



RHODE ISLAND
COLLEGE

1988-89 Catalog



RHODE ISLAND
COLLEGE

1988-89 Catalog

This catalog was prepared on the basis of the information available at the time of publication. Therefore, specific statements including fees, dates, course offerings, admissions requirements, financial aid practice and policies, graduation requirements, and other procedures or policies may be subject to change without notice.

Notice of Affirmative Action and Nondiscrimination

Rhode Island College is committed to equal opportunity and affirmative action. No student, employee, or applicant will be denied admission, employment, or access to programs and activities because of race, sex, religion, age, color, national origin, handicap, sexual orientation, conviction record, or Vietnam-era veteran status. This College policy is in concert with state and federal nondiscrimination laws.

Inquiries concerning the College's administration of the nondiscrimination laws should be addressed to the Affirmative Action Officer, 124 Roberts Hall, Rhode Island College, Providence, RI 02908, tel. (401) 456-8218; or to the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202; or to the Director, Office of Civil Rights, U.S. Department of Education, Region I, Boston, MA 02109. Questions regarding provisions for the handicapped should be directed to the Office of Student Life, 127 Craig-Lee Hall, Rhode Island College, Providence, RI 02908, tel. (401) 456-8061.

Snow Cancellations

In snow emergencies the College will remain open except in extreme cases. If classes are canceled, the following radio stations have agreed to carry cancellation announcements for the College.

WEAN (790 AM)
WPRO (630 AM, 92.4 FM)
WSNE (93.3 FM)
WLKW (990 AM, 101 FM)
WXIN (580 AM)

In addition, a recording announcing the closing and any other related information will be on the following number: (401) 456-9500. Students are advised to call this number for the most up-to-date information on school closing.

Contents

iv Academic Calendar 1988-89

vi Mission Statement

GENERAL INFORMATION

3 Rhode Island College: An Overview

4 Undergraduate Studies

4 Admissions
10 Registration
12 Fees and Expenses
15 Financial Aid
19 Degree and Special Programs
22 Academic Requirements
25 Academic Policies
28 Honors

32 Graduate Studies

32 Introduction
33 Degree and Special Programs
36 Admissions
37 Academic Policies and Requirements
42 Fees and Expenses
43 Financial Aid

45 Continuing Education

46 Facilities and Services

46 Academic Facilities
49 Student Life
53 Student Services

ACADEMIC PROGRAMS AND COURSES

57 Academic Department and Faculty Listing

57 Faculty of Arts and Sciences
66 School of Education and Human Development
69 School of Social Work

71 Programs and Courses

71 Course Numbering System
71 Semester and Contact Hours
72 Frequency of Course Offerings
72 General Education Courses
72 Courses with Variable Content

72 General Education Program

76 Majors and Other Academic Programs (listed alphabetically)

DIRECTORY

355 Administrative and Service Personnel Directory
358 Officers of the College
358 Past Principals and Presidents
359 Commissioner/Board of Governors
359 Rhode Island College Foundation
360 Rhode Island College Alumni Association
360 Emeriti Faculty and Administration
363 Faculty and Administration
384 Adjunct Faculty

INDEX

Academic Calendar 1988-89

FALL SEMESTER 1988

August

23	Tuesday	New student orientation/registration begins Administrative conference Late registration for fall semester begins Opening faculty meeting
29	Monday	
31	Wednesday	

September

1	Thursday	Late registration for fall semester ends Labor Day (College closed) First day of classes Last day for adding courses Last drop day for tuition refund
5	Monday	
6	Tuesday	
19	Monday	
20	Tuesday	

October

10	Monday	Columbus Day (College closed) Monday class schedule followed Mid-semester grades due at noon for freshmen
12	Wednesday	
28	Friday	

November

4	Friday	Last day for dropping courses for all students except freshmen Election Day (College closed) Last day for freshmen to drop courses Veterans Day (College closed) Spring 1989 registration begins Spring 1989 registration ends Thanksgiving recess begins Classes resume
8	Tuesday	
10	Thursday	
11	Friday	
14	Monday	
18	Friday	
24	Thursday	
28	Monday	

December

16	Friday	Fall semester classes end Final exams begin Final exams end Grades due by 4:00 p.m.
19	Monday	
23	Friday	
30	Friday	

SPRING SEMESTER 1989

January

11	Wednesday	New student orientation/registration begins Martin Luther King, Jr. Day (College closed) Late registration for spring semester begins Late registration for spring semester ends Classes begin Winter Commencement
16	Monday	
17	Tuesday	
20	Friday	
23	Monday	
29	Sunday	

February

3	Friday	Last day for adding courses Last drop day for tuition refund
6	Monday	

March

10	Friday	Mid-semester grades due at noon for freshmen Spring recess begins Classes resume Last day for dropping courses
13	Monday	
20	Monday	
24	Friday	

April

3	Monday	Summer registration begins by phone Fall 1989 registration begins Fall 1989 registration ends
24	Monday	
28	Friday	

May

3	Wednesday	Cap and Gown Convocation Spring semester classes end Final exams begin Final exams end Grades due for degree recipients by 4:00 p.m. All other grades due by 4:00 p.m. Spring Commencement Summer session I begins Memorial Day (College closed)
5	Friday	
8	Monday	
12	Friday	
15	Monday	
17	Wednesday	
20	Saturday	
22	Monday	
29	Monday	

June

30	Friday	Summer session I ends
----	--------	-----------------------

July

4	Tuesday	Independence Day (College closed) Summer session II begins Freshmen orientation begins
5	Wednesday	
6	Thursday	

August

11	Friday	Summer session II ends
----	--------	------------------------

Mission of the College

Rhode Island College, founded in 1854, is the comprehensive public institution of higher education in the State of Rhode Island. The College fulfills its educational mission by offering undergraduate programs in the liberal arts and sciences and in a variety of professional fields. It also offers a range of selected graduate programs in the arts and sciences, and in areas of social, public, and community service. The education provided is premised on a commitment to the complementary relationship between liberal and professional education whose objectives are preparation for advancement in professional areas, and breadth of perspective and knowledge for enlightened and constructive citizenship.

In order to achieve its primary goal, which is the intellectual growth and development of students, the faculty of Rhode Island College is committed to excellence in teaching. Teaching activities are complemented and enriched by scholarship and creative expression, as well as by service to the College, the city, the State of Rhode Island, and the wider community.

The College extends its curricula and support services to traditional and nontraditional students pursuing baccalaureate or graduate degrees. While most of its students are citizens of Rhode Island, the College recognizes the need for a more diverse student group and welcomes students from other states and countries. It is also committed to including racial and ethnic minorities, the economically disadvantaged, and students with handicapping conditions.

Rhode Island College is dedicated to making a high quality education accessible to a diverse group of students. Through its educational, social, and cultural programs and activities, the College seeks to contribute to the professional mobility and

advancement of its students and alumni, to the economic development of the State of Rhode Island, and to the enrichment of the larger community.



General Information

An Overview of the College

Rhode Island College is located on a 125-acre campus in the Mount Pleasant section of Providence. This location combines easy access to the benefits and resources of the metropolitan area with a suburban atmosphere.

Academic offerings are provided in four schools: the Faculty of Arts and Sciences, the School of Education and Human Development, the School of Social Work, and the School of Graduate Studies, as well as through the Office of Continuing Education.

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 and Design, National Association of Schools of Music, National Association of State Directors of Teacher Education and 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 8,000 students in a variety of courses and programs both on and off campus.

Rhode Island College is the oldest of the three public institutions of higher education which operate under the aegis of the Board of Governors for Higher Education. The board consists of 11 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, sex, religion, age, color, national origin, handicap, sexual orientation, conviction record, or Vietnam-era veteran status.

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. Beginning in the fall of 1988, the applicant's secondary school program must include at least 18 units of academic subjects, with the following minimum requirements:

- 4 units of college-preparatory English. Students will be expected to have four full years of high school English. This should include substantial course work in language study and grammar, in different types of writing, in literary analysis, and in a variety of imaginative and expository literature.
- 3 units of mathematics. Students will be expected to have mastered skills associated with algebra and geometry. Students expecting to enter a technical field (nursing, management, mathematics, and the sciences) should complete four years of mathematics. It is recommended that all students include a substantial unit of mathematics in the senior year.
- 2 units of social studies. Citizens in a democratic society need knowledge about central institutions and values in their own society and in other major societies around the world. Students should study

United States history and government and social sciences which might include anthropology, economics, geography, political science, psychology, and sociology.

- 2 units of a laboratory science. Students should be prepared in the fundamental sciences. The two units of study should be chosen from biology, chemistry, and physics. Students planning to enter a technical, scientific, or health-related field should take more than the minimum number of science units.
- 2 units of the same foreign language. Language study fosters an awareness of cultural diversity, enhances genuine communication, and can be an essential component of study for careers in business, international relations, law, science, and the arts. Advanced study in certain fields requires knowledge of another language. College-bound students are encouraged to complete three years of a foreign language.

- ½ unit in the arts. Preparation in the arts assists in cultivating the imagination, encouraging self-discipline, and building confidence in one's own artistic efforts.
- ½ unit in computer literacy. Computer-related skills are essential in order to become a fully literate citizen in an information-based society.

Students will be expected to complete four additional units of study for a total of 18 academic credits.

Exceptions to some unit requirements may be allowed. Requests should be made in writing to the dean 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 (GED) 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 \$25 nonrefundable application fee. Forms are available from the Undergraduate Admissions Office and from high school guidance offices.
2. Official high school transcripts and recommendations. The applicant must arrange to have these materials forwarded to the Undergraduate Admissions Office. In most instances applicants are required to submit senior/midyear grades for review.
3. Scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board. The applicant is fully responsible for arranging to take the test. Complete information is available from the high school guidance office or the College Board, P.O. 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. However, students are encouraged to take the College Board Achievement Test, English Composition with Essay in order to fulfill the College Writing Requirement.

Interviews are strongly encouraged and may be required of some applicants. Applications are considered on a rolling basis and are acted upon as soon as complete materials are received.

On occasion, students may be offered a provisional acceptance to the freshman class. Students in this category are regular degree candidates but have particular requirements which must be fulfilled during the first academic year. These are described in specific detail in the offer of admission.

Admissions staff are available to answer any questions a prospective student may have about admissions or about the Col-

lege, and inquiries are welcomed. Campus tours are scheduled regularly; appointments can be made through the Undergraduate Admissions Office.

Transfer Admissions

Rhode Island College welcomes transfer applications. To be considered for admission, applicants must submit the following materials to the Undergraduate 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 \$25 nonrefundable application fee; (2) official transcript(s) from college(s) attended (final spring-semester transcript is due by July 1); (3) catalog(s) from any out-of-state college(s) attended, appropriately marked to indicate courses completed and courses in progress; (4) official high school transcript(s) for students who will have earned fewer than 60 credits before entering the College.

Transfer applicants who have attended college for less than one year 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 collegiate academic performance.

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 judgment on any such decision. At the discretion of the Undergraduate Admissions Office, college credit more than 10 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.

Transcripts which include credits awarded by another college through special proficiency procedures are evaluated on an individual basis to identify those which can be transferred. (See Assessment of Prior Learning.)

A minimum of 30 credits must be earned at Rhode Island College to fulfill degree

requirements. Transfer students must also satisfy the College Writing Requirement, the Mathematics Competency Requirement, and all general education requirements. (See undergraduate Academic Requirements in the introductory section of this catalog and General Education in 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 the University of Rhode Island and the Community College of Rhode Island 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 ethical issues, values, and philosophical perspectives, will be considered as completed for those who possess the associate degree when first matriculating at the College.

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.

Readmission

Undergraduate degree candidates in good academic standing who withdraw, offi-

cially or unofficially, from the College will be eligible to re-register for three consecutive semesters, including summer session, without completing a formal application for readmission. To facilitate re-enrollment, registration materials will be mailed to students in the above category for each of the three consecutive semesters.

Undergraduate degree candidates who have been dismissed for academic reasons or who have not attended the College for more than three consecutive semesters, including summer session, must submit a formal application for readmission along with a \$25 nonrefundable application fee. Application deadlines are August 1 for fall-semester enrollment and December 1 for spring-semester enrollment.

Admission to Professional Programs

Undergraduate students who intend to major in certain programs of study are admitted to the College on the strength of the high school record (for freshmen) or the College experience (transfer candidates); however, each student must also submit a separate application to the department involved. This second application process takes place after a student enrolls at the College.

The admission requirements for each major are listed under the individual departments in this catalog. Programs in this category include: the Bachelor of Fine Arts degree in studio art; the Bachelor of Music in performance; all programs leading to teacher certification; majors in nursing, social work, and medical technology.

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 have a personal interview. Application materials should be filed with the Undergraduate 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.

Bachelor of General Studies Degree Program
To be considered for admission into the program, a candidate must file an application with the Undergraduate 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 at least 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 are at least 20 years old, who have been away from formal schooling for some time, and lack some of the usual college entrance requirements can be considered for admission to the College through the Performance-based Admissions (PBA) Program.

Candidates must submit the regular application form accompanied by a \$25 nonrefundable application fee, official copies of high school transcripts, and scores from the GED examination (if the candidate has not earned a traditional high school diploma). An interview is also required. All materials must be received by December 1 for the spring semester and June 1 for the fall semester.

Each student who is accepted into the College will develop a special plan of study with the program advisor before the beginning of the first semester of classes. The plan of study will specify any special conditions (e.g., remedial courses in mathematics or writing, English-language courses), a schedule for on-going consultation with an advisor, and a specific six-course program which will include the College writing course, one general education core course, two general education distribution courses, and two other elective courses. Students must complete the

six-course program with a minimum grade-point average of 2.0 to be allowed to continue their studies. Upon successful completion of the plan of study, the student will be continued as a degree candidate without condition.

Diagnostic testing in English and mathematics may be required as part of the admission process. Students who need remedial course work in either of these disciplines will be permitted to take these courses as part of their program, but credits earned will not count toward either the degree requirement or the six-course PBA program plan.

Students whose primary language is other than English may also be accepted into the College through this program and may be required to complete one or more English-as-a-second-language courses before undertaking the regular six courses in the PBA program. These students are expected to demonstrate a facility with the English language that is comparable to a score of 500 on the standard TOEFL examination before undertaking the six-course PBA program.

Students who do not make satisfactory progress will be dismissed from the College. Appeals of dismissal decisions can be made to the Committee on Undergraduate Admission.

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. The summer program 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 Student Support Services Office, 116 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. 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 guidance office at the local high school.

Visiting Student Program

The Visiting Student Program gives high school students the opportunity to earn college credit before they graduate. Credit earned may be applied toward a degree at Rhode Island College or may be transferred to another college. Interested students must submit to the Undergraduate 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 Undergraduate Admissions Office.

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 Undergraduate Admissions Office by March 1 for fall-semester enrollment: (1) a completed application form accompanied by a \$25 nonrefundable 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 mother tongue is not English. Applicants are also requested to present Scholastic Aptitude Test scores when possible. Spring semester enrollment is not available to international students.

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 advisor in the Office of Student Life for information concerning U.S. laws, regulations, and employment practices.

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.

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.

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 Undergraduate Admissions Office, any high school guidance counselor, or the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111.

Proficiency and Advanced Placement

Students may increase their opportunities to pursue advanced work or may earn credits toward graduation through proficiency and advanced placement. Such credit is substituted for specified courses and is usually gained through appropriate scores on the following examinations, which are administered by the College Board: Achievement Tests in a modern foreign language, the Advanced Placement Test (gives 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 Undergraduate Admissions Office, the director of general education, or the appropriate academic department.

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, all new entering students must present to Health Services a certificate signed by a physician, attesting to his/her immunity to measles and rubella (German measles).

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

Military Personnel and Veterans

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

Leave of Absence

Undergraduate degree candidates who plan to withdraw from the College to study elsewhere are required to file a Leave of Absence form. This form is required to ensure the accurate and timely posting of transfer credit from the visited institution and is available in the Records Office.

Registration

The Records Office is responsible for conducting registration for all courses. Students must officially register for classes in order to receive course credit.

Registration Period/Procedure

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.

Incoming Freshmen

Information on new student orientation is mailed to incoming freshmen by the Office of New Student Programs. Orientation provides for academic advisement and course registration as well as an introduction to campus life.

Nondegree Students

Those interested in taking undergraduate courses are advised to contact the Office of Continuing Education.

A late fee of \$10 is charged to those who do not complete registration during the designated periods.

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. 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 Rhode Island College. 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.

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.

University of Rhode Island/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 the University of Rhode Island or the Community College of Rhode Island or both without paying additional fees. The student must be enrolled for at least five credits at Rhode Island College 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 check and requests should be forwarded directly to the Burser's Office for processing.

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. Copies of the policy can be obtained from the Records Office.

Fees and Expenses

The fees described in the following sections are for the 1988-89 academic year. Students are required to pay all applicable fees 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 \$45. Details are available in the Bursar's Office.

An individual possessing a baccalaureate degree will pay graduate tuition. Accordingly, nonmatriculating graduate students and graduate students enrolled in continuing education courses are required to pay graduate tuition. These fees are listed in the graduate section of this catalog.

Students accepted into a second degree undergraduate program pay undergraduate fees.

It is the responsibility of the student to inform the College of his/her status in order to assess the aforementioned tuition and fee charges.

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

Full-Time Undergraduate Fees

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

	In State	Out of State
Tuition (General Fee)	\$1,312	\$3,862
Student Activity Fee	60	60
Dining Center/Student Union Fee	99	99
Fine Arts Fee	25	25
Totals for Commuting Students	\$1,496	\$4,046

Individuals planning to live on campus should also see fees listed under Student Housing.

Note: Students who take more than 18 semester hours of course work in a semester pay an additional \$60 per semester hour (if in state) or an additional \$153 per semester hour (if out of state).

Part-Time Undergraduate Fees

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

	In State	Out of State
Tuition (General Fee)	\$60	\$153
Student Activity Fee	4	4
	\$64	\$157

Part-time undergraduates (in state and out of state) also pay *once per semester*:

Fine Arts Fee: \$5
Registration Fee: \$16

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

\$260 per semester, for students taking Music 270-288 or 370-388
\$130 per semester, for students taking Music 170-188

Biology Laboratory Fee

\$10 per semester

Physical Science (Breakage) Fee

\$10 per semester

Studio Art Fee

\$10 per semester

Orientation Fee

\$60 for incoming freshmen
\$26 for transfer students

Room
\$1,690 or \$1,890 per year (see Student Housing)

Board
\$1,960 per year (see Student Housing)

Application Fee
\$25

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

Enrollment Fee Deposit

All incoming freshmen and transfer students are required to pay a nonrefundable enrollment fee deposit of \$50 at the time of their acceptance. The deposit will be applied toward tuition.

Textbooks, Supplies, and Other Expenses

Students purchase their own textbooks and supplies. The cost of these materials is approximately \$500 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 lunches, which can run from \$800 to \$1,000 annually. Students should also expect to pay up to \$1,000 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 helps cover maintenance and operational expenses.

The **Applied Music Fee** is used to cover 14 private 30-minute lessons, which make up Music 270-288 and 370-388. The fee for Music 170-188 covers 14 private 30-minute lessons.

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

The **Orientation 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 dean 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. 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. In addition, to be considered independent of his/her parents, a student must not have been claimed as a dependent for tax purposes for two years, and the student must have resided in Rhode Island for at least one year. A notarized statement from the parents attesting to the fact that the student was not claimed for Internal Revenue Service purposes for two years is required. This statement authorizes the College to verify the fact with the IRS.

For such students, time spent in the state while attending college usually may not be used to establish residence.

Contact either the Undergraduate 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 \$16. Two other restrictions apply: (1) the student must have fulfilled all academic prerequisites for the course; (2) the student may enroll only in classes that have not been closed because of full enrollment.

Refunds

A full-time student withdrawing from the College, either voluntarily or because of dismissal for disciplinary reasons, will receive a refund of all fees except registration fees, if the withdrawal or dismissal occurs within the official two-week Add/Drop period. After the official two-week Add/Drop period, there will be no further refunds.

Part-time students who wish to withdraw from a course may receive a refund in accord with the above policy. The date on which the director of records receives the completed drop form or withdrawal letter shall be the formal withdrawal date and shall determine whether a refund is to be granted. Mere discontinuation of attendance at classes shall not constitute official withdrawal from the College or from a course.

Full-time students who withdraw from a course are not eligible for a refund unless such withdrawal results in a 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, delinquent or defaulted student loans (Federal Nursing and/or Carl D.

Perkins Loans, formerly National Direct/Defense Student Loans), unreturned library books, damage to College property, etc.—may result in the cancellation of 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, including participation in loan exit counseling for borrowers under one or more of the several long-term loan programs in which the College participates (e.g., Carl D. Perkins Loans, Federal Nursing Student Loans, Guaranteed Student Loans, PLUS loans), before receiving a diploma.

Financial Aid

In order to assist students who are unable to meet the cost of financing a college education, the Center for Financial Aid and Student Employment Services administers an extensive program of scholarships, grants, loans, and part-time employment opportunities. Demonstrated financial need is the primary factor used in the awarding of financial aid, although some scholarships are given each year in recognition of superior academic achievement or special talent. The average annual award at Rhode Island College is approximately \$3,000; over 50 percent of the students receive some form of financial aid.

Financial Aid from Rhode Island College

General Eligibility Standards

Applicants should be aware of the fact that virtually all financial assistance awarded by the College is limited to students (1) who have been accepted into a program intended to lead to a degree; (2) who are U.S. citizens or eligible noncitizens; (3) who are enrolled at the College carrying at least one-half the normal full-time academic load; and (4) who are maintaining satisfactory academic progress (details are available from the Office of Student Financial Aid Services upon request).

Some financial aid programs are restricted to full-time students. Students in the Performance-based Admissions Program, however, may qualify for limited financial assistance even if they are carrying less than a half-time course load.

For financial aid purposes, student status is normally verified at the end of the Add period (first two weeks of a semester). Hence, students who are officially classified as continuing education student, visiting student, special student, etc., and/or who are enrolled for fewer than six semester hours at the end of the Add period should anticipate that their awards will be canceled. Students whose status at the end of the Add period is less than full

time should expect that the amount of their award(s) may be reduced proportionately and/or canceled.

Students enrolled in a program designed to lead to a second baccalaureate degree are considered ineligible for virtually all grant/gift assistance provided by or through Rhode Island College. Second baccalaureate degree students may be considered for financial assistance in the form of loan and/or work opportunities.

Application Procedure

Any undergraduate student who desires financial aid from the College also must apply for a Pell Grant (a federal grant) and for any state scholarship(s) and/or grant(s) for which he or she may be eligible. Application for the Pell Grant, state scholarship(s) and/or grant(s), and Rhode Island College financial aid can be made by filing the *Financial Aid Form (FAF)* published by the College Scholarship Service. These 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 financial aid provided by the College is given to students who complete the financial aid application process in accordance with the following on-time deadlines.

Incoming Freshmen (Full Semester) and Continuing Upper-Class

1. Application for admission on file with the Undergraduate Admissions Office by March 1 (incoming freshmen only).
2. FAF completed and received by the College Scholarship Service, Princeton, New Jersey, by March 1.
3. Rhode Island College Application for Financial Aid on file with the Center for Financial Aid and Student Employment Services by March 1.

Readmitted and New Transfer Students (Full Semester)

1. Application for admission on file with the Undergraduate Admissions Office by June 1.

2. FAF completed and received by the College Scholarship Service, Princeton, New Jersey, by May 15.
3. Rhode Island College Application for Financial Aid on file with the Center for Financial Aid and Student Employment Services by June 1.

Incoming Freshmen, New Transfers, and Other Students Admitted/Readmitted (Spring Semester)

1. FAF completed and received by the College Scholarship Service, Princeton, New Jersey, by December 1.
2. Rhode Island College Application for Financial Aid on file with the Center for Financial Aid and Student Employment Services by December 1.

Special Note to Transfer Students: Applicants who have previously attended other post-secondary schools, colleges, or universities since July 1, 1983 must submit to the Office of Student Financial Aid Services a financial aid transcript from each such school, college, or university. Transfer students who have previously received financial aid from Rhode Island College and have previously submitted the required financial aid transcripts need not submit duplicate copies at application time.

When the Office of Student Financial Aid Services has received: (1) the processed FAF from the College Scholarship Service; (2) the Rhode Island College Financial Aid Application Form; and (3) financial aid transcript(s) as required above, the application will be considered complete for purposes of preliminary consideration and tentative awarding. Final awards and disbursement of funds, however, will be contingent upon compliance with additional requirements as follows:

1. Submission to the Office of Student Financial Aid Services of a valid Pell Grant Student Aid Report. If the FAF has been completed properly, the Student Aid Report will come directly to the applicant from the Pell Grant processor. Applicants eligible for a Pell Grant must forward all three parts of the Pell Grant Student Aid Report to the Office of Student Financial Aid Services. Applicants who are found to

be ineligible for a Pell Grant may still be considered for other types of financial assistance; hence, they should submit Parts I and II of their Student Aid Reports. If the Pell Grant Student Aid Report requires validation or correction(s), those requests should be completed with at once.

2. Submission of additional documentation of data as requested by the Office of Student Financial Aid Services.
3. Return of signed award letter accepting financial aid offered by the College.

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 funds are available. Awards to on-time applicants are made in spring and summer. Awards to late applicants, when made, are normally not made until October/November or February/March.

Since awards are not automatically renewable, applicants must reapply each year.

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 the requested information/documentation. Forms of documentation or verification which may be requested include, but are not limited to, signed and dated photocopies of federal and/or state income tax returns, certified true copies of income tax returns, and copies of authorization letters for untaxed income. 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.

