes, interests and abilities. Knowledge of occupational information sources and opportunities is developed by focusing on placement techniques in both school and agency settings.

3 semester hours. Prerequisite: Couns. Ed. 401 or 402.

DEPARTMENT OF COUNSELOR EDUCATION

CONTINUED

408 MEDICAL INFORMATION FOR COUNSELORS

This course considers medical problems commonly encountered by counselors in agencies. Additionally, students develop a working knowledge of the medical profession, its specialties and its vocabulary.

3 semester hours. Prerequisite: *Couns. Ed. 401 or 402.*

409 INTRODUCTION TO GROUP COUNSELING

The dynamics of group process, an analysis of current modalities, the principles and techniques of group counseling are covered. Students participate in a time-limited group.

3 semester hours. Prerequisite: *Couns. Ed. 401 or 402, and 403.*

410 OCCUPATIONAL ANALYSIS AND PLACEMENT OF THE DISABLED AND DISADVANTAGED

This course explores assessment techniques used in vocational placement, with particular emphasis on matching the disabled and/or disadvantaged client with a specific job.

3 semester hours. Prerequisite: *Couns. Ed. 407.*

411 CLINICAL PRACTICUM I

Counseling experience is offered under supervised laboratory conditions emphasizing observation and evaluation by students and instructors in a laboratory-semester sequence. Closed-circuit TV, tape recordings and process recordings are used.

3 semester hours. Prerequisite: *Couns. Ed. 403. Open only to matriculated students in the counseling program.*

412 CLINICAL PRACTICUM II

Attention is given to the development of special skills in counseling. Self-analysis is stressed, particularly in consideration of the client-counselor relationship. Students in this course work with clients under controlled supervisory conditions.

3 semester hours. Prerequisite: *Couns. Ed. 411.*

413 CLINICAL INTERNSHIP I

Students are placed in social and rehabilitation agencies for supervised clinical experience.

6 semester hours. Prerequisite: *Couns. Ed. 411.*

414 CLINICAL INTERNSHIP II

This is a continuation of Counselor Education 413.

6 semester hours. Prerequisite: *Couns. Ed. 411.*

415 PROFESSIONAL SEMINAR IN REHABILITATION COUNSELING

This seminar examines the current "state of the art," with emphasis on research and recent developments and issues in the rehabilitation profession.

3 semester hours. Prerequisite: *concurrent enrollment in Couns. Ed. 414.*

416 CASE PROBLEMS IN COUNSELING

Students learn case methods in counseling and the development of records for a case history. Evaluation of student case presentation and the development of counseling strategies are required.

3 semester hours. Prerequisite: *Couns. Ed. 411.*

417 REHABILITATION OF THE PSYCHIATRICALY DISABLED

This course discusses current methods of diagnosis and treatment including pharmacology, psychotherapy and community counseling.

3 semester hours. Prerequisite: *Couns. Ed. 402, 403, 408 and 411, or consent of department chair.*

418 PRACTICUM IN COUNSELING WITH SMALL GROUPS

Theories of group counseling, their applications for practice, and participation in a supervised laboratory experience are included.

3 semester hours. Prerequisite: *Couns. Ed. 409 and 411.*

420 PSYCHOLOGICAL AND SOCIAL ASPECTS OF DISABILITY

Theoretical and practical issues relating to the adjustment and adaptation to various types of disabilities are examined.

3 semester hours. Prerequisite: *Couns. Ed. 402 or 403.*

421 FAMILY COUNSELING THEORY AND PRACTICE

Students are introduced to current family counseling theories and methods. Class instruction includes lecture, demonstrations and family simulations.

3 semester hours. Prerequisite: *Couns. Ed. 409 and 411.*

422 HUMAN SEXUALITY, COUNSELING PERSPECTIVE

An individual's sexuality, sexual dysfunction and modes of treatment are reviewed with emphasis on sexual value systems, forms of sexual conduct and the counseling skills used.

3 semester hours. Prerequisite: *Couns. Ed. 401 or 402.*

423 REHABILITATION OF THE ALCOHOL-SUBSTANCE-ABUSING PERSON

A survey of the field includes etiology, assessment typologies and rehabilitation techniques.

3 semester hours. Prerequisite: *Couns. Ed. 402.*

424 TREATMENT OF THE ALCOHOL-SUBSTANCE-ABUSING CLIENT

This advanced course explores clinical skills, using a variety of techniques and approaches.

3 semester hours. Prerequisite: *Couns. Ed. 423.*

463 SEMINAR IN COUNSELING

Similarities and differences among the various theories of counseling and ways of integrating them are emphasized, as well as issues of professionalism pervading the field.

3 semester hours. Prerequisite: *open only to master's candidates who are in their last nine semester hours of course work.*

505 ORGANIZATION AND ADMINISTRATION OF COUNSELING SERVICES

This course involves a study of practice, concepts and trends.

3 semester hours. Prerequisite: *master's degree in counseling or 24 semester hours in counseling concentration.*

510 ADVANCED CLINICAL INTERNSHIP I

A work-setting placement under the supervision of a field supervisor and department faculty member is established. Besides weekly meetings with the department faculty member, the individual logs approximately 50 work setting hours in the agency/institution for each semester hour to be earned.

2-5 semester hours. Prerequisite: *matriculated C.A.G.S. candidate; Couns. Ed. 406, 407, 409, 412, and consent of department chair.*

511 ADVANCED CLINICAL INTERNSHIP II

This course provides the student with the opportunity for advanced field experience under joint direction of field supervisors and department 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 hour.

2-5 semester hours. Prerequisite: *Couns. Ed. 510 and consent of department chair.*

512 COUNSELING MINORITY GROUPS

Issues in counseling minority group members, including Black, Hispanic and Portuguese-speaking minorities, are presented. Current counseling models are adapted to meet their specific needs.

3 semester hours. Prerequisite: *Couns. Ed. 411 and consent of department chair and instructor.*

520 COUNSELING WOMEN

Seminar experience is given in the application of counseling skills, particularly those for producing self-awareness and growth from developmental crisis and personal trauma.

3 semester hours. Prerequisite: *Couns. Ed. 411 and consent of department chair and instructor.*

561 ADVANCED SEMINAR IN COUNSELING

This is 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.

3 semester hours. Prerequisite: *Couns. Ed. 563, 562 and 564.*

563 SEMINAR IN COUNSELOR EDUCATION: RESEARCH DESIGN

This seminar provides the experience necessary 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.

3 semester hours.

582 ADVANCED CLINICAL PRACTICUM IN GROUP COUNSELING

Experience is offered under supervised laboratory conditions featuring observation and evaluation by students and instructors in a laboratory-seminar sequence.

3 semester hours. Prerequisite: *matriculated C.A.G.S. candidates; Couns. Ed. 409 and consent of department chair and instructor.*

583 ADVANCED CLINICAL PRACTICUM IN COUNSELING I

Practice with the focus on long-term counseling is gained in one educational or agency setting. Joint supervision is handled by college and field personnel.

3 semester hours. Prerequisite: *matriculated C.A.G.S. candidates.*

584 ADVANCED CLINICAL PRACTICUM IN COUNSELING II

This course is a continuation of Counselor Education 583.

3 semester hours. Prerequisite: *Couns. Ed. 583.*

585 COUNSELING FAMILIES

A survey of theoretical models employed in family counseling is presented along with case studies.

3 semester hours.

586 SUPERVISION IN COUNSELING

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.

3 semester hours.

587 COUNSELING COUPLES

Students develop their own theoretical perspectives and treatment approaches. Stages of the counseling process, dynamics and methods are explored in real and simulated couple cases.

3 semester hours.

588 INDEPENDENT STUDY

Research is conducted under the supervision of a member of the department.

3 semester hours. Prerequisite: *C.A.G.S. candidates and consent of department chair.*

CURRICULUM

(Department of Administration, Curriculum and Instructional Technology)

Professors

Maurven Lapan - Curriculum Theory, Research (Curriculum Materials)
Sidney Rollins - Curriculum, Administration, Education of Gifted Children

Program of Study

Graduate Program: Curriculum (C.A.G.S.); Educator of Gifted Children Certificate Program.

Certificate of Advanced Graduate Study in Curriculum

Admission Requirements
Completed master's degree; minimum 3.25 average in previous graduate work; Miller Analogue Test.

Program Requirements	semester hours
Major Concentration	30
Required: Curriculum 505, 511, 532, 561	
Electives: three or four courses from Administration 502, 531; Curriculum 480, 510; Education 460, 505, 514	
Field Project or Internship	0
Total:	30

Educator of Gifted Children Certificate Program

The certificate program consists of 12 semester hours, as follows: Curriculum 481, 511; Psychology 416.

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

CURRICULUM

CONTINUED

COURSE OFFERINGS

None of the courses listed below are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 450, 550, etc.) and workshops (usually numbered 480, 580, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

CURRICULUM

- 481 WORKSHOP ON EDUCATING THE GIFTED CHILD**
A survey of identification, curriculum development, methodology and administrative arrangements is presented. Participants receive a one-week orientation, followed by five weeks of direct teaching of gifted children in a classroom setting.
6 semester hours. Prerequisite: consent of workshop director.
- 503 PRINCIPLES OF CURRICULUM CONSTRUCTION AND DEVELOPMENT**
Basic principles common to all curriculum construction and development are examined. This course helps students to develop skills in writing objectives, selecting content and organizing curricula.
3 semester hours. Prerequisite: C.A.G.S. admission or consent of instructor.
- 510 CURRICULUM MATERIALS LABORATORY**
Candidates develop competencies and skills in the selection, organization, use and evaluation of instructional materials. In addition to course work, candidates spend 30 clock hours working in a curriculum materials center.
3 semester hours. Prerequisite: Curric. 503.
- 511 PERSONALIZING INSTRUCTION**
This course provides an exploration of theory, research and practice relating to personalizing instruction in elementary and secondary schools and in colleges. Students develop usable personalized instructional materials in their own teaching fields.
3 semester hours. Prerequisite: consent of instructor.
- 532 CURRICULUM THEORY AND RESEARCH**
The rationale for the curriculum construction is examined. 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.
3 semester hours. Prerequisite: Curric. 503.
- 560 SEMINAR IN CURRICULUM**
Topics vary.
3 semester hours. Prerequisite: consent of instructor.
- 561 SEMINAR IN RESEARCH: RESEARCH DESIGN IN CURRICULUM**
Experiences are provided which enable the student to understand and evaluate research in order to plan and carry out a field project.
3 semester hours. Prerequisite: Curric. 503 and consent of department chair. Psych. 320, or a course in statistics with consent of advisor. Open only to accepted C.A.G.S. candidates.

DANCE

(Department of Health and Physical Education)

Assistant Professor
Barbara Ebenstein - Dance

Program of Study
Minor: Dance.

Minor in Dance
The minor in dance requires a minimum of 18 semester hours, as follows:

- Required: Dance 107, 207, 302, 304
Remaining courses to be selected from Dance 181, 227, 237, 281, 303, 305, 307, 316-319, 360, 381, 391, 392
- Note: For Dance 181, 281 and 381 (Dance Company), students receive one semester hour per year upon completion of a full academic year's participation with the Rhode Island College Dance Company.

semester hours

COURSE OFFERINGS

Dance courses are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

DANCE

- 100-105 ACTIVITY DANCE**
The development of fundamental skills to promote participation in each of the following activities is stressed. These are eight-week courses.
100 Fundamentals of Ballet
101 Fundamentals of Jazz
102 Fundamentals of Soft-shoe
103 Social Dance (current)
104 Social Dance (traditional)
105 Square Dancing
161 1 semester hour
- 107 BEGINNING MODERN DANCE**
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.
3 semester hours
- 109 SQUARE AND ROUND DANCE**
Students develop competencies in analyzing, performing and calling traditional square and round dances.
2 semester hours
- 141 DANCE COMPANY**
Credit is available to all qualified students who participate for the full academic year.
1 semester hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor.
- 107 INTERMEDIATE MODERN DANCE**
The range and variety of movement experiences is extended. Students are introduced to the Graham or Humphrey technique. Group choreography is extended in form and held to more exacting criteria.
2 semester hours. Prerequisite: Dance 107.
- 127 BALLET**
Intermediate dance students are introduced to the technique, styles and vocabulary of ballet through studio experience and outside readings.
2 semester hours. Prerequisite: Dance 100 or 107.
- 137 JAZZ DANCE**
Intermediate dance students are introduced to the technique, rhythms, styles and historical background of jazz dance through studio experiences and outside readings.
2 semester hours. Prerequisite: Dance 101 or 107.
- 281 DANCE COMPANY**
Credit is available to all qualified students who participate for the full academic year.
1 semester hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor.
- 302 MUSICAL RESOURCES FOR DANCE**
Experiences include taking rhythmic dictation, composing rhythmic scores and analyzing musical forms. Criteria for selection of music to support, supplement or contrast with dance are developed. Specific attention is given to accompaniment for teaching dance.
3 semester hours.
- 303 DANCE PRODUCTION**
The fundamentals of technical production are studied. Scenic design for dance and technical aspects of lighting design are emphasized. A minimum of 20 hours of laboratory work in production is required. Lecture and laboratory.
60 3 semester hours.
- 304 CHOREOGRAPHY I**
Binary and ternary dance forms are reviewed; rondo, theme and variations, waltz and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced.
51 3 semester hours. Prerequisite: consent of instructor.
- 305 CHOREOGRAPHY II**
Dancers apply the fundamentals of choreography to create examples of pre-classical and modern dance. These dances are presented in a demonstration workshop at the end of the semester.
3 semester hours. Prerequisite: Dance 304.
- 307 ADVANCED MODERN DANCE**
Dance techniques are refined. Dances are choreographed for trio and duets. Performance experience is increased.
2 semester hours. Prerequisite: Dance 207.
- 316 DANCE FOR CHILDREN**
This course provides experiences in planning and supervising dance activities for children of different ages in various settings, including dance studios, physical education programs and classrooms. Experiences in creative dance, choreography for children and dance for the special child are included.
3 semester hours
- 317 DANCE PERFORMANCE**
The craft of dance performance is studied. The dancer examines and practices these aspects of performance which lend artistry to productions.
3 semester hours.
- 318 THERAPEUTIC ASPECTS OF DANCE**
This survey course examines the concepts, competencies and outcomes fundamental to an understanding of therapeutic aspects of dance as applied to special populations. Studio experiences include movement observation and self-discovery activities.
3 semester hours. Prerequisite: consent of dance director.
- 319 DANCE HISTORY**
The development of dance as a performing art in Europe, Russia and America is examined. Special attention is given to the cultural context of dance events.
3 semester hours.
- 360 SEMINAR IN DANCE**
This course builds upon the students' experiences in dance. Topics, announced in advance, allow students to pursue investigations into select theories and problems.
3 semester hours. Prerequisite: six semester hours of dance and consent of instructor.

DANCE CONTINUED

381 DANCE COMPANY

Credit is available to all qualified students who participate for the full academic year.

1 semester hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor.

391 INDEPENDENT STUDY IN DANCE

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

1-3 semester hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses, and consent of instructor, department chair and dean.

392 INDEPENDENT PERFORMANCE IN DANCE

The student, working with a faculty adviser, selects a specific item or style in dance to which the work is restricted. Evidence of performance is presented during annual spring concert.

3 semester hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses, and consent of instructor, department chair and dean.

DEPARTMENT OF ELEMENTARY EDUCATION

Professors

John Cronon - *Math Education*

Joan Glazer - *Children's Literature, Language Arts, Children's Film*

Richard Green - *Science Education, Environmental Education*

Myrl Herman - *Curriculum and Instruction, Administration and Supervision*

Raymond Picazzi - *Children and Theatre*

Elizabeth Rowell - *Elementary Reading (Content Areas), Secondary Reading, Women's Studies*

Robert Rude - *Developmental and Remedial Reading, Research in Reading, Educational Computing*

Clyde Slicker - *Early Childhood Science/Social Studies, Play, Research*

Eltra Steigitz - *Elementary, Secondary and ESL Reading*

Associate Professors

James Bettes - *Children and Television, Social Studies*

Audrey Crandall - *Early Childhood, Language Arts, Math*

Marlyn Eason - *Secondary, College and Adult Reading*

Patricia Glasheen - *Social Studies*

William Lawton - *Laboratory Experiences*

William Oshkery - *Elementary, Developmental and Remedial Reading*

Anne Peery (chair) - *Early Childhood Science/Social Studies, Language Arts*

Joyce Reiser - *Early Childhood, Language Arts*

William Small - *Reading*

Ellsworth Starring - *Elementary and Secondary Science Education, Biology*

Helen Williams - *Diagnostic and Prescriptive Teaching of Reading*

Assistant Professors

Louis Botvett Jr. - *Language Arts, Children's, Composition Skills*

Thomas Calhoun - *Elementary Math Education, Math and Computer Education*

Elizabeth Carvey - *Math Education*

Mildred Nugent - *Diagnostic and Prescriptive Teaching of Reading*

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.).

Specializations: Bilingual/Bicultural Education

Graduate Programs: Elementary Education (M.A.T., M.A.T.-C. Program, PACT 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)

General Education Program	semester hours
Socialized Requirements	26
Major or Concentration	25-55
Professional Education	15-39
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; Mathematics 141; Physical Science 103¹ (all required)

11

Social and Behavioral Sciences: Psychology 210 (required) and one course from the following: Anthropology 204, 205, 206; Geography 200; Political Science 202, 206, 207; Psychology 215; Sociology 200, 202, 204, 207, 208, 211

6

Other Specialized Requirements (cannot be used in the General Education Program): English 210, 211; Mathematics 142² (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.)

Students electing a major or teaching concentration in science should consult the appropriate departments for alternatives.

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 programs 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.

Teaching Concentration	Early Childhood and Generalized	Specialized (Middle School)
Language Arts ³		
Mathematics ²		
Science		
Social Science ²		
Special Education		
Academic Major	African/American Studies Anthropology ¹ Biology ¹ Chemistry ³ Classical Area Studies Communications Economics ¹ English ⁶ Film Studies French ⁴ General Science ^{2,3} Geography ¹ History ¹ Mathematics ² Medieval and Renaissance Studies Philosophy Physical Science ¹ Political Science ¹ Psychology ⁵ Social Science ¹ Sociology ¹ Spanish ⁴ Theatre Urban Studies	English ⁶ French ⁴ General Science ^{2,3} Mathematics ² Social Science ¹ Spanish ⁴
Professional Education	<i>semester hours</i>	
All Programs: Foundations of Education 220, 302; Psychology 213	10	
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.

DEPARTMENT OF ELEMENTARY EDUCATION

CONTINUED

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

The General Education Program requires 36-38 semester hours.

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, practicum 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.

	semester hours
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 B102 not taken previously: Communications 355, 359; Theatre 340, 341	
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 physical 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 23 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:

	semester hours
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)	3-4

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.

Specialization in Bilingual-Bicultural Education

See Bilingual-Bicultural Education.

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.

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 in function as: 1) resource teacher of mildly handicapped, preschool and elementary level; 2) special class teacher of the mildly/moderately handicapped, preschool through middle school level; 3) resource teacher of the mildly 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

Advisor: James Bevers, Louis Boivin Jr., Thomas Calhoun, Elizabeth Cossy, Audrey Crandall, John Crenson, Marilyn East, Joan Glazer, Richard Green, Myrl Herman, Mildred Kingert, William Okler, Anne Perry, Joyce Retner, Elizabeth Rowell, Robert Rude, Clyde Shaker, Elizabeth Starring, Ezra Stirling, Helen Williams

Master of Education in Elementary Education

Admission Requirements
Teacher certification; Graduate Record Examination or Miller Analogies Test.

Program Requirements

Humanistic and Behavioral Studies
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

Related Disciplines
Two courses from Anthropology 206, 310; Communications 355, 356, 357, 460; Theatre 330, 333; and any graduate-level English course, with adviser's consent

Comprehensive Examination
Total: 30

Master of Education in Elementary Education - with Concentration in Early Childhood Education

Admission Requirements
Teacher certification; Graduate Record Examination or Miller Analogies Test.

Program Requirements

Humanistic and Behavioral Studies
Required: Psychology 400; one from approved list of courses

Major Concentration
Required: Education 405, 406, 462

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

Related Disciplines
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)

Total: 30

Master of Education in Elementary Education - with Concentration in Language Arts

Admission Requirements
Teacher certification; Graduate Record Examination or Miller Analogies Test.

Program Requirements

Humanistic and Behavioral Studies
Two courses from Foundations of Education 402, 420, 442, 445, 501, 542; Psychology 400, 403, 408, 411, 418, 419, 420

Major Concentration
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

Related Disciplines
Two courses from Anthropology 206, 310; Communications 355, 356, 357, 460; Theatre 330, 333; and any graduate-level English course, with adviser's consent

Comprehensive Examination
Total: 30

Master of Education in Elementary Education - with Concentration in Mathematics

Admission Requirements
Teacher certification; Graduate Record Examination or Miller Analogies Test.

Program Requirements

Humanistic and Behavioral Studies
Two courses from Psychology 403, 407, 411, 419, 420; Foundations of Education 442, 445

Major Concentration
Required: Education 404, 453, 454, either 455 or 456-457

Elective: one from Education 485, 486, 505, Special Education 431

Related Disciplines
Two mathematics courses
Comprehensive Examination
Total: 30

Master of Education in Elementary Education - with Concentration in Science

Admission Requirements
Teacher certification; Graduate Record Examination or Miller Analogies Test.

Program Requirements

Humanistic and Behavioral Studies
Two courses from Foundations of Education 441, 442, 445, 501, 542; Philosophy 320; Psychology 400, 403, 419, 420

Major Concentration
Required: Education 416, 417, 418

Electives: three courses from Education 480, 505; Instructional Technology 460; Special Education 431

Related Disciplines
Two courses at the 300-level or higher in biology and/or physical science
Comprehensive Examination
Total: 30

DEPARTMENT OF ELEMENTARY EDUCATION

CONTINUED

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	semester hours
Humanistic and Behavioral Studies	6
Major Concentration	18
Required: Education 434 and/or 401, 485, 486, 529, 562	
Related Disciplines	0
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, 309, 408	
Comprehensive Examination	0
Total:	30

Master of Education - Urban Education, Elementary and Secondary

See Urban Education.

Master of Arts in Teaching in Elementary 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:
Graduate Record Examination or Miller Analogies Test

Program Requirements - Certified Teachers	semester hours
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	
Total:	30

Program Requirements - M.A.T.-C.

Humanistic and Behavioral Studies	semester hours
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 234 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.	
Total:	47-49

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 background or in the program at Rhode Island College.

Student Teaching
6 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 (formally 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	semester hours
Major Concentration	11
Required: Education 532, 541, 542, 545	
Related Disciplines	11
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	
Foundation 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, 430 and 431	
Field Project	0
Total:	31

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

Courses in education are also offered by the Department 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 250. None of the other courses listed below are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

EDUCATION

EDUC 420 BASIC READING SKILLS FOR ENGLISH-AS-A-SECOND-LANGUAGE STUDENTS

Students receive the preparation needed to understand and learn successfully from simplified expository and narrative prose written in English. Emphasis is placed on introducing and reinforcing background, basic grammar patterns and vocabulary items in context.

3 semester hours (this credit does not apply to the 120-semester-hour graduation requirement, but will count toward full-time enrollment and be recorded on the student's transcript).

EDUC 422 READING ACADEMIC ENGLISH FOR ENGLISH-AS-A-SECOND-LANGUAGE STUDENTS

Students are helped to develop competence to deal successfully with the English of college textbooks and other course materials. Emphasis is on perceiving concept relationships, learning how communicative functions are expressed in English, understanding and applying useful reading strategies, extending academic vocabulary, and understanding imaginative literature.

3 semester hours. Prerequisite: consent of Director of Reading Center, or ED, C20 or score of 45 or above on the English Reading Test.

EDUC 425 READING AND STUDY IMPROVEMENT

Students learn and apply the basic principles of time management, memory and systematic study. Effective reading, note-taking, test-taking and library research techniques are taught and practiced. This course is designed primarily for freshmen and transfer students. A reading center component is required.

1 semester hours. Prerequisite: consent of instructor.

EDUC 426 CONCEPTS OF TEACHING I

The major focus is the analytical study of teaching. Specifically included are technical skills of teaching, the development of a repertoire of teaching models, classroom management strategies and several observational techniques. School visits and tutoring are also required.

4 semester hours. Prerequisite: Psych. 213 preceding or concurrent.

EDUC 427 WOMEN AND EDUCATION

The focus of the course is on research and theories concerning the biological, psychological and sociological bases for sex differences in motivation and learning. Analyses are then made of classroom activities and of institutional structures. Special attention is given to women's education.

3 semester hours.

EDUC 428 311 READING IN MIDDLE AND SECONDARY SCHOOLS

Methods and materials for upper-level reading instruction are emphasized. Course includes teaching assessment, developing vocabulary, comprehension and study skills, differentiating instruction for diverse learners, reading in the content areas, and organizing and staffing the schoolwide reading program.

EDUC 429 320 STUDENT TEACHING IN THE ELEMENTARY SCHOOL

This course provides teaching experience in nursery, elementary or middle school classrooms under 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 obtain Middle School Endorsement are assigned one quarter in middle school and one quarter in regular elementary classroom. Students are required to follow the calendar of the school to which they are assigned while student teaching.

Undergraduates in generalized or early childhood programs have one placement hour and one-half days weekly for one semester for eight semester hours. Students in early childhood not concentrating in special education may request one quarter in preschool and one quarter in primary.

Undergraduates in special education: two half-semester placements, full time, five semester hours in regular classroom and five semester hours in a special education classroom (see special education student teaching).

In all cases students are required to follow the calendar of the school to which they are assigned.

2 or 3 semester hours. Prerequisite: Ed. 340, 341 and 342; Ed. 210, 322, 328 (or 329) and 330 (or 331); adequate health; the attainment of a cumulative GPA of 2.0 in full semester prior to the commencement of student teaching; satisfactory completion of all courses required in the master field and professional sequence; adequate performance in practicum; proficiency in operation of audiovisual equipment, and speech proficiency.

Students in the early childhood program must complete two of the three required 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 middle school program are required to select one of these three special methods courses.

Master of Arts in Teaching students should refer to the graduate degree descriptions for requirements and prerequisites.

EDUC 430 METHODS AND MATERIALS IN TEACHING READING

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

14 1/2 semester hours. Prerequisite: Ed. 210 and 328 or 329 preceding or concurrent, and recommendation of Ed. 210 instructor.

DEPARTMENT OF ELEMENTARY EDUCATION

CONTINUED

328. CONCEPTS OF TEACHING II (EARLY CHILDHOOD)

SCIENCE AND SOCIAL STUDIES

Using 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 pre-school, kindergarten and primary grade-level children. Three hours lecture, two hours laboratory and one hour conference per week.

164 semester hours. Prerequisite: *Ed. 240*, specialized requirements in science and social studies, and recommendation of *Ed. 210* instructor.

329. CONCEPTS OF TEACHING II (ELEMENTARY) LANGUAGE AND SOCIAL STUDIES

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 generalized and middle school program. Three hours lecture, two hours laboratory and one hour conference per week.

164 semester hours. Prerequisite: *Ed. 210* and specialized requirements in English and social sciences.

330. CONCEPTS OF TEACHING III (EARLY CHILDHOOD)

LANGUAGE ARTS AND MATHEMATICS

Emphasis is on children as possessors of language and learners of concepts from their surroundings. Included here are a variety of teaching approaches relative to children's use and development of language and mathematical concepts appropriate to preschool, kindergarten and primary grade levels. Three hours lecture, two hours laboratory and one hour conference per week.

164 semester hours. Prerequisite: *Ed. 201*, 322 (reading or content) and 325, and specialized requirements in English and mathematics.

331. CONCEPTS OF TEACHING III (ELEMENTARY)

MATHEMATICS AND SCIENCE

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 generalized and middle school program. Three hours lecture, two hours laboratory and one hour conference per week.

164 semester hours. Prerequisite: *Ed. 210*, 322 (reading or content) and 325, and specialized requirements in mathematics and science.

332. EARLY CHILDHOOD EDUCATION—PART I

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. Individualized laboratory experiences are included. Students may not receive credit for both Education 332 and Education 328-330.

3 semester hours.

333. PERSONALIZED CLASSROOM READING INSTRUCTION

The following aspects of personalized classroom reading instruction are considered: nature of reading differences, guidelines for reading assessment, identification of reading needs, instructional techniques, materials, techniques for scheduling and provision for reading differences in content areas.

3 semester hours. Prerequisite: *Ed. 322*.

340. METHODS AND MATERIALS IN ART EDUCATION

See Department of Art.

341. METHODS AND MATERIALS IN MUSIC EDUCATION

See Department of Music.

342. METHODS AND MATERIALS IN PHYSICAL EDUCATION

See Physical Education.

345. METHODS AND MATERIALS IN HEALTH EDUCATION

See Health.

350. DIRECTED STUDY

The student, working with a faculty adviser, selects a topic of study and researches the topic in depth.

3 semester hours. Prerequisite: consent of department chair.

401. TEACHING READING IN THE CONTEXT AREAS

Topics include teaching vocabulary as concept development, advancing comprehension skills, developing study skills, selecting materials for the content classroom, organizing a content reading lesson, and assessing the reading needs of students at upper-elementary and secondary school levels.

3 semester hours.

404. MATHEMATICS IN THE ELEMENTARY SCHOOLS

This course is a study of the content and approach to modern mathematics programs with emphasis on current research and curriculum trends.

3 semester hours. Prerequisite: *Ed. 330 or 331*, or elementary experience or consent of instructor.

405. PLAY AND INQUIRY ACROSS EARLY CHILDHOOD CURRICULA

Clear relationships between play and inquiry are defined. Basic concepts in individual curriculum areas are proposed. Students describe and defend the contributions that play and inquiry make to the young child's learning across curriculum areas. Possible alterations of current educational programs are suggested and assessed.

3 semester hours. Prerequisite: *Ed. 332* or consent of instructor.

406. EARLY CHILDHOOD EDUCATION—PART II

Study is made of the organization, administration and evaluation of preschool and primary programs. Attention is given to the wide range of early childhood programs, the role of government, the use of community agencies, the variety of staffing plans, the contribution of an interdisciplinary team and the strengthening of home-school relationships.

3 semester hours. Prerequisite: *Ed. 330*, 332 or consent of instructor.

408. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

This course approaches language arts from 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. Individualized laboratory experiences are included.

3 semester hours. Prerequisite: *Ed. 330 or 331*, or elementary experience, or consent of instructor.

415. LITERATURE IN THE ELEMENTARY SCHOOL

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. Individualized laboratory experiences are included.

3 semester hours. Prerequisite: *Ed. 330 or 331*, or elementary teaching experience, or consent of instructor.

416. CURRICULA IN SCIENCE

Focus is on science curriculum projects and programs of elementary school (K-8) classrooms. Topics encompass both textbook and non-textbook basic curricula. The course stresses philosophical and psychological foundations and the models for teaching the new curricula, as well as workshop sessions with the materials in light of current recommendations and research data.

3 semester hours. Prerequisite: *Ed. 418*.

417. TEACHING THE PROCESSES AND CONCEPTS OF SCIENCE

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). Investigation of techniques for teaching processes and concepts is stressed. Relevant research in the area will be investigated.

3 semester hours. Prerequisite: *Ed. 416* or consent of instructor.

418. SCIENCE IN THE ELEMENTARY SCHOOL

Recent research and curriculum trends in science education are emphasized. Individual and group laboratory experiences employing various science processes are included.

3 semester hours. Prerequisite: one year of college-level science or consent of instructor.

419. EDUCATIONAL APPLICATIONS OF MICROCOMPUTERS

This course is designed to acquaint classroom teachers with the application of microcomputers in educational settings. Using microcomputers, participants will have the opportunity to examine and evaluate the software that is currently available to educators. This is not a course in programming.

3 semester hours.

428. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

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.

3 semester hours. Prerequisite: *Ed. 328* or 329, or elementary teaching experience, and consent of instructor.

434. READING IN THE ELEMENTARY SCHOOL

The following are studied: reading readiness, word analysis, vocabulary building, comprehension, oral reading, and study skills. Schoolwide reading programs and informal teaching strategies are explored.

3 semester hours. Prerequisite: *Ed. 322*, or elementary teaching experience, or consent of program adviser. M.Ed. in reading.

3 semester hours. Prerequisite: *Ed. 322*, or elementary teaching experience, or consent of program adviser. M.Ed. in reading. This course provides elementary, middle, junior high and high school teachers with the knowledge, attitudes and skills needed to use the newspaper as an instructional tool. The course emphasizes a variety of instructional approaches: lectures, demonstrations, discussions, and small group and workshop activities. A field trip to the Providence Journal is included.

3 semester hours.

436. TELEVISION AND THE YOUNG CHILD

The following areas are covered: 1) research dealing with the effects of television on young children; 2) strategies and materials for assisting children to become more critical viewers.

3 semester hours.

450. METHODS AND PRINCIPLES OF APPLIED LINGUISTICS IN THE CLASSROOM

This course is based on current research in linguistics and includes the phonological, morphological, syntactic, semantic, diacritic and historical components of the English language. Students develop an understanding of how language functions, and apply this to classroom teaching at the elementary level. Traditional, structural and transformational grammars are examined and their relative value in language arts instruction assessed.

3 semester hours.

452. CREATIVE DRAMA AND LITERATURE RESOURCES IN THE CLASSROOM

Creative drama and literature are explored as vital resources for a child's learning and understanding of reading, English and social studies. Instructional strategies and materials are considered.

3 semester hours. Prerequisite: *Ed. 413* or *Theatre 330*.

453. DIAGNOSTIC TECHNIQUES IN THE ELEMENTARY SCHOOL MATHEMATICS

This course examines principles and approaches of diagnostic administration and interpretation of commercial, individual and group diagnostic instruments are presented. Diagnostic tests are constructed, administered and evaluated for both clinical and large-group use. In addition, current research validating diagnostic techniques is examined.

3 semester hours. Prerequisite: *Ed. 404* or consent of instructor.

454. TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS

Emphasis is placed upon teaching strategies useful in introducing, developing and providing practice for mathematical topics. Special consideration is 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 are stressed.

3 semester hours. Prerequisite: *Ed. 453*.

455. PRACTICE IN DIAGNOSTIC TECHNIQUES AND TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS

This practicum includes lectures, demonstrations and clinical activities that are designed to reinforce theory and develop skills in both the diagnosis and prescriptive treatment of elementary mathematics.

3 semester hours. Prerequisite: *Ed. 454*.

456. AN INTERNSHIP IN DIAGNOSTIC TECHNIQUES AND TEACHING STRATEGIES IN ELEMENTARY SCHOOL MATHEMATICS

This internship includes lectures, demonstrations and clinical activities in the participant's home school. The clinical experience is designed to reinforce theory and develop skills both from a research and prescriptive treatment of elementary school mathematics. Two semesters.

6 semester hours. Prerequisite: *Ed. 454*.

DEPARTMENT OF ELEMENTARY EDUCATION

CONTINUED

458 DEVELOPING COMPOSITION AND CREATIVE WRITING SKILLS IN THE ELEMENTARY SCHOOL

Focus is on the nature of composition, including areas of narration, exposition, description and persuasion. Particular emphasis is placed on evaluation and motivation of children's writing. The processes involved in creative writing are examined in depth.
3 semester hours. Prerequisite: *Ed. 408*.

460 SEMINAR IN EDUCATION

Topics vary.
1 semester hours.

461 SEMINAR IN EDUCATION: DESIGNING AND DIRECTING PRESCHOOL AND DAY-CARE PROGRAMS

Offered here is an analysis of quality day-care and preschool programs and of the administrative functions necessary to maintain and improve these programs. Topics include staff training, supervision, licensing regulations, budgeting, and parental and community involvement.
3 semester hours. Prerequisite: *Ed. 406*.

462 SEMINAR IN EARLY CHILDHOOD EDUCATION: CONTEMPORARY PROBLEMS

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 have the opportunity to improve their abilities to communicate more effectively both verbally and in writing.
3 semester hours. Prerequisite: *Ed. 406*.

465 DIAGNOSIS OF READING DIFFICULTIES

This course includes lectures, demonstrations and experiences that are designed to introduce theory and skill in the diagnosis of reading difficulties. It is intended only for students seeking certification as reading specialists. Students may not receive credit for both *Ed. 438* and *485*.
3 semester hours. Prerequisite: *Ed. 401* or *414*.

486 TREATMENT OF READING DIFFICULTIES

This course includes lectures, demonstrations and simulated experiences that are designed to familiarize the student with current theories, practices and materials used for reading remediation.
3 semester hours. Prerequisite: *Ed. 485*.

505 ELEMENTARY SCHOOL CURRICULUM

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.
3 semester hours.

507 FUNCTIONS OF THE COOPERATING TEACHER

This course prepares experienced teachers to work with student teachers in Rhode Island public schools. Topics include orientation, supervision and evaluation of student teachers, and a review of current instructional methods and curriculum materials. Sessions for secondary cooperating teachers also include an analysis of recent developments in their subject matter field.
3 semester hours. Prerequisite for all sections: certification to teach in area of assignment; three years of teaching experience; a master's degree or its equivalent; and recommendations from superintendent of schools to the director of laboratory experiences.

529 REMEDIAL READING CLINIC

This workshop course includes lectures, demonstrations and development skill in the diagnosis and treatment of reading difficulties.
6 semester hours. Prerequisite: *Ed. 401* (or *434*, *485*, *486*, and consent of program advisor. *M.Ed.* in reading.

530 INTERNSHIP IN READING I

Remedial and remedial reading procedures are applied. Emphasis is on proficiency in the administration and interpretation of informal instruments, and on utilization of techniques to overcome difficulties in word identification and comprehension. Students practice under the supervision of reading specialists in a school setting.
3 semester hours. Prerequisite: *Ed. 434* and acceptance into the graduate reading internship program.

531 INTERNSHIP IN READING II

This is a continuation of Education 530. Attention is given to the administration and interpretation of informal instruments. The course emphasizes refinement of techniques in word identification and comprehension. Students practice tasks under the supervision of a reading specialist in a school setting.
3 semester hours. Prerequisite: *Ed. 530*.

532 THEORIES OF THE READING PROCESS

The phenomena of reading is examined from physiological, psychological, psycholinguistic, linguistic, reading and sociological perspectives.
3 semester hours. Prerequisite: *M.Ed.* in reading and/or 18 semester hours in graduate-level reading courses.

541 ADMINISTRATION OF READING PROGRAMS

Course includes developing a model reading curriculum, the role of the reading consultant, planning in-service programs, grantmanship, the evaluation of instruction, and problems in reading administration. Special attention is given to the dynamics of improving instruction.
3 semester hours. Prerequisite: *Ed. 532*.

542 RESEARCH DESIGN FOR THE IMPROVEMENT OF READING INSTRUCTION

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.
3 semester hours. Prerequisite: *Ed. 541*, *Admin. 502* and *Psych 440*.

545 PRACTICUM IN READING ADMINISTRATION

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.
6 semester hours. Prerequisite: *Ed. 532* and *541*.

562 SEMINAR IN EDUCATION: REVIEW 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.
3 semester hours. Prerequisite: *Ed. 434*, *485*, *486* and *529*, and consent of program advisor. *M.Ed.* in reading.

591-594 DIRECTED RESEARCH

Students 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. A maximum of four credits may be earned in the sequence Education 591-594. 1-4 semester hours. Prerequisite: consent of department chair. The course is open only to students enrolled in the *M.Ed.* program in secondary education or the educational specialist program.

ENGLISH AS A SECOND LANGUAGE

Alice Grubler, Coordinator

Program of Study

Graduate Program: English as a Second Language (*M.Ed.*).

Master of Education - English as a Second Language

Admission Requirements: Teacher Certification; Graduate Record Examination or Miller Analogy Test.

Program Requirements

Humanistic and Behavioral Studies
Two courses from Education 409; Foundations of Education 402, 420, 501; Psychology 400, 402, 409, 409

Major Concentration

Required: Education 446, 449, 451
Electives: two courses from Curriculum 511; Education 451, 433. One course from Education 311, 322, 401, 434

Related Disciplines

Two courses from Anthropology 310; English 332, 333, 334, 339

semester hours

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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 advisor's approval, up to six semester hours in Education 480 may be included in the program.

COURSE OFFERINGS

See Departments of Elementary and Secondary Education as well as other participating departments.

FOUNDATIONS OF EDUCATION

(Department of Philosophy and Foundations of Education)

Professors

Donald Averill — *Teacher Organizations, Collective Bargaining, the Status of Education as a Profession*
 Walter Blanchard — *Curriculum Theory, Moral Education, Multi-ethnic Education*
 Raymond Houghson — *Educational Theory, Berkeley Studies, Community Action*
 Thomas Howell — *Logic: Epistemology, History of Philosophy from 1732 to present*
 Richard Olmstead — *Philosophy of Religion, Eastern Philosophy, History of Educational Thought*
 Dorothy Perinelli — *Social and Cultural Foundations of Education, Comparative and International Education, Philosophy of Education*
 Frank Williams — *Moral Philosophy, Philosophy of Education*
Associate Professors
 Louis Almon (chair) — *Philosophy of Education, Community Education, Community Organization*
 John Bucca — *Philosophy of Education, Cultural and Social Foundations of Education*
 Robert Castiglione — *Metaphysics, Aesthetics, Philosophy of Religion*
 Sheri Smith — *Logic, Ethics, Epistemology*

Programs of Study

Minor: Foundations of Education, Religious Philosophies and Foundations of Education

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.

	semester hours	
Required: Foundations of Education 360	3	
Three or four electives from any three of the following five groups:	12	
A. Foundations of Education 342; Philosophy 321; Psychology 344		
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; 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.

Minor in Religious Philosophies and Foundations of Education

See Philosophy.

COURSE OFFERINGS

The arts and sciences courses are Foundations of Education 200 and 230. No other courses are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester and contact the department chair for details.

FOUNDATIONS OF EDUCATION

200 INTRODUCTION TO AMERICAN EDUCATION

This course introduces education in the United States—in its scope, its problems, its structure and organization, its purposes and its processes. Attention is 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.

220 SOCIAL FOUNDATIONS OF EDUCATION

American education is studied in the context of the interrelation systems 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. M.A.T.-C. students may take Foundations of Education 402, 420 or 501 in lieu of this course.

302 PHILOSOPHICAL FOUNDATIONS OF EDUCATION

The writings of major Western philosophers and educational theorists are discussed, and the implications of their ideas for current temporary educational problems are considered. Attention is 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. M.A.T.-C. students may take Foundations of Education 410, 415 or 441 in lieu of this course.

322 TEACHER ORGANIZATIONS, GOVERNANCE STRUCTURES AND EDUCATIONAL DECISION MAKING

Emphasis is placed on the growing influence of teacher organizations in education decision making. An overview of the history, structure and operations of the organizations is provided.

343 THEORIES OF MORAL EDUCATION

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

360 SEMINAR IN FOUNDATIONS OF EDUCATION

Various topics in the foundations of education are examined.

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.

402 CURRENT PROBLEMS IN EDUCATION

An intensive treatment is given to 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. M.A.T.-C. students may take this course in lieu of Foundations of Education 220.

403 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.

410 HISTORY OF WESTERN EDUCATIONAL THOUGHT

The ideas on education, teaching, and the schools proffered by major Western educational theorists are examined, including Plato, Aristotle, Augustine, Thomas Aquinas, Locke, Rousseau, Pestalozzi, Froebel, Spencer and Dewey. M.A.T.-C. students may take this course in lieu of Foundations of Education 302.

415 HISTORY OF AMERICAN EDUCATION

In this course American education is considered in its historical context. The development of the institutions of public education is traced with emphasis on those institutions with important current significance. Important developments in American pedagogical theory are also studied. M.A.T.-C. students may take this course in lieu of Foundations of Education 302.

418 CULTURAL FOUNDATIONS OF EDUCATION

The impact of cultural influences on formal and informal educational processes are examined. Special attention is given to the effects of cultural pluralism and bilingualism on American education. M.A.T.-C. students may take this course in lieu of Foundations of Education 220.

420 POLITICAL ELEMENTS IN PUBLIC SCHOOL POLICY

This course analyzes the political institutions and practices which determine the priorities used in formulating public school policy.

441 COMPARATIVE PHILOSOPHY 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. M.A.T.-C. students may take this course in lieu of Foundations of Education 302.

442 THEORIES OF KNOWLEDGE AND THE CURRICULUM

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

443 LOGIC OF TEACHING

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

444 INDEPENDENT STUDY IN FOUNDATIONS OF EDUCATION

Selected topics in foundations of education may be investigated by individual students with the approval of the department.

445 THEORIES OF KNOWLEDGE AND THE CURRICULUM

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

446 LOGIC OF TEACHING

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

447 INDEPENDENT STUDY IN FOUNDATIONS OF EDUCATION

Selected topics in foundations of education may be investigated by individual students with the approval of the department.

501 EDUCATION AND SOCIAL INSTITUTIONS

Including a study of historical and sociological principles and information necessary to understand the cultural forces affecting education, this course considers the influences of social institutions and social agencies upon the social structure of the schools. M.A.T.-C. students may take this course in lieu of Foundations of Education 220.

504 COLLECTIVE NEGOTIATIONS IN EDUCATION

This course is concerned with the development of collective negotiations in education and with the study of various conceptions of the negotiation process. Legal trends, evolving issues and current practice are studied.

542 MODERN THEORIES OF EDUCATION

This course analyzes contemporary educational theory as it relates to practice. The Progressive Education Movement is examined. The effects of early technological and humanistic influences are considered. The theory generated out of early and later behaviorism is analyzed. Post-Spivack criticisms of education are studied along with the humanistic, cognitive and neo-humanistic responses to that criticism.

560 SEMINAR IN FOUNDATIONS OF EDUCATION

Various topics in the foundations of education are examined.

575 TOPICS IN INTERNATIONAL EDUCATION

Selected educational systems of the world are studied. Foreign study opportunities will often be available. Topics are announced prior to the semester in which the course is offered.

HEALTH EDUCATION

(Department of Health and Physical Education)

182

Associate Professors

Kenneth Ainley - Community Health Organization and Administration
Nelson Wood (chair) - Health Education Curriculum Instructor
Markella Pahnou - Community Health, Stress Management

Programs of Study

Major: Health Education (B.S.)
Graduate Program: Health Education (M.Ed.)

Curriculum in Health Education

In addition to the General Education Program and free electives, the curriculum requires a minimum of 27 semester hours in a health education concentration, at least 43 semester hours of cognates and 26 semester hours in professional education. The program includes practicum and student teaching. The curriculum totals at least 120 semester hours.

Students who have a special interest in community health may elect to complete Health 319, practicum, and Health 320, field placement. In this instance, the department chair may waive the requirement for Education 327.

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.

semester hours

Health Education Concentration

Required: Health 101, 201, 202, 210, 213, 214,
303, 304, 318

Cognates

Required: Anthropology 201; Biology 101, 102, 331,
335, 336, 348; Chemistry 103; Mathematics 240; Psychology 210, 330, Sociology 202

Professional Education

Required: Education 327; Foundations of Education
220, 302; Instructional Technology 304; Psychology
216; Special Education 300

General Education Program

Free Electives

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 Health 318 (practicum) and Education 327 (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.

GRADUATE PROGRAM

Advisor: 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.

Program Requirements

Humanistic and Behavioral Studies

See program advisor for list of recommended courses.