All awards made by or through the College are conditional and are based upon information available to College officials at the time the award is made. All awards are, therefore, subject to change and/or cancellation, should the Col-

lege become aware of facts, conditions, and/or circumstances which differ from those upon which the award(s) were based. Similarly, all awards are contingent upon the receipt by the College of sufficient funding from state, federal, or other funding sources and/or donors to cover award offers.

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 state scholarship/grant programs vary, so students should inquire at the appropriate agency in their state of legal residence regarding application procedures.

In Rhode Island, this agency is the Rhode Island Higher Education Assistance Authority, located at 560 Jefferson Boulevard, Warwick, RI 02886, (401) 277-2050.

Names, addresses, and telephone numbers of other state scholarship agencies are included in the College financial aid application packet and are available upon request from the Office of Student Financial Aid Services.

Guaranteed Student Loan Program and PLUS Loan Program

Applicants and/or their parents may be eligible to borrow under one or both of these federally subsidized educational loan programs. Interest rates range from 7 to 12 percent. Eligibility for subsidized Guaranteed Student Loans is now restricted to students who have demonstrated financial need in the amount of the loan. Application for such loans must be initiated at your local bank, credit union,

or other commercial lending institution. The processing of applications can take six to eight weeks.

Student Employment

The Office of Student Employment Services provides information to students who are seeking part-time employment during the academic year or summer employment. Employment opportunities may occur on and off campus, and many 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. However, students who do not apply for financial aid and/or who are not eligible for financial aid can also be employed in designated career-oriented and other jobs both on and off campus.

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 Student Support Services Office)
- Rhode Island Higher Education Grants/Scholarships (contact Rhode Island Higher Education Assistance Authority)
- Supplemental Education Opportunity Grants

Scholarships

- Rhode Island College Alumni Scholarships (contact Office of Alumni Affairs for the following):
 - Andreoli Scholarship
 - Alumni Children Academic Scholarship
 - Alumni Freshman Award
 - Student Assistant Scholarship
 - Alumni Financial Aid Award
 - Alumni Departmental Awards
 - Westerly Alumni Club Scholarship
- Louis Appleton Memorial Scholarship (contact Department of Music)

- 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 (preference given to dependents of Citizens Bank employees; contact Development Office)
 - John Clarke Memorial Scholarship
 - Richard Dawson Memorial Scholarship (contact Development Office)
 - Eugene Dutton Memorial Scholarship (contact Development Office)
 - English Department Scholarship (contact Department of English)
 - Marjorie H. Eubank Scholarship (contact Department of Communications and Theatre)
 - Federal Products Foundation Scholarships (contact Federal Products Corporation Personnel Office)
 - Film Studies Scholarship (contact Film Studies Program)
 - Elizabeth R. Gunning Scholarship Award (contact Department of English)
 - Honors Scholarships
 - Faculty Honors Scholarships (contact College Honors Committee)
 - Honors Grants (contact College Honors Committee)
 - Martha Bacon-Ronald Ballinger Honors Scholarship (contact College Honors Committee)
 - Rhode Island College Alumni Honors Scholarships (contact Undergraduate Admissions Office)
 - Marie R. Howard Scholarship (contact Department of Economics and Management)
 - Mary M. Keefe Scholarship (contact Department of Biology)
 - Thomas G. King Memorial Scholarship (contact Department of Industrial Education)
 - Laura Fachada Lally Memorial Scholarship
 - Mary E. Love Scholarships (contact Department of Nursing)
 - Model Legislature Award (contact Department of Political Science)
 - Providence Teachers' Association Memorial Scholarship (contact School of Education and Human Development)
 - Rhode Island Hospital Trust National Bank Scholarships (preference given to dependents of Hospital Trust employees; contact the Development Office)
 - Melody Stappas Memorial Scholarship (contact Department of Music)
 - State Scholarships (contact appropriate state agencies; names, addresses, and telephone numbers are available in the Office of Student Financial Aid Services)
 - Joshua Thomas Memorial Scholarship (contact Development Office)
 - Helen French Willard Scholarship
 - Woonasquaticet Valley Rotary Club Scholarship (contact Development Office)
 - Richard Zorabedian Scholarship (contact Development Office)
- Special Talent Awards*
Apply as indicated: Art (Department of Art); Chess (Chess Team); Communications, Debate, Theatre (Department of Communications and Theatre); Dance (Rhode Island College Dance Company); 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)
 - Parent Loans for Undergraduate Students—PLUS (contact local lending institutions)
 - Carl D. Perkins Loan Program (formerly National Direct/Defense 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
 - Student Community Government, Inc. Short-Term Loan Fund (in memory of Donald C. Averill)
 - 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 relevant financial aid application materials. Details are available upon request from the Office of Student Financial Aid Services.

Degree and Special Programs

Bachelor of Arts

Degree with liberal arts majors or concentrations in

- African/Afro-American Studies
- Anthropology
- Art—Studio
- Art History
- Biology
- Chemistry
- Classical Area Studies
- Communications
- Communications/Theatre
- Computer Science
- Economics
- English
- Film Studies
- French
- General Science
- Geography
- History
- Labor Studies
- Latin American Studies
- Mathematics
- Medieval and Renaissance Studies
- Music
- Philosophy
- Physics
- Political Science
- Political Science/Public Administration
- Psychology
- Social Science
- Sociology
- 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.)

Bachelor of Fine Arts

Studio Art

Bachelor of General Studies

Bachelor of Music in Performance

Bachelor of Social Work**Bachelor of Science***Degree in*

Accounting
 Art Education
 Chemistry
 Computer Information Systems
 Elementary Education
 Elementary Education/Special Education
 Health Education
 Industrial Arts Education
 Industrial Technology
 Management
 Marketing
 Medical Technology
 Music Education
 Nursing
 Physical Education
 Radiological Technology
 Vocational-Industrial Education*

*For teachers in service only.

Minors and Special Programs

Minors are available in most disciplines and in certain interdisciplinary areas to any student who wishes to acquire a secondary specialization. Completion of minor, however, is entirely optional. Requirements for a minor usually consist of 15 to 20 semester hours of related 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.

Summer Sessions

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 sessions allow students to accelerate their college programs and, in addition, provide a means for personal enrichment or professional advancement.

Complete information is published each spring in the summer sessions brochure and is available from the Office of Continuing Education.

Student-Designed Concentrations

Students may develop individualized concentrations (majors) to accommodate special needs and interests. Student-designed 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.

Cooperative Education

Since 1975 over 1,400 Rhode Island College students have successfully integrated formal academic work with planned and supervised professional-level placements through the cooperative education program. Students earn elective credit through a seminar or independent study for up to four semesters/placements. Program eligibility includes the completion of at least 24 semester hours and a 2.0 cumulative grade point average. Cooperative education positions are usually paid and often facilitate entry into the professional environment after graduation. For more information, consult the program/course section of this catalog.

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 1,500 colleges throughout the United States dedicated to providing a source of qualified military leaders. 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 nontraditional students who have had a total of at least 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 can 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.

Proficiency and Advanced Placement

See the undergraduate admissions section of this catalog.

Assessment of Prior Learning

Rhode Island College makes every effort to acknowledge college-level learning that has taken place outside of formal college classrooms.

The College accepts the results of the CLEP (College Level Examination Program) and DANTES (armed services) testing programs and makes use of the guide prepared by the American Council on Education (ACE) and other sources which contain evaluations of a wide variety of training opportunities sponsored by the armed services, business, industry, and labor communities. In addition, there are special workshops to assist students with the preparation of portfolios when such formal evidence of competencies is not readily available.

Older students, especially those who have been in the armed services, who have participated in apprenticeship or other extensive training programs, or who have held positions of responsibility, are encouraged to apply for assessment of their prior learning. Applications are available in the Office of Continuing Education.

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 (Rhode Island College); (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 74 four-year colleges and universities. This program is administered through the Office of New Student Programs.

International Education/Study Abroad

The Rhode Island College Office of International Education provides information primarily on study abroad, but also on work and travel possibilities, 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 (AACSU) and cooperates closely with its Office of International Programs.

The Office of International Education works in association with the College Honors Program to encourage study abroad.

Academic Requirements

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 Requirement, before the completion of 60 semester hours (see College Writing Requirement below);
3. the Mathematics Competency Requirement, before completing 60 semester hours of course work (see Mathematics Competency Requirement below);
4. minimum of 120 credits, with at least 30 credits taken at Rhode Island College;
5. 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 for elementary education, a 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 General Education Program is required in all curricula and provides a common experience within certain defined areas for all students. The program consists of 12 courses (36 to 38 semester hours), with four core courses in Western literature and the Western experience and eight distribution courses from the following categories: social and behavioral sciences; fine and performing arts; natural sciences; mathematical systems/computer science; other cultures; and ethical issues, values, and philosophical 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, elementary education—the major usually requires a minimum of 30 semester hours (10 courses). Students must successfully complete a minimum of 12 semester hours at the 300-level in their selected major programs at Rhode Island College. Exceptions to this requirement must be approved by the chair of the major department and the appropriate dean. This policy shall apply to any student matriculated as of September 1, 1985.

Students in elementary education may elect a Bachelor of Science curriculum and take a teaching concentration in place of a major. The teaching concentration consists of approximately 23 to 28 semester hours (seven to nine courses) from selected disciplines or special education. Students in secondary education, in addition to a major, may choose certain teaching concentrations in special education.

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

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

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

3. Cognates

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

4. Free Electives

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

One restriction on free-elective choices exists in the form of 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 or industrial technology; Foundations of Education 200.

A second restriction involves students not enrolled in education curricula. They are limited to three elective courses in education (those not considered to be arts and sciences courses), which may be selected only from Foundations of Education 340, 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, 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 three important components: educational theory, practicum, and student teaching. Practicums give students the opportunity to observe and participate in teaching activities in a laboratory setting; student teaching consists of a full one-semester assignment as a teacher, under supervision, in a local school.

Note: Students who transfer from an education curriculum to 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.

College Writing and Mathematics Competency Requirements

The Rhode Island College faculty believes that the critical and analytical skills emphasized by the College Writing Requirement and the Mathematics Competency Requirement serve as a necessary foundation for the General Education Program as well as for the rest of the student's college program.

College Writing Requirement

All College students are required to complete the College Writing Requirement. In most cases this requirement is satisfied by the completion of Writing 100: Introduction to Academic Writing with a C- or better. If a student receives a D+, D, or D- in Writing 100, he or she will receive the college credit, but will not fulfill the College Writing Requirement.

This requirement may also be satisfied by (a) passing the appropriate College Level Examination Program (CLEP)/English Composition Exam with Essay with a minimum score of 455 and reporting the score to the Undergraduate Admissions Office and to the Writing Center director; (b) passing the course equivalent of Writing 100 with a C- or better; (c) scoring at least 550 on the College Board

English Composition Achievement Test with Essay.

Students who score 350 or below on the Scholastic Aptitude Test—Verbal (SAT) are required to sit for the College Writing Exam. This exam will determine the student's readiness for Writing 100. As a result of the placement exam, some students may be required to enroll in English 010 prior to taking Writing 100.

Students are encouraged to fulfill the College Writing Requirement in their first year of study at Rhode Island College. Students who do not fulfill the requirement after having completed a minimum of 15 attempted credits at the College will receive a warning letter. Students who have not fulfilled the College Writing Requirement before the completion of 40 attempted credits will receive notice of being placed on academic probation and advised to satisfy the requirement as soon as possible. *Students who complete 60 attempted credits at Rhode Island College will be dismissed for nonfulfillment of the College Writing Requirement.* The Records Office will send this dismissal letter and notify the Writing Center.

All transfer and readmitted students should fulfill the Writing Requirement as soon as possible after matriculating at the College.

Continuing education students are expected to fulfill the College Writing Requirement before they are admitted to degree status.

Mathematics Competency Requirement

Students must satisfy the Mathematics Competency Requirement in one of the following ways:

1. achieve a score of 450 or better on the Scholastic Aptitude Test—Mathematics (SATM);
2. achieve a score of 70 percent or better on the Rhode Island College Basic Mathematics Skills Test (this test may be taken more than once);
3. complete successfully Mathematics 020, 120, or 181.

Students are urged to complete the Mathematics Competency Requirement in their first year of study at the College.

Students who do not fulfill the Mathematics Competency Requirement by the time they have completed 15 attempted credits at Rhode Island College will receive a warning letter urging them to fulfill the requirement as soon as possible. Students who complete 40 attempted credits at the College without fulfilling the Mathematics Competency Requirement will be placed on academic probation. *Students who complete 60 attempted credits at Rhode Island College will be dismissed for nonfulfillment of the Mathematics Competency Requirement.* The Records Office will send the dismissal letter and notify the Mathematics Learning Center.

All transfer and readmitted students are expected to fulfill the Mathematics Competency Requirement as soon as possible after beginning their course of study at the College.

Continuing education students are expected to fulfill the Mathematics Competency Requirement before being admitted to degree status.

Students should note that fulfillment of the Mathematics Competency Requirement is distinct from and does not substitute for completion of Category 5 of the General Education Program.

Special Admission and Retention Policies

Certain programs have special admission and retention requirements. These programs include art (studio concentration and B.F.A.), 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 advisors and to refer to the program/course section of this catalog for more information.

Teacher Certification Program Requirements

The admission and retention criteria for education curricula are available in the Office of Laboratory Experiences in the School of Education and Human Development. Prior to admission to a teacher education program, students are required to have

1. attained the required score or percentile on the Communication Skills and General Knowledge tests of the National Teachers Examination as set by the Professional Admissions Committee (complete information concerning the testing program is available from the Office of Laboratory Experiences);
2. demonstrated speech proficiency according to the standards established by the Professional Admissions Committee;
3. attained an index of at least 2.50 in the academic major/concentration;
4. attained an overall cumulative index of at least 2.50.

A student is ineligible to enter or remain in a teacher education program if he/she fails to achieve the particular index based on credits attempted (including transfer credits), subject to appeal to the Professional Admissions Committee.

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 Assessment

From time to time, the College may require students to take tests for the purpose of allowing the College or parts of the College to assess student progress and to assess academic programs. Such tests may be departmentally based or they may be more broadly based. Students may be required to take the tests as part of their academic requirements, and they may be required to achieve certain levels on the tests. The College may change such testing requirements as it believes appropriate. Part of the purpose of the testing may be to generate information in order to assist students in planning their educational careers by understanding their academic abilities, aspirations, and career preferences.

Academic Policies

The following section summarizes the major academic policies of Rhode Island College. Further information is available through academic departments.

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. The board is composed of students, faculty, and administration. A description of its powers and responsibilities can be found in the *Student Handbook* under Student Conduct.

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* (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: W/A, W/A-, W/B+, etc. The second letter indicates the grade at the

time of the drop, relative to the total course requirements, and is assigned by the instructor.)
X—Signifies that the student either never appeared in class or stopped attending prior to the end of the two-week Add period, but did not submit a drop form. The grade is not 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 turn in grade.
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

A student may repeat any course taken for undergraduate credit that is not subject to restrictions within undergraduate programs. Courses may be repeated only once; however, a student who wishes to repeat a course a second time may request permission to do so from the Academic Standing Committee.

The latest grade for a repeated course will be calculated in the cumulative grade point average and will appear on the student's transcript. The original course will also appear on the transcript with the notation "does not count."

Academic Dismissal and Probation

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

Semester Hours Attempted*	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

*Includes 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. 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 advisors 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 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 only if 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.

Under no circumstances will audited courses be counted for credit toward a degree.

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.)

College Honors Program

The College Honors Program offers academically superior students an opportunity to participate in a four-year honors experience. The program has two parts: General Education Honors and an individual research or creative project. The two parts can be taken separately; however, both parts must be completed for a student to receive College Honors.

Each year the College awards a large number of merit-based half-tuition and full-tuition scholarships to students participating in the College Honors Program. These scholarships are renewable for four years as long as the student maintains at least a 3.0 grade point average and full-time status. Recipients are selected on the basis of academic records, test scores, and personal interviews.

General Education Honors

General Education Honors students normally take at least eight of their 12 required general education courses in specially designed honors sections. These sections are designed to be more intellectually challenging than regular classes, and are kept small in size, thus allowing ample opportunity for class discussion and for individualized study.

Honors students have access to an honors lounge and to extracurricular activities. There are also special places set aside in the residence halls for students in the program who wish to live on campus.

Successful completion of General Education Honors requires at least a 3.0 grade point average both in honors classes and in a student's overall course work. All honors classes taken are noted on the student's transcript, as is his or her completion of General Education Honors as a whole. Students may withdraw from the program at any time without prejudice to their academic standing and will retain the Honors designation for any honors classes taken.

Admission to the program is by invitation of the director of honors and the College Honors Committee. Students are expected to rank in the top 10 percent of their high school class and to have appropriately strong SAT scores. Students may also join the program on the basis of their performance at the College during their first semester.

Senior Honors Project

The six-semester-hour honors project, which may be begun in the second semester of the junior year or done entirely in the senior year, involves individual research supervised by a faculty mentor of the student's choice.

The student will normally take two consecutive semesters of independent study (390 or its equivalent), culminating in an honors thesis, performance, or project. This project may be double-counted for Departmental Honors in the department in which the student takes the independent study or may be undertaken in a discipline other than the student's major.

It is also possible to take Departmental Honors alone, without participating in the College Honors Program or General Education Honors (see Departmental Honors).

Further information on any aspect of the program can be obtained from the director of the College Honors Program. Students may also consult General Education and the various academic programs in 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 in the honors program; (3) they 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, music, political science, 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 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. Sponsored by the Office of Continuing Education and 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.

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.

International Honor Society in Sociology

The Beta Chapter of the International Honor Society in Sociology was chartered at Rhode Island College in 1976. The society was organized in 1920 at the University of Southern California. There are now 290 chapters in the United States and Canada which honor excellence in scholarship, research, and service.

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.

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 upper-class 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, Rhode Island, 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 is given to a woman member of the May graduating class who has distinguished herself by attaining an honors baccalaureate and by playing an active leadership role 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 male senior 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 the late President David E. Sweet and the executive officers of Rhode Island College as a farewell gift to Eleanor McMahon 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 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 faculty member at the Henry Barnard School. The award is given to a woman member of the May graduating class in recognition of her scholastic success, as well as her achievements as an athlete and a participant in campus and community activities.

Other Awards

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

- American Institute of Chemists Award—Physical Sciences
- Peter Jeffrey Archambault Memorial Award in Theatre—Communications and Theatre
- 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 Hohenemser Award—Music
- James Houston Award—Anthropology and Geography
- Richard A. Howland Computer Science Award—Mathematics and Computer Science
- Mary M. Keefe Award for Excellence—Biology
- Theodore Lemeska 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
- Psychology Faculty Senior Award—Psychology
- Rhode Island College Theatre Award—Communications and Theatre
- John Silva Memorial Award—Economics and Management
- John Silva Memorial Scholastic Award—Economics and Management
- Josephine A. Stillings Award—Special Education
- Studio Art Award—Art
- Harold Sweet Award for Excellence—Gerontology Program
- Tegu Polyglot Award—Modern Languages
- Wall Street Journal Award—Economics and Management
- Evelyn Walsh Prize—History
- Lauris B. Whitman Award—Sociology

Graduate Studies Introduction

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 Science, Master of Social Work, and the Certificate of Advanced Graduate Study. A Master of Arts in Teaching-Certification program is also offered.

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.

Degree and Special Programs

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.

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

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. Some programs include additional requirements, such as a thesis or comprehensive examination.

Art Education
Biology
Elementary Education

English
French
General Science
History
Individualized Master of Arts in Teaching
Mathematics
Music
Physical Science
Spanish

Master of Arts in Teaching-Certification Programs

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 descriptions of the department programs.

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

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

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

Master of Education programs consist of at least 30 semester hours, as follows: 18 semester hours in a concentration; 6 semester hours in humanistic and behavioral studies; 6 semester hours in related disciplines. 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.

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
Reading

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 Science

Rhode Island College offers a 30-semester-hour program leading to the Master of Science in instructional technology. See Instructional Technology in the program/course section of this catalog.

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 project, or a comprehensive examination, is required. This project must be approved by the advisor and the dean of the School of Graduate Studies.

The student works closely with an area advisor throughout the program and with this advisor develops a plan of study. The period of study of the C.A.G.S. is equivalent to at least two full-time semesters.

Counselor Education
Counselor Education (Mental Health)
Curriculum
Educational Administration
Individualized Certificate of Advanced Graduate Study

Instructional Technology
Mathematics Education

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

Individualized Graduate Programs

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

Admissions standards for all individualized programs are comparable to those of the departments 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 advisors, subject to criteria established by the Committee on Individualized Graduate Programs.

Students who are interested in an individualized graduate program should consult with the School of Graduate Studies.

Cooperative Doctoral Programs

Rhode Island College co-sponsors 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 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 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, contact the dean of the School of Graduate Studies or the School of Education and Human Development.

Trinity Repertory Theatre Conservatory Program

Rhode Island College and Trinity Repertory Theatre Conservatory have developed a cooperative graduate program. This program allows students enrolled in the Trinity conservatory program to be concurrently enrolled in an individualized Master of Arts program at Rhode Island College. For further information, contact the School of Graduate Studies.

Rhode Island College—University of Rhode Island Cooperative B.A.-M.P.A. Program

See Political Science in the program/course section of this catalog.

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 advisor'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 semester hours 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.

Admissions

Admission Procedures/Requirements

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, sex, religion, age, color, national origin, handicap, sexual orientation, conviction record, or Vietnam-era veteran status.

For all degree programs except the Master of Social Work, the materials listed below should be submitted to the School of Graduate Studies, Roberts Hall. Materials must be received by April 1 for acceptance to the fall term and by November 1 for acceptance to the spring term. (Those interested in applying to the M.S.W. program should refer to the Social Work section of this catalog for the appropriate admissions procedure.)

1. Completed application for admission to graduate study accompanied by a \$25 nonrefundable application fee (forms may be obtained from the School of Graduate Studies);
2. official transcripts of all undergraduate and graduate records (the School of Graduate Studies 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 School of Graduate Studies attesting to candidate's potential to do graduate work (placement references are generally not applicable).

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

Most graduate programs require either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).

The Miller Analogies Test is offered on campus each month. Applicants should contact the Rhode Island College Testing Center for further information.

The Graduate Record Examination is offered each December at the College Testing Center.

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 decision regarding his or her admission.

Admission of International 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 Examination or 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 advisor in the Office of Student Life for information concerning U.S. laws, regulations, and employment practices.

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.

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

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

Military Personnel and Veterans

Rhode Island College is a Servicemen'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.

Academic Policies and Requirements

The following section summarizes the major academic policies of the School of Graduate Studies. Additional information is provided in the *Graduate School Manual*, which may be obtained from the School of Graduate Studies.

Advising Procedure/Plan of Study

New graduate students will be assigned a graduate advisor by the department in which their program is located when they are recommended for acceptance. Students should confer immediately with their advisors to develop a plan of study, which must be approved by the advisor and filed with the School of Graduate Studies in order to complete the admissions process. *A candidate is not formally accepted into a graduate program until a plan of study is on file in the School of Graduate Studies.*

Changes in the plan of study must be made on appropriate forms and must have the approval of the advisor 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.

Time Limits

A program of study must be completed within six years from the time of registration following acceptance to degree candidacy; otherwise, the candidacy will be terminated. An appeal for extension requires the review of the department and the dean of graduate studies. *(Note: Credits seven years or older, 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.)*

Academic Standing

To qualify for continuation in degree-candidate status and for graduation, an average of B (3.0) in all graduate course work is required.

If a degree candidate does not maintain a B (3.0) average, his/her status will be reviewed immediately by the dean of the School of Graduate Studies in consultation with the appropriate faculty members of the department. Such review may result in the student being placed on provisional status or dismissed. Students who are permitted to continue on provisional status must achieve a cumulative average of B (3.0) or better in graduate-level course work during the next semester (the next nine credits earned if part-time students). Students failing to achieve the necessary B (3.0) average will be subject to dismissal.

Grades below B are not considered to be of graduate quality and are of limited application to degree work. Students who receive a grade of C in courses in the plan of study must consult with their advisors. Two C grades are sufficient cause for consideration of dismissal. Grades below C- 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 additional grade requirements. Students should refer to the program descriptions for additional information on these requirements.

Repeating a Course

A course with a failing grade that has been retaken or replaced will be considered taken for no program credit but must remain on the student's transcript. The grade will be included in calculating the grade point average.

Satisfactory and Unsatisfactory Grades

In certain courses, grades of Satisfactory (S) or Unsatisfactory (U) may be assigned. These courses are so designated by the Curriculum Committee upon recommendation by the Graduate Committee. Grades of S or U are not included in the calculating of grade point averages.

Incomplete Grades

For graduate students a report of "Incomplete" shall be given in place of a grade when the work of the semester has been

passed but has not been completed because of illness or some other reason which in the opinion of the instructor justifies such a report. To remove the "Incomplete," the student must make satisfactory arrangements with the instructor, or in her/his absence, with the instructor's department chair. 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

Graduate students are not permitted to take graduate courses under the Credit/No Credit option.

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 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.

Under no circumstances will audited courses be counted for credit toward a degree.

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 or field project must be developed in consultation with an advisor. Further information is provided in the *Graduate School Manual*.

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.

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.

Registration for Research or Study off Campus

Students who wish to register for credits to be counted toward a degree but to be earned through off-campus activities such as research or independent study at a national laboratory must receive prior approval from their advisors, program

committees, and the dean of the School of Graduate Studies by having these activities listed as part of their plans of study.