Major Concentration

Required: Health 401, 462

Electives: four courses from Health 304, 330, 460;

Counselor Education 401-403; Education 345;

Instructional Technology 437, 440. Student must have

adviser's consent.

Related Health Courses

Two courses in arts and sciences chosen with adviser's

consent

Comprehensive Examination

semester hours

Note: Before taking the comprehensive examination, a student must meet in the combined graduate and undergraduate program, the following requirements: 9 semester hours in the biological sciences, 15 semester hours in the behavioral sciences and 24 semester hours in health education.

Total: 120

COURSE OFFERINGS

HEALTH EDUCATION

(None of the courses listed below are arts and sciences courses.)

TOPICS COURSES AND WORKSHOPS

1-5 TOPICS COURSES (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

HEALTH

101 HUMAN SEXUALITY

An introduction to the physiological, psychological and social aspects of human sexuality is presented. Guest lecturers, panels and various audiovisual presentations provide basic information, while small group discussions allow students to exchange ideas and discuss issues. This course is graded H, S or U.
3 semester hours.

201 PERSONAL HEALTH

Principles, problems and practices that relate to the factors of physical fitness, chronic disease, nutrition and consumer education are covered. In order for students to acquire basic health knowledge that will affect attitudes and eventual behavior, a comprehensive, conceptual approach is used.
3 semester hours.

202 HEALTH AND SOCIAL LIVING

Issues of mental health, preparation for marriage and family living, the role that mood modifiers play in contemporary society, and issues relating to aging and death are surveyed. Discussions are related to scientific, social, economic, political and other factors affecting attitudes and eventual behavior concerning healthful social living.
3 semester hours.

210 CONCEPTS OF TEACHING I

The major focus is the analytical study of teaching. Specifically included are technical skills of teaching, the development of a repertoire of teaching models, classroom management strategies and several observational techniques. School visits and tutoring are also required.
4 semester hours. Prerequisite: Psych. 213 or 216, preceding or concurrent.

211 STANDARD FIRST AID - PERSONAL SAFETY AND CARDIOPULMONARY RESUSCITATION

Fundamental principles and skills of basic first aid and cardiopulmonary resuscitation are presented. Safety in aquatic and daily living as it relates to first aid is also covered. Upon satisfactory completion of each unit, certification in each of the following areas is available: standard first aid, cardiopulmonary resuscitation and basic water safety. This is an eight-week course.
16 2 semester hours.

214 ARC INSTRUCTORSHIP: STANDARD FIRST AID - PERSONAL SAFETY AND CPR BASIC LIFE SUPPORT

This laboratory course is designed to certify students as instructors in American Red Cross standard first aid and personal safety and CPR basic life support programs. This is an eight-week course.
16 2 semester hours. Prerequisite: Health 213 or consent of instructor.

303 COMMUNITY HEALTH AND SAFETY

Readings, discussions and class presentations are concerned with critical issues of environmental health and the promotion of vital statistics, along with the nature of accidents, communicable diseases and other environmental health concerns, to be discussed.
3 semester hours.

304 ORGANIZATION AND ADMINISTRATION OF SCHOOL HEALTH EDUCATION PROGRAMS

Under the guidance of college and agency personnel of the total school health education program are presented. The history of school health education is discussed in light of politics, state responsibility, duties of personnel and other specific administrative concerns.
3 semester hours.

318 PRACTICUM IN HEALTH EDUCATION

This course is designed to enhance the task of classroom preparation and presentation in health education at both the elementary and secondary grade levels. Classroom observations, unit and lesson planning, and participation in teaching are included.
4 semester hours. Prerequisite: satisfactory completion of all courses in concentration and cognate areas, including Psych. 204, 304 and Psych. 216.

319 PRACTICUM IN COMMUNITY HEALTH

Under the guidance of college and agency personnel, students examine various health education programs, strategies for implementing programs, and the operation of various health agencies.
3 semester hours. Prerequisite: Health 303, 318 and departmental approval.

321 NUTRITION

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

326 COMMUNITY HEALTH: FIELD PLACEMENT

Students apply the theoretical formulations discussed in Health 303 and 319, and develop and improve skills that are essential to community health education. Students assume increasing responsibility in select community environments and attend a related senior seminar. Grading is H, S or U.
5 semester hours. Prerequisite: Health 319 and consent of department chair.

401 CONTEMPORARY DESIGNS OF HEALTH EDUCATION PROGRAMS

The development of contemporary health education programs is considered with regard to individual and social needs. The tasks of administering, supervising and evaluating the total health program are covered.
3 semester hours.

402 FOUNDATIONS OF HEALTH SCIENCE

Motivation for intelligent self-direction in the critical areas of health is emphasized. This course is for graduate students deficient in background areas in the health science disciplines.
3 semester hours. Prerequisite: consent of adviser.

462 SEMINAR IN HEALTH EDUCATION

This seminar surveys selected topics connected with contemporary issues and recent research in the various areas of health programs. A problem-solving approach is utilized.
3 semester hours. Prerequisite: open only to students in the graduate program in health education.

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EDUCATION

327 STUDENT TEACHING IN HEALTH

Student teaching in health provides the student with an opportunity to obtain public school teaching experience under the joint supervision of cooperating teachers and a college supervisor. The student assumes increasing responsibility for classroom instruction in health, and attends a related senior seminar. Students are required to follow the calendar of the school to which they are assigned.

9 semester hours. Prerequisite: Spec. Ed. 300, Health 318; satisfactory completion of program prerequisites to Health 318; adequate health; an overall GPA of 2.0 one fall semester prior to student teaching; proficiency in operation of audiovisual equipment; and speech proficiency.

345 METHODS AND MATERIALS IN HEALTH EDUCATION

The latest methods, procedures and techniques for presenting the knowledge, principles and concepts of a school health curriculum are surveyed. This course is for elementary school classroom teachers, health specialists, physical educators and other personnel.

3 semester hours.

Professor

Edward Bronowski - Drafting Technology
Associate Professors
Lee Goodness - Wood Technology
William Kavanaugh (chair) - Supervision
James McCrystal - Materials Processing
Assistant Professors
Charles Baucher - Graphic Arts Technology
Frank Facinella - Organizational Processes
James McGuire - Power and Energy
Instructor
Kenneth McVay - Electronics Technology

Programs of Study

Major: Industrial Arts 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
Required: Industrial Arts 101, 105, 109, 115, 121, 126, 220, 232

Concentration
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
Required: Industrial Arts 131
Two courses from Industrial Arts 335; Industrial Technology 225, 325, 330

Professional Education
Required: Education 308, 321, 360; Foundations of Education 220, 302; Psychology 214

General Education Program
Free Electives
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.

GRADUATE PROGRAM

Advisor: Edward Bronowski

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 Analyses Test.

Program Requirements	semester hours
Humanistic and Behavioral Studies	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, 480	6
Related Disciplines	0
Comprehensive Examination	0
Total:	30

semester hours

26

13

10

14

36-38

12-14

COURSE OFFERINGS

INDUSTRIAL ARTS, INDUSTRIAL EDUCATION, EDUCATION, MATHEMATICS

Except for Mathematics 113 and 114, none of the courses listed below are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

INDUSTRIAL ARTS

101 TECHNICAL DRAWING
Drafting experiences are given in two- and three-dimensional industrial practices projections, encompassing details, assembly and pictorial representations.
(6) 3 semester hours.

105 FABRICATION TECHNIQUES IN WOOD
A study is made of the development and use of wood and wood composite materials, and the related industrial fabrication techniques. Experiences are provided in the use of tools and machines, fasteners, adhesives and finishes. Lecture and laboratory.
(6) 3 semester hours.

109 FABRICATION PROCESSES IN METALS
Firsthand experiences are designed around the basic fabrication processes used in the metalworking industry. Included are sheet metal fabrication, metal forming (forging, casting), machine metals and welding. Lecture and laboratory.
(6) 3 semester hours.

115 CRAFTS
A number of art, guild and industrial crafts are introduced. Included are work in jewelry (designing, shaping, casting, plating and etching), copper enameling, silk-screening, leather, Cassidy and the application of plaster in crafted items. Lecture and laboratory.
(6) 3 semester hours.

121 SYNTHETIC MATERIALS TECHNOLOGY
Study is made of synthetic materials which may be fabricated, poured, vacuum formed, blow molded, injected or extruded. This includes the fiberglass, thermoset and thermoplastic families of synthetic materials. Lecture and laboratory.
(6) 3 semester hours.

126 BASIC ELECTRICITY
This course examines the basic theory of how electricity is produced and utilized. The course includes the study of both direct and alternating current principles, Ohm's Law, electrical measurements, magnetism, wiring techniques and industrial electrical controls. Lecture and laboratory.
(6) 3 semester hours.

131 PHILOSOPHY AND IMPLEMENTATION OF INDUSTRIAL ARTS
An historical study is made of the philosophical foundations, social climates and concepts involved in the development of a generation of industrial education programs. The relationship of these areas to the study of contemporary curricula is also examined.
4 semester hours.

INDUSTRIAL EDUCATION

CONTINUED

200 ARCHITECTURAL DESIGN

Residential home design and construction techniques are covered. Topics include site selection, foundations, heating, plumbing and wiring. Students design their own home and complete an architectural set of drawings. Lecture and laboratory.

165 3 semester hours.

202 CONSTRUCTION

The residential construction industry is examined. Topics include site selection and plot surveying, percolation and foundation tests, concrete and masonry foundations, wood frame construction, installation of heating systems, plumbing and wiring. Lecture and laboratory.

165 3 semester hours.

210 ELECTRONICS I

A study of the basic principles of electronics theory, the course includes an examination of both direct and alternating current circuits with a heavy emphasis on all of the components that make up today's high technology electronic circuits. The course covers the use of the latest in electronics test equipment. Lecture and laboratory.

165 3 semester hours.

212 ELECTRONICS II

A study is made of how basic electronic circuit components are used to build and analyze power supplies, amplifiers, receivers, transmitters and electronics control systems. Lecture and laboratory.

165 3 semester hours. Prerequisite: IA, 210.

220 POWER AND ENERGY SYSTEMS

This course investigates the development of power and energy sources, their utilization and conservation, and the impact on the growth of society. Topics include historical developments, natural power, external and internal combustion engines - steam, gas, diesel and turbines. Lecture and laboratory.

165 3 semester hours.

222 POWER SYSTEMS DEVELOPMENT

This course is a study of new developments in the utilization and conservation of energy sources - atomic, solar, wind, geothermal, etc. Investigation into power transmission systems, such as hydraulic and pneumatic, is included. Lecture and laboratory.

165 3 semester hours. Prerequisite: IA, 109.

230 TECHNICAL ILLUSTRATION

Students investigate the commercial and industrial techniques used in informing, communicating, advertising and instructing. The course includes pictorial, technical and construction information techniques; design and lay-out techniques; principles and media analysis. Lecture and laboratory.

165 3 semester hours.

232 GRAPHIC ARTS TECHNOLOGY

The development of printing and the printing industry is studied. Experiences are provided in the processes of offset and letterpress printing, including design, layout, composition, and camera and copy work. Lecture and laboratory.

165 3 semester hours.

303 INDUSTRIAL ARTS FOR THE ELEMENTARY SCHOOL

This course centers on the industries that are basic to the human needs of food, clothing and shelter and that 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.

3 semester hours.

335 LABORATORY PLANNING AND ORGANIZATION

A systematic approach to the study of the organization and administration of an industrial education facility is presented. Special emphasis is placed upon the planning, organization and control of materials utilized in various programs. Study in teacher liability, professional responsibility and safety is stressed.

165 3 semester hours.

341 PHOTO OFFSET

This course includes a study of those industries utilizing photo offset, with emphasis on camera work, strapping, plate making and presswork. Photographic conversion of line and halftone copy, photo-screen stenicals and finishing procedures are also included.

165 3 semester hours. Prerequisite: IA, 232 or consent of instructor

342 PHOTOGRAPHIC REPRODUCTION

This course includes a study of photographic concepts, processes and techniques utilized in graphic arts reproduction. Laboratory experiences include producing black-and-white negative prints, contact printing techniques, continuous tone enlarging, print making, finishing and presentation. Additional emphasis is placed on understanding photographic chemicals and emulsions as well as on assignments in advanced photographic techniques such as point-diffraction, hot-reflex, time-line separation, solarization, etc.

165 3 semester hours. Prerequisite: IA, 232 or consent of instructor

INDUSTRIAL EDUCATION

410 ANALYSIS AND IMPLEMENTATION OF OBJECTIVES FOR INDUSTRIAL EDUCATION

The course involves the identification of training objectives and the subsequent process of instructional program development. 3 semester hours. Prerequisite: certification in industrial arts or vocational education, or consent of department chair.

420 CURRICULUM MODELS IN INDUSTRIAL ARTS EDUCATION

A study is made of how curriculum models utilized in industrial arts programs at the national level. Career analysis and pre-vocational curriculum thesais are identified and evaluated for implementation in industrial arts programs.

3 semester hours. Prerequisite: certification in industrial arts or consent of department chair.

430 OCCUPATIONAL PROJECTIONS IN TRADE AND INDUSTRY

Trade occupational clusters and their relationships to current vocational education programs are reviewed. The cluster concept is expanded within each area to explore optimum career options.

3 semester hours. Prerequisite: certification in vocational industrial education or consent of department chair.

440 NEW PRODUCT AND PROCESSING DEVELOPMENTS IN INDUSTRY

An investigation is made into the most recent product and process developments in tools, machinery, static equipment, power and energy systems. The focus of research is on implementation of the findings in the curriculum.

3 semester hours.

445 TECHNOCRACY AND THE FUTURE OF MAN

This course involves 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.

3 semester hours.

455 LEARNING STRATEGIES IN ALTERNATE INDUSTRIAL SITES

This course is designed to encourage individual and small group projects. Topics related to industry, technology and work are explored through in-depth study or industry-union-technical training programs.

3 semester hours.

460 SEMINAR ON INDUSTRIAL EDUCATION RESEARCH

This seminar introduces the basic types of research and evaluation. Students are required to develop a research proposal in the field of industrial education and technology.

4 semester hours. Prerequisite: completion of at least four courses in the concentration and/or consent of department chair.

EDUCATION

308 PRACTICUM IN INDUSTRIAL ARTS

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

4 semester hours. Prerequisite: Psych. 214 and special departmental requirements.

321 STUDENT TEACHING IN THE SECONDARY SCHOOL

See Department of Secondary Education.

323 INTERNSHIP IN INDUSTRIAL EDUCATION

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 221, 9 semester hours. Prerequisite: Found. of Ed., 220; Voc. Ed., 300; 302, 303; Psych., 214.

340 SENIOR SEMINAR IN SECONDARY EDUCATION

Taken concurrently with Foundations of Education 302, this course provides a seminar situation for the analysis and discussion of the student's research.

12/1 semester hour.

MATHEMATICS

113 SHOP MATHEMATICS I

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.

3 semester hours.

114 SHOP MATHEMATICS II

This course focuses on a study of plane trigonometry and its application to problems of trade and industry. Problems are drawn primarily from the building, metals and electrical trades.

3 semester hours. Prerequisite: Math. 113 or consent of industrial education department.

INDUSTRIAL TECHNOLOGY

(Department of Industrial Education)

Professor

Edward Blowski - Draft Technology

Associate Professors

Lee Goodstein - Wood Technology

William Kavanaugh (chair) - Supervising

James McCrystal - Historical Processing

Assistant Professors

Charles Butcher - Graphic Arts Technology

Frank Furtilla - Organizational Practices

James McGuire - Power and Energy

Instructor

Kenneth McVay - Economics Technology

Program of Study

Major: Industrial Technology (B.S.)

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 five 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.

	semester hours
Foundations	18
Required: Industrial Technology 201, 215, 225, 235, 245, 315	
Congruence	12
At least four courses from the industrial arts curriculum or supervised cooperative education experiences or any combination of both	
Industrial Operations and Management	18
Required: Industrial Technology 255, 300, 305, 310, 315, 340	
Cognates	18
Required: Management 221, 326, 328; Psychology 421	
Two courses from the following: Communications 214, 354, English 210; and any course in business mathematics, computer science or management	
General Education Program	36-38
Free Electives	16-18

INDUSTRIAL TECHNOLOGY

CONTINUED

COURSE OFFERINGS

Industrial technology courses are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

INDUSTRIAL TECHNOLOGY

201 TECHNICAL COMMUNICATIONS

Emphasis is placed on industrial blueprint reading techniques and engineering drawing principles as they pertain to details, assembly, design, layout and numerical control.

3 semester hours.

215 MATERIAL PROCESSING I

This course is a survey of the basic material processes utilized in the fibrous, synthetic and metal industries. Studies are limited to the characteristics of these materials, their uses in industry and the tools/equipment used by the industry.

(6) 3 semester hours.

225 STRUCTURE OF INDUSTRY

Topics include corporate structure, competitive forces and productive interactions.

1 semester hour.

235 OCCUPATIONAL SAFETY

Students examine the occupational safety and health procedures that are outlined in OSHA and insurance manuals. The advantages and economics of a safe environment, both on and off the job, are emphasized.

3 semester hours.

245 CONTROL SYSTEMS

This course introduces automated control systems, including applications of the computer and robotics in production processes.

3 semester hours.

255 QUALITY CONTROL

Discussion includes methods of establishing a quality control program, along with measuring tools, materials specifications, inspections, tolerances and industrial standards.

3 semester hours.

300 DESIGN ANALYSIS

Design analysis concepts used in industry are examined, from product development through to manufacturing and marketing. This course includes basic design concepts, reliability studies, prototypes, market tests and production techniques utilized in industry.

3 semester hours. Prerequisite: I.T. 201 or consent of department chair.

305 PRODUCTION CONTROL

The course introduces the central and logistical techniques involved in product manufacturing.

3 semester hours. Prerequisite: I.T. 201, 215, 225 or 315, or consent of department chair.

310 PLANT SUPERVISION AND MANAGEMENT

Case studies and application exercises involving operational techniques, interpersonal interactions, design and supervision of the work environment serve as the framework for this course.

3 semester hours. Prerequisite: I.T. 201, 215, 225 or 315, or consent of department chair.

315 MATERIAL PROCESSING II

This 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 include EDM, numerical control, casting, forging, welding, material removal, material forms, etc.

(6) 3 semester hours. Prerequisite: I.T. 215 or consent of department chair.

325 INDUSTRIAL PROCESSING

A study of the American industries is made, 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.

(6) 3 semester hours.

330 INDUSTRIAL TECHNOLOGY ANALYSIS

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 used in fabrication techniques.

(6) 3 semester hours. Prerequisite: completion of two cluster concentrations.

COST ESTIMATING
The course presents basic cost concepts, cost planning, control and estimation techniques in various production settings.

3 semester hours. Prerequisite: I.T. 201, 215, 225 or 315, or consent of department chair.

340 SUPERVISORY SKILLS IN INDUSTRY

Students assess and analyze personal leadership styles. Motivator, communication, problem solving, decision making, supervisor-subordinate and supervisor-superior relationships are studied.

3 semester hours.

INSTRUCTIONAL TECHNOLOGY

(Department of Administration, Curriculum and Instructional Technology)

Associate Professors

James Davis (chair) - Visual Communication, Instructional Design.

Media Production

James Kenney - Media Management/ Facility Design, Computer

Instruction in Graphics, Television Production

Assistant Professor

Anthony Gardino - Television Production

Programs of Study

Graduate Program: 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.

Program Requirements

Humanistic and Behavioral Studies

Selected from an approved list of courses

Major Concentration

Required: Instructional Technology 304, 422, 435;

Education 505 or 514

Electives: two courses from

Instructional Technology 430, 436, 437, 439, 440, 450

Related Disciplines

At least two courses from appropriate areas in arts and

sciences

Comprehensive Examination

Total: 30

semester hours 6

24

6

0

Total: 30

semester hours 6

24

6

0

Total: 30

semester hours 6

24

6

0

Total: 30

semester hours 6

24

6

0

Total: 30

semester hours 6

24

6

0

Total: 30

semester hours 6

24

6

0

Total: 30

semester hours 6

24

6

0

COURSE OFFERINGS

None of the courses listed below are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 450, 550, etc.) and workshops (usually numbered 480, 580, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

INSTRUCTIONAL TECHNOLOGY

304 AUDIOVISUAL INSTRUCTIONAL MATERIALS

Utilization of media for instructional applications provides the basis for this course. Production of selected materials and equipment operation skills are major components.

(4) 3 semester hours.

422 FIELD INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY

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.

3 semester hours. Prerequisite: 12 semester hours in instructional technology.

430 VISUAL COMMUNICATION TECHNIQUES

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.

3 semester hours.

435 SELECTION OF MATERIALS FOR INSTRUCTION

An examination is made of criteria for development and evaluation of a school curriculum. Special attention is given to the selection and utilization of instructional materials as well as to the role of the audiovisual specialist in the process of curriculum development.

3 semester hours. Prerequisite: limited to M.Ed. degree candidates in instructional technology.

436 THEORY AND DESIGN OF SELF-INSTRUCTIONAL

MODULES
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.

3 semester hours.

437 THE ROLE OF TELEVISION IN EDUCATION

This course is devoted in part to an exploration of the impact of television on curriculum. Opportunity is given for actual experience in preparing and presenting a television lesson using studio TV equipment.

3 semester hours.

439 INTRODUCTION TO LIBRARY RESOURCES

This is an 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.

3 semester hours.

INSTRUCTIONAL TECHNOLOGY CONTINUED

- 440 PREPARATION OF AUDIOVISUAL MATERIALS**
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 preparation of slides, audiotapes and user manuals.
1 semester hours. Prerequisite: Instruc. Tech. 304
- 450 MULTI-IMAGE APPROACH TO INSTRUCTION**
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.
3 semester hours. Prerequisite: Instruc. Tech. 440
- 504 ADMINISTRATION OF INSTRUCTIONAL TECHNOLOGY PROGRAMS**
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.
3 semester hours. Prerequisite: six semester hours in instructional technology
- 516 DESIGN AND USE OF LEARNING SPACE**
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. Case studies and the problem solving approach are utilized.
3 semester hours. Prerequisite: six semester hours in instructional technology
- 526 THEORY OF COMMUNICATION AND MESSAGE DESIGN**
Students investigate the implications of theory and research in communication on message design.
3 semester hours. Prerequisite: six semester hours in instructional technology
- 537 INSTRUCTIONAL DESIGN UTILIZING TELEVISION**
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.
3 semester hours. Prerequisite: Instruc. Tech. 437
- 539 THE SCHOOL LIBRARY**
The school library is examined as an Instructional Resource Center and as an integral part of the total school environment.
3 semester hours. Prerequisite: Instruc. Tech. 439
- 541 PHOTOGRAPHY**
Techniques associated with 35 mm color photography are explored. Students consider, discuss and work with composition as it affects instruction in specific subject areas.
3 semester hours. Prerequisite: Instruc. Tech. 304 and consent of instructor
- 542 CINEMATOGRAPHY**
The planning of instructional motion pictures is the major emphasis. Techniques covered include the storyboard and script, in-camera editing, lighting techniques, camera angles, scene setups, handling actors, directing, pacing and continuity, and scene shot development.
3 semester hours. Prerequisite: Instruc. Tech. 304 and consent of instructor
- 564 SEMINAR IN INSTRUCTIONAL TECHNOLOGY**
This is a conference course for students preparing a thesis in instructional technology.
3 semester hours. Prerequisite: open only to C.A.G.S. candidates.

PHILOSOPHY (Department of Philosophy and Foundations of Education)

- Professors**
Donald Averill - *Teacher Organizations, Collective Bargaining, the Status of Education as a Profession*
Walter Blais-Baird - *Cartesian Theory, Moral Education, Midwestern Education*
Willard Enteman - *Epistemology, Ethics*
Raymond Houghton - *Educational Theory, Berkeley Studies, Community Action*
Thomas Howell - *Logic, Epistemology, History of Philosophy from 1722 to present*
Richard Olmsted - *Philosophy of Religion, Eastern Philosophy, History of Educational Thought*
Deochu Piondas - *Social and Cultural Foundations of Education, Comparative and International Education, Philosophy of Education*
Frank Williston - *Moral Philosophy, Philosophy of Education*
Associate Professors
Louis Allmon (chair) - *Philosophy of Education, Community Education, Community Organization*
John Bucci - *Philosophy of Education, Cultural and Social Foundations of Education*
Robert Castiglione - *Metaphysics, Aesthetics, Philosophy of Religion*
Sherr Smith - *Logic, Ethics, Epistemology*
- Programs of Study**
Major: Philosophy (B.A.)
Minors: Philosophy, Religious Philosophies and 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 the 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. semester hours
- A. Logic 31-3
Philosophy 200, 205, 305, 311, 320, 350 (or 363), 358, 359, and any two philosophy courses
- B. History of Philosophy 31-3
Philosophy 200, 201, 351, 355, 356, 357 (or 300), 354 (or 359) and any two philosophy courses
- C. Values 31-3
Philosophy 206, 212 (or 241), 301, 312, 313, 321, 357, and 358 or 300, and any two philosophy courses
- D. Aesthetics 31-3
Philosophy 201, 230, 300, 351, 356, 357, and 350 or 363, and any two philosophy courses
- Note:** With the permission of the department chair, course and credit substitutions may be granted for both new and old philosophy major 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.

- Required: Philosophy 201, 241; Foundations of Education 250 (alternately in Christianity, Hinduism, Buddhism, etc.), 343
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

COURSE OFFERINGS

Philosophy courses are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

- Topics courses (usually numbered 350, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

PHILOSOPHY

200 PROBLEMS OF PHILOSOPHY

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.
3 semester hours

201 INTRODUCTION TO EASTERN PHILOSOPHY

The theories of reality, knowledge and the meaning of human existence contained in the texts of the Eastern philosophical traditions are investigated. Special attention is devoted to the systems and methods proposed in these non-Occidental philosophies, to the metaphysical and epistemological speculations of the Indian Buddhism, and to the ethical and aesthetic theories contained within Oriental traditions.
3 semester hours

205 INTRODUCTION TO LOGIC

This course covers principles of valid reasoning in responsible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is made to subject matter and to practical use in critical thinking.
3 semester hours

206 ETHICS

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, institutional, hedonistic and naturalistic ethical theories are considered.
3 semester hours

212 PHILOSOPHY OF THE HEALING ARTS

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.
3 semester hours

230 AESTHETICS

Theories of art experience, the relation of aesthetic experience to other types of experience and to other kinds of knowledge are included.
3 semester hours

241 PHILOSOPHY OF RELIGION

This course involves an inquiry into the ontological, epistemological and axiological ramifications of religious experience.
3 semester hours

PHILOSOPHY CONTINUED

- 300 AMERICAN PHILOSOPHY**
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.
3 semester hours.
- 301 BUSINESS ETHICS**
Economic values that business organizations, practices and leaders create and maintain are identified and their justification traced. Topics related to profit, price, interest rates, capital, commodities, jobs, risks of production, distribution and exchange are 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 are used.
3 semester hours. Prerequisite: one 200-level course in philosophy, economics or management.
- 305 INTERMEDIATE LOGIC**
The use of the logic of proposition, classes and relations is studied. Alternate systems and notations of two-valued logics are analyzed. Some multi-valued logics are validated.
3 semester hours. Prerequisite: Phil. 205 or consent of instructor.
- 311 KNOWLEDGE AND TRUTH**
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. The course provides an introduction to epistemology.
3 semester hours. Prerequisite: any 200-level philosophy course.
- 312 PHILOSOPHICAL ISSUES IN MEDICINE AND HEALTH CARE**
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.
3 semester hours. Prerequisite: consent of instructor or department chair.
- 313 PHILOSOPHY OF THE FAMILY**
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.
3 semester hours. Prerequisite: any 200-level philosophy course or consent of instructor.
- 320 PHILOSOPHY OF SCIENCE**
Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification, are covered.
3 semester hours. Prerequisite: consent of instructor.
- 321 SOCIAL AND POLITICAL PHILOSOPHY**
This course investigates social and political theories and the philosophical issues they raise concerning the origin of society and man's nature as a "social being" and "social being."
3 semester hours.
- 351 PLATO, ARISTOTLE AND GREEK THOUGHT**
The origin of philosophy in Greek thought are explored. Works of philosophers such as Plato and Aristotle are read.
4 semester hours. Prerequisite: any 200-level philosophy course.

- 355 AQUINAS, BONAVENTURE AND MEDIEVAL THOUGHT**
The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Bonaventure are studied.
4 semester hours. Prerequisite: any 200-level philosophy course.
- 356 SEVENTEENTH- AND EIGHTEENTH-CENTURY PHILOSOPHERS**
Works of European philosophers from René Descartes to Immanuel Kant are read.
4 semester hours. Prerequisite: any 200-level philosophy course.
- 357 EXISTENTIALISM AND CONTEMPORARY PHILOSOPHY**
In addition to analysis of current existentialist, positivist, analytic and religious philosophers, some of the seminal thinkers and forces of nineteenth-century life are studied.
4 semester hours. Prerequisite: any 200-level philosophy course.
- 358 HEGELIANISM AND POST-MODERN PHILOSOPHY**
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 eighteenth and nineteenth centuries.
3 semester hours. Prerequisite: any 200-level philosophy course.
- 359 CONTEMPORARY ANALYTIC PHILOSOPHY**
This course focuses on late nineteenth and twentieth-century philosophers of language with particular emphasis upon their technical works in analytical philosophy. G. E. Moore, Gilbert Ryle, Ludwig Wittgenstein, Rudolf Carnap, G. Moore 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.
3 semester hours. Prerequisite: any 200-level philosophy course.
- 363-364 SEMINAR IN PHILOSOPHY**
Concepts, individual thinkers or institutional movements may be chosen to be explored intensively.
3 or 4 semester hours. Prerequisite: consent of instructor and department chair.
- 391-394 INDEPENDENT STUDY**
The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.
1-4 semester hours. Prerequisite: consent of instructor and department chair.

PHYSICAL EDUCATION

(Department of Health and Physical Education)

- Associate Professors**
Joseph Lombardo - Physical Education/Recreation
Earlica Moore - Adapted Physical Education/Special Populations
Assistant Professors
Lynn Hillman - Physical Education/Motor Development
Justin Marecsak - Physical Education/Recreation

Programs of Study
Major: Physical Education, also with options for Special Education Student Teaching and Recreation (B.S.).

Curriculum in Physical Education
In addition to the General Education Program and free electives, the curriculum requires a minimum of 34 semester hours in a physical education concentration, at least 20 semester hours of co-requisites and 15 semester hours in professional education. The curriculum totals at least 120 semester hours.
The program prepares graduates to teach kindergarten through grade 12. An option for student teaching in special education is available.

	semester hours
Physical Education Concentration	
Required: Physical Education 140, 141, 142-147, 1 243, 244, 309, 310, 311, 362; Health 213; Biology 336	34
Cogates	20
Required: Biology 101, 102, 331, 335; Special Education 300	29
Professional Education	
Required: Education 326, Foundations of Education 220, 302; Physical Education 245, 313, 314; Psychology 216	36-38
General Education Program	0-11
Free Electives	

Since the college requires 50 semester hours in arts and sciences courses for the B.S., most free electives must be from this area.

All majors must complete six semester hours in Physical Education 142-147. (Each course counts for one semester hour.)

Results of proficiency testing will be used to determine the number of specific courses students must enroll in and complete, as well as the number of credits awarded.

Admission and Retention
The 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 (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.

Special Education Student Teaching - Developmental Movement: Early Childhood or Adapted Physical Education

Students who anticipate working with special populations 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. Completion of two of the following courses, with approval of the departmental adviser: Physical Education 315, Special Education 310, Psychology 330, Dance 318. With approval of the adviser, the student may substitute workshops, special topics courses and other appropriate courses.
3. Additional laboratory experiences with handicapped children in Physical Education 899.

Curriculum in Physical Education - Recreation
Students in recreation must fulfill all requirements for the physical education curriculum and must also complete the 15-semester-hour sequence outlined below.

	semester hours
Required Courses	15
Health 213; Recreation 201, 300, 301, 302	

PHYSICAL EDUCATION

CONTINUED

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COURSE OFFERINGS

PHYSICAL EDUCATION, RECREATION, EDUCATION

None of the courses listed below are arts and sciences courses.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

PHYSICAL EDUCATION

101-150 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 are eight-week courses.

- | | |
|--------------------------|-----------------------------|
| 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 | |

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.

- | |
|----------------|
| 131 Golf |
| 132 Gymnastics |
| 133 Tennis |

140 INTRODUCTION TO MOVEMENT SCIENCES

Emphasizing a scientific approach, this course introduces the student to the field of human movement. Included is an analysis of various philosophical, psychological and physiological factors. On-site visitations, observations, demonstrations and laboratory experiences are included.

141 ANALYSIS OF HUMAN MOVEMENT

Focus is upon the analysis of human movement and acquisition of the concepts essential to selected team, individual and rhythmic activities.

(4) 3 semester hours.

142-147 INDIVIDUALIZED MOTOR SKILLS

The focus of the following courses is the development of skill competencies and concept attainment essential to the teaching of individual, team and rhythmic activities. Each of the following areas must be satisfied either through proficiency testing or course completion.

- | |
|-------------------------------------|
| 142 Soccer, Speedball, Speed-a-way, |
| Flag Football |
| 143 Field Hockey, Lacrosse |
| 144 Basketball, Volleyball |
| 145 Gymnastics |
| 146 Track and Field |
| 147 Rhythmic Activities |

6 semester hours (1 semester hour each). Prerequisite: P.E. 140 and 141.

243 FOUNDATIONS OF MOVEMENT

This course encompasses the basic concepts of motor learning and performance. Emphasis is placed upon the neurological basis of motor learning and the effects of growth and developmental factors.

3 semester hours.

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.

3 semester hours. Prerequisite: P.E. 243.

245 PRACTICUM IN TEAM ACTIVITIES

Students analyze selected sport skills and develop appropriate teaching progressions in team activities. This practicum includes observations and supervised teaching experiences in school settings K-12.

(6) 3 semester hours. Prerequisite: P.E. 140-144, 243, 244.

288 THE SCIENCE OF COACHING

This course is designed for the student interested in the area of coaching. The various scientific aspects of conditioning, strategy and organization are analyzed. The use of systematic observation is emphasized.

3 semester hours. Prerequisite: junior class standing or consent of instructor.

309 ADAPTED PHYSICAL EDUCATION

Individual differences which affect motor learning and performance are considered. Individual educational programs in adaptive, developmental, corrective and mainstreamed physical education are designed. Laboratory experiences are included.

3 semester hours. Prerequisite: Spvs. Ed. 300 and P.E. 311.

310 EVALUATION AND MEASUREMENT IN PHYSICAL EDUCATION

This is an introductory course in the assessment of motor performance. Emphasis is placed on criterion- and norm-referenced standards for evaluation. Basic statistical techniques are included.

3 semester hours. Prerequisite: P.E. 243.

311 KINESIOLOGY

Effects of physical and anatomical principles on the performance of motor patterns are studied. Mechanical analysis of specific activities is included.

3 semester hours. Prerequisite: Bio. 331.

313 CREATIVE RHYTHMS AND DANCE

Students develop competencies in teaching rhythmic activities. Diversified experiences in rhythmic accompaniment, musical perception and rhythmic activities are provided. Observations and teaching are required.

(6) 3 semester hours. Prerequisite: P.E. 142 and 243.

314 INDIVIDUALIZED PHYSICAL EDUCATION

Students analyze selected sport skills and develop appropriate teaching progressions in rhythmic gymnastics, self-testing stunts, apparatus, track and field, bowling, tennis, wrestling and orienteering. Observations and supervised teaching experiences in school settings K-12 are included.

(6) 3 semester hours. Prerequisite: P.E. 145-147, 243 and 244.

315 INDIVIDUALIZED PHYSICAL EDUCATION FOR HANDICAPPED POPULATIONS

The main focus of this course is instruction in organizing, conducting and evaluating individualized physical education programs for handicapped populations. A diagnostic-prescriptive approach is emphasized. Class time is divided between theory and practical applications of the individualized approach in clinical settings.

3 semester hours.

316 SOCIO-PSYCHOLOGICAL ASPECTS OF MOTOR PERFORMANCE

Motor performance is viewed as it is affected by social and cultural factors. Special emphasis is placed on the study of motives and gratifications of participants, spectators, coaches and game officials.

3 semester hours.

342 SENIOR SEMINAR IN PHYSICAL EDUCATION

The focus of this experience is upon a research project directly related to concurrent student teaching experiences.

2 semester hours. Prerequisite: concurrent enrollment in Ed. 326.

390 INDEPENDENT STUDY IN PHYSICAL EDUCATION

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

1-3 semester hours. Prerequisite: consent of department chair.

RECREATION

301 CAMPING AND RECREATIONAL LEADERSHIP

A study is made of the philosophy and problems of camping and recreational leadership. The principles, practices, processes and techniques of leadership are studied in depth. Laboratory experiences are required.

3 semester hours.

300 AQUATICS

The knowledge and understanding necessary for conducting a variety of aquatic activities are provided, along with organizational methods and appropriate teaching skills. Upon successful completion of this course, the student receives WSJ certification.

Lecture and laboratory.

(5) 3 semester hours. Prerequisite: a current advanced lifesaving certificate.

302 OUTDOOR EDUCATION

This course is designed to provide the student with the philosophies and techniques of school camping and outdoor recreation.

3 semester hours.

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302 RECREATION PRACTICUM

Students assist in the development, presentation and evaluation of leisure-time activities in community, agency, school or college settings. Lecture and field experience.

(7) 4 semester hours. Prerequisite: Health 213; Rec. 201, 300, 301, and P.E. 314.

325 RECREATION FOR THE ELDERLY

Students explore steps needed in planning, organizing, conducting and evaluating recreation programs for the elderly. The significance of recreation services, the needs characteristics of the elderly as related to recreation programming, diverse recreation activity experiences, staffing considerations, and future trends in recreation and leisure services for the elderly are included.

3 semester hours.

EDUCATION

326 STUDENT TEACHING IN PHYSICAL EDUCATION

Teaching experiences in physical education are provided under the joint supervision of certified cooperating teachers 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.

Students who anticipate dual assignments for student teaching with both regular and special-needs populations must meet the requirements stipulated under the physical education program.

(8) semester hours. Prerequisite: satisfactory completion of department prerequisites, successful completion of all physical education and professional sequence courses including Psych. 216; adequate health; an overall GPA of 2.0 or one full semester prior to student teaching; proficiency in operation of audiovisual equipment and speech mechanics.

342 METHODS AND MATERIALS IN PHYSICAL EDUCATION

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.

(12) 2 semester hours.

DEPARTMENT OF PSYCHOLOGY

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Professors

Robert Cloward - Adolescent Psychology, Educational Psychology, Statistics
 Lenore DeLucia - Experimental Child Psychology, Child Psychology
 Spencer DeVault - Personality, Psychopathology, School Psychology
 John Finger Jr. - Educational Research, Educational Psychology
 Florence Hansen - Statistics, Measurement, Educational Psychology
 Raymond Holden - Clinical Psychology, School Psychology
 John Lailey - Clinical Psychology, Drug and Behavior
 Victoria Lederberg - Introductory Psychology, Experimental Psychology, Prevention
 Joan Rutliff - Social Psychology, Psychology of Women
 Donald Werner - Personality, Psychopathology

Associate Professors

Barbara Anderson-Pym - Statistics, Measurement, Educational Psychology
 Terence Belcher - Educational Psychology, Developmental Psychology, Behavior Modification
 Donald Collins (chair) - Child Psychology, Developmental Psychology, Cognition
 Alan Finger - Introductory Psychology, Experimental Psychology
 Shylagh Gilmore - Educational Psychology, Assessment, Clinical Psychology
 Thomas Randall - Developmental Psychology, Personality
 James Rubovits - Educational Psychology, Industrial Psychology, Adolescent Psychology
 Pamela Rubovits - Developmental Psychology, Clinical Child Psychology
 Richard Trupper - Introductory Psychology, Statistics, Computer Applications
 Michael Zajano - Experimental Psychology, Cognition, Statistics

Assistant Professors

Frederic Agatstein - Social Psychology, Personality
 Robin Montello - Developmental Psychology, Experimental Psychology
 Beatrice Phillips - Social Psychology, Race and Class
 Earl Simson - Physiological Psychology, Experimental Psychology, Statistics
 Mary Williams - Educational Psychology, School Psychology, Social Psychology

Instructor

Eliane Scorpio - Social Psychology, Personality

Programs of Study

Minor 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.

semester hours

Required Courses
 Psychology 320, 330, 340 for 334 for elementary education students), and 351 or 355
Choices in Major
 At least four 300-level psychology courses (not more than two from 390, 391, 392)

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.

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GRADUATE PROGRAMS

Advisers: Robin Montello (Developmental Psychology), Thomas Randall (Educational Psychology, School Psychology), Florence Hansen (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 education 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, 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 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, listed here at 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 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 restricted 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 of the following semester.

Program Requirements

The M.A. program in personality and social psychology consists of at least 30 semester hours. Required are Psychology 406, 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 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 equivalent; personal interview and recommendation of departmental admissions committee. Acceptance is for fall entrance only.

Program Requirements

Major Concentration
 Required: Psychology 502, 504, 505, 530; Education 434
 Elective: one course in reading at the 400-level or above
 Additional Electives
 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

Intership

Required: Psychology 529

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 intership is not included in the 60-semester hours.)
 The comprehensive competence tests administered after all courses, except Psychology 529, are completed. The intership follows the tests.

197

semester hours

18

12

0

Total: 30

12

Total: 42

DEPARTMENT OF PSYCHOLOGY CONTINUED

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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 into 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 courses are arts and sciences courses.

TOPICS AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

PSYCHOLOGY

610 THE SUCCESSFUL STUDENT

Focus is on teaching lifelong learning skills and approaches to personal development. Emphasis is placed on psychological theories and principles which will help students understand and manage their student and non-student lives.
3 semester hours (this credit does not apply to the 120-semester-hour graduation requirement, but does count toward full-time enrollment) and is recorded on the student's transcript.

210 INTRODUCTORY PSYCHOLOGY

The field of psychology is surveyed with emphasis on the biological, cognitive and environmental factors influencing behavior.
3 semester hours.

211 HUMANISTIC PSYCHOLOGY

An introduction is given to humanistic psychological perspectives on science, human motivation, growth and development, attitudes, values and self-actualization. The works of Maslow, Rogers, Allport and others are considered.
4 semester hours.

213 EDUCATIONAL PSYCHOLOGY - ELEMENTARY

Psychological theories and research findings as they apply to elementary classroom situations are analyzed. Emphasis is 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.
4 semester hours.

214 EDUCATIONAL PSYCHOLOGY - SECONDARY

Psychological theories and research findings as they apply to secondary classroom situations are analyzed. Personality characteristics of the adolescent and important social influences on adolescent behavior are considered. Students may receive credit for only one of the following: Psychology 213, 214, 216.
4 semester hours.

215 SOCIAL PSYCHOLOGY

The ways in which individuals are affected by, and in turn affect, their social environment are studied at the introductory level. Topics include intragroup and intergroup 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 355.
3 semester hours.

216 EDUCATIONAL PSYCHOLOGY - K-12

Analysis is made of psychological principles and their applications to elementary and secondary classroom situations and to other institutional settings. Students may receive credit for only one of the following: Psychology 213, 214, 216.
4 semester hours. Prerequisite: enrollment in a K-12 program or the nursing program.

217 DRUG USE AND PERSONAL DECISION MAKING

This drug-education course presents a review of psychoactive drugs and their general effects. It also provides an open-ended developmental experience which allows students an opportunity to gain an awareness of themselves and of decision making related to drug use.
4 semester hours. Prerequisite: one course in psychology.

320 MOTIVATION AND ABILITY

Theories and research are considered as they relate to personal growth of abilities, attitudes, interests and needs. Ideational conflicts and nonconformity are studied as sources of productive behavior.
4 semester hours.

320 INTRODUCTION TO PSYCHOLOGICAL METHODS

Statistical methods and research design are examined as they are used in psychological investigations. Topics include: measures of central tendency, variance, probability, and elementary parametric and non-parametric statistical tests. Interpretation of research results is emphasized.
4 semester hours. Prerequisite: Psych. 210.

322 PSYCHOLOGICAL TESTING

The basic principles of construction, selection and interpretation of psychological tests are introduced. Reliability, validity and norms are considered through the examination of instruments selected to illustrate various approaches to these concepts.
4 semester hours. Prerequisite: Psych. 320 or equivalent.

324 PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT

Principles underlying the construction of instruments of psychological measurement are covered. Also included are theory and practice related to statistical concepts and factors affecting reliability and validity.
4 semester hours. Prerequisite: Psych. 320 or equivalent.

326 HUMAN DEVELOPMENT

This is a survey of lifespan development. Included are major theories and contemporary information relating to learning and development in physical, social, emotional and cognitive realms.
4 semester hours. Prerequisite: Psych. 210.

331 CHILD PSYCHOLOGY

An in-depth study is made of physical, social, emotional and cognitive development from conception to early adolescence. Emphasis is on the current state of knowledge of both biological and environmental influences on growth.
4 semester hours. Prerequisite: Psych. 330.

332 ADOLESCENT PSYCHOLOGY

An intensive study is made of significant factors in adolescent development. Adjustment to adolescent roles and the search for self-identity are emphasized.
4 semester hours. Prerequisite: Psych. 330.

335 PSYCHOLINGUISTICS

This course is a review of contemporary theories and research findings describing the origins, development, structure and meaning of language, and the relationship between language and cognitive functioning.
4 semester hours. Prerequisite: Psych. 330.

334 EXPERIMENTAL CHILD PSYCHOLOGY

Standard laboratory procedures are introduced. Various research methods and statistical analyses are applied to the study of children's behavior. Topics include learning processes, perceptual and cognitive functioning, and social behavior. Satisfies experimental psychology requirement for students in elementary education curriculum. Lecture and laboratory.
15 (4 semester hours). Prerequisite: Psych. 320 and 330.

339 PSYCHOLOGY OF AGING

Theory and research relating to psychological processes in adulthood and old age are reviewed. Topics include behavior-biology interactions, perceptual, cognitive and intellectual functioning, personality, psychopathology and social behavior; and the impact of social and cultural factors on adult psychological development.
4 semester hours. Prerequisite: Psych. 320.

340 EXPERIMENTAL PSYCHOLOGY

Standard laboratory procedures, research design, and analysis and interpretation of data are introduced. Substantive topics include sensation and perception, learning, cognition and social behavior. Lecture and laboratory.
15 (4 semester hours). Prerequisite: Psych. 320.

341 PERCEPTION

This is a study of the variables that determine what we perceive, including input from sensory systems, and the effects of attention and past experience. Experiments which illustrate perceptual phenomena are performed. Lecture and laboratory.
4 semester hours. Prerequisite: Psych. 340.

342 OPERANT CONDITIONING

A detailed study is made of the principles of operant conditioning. Consideration is given to applications of operant technology in a variety of academic and non-academic settings.
4 semester hours. Prerequisite: Psych. 340.

343 HISTORY AND SYSTEMS OF PSYCHOLOGY

This course surveys the growth of psychology from its philosophical roots to its current status. Emphasis is on the great historical questions and controversies, and on the people involved with them.
4 semester hours. Prerequisite: Psych. 340.

344 PSYCHOLOGY OF LEARNING AND MEMORY

Traditional theories of learning and contemporary models of information processing and memory are examined in this course. Emphasis is placed upon relationships between theories and observed phenomena, as well as the implications for human learning, cognition and memory.
4 semester hours. Prerequisite: Psych. 340.