These students must register for an appropriate number of credits of research or directed study. Credit evaluation should conform to provisions in the College catalog as far as practicable—one credit for three hours per week per semester—and may not exceed the limits of full-time registration, namely 12 semester hours per semester and six per summer term.

Leave of Absence

Students who must leave the College for a period of one semester or more, whether before or after they have completed the work prescribed in their plan of study, due to military service, prolonged illness, or other unusual circumstances, should apply for leave of absence. The request should be made in writing to the dean of the School of Graduate Studies, include an endorsement from the advisor, and should be sufficiently specific to enable the dean to determine whether the leave is warranted. A leave of absence granted under such circumstances has the effect of suspending time limitations such as those for completion of the degree or for the removal of Incomplete grades. Accordingly, a leave will be granted only for sufficient reason and only if it is to be for one year or less. It may be renewed for a maximum of one additional year if circumstances warrant. Registration materials will be sent directly to the students from the Records Office for the term in which they are scheduled to return.

Continuous Enrollment

Graduate students are expected to remain continuously enrolled until they have completed all requirements and have received their degrees.

Residency Requirements

The master's degree may be earned either through full- or part-time study or by a combination of both. However, candidates must take at least four-fifths of the credits required for the degree at Rhode Island College. Upon the recommendation

of the student's program committee and upon the approval of the dean of the School of Graduate Studies, the amount of work accepted in transfer may be increased.

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.

Withdrawal

Permanent withdrawal from the College is a serious matter which deserves careful consideration by the student in consultation with her/his advisor. If the student concludes that a leave of absence is not in her/his best interest, then he/she should inform the graduate dean in writing of the intention to terminate graduate status. Students who do not register for a term or who do not comply with the regulations governing withdrawal or leave of absence, will be assumed to have voluntarily withdrawn from the College. The interpretation of this inaction will be that the students do not intend to return for graduate study.

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, all new entering students must present to Health Services a certificate signed by a physician, attesting to his/her immunity to measles and rubella (German measles).

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

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 check and requests should be forwarded directly to the Registrar's Office for processing.

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. Copies of the policy can be obtained from the Records Office.

Requirements in the School of Education and Human Development

In addition to the basic degree and departmental requirements, degree candidates in the School of Education and Human Development must conform to the requirements listed below.

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.

Humanistic and Behavioral Studies Courses
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 advisor is necessary.

Master of Education candidates must complete two courses from either the list of Psychological Foundations courses or the list of Social and Philosophical Foundations courses.

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 340, 345, and one of the following: Counseling and Educational Psychology 213 for elementary, Counseling and Educational Psychology 214 for secondary, Counseling and Educational Psychology 216 for K-12 programs in art or music.

With the consent of the student's advisor, Foundations of Education 402, 420, or 501 may be used as a substitute for Foundations of Education 340.

- Psychological Foundations
Psychology 400, 402, 408-411, 419, 420, 435; Counseling and Educational Psychology 303, 419, 426, 430
- 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 advisor is necessary.

- Elementary
Art Education 421; Education 322, 332, 404, 406, 408, 415, 418, 421, 424, 428, 434, 505
- Secondary
Education 427, 429, 441, 442, 443, 444, 514
- K-12
Art Education 515; Curriculum 503, 511; Education 560; Foundations of Education 480; Instructional Technology 337, 440; Music Education 525; Special Education 430, 431, 433, 434

Education 480, a workshop course, and Education 560, a seminar course, are 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 advisor concerned.*

Related Disciplines Requirement

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

Fees and Expenses

The fees described in the following sections are for the 1988-89 academic year. Students are required to pay all applicable fees in accordance with the billing due dates.

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 \$80 per semester hour for Rhode Island residents and \$153 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 \$16 per semester.

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

An individual possessing a baccalaureate degree will pay graduate tuition. Accordingly, nonmatriculating graduate students and graduate students enrolled in continuing education courses are required to pay graduate tuition.

Students accepted into a second degree undergraduate program pay undergraduate fees.

It is the responsibility of the student to inform the College of his/her status in order to assess the aforementioned tuition and fee charges.

Special Fees

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

Applied Music Fee

\$260 per semester, for students taking Music 370-388 or 570-588

Biology Laboratory Fee

\$10 per semester

Physical Science (Breakage) Fee

\$10 per semester

Studio Art Fee

\$10 per semester

Application Fee

\$25

Late Fee

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

Determination of Residency for Tuition Purposes

The determination of residency for tuition purposes is made by the director of records.

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

A full-time student withdrawing from the College, either voluntarily or because of dismissal for disciplinary reasons, will receive a refund of all fees except registration fees, if the withdrawal or dismissal occurs within the official two-week Add/Drop period. After the official two-week Add/Drop period, there will be no further refunds.

Part-time students who wish to withdraw from a course may receive a refund in accord with the above policy. The date on which the director of records receives the completed drop form or withdrawal letter shall be the formal withdrawal date and shall determine whether a refund is to be granted. Mere discontinuation of attendance at classes shall not constitute official withdrawal from the College or from a course.

Full-time students who withdraw from a course are not eligible for a refund unless such withdrawal results in a change of status from full-time to part-time.

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, delinquent or defaulted student loans (Federal Nursing and/or Carl D. Perkins Loans, formerly National Direct/Defense Student Loans), unreturned library books, damage to College property, etc.—may result in the cancellation of 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, including participation in loan exit counseling for borrowers under one or more of the several long-term loan programs in which the College participates (e.g., Carl D. Perkins Loans, Federal Nursing Student Loans, Guaranteed Student Loans, PLUS loans), before receiving grades, a degree, transcripts, or a diploma.

Financial Aid

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, 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 \$3,500 to \$4,000 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 March 15 through the School of Graduate Studies. The awarding of assistantships for the ensuing year will be announced by May 1.

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 and are not in the advanced standing program. 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.

Graduate Student Scholarships

Scholarship assistance is available to graduate students through the Elizabeth S. Carr Trust Fund, for students in the elementary/early childhood education programs, and through the Rhode Island College Alumni Association. Specific information on these and other scholarship programs is available from the Office of Student Financial Aid Services or from the Office of Alumni Affairs for the alumni scholarships.

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 and/or woman student, and the Mary G. 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 Carl D. Perkins Loans (formerly National Direct/Defense 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 by *March 1* and who complete and place on file *prior to March 1* the Rhode Island College Application for Financial Aid.

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

Guaranteed Student Loans (GSL) and/or Supplemental Loans for Students (SLS) are also available to needy graduate students. Arrangements for these loans are

made with a bank, credit union, or other lending institution of the student's choice. Applicants must also file a Financial Aid Form with the College Scholarship Service, Princeton, New Jersey.

Applications for GSL and SLS loans are usually made available in June for the upcoming academic year. The processing of applications for Guaranteed Student Loans and SLS 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 are available on and 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 relevant financial aid application materials. Details are available upon request from the Office of Student Financial Aid Services.

Continuing Education

Continuing education at Rhode Island College extends the educational offerings and resources of the College to meet the needs of older, nondegree students and to provide assistance to agencies and organizations.

For adults, continuing education provides a mechanism to enroll in college course work. All the course work of the College is available each semester to continuing education students providing that space is available and that prerequisites are met. Course work taken as a nondegree student may later apply to degree requirements. A schedule of course offerings which includes information on registration and fees is available from the Records Office.

For formal admission to the undergraduate program of the College and for information on possible transfer credit, students should contact the Undergraduate Admissions Office. Individuals who are interested in pursuing graduate work should contact the School of Graduate Studies. Students with teacher certification questions or those seeking to complete professional teaching requirements should contact the Dean's Office, School of Education and Human Development.

For agencies and organizations, the Office of Continuing Education provides assistance in identifying College resources which may be helpful in staff and professional development. Rhode Island College has a long history of providing such assistance to public and private schools and agencies, and to business and industry. For information on staff and professional development assistance, contact the director of continuing education.

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.

Facilities and Services

Academic Facilities

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

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 325,000 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 telecommunications 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 audio recorders, sound systems, VHS television systems, both studio and portable, and a library of 8,000 films and videotapes for College and statewide distribution. The department offers services for slide duplication, photography, visual design, lamination, and equipment repair and maintenance. Newer offerings include computer graphics and a drop-in instant visual lab.

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 who have learning disabilities. The school enrolls pupils from the kindergarten level through sixth grade and includes a Family Grouping or transition class to serve the developmental needs of students before they begin reading and writing processes.

The Barnard school has established a Child Care Center, which is designed to train prospective leaders and to model activities for day-care programs. An After-School Program has been developed to serve those families within the school community who need child care services beyond the end of the normal school day. The program, like the Child Care Center, serves as a model for other developing programs within the state's schools.

Computer Center

The Computer Center is responsible for computing services for both academic and administrative users. The center has an IBM 4341, two Digital VAX 11/780s, and a Digital VAX 11/750. There are over 200 terminals and IBM PC microcomputers available for academic users. These are located in terminal rooms and microcomputer laboratories in Adams Library, Gaige Hall, and Craig-Lee Hall. An AT&T Information Systems Network connects all of this equipment through fiber-optic technology. Also connected to these systems is an administrative terminal system used for the management and reporting of institutional information.

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 textbooks and study guides as well as periodicals, multimedia materials, science apparatus, simulations, games, prints, microcomputers, and appropriate software. Many of these items may be borrowed on a two-week basis. Technical assistance and consultant services are available. Center publications include acquisition lists, topical bibliographies in education, and occasional newsletters.

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

When the statewide need for a better understanding of the American economic system was identified some years ago, the Center for Economic Education was established to improve the quality of the teaching of economics in the elementary and secondary schools of the state.

The center is supported by grants from the College, by private contributions, and by funds from charitable foundations. It is staffed by members of the College's Department of Economics and Management.

The center provides a variety of services and programs such as curriculum consultation, teacher-staff development through courses and workshops, and distribution of classroom materials from its extensive lending library of print and multimedia resources.

The Center for Economic Education is affiliated with the national Joint Council on Economic Education and the Rhode Island Council on Economic Education.

Center for Educational Management Development

The Center for Educational Management Development is a unit in the School of

Education and Human Development designed to encourage excellence in policies and practices of educational leadership. The center sponsors research, seminars, workshops, study groups, and colloquia to assist school managers, school committee members, and others responsible for the development of educational policy to enhance their knowledge of and skills in effective educational leadership and school management. It also coordinates academic programs in elementary and secondary administration leading to the M.Ed. degree and the C.A.G.S., as well as state certification in administration. Finally, the center maintains cooperative programs with other higher education institutions in order to facilitate students' continuation toward the doctorate in educational administration.

Center for Evaluation and Research

The Center for Evaluation and Research of Rhode Island College (CERRIC) provides contracted consultant services to schools, social and governmental agencies, philanthropic organizations, and businesses. Services include: program and personnel evaluation, curriculum development, test design and administration, data analysis, and basic and applied research support. CERRIC's central mission is service to the educational community of the state.

CERRIC also manages the College's various testing programs, including the College Level Examination Program (CLEP), the Miller Analogies Test for graduate students, the National Teacher Examination, and others. In addition, CERRIC provides research and evaluation support services to faculty and staff.

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 and maintains a library of materials for various listening assignments.

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-prescriptive 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 noncredit workshops and tutorial sessions for individuals. Among the topics covered are improving textbook reading strategies, developing reading rate and flexibility, organizing study, and learning more effective note- and test-taking techniques.

Writing Center

The Writing Center is staffed by qualified undergraduate peer tutors who respond to writing as readers and collaborators.

Tutors work with individual students on the process of writing and stylistic revision, as well as on specific writing projects from critical papers to job résumés and letters. The Writing Center maintains a reference library of grammar handbooks, dictionaries, thesauruses, business-writing texts, and style sheets (MLA and APA). The services are free to all Rhode Island College students.

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 by the staff of the student affairs division.

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, 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 College Athletic Conference, the Rhode Island Association of Intercollegiate Athletics for Women, and other sport conferences.

In both men's and women's basketball, Rhode Island College is a member of the newly formed Little East Conference. The Little East also includes Plymouth State College (N.H.), Southeastern Massachusetts University, the University of Massachusetts at Boston, Eastern Con-

necticut State University, and the University of Southern Maine.

Intramurals and Recreation
Intramural, club-sport, and recreational programs are available to all students, along 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.

Campus Center

The Campus Center offers facilities, services, conveniences, and amenities for all members of the campus community.

The center is the home of the Student Union, whose services and facilities include: the Information and Ticket Center, Game Room, Video Den, Coffee Ground, the Credit Union, and the Bookstore. The offices of many student organizations are located in the Student Union; among them are offices for the *Anchor* (the weekly student newspaper), Programming, WXIN Radio, and Student Parliament.

Food Services operates from three locations in the Campus Center: the Faculty Center, Donovan Dining, and the Snack Bar.

Cultural Activities

Events in the performing and fine arts are sponsored by student organizations, academic departments, and other College groups.

Opportunities for student involvement are provided through such groups as the Rhode Island College Dance Company, the Rhode Island College Theatre, the Summer Theatre, Growing Stage (drama company), and the College's major musical organizations—the Rhode Island College Symphony Orchestra, the Chorus, the Chamber Singers and Orchestra, the Wind Ensemble, and the Jazz Ensemble. Performances in all areas of the arts are

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

Throughout the year the Bannister Gallery is the site of exhibitions featuring the work of visiting artists and craftsmen, as well as the work of students and faculty. The Performing Arts Series brings prominent performers to the campus, and the College Lecture Series presents activities in all the humanities, including guest lectures and readings by leading authors.

Annually, the Distinguished Film Series screens more than a dozen classic motion pictures, and the *Rhode Island College Review* publishes student short stories, poems, and visual works.

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 nonparliament 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 undergraduate students and a limited number of graduate 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 six to 12 student rooms opening into a lounge. Each hall has a recreation area, laundry, kitchenette, and study area, 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 social events, 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

The fees given below are for the 1988-89 academic year.

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

- Room (per year)
Browne, Thorp, Weber (each hall single rooms only): \$1,690 Willard: \$1,690 (double); \$1,890 (single)
- Board (per year)
19 meals per week (includes four weekend meals): \$1,960

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 open 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 canceling a residence hall contract will receive a prorated refund of room fees if the vacated space can be re-rented and if the halls are at 100 percent capacity. Spaces are filled according to the withdrawal dates of residents. Refunds will be prorated from the date on which the space is re-rented. The damage and room reservation deposits and hall dues are forfeited per terms of the contract.

Board Refunds

If a student is released from a board contract, he or she will receive a prorated refund if a replacement patron can be found and if the residence halls are at 100 percent capacity. Refunds will be prorated from the date on which the replacement patron takes over the contract.

New Student Programs

The Office of New Student Programs is responsible for the orientation of all new undergraduate students. The orientation program provides academic advisement as well as an introduction to campus life. For freshmen entering in the fall, orientation 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 Office of the Chaplains, 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 provides information, assistance, and referrals to individuals who have concerns about College policies and procedures or who have personal problems. The office also serves as an advocate for students, 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 minority affairs, international students, the Women's Center, health promotion, and handicapped students.

Minority Affairs

The Office of Minority Affairs provides leadership in the overall direction of programs and activities that emphasize the sharing of a multicultural collegiate experience. The office also serves as a consultant to all minority student organizations and acts as a liaison between all academic departments and offices within the College community.

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 College community. Services offered include: crisis-intervention counseling, information and referrals to agencies within the state and southeastern Massachusetts, arrangement for support groups, a network/exchange program, a pamphlet/booklet display, a lending library with books on women's issues, information on workshops and in-state seminars, and other resources. The Women's Center is located at the mall entrance to the Donovan Dining Center.

Health Promotion

The Office of Health Promotion provides health information to all Rhode Island College students, faculty, and staff. Caring and knowledgeable people are ready to answer questions on health, informally, confidentially, and personally. Students may inquire about areas such as nutrition, exercise, AIDS, sexually transmitted diseases, rape prevention, CPR, birth control, alcohol issues, and smoking cessation. Referrals to community resources can be provided.

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 advisors and peer counselors.

Career Services

The Office of Career Services provides a range of services for students and alumni that may be helpful at any stage of the career decision-making process. In addition to individual counseling, students may avail themselves of SIGI (System of Interactive Guidance and Information)—a computer system which helps students examine their values, identify and explore options, and reach informed decisions concerning careers. The office schedules on-campus interviews with prospective employers, sponsors career programs, and conducts workshops on topics such as job search, résumé writing, and interviewing. 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.

Child Care—Cooperative Playgroup

The Cooperative Playgroup, a student organization, provides affordable, reliable child care to the College community through the cooperative involvement of parents. To participate in the playgroup, children must be at least three years old

by the start of the semester. Parents may be associated with Rhode Island College as students, faculty, or staff.

Children are enrolled full time regardless of the number of hours they attend, although children in kindergarten may be enrolled half time.

The Cooperative Playgroup employs a certified teacher as well as work-study students. Parents work designated hours, attend monthly meetings, and participate in running the playgroup.

The Cooperative Playgroup is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Use of the playgroup is limited to those hours in which the parent is doing College-related activities (attending classes or office hours, going on field trips, etc.).

For more information call (401) 456-8154 during times when the playgroup is in operation.

Counseling Center

The principal aim of the Counseling Center is to help students grow, develop, and succeed during their college years. A professional staff of psychologists and counselors provides individual counseling to students who wish help with emotional-social problems, academic difficulties, vocational and career planning, Vocational and other testing if available as needed. The center also conducts group workshops on personal development matters such as stress management, weight control, and procrastination. Although friends or faculty sometimes encourage individual students to utilize counseling, it is entirely voluntary, and most students make the decision on their own initiative. Counseling Center services are strictly confidential and are provided to Rhode Island College students without charge.

Handicapped Students

Students with handicapping conditions are provided opportunities to pursue their education at Rhode Island College. A major College goal is to help students become self-reliant and independent and to provide them with as normal a colle-

gate experience as possible. Efforts to integrate and assist students focus on physical accessibility as well as provisions for support services and specialized equipment. The Office of Student Life and the Student Support Services Office are the initial contact points for all students in need of assistance or information.

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 of 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.

The Department of Security and Safety also provides a 24-hour escort service to students, faculty, and staff. This service is available by calling 456-8201.

Student Support Services

Student Support Services is a federally funded College program offering services to students who meet federally established criteria. These students come from a variety of ethnic and racial backgrounds.

Low-income, first-generation, or physically handicapped 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. Services are offered free of charge and are administered through the Office of New Student Programs.



Academic Programs and Courses

Academic Department and Faculty Listing

Faculty of Arts and Sciences

David L. Greene

Dean

To be appointed

Associate Dean

Catherine M. Flanagan

Assistant 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.

ACADEMIC PROGRAMS

Department of Anthropology and Geography

Majors

Anthropology

General

Pre-Professional Specialization

Geography with emphasis in

Cartography/Terrain Representation

General Geography

Urban Affairs

Minors

Anthropology

Geography

Department of Art

Majors

Art Education

Art History

Studio Art (B.F.A., B.A.)

Minors

Art History

Studio Art

Graduate Programs

Art—with Studio Concentration (M.A.)

Art Education (M.A.T., M.A.T.-C.
Program)

Department of Biology*Major*

Biology

Minor

Biology

Graduate Programs

Biology (M.A., M.A.T., M.A.T.-C. Program)

Department of Communications and Theatre*Majors*

Communications with emphasis in

Business and Management

Communication

Mass Communication

Mass Media Management

Public Relations

Speech Communication

Speech and Hearing Sciences

Communications and Theatre for

Secondary Education

Theatre with emphasis in

Design/Technical

General Theatre

Musical Theatre

Performance

Minors

Communications

Communications and Theatre

Theatre

Department of Economics and Management*Majors*

Accounting

Computer Information Systems

Economics

Management with emphasis in

General Management

Human Resource Management

Managerial Economics

Marketing

Minors

Economics

Management

Certificate Program

Management Skills

Department of English*Major*

English with plan in

Creative Writing

Literature

Minors

Creative Writing

Linguistics

Literature

Technical/Applied Writing

Graduate Programs

English (M.A., M.A.T., M.A.T.-C. Program)

Department of History*Major*

History

Minor

History

Graduate Programs

History (M.A., M.A.T., M.A.T.-C. Program)

Department of Mathematics and Computer Science*Majors*

Computer Science

Mathematics with the following plans:

Applied

Computer

Individualized

Secondary Education

Standard

Minors

Computer Science

Mathematics

Skills Sequence

Computer Science

Graduate Programs

Mathematics (M.A., M.A.T., M.A.T.-C.

Program)

Mathematics Education (C.A.G.S.)

Department of Modern Languages*Majors*

French

Spanish

Minors

French

Portuguese

Spanish

Additional Courses

German

Italian

Latin

Graduate Programs

French (M.A., M.A.T., M.A.T.-C.

Program)

Spanish (M.A.T., M.A.T.-C. Program)

Department of Music*Majors*

Music

Music Education

Music Performance (B.M.)

Minor

Music

Graduate Programs

Music (M.A.T., M.A.T.-C. Program)

Department of Nursing*Major*

Nursing

Department of Philosophy*Major*

Philosophy

Minors

Philosophy

Religious Philosophies and Philosophical

Foundations of Education

Department of Physical Sciences*Majors*

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

General Science

Physics

Minors

Chemistry

Physics

Graduate Programs

General Science (M.A.T., M.A.T.-C.

Program)

Physical Science (M.A.T., M.A.T.-C.

Program)

Department of Political Science*Major*

Political Science

General Major

Public Administration Emphasis

Minors

Criminal Justice

Political Science

Department of Psychology*Major*

Psychology

Minor

Psychology

Graduate Programs

Psychology (M.A.) with concentrations in

Developmental Psychology

Personality and Social Psychology

Department of Sociology*Major*

Sociology

Minors

Criminal Justice

Sociology

Interdisciplinary and Other Programs

African/Afro-American Studies

Classical Area Studies

Cooperative Education

Film Studies

Bachelor of General Studies

Gerontology

Labor Studies

Latin American Studies

Medical Technology

Medieval and Renaissance Studies

Military Science

Pre-Dental

Pre-Law

Pre-Medical

Pre-Occupational Therapy

Pre-Optometry

Pre-Physical Therapy

Pre-Veterinary

Radiologic Technology

Social Science

Urban Studies

Women's Studies

FACULTY**Department of Anthropology****and Geography****Professors**Peter Allen—*Mediterranean Peoples and Cul-**tures, European Archaeology, Ethnographic**Film*

Carolyn Fluett-Lobban—*Polinial and Legal Anthropology, Afro-Arab and Islamic Studies, History and Theory, Women's Studies*
 Terence Hays (chair)—*Linguistic Anthropology, Medical Anthropology, Oceania*
 Richard Lobban, Jr.—*Urban Anthropology, Afro-Arab Studies, Social Organization and Change, Research Methods*
 Chester Smolski—*Urban Planning, Urban Housing, Urban Geography*

Associate Professors

Carol Barnes—*Archaeological Methods and Techniques, Physical Anthropology, Archaeology of Northeastern North America*
 Stanford Demaris—*Physical Environment, Outdoor Recreation, Historical Geography*
 George Epple—*Maritime Anthropology, Caribbean Cultures, Anthropology and Art*
 Pierre Morenno (director of public archaeology)—*Public Archaeology, New England*
 Robert Sullivan—*Cartography, Coastal Geography, Environment*

Assistant Professor

Katherine Murray—*Education, Folklore, Religion*

Department of Art

Professors

Harriet Brisson—*Ceramics, Design*
 John de Melim, Jr.—*Graphic Design*
 Krisjahn Horvat—*Sculpture, Design*
 David Hywell—*Art Education, Film Studies*
 Curtis LaFollette—*Metals, Design*
 Enrico Pinardi—*Drawing, Sculpture*
 Donald Smith—*Painting, Printmaking*
 Ronald Steinberg—*Art History*
 Lawrence Sykes—*Photography*

Associate Professors

Samuel Atzes—*Painting, Drawing*
 Mary Howkins—*Art History*

Assistant Professor

Betty Ohlin (chair)—*Art Education*

Department of Biology

Professors

Frank Dolyak—*Physiology, Immunobiology*
 Neil Consalves—*Genetics, Radiation Biology*
 George Hartmann—*Mycology, Biological Techniques*
 Richard Keogh—*Introductory Biology, Cytology*
 Philip Pearson, Jr.—*Ecology, Biogeography*
 S. Salman Wasti—*Entomology, Parasitology*
 Robert Young—*Biochemistry, Cell Biology*

Associate Professors

Charles Bohmsack—*Botany, Plant Physiology*
 Charles Foltz—*Introductory Biology, Human Biology*
 Kenneth Kinsey (chair)—*Animal Behavior, Anatomy*
 Ira Lough—*Medical Technology, Microbiology*
 Jerry Melaragno—*Introductory Biology, Plant Morphology*

Assistant Professors

Edythe Anthony—*Endocrinology, Histology*
 Lloyd Matsumoto—*Molecular Biology, Genetics*
 Charles Owen—*Bacteriology, Virology*

Adjunct Associate Professors

Patricia Coleman—*Radiology, Nuclear Medicine*
 John Cronan—*Radiology, Angiography*
 Gary Dorfman—*Radiology, Special Procedures*
 Carol Lee—*Radiology, Nuclear Medicine*
 Alfred Moon—*Radiology, Neuroradiology*

Adjunct Assistant Professors

Judith Campbell—*Medical Technology*
 Frances Howard—*Medical Technology*
 David Mello—*Medical Technology*
 Ann Marie Roberts—*Medical Technology*

Department of Communications and Theatre

Professors

Moyné Cabbage—*Interpersonal Communication, Rhetoric, Management and Organizational Communication*
 John Custer—*Scene and Lighting Design*