345 PHYSIOLOGICAL PSYCHOLOGY

Neural and chemical bases of behavior are surveyed. The relationship between anatomical, neurophysiological and behavioral data is studied. Similarities and differences among the senses and general principles of sensory functioning are considered.
4 semester hours. Prerequisite: Psych. 340.

351 PERSONALITY

This 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.
4 semester hours. Prerequisite: Psych. 210.

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DEPARTMENT OF PSYCHOLOGY

CONTINUED

352 REALITY, DEVIANCE AND CULTURE

The importance and function of linguistics and semantics as determinants of cultural views of reality are examined. Cultural definitions of deviant behavior are considered.
3 semester hours. Prerequisite: Psych. 151 or 355.

354 ABNORMAL PSYCHOLOGY

This course examines traditional and contemporary approaches to the understanding and treatment of a wide range of abnormal behaviors, both in children and in adults.
3 semester hours. Prerequisite: Psych. 351.

355 SOCIAL BEHAVIOR

This is a comprehensive survey of research relating to social behavior. Topics include historical and modern approaches to social behavior, subcultural influences, group dynamics, intergroup relations, interpersonal interactions, attitudes and survey research, and collective behavior. Students may not receive credit for both Psychology 215 and 355.
4 semester hours. Prerequisite: Psych. 210.

356 PSYCHOLOGY OF WOMEN

An analysis is made of documented sex differences from biological, bio-social and socio-psychological perspectives. Theories and research findings relating to personality, self-concept, mental health, and traditional and non-traditional roles of marriage, motherhood and careers are included.
4 semester hours. Prerequisite: Psych. 210.

358 THE ABNORMAL PERSONALITY IN THE ARTS

This course is a study of the experience and expression of psychological abnormality through literature and self-report in the visual and dramatic arts. Emphasis is on the nature of creative and artistic expression and the psychological qualities of the "artistic genius".
4 semester hours. Prerequisite: Psych. 210.

360 DIRECTED RESEARCH

Under the supervision of a faculty member, the student selects a specific problem and undertakes concentrated empirical research.
3 semester hours. Prerequisite: consent of department chair.

361 DIRECTED RESEARCH

This is an extension of research undertaken in Psychology 360.
3 semester hours. Prerequisite: Psych. 360 and consent of department chair.

362 PROBLEMS IN PSYCHOLOGICAL RESEARCH

Topics of current interest are selected from psychological literature. Under supervision of the instructor, students conduct investigation into these topics, areas. One class meeting per week is devoted to problems of research design and methodology.
4 semester hours. Prerequisite: Psych. 314 or 340.

400 ISSUES IN CHILD DEVELOPMENT

Theories and empirical evidence relating to contemporary issues in child development and learning are considered. Representative topics include intelligence, personality, adjustment, social behavior, self-concept and cognitive development.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

402 THE SOCIAL PSYCHOLOGY OF ADOLESCENCE

Within a social-psychological frame of reference, patterns of development and social interaction are analyzed through an examination of the adolescent's peer group interactions. Special consideration is directed to the adolescent's search for identity.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

403 MEASUREMENT AND EVALUATION IN THE CLASSROOM

Techniques of test construction and the use of evaluation instruments in the classroom are covered. Emphasis is on the specifications of objectives, test design, construction of items and appropriate statistical analyses of results.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

407 APPLICATIONS OF EDUCATIONAL PSYCHOLOGY

This is an introduction to relevant empirical psychological research and to the application of research findings to classroom situations. Current issues are emphasized.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

408 BEHAVIOR IN GROUPS AND SOCIAL ORGANIZATIONS

Included are the psychological aspects of group task performance, role behavior and social dynamics in working situations. Emphasis is on analytic techniques, institutional climate, leadership methods, human values and community relationships.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

409 PSYCHOLOGY OF RACE AND CLASS

Psychological factors relating to social class and racial differences are studied. Historical and contemporary effects of prejudice and discrimination are analyzed, as well as methods of reducing intergroup conflict.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

410 DRUGS AND BEHAVIOR

Contemporary issues relating to drugs and behavior are introduced. Topics include classification and identification of various drugs, mental and physical effects of drugs, characteristics of the drug addict and rehabilitation of drug addicts.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

411 INTERPRETATION OF INDIVIDUAL TESTS

Students are trained to interpret the results of a variety of individual testing instruments, as well as case studies involving these instruments. Where appropriate, techniques for communicating test results to clients, parents and teachers are included.
3 semester hours. Prerequisite: Psych. 322 or 401 or consent of department chair.

412 THE CREATIVE AND GIFTED CHILD

Psychological, educational and familial characteristics of creative and gifted children are studied. The nature and assessment of intelligence, creativity and personality are emphasized, with attention to recognizing and working with these children in the classroom.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

419 PSYCHOLOGY OF THINKING

Thinking processes are studied from cognitive, conceptual and phenomenological perspectives. Relationships between thought and behavior are emphasized. Major theories in the field are reviewed.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

420 FUNDAMENTALS OF RESEARCH

Research concepts, design and methodology are presented in terms of their specific relationships to educational problems. Critical analysis of educational material is included.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

421 INDUSTRIAL PSYCHOLOGY

This course emphasizes the measurement of human abilities and the understanding of psychological principles in decision making, planning, industrial training and group interaction. It is designed for students interested in applying psychology to problems in business and industry.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

430 BEHAVIOR MODIFICATION IN SOCIAL SETTINGS

Current theory, research and applications of behavior modification are reviewed. The emphasis is on behavioral approaches to school-related problems ranging from behavior management to academic remediation. Techniques of self-change goals are also reviewed.
3 semester hours. Prerequisite: six semester hours in psychology or consent of department chair.

435 THE DEVIANT CHILD

Emphasis is on 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 are also considered.
3 semester hours. Prerequisite: Psych. 340 and 351.

440 QUANTITATIVE METHODS IN PSYCHOLOGICAL RESEARCH

This course deals with the principles and procedures of statistical analyses and interpretation of data in the behavioral sciences. The content is beyond the level of an introductory course in statistics.
3 semester hours. Prerequisite: Psych. 320 and consent of department chair.

441 SEMINAR IN RESEARCH METHODS

A survey is made of descriptive, correlational and experimental methods used in psychology. Program evaluation, computer usage and a supervised research project are included.
3 semester hours. Prerequisite: Psych. 440 and consent of department chair.

450 EDUCATIONAL PSYCHOLOGY

This is an overview of the major concerns of the field of educational psychology. It is designed primarily to provide a theoretical foundation for other, more applied courses in the educational psychology program.
3 semester hours. Prerequisite: consent of department chair.

451 INDIVIDUAL INTELLIGENCE TESTING

This is a practicum in the administration, scoring and interpretation of cognitive tests. Included are individual intelligence tests and tests of specific cognitive abilities. Clinical applications of tests and report writing are required.
3 semester hours. Prerequisite: 12 semester hours in psychology at the graduate level and consent of department chair. Open only to maritaled students in the M.A. in educational psychology program.

502 PROJECTIVE TECHNIQUES

Theory and use of projective techniques and other methods of personality assessment are studied. The practicum component provides supervised experience in administration and interpretation of these instruments, their clinical applications and the communication of findings derived from them.
3 semester hours. Prerequisite: Psych. 451 and consent of department chair. Open only to maritaled students in the C.A.G.S. in school psychology program.

504 PSYCHO-EDUCATIONAL ASSESSMENT

Supervised experiences are provided in the evaluation of perceptual abilities, motor skills and language development. The practicum component focuses on evaluation and administration of tests to identify learning problems. Students also evaluate teaching strategies in order to formulate appropriate remedial measures.
3 semester hours. Prerequisite: Psych. 451 and consent of School Psychology Graduate Committee. Open only to maritaled students in the C.A.G.S. in school psychology program.

505 DIAGNOSTIC ASSESSMENT PRACTICUM

Supervised practice is given in cognitive and personality assessment. The case study method is used to provide experience in diagnostic work in clinical, school or institutional settings. Methods of evaluating perceptual and language abilities are introduced.
3 semester hours. Prerequisite: Psych. 502, 504 and consent of School Psychology Graduate Committee. Open only to maritaled students in the C.A.G.S. in school psychology program.

508 PERSONALITY AND SOCIAL DEVELOPMENT OF CHILDREN

A systematic study is made of major personality and social theories as they relate to child development. Empirical evidence derived from the professional literature is considered.
3 semester hours. Prerequisite: Psych. 311 and consent of department chair.

509 SOCIAL PSYCHOLOGY OF THE CLASSROOM

Social-psychological variables operating within the classroom are examined, including those related to ethnic and social class differences. Additional topics include the school as social system, group dynamics, the role of the teacher, and formation of attitudes toward school and learning.
3 semester hours. Prerequisite: consent of department chair.

523 THEORIES OF PSYCHOLOGICAL INTERVENTION

This is the basic course in theory and methods of promoting psychological change and behavior modification. It includes a survey of appropriate theories and an introduction to practical resources available for treatment. Appropriate referral and certain specific techniques are included.
3 semester hours. Prerequisite: Psych. 450 and consent of department chair. Open only to maritaled students in the C.A.G.S. program in school psychology.

524 PSYCHOLOGICAL INTERVENTION PRACTICUM

This course is concerned with the development of practical skills in psychological intervention based on one's theoretical rationale. Student work under supervision in an therapeutic setting.
(2) 3 semester hours. Prerequisite: 12 semester hours in C.A.G.S. program in school psychology, including Psych. 321, and consent of department chair and instructor.

DEPARTMENT OF PSYCHOLOGY CONTINUED

528 INTERSHIP IN SCHOOL PSYCHOLOGY

The internship consists of a one-year placement in a cooperating school system under the supervision of a certified school psychologist and a college faculty member. Experiences include the following: the administrative interpretation of psycho-diagnostic 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.

12 semester hours. Prerequisite: *Psych. 502, 504, 505, successful completion of comprehensive exams and recommendation of the School Psychology Graduate Committee. Open only to matriculated students in the C.A.G.S. program in school psychology.*

530 PRACTICUM IN BEHAVIOR MODIFICATION

This is an advanced course in the effective and ethical use of applied behavior analysis in educational, therapeutic and social settings. Emphasis is on the design, implementation and maintenance of behavior change programs for individuals and groups, primarily in the area of education.

3 semester hours. Prerequisite: *Psych. 430 and consent of department chair. Open only to matriculated students in the C.A.G.S. program in school psychology.*

534 COMMUNITY PSYCHOLOGY

The relationships between environmental stressors and emotional reactions are examined. Strategies for prevention of disorder through altering environmental factors and social interactions are considered.

3 semester hours. Prerequisite: *Psych. 354 or its equivalent, enrolled graduate student or consent of department chair.*

535 FAMILY AS A SOCIAL SYSTEM

This course addresses 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.

3 semester hours. Prerequisite: *enrolled graduate status and prior course work in personality theory and psychopathology.*

540 CURRENT TOPICS IN PSYCHOLOGY

Contemporary issues and developments in the field of psychology are explored. Recent research and theoretical literature are considered. Topics vary and are selected from the areas of developmental, educational, learning or social psychology. Can be repeated with a change in content.

3 semester hours. Prerequisite: *consent of department chair.*

545 SEMINAR IN ATTITUDE AND ATTITUDE CHANGE

Research findings and theoretical issues relating to attitudes and attitude change are covered. Analysis is made of the persuasive effectiveness of such variables as source, content and structure of messages, receiver personality, intelligence and motivation.

3 semester hours. Prerequisite: *Psych. 355 and consent of department chair.*

546 SEMINAR IN PERSONALITY THEORY

Personality theories are considered in the context of the philosophical and sociocultural environments in which they evolved. Relationships between behavioral development and theoretical predictions are examined.

3 semester hours. Prerequisite: *Psych. 351.*

549 SEMINAR IN PSYCHOPATHOLOGY

An intensive study is made of psychopathology in both children and adults. Classification, etiology, the major theoretical approaches and the various categories of disordered behavior are considered.

3 semester hours. Prerequisite: *Psych. 354 and consent of department chair.*

559 DIRECTED GRADUATE RESEARCH

Concentrated empirical research relating to a problem of the student's choosing is conducted under supervision of a faculty member.

3-6 semester hours. Prerequisite: *Psych. 441, enrolled graduate status and consent of department chair.*

DEPARTMENT OF SECONDARY EDUCATION

Professors

James Bierden - *Math Education*
Alice Grellner (chair) - *English Education, English as a Second Language, Methods*

Henry Guillette - *Math Education*
Janet Smith - *Math Education*

James Walker - *English Education, High School Curriculum Associate Professor*

Lita Couture - *French Education*
Clement Haselius - *Social Science Education, High School Curriculum, Methods*

William Stone - *Social Science Education*
L. E. Taylor - *Spanish Education*

Calvin Tillotson - *French Education*
Kenneth Walker - *Urban Education*

Assistant Professors
Joseph M. Sweeney - *English Education*
Katherine Murray - *Social Science Education, High School Curriculum*

Instructor
Willis Poole - *English as a Second Language, Bilingual Education*

Programs of Study

Majors: Various Departments (B.A.).
 Teaching Concentrations: Special Education,
 Socialization, Bilingual-Bicultural Education.

Graduate Programs: Bilingual-Bicultural Education (M.Ed.); English
 as a Second Language (M.Ed.); Secondary Education (M.Ed.); Second-
 ary Education, with specialization in Urban Education (M.Ed.); Sec-
 ondary Education, with various departments (M.A.T., M.A.T.-C. Pro-
 gram), PACT 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
English	physical science
French	social science
general science	Spanish
history	
industrial arts (see 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 and communications/theatre 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 are prepared for 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.

<i>Sixth or Seventh Semester</i> Education 305 Psychology 214	<i>Sixth or Seventh Semester</i> Education 310 Foundations of Education 220
<i>Seventh or Eighth Semester</i> 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 average 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 Program.

Specialization in Bilingual-Bicultural Education

See Bilingual-Bicultural 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.

DEPARTMENT OF SECONDARY EDUCATION

CONTINUED

GRADUATE PROGRAMS

Adviser: Kenneth Walker (Secondary Education, Urban Education), Alice Grebler (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	semester hours
Humanistic and Behavioral Studies	6
Psychology 402, 407 or 419 and Foundations of Education 402, 441 or 442 or Education 409	6
Major Concentration	18
Residential: Curriculum 503, Education 431, 432, 514 and appropriate methods course	
Related: teaching field or other area in education	6
Elective 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

See Bilingual-Bicultural Education.

Master of Education - English as a Second Language

See English as a Second Language.

Master of Education in Secondary Education - Urban Education

See Urban Education Program.

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.

Program Requirements	semester hours
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
Total:	37-45

Note: With adviser's approval, other courses in the humanistic and behavioral studies area may be substituted for those listed under Humanistic and Behavioral Studies. Curriculum and Instruction in the introductory 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 an 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

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.

TOPICS COURSES AND WORKSHOPS

Topics courses (usually numbered 150, 250, etc.) and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

EDUCATION

301 DIMENSIONS OF SECONDARY EDUCATION

Focus is on the analytical study of the technical skills of teaching and on the transfer of learning concepts to instructional strategies. Concepts and methodology are presented in relation to ethnic and cultural diversity in secondary schools. Educational problems arising from the presence of students with special handicaps and those with difficulties in reading and study habits are also examined.
4 semester hours.

310 PRACTICUM IN SECONDARY EDUCATION

This 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.
15 (4 semester hours. Prerequisite: Psych. 214 and Ed. 305; class standing of at least the sixth semester; and minimum GPA required for entrance 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.

314 PRINCIPLES AND TECHNIQUES OF TEACHING

Primary focus is on the development of basic skills and techniques necessary for successful instruction. This course is a general methods course designed for persons preparing to teach in secondary schools, adult education programs, industry and social agencies.
3 semester hours. Prerequisite: undergraduates must have consent of chair of Department of Secondary Education.

315 INTRODUCTION TO BILINGUAL EDUCATION

This course examines bilingual education and its application in the U.S. Recent major research is examined, critiqued and discussed. The essential components of a bilingual-bicultural program are identified.
3 semester hours.

316 METHODS AND MATERIALS IN BILINGUAL-BICULTURAL EDUCATION

Methods and materials in bilingual-bicultural education are classified and analyzed. Materials on the national and international levels are discussed.
3 semester hours.

317 SECOND LANGUAGE ACQUISITION AND LEARNING

This course focuses on research in second language acquisition and learning from the perspectives of linguistics, psycholinguistics, sociolinguistics and education. Models based on these interdisciplinary approaches are examined.
3 semester hours. Prerequisite: Eng. 211 or consent of instructor.

321 STUDENT TEACHING IN THE SECONDARY SCHOOL

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.
9 semester hours. Prerequisite: Psych. 214, Ed. 305, and 310 or 308; adequate health; the attainment of a cumulative GPA of 2.0 a full semester prior to student teaching; satisfactory completion of all courses required prior to student teaching in the major field and professional sequence; adequate performance in practice; proficiency in operation of audio-visual equipment; and speech proficiency.

365 SEMINAR IN URBAN EDUCATION

Attention is focused on urban youth and urban education through study, research, discussion and visits to urban schools and social agencies.
3 semester hours. Prerequisite: Psych. 215 and Soc. 204, 208 or 211.

390 DIRECTED STUDY

The student, working with a faculty adviser, selects a topic for study and researches the topic in depth.

3 semester hours. Prerequisite: consent of department chair.

409 PSYCHOLOGICAL AND SOCIAL PROBLEMS OF URBAN YOUTH

This course prepares school people to cope with the psychological and sociological problems commonly found among disadvantaged children and youth. 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.
3 semester hours.

410-411 PRACTICUM IN URBAN EDUCATION

This is chiefly a clinical course. 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. Students also participate in appropriate conferences and work with disadvantaged youth in counseling, advisory and tutorial roles. Two semesters.
6 semester hours. Prerequisite: Ed. 409 or consent of program coordinator.

420 TEACHING INTERNSHIP IN URBAN EDUCATION

Under supervision, participants are assigned as teachers in an urban school district. Normally, the duration of the internship is one semester, and the experience is graded H, S or U.
3 semester hours. Prerequisite: Ed. 410-411 or permission of coordinator.

427 FOREIGN LANGUAGES IN THE SCHOOLS

The focus is on more effective foreign language teaching at all levels. Recent research in methodology and educational media is examined, with particular reference to the contributions made by such areas as psychology, linguistics and sociolinguistics.
3 semester hours. Prerequisite: student must meet the minimum academic requirements for certification in the discipline, or have consent of department chair.

DEPARTMENT OF SECONDARY EDUCATION

CONTINUED

206

429 MATHEMATICS IN THE SECONDARY SCHOOLS

Aspects directly concerned with the actual teaching of mathematics are emphasized. Particular attention is paid to teacher recommendations which affect methodology and the teacher's fundamental attitude to mathematics, or which propose specific new topics.

1 semester hours. Prerequisite: student must meet the minimum academic requirements for certification in the discipline, or have consent of department chair.

431 MODELS OF INSTRUCTION

The chief emphasis is on an examination of a variety of theory-based models of teaching. The purpose, structural elements, processes of application, adaptation, and evaluation of results are also stressed.

1 semester hours.

432 CONCEPTS IN INSTRUCTIONAL DESIGN

Concentration is on the development of the skills necessary for instructional design and evaluation processes. Consideration is given to the selection of instructional materials, development of lesson strategies and implementation of instruction.

1 semester hours. Prerequisite: Ed. 431 or consent of instructor.

433 ADULT BASIC EDUCATION

This is 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 used in motivating and teaching them are studied. Demonstrations of techniques and case studies are included.

1 semester hours. Prerequisite: teaching certificate or successful completion of student teaching.

441 SCIENCE IN SECONDARY SCHOOLS

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.

1 semester hours. Prerequisite: student must meet the minimum academic requirements for certification in the discipline, or have consent of department chair.

442 ENGLISH IN SECONDARY SCHOOLS

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 English instruction.

1 semester hours. Prerequisite: student must meet the minimum academic requirements for certification in the discipline, or have consent of department chair.

443 SOCIAL STUDIES IN SECONDARY SCHOOLS

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.

1 semester hours. Prerequisite: student must meet the minimum academic requirements for certification in the discipline, or have consent of department chair.

444 BIOLOGY IN SECONDARY SCHOOLS

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.

1 semester hours. Prerequisite: student must meet the minimum academic requirements for certification in the discipline, or have consent of department chair.

445 THE TEACHING OF WRITING IN SECONDARY SCHOOLS

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.

1 semester hours.

446 TEACHING ENGLISH AS A SECOND LANGUAGE

This is a methods course for students and teachers who plan to teach or are presently teaching English as a second language. The various teaching techniques to be demonstrated reflect up-to-date research in applied linguistics.

1 semester hours.

447 CONCEPTS IN BILINGUAL-BICULTURAL EDUCATION

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.

1 semester hours.

449 CURRENT ISSUES IN ENGLISH AS A SECOND LANGUAGE

The purpose of this course is to explore the concerns directly related to the nature, quality and future of English-as-a-second-language programs. Students are expected to perform an in-depth study of one of the course topics.

1 semester hours.

451 CURRICULUM DEVELOPMENT AND LANGUAGE THEORY IN ESL

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.

1 semester hours.

460 SEMINAR IN EDUCATION

Topics and prerequisites vary.

1 semester hours.

507 FUNCTIONS OF THE COOPERATING TEACHER, ELEMENTARY OR SECONDARY

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.

1 semester hours. Prerequisite for all sections: certification in area 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.

514 SECONDARY SCHOOL CURRICULUM

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

1 semester hours.

517 CURRICULUM ISSUES IN BILINGUAL-BICULTURAL EDUCATION

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.

1 semester hours. Prerequisite: Ed. 446 or 447.

117 CURRICULUM IN MATHEMATICS EDUCATION

Curriculum considerations in school mathematics at all levels are studied with principal emphasis on the secondary level. Topics include the historical development, trends and problems of school mathematics curricula.

1 semester hours. Prerequisite: Ed. 429 and Math. 441.

118 METHODS OF TEACHING MATHEMATICS

Methods of presenting school mathematics subjects at all levels are studied, with principal emphasis on the secondary level. The implications of psychology and learning theory for teaching methods in mathematics are considered.

1 semester hours. Prerequisite: Ed. 429 and Math. 441.

591-594 DIRECTED RESEARCH

Students 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. A maximum of four credits may be earned in the sequence Education 591-594. 1-4 semester hours. Prerequisite: consent of department chair. Open only to students enrolled in M.Ed. program in secondary education or the educational specialties programs.

DEPARTMENT OF SPECIAL EDUCATION

207

Professors

Elina Bonaventura - Learning Disabilities

Richard Dickson - Behavior Disorders, Special Education

Administration

Serve Imber - Behavior Disorders

Thomas Kochanek - Special-needs Infants, Preschool Children

Joseph McCormick - Secondary-needs Students, Mildly, Moderately and Severely Handicapped

Paul Sherkoff - Parent Education, Special Education Administration

Assistant Professors

A. Anthony Antosh (chair) - Multi-handicapped, Severely and Profoundly Handicapped

John DeMaio - Mildly and Moderately Handicapped

Judith DeMaio - Mildly and Moderately Handicapped

Joan Karp - Preschool Handicapped, Moderately and Severely Handicapped

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 Program: Special Education, with concentration in Elementary Special Needs - Focus on Behavior Disorders, Elementary Special Needs - Focus on Learning Disabilities, Moderately/Severely Profoundly Handicapped, Preschool Handicapped, or Secondary Special Needs (M.Ed.); Special Education, with concentration in Administration in Curriculum, Instruction and Assessment (C.A.G.S.).

Teaching Concentration 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.

1 semester hours

Required Courses: Special Education 300, 309, 310, 312, 314, 317, 319

Special Class Teacher of the Mildly/Moderately Handicapped, Preschool through Middle School Level

This teaching concentration is restricted to students in elementary education.

1 semester hours

Required Courses: Special Education 300, 309, 310, 312, 315, 316, 318

DEPARTMENT OF SPECIAL EDUCATION

CONTINUED

Resource Teacher of the Mildly Handicapped, Middle School and Secondary Level

This teaching concentration is open to students in elementary and secondary education.

<i>Required Courses</i>	30
Special Education 300, 309, 310, 312, 323, 325, 327, 329	
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.

<i>Required Courses</i>	30
Special Education 300, 309, 310, 312, 324, 325, 326, 328	

Special Class Teacher of Moderately Severely Handicapped Children and Young Adults

This teaching concentration is restricted to students in elementary education.

<i>Required Courses</i>	28
Special Education 300, 309, 310, 312, 315, 336, 337	

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 resume of the student's involvement (if any) with exceptional children. Inquiries should be directed 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

Advisors: A. Anthony Antosh, Lisa Bonaventura, Richard Dickson, Steven Imber, Thomas Kochanek, Joseph McCormick

Master of Education in Special Education - with Concentration in Elementary Special Needs - Focus on Behavior Disorders

Admission Requirements
Completion of bachelor's degree with acceptable cumulative average.

Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for special-needs students as determined by graduate advisor. Eligibility for Rhode Island certification in elementary education. Acceptable Miller Analogies Test or Graduate Record Exam.

<i>Program Requirements</i>	semester hours
Humanistic and Behavioral Studies	8
Two courses to be selected in consultation with graduate advisor from appropriate catalog listing	24

Major Concentration
Required: Special Education 401, 402, 403, 404, 408, 417 (or 434, 461 (or 462))

Comprehensive Examination 0

Total: 30

Master of Education in Special Education - with Concentration in Elementary Special Needs - Focus on Learning Disabilities

Admission Requirements
Completion of bachelor's degree with acceptable cumulative average.

Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for special-needs students as determined by graduate advisor. Eligibility for Rhode Island certification in elementary education. Acceptable Miller Analogies Test or Graduate Record Exam.

<i>Program Requirements</i>	semester hours
Humanistic and Behavioral Studies	8
Two courses to be selected in consultation with graduate advisor from appropriate catalog listing	21

Major Concentration
Required: Special Education 401, 402, 404, 408, 417 (or 434, 418, 461 (or 462))

Comprehensive Examination 0

Total: 30

Master of Education in Special Education - with Concentration in Moderately/Severely/Profoundly Handicapped

Admission Requirements
Completion of bachelor's degree with acceptable cumulative average.

Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for special-needs students as determined by graduate advisor. Eligibility for Rhode Island certification in elementary education. Acceptable Miller Analogies Test or Graduate Record Exam.

<i>Program Requirements</i>	semester hours
Humanistic and Behavioral Studies	6
Two courses to be selected in consultation with graduate advisor from appropriate catalog listing	25

Major Concentration
Required: Special Education 335 (or 336), 413 (or 420), 415, 425, 426, 434

One course from Special Education 465, 466, 467

Comprehensive Examination 0

Total: 31

Master of Education in Special Education - with Concentration in Pivotal Handicapped

Admission Requirements
Completion of bachelor's degree with acceptable cumulative average.

Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for special-needs students as determined by graduate advisor. Eligibility for Rhode Island certification in elementary education. Acceptable Miller Analogies Test or Graduate Record Exam.

<i>Program Requirements</i>	semester hours
Humanistic and Behavioral Studies	6
Two courses to be selected in consultation with graduate advisor from appropriate catalog listing	24

Major Concentration
Required: Special Education 403 (or 310), 413, 415, 416, 425, 434, 462

Comprehensive Examination 0

Total: 30-31

Master of Education in Special Education - with Concentration in Secondary Special Needs

Admission Requirements
Completion of bachelor's degree with acceptable cumulative average.

Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for special-needs students as determined by graduate advisor. Eligibility for Rhode Island certification in elementary or secondary education. Acceptable Miller Analogies Test or Graduate Record Exam.

<i>Program Requirements</i>	semester hours
Humanistic and Behavioral Studies	6
Two courses to be selected in consultation with graduate advisor from appropriate catalog listing	25

Major Concentration
Required: Special Education 323 (or 324), 325, 401, 402 (or 309), 404 (or 418), 417 (or 434), 465 (or 464)

Comprehensive Examination 0

Total: 31

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>	semester hours
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 advisor. 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 education 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 advisor.

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
Major Concentration	21-24
Required: Special Education 502, 506, 546, 549	
Electives: two or three courses from among administration, counselor education, curriculum, philosophy, special education, and diagnostic courses in elementary and secondary education	

Humanistic and Behavioral Studies/Related Disciplines 6-9
To be selected in consultation with an advisor. 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.

DEPARTMENT OF SPECIAL EDUCATION

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COURSE OFFERINGS

None of the courses listed below are arts and sciences courses.

TOPICS COURSED AND WORKSHOPS

Topics courses (usually numbered 195, 290, etc.) and workshops (usually numbered 180, 280, etc.) may be added to the courses listed below. Refer to the schedule of classes published each semester, and contact the department chair for details.

SPECIAL EDUCATION

300 INTRODUCTION TO THE CHARACTERISTICS AND EDUCATION OF EXCEPTIONAL CHILDREN AND YOUTH

This course discusses the educational implications of intellectual, physical and behavioral differences among children. Definitions, characteristics, etiology, incidence, educational provisions and school adjustment issues are examined. Federal law and state regulations governing the education of the handicapped are reviewed. Observation experiences are included.

4 semester hours.

309 LANGUAGE DEVELOPMENT AND COMMUNICATION PROBLEMS OF CHILDREN

The processes of language development in children are emphasized. Specific techniques for enhancing language development in exceptional children are considered. The origins, nature and management of classical speech problems are also studied.

1 semester hours. Prerequisite: Spec. Ed. 300.

310 PRINCIPLES AND PROCEDURES OF BEHAVIOR MANAGEMENT FOR EXCEPTIONAL CHILDREN AND YOUTH

Topics 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. Practicum included.

1 semester hours. Prerequisite: Spec. Ed. 300.

312 ASSESSMENT PROCEDURES FOR EXCEPTIONAL CHILDREN AND YOUTH

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 are presented, in addition to criteria for test selection, and the translation of test findings into educational plans. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300.

314 ASSESSMENT, CURRICULUM AND METHODOLOGY FOR THE MILDLY/MODERATELY HANDICAPPED IN THE PRESCHOOL AND ELEMENTARY SCHOOL LEVELS

Curriculum and instructional approaches for mildly handicapped children in the preschool and elementary school are analyzed. Both developmental and clinical methods are considered. Students learn to use educational assessment data as the basis for selecting methods and modifying materials. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310 and 312.

315 ASSESSMENT, CURRICULUM AND METHODOLOGY FOR THE MILDLY/MODERATELY HANDICAPPED IN THE PRESCHOOL THROUGH MIDDLE SCHOOL LEVELS

Curriculum and instructional approaches for the mildly/moderately handicapped child from the preschool through middle school levels are analyzed. Developmental clinical methods are considered. Students learn to use educational assessment data as the basis for selecting methods and modifying materials. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310 and 312.

316 CLINICAL ORIENTATION TO THE MILDLY/MODERATELY HANDICAPPED CHILD IN THE PRESCHOOL THROUGH MIDDLE SCHOOL SPECIAL CLASS

This course provides an orientation for the special class teacher in the use of community resources and services, and home-school relationships. Topics include classroom organization, program instruction, prescriptive teaching and the use of educational resources.

3 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 318. Spec. Ed. 300, 310, 312 and 315.

317 THE RESOURCE TEACHER IN THE PRESCHOOL AND ELEMENTARY SCHOOL

This course prepares students to assume positions as resource teachers in preschool and elementary school settings. Students develop an understanding of the resource program concept, multiple roles of the resource teacher, and procedures for implementing and maintaining effective resource programming.

3 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 319. Spec. Ed. 300, 310, 312 and 314.

318 STUDENT TEACHING IN THE PRESCHOOL, ELEMENTARY OR MIDDLE SCHOOL SPECIAL CLASS

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.

5 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 316. Spec. Ed. 300, 310, 312 and 314; adequate health; overall GPA of 2.0; special education concentration GPA of 2.0; proficiency in operation of audiovisual equipment; and speech proficiency.

319 STUDENT TEACHING IN THE PRESCHOOL, ELEMENTARY SCHOOL RESOURCE PROGRAM

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.

5 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 317. Spec. Ed. 300, 310, 312 and 314; adequate health; overall GPA of 2.0; special education concentration GPA of 2.0; proficiency in operation of audiovisual equipment; and speech proficiency.

323 ASSESSMENT, CURRICULUM AND METHODOLOGY FOR THE MILDLY HANDICAPPED AT THE MIDDLE SCHOOL AND SECONDARY LEVELS

Curriculum and instructional approaches for mildly handicapped students in the middle and secondary schools are analyzed. Developmental and clinical methods are considered. Students learn to use educational assessment data as the basis for selecting methods and modifying materials. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310 and 312.

324 ASSESSMENT, CURRICULUM AND METHODOLOGY FOR THE MILDLY/MODERATELY HANDICAPPED AT THE MIDDLE SCHOOL AND SECONDARY LEVELS

Curriculum and instructional approaches for adolescents and young adults with mild to moderate handicaps are analyzed. Skills areas include functional academics, speech and language development, consumer education, personal and social adjustment, family living and recreation, and leisure-time activities. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310 and 312.

325 CAREER EXPLORATION AND VOCATIONAL PREPARATION OF MIDDLE SCHOOL AND SECONDARY LEVEL HANDICAPPED STUDENTS

Focus is on assessment, curriculum, and methods and materials designed to prepare adolescents and young adult persons with handicaps for the world of work. Emphasis is placed upon the development of community work study programs. Observation and practicum experience are included.

3 semester hours. Prerequisite: Spec. Ed. 300, 310 and 312.

326 ORIENTATION AND MANAGEMENT STRATEGIES IN MIDDLE AND SECONDARY SCHOOL PROGRAMS FOR HANDICAPPED STUDENTS

Orientation is provided for the special class teacher at the middle school or secondary level. Organization, school resources, classroom management, community resources and home-school relationships are emphasized.

3 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 328. Spec. Ed. 300, 310, 312, and 324 or 327.

327 THE RESOURCE TEACHER IN THE MIDDLE AND SECONDARY SCHOOL

This course provides students with instructional strategies and organizational principles for teaching adolescents in middle school and secondary resource programs. Topics include methods of communicating with teachers and parents, application of classroom management strategies with adolescents, and specific strategies for individualizing instruction.

3 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 328. Spec. Ed. 300, 310, 312, 324 and 327.

328 STUDENT TEACHING IN THE MIDDLE SCHOOL OR SECONDARY LEVEL SPECIAL CLASS

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 middle school or secondary level special class.

5 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 326. Spec. Ed. 300, 310, 312, 324 and 325; adequate health; overall GPA of 2.0; special education concentration GPA of 2.0; proficiency in operation of audiovisual equipment; and speech proficiency.

329 STUDENT TEACHING IN THE MIDDLE OR SECONDARY LEVEL RESOURCE PROGRAM

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 middle school or secondary-level resource program.

5 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 327. Spec. Ed. 300, 310, 312 and 325; adequate health; overall GPA of 2.0; special education concentration GPA of 2.0; proficiency in operation of audiovisual equipment; and speech proficiency.

335 ASSESSMENT AND INSTRUCTION OF MODERATELY AND SEVERELY HANDICAPPED CHILDREN

Assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for moderately and severely handicapped children are analyzed. Focus is on sensory-motor function, emerging language and communication, and self-care. Also techniques for modifying instruction for those who have physical and sensory handicaps are discussed. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310 and 312.

336 ASSESSMENT AND INSTRUCTIONAL ALTERNATIVES FOR MODERATELY AND SEVERELY HANDICAPPED ADOLESCENTS AND YOUNG ADULTS

Assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for moderately and severely handicapped adolescents and young adults are analyzed. Focus is on activities of daily living, communication and language, functional academics, social and leisure pursuits and pre-vocational exploration. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310 and 312.

337 STUDENT TEACHING IN THE SPECIAL CLASS FOR THE MODERATELY SEVERELY HANDICAPPED

One quarter of the academic year is spent teaching in special education programs under the supervision of an experienced teacher and a college supervisor. Students assume increasing responsibility for teaching and related activities in the special class for moderately/severely handicapped students.

5 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, 324, 335 and 336; adequate health; overall GPA of 2.0; special education concentration GPA of 2.0; proficiency in operation of audiovisual equipment; and speech proficiency.

401 ADVANCED ASSESSMENT OF MILDLY TO MODERATELY HANDICAPPED CHILDREN AND YOUTH WITH LEARNING AND BEHAVIOR PROBLEMS

The course enables experienced teachers to develop skills in diagnostic assessment of the academic and behavioral abilities of exceptional children and adolescents. Course participants use observation, informal and formal assessment procedures, and clinical teaching techniques to design an individualized educational program for exceptional children or youth.

4 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent.

402 REMEDIATION OF LANGUAGE DISORDERS

Study is made of the methods, techniques and materials designed to help remediate oral language disorders in mildly and moderately handicapped children at both elementary and secondary school levels. Recognition and early identification are emphasized, particularly as they relate to other learning problems. The critical use of language tests is considered.

4 semester hours. Prerequisite: Spec. Ed. 300 or equivalent.

403 ADVANCED BEHAVIORAL MANAGEMENT PROCEDURES FOR BEHAVIORALLY DISTURBED CHILDREN AND YOUTH

This course enables teachers in developing self-control strategies for exceptional children and youth exhibiting behavior problems. The course focuses on planning, implementing and evaluating behavior prevention, crisis intervention and long-term behavior management strategies.

4 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent.

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DEPARTMENT OF SPECIAL EDUCATION

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404 PSYCHO-EDUCATIONAL PROCEDURES FOR CHILDREN AND YOUTH WITH LEARNING AND BEHAVIORAL PROBLEMS

This course provides an eclectic approach to the management of behavior in children and youth with learning and behavioral disorders. Psychology, humanistic and behavioral strategies are examined. Participants are encouraged to utilize course concepts in applied settings.

3 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent.

405 CLINICAL METHODS IN SPECIAL EDUCATION FOR MILDLY AND MODERATELY HANDICAPPED STUDENTS
The student is provided with knowledge of clinical assessment procedures and instructional methods appropriate for mildly and moderately handicapped students at the elementary level. Clinical information is used as the basis for selecting educational practices and designing systematic academic remediation.

3 semester hours. Prerequisite: Spec. Ed. 401 and 402 or equivalent.

410 MEDICAL ASPECTS OF LEARNING PROBLEMS
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.

3 semester hours. Prerequisite: Spec. Ed. 309.

413 ORIENTATION TO THE EDUCATION OF YOUNG CHILDREN WITH SPECIAL NEEDS
The entire range of handicapping conditions which become manifest during the period from birth to six is examined. Emphasis is placed upon a delineation of the population, methods and criteria for early identification, and a review of the efficacy of early intervention programs.

3 semester hours. Prerequisite: Spec. Ed. 309.

415 MULTIDISCIPLINARY ASSESSMENT AND PLANNING FOR SPECIAL-NEEDS INFANTS AND PRESCHOOL CHILDREN AND FOR MODERATELY, SEVERELY AND PROFOUNDLY HANDICAPPED STUDENTS
The student is provided with knowledge of interdisciplinary assessment procedures and the development of individualized education programs. Emphasis is placed upon determining the technical adequacy of diagnostic tests, and evaluating the impact of special services on handicapped children.

3 semester hours. Prerequisite: Spec. Ed. 413 or 420.

416 ORGANIZATION AND IMPLEMENTATION OF PROGRAMS FOR SPECIAL-NEEDS INFANTS AND PRESCHOOL CHILDREN
An array of organizational models for serving handicapped infants and preschool children is examined. Topics include the effective implementation of individualized education programs, curricular design, organization of the classroom, classroom, daily scheduling and grouping, progress monitoring procedures, and parent involvement.

3 semester hours. Prerequisite: Spec. Ed. 413.

417 ORGANIZATIONAL, INSTRUCTIONAL AND CONSULTATIVE FUNCTIONS OF THE RESOURCE TEACHER
Students are prepared to assume positions as resource teachers in elementary and secondary school settings. Through lectures, readings, films, discussions and simulation activities, the students develop skills in consultation and organizational management.

3 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent.

418 MODIFICATION OF READING INSTRUCTION FOR MILDLY AND MODERATELY HANDICAPPED CHILDREN

This course assists special education teachers in developing appropriate strategies for modifying reading instruction for mildly and moderately handicapped children. Topics include an analysis of how various disorders affect the reading process, adaptation of diagnostic reading tests and reading strategies for mildly and moderately handicapped children, and clinical translation of diagnostic data into Individual Educational Plans.

3 semester hours. Prerequisite: Spec. Ed. 401 and 402 or equivalent. ED 485.

420 ORIENTATION TO THE EDUCATION OF MODERATELY, SEVERELY OR PROFOUNDLY HANDICAPPED YOUTH AND YOUNG ADULTS IN NON-SCHOOL SETTINGS
This course provides students with a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational and leisure settings. Research relative to the organization and operation of community residential facilities is analyzed.

3 semester hours. Prerequisite: Spec. Ed. 300.

425 DEVELOPMENT OF COMMUNICATION AND MOVEMENT
Patterns of human development are analyzed with particular emphasis on development of communication and movement. Alternate communication strategies for the non-verbal student are discussed, as well as methods for facilitating early language development. Basic principles of sensory motor development are analyzed and applied to facilitating efficient movement patterns in special-needs students.

3 semester hours. Prerequisite: Spec. Ed. 300.

426 ASSESSMENT, CURRICULUM, METHODS FOR THE MULTI-HANDICAPPED
Instructional and environmental adaptations pertinent to facilitating adaptive behavior in multiply handicapped students are discussed. Both the sensory impaired and physically impaired multiply handicapped students are analyzed. Assessment, procedure and curriculum pertinent to each population are presented.

3 semester hours. Prerequisite: Spec. Ed. 300.

430 IDENTIFICATION AND ASSESSMENT OF SPECIAL NEEDS IN REGULAR CLASSES
Designed for the regular educator in service, this course emphasizes the educational implications of differences among children. Populations covered include the disadvantaged, the mildly handicapped and the gifted whose educational programs are undertaken within regular classes.

3 semester hours.

431 INSTRUCTIONAL APPROACHES TO CHILDREN WITH SPECIAL NEEDS IN REGULAR CLASSES
A variety of instructional approaches to children with special needs is examined. The course assists the regular educator without background in special education to become familiar with and skilled in the management and educational growth strategies for special needs of children in regular classes.

3 semester hours.

433 COMMUNICATION WITH EXCEPTIONAL CHILDREN AND PARENTS

The process of verbal and non-verbal communication is examined, especially as it applies to teachers, parents and exceptional children. The course has particular relevance to special education teachers, as well as to regular classroom teachers who work with exceptional children. A portion of the course is devoted to field experiences.

3 semester hours. Prerequisite: student teaching in special education or special education certification.

434 EDUCATION OF PARENTS AND FAMILIES OF EXCEPTIONAL CHILDREN
This course examines the problems, attitudes and roles of parents and other significant persons in the lives of exceptional children, and provides special education teachers and other educators with techniques for professional and parent interaction.

3 semester hours. Prerequisite: student teaching or experience in the education professions.

440 INTERPRETING AND DEVELOPING RESEARCH IN SPECIAL EDUCATION
Research and evaluation studies and design as they relate to methodology in various special education programs are emphasized. Emphasis is placed on analyzing research methods and interpretation of results. This course assists the student in the formulation of an original research and evaluation project.

3 semester hours. Prerequisite: matriculation in a graduate program.

442 PUBLIC POLICY IN THE MANAGEMENT OF THE HANDICAPPED
Intensive treatment is given to evolving issues in the field of special education. Law, policy and concepts pertinent to the handicapped in society represent examples of the content of this course.

3 semester hours. Prerequisite: matriculation in a graduate program.

446 PRACTICUM IN THE EDUCATION OF EXCEPTIONAL CHILDREN
Concentrating in an area of specialization, each graduate student spends a minimum of 75 clock hours in assigned clinical and teaching centers. This course emphasizes professional orientation and the development of observational skills.

3 semester hours. Prerequisite: consent of instructor.

461 INTERNSHIP IN THE PRESCHOOL/ELEMENTARY SCHOOL RESOURCE PROGRAM
The intern is required to evaluate, plan for and teach preschool and/or elementary level mildly handicapped students in a resource program. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a college supervisor. A seminar occurs concurrently with the internship.

6 semester hours. Prerequisite: consent of instructor.

462 INTERNSHIP IN THE PRESCHOOL/ELEMENTARY SCHOOL SPECIAL CLASS
The intern is required to evaluate, plan for and teach preschool and/or elementary-level mildly/moderately handicapped students in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a college supervisor. A seminar occurs concurrently with the internship.

6 semester hours. Prerequisite: consent of instructor.

463 INTERNSHIP IN THE MIDDLE SCHOOL OR SECONDARY-LEVEL RESOURCE PROGRAM

The intern is required to evaluate, plan for and teach middle school and/or secondary-level mildly/moderately handicapped students in a resource program. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a college supervisor. A seminar occurs concurrently with the internship.

6 semester hours. Prerequisite: consent of instructor.

464 INTERNSHIP IN THE MIDDLE SCHOOL OR SECONDARY-LEVEL SPECIAL CLASS
The intern is required to evaluate, plan for and teach middle school and/or secondary-level mildly/moderately handicapped students in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a college supervisor. A seminar occurs concurrently with the internship.

6 semester hours. Prerequisite: consent of instructor.

465 INTERNSHIP IN THE SPECIAL CLASS FOR THE MODERATELY SEVERELY HANDICAPPED
The intern is required to evaluate, plan for and teach moderately/severely handicapped students in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a college supervisor. A seminar occurs concurrently with the internship.

6 semester hours. Prerequisite: consent of instructor.

466 INTERNSHIP IN THE SPECIAL CLASS FOR THE PHYSICALLY IMPAIRED/MULTI-HANDICAPPED
The intern is required to evaluate, plan for and teach physically impaired/multi-handicapped students in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a college supervisor. A seminar occurs concurrently with the internship.

6 semester hours. Prerequisite: consent of instructor.

467 INTERNSHIP IN THE SPECIAL CLASS FOR THE SENSORIALLY IMPAIRED/MULTI-HANDICAPPED
The intern is required to evaluate, plan for and teach sensorially impaired/multi-handicapped students in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a college supervisor. A seminar occurs concurrently with the internship.

6 semester hours. Prerequisite: consent of instructor.

502 DIFFERENTIAL DIAGNOSIS AND REMEDIATION OF EDUCATIONAL PROBLEMS
The role of the clinical educator is emphasized as the educator complements meaningful psycho-social information with differential educational evaluations. This process serves as the basis for planning, implementing and verifying appropriate remedial measures.

3 semester hours. Prerequisite: consent of instructor.

506 ADMINISTRATIVE PROBLEMS IN THE EDUCATION OF EXCEPTIONAL CHILDREN
Emphasis is placed on school and community planning for exceptional children.

3 semester hours. Prerequisite: consent of instructor.

545 CURRICULUM ADAPTATION FOR CHILDREN WITH SPECIAL NEEDS
This course explores the variety of special education methodologies for adaptation to on-going elementary and secondary curricula.

3 semester hours. Prerequisite: Curric. 503.