P. William Hutchinson—*Acting, Directing*
 Raymond Picozzi (chair)—*Musical Theatre, Children's Theatre*
 Edward Scheff—*Managing Director of Theatre*

Associate Professors

Lawrence Budner—*Mass Communication, Film and Video Production*
 David Burr—*Acting, Directing, Touring Theatre*
 Mark Goldman—*Interpersonal and Public Communication*

Assistant Professors

Azra Bhatta—*Mass Communication, Video Production*
 Audrey Olmsted—*Forensics, Public Communication*
 Elaine Perry—*Oral Interpretation, Readers Theatre*

Costume Designer

Barbara Matheson—*Costume Design, Makeup*

Department of Economics and Management

Professor

Crist Costa—*Computer Information Systems*

Associate Professors

Judith Babcock—*Organizational Behavior/Theory*
 Halli Copur—*Organizational Behavior, Managerial Policy*
 I. Atilla Dicle—*Management Theory, Managerial Policy*
 Ulku Dicle—*Human Resource Management, Organizational Behavior*
 Joel Fuerst (chair)—*Marketing, Managerial Policy*
 Peter Harman—*International Economics, Developmental Economics*
 Peter Marks—*Microeconomics, Macroeconomics*
 Peter Moore—*Macroeconomics, Public Finance*
 Stephen Ramecki—*Marketing, Marketing Research*
 Albert Stecker—*Computer Information Systems, Operations Management*

Marilyn Weston—*Accounting*
 Robert Wright—*Operations Management, Managerial Policy*

Assistant Professors

Jeffrey Bliss—*Macroeconomics, Intermediate Macroeconomics*
 Jules Cohen—*Computer Information Systems*
 Randy DeSimone—*Human Resource Management, Organizational Behavior, Management Theory*
 David Harris—*Human Resource Management*
 Alema Karim—*Microeconomics*
 Abbas Kazemi—*Microeconomics, Economics, Finance*
 Polly Ney—*Accounting*
 G. Laurie Paental—*Marketing, Business, Government and Society*
 Thomas Penneck—*Finance*
 Jane Przybyla—*Accounting*
 Jack Tidball—*Accounting*

Department of English

Professors

C. Annette Ducey—*American Literature to 1900, Expository Writing, Mark Twain and Regional Authors, American Studies*
 Mark Estrin—*Dramatic Literature from its Beginnings to the Present, Film Studies, 19th-Century American Fiction*
 Alice Grellner—*Melhoral Literature, Linguistics, English Education/ESL*
 Gary Grund—*17th-Century Prose, 16th- and 17th-Century Poetry*
 Spencer Hall—*Romanticism, Critical Theory, Poetry*
 A. C. Hoffmann—*19th- and 20-Century American and British Literature, Film Studies (with emphasis on Directors and Genre), Creative Writing*
 Earl Stevens—*19th-Century British Literature, the Novel, Writing*
 Carolyn Swift—*Renaissance, Shakespeare, Drama*
 James Turley—*English Education, Dramatic Literature, Writing*

Associate Professors

Paul Anghinetti—*Modern Fiction, Irish Studies, Interdisciplinary Studies*
 Joan Dagle—*Theory of Narrative, Film Studies, History of the Novel*

- Robert Hogan (chair)—19th-Century American Literature, Fiction, Composition
 Kathryn Kalinak—Film Studies, Women's Studies, 19th-Century American Literature
 Meredith McMunn—Medieval Literature, Linguistics
 Judith Mitchell—Children's Literature, Adolescent Literature
 Daniel Orsini—British Literature from 1832 to 1900 (Poetry, Novel), Creative Writing and Introductory Composition, Literature and Science
 A. John Roche—Writing, American Literature
 John Saleses—Renaissance Literature, Literary Theory, Victorian Literature
 Albert Salzberg—Chaucer and Medieval Literature, Literature and the Opera, Neoclassical Literature
 Anuraj Singh—American Literature, Afro-American Studies, Commonwealth Literature
 Carl Steinberg—Hawthorne, 19th-Century American Literature, Journalism
 Taki Votaras—British Literature from 1660 to 1800, Greek Literature in Translation, Children's Literature

Assistant Professors

- Mark Anderson—Creative Writing, British Romanticism, Literary Theory
 Pamela Benson—Renaissance Literature, Comparative Literature
 Thomas Cobb—Creative Writing, Rhetoric, 18th-Century British Literature
 Richard Feldstein—American Literature, Psychoanalysis, Feminism
 Mary McGinn—Composition/Rhetoric, 20th-Century American Literature, Drama
 Joseph McSweeney—Composition and Business Writing, Children's Literature, English Education
 Maureen Reddy—Victorian Period, the Novel, Feminist Criticism
 Barbara Schapiro—English Romantic Poetry, Modern British Literature, Psychoanalysis and Literature
 Claudia Springer—Film Studies, 20th-Century Literature, Feminist Theory

Department of History**Professors**

- George Kellner—American Urban and Immigration History
 J. Stanley Lemons—American Cultural and Social History, American Women's History, Rhode Island History
 Kenneth Lewalski—Modern France, Eastern Europe, Historiography
 Armand Patrucco—19th-Century Europe, Modern Italy, Modern Japan
 Donald Sippel—Greek, Roman, and Hellenistic History
 Norman Smith (chair)—Early 19th-Century United States, Economic History of the United States, Rhode Island History

Associate Professors

- Peter Piccollo—Recent United States History
 Norman Pyle—Latin American History, European Intellectual History
 Tony Teng—East Asia (China, Japan, Korea), Southeast Asia
 David Thomas—Islamic Civilization, Ottoman History, Computer Applications

Assistant Professors

- John Browning—19th- and 20th-Century Middle East
 Jeannine Olson—Renaissance and Reformation
 Vernon Williams—Afro-American History, American and Social Intellectual History

Department of Mathematics and Computer Science**Professors**

- George Anderson—Probability, Statistics, Digital Networks
 James Bierden—Mathematics Education
 Henry Guillotte—Mathematics Education
 John Nazarian—Algebra, History of Mathematics, Number Theory
 Patrick O'Regan—Foundations, Problem Solving
 Robert Salthany—Statistics, Complex Variables, Differential Equations
 James Sedlock (chair)—Modern Algebra, Analysis, Introductory Computer Science
 Roger Simons—Computer Science, Mathematical Logic
 Arthur Smith—Mathematics Education, Number Theory

Associate Professors

- Ann Moskol—Applied Mathematics including Numerical Analysis, Operations Research
 Mariano Rodriguez—Analysis, Problem Solving, History of Mathematics
 Helen Salzberg—Abstract Algebra, Analysis

Assistant Professors

- David Abrahamson—Applied Mathematics, Differential Equations
 H. Samuel Hall—Statistics, Analysis
 Frederick Harrop—Number Theory
 Edward McDowell—Abstract Algebra, Computer Science
 Vivian Morgan—Problem Solving, Microcomputer Education
 Charles Roy—Operator Theory, Statistics
 James Schaefer—Computer Science
 Barry Schiller—Probability, Differential Equations, Environment
 Caroline Tropper—Computer Science, Artificial Intelligence
 Matthew Younce—Probability, Analysis, Computer Science

Instructor

- Karen Holmes—Computer Science

Department of Modern Languages**Professor**

- Paul Chassé—French Canadian Literature and Civilization, Franco-American Ethnic Studies, 19th- and 20th-Century French Literature

Associate Professors

- Dix Coons—Latin American Literature, 19th-Century Peninsular Literature, Novel and Short Story
 M. Frances Taylor—20th-Century Spanish Literature, Linguistics, Culture and Civilization of Spain and Latin America
 Calvin Tillotson—Renaissance, Explication de Texte, Foreign Language Education

Assistant Professors

- J. Richard Castellucci—Italian Language and Literature, French Language and Literature, Linguistics
 Hector Medina (chair)—20th-Century Spanish Novel, 19th- and 20th-Century Latin American Novel, Golden Age

Department of Music**Professors**

- Robert Boberg—Piano, Music Education, Composition
 Robert Elam—Theory, Piano
 William Jones (chair)—Voice, Music Education
 Francis Marciniaik—Trombone, Music Education, Theory
 Edward Markward—Conductor, Voice
 Philip McClintock—Clarinets, Music Education
 Raymond Smith—Music History and Literature, Musicology

Associate Professors

- George Mack—Cells, Theory, Music History
 John Pellegrino—Trumpet, Orchestration, Brass
 Judith Lynn Stillman—Artist-in-Residence, Piano

Instructor

- Jonathan Sturm—Violin/Viola, Musicology

Adjunct Instructors

- Mary Beck, David Cobb, Robert Currier, Elizabeth Dean, Vincent Fraioli, Gregory Fritze, Margaret Gidley, George Goncont, Delight Immonen, Steven Jobe, Stephen Martorella, John Meardon, Anne-Marguerite Michaud, Joanne Mouradjian, Donald St. Jean, Susan Thomas, Jane Waters, Susan Wood, and Gregory Zeitlin

Department of Nursing**Associate Professors**

- Linda Carry—Medical/Surgical Nursing
 Anne Cathers—Maternal Newborn, Health
 Rebecca Laysan—Maternal Newborn, Health
 Constance Pratt (chair)—Maternal Newborn

Assistant Professors

- Catherine Altieri—Medical/Surgical Nursing
 Marianne Barba—Medical/Surgical Nursing
 Frances Brennan—Medical/Surgical Nursing
 Francine Brem—Pediatric Nursing
 Mary Burke—Pediatric Nursing
 Okey Cascon—Laboratory Director
 Patricia Cunningham-Warburton—Psychiatric/Mental Health

Carolyn Currier-Dagrosa—*Maternal Newborn*
 Karen Enright (assistant chair)—*Community Health*
 Margaret Hainsworth—*Psychiatric/Mental Health*
 Dolores Harrison—*Medical/Surgical Nursing*
 Rena Maddox—*Psychiatric/Mental Health*
 Angela Murphy—*Pediatric Nursing*
 Joan Perl—*Community Health*
 Silvana Richardson—*Pediatric Nursing, Health*
 Carol Shelton—*Community Health*
 Elaine Sloumb—*Medical/Surgical Nursing*
 Jane Williams—*Medical/Surgical Nursing*

Instructors

Geraldine Tesza—*Medical/Surgical Nursing*
 Paula Viazzi—*Maternal Newborn, Health*

Department of Philosophy

Professors

Willard Enteman—*Epistemology, Ethics*
 Thomas Howell (chair)—*Logic, Epistemology, History of Philosophy from 1732 to Present*
 Richard Olmsted—*Philosophy of Religion, Eastern Philosophy, History of Educational Thought*
 Frank Williston—*Moral Philosophy, Philosophy of Education*

Associate Professors

Robert Castiglione—*Metaphysics, Aesthetics, Philosophy of Religion*
 Sheri Smith—*Logic, Ethics, Epistemology*

Department of Physical Sciences

Professors

Kenneth Boest—*General Chemistry, Inorganic Chemistry*
 Miner Brotherton—*Earth Science*
 Barry Gilbert—*General Physics, Atomic and Nuclear Physics*
 Peter Glanz—*General Physics, Quantum Physics*
 David Greene—*General Chemistry, Inorganic Chemistry*
 Arthur Laferriere—*Organic Chemistry*
 Charles Matzacco—*General Chemistry, Physical Chemistry*
 J. George O'Keefe—*Physical Science, Astronomy*
 John Williams—*General Chemistry, Organic Chemistry*

Associate Professors

Richard Gehrenbeck—*Astronomy, History of Science*
 Elaine Magyar—*General Chemistry, Organic Chemistry*
 John Peterson—*Physical Science, Astronomy*
 Robert Vicens—*General Physics, Meteorology*

Assistant Professors

James Magyar (chair)—*Instrumental Analysis, Organic Chemistry*
 Donna Martin—*Analytical Chemistry, Instrumental Methods*
 Kruhan Raghuveer—*General Chemistry, Inorganic Chemistry*

Department of Political Science

Professors

Eugene Perry—*Political Philosophy, Civil Liberties, First Amendment Theory*
 Victor Profughi (chair)—*Political Parties and Elections, State and Local Government*
 Herbert Winter—*European and Comparative Politics, International Politics, Political Ideologies*

Associate Professors

Nancy Oppenlander—*Research Methodology, Computer Applications, Urban Politics*
 John Perricciola—*Public Policy, Urban Politics*
 Carey Rickabaugh—*Public Law, International Politics, Developmental Politics*
 Milburn Stone—*Asian Politics, Urban Policy, Political Behavior*

Assistant Professor

Francis Leazes, Jr.—*Public Administration, Budgeting and Finance, Organizational Behavior*

Department of Psychology

Professors

Barbara Anderson—*Statistics, Measurement, Educational Psychology*
 Robert Cloward—*Adolescent Psychology, Educational Psychology, Statistics*
 Lenore DeLucia—*Experimental Child Psychology, Child Psychology*
 John Finger, Jr.—*Educational Research, Educational Psychology*
 Allan Fingeret—*Introductory Psychology, Experimental Psychology*

Carol J. Guardo—*Developmental, Personality, History and Systems*
 Florence Henken (chair)—*Statistics, Measurement, Educational Psychology*
 John Laffey—*Clinical Psychology, Drugs and Behavior*
 Victoria Lederberg—*Introductory Psychology, Experimental Psychology, Perception*
 Joan Rollins—*Social Psychology, Psychology of Women*
 James Rubovits—*Educational Psychology, Industrial Psychology, Adolescent Psychology*
 Donald Werner—*Personality, Psychopathology*

Associate Professors

Fredric Agatstein—*Social Psychology, Personality*
 Donald Cousins—*Child Psychology, Developmental Psychology, Cognition*
 Thomas Randall—*Developmental Psychology, Personality*
 Pamela Rubovits—*Developmental Psychology, Clinical Child Psychology*
 Richard Tropper—*Introductory Psychology, Statistics, Computer Applications*

Assistant Professors

Dorothy Bianco—*Personality, Abnormal and Clinical Psychology, Women's Studies*
 M. Brinton Lykes—*Social/Community Psychology, Psychology of Women*
 Robin Montvilo—*Developmental Psychology, Experimental Psychology*
 Earl Simson—*Physiological Psychology, Experimental Psychology, Statistics*
 David Sugarman—*Social Psychology, Lifespan Development*

Department of Sociology

Professors

Emily Stier Adler—*Research Methods, Family, Sex Roles and Work*
 William Aho—*Medical Sociology, Minorities, Caribbean Societies*
 Janet Mancini Billson—*Small Groups, Urban Sociology, Contemporary Theory*
 Pamela Irving Jackson (chair)—*Research Methods, Criminology, Quantitative Analysis and Computer Use*
 John P. Roche—*Ethnic Studies, Family, Social Psychology*

Associate Professors

Roger Clark—*Research Methods, Family, Urban Sociology*
 Thomas Ramsbey—*Theory, Family, Law, Religion*

Assistant Professors

Jason Blank—*Aging, Organization, Criminal Justice*
 Rachel Filinson—*Gerontology, Medical, Family, Research Methods*
 Donald Perry—*Deviance and Crime, Theory, Small Groups*

Visiting Assistant Professor

David Cavanagh—*Computer Applications, Demography, Statistics*

Military Science Program

Assistant Professor

Major Russell Grimm (director)—*Military Science, Leadership/Management, Military History*

School of Education and Human Development

Robert F. Schuck

Dean

John A. Bucci

Associate Dean

To be appointed

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, and dance. 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.

ACADEMIC PROGRAMS

Department of Counseling and Educational Psychology

Graduate Programs

Agency Counseling (M.A.)

Agency Counseling with Alcohol/

Substance Abuse option (M.A.)

Counselor Education (M.Ed., C.A.G.S.)

Counselor Education with Mental Health

option (C.A.G.S.)

Educational Psychology (M.A.)

Rehabilitation Counseling (M.A.)

School Psychology (C.A.G.S.)

Department of Educational Leadership, Foundations, and Technology

Minor

Foundations of Education

Graduate Programs

Curriculum (C.A.G.S.)

Educational Administration (M.Ed.,

C.A.G.S.)

Indicator of Gifted Children Certificate

Instructional Technology (M.S.,

C.A.G.S.)

Department of Elementary Education

Curriculum

Early Childhood Program

Elementary Program

Elementary/Middle School Program

Teaching Concentrations

Language Arts

Mathematics

Science

Special Education

Graduate Programs

Elementary Education (M.A.T.,

M.A.T.-C. Program, M.Ed.)

Elementary Education (M.Ed.) with con-

centration in

Early Childhood

Language Arts

Mathematics

Science

Reading (M.Ed., C.A.G.S.)

Department of Health, Physical Education, Recreation, and Dance

Major

Health Education

Physical Education

Minor

Dance

Recreation and Leisure Services

Graduate Program

Health Education (M.Ed.)

Department of Industrial Education

Major

Industrial Arts Education

Industrial Technology

Vocational-Industrial Education

Minor

Electronics Technology

Graphic Arts Technology

Industrial Technology

Graduate Program

Industrial Education (M.Ed.)

Department of Secondary Education

Curriculum

Secondary Education with various majors

Specializations

Bilingual-Bicultural Education

Urban Education

Graduate Programs

Bilingual-Bicultural Education (M.Ed.)

English as a Second Language (M.Ed.)

Secondary Education (M.Ed.)

Secondary Education with various depart-

ments (M.A.T., M.A.T.-C. Program)

Urban Education Specialization (M.Ed.)

Department of Special Education

Teaching Concentrations

Resource Teacher—Mildly Handicapped

Preschool and Elementary

Middle School and Secondary

Special Class Teacher—Mildly/

Moderately Handicapped

Preschool through Middle School

Middle School and Secondary

Special Class Teacher—Moderately/

Severely Handicapped

Children and Young Adults

Graduate Programs

Special Education (M.Ed.) with con-

centration in

Elementary Special Needs—Behavior

Disorders

Elementary Special Needs—Learning

Disabilities

Moderately/Severely/Profoundly

Handicapped

Preschool Handicapped

Secondary Special Needs

Special Education (C.A.G.S.) with con-

centration in

Administration

Curriculum, Instruction, and

Assessment

FACULTY

Department of Counseling and Educational Psychology

Professors

Vincent Calia—*Individual and Group Coun-*

sulting, Ericksonian Techniques

Spencer DeVault—*Personality, Psychopath-*

ology, School Psychology

John Finger, Jr.—*Educational Psychology,*

Educational Research

Hanoch Livneh—*Rehabilitation, Attitudes*

toward Disability, Adjustment to Disability,

Psychiatric Rehabilitation

John Perkins—*Individual, Group, and Family*

Therapy

Jeanette Tamagnin—*Individual, Group, and*

Women's Issues

Associate Professors

Terence Belcher—*Educational Psychology,*

Developmental Psychology, Behavior

Modification

Murray Finley (chair)—*Counseling with*

Adolescents and in Industrial/Business Set-

tings, Systems Approaches

Stephen Rothschild—*Individual, Existential,*

Group, and Sex Therapy

Mary Wellman—*Educational Psychology,*

School Psychology, Psychopathology

Assistant Professor

Deola Perry—*Rehabilitation, Alcohol and*

Drug Counseling, Counseling of the Hearing

Impaired

Department of Educational Leadership, Foundations, and Technology

Professors

Maureen Lapan—*Curriculum Theory,*

Research (Curriculum Materials)

James Tutley—*Director, Center for Edu-*

ational Management Development

Associate Professors

Louis Alfonso—*Philosophy of Education,*

Community Education, Curriculum Theory,

John Bucci—Philosophy of Education, Cul-

tural and Social Foundations of Education

James Davis (chair)—*Visual Communica-*

tion, Instructional Design, Media Production

James Kenny—*Media Management/Facility*

Design, Computer Instruction in Graphics,

Television Production

Department of Elementary Education

Professors

Marilyn Ennet—*Secondary, College, and*

Adult Reading

Joan Glazer—*Children's Literature, Language*

Arts, Children's Film

Richard Green—*Science Education, Environ-*

mental Education

William Oehlkers—*Elementary, Developmental, and Remedial Reading*
Anne Petty—*Early Childhood Science/Social Studies, Language Arts*

Raymond Picotti—*Children and Theatre*
Elizabeth Rowell (chair)—*Elementary Reading (Content Areas), Research in Remedial*
Robert Rude—*Developmental and Remedial Reading, Research in Reading, Educational Computing*

Clyde Slicker—*Early Childhood Science/Social Studies, Play, Curriculum and Research*

Ellsworth Starring—*Elementary and Secondary Science Education, Biology*

Etra Stieglitz—*Elementary, Secondary, and ESL Reading, Educational Computing*

Associate Professors

James Bettes—*Children and Television, Social Studies*

Louis Boisvert, Jr.—*Language Arts, Children's Composition Skills*

Patricia Lyons—*Social Studies*

Joyce Reister—*Early Childhood, Language Arts*

Assistant Professors

Thomas Calhoun—*Elementary Mathematics Education, Mathematics and Computer Education*

Elizabeth Carey—*Mathematics Education*
Mildred Nugent—*Diagnostic and Prescriptive Teaching of Reading*

Department of Health, Physical Education, Recreation, and Dance

Professor

Bennett Lombardo (chair)—*Physical Education/Curriculum*

Associate Professors

Kenneth Ainley—*Community Health/Organization and Administration*

Nelson Wood—*Health Education/Curriculum*

Assistant Professors

Catol DiMarco Cummings—*Community Health/Work-Site Health Promotion*

Jana Marecuk—*Physical Education/Recreation*

Department of Industrial Education

Professor

Edward Bzowski—*Drafting Technology*

Associate Professors

Lee Goodness—*Wood Technology*
William Kavanaugh—*Supervision*
James McCrystal—*Materials, Processing*

Assistant Professors

Steven King—*Production Control, Cost Estimating, Structure of Industry*

James McGuire—*Power and Energy*
Kenneth McVay (chair)—*Electronics Technology*

Nazanin Sahba—*Materials Processing and Testing, Quality Control*

Instructor

Lenore Collins—*Graphic Arts Technology*

Department of Secondary Education

Professors

James Bieden—*Mathematics Education*
Marilyn Eanet—*Secondary, College, and Adult Reading*

Alice Grellner—*English Education, English as a Second Language, Methods*

Henry Guillotte—*Mathematics Education*
John Smith—*Mathematics Education*

James Turley—*English Education, High School Curriculum*

Associate Professors

Clement Hasenfus (chair)—*Social Science Education, High School Curriculum, Methods*

Peter Picello—*History Education*
Milburn Stone—*Social Science Education*
M. Frances Taylor—*Spanish Education*
Calvin Tillotson—*French Education*
Kenneth Walker—*Urban Education*

Assistant Professors

Joao Botelho—*Bilingual Education*
Joseph McSweeney—*English Education*
Katherine Murray—*Social Science Education, High School Curriculum*

Instructors

Martha Campbell—*Reading, Technical Skills*
Willis Poole—*English as a Second Language, Bilingual Education*

Department of Special Education

Professors

Elisa Bonaventura—*Learning Disabilities, Special Education Administration*

Richard Dickson—*Behavior Disorders, Special Education Administration*

Steve Imber—*Behavior Disorders*
Thomas Kochanek—*Special-Needs Infants, Preschool Children*

Joseph McCormick—*Secondary Special-Needs Students, Mildly, Moderately, and Severely Handicapped*

Paul Sherlock—*Parent Education, Special Education Administration*

Associate Professors

A. Anthony Antosh—*Multihandicapped, Severely and Profoundly Handicapped*

John DiMeo (chair)—*Mildly and Moderately Handicapped*

Judith DiMeo—*Mildly and Moderately Handicapped*

Assistant Professor

John Gleason—*Moderately and Severely Handicapped*

School of Social Work

George D. Metrey

Dean

Scott Mueller

Director, B.S.W. Program

The central commitment of the School of Social Work is to prepare beginning professional social workers at the B.S.W. level and advanced professional social workers at the M.S.W. level, to work effectively with others in order to alleviate those conditions that impair the full 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.

Major: Social Work (B.S.W.)

Graduate Program: Social Work (M.S.W.)

GRADUATE FACULTY

Professors

Pamela Irving Jackson—*Research Methods, Criminology, Quantitative Analysis and Computer Use*

George Metrey (dean)—*Policy, Administration, Generalist Practice*

Associate Professors

E. Belle Evans—*Social Work Practice with Groups, Administration, Health and Mental Health*

Lenore Olsen—*Research, Policy, Child Welfare*

Frederic Reamer—*Human Behavior and Social Environment, Research, Criminal Justice*

Deborah Siegel—*Generalist Practice, Research, Child Welfare*

Assistant Professors

Mary Ann Bromley—*Human Behavior and Social Environment, Generalist Practice, Child Welfare*

Robert Cohen—*Social Work Practice, Marriage and Family*

Barbara Cowan—*Aging, Policy*

Nancy Gewirtz—*Health and Mental Health,
Community Practice, Policy*
W. Bruce Rollins—*Director of Field
Education*

UNDERGRADUATE FACULTY

Associate Professor

Mildred Bates—*Generalist Practice, Alcohol,
ism, Women's Issues*

Assistant Professors

Rosanna Chan—*Human Behavior and Social
Environment, Generalist Practice*

Scott Mueller (director)—*Generalist Prac-
tice, Child Welfare, Policy*

Daniel Weisman—*Community Practice,
Mental Health, Labor, Field Practicum
Coordinator*

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, 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- and fourth-year students. Beginning with the 1987-88 catalog, all new courses at the 300-level must have at least one prerequisite course at the 100- or 200-level. Graduate students may, with the approval of the graduate dean, include 300-level 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 seniors 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 number of 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.

Frequency of Course Offerings

Listed with each course description is the normal frequency with which the course is offered. For instance, a course which typically is offered every fall semester carries the notation "Offered fall." These notations are designed to assist students with planning their academic programs.

For complete and current information on course offerings, including dates, times, locations, and instructors, students are advised to consult the course schedules which are published each fall, spring, and summer.

General Education Courses

When a course can be used to fulfill requirements in the General Education Program, this fact, along with the appropriate general education category, is noted in the course description following the semester hours or the prerequisite.

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

To be appointed
Director

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.

General Education Program Requirements

The General Education Program encompasses 12 courses and requires a minimum of 36 semester hours. It consists of a four-course core requirement in Western civilization and Western literature and a distribution requirement covering the categories described below.

A. Core Requirement

The core consists of four courses totaling 12 semester hours. These four courses survey the Western experience from the ancient to the modern world by focusing on major writers and cultural periods as well as historical events and institutions. The goals of the courses include an understanding and appreciation of literary thought and the historical roots of civilization.

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.

B. Distribution Requirement

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

1. Social and Behavioral Sciences: General Introductions (3 semester hours)

Courses that provide a general introduction to the perspectives, methods, and key concepts of the respective social science disciplines.

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
- 110: Introduction to Psychology
- Sociology
- 200: Society and Social Behavior

2. Social and Behavioral Sciences: Topical Introductions (3 semester hours)

Courses that provide an introduction to a given discipline through application of its perspectives and methodology to a specific substantive area.

One course from

- African/Afro-American Studies
- 200: Perspectives on African and Afro-American Culture
- Anthropology
- 202: Introduction to Archaeology

- 204: Art, Society, and Culture
- 205: The Anthropology of Race and Racism
- 206: Oral Traditions
- Geography
- 200: Changing Environment of Man
- Political Science
- 202: American Government
- 206: International Politics
- 207: Introduction to Comparative Politics
- Psychology
- 215: Social Psychology
- Sociology
- 202: The Family
- 204: Urban Sociology
- 207: Crime and Criminal Justice
- 208: Minority Group Relations
- 211: Social Problems
- Women's Studies
- 200: Women in Society

3. Fine and Performing Arts (3 semester hours)

Introductory courses designed to provide students with experience in the arts as creator, performer, or involved observer.

One course from

- Art
- 201: Visual Arts in Society
- 231: Prehistoric 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
- 221: The Symphony
- 222: Opera
- 223: American Popular Music
- 225: History of Jazz
- Philosophy
- 230: Aesthetics
- Theatre
- 240: Appreciation and Enjoyment of the Theatre

Nonmusic 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 Art Education 340: Methods and Materials in Art Education and Music Education 341: Methods and Materials in Music Education.

4. Natural Sciences (3-4 semester hours)

Introductory courses intended to acquaint students with the nature and design of the biological and physical sciences.

One course from

•Anthropology

203: Introduction to Physical Anthropology

•Biology

101, 102: Introductory Biology

103: Human Biology

104: Introduction to Plant Biology

109: Fundamental Concepts of 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

5. Mathematical Systems/Computer Science

(3 semester hours)

Introductory courses designed to extend the student's grasp of the content and methodology of mathematics or to convey a perspective on the discipline of computer science.

Note: Completion of general education

Category 5 does not satisfy the College Mathematics Competency Requirement.

One course from

•Computer Science

101: A First Course in Computers

•Mathematics

139: Introduction to Problem Solving

140: Elements of Probability

141: Mathematical Systems

177: Linear Systems

240: Statistical Methods

247: Calculus: A Short Course

•Philosophy

205: Introduction to Logic

Students who have successfully completed Mathematics 181-182 or 209 or 212 or 248 to meet a requirement in their programs are exempt from one course in the mathematical systems/computer science group. This exemption cannot be applied in Category 6.

6. One additional course from either Category 4 or Category 5 (3-4 semester hours)

7. Other Cultures (3 semester hours)

Courses that introduce the student to the historical and cultural traditions of selected societies outside the Western cultural experience.

One course from

•Anthropology

200: The Non-Western Experience

•History

210: Perspectives on East Asian

Civilization

211: Perspectives on Indian Civilization

212: Perspectives on Islamic Civilization

213: Perspectives on Slavic Civilization

214: Perspectives on Africa

•Modern Languages

Modern Language courses numbered 110,

113, or 114 in French, German, Italian,

Portuguese, and Spanish

•Philosophy

201: Introduction to Eastern Philosophy

•Social Science

201: Individual and Society in Non-

Western Civilization

8. Ethical Issues, Values, and Philosophical

Perspectives (3 semester hours)

Courses which deal with issues of global and societal and ethical concern as an occasion for extensive consideration of

the historical and intellectual roots of the issues.

Courses in this category may not be used to fulfill course requirements in the academic major and, normally, should be taken only after 60 semester hours of course work has been completed.

One course from

•Philosophy

200: Problems in Philosophy

206: Ethics

•Various Departments

365: Contemporary Issues

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, Writing 100, and the junior-year Contemporary Issues course, in specially designed honors classes. 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 the College Honors Program 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 director of the program or with the Undergraduate Admissions Office.

Transfer-articulation agreements now in effect with respect to the General Education Program are monitored through the Undergraduate 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 of ethical issues, values, and philosophical 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 (4 Courses)

Required: English 101, 102; History 110, 111

B. Distribution Requirement (8 Courses)

1. Social and Behavioral Sciences: General Introductions
2. Social and Behavioral Sciences: Topical Introductions
3. Fine and Performing Arts
4. Natural Sciences
5. Mathematical Systems/Computer Science
6. One additional course from either Category 4 or Category 5
7. Other Cultures
8. Ethical Issues, Values, and Philosophical Perspectives

Accounting

Department of Economics and Management

Joel Fuirst

Department Chair

Program of Study

Major: Accounting (B.S.).

Curriculum in Accounting

The accounting major requires a minimum of 36 semester hours in departmental courses, 14 semester hours of cognates, and 24 semester hours of accounting and related courses. 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.

The accounting major provides an excellent background for careers in the fields of accounting and management. It combines theoretical and practical applications to ensure that students are prepared for entry-level positions in the field. The major also provides excellent preparation for those who wish to sit for the Certified Public Accountancy examination.

(Semester hours are in parentheses.)

*Required Courses—Department of Economics and Management (36)

Accounting 201, 202; Economics 214, 215; Computer Information Systems 251, 352; Management 301, 341, 348, 361, 371; Marketing 301

• Accounting Core Courses (15)

Accounting 311, 312, 321, 331, 341

• Emphasis (9)

Select A, B, or C.

A. Financial

Accounting 351, 352, plus one other course from the approved list below

B. Managerial

Accounting 322, 332, plus one other course from the approved list below

C. Information Systems

Computer Information Systems 353, 354, plus one other course from the approved list below

Approved Accounting and Related Elective Courses

Accounting 322, 332, 351, 352, 354; Computer Information Systems 353, 354; Management 343

• Cognates (14)

Required: English 230; Mathematics 177, 238, 248

• General Education Program (36–38)

• Free Electives (8–10)

Suggested Sequence

This major is designed primarily for upper-division students. Entering students intending to major in accounting should plan to complete their general education core and distribution requirements during their first two years. These courses provide excellent and necessary preparation for the major and its requirements. In the first year, students may not take courses in the department but are strongly encouraged to complete Mathematics 177 and 238. Students entering their second year may enroll in a variety of departmental core courses at the 200-level, including introductory courses in accounting, economics, and computer information systems.

In the third year, students may enroll in 300-level courses in the department. The capstone experience is the managerial seminar, Management 361, which is taken in the last semester.

Retention Standards

Retention standards for all Department of Economics and Management majors, except Economics, are as follows:

Beginning at the conclusion of the semester in which the student completes 57 semester hours, with a minimum of 27 semester hours earned at Rhode Island College, the following requirements as they pertain to different majors must be met to be retained as a major in the appropriate program, emphasis, or major in the Department of Economics and Management.

1. Satisfactory completion of the College Writing Requirement.
2. At least a 2.0 cumulative grade point average.

3. Satisfactory completion (i.e., passing grade) in all of the following general education requirements:

a. History 110, 111;

b. English 101, 102; and

c. 12 semester hours of distribution requirements.

4. Satisfactory completion (i.e., passing grade and an overall 2.0 average) in all of the following required courses:

a. Mathematics 177, 238, 248;

b. English 230;

c. Economics 214, 215;

d. Accounting 201, 202;

e. Computer Information Systems 251.

Procedures

1. The Department of Economics and Management, in cooperation with the Records Office, will monitor the standards for all declared majors and notify those students who fail to meet the requirements.

2. The Department of Economics and Management will establish and maintain an appeals committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances.

3. Pre-registration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

COURSE OFFERINGS

Junior standing is a prerequisite for all 300-level accounting 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.

ACCOUNTING

200

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 Accounting 201 and Accounting 201. Offered fall and spring.

4 semester hours.

201

Principles of Accounting I

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 Accounting 200 and Accounting 201. Offered fall, spring, summer.

(4) 3 semester hours.

202

Principles of Accounting II

This course is a continuation of Accounting 201 with emphasis on cost accounting in a manufacturing environment, budgeting, and profit analysis for decision making. Lecture and laboratory. Offered fall, spring, summer.

(4) 3 semester hours. Prerequisite: Act. 201.

311

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. Offered fall and spring.

(4) 3 semester hours. Prerequisite: Act. 201 and 202.

312

Intermediate Accounting II

This course is a continuation of Accounting 311. 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. Offered fall and spring.

(4) 3 semester hours. Prerequisite: *Actt. 311.*

321 Cost Accounting I

Emphasis is on using accounting information as a management tool in planning, controlling, decision making, performance evaluation, and product costing. Lecture and Laboratory. Offered fall and spring; summer as needed.

(4) 3 semester hours. Prerequisite: *Actt. 201 and 202.*

322 Cost Accounting II

The emphasis of this course is on accounting concepts and techniques useful for planning and decision making. Course content includes cost-volume-profit analysis, capital budgeting, nonroutine decisions, divisionalized organizations, and quantitative models for cost and project analyses. Offered fall.

3 semester hours. Prerequisite: *Actt. 321 and Math. 248.*

331 Tax Accounting I

This course introduces 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. Offered fall, spring, summer.

(4) 3 semester hours. Prerequisite: *Actt. 201 and 202.*

332 Tax Accounting II

The emphasis of this course is on taxation of corporations. Additional topics include taxation partnerships, estates, and gifts. Offered spring.

(4) 3 semester hours. Prerequisite: *Actt. 331.*

341 Auditing

This course 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. Offered fall and spring; summer as needed.

(4) 3 semester hours. Prerequisite: *Actt. 312 and CIS 352.*

351 Advanced Accounting

This survey of advanced accounting issues includes consolidations and mergers, nonprofit accounting, and governmental accounting. Other current issues are also covered. Offered fall.

(4) 3 semester hours. Prerequisite: *Actt. 312.*

352 Current Issues in Accounting Theory

This course is a survey of financial accounting and reporting issues. Historical developments, research methods, and current issues in accounting are emphasized. Offered spring.

(4) 3 semester hours. Prerequisite: *Actt. 312.*

353 Accounting for Nonprofit Organizations

Accounting practices of nonprofit organizations are studied. Emphasis is on conceptual foundation, governmental accounting, accounting for other nonprofit organizations, and uses of data. Offered spring.

(4) 3 semester hours. Prerequisite: *Actt. 312.*

354 Accounting Information Systems

This course examines the role of computers in accounting. Content includes analysis, design, and development of computerized bookkeeping and accounting systems, as well as accounting applications. Emphasis is on income tax planning and preparation, budgeting, financial statement analysis, product costing, and projections. Offered fall and spring.

3 semester hours. Prerequisite: *Actt. 312, 321, 331, and CIS 251.*

Administration

Department of Educational Leadership, Foundations, and Technology

James Davis,
Department Chair

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.

(Semester hours are in parentheses.)

Program Requirements

•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, 518;

Curriculum 480, 503

•Related Disciplines (6)

See department list of approved courses.

•Comprehensive Examination (0)

(Total semester hours: 30)

Certificate of Advanced Graduate Study in Educational Administration

Admission Requirements

Completion of M.Ed. in educational administration or its equivalent; minimum

3.25 average in previous graduate work;

recommendation of the department;

Miller Analogies Test.

(Semester hours are in parentheses.)

Program Requirements

•Major Concentration (18-21)

Required: Administration 509, 531, 532,

561; Educational Services 500

Electives: one or two of the following

courses: Administration 402, 480, 504, 506,

507, 508, 510, 515, 518, 560; Curriculum

480, 503, 511

•Related Disciplines (9-12)

See department list of approved courses.

•Field Project or Internship (0)

(Total semester hours: 30)

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. Offered as needed.

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 supervisor-teacher relationships and leader behavior is included. Offered spring.

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. Offered fall.

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. Offered as needed.

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. Offered spring.

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. Offered spring.

3 semester hours.

509

Personnel Problems in Education

Techniques for improving work relationships with the professional staff, the non-professional staff, and the pupil personnel

are considered. Staff selection, orientation, and evaluation are stressed. Theory of organizational behavior as it affects allocation of personnel is reviewed. Offered as needed.

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. Offered spring.

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. Offered as needed.

3 semester hours.

518

Microcomputers in Administration

The use of microcomputers in administrative functions is investigated. Topics include data-base management, report generation, word processing, spreadsheets, and graphics. Each student will get extensive hands-on experience with software and hardware commonly used in educational settings. Offered fall and summer.

3 semester hours. Prerequisite: graduate status or consent of department chair.

520

The Elementary School Administrator

This culminating experience for the M.Ed. in elementary school administration includes planning, clinical experience,

and reporting experiences.

Offered fall.

3 semester hours. Prerequisite: Admin. 502, 507 (or 510), 509; Ed. 505 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. Offered fall.

3 semester hours. Prerequisite: Admin. 502, 507 (or 510), 509; Ed. 505 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.

Offered spring.

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. Offered fall.

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

560

Seminar in Educational Administration

Topics vary. Offered as needed.

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. Offered fall.

3 semester hours. Prerequisite: Psych. 320, or a course in statistics with consent of advisor. Open only to accepted C.A.G.S. candidates.

EDUCATIONAL SERVICES

500

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 structure. Offered as needed.

3 semester hours. Prerequisite: consent of advisor and admission to post-master's degree program.

African/Afro-American Studies

Richard Lobban, Jr.
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.

(Semester hours are in parentheses.)

•Required Courses (6)

African/Afro-American Studies 200, 361

•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; 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; Labor Studies 307; Political Science 341; Psychology 409; Social Science 310

Group B. History: History 314, 356

Group C. Literature and the Arts:

English 326; 335*

•Cognates (12)

Twelve semester hours in related disciplines

*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.

COURSE OFFERINGS

See participating departments also.

AFRICAN/AFRO-AMERICAN STUDIES

200

Perspectives on African and Afro-American Culture

This course examines the background, significance, and context of African and Afro-American culture. The focus is on the social, economic, psychological, political, and historical processes which are the foundations of Afro-American culture in the past and present. Offered as needed.

3 semester hours. Gen. Ed. Category 2.

361

Seminar in African/Afro-American Studies

This seminar provides the culminating experience for majors in the program. Offered as needed.

3 semester hours. Prerequisite: AFAM 200 and consent of coordinator.

Anthropology

Department of Anthropology and Geography

Terence Hays

Department Chair

Programs of Study

Major: Anthropology—General (B.A.); Anthropology—Pre-Professional Specialization (B.A.).

Minor: Anthropology.

The program in anthropology provides a variety of alternatives for students wishing to plan academic or applied careers in anthropology, to utilize anthropological data and methods as adjuncts to enhance other careers, or to pursue a general interest in the study of humanity. Students are encouraged to develop competence in foreign languages as well as in computer, statistical, and other technical skills. Appropriately supervised field experiences are also encouraged.

No more than two anthropology courses taken to fulfill requirements in the General Education Program may be counted toward fulfilling requirements for the anthropology major.

Anthropology minors may serve to complement other majors, or to provide guidelines for students wishing to create career-related emphases within the general anthropology major or pre-professional academic specialization (see statement on minors in anthropology).

Major in Anthropology—General

The general major requires a minimum of 30 semester hours in anthropology and at least 12 semester hours of cognates, chosen with the approval of the advisor. The cognate requirement is waived for students in elementary education. The general major allows maximum flexibility for students who wish to pursue a general interest in anthropology or to combine anthropology with another career orientation.

(Semester hours are in parentheses.)

•Required Courses (6)

Anthropology 201; at least one course chosen from Anthropology 202, 203, 310

•Choices in Major (24-25)

Eight other anthropology courses (at least five at the 300-level). One interdisciplinary course may be included with the approval of the department chair.

•Cognates (12-16)

Any other major or minor, or four courses selected with advisor's approval

Major in Anthropology with Pre-Professional Specialization

The pre-professional specializations require a minimum of 33 semester hours in anthropology and at least 12 semester hours of cognates, chosen with the approval of the advisor. The pre-professional specializations share a common core of required courses, including the proseminar to be taken early in the major, but differ in specialized requirements and cognate choices. They are designed both to prepare students for anthropological careers outside of academics and to provide a basis for entry into graduate programs in either academic or applied orientations.

(Semester hours are in parentheses.)

•Core Courses (Required in All Specializations) (15)

Anthropology 201, 202, 203, 300, 310

•Specializations

Select A, B, or C.

A. Academic

This specialization provides a broad academic base designed to prepare students for entry into graduate schools in anthropology. Combined with an emphasis as suggested by the structured minors, this specialization can also prepare students for advanced study or employment in a variety of professions.

Choices in Major: SIX additional 300-level anthropology courses (may include one interdisciplinary course with the approval of the department chair) (18-19)

Cognates: one course from Group 1.

Methods and one from Group 2. Skills, and two additional courses to be chosen in consultation with advisor (12-16)

1. Methods:

History 200, 337; Philosophy 320; Political Science 300, 304; Psychology 320; Sociology 302, 304

2. Skills:

Art 217; Communications 222; Computer Science 102, 201; English 231, 338; Geography 310, 350 (Computer Cartography or Geographic Information Systems); languages (any modern language course at the intermediate level or above); Mathematics 240, 345; Sociology/Social Science 102

B. Applied

Within a broad academic base which can prepare students for entry into graduate school in anthropology, this specialization provides a structured set of choices for students who expect to pursue careers in applied rather than academic anthropology or who might wish to seek employment upon graduation with a more technical/skills oriented undergraduate training.

Required: Anthropology 332, 333, 334, 339 (12)

Choices in Major: two additional 300-level anthropology courses (6)

Cognates: one course from Group 1.

Methods and one from Group 2. Skills, and two additional courses to be chosen in consultation with advisor (see group list under academic specialization above) (12-16)

C. Public Archaeology

Within a broad academic base which can prepare students for entry into graduate schools in anthropology, this specialization provides a structured set of choices for students who expect to pursue careers in public archaeology and cultural resource management. The program does prepare students for entry-level employment in these fields.

Required: Anthropology 311, 324, 375, 385 (12)

Choices in Major: two additional 300-level anthropology courses (6)

Cognates: choose either three from Group 1. Technical and two from Group 2. Environmental/Historical or two from Group 1 and three from Group 2 (14-19)

1. Technical:

Art 317; Geography 324; Chemistry 103, 104; Computer Science 101, 102; English 230; Geography 310; History 200; Industrial Arts 101; Management 301; Mathematics 240; Political Science 101

2. Environmental/Historical:

Biology 318, 353; Geography 200, 205, 305, 312, 320; History 341, 342, 343, 355; Physical Science 205, 212

Minors in Anthropology

Minors in anthropology consist of Anthropology 201 and five additional anthropology courses. Students in any program may elect either the general minor or one of four other minors designed to complement and enhance career potential in particular professions. The minors may also serve as guidelines for students wishing to develop career-related emphases within the general anthropology major or the pre-professional academic specialization. (Semester hours are in parentheses.)

A. General

Required: Anthropology 201 (3)

Any five additional courses in anthropology, at least three of which must be at the 300-level (15-16)

B. Allied Health/Health Services

Required: Anthropology 201, 203, 309 (9)

Three courses from Anthropology 205, 301, 304, 308, 337, 341 (with approval of department chair, one from Anthropology 318-327 may be substituted) (9)

C. Arts

Required: Anthropology 201, 204, 381 (9)

Three courses from Anthropology 206, 305, 310, 311-327 (not more than two from 311-327, as approved by department chair) (9-10)

D. Human Services

Required: Anthropology 201 (3)

One course from each of the following (12):

Populations: Anthropology 205, 301, 308, 310

Backgrounds: Anthropology 307, 338 (with approval of department chair, one from Anthropology 318-327 may be substituted)

Institutions: Anthropology 303, 335, 336, 337

Problem Areas: Anthropology 339, 340, 341

One additional course from the groups above (3)

E. Business/Development

Required: Anthropology 201, 335 (6)

Four courses from Anthropology 303, 307, 310, 334, 336, 338, 339 (with approval of department chair, one from Anthropology 318-327 may be substituted) (12)

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

200

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.

Offered fall, spring, summer.
3 semester hours. Gen. Ed. Category 7

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. Offered fall and spring.
3 semester hours. Gen. Ed. Category 1.

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. Offered fall and spring.

(4) 3 semester hours. Gen. Ed. Category 2.

203

Introduction to Physical Anthropology

The emergence of humankind is studied, emphasizing the role of biocultural variables in human evolution. Lecture-discussion, films, and laboratory exercises introduce topics in general anthropology, primatology, paleontology, and variation in modern populations. Offered fall and spring.

(4) 3 semester hours. Gen. Ed. Category 4.

204

Art, Society, and Culture

Study of primitive arts and artists in a sociocultural context emphasizes the arts as expressions of cultural and social acts. Specific examples of visual arts, music, dance, and dramatic performance from non-Western societies are examined. Offered fall and spring.

3 semester hours. Gen. Ed. Category 2.

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. Offered fall.

3 semester hours. Gen. Ed. Category 2.

206**Oral Traditions**

Various forms of spoken tradition are studied as cultural manifestations. These include myths, legends, folktales, parables, poetry, riddles, and games. Offered fall and spring.

3 semester hours. Gen. Ed. Category 2.

300**Proseminar in Anthropology**

Through comparison and critical analysis of selected readings, students explore the variety of approaches that anthropology offers to the study of important questions about humanity. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201, 202, 203, and 310, or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

303**Comparative Law and Justice**

Concepts and systems of law and justice are examined in a variety of pre-state and state societies so that students may understand the operation of law and justice in cross-cultural contexts, including that of the contemporary United States. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: Anthro. 202 or 203 or consent of instructor.

305**Exploring Ethnographic Film**

A broad perspective on a special category of documentary film—ethnographic film—is provided. Content includes a history of the genre, study of individual filmmakers, examination of film and ethnography in other media, and a consideration of the impact of cinematic language on the genre. Students cannot receive credit for both Anthropology 305 and Film Studies 305. Offered as needed.

4 semester hours. Prerequisite: Anthro. 201, Eng. 116, Comm. 241, or Film Studies 220.

307**Peasant Societies and Cultures**

Theories explaining peasant social, economic, political, and ideological life are presented against a contrasting background of empirical material from ethnographic descriptions of various peasantries. The place of peasantry in a world undergoing economic development is considered. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

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. Offered spring.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

310**Language and Culture**

Interrelationships between language and other aspects of culture are examined as they illuminate anthropological issues and theories. Offered fall.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

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. Offered as needed.

Regions 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 societies. Anthropology 327 may be taken more than once as the content changes. Offered as needed.

Regions include:

318 Southeast Asia

319 Africa

320 Mediterranean

321 Oceania (Pacific)

322 Caribbean

323 Southeast 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 department chair.

332**Applied Anthropology**

The history, evolution, methods, objectives, and applications of the practical

involvement of anthropology in understanding and solving human problems are explored. The course also considers ethics and contexts in which anthropology is an applied profession. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

333**Research Methods in Cultural Anthropology**

The theory and practice of anthropological research are the subject matter of this course. Topics include epistemology, causality, hypothesis formation and testing, participant observation, questionnaire development, interviews, cross-cultural comparisons, analytical frameworks, as well as basic quantitative techniques. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

334**Issues in Modernization and Development**

This course examines modernization and development in a world context, with emphasis on non-Western societies. These phenomena are considered in their historical, geographical, and cultural perspectives. Theories including cultural revolution, modernization, convergence, and core periphery are taken into account. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

336**Political Anthropology**

The various factors contributing to the structure, form, and cohesiveness of polit-

ical systems are studied. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

338 Urban Anthropology

Western and non-Western traditions in urbanization are compared and contrasted. Cross-cultural comparisons are emphasized. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

339 Culture Change

This is a study of societal change, conflicts, and accommodations caused by the contact of differing cultures. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

341 Psychological Anthropology

This course surveys topics of common interest to the disciplines of psychology and anthropology, emphasizing social and cultural factors in cognition, perception,

deviant behavior, and personality formation. Offered as needed.

3 semester hours. Prerequisite: Anthro. 201 or consent of department chair.

360 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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

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 an 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. Offered summer.

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. Offered alternate summers (even years).

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. Offered alternate summers (even years).

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 advisor. Offered as needed.

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. Offered as needed.

3-12 semester hours. Prerequisite: written application containing program of study identifying objectives, outcomes, timing, and review procedures must be approved by advisor, department curriculum committee, and department chair.

Art

Department of Art
Betty Ohlin
Department Chair

Programs of Study

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

Minors: Art History, Studio Art.