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DEPARTMENT OF SPECIAL EDUCATION

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- 546 PRACTICUM IN ADMINISTRATION OF PROGRAMS FOR EXCEPTIONAL CHILDREN**
Participants spend two full days a week, under supervision, in agencies providing service to exceptional children. They participate in program planning and are responsible for the coordination of activities for exceptional children.
3 semester hours. Prerequisite: consent of instructor.
- 547 INTERNSHIP IN SPECIAL EDUCATION ADMINISTRATION**
This is a continuation of Special Education 546. Participation in all phases of the special education administrative task is required. Activities include administration, consultation, program evaluation, planning and staff development.
3 semester hours. Prerequisite: Spec. Ed. 546.
- 548 PRACTICUM IN SPECIAL EDUCATION ASSESSMENT**
This practicum includes experience in evaluation and planning for children referred for special-needs consideration.
3 semester hours. Prerequisite: Spec. Ed. 502.
- 549 INTERNSHIP IN SPECIAL EDUCATION ASSESSMENT AND PROGRAM PLANNING**
The participant serves 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 parents, teachers and supportive personnel.
6 semester hours. Prerequisite: Spec. Ed. 548.

URBAN EDUCATION PROGRAM

Kenneth Walker, Coordinator

Program of Study
Elective Programs: 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:

Psychology 215	4	semester hours
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 affecting 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 Analyses Test.

<i>Program Requirements</i>	semester hours
Humanistic and Behavioral Studies	6
Education 409	3
Major Concentration	18
Education 410, 411, 420, elementary methods (nine semester hours)	
Related Disciplines	6
Total:	30

Master of Education in Secondary Education - Urban Education Specialization

Admission Requirements
Teacher certification; Graduate Record Examination or Miller Analyses Test.

<i>Program Requirements</i>	semester hours
Humanistic and Behavioral Studies	6
Education 409	3
Major Concentration	24
Education 410, 411, 420; Curriculum 503; teaching area (12 semester hours)	
Total:	30

COURSE OFFERINGS

See Department of Secondary Education as well as other participating departments.

VOCATIONAL EDUCATION

(Department of Industrial Education)

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Associate Professor
William Kavanagh (chair) - Supervision
Assistant Professor
Frank Parrinello - Organizational Processes

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 cogmate requirement, at least six semester hours. The curriculum totals at least 120 semester hours.

<i>Applied Vocational Skills</i>	semester hours
Credit for trade experience (successful completion of state exam)	32
<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	
<i>General Education Program</i>	36-38
<i>Free Electives</i>	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.	

VOCATIONAL EDUCATION

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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. The courses are not arts and sciences courses.

VOCATIONAL EDUCATION

300 METHODS OF TEACHING INDUSTRIAL SUBJECTS

Practical instructional experience is provided for vocational educators and manpower trainers. Techniques include modular content design, instructional sequencing and delivery.
3 semester hours.

301 HISTORY, PRINCIPLES AND PRACTICES OF INDUSTRIAL EDUCATION

This survey course is designed to provide vocational instructors with insights into the historical perspectives, past and current legislation, trends and practices, and overall operations of vocational education.
3 semester hours.

302 OCCUPATIONAL ANALYSIS AND COURSE CONSTRUCTION

Methods of analyzing occupations for determining instructional content are presented. Analyses are utilized to develop vocational course outlines. Emphasis is given to the design of vocational material for special school populations.
3 semester hours.

303 SHOP ORGANIZATION AND MANAGEMENT

The course is designed to prepare vocational instructors to manage a school laboratory. Planning, budgeting, safety, organizational skills and purchasing are included.
3 semester hours.

EDUCATION

321 STUDENT TEACHING IN THE SECONDARY SCHOOL

See Department of Secondary Education.
9 semester hours.

323 INTERNSHIP IN INDUSTRIAL EDUCATION

See Industrial Education.
9 semester hours.

SCHOOL OF SOCIAL WORK

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George D. Metrey, Dean
Scott Mueller, Director of B.S.W. Program

The central commitment of the School of Social Work is to prepare professional workers at the B.S.W. and M.S.W. levels to work effectively with others in order to alleviate those conditions that impair the fullest development of individuals, groups and communities. Particular emphasis is placed on a public social service focus. Furthermore, the school sees an obligation to provide educational opportunities through continuing education to the professional community.

GRADUATE FACULTY**Professor**

George Metrey (dean) - *Policy, Administration, Generalist Practice*

Associate Professors

E. Belle Evans - *Social Work Practice with Groups, Administration, Health and Mental Health*

Pamela Jackson - *Research Methods, Criminology, Quantitative Analysis and Computer Use*

Assistant Professors

Robert Cohen - *Social Work Practice, Marriage and Family*

Barbara Cowan (director of field instruction) - *Aging*

Nancy Gewirtz - *Health and Mental Health, Community Practice, Policy*

Charles Hoffner Jr. - *Generalist Practice, Supervision, Health and Mental Health*

Hope Murray - *Generalist Practice, Human Behavior and Social Environment, Child Welfare and Family*

Lorette Olson - *Research, Policy, Child Welfare*

Visiting Professor

Ruth Butler - *Human Behavior and Social Environment*

UNDERGRADUATE FACULTY**Assistant Professors**

Mildred Bates - *Generalist Practice, Alcoholism, Women's Issues*

Joan Merdinger - *Human Behavior and Social Environment, Research, Policy*

Cynthia Moritz - *Social Policy, Generalist Practice, Grant Writing*

Scott Mueller (director) - *Generalist Practice Skills and Child Welfare, Policy*

W. Bruce Rollins - *Community Practice, Field Practicum, Coordination*

Daniel Weisman - *Community Practice, Mental Health, Labor*

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 27 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.

SCHOOL OF SOCIAL WORK

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Required Courses

Social Work 240, 324, 325, 328, 329,
336, 337, 363, 364

Cognates

Required: Sociology 300, 310, 320; Psychology 215, 330;
Biology 103; Economics 200; Political Science 202.
(Social Work majors are exempt from taking the pre-
requisite for Psychology 330.)

General Education Program

Free Electives

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 (five semester hours) in the fall semester of their senior year and Social Work 337 (minimum six 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 the second semester of placement by special arrangement.

Suggested Sequence

First & Second Semesters

Social Work 240
Biology 103
Economics 200
Political Science 202
Psychology 215
One 200-level sociology course

Third Semester

Psychology 330
Sociology 300

Fifth Semester

Social Work 325
Sociology 310

Seventh Semester

Social Work 336, 363

Fourth Semester

Social Work 324
Sociology 320

Sixth Semester

Social Work 328, 329

Eighth Semester

Social Work 337, 364

Admission: The social work curriculum is a tightly structured one. Flexibility in course sequencing is possible, but only by permission of designated faculty advisors. Therefore, students who intend to major in social work are required to consult with their advisor 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.

semester hours

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Admission: To be considered for admission to the social work major, students must meet the following requirements:

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1. Completion of Psychology 215, Social Work 240 and Sociology 300 with a minimum grade of C in each course.
2. A completed departmental application form with copies of the applicant's transcripts.
3. A minimum 2.5 average in the social and behavioral sciences, based on the first 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. Specific information about application procedures in any given year may be obtained from assigned faculty advisors, 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 he/she has 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 course work 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.

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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 personality and policy that impede the fullest development of individuals, groups and communities.

Enrollment in the M.S.W. program is limited. The first year of the program is a generic foundation year. The second year of the program which is currently undergoing revision will provide three required sequences: direct practice, indirect practice and fields of practice. A second year of field work is required.

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

First Semester

Social Work 400
Social Work 412
Social Work 420
Social Work 432
Social Work 440

Second Semester

Social Work 401
Social Work 422
Social Work 433
Sociology 425
Elective

Third Semester

Social Work 500
Social Work 510, 520 or 540
Direct Practice Elective
Social Work 560 (Master's Project)
Elective

Fourth Semester

Social Work 501
Social Work 511, 521 or 541
Social Work 561 (Master's Project)
Electives

Note: A minimum of six semester hours at the 400- and 500-level must be taken outside the School of Social Work.

The second year of the program is under revision. The program (even above third and fourth semesters) applies only to those students who are beginning their second year in the fall of 1983.

Master's Project

In the second year, a master's project consisting of either a research study or a master 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.

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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 J-15 application for Application forms should be accompanied by a non-refundable application fee of \$15, 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 references 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; ability to function in relationships; ability to develop professional self-awareness and self-evaluation; commitment to improving social conditions; ability to function creatively, responsibly and independently.

SCHOOL OF SOCIAL WORK CONTINUED

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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 deposit, which will be applied against tuition charges for the first semester. Admitted applicants should also inform the program of any change of address.

Advanced Standing

A limited number of students who have a B.S.W. degree from a program accredited by the Council on Social Work Education will be given one year's advanced standing. Students granted advanced standing must have a B grade point average and will be required to complete the second year of the program on a full-time basis, and may be required to take Sociology 425 if they have not had the equivalent.

Student Advisement

Shortly after the initial registration, a member of the faculty is appointed as the student's advisor. Thereafter, the student plans his or her program in consultation with the advisor. Advisors 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 advisors. Additional academic aids are available through course resources and/or special programs.

Grade Requirements

Students must have a 3.0 average in courses that carry a grade and an average 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 the second year in residence, defined as field instruction and three courses each semester 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): \$2700 per year (in-state students); \$3500 per year (out-of-state students).
Tuition (Part-time): \$90 per semester hour (in-state students); \$125 per semester hour (out-of-state students).

Registration Fee: \$14 per semester.

Fine Arts Fee (Degree Candidates Only): \$12.50 per semester (full time), \$3 per semester (part time).

Application Fee: \$15 (unless waived by the Graduate Office).

Graduation/Commencement Fee: \$17.

Information on other expenses is available from the Bursar's Office.

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

Financial Aid

Certain programs for financial aid are available. Further information may be obtained by writing the administrative assistant to the program and by consulting the Graduate Studies section of this catalog.

COURSE OFFERINGS

The general prerequisite for all social work courses at the graduate level (400- and 500-level) is acceptance into the M.S.W. program.

TOPICS COURSES AND WORKSHOPS

Topics courses usually numbered 150, 250, etc. 1 and workshops (usually numbered 180, 280, etc.) may be offered in addition to the courses listed below. Refer to the schedule of classes published each semester, and contact the dean (M.S.W. courses) or program director (B.S.W. courses) for details.

SOCIAL WORK

240 INTRODUCTION TO SOCIAL WELFARE

This course covers the historical evolution of welfare programs, the structure of public and voluntary social services, and current welfare programs. Topics include the development and status of social work as a profession and types of social work practice settings.

4 semester hours.

124 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

A wide range of interactions between individuals and other social systems are examined, emphasizing the impact of societal institutions on individual development, functioning and values. The impact of social inequality on life cycles and family life cycles is highlighted.

3 semester hours. Prerequisite: Econ. 200, Pol. Sci. 202, Soc. 300, Soc. Work 240, and Psych. 215 (or 355), 330; or consent of director.

125 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

Social systems, institutions and values in American society are examined through focusing on the ways in which individuals function within and shape linking structures (e.g., culture, class, community, etc.) and the social environment (e.g., culture, class, etc.). Sexism, racism and social inequality issues for discussion.

3 semester hours. Prerequisite: Econ. 200, Pol. Sci. 202, Soc. 300, Soc. Work 240, and Psych. 215 (or 355), 330; or consent of director.

126 SOCIAL WORK PRACTICE: LARGE GROUPS AND COMMUNITIES

Consideration of planned social change, community organization and large group dynamics serves to focus theoretical perspectives on concrete practice situations within the context of generalist social work practice. Topics such as assessment of public issues and strategies of intervention are discussed. Offered only in the spring semester.

4 semester hours. Prerequisite: Soc. Work 324, 325 or consent of director, and concurrent enrollment in Soc. Work 326.

127 SOCIAL WORK PRACTICE: INDIVIDUALS, FAMILIES AND SMALL GROUPS

Problems in interpersonal relationships and the development of diagnostic and interventive skills are emphasized in the context of generalist social work practice. The relationships between individuals, families and small groups and larger social systems are stressed. Offered only in the spring semester.

4 semester hours. Prerequisite: Soc. Work 324, 325 or consent of director, and concurrent enrollment in Soc. Work 326.

336 FIELD WORK

Students test theoretical formulations discussed in Social Work 328 and 329 and develop and improve skills essential to social work intervention. Students are required to spend two full days per week in a social work agency approved as a field work site. The grade for this course will be S or U. Offered only in the fall semester.

3 semester hours. Prerequisite: Soc. 310, 320; Soc. Work 328, 329, and concurrent enrollment in Soc. Work 363. Limited to social work majors.

337 ADVANCED FIELD WORK

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. Offered only in the spring semester.

6-8 semester hours. Prerequisite: Soc. Work 336, 363 and concurrent enrollment in Soc. Work 364. Limited to social work majors.

340 INTRODUCTION TO CHILD WELFARE

This survey discusses several special issues in the practice of social work in public child welfare agencies, including termination and separation in child placement, permanency planning, services to biological parents, working with involuntary clients, etc. The course treats the interaction of social policy and social work practice as a key issue.

3 semester hours. Prerequisite: concurrent enrollment in Soc. Work 336 or 337, or consent of director.

341 WOMEN'S ISSUES IN SOCIAL WORK PRACTICE

The dynamics of the institutionalized oppression of women in current American society and the effect of sexism on women are examined. The aim is to develop new skills in social work practitioners.

3 semester hours. Prerequisite: concurrent enrollment in Soc. Work 336 or 337, or consent of director.

363 FIELD WORK SEMINAR

Students discuss the theoretical and practice implications of their experiences in field work, assessing the varied roles that a generalist may play within the social work profession. Integration of theory and practice is emphasized. Offered only in the fall semester.

3 semester hours. Prerequisite: Soc. 310, 320; Soc. Work 328, 329; and concurrent enrollment in Soc. Work 336.

364 SENIOR SEMINAR IN SOCIAL WORK

Students engage in an in-depth exploration of policy and practice issues, building an integrated base of knowledge, values and skills for entry into the profession of social work. Offered only in the spring semester.

3 semester hours. Prerequisite: Soc. Work 336, 363 and concurrent enrollment in Soc. Work 337.

390 INDEPENDENT STUDY

This course can be in the form of a reading course or an independent research project. Structure and credits vary.

Prerequisite: social work majors with junior or senior standing.

400 FIELD INSTRUCTION I

The student engages in social work supervision under approved social work supervision in a selected public or private non-profit agency setting. The student formulates a specific proposal for learning under the direction of a faculty adviser.

4 semester hours. Prerequisite: consent of dean of the School of Social Work.

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- 401 FIELD INSTRUCTION II**
This course is a continuation of Social Work 400.
4 semester hours. Prerequisite: Soc. Work 400.
- 412 APPROACHES FOR SOCIAL POLICY ANALYSIS**
Political, economic, sociological and ideological forces as reflected in social welfare institutions and the social work profession are examined. Models of policy analysis and program evaluation are discussed with emphasis on the skills necessary for influencing policy development.
1 semester hours.
- 420 HUMAN BEHAVIOR IN SOCIAL ENVIRONMENT I**
Social functioning framework synthesizes knowledge of health and pathology, and develops a common base enhancing social functioning for individuals, families and communities. Content from micro and macro systems integrates skills required to promote restorative services for individuals throughout their life cycle.
3 semester hours.
- 422 HUMAN BEHAVIOR IN SOCIAL ENVIRONMENT II**
Promotion of competencies required for assessing functioning and dysfunctioning in adolescent, adult and aging populations is continued. Focus is on assessment and service planning interventions. Students acquire competencies that are indicative of professional social work practice.
3 semester hours. Prerequisite: Soc. Work 420.
- 432 SOCIAL WORK PRACTICE I**
Generic helping processes that enhance the social functioning of individuals, families, groups, organizations and communities are examined. Professional values and knowledge of human behavior, social policy and research are integrated with practice skills.
3 semester hours. Prerequisite: concurrent enrollment in Soc. Work 400.
- 433 SOCIAL WORK PRACTICE II**
This is a continuation of Social Work 432 in which intervention models and strategies applicable to various system levels are examined in greater detail within a generic context. Attention is paid to theoretical and empirical criteria for selecting and utilizing approaches.
3 semester hours. Prerequisite: Soc. Work 400, 432 and concurrent enrollment in Soc. Work 432.
- 440 SOCIAL WORK RESEARCH**
This course provides students with instruction in the concepts and methods used in the conduct of social work research. By creating a foundation for empirically grounded practice, the course builds skills that will enable students to fill roles as practitioner-researchers.
3 semester hours.
- 470 ADVANCED TOPICS IN CHILD WELFARE**
This course provides a critical analysis of child welfare programs and policies. It treats the interaction of social policy and social work practice as a key issue, with the goal of building both knowledge and skills in child welfare.
3 semester hours. Prerequisite: degree candidacy in M.S.W. program.
- 471 WOMEN'S ISSUES IN SOCIAL WORK PRACTICE**
This course critically examines the dynamics of the institutionalized oppression of women in current American society and the effect of sexism on women, with particular reference to social work practice. The format and content of the course aim at developing advanced skills in social work practitioners.
3 semester hours. Prerequisite: degree candidacy in M.S.W. program.

- 500 FIELD INSTRUCTION III**
This course is a continuation of Soc. Work 401.
3 semester hours. Prerequisite: Soc. Work 401.
- 501 FIELD INSTRUCTION IV**
This course is a continuation of Social Work 500.
3 semester hours. Prerequisite: Soc. Work 500.
- 510 SOCIAL WORK ADMINISTRATION I**
A conceptual understanding of social work administration and management issues is developed. Students are given the opportunity through their field placement to practice social work management skills.
3 semester hours. Prerequisite: second-year standing in M.S.W. program.
- 511 SOCIAL WORK ADMINISTRATION II**
This course is a continuation of Social Work 510. It focuses on the role of the social worker in personnel management, public relations, and as an agent for reform and change.
3 semester hours. Prerequisite: Soc. Work 510.
- 520 SUPERVISION IN SOCIAL WORK**
Focus is on concepts, principles and methods of supervision in a theoretical context. Experiential learning related to the concurrent field work practicum is also provided.
3 semester hours. Prerequisite: second-year standing in M.S.W. program.
- 521 CONSULTATION IN SOCIAL WORK**
Several types of consultation are reviewed in relation to various settings and levels of responsibility. Processes and practices of consultation and dilemmas and pitfalls of the consultant's position are examined.
3 semester hours. Prerequisite: Soc. Work 520.
- 530 SOCIAL WORK PRACTICE IN MARRIAGE AND FAMILY SETTINGS**
Students explore current conceptual models of marital and family therapy. Ego and psychoanalytic, behavioral and systems approaches are emphasized, with special attention given to social work methods of intervention.
3 semester hours. Prerequisite: second-year standing in M.S.W. program and consent of instructor.
- 531 ADVANCED SOCIAL WORK PRACTICE WITH GROUPS**
Students are provided with conceptual and theoretical knowledge regarding the application of group work as well as the development of perceptual and interpersonal skills necessary for advanced group work practice. Active participation is required.
3 semester hours. Prerequisite: second-year standing in M.S.W. program and consent of instructor.
- 540 ADVANCED RESEARCH IN SOCIAL WORK I**
A review is made 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.
3 semester hours. Prerequisite: Soc. Work 440 and Soc. 425 or equivalent and consent of instructor.
- 541 ADVANCED RESEARCH IN SOCIAL WORK II**
A review is made of methods of research employed by social workers and social scientists in studies of social work practice with individuals and small groups. Students are afforded the opportunity to engage in original research.
3 semester hours. Prerequisite: Soc. Work 540.

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- 540 MASTER'S PROJECT IN SOCIAL WORK I**
The Master's Project is a major paper on a topic selected by the student and completed in the second year of the program. The project is an integration of theory and field experience.
1 semester hour. Prerequisite: second-year standing in M.S.W. program and consent of dean of the School of Social Work.
- 561 MASTER'S PROJECT IN SOCIAL WORK II**
This course is a continuation of Social Work 560. A Satisfactory/Unsatisfactory grade will be given. The student receives a total of three credits for the two-semester project upon its successful completion.
2 semester hours. Prerequisite: Master's Project in Social Work I.
- 590 INDEPENDENT STUDY IN SOCIAL WORK**
The student selects a topic and undertakes concentrated research under the supervision of a faculty member.
3 semester hours. Prerequisite: second-year standing in Master of Social Work program and consent of dean of the School of Social Work.

DIRECTORY

ADMINISTRATIVE AND SERVICE PERSONNEL DIRECTORY

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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 607, 456-8003
Willard F. Enteman, Provost and
Vice President
John J. Salesnes, Assistant Vice President

ACCOUNTING

Alger Hall 134, 456-8076
Thomas J. Bradley, Chief Accountant

ADMINISTRATION AND FINANCE

Roberts Hall 101, 456-8200
John Nazarian, Vice President
James R. Cornelison Jr., Assistant
Vice President

ADMISSIONS

Roberts Hall 306, 456-8234
James M. Colman, Director
Kenneth Binder, Acting Assistant Director
for Transfer Affairs
Patricia A. Sullivan, Assistant Director for
Freshman and International Student
Affairs
Barbara S. Fadrepso, Admissions Officer
Linda Hunt, Acting Admissions Officer

AFFIRMATIVE ACTION OFFICE

Roberts Hall 124, 456-8218
Patricia M. Giannarico, Affirmative
Action Officer

ALUMNI AFFAIRS

Alumni House, 456-8086
Holly Shadatan, Director

ARTS AND SCIENCES, FACULTY OF

Gaige Hall 152, 456-8106

David L. Greene, Dean

James Bierlein, Associate Dean

ATHLETICS, INTRAMURALS AND

RECREATION

Walsh 224, 456-8007
William B. Baird, Director

Gail Davis, Associate Director

ART DIVISIONAL DEPARTMENT

Alger Hall 125, 456-8020

Roland B. Mergener, Director

Anthony R. Giardino, Assistant Director,

Television Center

Hans-Erik Wenzberg, Assistant Director,

Auditorium Center

BOOKSTORE

Student Union, 456-8025

Jerome B. Lynch, Manager

Marion F. Brown, Assistant Manager

BUDGET

Roberts Hall 104, 456-8438

Stephen Jacobson, Director

BUREAU OF GRANTS AND SPONSORED PROJECTS

Bursar, 456-8228
John C. O'Neill, Director

BURSAR

Alger Hall 133, 456-8130
Thomas J. Kelly, Bursar

CAREER SERVICES

Craig-Lee Hall 056, 456-8031
Frankie S. Wellins, Director
Sharon Maryck, Coordinator, Career
Development Program

CHAPLAINS

Student Union 301, 302, 303, 456-8168
Reverend Robert Marcantonio, Catholic
Chaplain

Reverend Robert Penberthy, Protestant
Chaplain

Sister Maryann Rossi, College Chaplain

COLLEGE ADVANCEMENT AND

SUPPORT

Advancement and Support Center, 456-8104

John S. Foley, Vice President

COMPUTER CENTER

Gaige Hall B10, 456-8050

Peter Harman, Director

Ronald D. Lupo, Assistant Director

Joseph W. Konicke, Assistant Director

CONFERENCES AND SPECIAL EVENTS

Advancement and Support Center, 456-8022

Kathryn M. A. Sasso, Director

CONTINUING EDUCATION

Roberts Hall 320, 456-8091

William E. Swigart, Director

CONTINUING EDUCATION AND COM-

MUNITY SERVICE, SCHOOL OF

Roberts 314, 456-8210

Walter A. Crocker Jr., Dean

John A. Buccì, Assistant Dean

CONTROLLER

Roberts Hall 109, 456-8224

John J. Fitis

COOPERATIVE EDUCATION

Gaige Hall 105, 456-8134

COUNSELING CENTER

Craig-Lee Hall 128, 456-8094

Thomas E. Punnett, Director

Thomas J. Lavin, Psychologist

Judith I. Gaines, Counselor

CURRICULUM RESOURCES CENTER

Harlowe Mann Hall 143, 456-8065

Maureen T. Lapan, Director

DEVELOPMENT OFFICE

Advancement and Support Center, 456-8105

James E. Gilchrist Jr., Director

DINING SERVICES

Donovan Dining Center, 456-8207

Brian Allen, Director
Vincent R. Flemming, Assistant Director

ADMINISTRATIVE AND SERVICE PERSONNEL DIRECTORY

CONTINUED

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ECONOMIC EDUCATION CENTER FOR