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

Bachelor of Fine Arts Curriculum—Studio Art

In addition to the General Education Program, the Bachelor of Fine Arts curriculum requires a total of 72 semester hours in studio courses distributed among four areas: foundation program, concentration, related studio, and studio electives. Students must also take 12 semester hours in art history. A minimum of 120 semester hours is required for graduation.

B.F.A. concentrations include: graphics/printmaking/photography; sculpture/ceramics/metals; crafts; ceramics/metals/fiber; painting/printmaking.

(Semester hours are in parentheses.)

*Foundation Program (18)

Required: Art 101, 104, 105, 114, 200, either 205 or 225

*Concentration (24)

Required:

Studio I (200-level, three semester hours)

Studio II (300-level, three semester hours)

Art 394, 395, 396, (6 semester hours each, total 18) in one area—painting, sculpture, etc.

*Related Studio (12)

Courses restricted to concentration area and to be approved by advisor and department chair

*Studio Electives (18)

*Art History (12)

*General Education Program (36–38)

Admission and Retention

Freshmen enter the B.A. program in studio art and are eligible to apply for B.F.A. candidacy after completing the foundations program. Applications for B.F.A. candidacy are due April 1 for fall admission and November 1 for spring admission. Transfer students may apply after admission to the College and evaluation of a portfolio. Prospective students should request a copy of the *Art Student Handbook* from the Department of Art office for complete details.

A student may choose a faculty advisor in the elected studio area. The faculty advisor 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 admission to the B.F.A. curriculum, plus a successful review of a portfolio of work.

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

All students will be expected to maintain high performance in both quantity and quality of work. Work falling below a C in any of the studio courses will be a cause for concern, and consultation and remedial action will be required.

Note: Upon admission to B.F.A. candidacy, the student must develop a complete plan of study approved by the advisor and department chair. All general education requirements must be completed by the end of the junior year. The senior year will be devoted exclusively to studio work.

Major in Art, Studio Art

The major in studio art consists of at least 45 semester hours, distributed among three areas: studio foundations, concentration, including Art 395 which culminates in the exit requirement 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 of a minimum of six semester hours.

(Semester hours are in parentheses.)

*Studio Foundations (15)

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

*Concentration (15)

Required: two studio courses in chosen field, painting, sculpture, etc., at the 200- and 300-levels. One additional studio course to be selected in consultation with advisor and approved by department chair.

Art 394, 395 (six semester hours) in chosen field

*History and Criticism of the Arts (15)

Required: Art 231, 231, 332, 333

One course from Art 334, 336, 337

One course from Art 334, 336, 337

*Cognates (6)

Two courses from the following:

English 325, 334; Music 201, 221, 222, 314;

Theatre 205, 340, 341, 440

Admission and Retention

At the point when a student is ready to declare a concentration and has completed Foundations requirements (see above), the student shall apply to a concentration by establishing a plan of study with an appropriate advisor. The faculty advisor 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 a studio concentration.

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

Curriculum in Art, Art History

The art history curriculum requires a minimum of 36 semester hours in art history, plus 6 semester hours in studio courses and at least 12 semester hours of cognates.

(Semester hours are in parentheses.)

*Required Courses (36)

Art 231, 232, 331, 332, 333, 334, 336, 337,

361, 393. (Six additional semester hours

are required from either Art 361 or 393.

For this, each course may be repeated

once or twice, provided the topics and/or instructor are different.)

*Choices in Major (6)

Two studio courses from Art 101, 104, 105 (substitutions may be made with permission of the advisor and the instructor of the substituted course)

*Cognates (12)

At least 12 semester hours in related disciplines such as history, music, literature, languages, chosen with advisor'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 complete 28 semester hours in professional education, which include practicum and student teaching. The curriculum requires at least 120 semester hours. The program prepares graduates to teach kindergarten through high school. (Semester hours are in parentheses.)

*Art Studio (27)

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

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

*History of Art (9)

Required: Art 231, 232

One course from Art 330-337

*Advanced Art (9)

Choose from sequence A, B, or C.

A. Studio Sequence: a level II studio course and Art 394-395, all in the same concentration (painting, ceramics, etc.)

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 any 300-level course in studio, art theory, art history

*Professional Education (28)

Required: Art Education 203, 301, 303,

325, 362; Foundations of Education 340,

345; Counseling and Educational Psychology 216

*General Education Program (36–38)

*Free Electives (9–11)

Admission and Retention

The art education program has special admission and retention requirements. In order to plan their courses of study effectively, students should check the prerequisites for Art Education 203, 301, 303, and 325 (concepts, practicum, and student teaching), and consult with an advisor as soon as possible. Although students may declare the major as freshmen, formal acceptance into the program coincides with permission to enroll in Art Education 301. A GPA of 2.50 is required in art and art education courses for entry into practicum and student teaching.

Also see Special Admission and Retention Policies in undergraduate Academic Requirements, introductory section of this catalog.

Minor in Art History

The minor consists of five courses, minimum of 15 semester hours: Art 231, 232, 361; one course from Art 331, 332, 335, and one course from Art 334, 336, 337.

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 program.

GRADUATE PROGRAMS*Advisor: David Hysell***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 Analyses 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 art history and 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 496: Graduate Studio: Topics, in which the student will complete work for an exhibition and a catalog of the exhibition documented with photographs and a philosophic statement of documentation of study.

2. Art History and Related Disciplines. The student must choose one course from: Art 330-337 or 361; and one course from 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 advisor's approval, six semester hours as needed to augment the student's plan of study.

Semester Review

On the first day of exam week each semester, students are required to participate in a semester review process with other graduate students and the studio faculty to assess their progress and readiness for their graduate exhibition.

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 semester review committee, which is composed of all studio 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.)

(Semester hours are in parentheses.)

Program Requirements—Certified Teachers

*Humanistic and Behavioral Studies (6)
*Curriculum and Instruction or Art Education 513 or 515 (3)

*Art, including Art 560 (21)
*Comprehensive Examination (oral or written) and Thesis, Graduate Project, or Exhibition (0)
(Total semester hours: 30)

Program Requirements—M.A.T.-C.

*Humanistic and Behavioral Studies (9)
Some of these requirements may be waived, depending on student's background or experience.

*Art Education Courses, including studio teaching and Art Education 513 or 515 (19)

*Art, including Art 560 (12)
*Comprehensive Examination (oral or written) and Thesis or Graduate Project (0)
(Total semester hours: 40)

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

COURSE OFFERINGS**ART, 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. Offered fall and spring.
(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.
Offered fall and spring.

(6) 3 semester hours.

105**Drawing II**

This course is an introduction to figure drawing. It includes basic anatomy, general nomenclature of the human figure, and consideration of various artistic problems. The student works from the live figure, the skeleton, and texts on anatomy. Studio. Offered fall and spring.
(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. Offered fall and spring.
(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. For art majors only. Offered fall.

(4) 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. Offered fall and spring.

(4) 3 semester hours. Gen. Ed. Category 3

**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. Offered spring.

(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. Offered fall and spring.

(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. Offered fall.

(6) 3 semester hours. Prerequisite: Art 104.

**208
Printmaking I**

This course is an introduction to the manipulation of materials and techniques of printmaking. Technical and aesthetic considerations are explored with relief, intaglio, and lithographic processes. Studio. Offered spring.

(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

**215
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. Offered spring.

(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

**217
Introduction to Photography**

The emphasis is upon the expressive potential of the media through the creative use of theory, procedures, and controls. Studio. Offered fall and spring.

(6) 3 semester hours. Prerequisite: Art 104 or consent of instructor.

**218
Serigraphy**

This course is an introduction to silk-screen printing and its related stencil techniques (paper, cut film, tusche, 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. Offered as needed.

(6) 3 semester hours. Prerequisite: Art 114 and either 205 or 225.

**219
Fiber, Off-Loom**

Contemporary approaches are explored in traditional off-loom textile constructions. Art 329 may be taken before Art 219. Studio. Offered spring.

(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. Offered fall.

(6) 3 semester hours. Prerequisite: Art 104.

**224
Graphic Design I**

Various exercises with type, graphic tools, and techniques are investigated as they relate to word and image. Emphasis is on the design process, using roughs, paste-ups, comprehensives, dummies, etc., to record technical and conceptual development. Studio. Offered fall and spring.

(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. Offered fall.

(6) 3 semester hours. Prerequisite: Art 105.

**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. Art majors cannot use this course to meet general education requirements. Lecture only. Offered fall, spring, summer.

(3) semester hours. Gen. Ed. Category 3.

**232
Renaissance through Modern Art**

Focusing on European painting, sculpture, architecture, and the minor arts of the past 500 years, this course is a further development of the basic aims of Art 231. Art majors cannot use this course to meet general education requirements. Lecture only. Offered fall, spring, summer.

(3) semester hours. Gen. Ed. Category 3.

**302
Painting II**

This course 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. Offered fall.

(6) 3 semester hours. Prerequisite: Art 202.

**306
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. Offered spring.

(6) 3 semester hours. Prerequisite: Art 206.

**315
Sculpture II**

Specialized skills and individualized development of expressive ideas are emphasized through concentrated work with one or more advanced sculpture media. Studio. Offered fall.

(6) 3 semester hours. Prerequisite: Art 215.

**324
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 separations, and the use of the process camera. Studio. Offered fall and spring.

(6) 3 semester hours. Prerequisite: Art 224.

327**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. Offered fall.

(4) 3 semester hours.

329**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. Offered fall.

(6) 3 semester hours. Prerequisite: Art 104.

330**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's accomplishments. Any course in either literature or history of the Far East would be a highly desirable adjunct to this course. Lecture only. Offered as needed.

3 semester hours. Prerequisite: Art 231 and 232.

331**Greek and Roman Art**

Greek and Roman art from the 10th 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. Offered spring.

3 semester hours. Prerequisite: Art 231 and 232.

332**Renaissance Art**

This course begins with an exploration of the concept of the Renaissance in 14th- and 15th-century Italy and continues through the 16th century. It surveys the

origins, variety, and causes of painting, sculpture, and architecture in major European centers. Lecture only. Offered fall.

3 semester hours. Prerequisite: Art 231 and 232.

333**Baroque Art**

Beginning with the changes occurring in Rome around 1600, this course surveys 17th-century European art, with emphasis on Italian art. Lecture only. Offered spring.

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. Offered fall.

3 semester hours. Prerequisite: Art 231 and 232.

336**Nineteenth-Century European Art**

This course begins with the manifestation of romanticism and neoclassicism in late 18th-century European art. It then follows the 19th-century developments of realism, naturalism, and symbolism in France, England, Germany, and Belgium. Lecture only. Offered fall.

3 semester hours. Prerequisite: Art 231 and 232.

337**Twentieth-Century Art**

This course begins with early 20th-century modernist movements in European painting and sculpture. It traces the development of dada and surrealism in European centers, shifting its focus to the American school after World War I and exploring contemporary American trends. Lecture only. Offered spring.

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. Offered spring.

(8) 3 semester hours. Prerequisite: Art 221.

343**Principles of Art Therapy**

Focus is upon theoretical, philosophical, and psychological bases underlying therapeutic art. Developmental content integral to the field and its usage with normal special populations are explored through readings and discussions. Observations in a variety of therapeutic/rehabilitative settings are included as orientation to the field. Offered as needed.

3 semester hours. Prerequisite: Psych. 110.

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. Offered fall and spring.

(6) 3 semester hours. Prerequisite: Art 217.

348**Printmaking II**

This course contains continued and additional information about printmaking. Individual development is emphasized. Relief, intaglio, and lithographic processes are further explored in black and white and color. Studio. Offered fall.

(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. Offered as needed.

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. Offered fall and spring.

3 semester hours. Prerequisite: advanced class standing and consent of instructor.

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 foundational to each activity are explored. Studio. Offered spring.

(4) 3 semester hours.

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. Offered as needed.

1-6 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. Offered as needed.

3 semester hours. Prerequisite: completion of most advanced course offered in the 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. Offered as needed.

3 semester hours. Prerequisite: each Art 393 must be preceded by the lecture course in 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. Offered fall and spring. (2-12) 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. Offered fall and spring. (2-12) 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 multimedia); 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. Offered fall and spring. (6) 1-6 semester hours. Prerequisite: senior status and completion of concentration.

494

Graduate Studio: Topic

This graduate studio requires the student to perform at a professional level in both technique and attitude regarding the specific topic. The student must demonstrate an independent attitude of self-regulation in developing concepts and executing the work. This course culminates with a Department Graduate Committee review. Studio. Offered fall and spring. (3-18) 1-6 semester hours. Prerequisite: 300-level course in topic.

495

Graduate Studio: Topic

This course is a continuation of Art 494. It culminates with a Department Graduate

Committee review. Studio. Offered fall and spring. (3-18) 1-6 semester hours. Prerequisite: successful completion of Art 494 and consent of instructor.

496

Graduate Studio: Topic

Topics involve independent professional research demonstrating continuity, integrity, and innovation in a particular area, as well as relationships among social issues, technology, and visual expression. This course must be a continuation of the student's concentration and culminates with a graduate exhibition on approval of advisor and the Department Graduate Review Committee. Studio. Offered fall and spring. (3-18) 1-6 semester hours. Prerequisite: successful completion of Art 495 and consent of instructor.

560

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. Offered every third semester. Last offered spring 1988. 3 semester hours. Prerequisite: consent of department chair.

590

Directed Graduate Study

Research and/or work in visual arts is conducted under the supervision of a member of the department. Studio. Offered as needed. 1-6 semester hours. Prerequisite: consent of department chair. Open to all candidates in master's programs that are offered by the art department.

ART EDUCATION

203

Introduction to Art Education

This course offers the prospective art education major an orientation to the field of

art education. Concepts in art as a discipline, as well as concepts of teaching and learning in art, are considered. Observational and studio experiences are included. Lecture and lab. Offered spring. (Formerly Education 203; Concepts in Art Education.)

(4) 3 semester hours. Prerequisite: 12 semester hours in art.

301

Practicum I

Philosophical, sociological, and psychological content integral to art education is studied through readings and discussions. The identification of teaching concepts, measurement and evaluation, interdisciplinary directions, and development of lesson plans are included. Observation and introductory teaching experience in secondary classroom situations are important components. Lecture and lab. Offered fall.

(4) 3 semester hours. Prerequisite: Art Ed. 203, CEP 216, 24 semester hours in art, and acceptance into art education program. Graduate Prerequisite: Art Ed. 463 (preceding or concurrent), CEP 419 or 441, and acceptance into M.A.T.-C. program.

303

Practicum II

This is a continuation of Art Education 301. Theoretical and pragmatic understanding of child art development, identification of special-needs students, teaching models and curriculum development in art and aesthetic education are considered. Observation and introductory teaching experience in elementary and special education classrooms situations are important components. Lecture and lab. Offered spring. (Formerly Education 303; Practicum in Art Education.)

(4) 3 semester hours. Prerequisite: Art Ed. 301 and 33 semester hours in art.

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 assign-

ments. The school calendar for each placement must be observed. Lecture and laboratory. Offered fall. (Formerly Education 325.)

8 semester hours. Prerequisite: CEP 216; Art Ed. 203, 301, 303; and special departmental requirements.

340

Methods and Materials in Art Education

This course considers 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. Offered fall, spring, summer. (Formerly Education 340.)

(3) 2 semester hours.

362

Seminar in Art Education

This seminar, taken concurrently with Art Education 325, focuses on detailed analysis of both elementary and secondary teaching experiences. Lecture only. Offered fall. (Formerly Education 362.) 1 semester hour. Prerequisite: concurrent enrollment in Art 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. Offered as needed. (Formerly Education 421.) 3 semester hours. Prerequisite: Art Ed. 340, art or elementary teaching experience, and consent of instructor.

463

Graduate Orientation

This seminar is designed for entering M.A.T.-C. students as an intensive introduction to goals and practices in art education. Accepted students may take this

course concurrently with Practicum I. Offered fall.

1 semester hour. Prerequisite: application or acceptance into M.A.T.-C. program in art education.

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. Offered as needed. (Formerly Education 513.)

3 semester hours. Prerequisite: consent of instructor.

515

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. Offered every third semester. Next offered fall 1988. (Formerly Education 515.)

3 semester hours. Prerequisite: consent of instructor.

Bilingual-Bicultural Education

Joao Botelho

Director

Programs of Study

Specialization: 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.

(Semester hours are in parentheses.)

•Specialization Requirements: Education 315, 316; Foundations of Education 420 (9)

•Academic Discipline: one course from the following: Anthropology 310, 322, 339; Education 317; History 345, 359 (3)

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.

(Semester hours are in parentheses.)

•Specialization Requirements: Education 311, 315, 316; Foundations of Education 420 (12)

•Academic Discipline: English 211 and one course from the following: Anthropology 310, 322, 339; Education 317; History 345, 359 (6)

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.

GRADUATE PROGRAM

Master of Education—Bilingual-Bicultural Education

Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test.

(Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)

Two courses from Education 409; Foundations of Education 402, 420, 501; Psychology 400, 402, 408, 409

•Major Concentration (18)

Required: Education 446, 447, 517

One elective from Curriculum 511; Education 431

One elective from Education 311, 322, 401, 434

One elective from English 332, 333;

French 300, 320; Psychology 333; Spanish 330, 320

•Related Disciplines (6)

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

(Total semester hours: 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 advisor'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 Elementary and Secondary Education as well as other participating departments.

Biology

Department of Biology
Kenneth Kinsy
Department Chair

Programs of Study

Major: Biology (B.A.).
Minor: Biology.
Graduate Programs: Biology (M.A., M.A.T., M.A.T.-C. Program).

Major in Biology

The biology major requires a minimum of 30 semester hours in the discipline and at least 16 semester hours of cognates in chemistry and 8 semester hours of 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.

(Semester hours are in parentheses.)

*Required Courses (20)

Biology 101, 102, 220, 221, 318

*Choices in major (10-12)

One course from Biology 300, 321, 324, 329, 353, 354

Two additional biology courses

*Cognates (24)

Chemistry 103, 104, 205, 206; Physics 101, 102 (or Physics 200 and either 201 or 202)

Note: Students considering a double major in biology and chemistry should select Physics 200 and either 201 or 202.

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

First Year

Biology 101-102

Chemistry 103-104

Second Year

Biology 220, 221

Chemistry 205-206

Third Year

Biology 300, 321, 324, 329, 353, or 354

Biology 318

Physics 101-102, or 200 and either 201 or 202

Fourth Year

Biology electives, 6-8 semester hours

Minor in Biology

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

(Semester hours are in parentheses.)

Required: Biology 101, 102 (8)

Two courses from Biology 220, 221, 300, 318 (8)

One additional biology elective (3-4)

Admission

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

Suggested Sequence

First Year

Biology 101-102

Second Year

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

Third or Fourth Year

Biology elective, 3-4 semester hours

Honors Program

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

Medical Technology Program

See Medical Technology.

Radiologic Technology Program

See Radiologic Technology.

GRADUATE PROGRAMS

Master of Arts in Biology

Admission Requirements

Minimum of 24 semester hours in biology, including those areas covered in the

Rhode Island College undergraduate curriculum. Six to 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 469), 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.

Admission Requirements

Minimum of 21 semester hours in the biological sciences; cumulative grade point average of 2.2, or 3.0 in science courses. (Semester hours are in parentheses.)

Program Requirements—Certified Teachers

•Humanistic and Behavioral Studies (6)

•Curriculum and Instruction (3)

•Biology, including Biology 460 (taken twice) and 491-494 for one to four semester hours (21)

(Total semester hours: 30)

Program Requirements—M.A.T.-C.

•Humanistic and Behavioral Studies (10)

•Education courses, including student teaching (13-15)

•Biology, including Biology 460 (taken twice) and 491-494 for one to four semester hours (12)

(Total semester hours: 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

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.

BIOLOGY

101

Introductory Biology I

This course introduces the fundamental principles and concepts of life. The molecular and cellular nature of living systems is stressed. Lecture and laboratory. Offered fall, spring, summer. (6) 4 semester hours. Gen. Ed. Category 4.

102

Introductory Biology II

In this continuation of Biology 101, the biology of organisms is emphasized. Lecture and laboratory. Offered fall, spring, summer. (6) 4 semester hours. Prerequisite: Bio. 101. Gen. Ed. Category 4.

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. Offered fall, spring, summer. (3) 3 semester hours. Gen. Ed. Category 4.

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. Offered spring. (4) 3 semester hours. Gen. Ed. Category 4.

108**Basic Principles of Biology**

An introduction to basic biological principles, this course is intended to prepare students for courses in human anatomy, vertebrate physiology, and microbiology. Lecture and laboratory. Not open to biology and medical technology majors. Offered fall and spring.

(6) 4 semester hours.

109**Fundamental Concepts of Biology**

Unifying concepts from various levels of biological organization are considered. Emphasis is placed on the organism: its structure, physiology, and interaction with the biological and physical environments. Intended for students pursuing studies other than the natural sciences. Lecture and laboratory. This course is not open for credit to those who have received credit for Biology 101, 102, 103, 104, or 108. Offered fall, spring, summer.

(6) 4 semester hours. Gen. Ed. Category 4.

220**Cell and Molecular Biology**

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

(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. Offered spring.

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

238**Elements of Mycology and Parasitology**

Basic concepts necessary to the study of fungi, protozoan, and worm parasites in a

clinical setting are presented. Opportunities are provided for the direct examination of representative materials. The course is not open to students who have taken Biology 323 or Biology 402.

Offered fall.

2 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. Offered as needed.

(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. Offered fall and alternate summers (even years).

(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. Offered as needed.

(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 parasites are examined. The biology of parasitism, evolution of host-parasitic relationships, resistance and immunity, and disease and vector control are

considered. Lecture and laboratory. Offered as needed.

(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. Offered as needed.

(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. Offered as needed.

(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. Offered as needed.

(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. Offered fall, spring, summer.

(6) 4 semester hours. Prerequisite: Bio. 101-102 or 108.

335**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. Offered fall, spring, summer.

(6) 4 semester hours. Prerequisite: Bio. 101-102 or 108.

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. Offered spring.

(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. Offered as needed.

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

348**Microbiology**

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

(6) 4 semester hours. Prerequisite: Bio. 101-102 or 108.

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. Offered as needed.

(7) 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. Offered as needed.

3 semester hours. Prerequisite: Bio. 221.

353

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, variation in cell types, and the overall structure of the plant body. This is a companion course to Biology 354 and students interested in botany are encouraged to complete both courses. Lecture and laboratory. Offered as needed.

(6) 4 semester hours. Prerequisite: Bio. 101-102 or consent of instructor.

354

Plant Growth and Development

Topics considered include photophysiology, 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. Offered as needed.

(6) 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 patho-

gens of animals are also considered. Lecture and laboratory. Offered as needed.

(6) 4 semester hours. Prerequisite: Bio. 348 or consent of instructor.

405

Mammalogy

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. Offered as needed.

(6) 4 semester hours. Prerequisite: Bio. 324.

410

Biochemistry I

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. Offered alternate falls (even years).

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

411

Biochemistry II

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. Offered alternate springs (odd years).

3 semester hours. Prerequisite: Bio. 410.

412

Biochemistry Laboratory

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

(6) 2 semester hours. Prerequisite: Bio. 411 preceding or concurrent.

426

Cell Morphology and Physiology

Topics considered may include solution 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. Offered as needed.

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. Offered as needed.

(6) 4 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. Offered spring.

(6) 4 semester hours. Prerequisite: Bio. 348 and Chem. 205-206.

430

Immunobiology

The characteristics of antigens, the nature of the immune state, and the use of antibodies in studies of biological problems are considered. The contributions of serology to systematics and evolution, biochemical individuality, development, and genetics are stressed. Lecture and laboratory. Offered as needed.

(6) 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 regen-

eration. Emphasis is on recent research. Lecture and laboratory. Offered as needed.

(6) 4 semester hours. Prerequisite: Bio. 220, 221, and 300, or the equivalent.

460

Graduate Seminar

Reports and discussion of current biological topics are presented. Offered fall and spring.

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 four semester hours may be earned in the sequence of Biology 491-494. Not open to students enrolled in M.A. program. Offered fall, spring, summer.

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. Offered fall, spring, summer.

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. Offered fall, spring, summer.

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

James Magyar
Department Chair

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 44 semester hours in chemistry and at least 23 semester hours of cognates. In addition, work in the following areas is encouraged: French or German to an intermediate level, Computer Science 102 and 201 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 graduate work. It is especially suitable for those interested in research in chemistry. (Semester hours are in parentheses.)

•Required Courses (44-45)
Chemistry 103 or 103H, 104 or 104H, 205, 206, 303-308, 310, 311, 314, 393

One course from the following: Chemistry 325, 410; Physics 300, 307 (a suitable chemistry topics course may be used with permission of the department chair)

•Cognates (23)
Required: Mathematics 212, 313, 314, 316; Physics 200 and either 201 or 202 (Physics 101-102 may be substituted in unusual circumstances, with permission of the department chair)

•General Education Program (36-38)
•Free Electives (14-17)

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 Freshman Sequence

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. (Semester hours are in parentheses.)

•Required Courses (31)
Chemistry 103 or 103H, 104 or 104H, 205, 206, 303-308

•Cognates (20)
Required: Mathematics 212, 313, 314; Physics 101-102 (or Physics 200 and either 201 or 202)

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 Freshman Sequence for Both Chemistry Majors

First Semester

Chemistry 103 or 103H

Mathematics 209 or 212

Writing 100

General Education

Second Semester

Chemistry 104 or 104H

Mathematics 212 or 313

English 101

History 110

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, these students are awarded the Bachelor of Arts or Bachelor of Science with honors in chemistry. 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.

CHEMISTRY

011

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. Audiovisual tutorial materials provide a self-paced format. Students with inadequate mathematical preparation are urged to take Mathematics 181. Offered as needed.

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

103-104

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 tech-

niques. Two semesters. Lecture and laboratory. Offered fall, spring, summer.

(12) 8 semester hours. Prerequisite: successful completion of Chem. 103 or its equivalent is a prerequisite to Chem. 104. Gen. Ed. Category 4.

103H-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. Chemistry 103H offered fall and Chemistry 104H offered spring.

(12) 8 semester hours. Prerequisite: successful completion of Chem. 103H or its equivalent is a prerequisite to Chem. 104H. Gen. Ed. Category 4.

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 general types of organic reactions. Lecture and laboratory. Chemistry 205 offered fall and summer; Chemistry 206 offered spring and summer.

(12) 8 semester hours. Prerequisite: Chem. 104. Successful completion of Chem. 205 or its equivalent is a prerequisite to Chem. 206.

303

Inorganic Chemistry I

Topics discussed include periodicity, structure and symmetry in solids, bonding theories, donor-acceptor chemistry, and nonaqueous solvents. Descriptive chemistry of the main group elements and inorganic functional group transformations are covered. Offered fall.

3 semester hours. Prerequisite or corequisite: Chem. 305 or consent of department chair.

304**Analytical Chemistry**

Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, including potentiometric and spectroscopic methods. Lecture and laboratory. Offered fall and spring.

(6) 4 semester hours. *Prerequisite:* Chem. 104, Physics 102 or 201 or 202, or consent of department chair.

305-306**Physical Chemistry**

This course presents, through rigorous quantitative approaches, 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. Chemistry 305 offered fall and Chemistry 306 offered spring.

6 semester hours. *Prerequisite:* Math. 314, Physics 102 or 201 or 202, and Chem. 104. Successful completion of Chem. 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. Chemistry 307 offered fall and Chemistry 308 offered spring.

2 semester hours. *Prerequisite or corequisite:* 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. Offered as needed.

3 semester hours. *Prerequisite:* Chem. 104 and Physics 102 or 201 or 202.

310**Inorganic Chemistry II**

Topics discussed include periodic, thermodynamic, optical, and magnetic properties of transition metals and their complexes. Isomerization, redox, and photochemical reactions of complexes are discussed from synthetic and mechanistic viewpoints. Transition-metal organometallics and catalysis are covered. Offered spring.

2 semester hours. *Prerequisite:* Chem. 303.

311**Inorganic Chemistry Laboratory**

Experiments performed illustrate periodicity, high vacuum and temperature techniques, reactions in non-aqueous and inert atmospheres. Synthesis, separation, and kinetics of reactions of transition-metal complexes and organometallic compounds are included. Molecular orbital calculation of inorganic systems will also be carried out. Offered spring.

(3) 1 semester hour. *Prerequisite or corequisite:* Chem. 306 and 310.

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. Offered alternate springs (odd years).

(6) 4 semester hours. *Prerequisite:* Chem. 304; *prerequisite or corequisite:* Chem. 305.

325**Advanced Organic Chemistry**

Synthesis, structure determination, and mechanism are discussed in the context of natural-product chemistry. Spectroscopic methods are emphasized. Laboratory work includes advanced synthesis, identification, and separation techniques. Lecture and laboratory. Offered alternate falls (odd years).

(6) 4 semester hours. *Prerequisite:* Chem. 206.

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. Offered fall and spring.

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. Offered as needed.

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. Offered as needed.

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

410**Biochemistry I**

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. Offered alternate falls (even years).

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

411**Biochemistry II**

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. Offered alternate springs (odd years).

3 semester hours. *Prerequisite:* Chem. 410.

Classical Area Studies

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, philosophies, social structures, and their influence on later European and American cultures. Classical area studies may serve as a major by itself or as a second major supporting those of art, anthropology, 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 be approved by the program coordinator.

(Semester hours are in parentheses.)

*Required Courses (30-31)

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 (6-8)

At least two courses from among the following:

Anthropology 202
Art 332, 333, 361
English 113, 334, 336*
History 303, 315
Latin 101, 102, 113, 114
Music 310
Philosophy 355
Social Science 316
Theatre 340

*When selections are classical.

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. Offered as needed.

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

Communications

Department of Communications and Theatre

Raymond Picozzi

Department Chair

Programs of Study

Majors: Communications, with emphasis in Speech Communication, Mass Communication, Speech and Hearing Sciences, Public Relations, Mass Media Management, or Business and Management Communication (B.A.); Communications and Theatre for Secondary Education (available only as a second major).

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.)

There is a cognate requirement for each emphasis, described below, which is waived for students in elementary education, except those electing public relations.

The communications program at Rhode Island College offers the opportunity to specialize in one of several diverse but related disciplines. Communication majors share a core of basic required courses, then pursue one of the following six concentrations: (a) mass communication (radio, television, and film); (b) mass media management (the management side of mass communication); (c) public relations; (d) speech communication (interpersonal, group, and presentational/rhetorical communication); (e) speech and hearing sciences (speech pathology and audiology); (f) business and management communication. A major in communications and theatre for secondary education (junior and senior high school teaching) is also available.

The department attempts to develop the capabilities of each student by providing a

balance between practical experience and theory. Flexible requirements allow the department to accommodate individual backgrounds, needs, and interests. Students are encouraged to participate in an internship program to get on-the-job communication experience.

We live in a communications age. The revolution in electronics has given added importance to the study of communication. Job titles and employment opportunities are changing so rapidly that the possession of transferable skills involving the creation, analysis, processing, and distribution of information is more important than ever.

In addition to providing training for specialists, the department strives to equip its students with the communication background necessary for their personal endeavors and in many different professions.

(Semester hours are in parentheses.)

•Required Courses

Communications 111, 208, 360 (9)

•Emphasis

Select A, B, C, D, E, or F.

A. Speech Communication:

At least five courses from Communications 254, 258, 301, 302, 351, 354-357, 359; plus two additional communications courses (21-22)

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

B. Mass Communication:

At least five courses from Communications 240, 241, 242, 340, 341, 343, 344, 346; plus two additional communications courses (21)

Cognates: at least 15 semester hours from one of the following disciplines: art, computer science, English, history, management, political science, psychology, sociology, theatre (15)

C. Speech and Hearing Sciences:

Required: Communications 220, 221, 222, 223 (or 224), 320, 321, 323 (21)
Cognates: five courses from Biology 331;

English 211; Psychology 230, 251, 320, 331, 333, 342, 345, 346, 373 (formerly 334), 374 (formerly 340), 424; Special Education 300 (18-20)

D. Public Relations

Required: Communications 301, 335, 379 (9)

Three courses from Communications 254, 351, 356, 359 (9)

One course from Communications 240, 258, 354, 355, 357 (3)

Special Requirements: three courses from English 230, 231, 240, 341 (9)

Cognates: four courses from Accounting 200; Economics 214; Management 301, 320; Marketing 301 (12-13)

E. Mass Media Management

Seven courses from the following: Communications 240, 301, 335, 340, 341, 343, 344, 354, 379; Theatre 319 (21)

Cognate: four courses from Accounting 200; Economics 214; Management 301, 320; Marketing 301 (12-13)

F. Business and Management Communication

At least six courses from the following: Communications 240, 254, 258, 301, 335, 351, 354, 356, 359; Theatre 319; plus one additional communications course (21)

Cognates: Management 301 and four courses from English 230, 231, 240; Industrial Technology 240; Management 320; Marketing 301, 335; Psychology 215, 421 (15)

*Communications 335 and Marketing 335 may not both be counted to fulfill the requirements for Emphasis F (Business and Management Communication).

Major in Communications and Theatre, for Secondary Education

The major in communications and theatre requires a minimum of 30 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 Secondary Education). (Semester hours are in parentheses.)

•Required Courses (15)

Theatre 205, 210, 320, 325, 330

•Choices in Major (15)

Two courses from Communications 208, 351, 356, 359

One course from each of the following groups:

A. Communications 220, 221, 302

B. Communications 240, 355

C. Communications 360, Theatre 360

•Cognates (12-16)

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, 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, 355; Theatre 205,

340, 341

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.

COMMUNICATIONS

111 Approaches 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.

Offered fall, spring, summer.
3 semester hours.

208

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.

Offered fall, spring, summer.
3 semester hours.

210

Effective Oral Communication

Intended to improve basic oral communication proficiency, this course deals with the effective expression of ideas in interpersonal and public communication settings. It is designed for noncommunications majors and may not be used for a major in communications. Offered fall and spring.

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. Offered fall and spring.

3 semester hours.

221

Introduction to Communication Disorders

This course is an introduction to the etiology, diagnosis, and treatment of various types of speech and language disorders. Offered fall and spring. (Formerly titled Introduction to Speech Pathology.)

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. Offered spring.
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. Offered fall.

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. Offered spring.

3 semester hours. Prerequisite: Comm. 223.

240

Mass Communication

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

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 3

242

Basic Filmmaking

Technical and theoretical aspects are explored in a workshop situation. 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. Offered fall and spring.

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. Offered fall.

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. Offered fall and spring.

3 semester hours.

300 Scholarship in Communications

The basic concepts underlying research methods and bibliographical resources are introduced. Representative samples of communications research are surveyed. Offered as needed.

3 semester hours. Prerequisite: at least 60 semester hours, with 15 semester hours in communications, including Comm. 111 and 208.

301 Public Relations

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

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 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. Offered spring.

3 semester hours. Prerequisite: it is recommended that majors enroll in Comm. 220 before taking this course.

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 utilized. Offered fall.

3 semester hours.

321 Speech and Hearing Science

The course provides an introduction to the many approaches necessary for understanding the production and perception of speech. Offered spring. (Formerly titled The Speech Chain.)

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. Offered fall.

3 semester hours. Prerequisite: Comm. 221.

335 Marketing Communications and Promotion

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 communica-

tions theory and controlling the promotion mix. Students may not receive credit for both Marketing 335 and Communications 335. Offered fall and spring.

3 semester hours. Prerequisite: Mkt. 301.

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. Offered spring.

3 semester hours. Prerequisite: Comm. 240.

341

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 control. Offered fall.

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. Offered fall, spring, summer.

3 semester hours. Prerequisite: Comm. 240 or 241.

344

Broadcast Journalism

The preparation, production, editing, and evaluation of broadcast news are included, with emphasis on local and special news events. The organization and policies of broadcast newsrooms and production of commercials and public affairs announcements are analyzed. Offered fall and spring.

3 semester hours. Prerequisite: Comm. 341.

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. Offered spring.

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. Offered spring.

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. Offered spring.

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. Offered fall.

3 semester hours.

356

Discussion and Group Communication

This course emphasizes the principles and practice of discussion as employed in committees, panels, symposia, 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. Offered spring.

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. Offered as needed.

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. Offered fall.

3 semester hours.

360

Seminar in Communications

An opportunity is provided to explore in depth an area in communications. Offered fall, spring, summer.

3 semester hours. Prerequisite: completion of at least 75 semester hours, including COMS 111, 208, and 12 additional semester hours in communications.

379

Field Experience/Internship in Communications

This course is designed to enable the student to gain a more comprehensive understanding of communication fields through on-the-job training. It offers instruction, supervision, and practice in professional communication careers and specialties.

This course may be taken twice. Offered fall, spring, summer.

3 semester hours. Prerequisite: students must be communications majors and have completed at least 18 semester hours in communications courses. Application must be made during the semester prior to field experience. Additional requirements are set forth in the application form.

390

Independent Study in Communications

The student selects an area for concentrated study under the supervision of a department faculty advisor. The course could involve creative work accompanied by a written analysis, or scholarly research culminating in a thesis paper. This course may be repeated once with a change in content. Offered as needed.

3 semester hours. Prerequisite: successful completion of 18 semester hours in communications courses and consent of instructor.

491

Special Problems in Communications

The student and a faculty advisor select a practicum-oriented problem on which to concentrate for the semester. The course requires periodic conferences between student and advisor, 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. Offered as needed.

3 semester hours. Prerequisite: successful completion of 18 semester hours in communications courses and consent of instructor.

Computer Information Systems

Department of Economics and Management

Joel Fuerts
Department Chair

Program of Study

Major: Computer Information Systems (B.S.).

Curriculum in Computer Information Systems

The computer information systems major requires a minimum of 39 semester hours in departmental courses, 14 semester hours of cognates, and 21 semester hours of computer information systems/computer science courses. 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.

The computer information systems major prepares students for careers dealing with the creation and implementation of computer-based information-generating systems which aid managers in planning and decision-making. The major combines theoretical and practical applications to ensure that students are prepared for entry-level positions in the fields of systems analysis, computer center management, computer programming, software development, and computer sales. (Semester hours are in parentheses.)

- Required Courses—Department of Economics and Management (39)
Accounting 201, 202; Economics 214, 215; Computer Information Systems 251, 352; Management 301, 341, 343, 348, 361, 371; Marketing 301
- Required Computer Information Systems/Computer Science Courses (12)
Computer Information Systems 256, 353, 355; Computer Science 310

•Computer Information Systems/Computer Science Electives (9)
Three courses from the following: Computer Information Systems 258, 354, 362; Computer Science 201, 204, 320

- Cognates (14)
Required: English 230, Mathematics 177, 258, 248
- General Education Programs (36-38)
- Free Electives (8-10)

Suggested Sequence

This major is designed primarily for upper-division students. Entering students intending to major in computer information systems should plan to complete their general education core and distribution requirements during their first two years. These courses provide an excellent and necessary preparation for the major and its requirements. In the first year, students may not take courses in the department but are strongly encouraged to complete Mathematics 177 and 238. Students entering their second year may enroll in a variety of departmental core courses at the 200-level, including introductory courses in accounting, economics, and computer information systems.

In the third year, students may enroll in 300-level courses in the department. The capstone experience is the managerial seminar, Management 361, which is taken in the last semester.

Retention Standards

Retention standards for all Department of Economics and Management majors, except economics, are as follows:

Beginning at the conclusion of the semester in which the student completes 57 semester hours, with a minimum of 27 semester hours earned at Rhode Island College, the following requirements as they pertain to different majors must be met to be retained as a major in the appropriate program, emphasis, or major in the Department of Economics and Management.

1. Satisfactory completion of the College Writing Requirement.
2. At least a 2.0 cumulative grade point average.

3. Satisfactory completion (i.e., passing grade) in all of the following general education requirements:
- History 110, 111;
 - English 101, 102; and
 - 12 semester hours of distribution requirements.
4. Satisfactory completion (i.e., passing grade and an overall 2.0 average) in all of the following required courses:
- Mathematics 177, 238, 248;
 - English 230;
 - Economics 214, 215;
 - Accounting 201, 202;
 - Computer Information Systems 251.

Procedures

- The Department of Economics and Management, in cooperation with the Records Office, will monitor the standards for all declared majors and notify those students who fail to meet the requirements.
- The Department of Economics and Management will establish and maintain an appeals committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances.
- Pre-registration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

COURSE OFFERINGS

Junior standing is a prerequisite for all 300-level computer-information-systems 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.

COMPUTER INFORMATION SYSTEMS

251

Computers in Management

This course provides an intensive hands-on experience with microcomputers and

their use with spreadsheets, word processing, and file processing software. Offered fall, spring, summer.
3 semester hours. Prerequisite: Com. Sci. 101 or consent of department chair.

256

Introduction to COBOL Programming

The elements of COBOL are taught to provide structured programming skills in this language. Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic sequential file processing, control breaks, and development of multigroup totals, as well as subscripts and table handling. Students cannot receive credit for both Computer Information Systems 256 and Computer Science 256. Offered fall, spring, summer.
3 semester hours. Prerequisite: an introductory course in computer science or computer information systems, or consent of chair of the Department of Economics and Management.

258

RPG Programming

The elements of RPG are taught to provide programming skills in this language. Topics include RPG syntax, file creation and maintenance, and the generation of reports. Offered as needed.
3 semester hours. Prerequisite: sophomore standing (25 semester hours minimum).

352

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. Offered fall, spring, summer.
3 semester hours. Prerequisite: Acct. 201 and CIS 251.

353

Systems Analysis and Design

Application of system design and analysis concepts introduced in prior courses is

made. The course content includes documentation, hardware/software selection, data-base development, system implementation, and post-implementation evaluation. Offered fall and spring.
3 semester hours. Prerequisite: CIS 352 or approval of department chair.

354

Decision-Support Systems

An overview of computer models currently available to aid management decisions is provided. The primary focus is on software currently available for solving contemporary problems. Applications include portfolio management, cost accounting, capital budgeting, inventory control, and sales forecasting. Offered spring.
3 semester hours. Prerequisite: CIS 353 and Mgt. 348, or consent of department chair.

355

Data-Base Programming

This is an overview of basic components of file and communications systems, as they support information systems. Activities include the development, maintenance, and interrogation of data bases generated with a general management language, e.g., Total IMS. Students cannot receive credit for both Computer Science 355 and Computer Information Systems 355. Offered spring.
3 semester hours. Prerequisite: Com. Sci. 310 or consent of department chair.

362

Applied Software Development Project

This is a practicum in the application of programming and systems-development concepts to a comprehensive systems-development project. Students will work in teams to analyze, design, and document realistic computer information systems of moderate complexity. Offered as needed.
3 semester hours. Prerequisite: CIS 353.

Computer Science

Department of Mathematics and Computer Science

James Scillock
Department Chair

Programs of Study

Major: Computer Science (B.A.).
Minor: Computer Science.
Skills Sequence: Computer Science.

Major in Computer Science

The major requires a minimum of 31 semester hours in computer science and at least 12 semester hours of cognates. (Semester hours are in parentheses.)

•Required Courses (18)
Computer Science 201, 221, 315, 320, 330, 335
•Choices in Major (13-15)
Two courses from Computer Science 203, 204, 256, 304

Three courses from Computer Science 310, 322, 323, 325, 327, 337, 380
•Cognates (12-16)
Mathematics 200 or 315
Mathematics 212 or 247
Mathematics 240 or 248 or 341
One course from the following:

Computer Information Systems 352; Economics 347, 349; English 335; Industrial Technology 326; Management 348; Mathematics 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.

Retention Requirement

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

A student who has been dismissed will be reinstated as a computer science major when the GPA in Computer Science 221 or above becomes 2.5 or higher. A student may submit a written appeal of reinstatement.

ment 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 nine of the 11 required courses in the program. To meet this requirement, students may have to take additional computer science courses.

Minor in Computer Science

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

(Semester hours are in parentheses.)

- A. Two courses from Computer Science 101 (or 102), 204, 256 (4-6)
- B. Computer Science 201 (3)
- C. Computer Science 221 (3)
- D. Computer Science 310 or 315 (3)
- E. Computer Science 330 (3)
- F. One course from Computer Science 310, 315 (whichever was not taken previously), 320, 325 (3)

Computer Science Skills Sequence

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

(Semester hours are in parentheses.)

- A. Two courses from Computer Science 101 (or 102), 204, 256 (4-6)
- B. Computer Science 201 (3)
- C. Computer Science 221 (3)
- D. One course from Computer Science 310, 315; Computer Information Systems 352; Mathematics 345 (3)

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

COURSE OFFERINGS

All courses listed below, unless otherwise noted, 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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 5.

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, subprograms, and functions. Offered fall, spring, summer.

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

201

Computer Programming I

The first elements of computer programming techniques, computer organization, problem-solving methods, and algorithm development are presented. This course uses a structured, high-level language such as PASCAL. Offered fall and spring.

3 semester hours. Prerequisite: Com. Sci. 101 or 102 or equivalent, and three years of college-preparatory mathematics or Math. 120.

203

Advanced BASIC Programming

This course explores advanced topics in BASIC programming on the IBM-PC beyond the level normally achieved in a first course in BASIC. Topics include multidimensional arrays, file handling, and text handling. Other topics may include graphics and theory of operation. Offered as needed.

3 semester hours. Prerequisite: Com. Sci. 102 or equivalent.

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, subprograms, and functions. Offered fall and spring.

2 semester hours. Prerequisite: Com. Sci. 102, 201, 256 or CIS 251, or equivalent, or consent of department chair.

221

Computer Programming II

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. Offered fall and spring.

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

256

Introduction to COBOL Programming

The elements of COBOL are taught to provide structured programming skills in this language. Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic sequential file processing, control breaks, and development of multigroup totals, as well as subscripts and table handling. Students cannot receive credit for both Computer

Information Systems 256 and Computer Science 256. Offered by the Department of Economics and Management. Offered fall, spring, summer.

3 semester hours. Prerequisite: an introductory course in computer science or computer information systems, or consent of chair of the Department of Economics and Management.

304

Introduction to C Programming

Students learn the syntax of the C programming language with topics including types, expressions, control statements, functions, arrays, pointers, input/output, and structured types. Application programs especially suited to C are covered, and students will be expected to complete programming assignments using C. Offered as needed.

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

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. Offered fall and spring.

3 semester hours. Prerequisite: Com. Sci. 256.

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 nonlinear structures, storage management, and system design. Offered fall and spring.

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

320

Assembly Language Programming

This course introduces machine language and assembly language with addressing techniques, binary arithmetic, the binary or general instruction set, subroutine languages, and (time permitting) some floating-point and decimal instructions. Lectures and assignments are oriented toward IBM 370 architecture. Offered fall and spring.

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

322 Introduction to Computation Theory

This course introduces computation theory concepts including finite state automata, pushdown automata, and Turing machines. Also covered are the applications of these concepts to lexical analysis, parsing, and algorithms. Offered as needed.

3 semester hours. Prerequisite: Com. Sci. 315 and Math. 200 or 315.

323 Analysis of Algorithms

Techniques used to analyze algorithms and design-efficient algorithms are covered. Topics include recurrence relations, generating functions, "big oh" analysis, sorting and searching algorithms, set operations, disjoint union-find, priority queues, mergeable heaps, graph algorithms, self-adjusting trees, and NP-completeness. Offered as needed.

3 semester hours. Prerequisite: Math. 200 or 315, one semester of calculus, and Com. Sci. 315.

325 Organization of Programming Languages

This is an applied course in programming language constructs emphasizing the runtime behavior of programs. Topics include language definition, data types and structures, control structures, and run-time considerations. Several programming languages are studied and compared. Offered fall and spring.

3 semester hours. Prerequisite: Com. Sci. 315, and 204 or 256.

327 Introduction to Artificial Intelligence

This course introduces fundamental artificial intelligence methods such as search, inference, problem solving, and knowledge representation. Several AI applications such as natural language understanding and expert systems are introduced. Students will do some programming in an AI language such as Lisp or Prolog. Offered as needed.

3 semester hours. Prerequisite: Com. Sci. 315 and two other 300-level computer science courses.

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. Offered fall, spring, summer.

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. Offered fall and spring.

3 semester hours. Prerequisite: Com. Sci. 315 and 320, and Com. Sci. 330 preceding or concurrent.

337 Introduction to Data and Computer Communications

Data and computer communications are discussed through the topics of data transmission, data encoding, digital data communication techniques, data link control, multiplexing, communication standards and protocols, communication standards and protocols, and radio, satellite, and local networks. Offered as needed.

3 semester hours. Prerequisite: four 300-level computer science courses and senior or graduate student status.

355 Data-Base Programming

This is an overview of basic components of file and communications systems as they support information systems. Activities include the development, maintenance, and interrogation of data bases generated with a general management language, e.g., Total IMS. Students cannot receive credit for both Computer Science 355 and Computer Information Systems 355. Offered spring.

3 semester hours. Prerequisite: Com. Sci. 310 or consent of department chair.

Cooperative Education

Ellen Weaver Paquette
Coordinator

Cooperative education is an academic program involving the integration of formal academic work with planned employment experience. Two important components are included: work experience at a job site and participation in a formal seminar. 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 supervised 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, Honor.

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. Offered as needed.

3 semester hours.

380 Advanced Computer Science Project

Topics vary. Offered as needed.

3 semester hours. Prerequisite: Com. Sci. 315, three additional 300-level computer science courses, and senior or graduate student status.

261**Field Experience I**

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

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

262**Field Experience II**

This course provides additional work and seminar experience. Offered as needed. 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. Offered as needed. 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. Offered as needed. 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 advisor. Offered as needed.

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

462**Field Experience II**

See course description for Cooperative Education 461. Offered as needed.

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.

Counseling and Educational Psychology

Department of Counseling and Educational Psychology

Murray Finley
Department Chair

Programs of Study

Graduate Programs: Agency Counseling, also with Alcohol/Substance-Abuse option, Educational Psychology, Rehabilitation Counseling (M.A.); Counselor Education (M.Ed., C.A.G.S.); School Psychology (C.A.G.S.); School Psychology (C.A.G.S.).

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

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

(Semester hours are in parentheses.)

Program Requirements

- Counseling and Educational Psychology 402, 403, 406, 408, 409, 411, 412, plus six to nine semester hours of additional counseling and educational psychology courses with advisor consent (27-30)
 - Humanistic and Behavioral Studies, with advisor consultation (6-9)
 - Comprehensive Examination (0)
- (Total semester hours: 36)

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

Master of Arts in Agency Counseling—Option in Alcohol/Substance-Abuse 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 quan-

titative) of 900; minimum raw score on Miller Analogies Test of 45.

(Semester hours are in parentheses.)

Program Requirements

- Counseling and Educational Psychology 402, 403, 406, 407, 408, 409, 411, 412, 423, 424 (30)
 - Related Disciplines: Management 322, Psychology 410 (6)
 - Comprehensive Examination (0)
- (Total semester hours: 36)

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

Master of Arts in Educational 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. (Semester hours are in parentheses.)