Alger Hall 220, 456-8037
Robin G. Abedon, Director

EDUCATION AND HUMAN DEVELOPMENT, SCHOOLS OF

Horace Mann 107, 456-8110
James D. Turley, Dean

Patricia Glasheen, Associate Dean

EVALUATION AND RESEARCH, CENTER FOR

Adams Library, 456-8266

FINANCIAL AID AND STUDENT EMPLOYMENT SERVICES, CENTER FOR

Craig Lee Hall 050, 456-8030
William H. Hurry Jr., Director

Pennell S. Eantis, Associate Director,
Financial Aid Services

Janet A. O'Connor, Assistant Director

Cynthia Dorsch, Financial Aid Specialist

Phyllis Hunt, Student Employment
Specialist

GENERAL STUDIES PROGRAM

Gaige Hall 156, 456-8108
James Bierlein, Director

GRADUATE STUDIES, SCHOOL OF

Roberts Hall 114, 456-8117
John J. Skowron, Dean

William A. Small, Associate Dean

HEALTH SERVICES

Bronner Hall, 456-8055
James J. Scallan, M.D., Director and
Physician

HEALTH-RELATED SERVICE PROGRAMS

Fogarty Life Science 202, 456-8010
Tim J. Lough, Coordinator

HENRY BARNARD SCHOOL

456-8127
Richard E. Sevey, Principal

Eleanor Skemion, Assistant Principal

INSTITUTIONAL RESEARCH AND PLANNING

Roberts Hall 102, 456-8435
Lenore A. DeLucia, Director

Richard W. Prull, Research Analyst

INTERNATIONAL STUDENT ADVISEMENT

Roberts Hall 331, 456-8234
Andrew Glomrod, Advisor

INTRAMURALS AND RECREATION

Whipple Gym, 456-8136
John S. Taylor, Director

LABORATORY EXPERIENCES

Horace Mann Hall 103, 456-8114
William H. Lawton, Director and Coord-
inator of Student Teaching

Elizabeth Carey, Assistant Director

LEARNING CENTER

Horace Mann 067, 456-8068
John J. Laffey, Director

LIBRARY

James P. Adams Library, 456-8052
Richard A. Olsen, Director

Beth I. Perry, Assistant Director

NEW STUDENT PROGRAMS

Craig-Lee Hall 057, 456-8083
Dolores Passarelli, Director

NEWS AND INFORMATION SERVICES

Burton, 456-8132
Laurence J. Sasso Jr., Director

George E. LaTour, Public Information
Officer

OFFICE SERVICES

Alger Hall 112, 456-8231
Kenneth Cosbourn, Manager

Lorraine L. Heuresou, Assistant Manager

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 Ingepner, Assistant Director,
Grounds

Diane Hall, Assistant Director of
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Glenn E. Liddell, Director

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456-8123)

Dixon A. McCool, Associate Dean (Craig-
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Principal, 1860-1864

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Principal, 1871-1883

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Principal, 1883-1888

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Principal, 1889-1892

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Principal, 1892-1898

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Charles S. Chapin
Principal, 1901-1907

John Lincoln Alger
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1908-1938

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President 1952-1966

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The Rhode Island College Alumni Association acts to organize and serve alumni; to develop and encourage interest in Rhode Island College; and to work towards the overall betterment of the institution. The association seeks to promote the ideals of education at Rhode Island College and to render financial and other assistance to the college, both directly and indirectly.

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COLLEGE
ASSOCIATES**

The Rhode Island College Associates is an organization composed of parents and spouses of students and dedicated to the support of the college and its mission.

EMERITI FACULTY AND ADMINISTRATION

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S. Elizabeth Campbell

Professor Emerita of Education - Ed.B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University

Robert W. Conery

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M. Elizabeth Cooling

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Marjorie H. Eubank

Professor Emerita of Communications and Theatre - B.A., M.A., Ph.D., University of Michigan

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Controller Emeritus - B.S., Bryant College

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Professor Emerita of Communications and Theatre - B.L.I., Emerson College; M.Ed., Boston University

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Professor Emerita of Art - B.S., Rhode Island School of Design; M.A.T., Brown University; M.F.A., Rhode Island School of Design

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Professor Emeritus of Education - B.S., University of Rhode Island; Ed.M., Ed.D., Boston University

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Professor Emerita of Modern Languages - A.B., A.M., Middlebury College; Certificat d'Etudes, Sorbonne; Ph.D., Columbia University

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Professor Emerita of Health and Physical Education - B.S., Ohio State University; M.A., Ed.D., New York University

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Professor Emeritus of Sociology and Social Work - B.A., Harvard University; M.S., in S.S., Boston University; M.P.H., Harvard University; Ph.D., Syracuse University

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T. Sorven Tegu

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Amy A. Thompson

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Charles B. Willard

President Emeritus, Professor Emeritus of English - Ed.B., Rhode Island College; A.M., Ph.D., Brown University

FACULTY AND ADMINISTRATION

The following is a list of administrative officers, directors and faculty, their academic degrees and titles, as of June 1, 1983.

- Emily Stier Adler**
Associate Professor of Sociology - B.A., M.A., Queens College, Ph.D., Tufts University
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Professor of Sociology - B.S. in Ed., Fitchburg State College; M.A., Ph.D., University of Notre Dame
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Associate Professor of Health and Physical Education - B.S., University of Rhode Island; M.S., H.S.D., Indiana University
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Associate Professor of Philosophy and Foundations of Education and Department Chair - B.A., M.A., Ph.D., University of Connecticut (Starrs)
- Catherine Alteri**
Instructor of Nursing - B.S., College Misericordia; M.S., Boston University
- Peter S. Allen**
Professor of Anthropology - A.B., Middlebury College; A.M., Ph.D., Brown University
- Samuel B. Ames**
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- George A. Anderson**
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Assistant Professor of Special Education and Department Chair - B.A., Ohio University; M.Ed., Rhode Island College
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Professor of Education - Ed.B., Keene State College; A.M., Ph.D., University of Connecticut
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- Marianne Barba**
Assistant Professor of Nursing - B.S., M.S., University of Rhode Island
- R. Carol Barnes**
Associate Professor of Anthropology - A.B., University of Connecticut; A.M., Ph.D., University of Pennsylvania
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Assistant Professor of Chemistry - B.S., Carnegie Mellon University; Ph.D., Massachusetts Institute of Technology
- Charles T. Batcher**
Assistant Professor of Industrial Education - B.S., University of Maine; M.Ed., Rhode Island College
- Mildred Bates**
Assistant Professor of Social Work - B.A., Southeastern Memphis; M.S.W., Tulane University; D.S.W., Columbia University
- Terence L. Belcher**
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- James Bieden**
Associate Dean, Faculty of Arts and Sciences, and Professor of Mathematics and Secondary Education, Director of General Studies - B.A., St. Mary's College (Minnesota); M.A., University of Minnesota; Ph.D., University of Michigan
- Walter J. Blanchard**
Professor of Philosophy and Foundations of Education - A.B., University of Rhode Island; Ed.M., Rhode Island College; Ph.D., University of Connecticut

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**FACULTY AND
ADMINISTRATION**
CONTINUED

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Dorothy H. Conforti
Assistant Professor, Henry Barnard School - B.A., St. Joseph's College; M.Ed., Boston College; Professional Diploma, Bank Street College

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Associate Professor of English and History - B.S., Springfield College; A.M., Ph.D., Brown University

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Associate Professor of History - A.B., University of Delaware; A.M., University of Minnesota

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***Willard F. Entelman**
Professor and Vice President for Academic Affairs - B.A., Williams College; M.A., Boston University; M.B.A., Harvard School of Business Administration; Ph.D., Boston University

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Associate Professor of Anthropology, and Anthropology and Geography Department Chair - B.A., Brown University; Ph.D., Brandeis University

**FACULTY AND
ADMINISTRATION**
CONTINUED

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***E. Belle Evans**
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***John Evans**
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***Frank Fariella**
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***John A. Finger Jr.**
Professor of Education - B.S., Massachusetts Institute of Technology; Ed.D., Harvard University

***Allan E. Fingert**
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***Murray H. Finley**
Associate Professor of Counselor Education and Department Chair - B.A., Lorain College; M.A., Roosevelt University; Ph.D., University of Iowa

John J. Fitz
Controller - B.S., Bryant College

Mary K. Fitzgerald
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Affirmative Action Officer - B.A., M.P.A., University of Rhode Island

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Professor of Elementary Education, 1979 - Mary Tucker Thorpe Professor - B.S., M.A., Ph.D., Ohio State University

Lisa M. Godin
Assistant Professor of Modern Languages - B.A., Southeastern Massachusetts University; M.A., Harvard University

***Cheryl Goldman**
Instructor of Art - B.A., Wheaton College; M.A., University of Louisville

***Mark E. Goldman**
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***Neil J. Gomivas**
Professor of Christianity and Department Chair - B.S., Georgetown University; Ph.D., Brown University

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***Richard A. Green**
Professor of Elementary Education - B.S., University of Wisconsin; M.A., Ohio State University; Ph.D., University of Wisconsin

***David L. Greene**
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Assistant Professor of Mathematics—A.B., University of California (Los Angeles); M.A., Ph.D., University of California (Berkeley)
- *Earl L. Simon**
Instructor of Psychology—B.S., M.A., Ph.D., University of Massachusetts
- *Donald V. Sippel**
Associate Professor of History—A.B., A.M., Ph.D., University of Connecticut
- *Eleanor M. Skerwyn**
Assistant Principal of the Henry Barnard School and Assistant Professor of Education—Ed.B., M.Ed., Rhode Island College
- Judith A. Skrepnik**
Professor of Nursing—B.S., M.S., University of Rhode Island
- *Clyde C. Sliker**
Professor of Elementary Education—B.A., Oberlin College; M.A., Ed.D., Teachers College, Columbia University
- William A. Small**
Director of Summer Session, Associate Dean, School of Graduate Studies, and Associate Professor of Education—A.B., Middlebury College; Ed.M., University of Maine; Professional Diploma, Teachers College, Columbia University; Ed.D., University of Massachusetts
- *Arthur F. Smith**
Professor of Mathematics and Secondary Education—B.S., University of Rhode Island; A.M., Bowdoin College; Ph.D., University of Connecticut
- *Donald A. Smith**
Professor of Art—A.B., A.M., University of Missouri
- *Norman W. Smith**
Professor of History—A.B., Colgate University; A.M., University of Connecticut; Ph.D., University of Wisconsin

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FACULTY AND ADMINISTRATION CONTINUED

Raymond Smith

Professor of Music - B.S. State University of New York College at Potsdam; A.M., Syracuse University; Ph.D., University of Rochester

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Professor of Geography - B.S., in Ed., Bridgewater State College; A.M., Clark University

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Associate Professor of Elementary Education - B.S., M.A., Western Michigan University; Ed.S., Ph.D., University of Michigan

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Director of Continuing Education - B.A., M.A., Rhode Island College

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Professor of Art - B.S., in Art Ed., Morgan State College; M.S., in Art Ed., Pratt Institute

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Associate Dean of Student Activities and the Student Union - B.A., University of Kentucky; M.A., Professional Diploma, Teachers College, Columbia University

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Director of Physical Plant - B.S., U.S. Military Academy; West Point; M.S., University of Illinois

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Associate Professor of Physics - Ed.B., Rhode Island College; M.S., Rensselaer Polytechnic Institute

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Director of the Urban Educational Center - B.A., Shate University; M.Ed., University of Massachusetts (Amherst)

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Adjunct Professor of Counselor Education - M.D., Ph.D., Johns Hopkins University

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Professor of Philosophy and Foundations of Education - B.A., Clark University; M.A., Syracuse University; Ph.D., University of Minnesota

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Special Collections Librarian and Associate Professor in the Library - B.A., Hood College; M.S., Simmons College

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Michael Yajano Jr.

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John McNamara, Anthony Milano, Peri

Mitchell, Lawrence Moulton, Angeline Na-

czeri, Marjorie Pike, Rita Reeves, Jane

Russell, Beverly Scheck, Robert Sherburne,

Maxine Torman, Lenore Yates

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Cooperating Teachers:

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Intem Supervisor:

Kathryn Rallis

Woonsocket

Cooperating Teachers:

Paula Akewich, Shirley Ayers, Virginia

Daglieri, Patricia Jarvis, Delana Lacombe,

Karen McCarthy, Doris Mondoux, Richard

Parent, Louise Rogo

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Marita Baumann, Susan Carden, Eleanor

Hysko, Ann Stallings

EARLY ENROLLMENT PROGRAM

Bishop Knough High School

Deputy Young

Burrillville High School

Shirley Maynard, Eugene Kerney

Clinical High School

Paul Buschard, Susan Kaplan, Peter DePaola,

Gilbert Cunci

Cranston High School East

Paul Zisewson, Betty Sullivan

Cranston High School West

Charles Spaccare

Cumberland High School

William McAcree, Adrienne LaVallee, Earlene

Mara, Marvonn Burns, Joan LaPlante,

Patricia Nolan

East Providence High School

Marilyn Whittier

LaSalle Academy

Michael McNamara, James O'Brien

Lincoln High School

Claude Glade, Renee Newton

North Providence High School

Marianne Heimbecker, Edward Day,

Angelo Contabile, Thomas Cash

North Smithfield High School

David Silva

Pilgrim High School

Irving Beatonis, Alton Hull, Steven Jay-

mings, Roger Malhot, Susan Kallack, Ray-

mond Randall, Louraine Yates

Pogonasset High School

Richard Souza, Thomas Hall, Francis

Gallagher

St. Raphael Academy

Jean Mellicone

St. Patrick's High School

Sister Lynn Trotter

Schuette High School

Carol Coelho, Thomas Lacy, Robert Burka,

Robert Hartley, Joanne Sullivan, Dominick

Fabrizio

Smithfield High School

Al Balasso, Katherine Canara, John

Lawrence, Gabriel deMoura Jr.

South Kingstown High School

Richard Paschke

Tenoning High School

Heurt Levesque, Peter D'Allesandro

Toll Gate High School

Edward Fleming, Richard Fucci, William

Harrison

Woonsocket High School

Larry DiGregorio, Lenore Ripa

MEDICAL TECHNOLOGY

Dorothy Bergeron, C.L.N., Adjunct Assistant

Professor of Medical Technology (Rhode

Island Hospital)—B.S., Rhode Island

College, M.S., University of Vermont.

Adjunct Lecturers of Medical Technology

(Rhode Island Hospital): Patricia Farnes,

M.D., University of Oregon Medical School,

Francis A. Ph.D., Catholic University of

America, Washington, D.C., M.D., Brown

University, George P. Meisner, M.D.,

Queens University.

Therapeutic Instructors of Medical Technol-

ogy (Rhode Island Hospital): Robert L. Bag-

lini, M.T. (ASCP), B.S., University of Rhode

Island; Linda Biron, M.T. (ASCP), B.S., U-

niversity of Rhode Island; M.S., Northeastern

University; Deborah Cardillo, M.T. (ASCP),

B.S., Rhode Island College; Kenneth A.

Claffin Jr., M.T. (ASCP), B.S., Rhode Island

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M.S., University of Rhode Island; Joanne

Hoggatt, M.T. (ASCP), M.S., Pembroke

Ph.D., University of Rhode Island; Franklin

Meglio, B.S., Missouri State College; M.S.,

Northwestern University; Lucille Nequin,

M.T. (ASCP), SBB, B.S., Northeastern Uni-

versity; Steven Senechal, M.T. (ASCP), B.S.,

University of Rhode Island; Paul Ulmer,

B.S., Providence College; Susan Whitaker,

M.T. (ASCP), B.S., University of Rhode

Island; Burrows T. Youniss, M.A.T., Rhode

Island College.

Glady L. Cok, Ph.D., Adjunct Assistant Pro-

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Adjunct Lecturers of Medical Technology

(Saint Joseph Hospital): Salvatore R.

Allegro, M.D., University of Bologna, Italy;

Cecilia Gamar, M.D., Albany Medical Col-

lege, New York.

Cooperating Instructors of Medical Technol-

ogy (Saint Joseph Hospital): Robert Can-

nally, M.T. (ASCP), B.S., Rhode Island Col-

lege; Phyllis Deaver, M.L.T. (HEW), Roger

Porini, M.T. (ASCP), M.S., Southeastern

Massachusetts University; Diane Gannech,

M.T. (ASCP), B.S., Barrington College; Philip

Hoffman, M.T. (ASCP), B.S., University of

Rhode Island; Il Suk Koh, M.T. (ASCP), M.S.

(Public Health), Seoul National University,

Korea, M.S. (Medical Technology), South-

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Rhode Island; Paula Maguire, M.T. (ASCP),

B.S., University of Rhode Island; Linda Mar-

ionessa, M.T. (ASCP), B.S

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Cooperating Instructors of Medical Technology (The Memorial Hospital): Joan Ash, M.T. (ASCP), B.S., Colby College; Marvin Corpan, M.T. (ASCP), B.S., Central Ecological University; Patricia Costa, M.T. (ASCP), B.S., Northeastern University; Elizabeth Dion, M.T. (ASCP), B.S., M.S., Southeastern Massachusetts University; Glenn Fodritsun, M.T. (ASCP), B.S., University of Connecticut; M.S., Temple University; Nancy Jacobs, M.T. (ASCP), B.S., Simmons College; M.S., Southeastern Massachusetts University; Dorothy Lamarche, M.T. (ASCP), B.S., University of Rhode Island; Anthony Lewandowski, M.T. (ASCP), SBB, B.S., Rhode Island College; Won K. Lim, M.T. (ASCP), B.S., Seoul University; Eleanor Marcoux, R.N., The Memorial Hospital School of Nursing; John McKay, C(ASCP), B.S., Northeastern University; James Michely, M.T. (ASCP), B.S., Southeastern Massachusetts University; Marilyn Perrone, M.T. (ASCP), B.S., Salve Regina College; Andrea Verbas, M.T. (ASCP), B.S., University of Rhode Island; Jane Weston, M.T. (ASCP), Meyer Memorial Hospital School of Medical Technology.

Wayne Aguiar, M.T. (ASCP), C.I.S., Adjunct Assistant Professor of Medical Technology (The Miriam Hospital); Jacob Dyckman, M.D., Massachusetts University.
Adjunct Lecturers of Medical Technology (The Miriam Hospital): James M. D., New York University, College of Medicine; Abraham Lasser, M.D., Ph.D., Universidad Nacional de Colombia, Medical School; Ph.D., Pathology, Boston University Graduate School; Antonio Medina, M.D., Brown University School of Medicine; David J. Morris, Ph.D., Dyson Perrins Organic Chemistry Laboratory, Oxford; Michael Sheff, Ph.D., Sheffield University, Sheffield; Sumner I. Zacks, M.D., Harvard Medical School.

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Ann Marie Roberti, M.T. (ASCP), Adjunct Assistant Professor of Medical Technology (Rhode Island Medical Center), B.S., University of Rhode Island, M.S., Southeastern Massachusetts University.
Adjunct Lecturers of Medical Technology (Rhode Island Medical Center): Ho Yong Lee, M.D., Seoul National University, Korea; Conspiring Instructors of Medical Technology (Rhode Island Medical Center): Michael Beaudy, M.T. (ASCP), B.S., Rhode Island College; Frances Blackman, B.S., Tufts University; Kathryn Carlson, B.S., University of Rhode Island; Lucille Davis, M.T. (ASCP), B.S., Rhode Island College of Pharmacy; Bernard George, M.T. (ASCP), B.S., University of Rhode Island, M.S., Southeastern Massachusetts University; Susan Glaski, M.T. (ASCP), B.S., Southeastern Massachusetts University; Jeanne Riley, M.T. (ASCP), B.S., University of Rhode Island.

MUSIC

Visiting Instructors of Music: Mary Beck, B.M., Jordan Conservatory; Diane Caldwell, B.M., M.M., New England Conservatory of Music; Spencer Carroll, B.A., M.M., Schola Cantorum Basiliensis; Malvina Y. Galton, B.M., M.M., University of Texas; Mark Davis, B.A., Brown University, B.M., Rhode Island College; Denise DiNunzio; Marlene P. Fairleigh, B.M., University of Michigan; Vincent Fraloni, B.A., University of Rhode Island; Tullio Ganapini, B.M., Boston University; Margaret Gidley, A.B., Brown University, M.M., Yale University; George Gonczotto, B.M., M.M., Boston Conservatory of Music; George Hirst; Richard Lupton, B.M., New England Conservatory, M.A.T., Rhode Island College; Frederic MacArthur, M.M., Boston University; David Mancini, B.S., Rhode Island College; M.M., University of Cincinnati; Stephen Martorella, B.M., Macon College, M.A., Queens College; Steven Massoud, B.M., M.M., New England Conservatory; John A. Meardon, A.B., Oberlin College, D.B., University of Chicago; Kenneth Marguerite Michael, B.M., Juilliard School of Music; James F. Morgan, B.M., Paris Conservatory; James O'Grier, B.A., New England Conservatory of Music; Alice Pellegrino, B.S., M.S., State University College at Potsdam; Louis Pezzolla, B.M.E., M.M.E., Boston Conservatory of Music; Rose Weaver, B.A., Wheaton College; Susan Wood, B.S., State University of New York, M.M., Indiana University; Gregory Zetlin, Diploma in Pate, Juilliard School of Music.

NURSING

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SCHOOL OF SOCIAL WORK

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1983-85 Field Placement Agencies and Adjunct Field Instructors for Undergraduate Social Work Program: Artificial Kidney Center; Ernie Belasco; Arlboro Area Youth and Family Service; Gerald Hellrich; Catholic Social Service; Jacqueline Baker; Elizabeth Bullum Chao; House, Virginia (Ohio); Family Service; Martha Harris; Johnston Mental Health; Randi Stanford; Judge Baker Clinical Services; Joanne Matheson; Junction Human Service Corporation; Maureen Pitt; Kent County NYPM; Tim Murphy; Lakeview Health Center; Judith Killoran; Massachusetts Department of Social Services; Larry Paquette; John Rapana; Nickerson House; Kathy Smith; Ellen Green; Northern Rhode Island Mental Health Center; Bern Lewising; Kathy Murphy; One-Plus-One; Jo Lano; Cheryl A. Pittanale; Ocean State Adoption Services; Elizabeth Crum; Pawtucket Central Falls Mental Health Center; Sue Casner; Pawtucket School Department; Cindy Fisher; Joanne Kanavak; Planned Parenthood; Barbara Merlin; Project HOPE; Betty Marcus; Project Persona; Robin Perez; Providence Mental Health; Sharon Vevea; Providence Mental Health; Hispanic Resource Center; George Lally; Rhode Island College Learning Center; Barbara Goldstein; Rhode Island Hospital; Diana Cohen; Mary Lou Raimone; Rhode Island Working Women; Susan Matloff; Rhode Island Department of Corrections; Steve Manne; Barbara Walsh; Rhode Island Department of Mental Health, Retardation and Hospitals; Institute of Mental Health; Joe Allano; Peter Corbridge; Michael Lopez; Rhode Island Department of Mental Health, Retardation and Hospitals; Veterans Home; Gerry Schlesinger; Rhode Island Department of Social and Rehabilitative Services; Bruce Gunther; Saint Anthonis Home; Wendy Morris; Charles Dharlow; Saint Mary's Home for Children; Anita Hall; Senior Citizen's Transportation; Steve Pedersen; Sophia Little Home; Carol Coates; The Learning Center; Jim Walsh; Traveler's Aid.

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