Program Requirements

- Psychology 346 (or Counseling and Educational Psychology 303), 435 (or Counseling and Educational Psychology 405), 440, 441; Counseling and Educational Psychology 430, 441, 451 (21-22)
 - Three additional courses must be selected from among curricular areas on the educational/school psychology list, except those at the C.A.G.S. level (Counseling and Educational Psychology 403 strongly recommended) (9)
 - Comprehensive Examination (0)
- (Total semester hours: 30-31)

Note: The comprehensive examination is administered in the spring and fall semesters 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.

(Semester hours are in parentheses.)

Program Requirements

- Counseling and Educational Psychology 402, 403, 406-411, 413, 414, 415, 420 (42)
 - Elective, with advisor consultation (3)
 - Comprehensive Examination (0)
- (Total semester hours: 45)

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

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

Teacher Certification, minimum of 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. (Semester hours are in parentheses.)

Program Requirements

- Humanistic and Behavioral Studies (6-7)
 - Major Concentration (30)
 - Required: Counseling and Educational Psychology 401, 403, 406, 407, 409, 411, 412, 413
 - Elective: one course from counseling and educational psychology chosen with advisor consultation
 - Comprehensive Examination (0)
- (Total semester hours: 36-37)

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. (Semester hours are in parentheses.)

Program Requirements

- Major Concentration (27-30)
- Required: Counseling and Educational Psychology 510, 515, 563, 582, 583, 584

Electives: one or two courses from Counseling and Educational Psychology 511, 512, 520, 561, 586, 585, 590

- Related Disciplines (3-6)
 - Field Project (0)
- (Total semester hours: 33)

Certificate of Advanced Graduate Study in Counselor Education—Option in Mental Health Counseling

Admission Requirements

Minimum 3.25 average in all graduate work attempted; six semester hours of undergraduate work in psychology. Minimum total GRE score (verbal and quantitative) of 1,000; minimum raw score on Miller Analogies Test of 55.

(Semester hours are in parentheses.)

Program Requirements

- Counseling and Educational Psychology 402, 403, 406, 407, 408, 409, 411, 412, 416, 510, 511, 515, 561, 563, 582, 583, 584, 586, (54-60)
 - Humanistic and Behavioral Studies: Psychology 354, 410, 554 (9)
 - Electives (3)
 - Field Project (0)
- (Total semester hours: 66-72)

Certificate of Advanced Graduate Study in School Psychology

The C.A.G.S. program prepares candidates to be competent school psychologists. It includes training in the following areas: individual and social adjustment of children in the school setting; diagnosis and remediation of learning and emotional problems; liaison and referral services; coordination of parents, teachers, and school administrators for special programs. In addition, emphasis will be placed on the planning and conduct of research bearing on school-related problems. Graduates will be able to meet Rhode Island state certification requirements for school psychologists.

Admission Requirements

Master of Arts in educational psychology or a related field, including the courses required for the Rhode Island College degree or their equivalents; personal interview; recommendation of department admissions committee.

(Semester hours are in parentheses.)

Program Requirements

- Major Concentration (30)
 - Required: Counseling and Educational Psychology 411, 431, 502, 504, 505; Education 434; Curriculum 503
- Electives: any three courses not taken previously from the curricular areas on the educational/school psychology list, available from the department
- Comprehensive Competence Tests (0)
 - Internship (12)
- Required: Counseling and Educational Psychology 529
- (Total semester hours: 42)

Note: To meet state certification requirements, candidates must have 60 semester hours of course work in the field, inclusive of the M.A. in educational psychology or its equivalent. (The internship is not included in the 60 semester hours.)

The comprehensive competence tests administered after all courses, except Counseling and Educational Psychology 529, are completed. The internship follows the tests.

Retention

The student will be evaluated by the C.A.G.S. Graduate Committee upon entering each of three successive courses: Counseling and Educational Psychology 504, 505, and 529 (internship). The evaluation is based on past academic performance as well as on the committee's judgment of the student's overall capabilities and attainments. If a student is denied entrance to any of the three courses, or the internship is terminated prior to completion, he or she is dropped from the C.A.G.S. program. A decision may be appealed to the Professional Admissions Committee of the College.

COURSE OFFERINGS

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.

COUNSELING AND EDUCATIONAL PSYCHOLOGY

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: Counseling and Educational Psychology 213, 214, 216. Offered fall, spring, summer.

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: Counseling and Educational Psychology 213, 214, 216. Offered fall and spring.

4 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: Counseling and Educational Psychology 213, 214, 216. Offered fall and spring.

4 semester hours. Prerequisite: enrollment in a K-12 program or the nursing program.

303 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 specification of objectives, test design,

construction of items, and appropriate statistical analyses of results. Offered spring and summer.

3 semester hours. Prerequisite: six semester hours in educational psychology or psychology or consent of department chair.

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. Offered spring.

3 semester hours. Prerequisite: Soc. 317, Psych. 339, and Nursing 313 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.

Offered fall.

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.

Offered fall, spring, summer.

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.

Offered fall, spring, summer.

3 semester hours. Prerequisite: CEP 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. Offered as needed.

3 semester hours. Prerequisite: CEP 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. Offered fall, spring, summer.

3 semester hours. Prerequisite: CEP 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. Offered fall and spring.

3 semester hours. Prerequisite: CEP 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. Offered fall and spring.

3 semester hours. Prerequisite: CEP 401 or 402.

408

Medical Information for Counselors

This course considers medical problems commonly encountered by counselors in agency settings. Additionally, students develop a working knowledge of the medical profession, its specialties, and its vocabulary. Offered fall and spring.

3 semester hours. Prerequisite: CEP 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. Offered fall, spring, summer.

3 semester hours. Prerequisite: CEP 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. Offered spring.

3 semester hours. Prerequisite: CEP 407.

411

Clinical Practicum I

Counseling experience is offered under supervised laboratory conditions emphasizing observation and evaluation by students and instructors in a laboratory-seminar sequence. Closed-circuit TV, tape recordings, and process recordings are used. Offered fall, spring, summer.

3 semester hours. Prerequisite: CEP 403. Open only to matriculated students in the counseling and educational psychology 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. In this course, students work with clients under controlled supervisory conditions. Offered fall, spring, summer.

3 semester hours. Prerequisite: CEP 411.

413

Clinical Internship I

Students are placed in social and rehabilitation agencies for supervised clinical experience. Offered fall.

3 or 6 semester hours. Prerequisite: CEP 411.

414

Clinical Internship II

This is a continuation of Counseling and Educational Psychology 413. Offered spring.

3 or 6 semester hours. Prerequisite: CEP 413.

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. Offered spring.

3 semester hours. Prerequisite: concurrent enrollment in CEP 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. Offered fall.

3 semester hours. Prerequisite: CEP 411.

417

Rehabilitation of the Psychiatrically Disabled

This course discusses current methods of diagnosis and treatment including pharmacology, psychotherapy, and community counseling. Offered spring.

3 semester hours. Prerequisite: CEP 402, 403, 408, and 411, or consent of department chair.

418

Practicum in Counseling with Small Groups

Theories of group counseling, their implications for practice, and participation in a supervised laboratory experience are included. Offered as needed.

3 semester hours. Prerequisite: CEP 409 and 411.

419

Applications of Educational Psychology

This is an introduction to relevant empirical psychological research and to the application of research findings to class-

room situations. Current issues are emphasized. Offered summer.

3 semester hours. Prerequisite: six semester hours in educational psychology or psychology or consent of department chair.

420

Psychological and Social Aspects of Disability

Theoretical and practical issues relating to the adjustment and adaptation to various types of disabilities are examined. Offered fall.

3 semester hours. Prerequisite: CEP 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. Offered fall.

3 semester hours. Prerequisite: CEP 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. Offered fall.

3 semester hours. Prerequisite: CEP 401 or 402.

423

Rehabilitation of the Alcohol/ Substance-Abusing Person

A survey of the field includes etiology, assessment typologies, and rehabilitation techniques. Offered fall.

3 semester hours. Prerequisite: CEP 402.

424

Treatment of the Alcohol/Substance-Abusing Client

This advanced course explores clinical skills, using a variety of techniques and approaches. Offered spring.

3 semester hours. Prerequisite: CEP 423.

404
Course
Proced

Multipl
tional
tive dat
Offered
3 semes

425
Clinical Procedures in Family
Counseling

This course provides an opportunity to develop clinical process skills in family counseling. Building on current concepts and models, students explore and practice intervention procedures to acquire their own preferred style of helping families. Offered spring.
3 semester hours. Prerequisite: CEP 421 or consent of department chair.

405
Pupil I
Problk

Sympo
emotio
sonlif
devian
the slo
dropou
viation
3 seme

**426
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. Offered as needed.
3 semester hours. Prerequisite: six semester hours in educational psychology or psychology or consent of department chair.

406
Meas
Inter

Techn
result
with
nique
3 sem

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 skills are also reviewed. Offered fall.
3 semester hours. Prerequisite: six semester hours in educational psychology or psychology or consent of department chair.

407
Voc.
Plac

Coa
inter
occ
opp
plac
age
3 se

431
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. Offered spring. (Formerly Counseling and Educational Psychology 530.)
3 semester hours. Prerequisite: CEP 430 and consent of department chair.

441
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. Offered fall. (Formerly Counseling and Educational Psychology 450.)
3 semester hours. Prerequisite: six semester hours in educational psychology or psychology or 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. Offered fall and spring.
3 semester hours. Prerequisite: CEP 303 or Psych. 346 or equivalent, or consent of department chair.

461
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. Offered as needed.
3 semester hours. Prerequisite: open only to master's candidates who are in their last nine semester hours of course work.

462
Existential Counseling Seminar

Existential counseling concepts are considered in the context of the philosophical and sociocultural environments in which they evolved. Critical analysis of this approach to counseling, with its focus on concerns that are rooted in the individual's experience, is included. Offered spring.
3 semester hours. Prerequisite: CEP 403 or consent of department chair.

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. Offered fall and spring.
3 semester hours. Prerequisite: CEP 451, and course work in abnormal psychology or equivalent, and consent of department chair.

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. Offered fall.
3 semester hours. Prerequisite: CEP 502 and consent of department chair.

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. Offered spring.
3 semester hours. Prerequisite: CEP 504 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. Offered as needed.
3 semester hours. Prerequisite: six semester hours in educational psychology or psychology or consent of department chair.

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. Offered fall.
3 or 6 semester hours. Prerequisite: matriculated C.A.G.S. candidate, CEP 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. Offered spring.
3 or 6 semester hours. Prerequisite: CEP 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. Offered as needed.
3 semester hours. Prerequisite: CEP 411 and consent of department chair and instructor.

515
Organization and Administration of
Counseling Services

This course involves a study of practice, concepts, and trends. Offered fall.
3 semester hours. Prerequisite: master's degree in counseling or 24 semester hours in counseling concentration.

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. Offered spring.
3 semester hours. Prerequisite: CEP 411 and consent of department chair and instructor.

529**Internship in School Psychology**

The internship consists of a one-year placement in a cooperating school system under the supervision of a certified school psychologist and a College faculty member. Experiences include the following: the administration-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. Offered fall and spring.
12 semester hours. Prerequisite: CEP 505, successful completion of the C.A.G.S. comprehensive exam, and recommendation of the School Psychology Graduate Committee.

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. Offered spring.
3 semester hours. Prerequisite: CEP 563, 582, and 584.

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 research-oriented field project. Offered fall.
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. Offered fall.
3 semester hours. Prerequisite: matriculated C.A.G.S. candidates, CEP 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. Offered fall.
3 semester hours. Prerequisite: matriculated C.A.G.S. candidates.

584**Advanced Clinical Practicum in Counseling II**

This course is a continuation of Counseling and Educational Psychology 583. Offered spring.
3 semester hours. Prerequisite: CEP 583.

585**Counseling Families**

A survey of theoretical models employed in family counseling is presented along with case studies. Offered spring.
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. Offered spring.
3 semester hours.

587**Counseling Couples**

Students develop their own theoretical perspectives and treatment approaches. Stages of counseling process, dynamics, and methods are explored in real and simulated couple cases. Offered spring.
3 semester hours.

590**Independent Study**

Research is conducted under the supervision of a member of the department. Offered as needed.
3 semester hours. Prerequisite: C.A.G.S. candidates and consent of department chair.

Criminal Justice

See Sociology.

Curriculum

Department of Educational Leadership, Foundations, and Technology

Janice Davis
Department Chair

Programs of Study

Graduate Programs: 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 Analogies Test.

(Semester hours are in parentheses.)

Program Requirements

- Major Concentration (30)
 - Required: Curriculum 503, 511, 532, 561
 - Electives: three or four courses from Administration 502, 531; Curriculum 480, 510, Education 480, 505, 514
 - Field Project or Internship (0)
- (Total semester hours: 30)

Educator of Gifted Children Certificate Program

The certificate program consists of 12 semester hours, as follows: Curriculum 481, 511; Counseling and Educational Psychology 426.

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.

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, methodologies, 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. Offered summer.

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 curriculum. Offered fall and summer.

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. Offered as needed.

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. Offered spring.

3 semester hours. Prerequisite: consent of instructor.

532 Curriculum Theory and Research

The rationale for curriculum construction is examined. Special consideration is given to a review of research in curriculum as it pertains to the development of theory. Offered spring.

3 semester hours. Prerequisite: *Curric. 503.*

560 Seminar in Curriculum

Topics vary. Offered as needed.

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. Offered fall.

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, Physical Education, Recreation, and Dance

Bennett Lombardo
Department Chair

Program of Study

Minor: Dance.

Minor in Dance

The minor in dance requires a minimum of 18 semester hours, as follows.

(Semester hours are in parentheses.)

Required: Dance 107, 207, 302, 304 (11) Remaining courses to be selected from Dance 181, 227, 237, 281, 303, 305, 307, 316-319, 360, 381, 391, 392 (7)

Note: For Dance 181, 281, and 381 (Dance Company), students receive one semester hour per year upon completion of a fall academic year's performance with the Rhode Island College Dance Company.

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-Show
- 103 Social Dance (current)
- 104 Social Dance (traditional)
- 105 Square Dancing

Dance 100 and 101 offered fall; Dance 102-105 offered as needed.

(4) 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. Offered fall and spring.

3 semester hours. Gen. Ed. Category 3.

**109
Square and Round Dance**

Students develop competency in analyzing, performing, and calling traditional square and round dances. Offered as needed.

2 semester hours.

**181
Dance Company**

Credit is available to all qualified students who participate for the full academic year. Offered spring.

1 semester hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor.

**207
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. Offered fall.

2 semester hours. Prerequisite: Dance 107.

**227
Ballet**

Intermediate dance students are introduced to the technique, styles, and vocabulary of ballet through studio experience and outside readings. Offered spring.

2 semester hours. Prerequisite: Dance 100 or 107.

**237
Jazz Dance**

Intermediate dance students are introduced to the technique, rhythms, styles, and historical background of jazz dance through studio experiences and outside readings. Offered spring.

3 semester hours. Prerequisite: Dance 101 or 107.

**281
Dance Company**

Credit is available to all qualified students who participate for the full academic year. Offered spring.

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. Offered fall.

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. Offered alternate falls (odd years).

(6) 3 semester hours.

**304
Choreography I**

Binary and ternary dance forms are reviewed; rondo, theme and variations, sonata, and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced. Offered alternate falls (odd years).

(5) 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. Offered as needed.

3 semester hours. Prerequisite: Dance 304.

**307
Advanced Modern Dance**

Dance techniques are refined. Dances are choreographed for trios and duets. Performance experience is increased. Offered spring.

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. Offered alternate springs (odd years).

3 semester hours.

**317
Dance Performance**

The craft of dance performance is studied. The dancer examines and practices those aspects of performance which lend artistry to productions. Offered as needed.

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. Offered as needed.

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. Offered alternate springs (odd years).

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. Offered as needed.

3 semester hours. Prerequisite: six semester hours of dance and consent of instructor.

**381
Dance Company**

Credit is available to all qualified students who participate for the full academic year. Offered spring.

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 advisor, selects a topic for study, and researches the topic in depth. Offered as needed.

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 advisor, selects a specific form or style in dance to which the work is restricted. Evidence of performance is presented during annual spring concert. Offered as needed.

3 semester hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses, and consent of instructor, department chair, and dean.

Economics

Department of Economics and Management
Joel Fuertst
Department Chair

Programs 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.

The economics major combines scientific, theoretical, and social perspectives in the study of how societies produce, distribute, and consume goods and services. It also includes actual and practical applications to ensure that students are prepared for entry-level positions and for graduate studies.

(Semester hours are in parentheses.)

- Required Courses (15)
Economics 214, 215, 314, 315, 360
- Choices in Major (15)
One course from Economics 352, 353
One course from Economics 331, 333, 334, 335
One course from Economics 341, 347, 349
One course from Economics 321, 322
One additional economics elective other than Economics 200

•Cognates (10-11)
Mathematics 177, 238 (or 247), 248

Suggested Sequence

This major is designed primarily for upper-division students. Entering students should plan to complete their general education core and distribution requirements during their first two years. These courses provide an excellent and necessary preparation for the major and its requirements. In the first year, students may not take courses in the department but are strongly encouraged to complete Mathematics 177 and 238. Students entering their second year may enroll in a variety of departmental core courses at the

200-level including introductory courses in economics.

In the third year, students may enroll in 300-level courses in the department. The capstone experience is Economics 360: Seminar in Economic Research, which is taken in the last semester.

Minor in Economics

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

(Semester hours are in parentheses.)

Required: Economics 214, 215, and 314 or 315 (9)

Any three additional courses in economics, except Economics 200 (9)

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

Junior standing is a prerequisite for all 300-level economics 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.

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 1.

214

Principles of Microeconomics

This is an introductory course in the field of microeconomics. It covers such areas of decision making as individual demand theory, cost theory, production theory, and in general introduces the student to the methodology of economic analysis. Offered fall, spring, summer. (Formerly Economics 210: Microeconomic Theory and Analysis.)

3 semester hours. Prerequisite: Math. 177.

215

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. Offered fall, spring, summer. (Formerly Economics 212.)

3 semester hours. Prerequisite: Econ. 214.

313

Managerial Economics

Economic analysis is applied to solve business problems and make managerial decisions. This process is facilitated by using original case studies in business. Computer software packages are used for regression analysis and forecasting. Offered fall, spring, summer.

3 semester hours. Prerequisite: Econ. 214 and Math. 240 or 248.

314

Intermediate Microeconomic Theory and Applications

This intermediate-level course builds upon the theoretical foundations of microeconomics taught in the introductory course, extends that theory, and then focuses upon the myriad applications of that theory. A substantial emphasis in this course will be upon economic and managerial decision making based upon microeconomic theory. Offered fall, spring, summer.

3 semester hours. Prerequisite: Econ. 214, 215; Math. 238 or 247.

315

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. Offered fall and spring. (Formerly Economics 312.)

3 semester hours. Prerequisite: Econ. 314.

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. Offered as needed.

3 semester hours. Prerequisite: Econ. 200, 214, or 215.

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. Offered as needed.

3 semester hours. Prerequisite: Econ. 200, 214, or 215, or consent of department chair and instructor.

331 Human Resources Economics

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. Offered as needed. (Formerly Economics 301.)

3 semester hours. Prerequisite: Econ. 314.

333 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 expenditure and revenue patterns on the economy are examined. Offered fall and spring. (Formerly Economics 303.)

3 semester hours. Prerequisite: Econ. 314.

334 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. Offered as needed. (Formerly Economics 304.)

3 semester hours. Prerequisite: Econ. 215.

335 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 sociopolitical institutions is analyzed. Offered as needed. (Formerly Economics 305.)

3 semester hours. Prerequisite: Econ. 215.

336 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. Offered as needed. (Formerly Economics 306.)

3 semester hours. Prerequisite: Econ. 314.

341 Advanced Managerial Economics

This course builds upon both the mathematical skills gained in the mathematics cognates and the theoretical skills gained in Economics 314. This highly quantitative course explores the uses to which economics can be put by the managerial economist. Extensive use is made of both calculus and statistics in searching for optimization techniques and in establishing the parametric values required in order to estimate and forecast. Offered as needed.

3 semester hours. Prerequisite: Econ. 314.

Math. 248, Math. 238 or 247.

347 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. Offered as needed. (Formerly Economics 317.)

3 semester hours. Prerequisite: Econ. 314.

348 Economic History of the United States

The development of the American economy is studied with special emphasis on the 19th and 20th centuries. Both historic 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. Offered alternate springs (odd years).

3 semester hours.

349 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. Offered alternate springs (odd years). (Formerly Economics 318.)

(4) 3 semester hours. Prerequisite: Econ. 315, plus Math. 248 and Math. 238 or 247.

352 Comparative Political Economic Thought

The development of the ideas in political economy is examined, with an emphasis on non-orthodox economic writers such as Marx, Mills, Tawney, Bellamy, and many others. The intent is to demonstrate both the differences between the orthodox political economists and these heterodox writers, and the ways in which this branch of economics has developed. Offered alternate falls (even years) and alternate springs (odd years).

3 semester hours. Prerequisite: Econ. 200, 214, or 215.

353 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. Offered alternate falls (even years) and alternate springs (odd years). (Formerly Economics 343.)

3 semester hours. Prerequisite: Econ. 215.

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. Offered spring.

3 semester hours. Prerequisite: senior with major in economics who has completed minimum of 18 semester 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. Offered as needed.

3 semester hours. Prerequisite: consent of department chair.

410 Concepts of 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. Offered as needed.

3 semester hours. Prerequisite: consent of instructor.

Education

Information on programs and courses in educational studies and related areas can be found under the following headings in this catalog:

Administration
 Art
 Bilingual-Bicultural Education
 Counseling and Educational Psychology
 Curriculum
 Dance
 Elementary Education
 English as a Second Language
 Foundations of Education
 Health Education
 Industrial Education
 Industrial Technology
 Instructional Technology
 Music
 Physical Education
 Recreation
 Secondary Education
 Special Education
 Urban Education
 Vocational Education

Educational Psychology

See Counseling and Educational Psychology.

Elementary Education

Department of Elementary Education

Elizabeth Rowell

Department Chair

Programs of Study

Curriculum: Elementary Education, with various majors (B.A.); Elementary Education, with teaching concentrations in Language Arts, Mathematics, Science, and Special Education (B.S.).

Specialization: Bilingual-Bicultural Education.

Graduate Programs: Elementary Education (M.A.T., M.A.T.-C. 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 practicum 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 obtaining teaching certification for infant programs through grade two.
2. Elementary program, for those who seek certification to teach grades one through six. Also grades seven and eight where those are not in a middle school setting.
3. Elementary/middle school program, for students interested in certification at those levels.

A program in special education is also available. See Special Education. For the program in physical education, see Physical Education.

The Bachelor of Science degree is awarded to students electing a teaching concentration, and the Bachelor of Arts to students choosing a major.

Semester Hour Summary (approximate)

(Semester hours are in parentheses.)
 General Education Program (36-38)
 Specialized Requirements (27)
 Major or Concentration (24-35)
 Professional Education (40-41)
 Free Electives (0-24)

Specialized Requirements

A minimum total of 27 semester hours is required in this area. Many distribution requirements in the General Education Program may be satisfied by elementary education students by taking courses in the categories that follow.

Natural Sciences and Mathematical Systems/Computer Science: Biology 109, Mathematics 141,† Physical Science 103* (all required) (11)

*Social and Behavioral Sciences: Psychology 110 (required) and one course from the following: Anthropology 202, 203, 204, 205, 206; Geography 200; Political Science 202, 206, 207; Psychology 215; Sociology 200, 202, 204, 207, 208, 211 (6)

*Fine and Performing Arts: Art Education 340; Music Education 341 (4)
 *Other Specialized Requirements (cannot be used in the General Education Program): English 210; Mathematics 142† (both required). A special education course is required for those not in a special education program. (6-10)

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 alternates.

†Students electing a major or teaching concentration in mathematics should consult the mathematics department for alternates.

Major or Teaching Concentration

The approximate range of semester hours in this area is 23 to 55. The early childhood and elementary programs require either an academic major or a teaching concentration. Students in elementary/middle school program must take a major. For information about majors, see the individual departments. Teaching concentrations, except special education, are described in this section, after the curriculum outline. Choices in each category are given below.

Students selecting certain majors should expect to study beyond the normal eight semesters or 120 semester hours.

Early Childhood and Elementary**•Teaching Concentration**

Language Arts
Mathematics†
Science
Special Education

•Academic Major

African/Afro-American Studies
Anthropology*
Biology‡
Chemistry‡
Classical Area Studies
Communications
Economics*
English
Film Studies
French
General Science†‡
Geography*
History*
Mathematics†
Medieval and Renaissance Studies
Philosophy
Physics
Political Science*
Psychology
Social Science*
Sociology*
Spanish
Theatre
Urban Studies
Women's Studies

Elementary/Middle School

•Teaching Concentration
None

•Academic Major

English
French
General Science†‡
Mathematics†
Social Science
Spanish

*Exempt from specialized requirement in social science.

†Exempt from specialized requirement in mathematics.

‡Exempt from specialized requirement in science.

Professional Education

(Semester hours are in parentheses.)

All Programs: Foundations of Education 340, 345; Counseling and Educational Psychology 213 (10)

Select A or B, depending on program:

A. Early Childhood: Education 300, 318, 322, 328, 330, 339, 342, 360 (29-30)

B. Elementary and Elementary/Middle School: Education 300, 322, 335-339, 342, 360 (30-31)

Students in the elementary/middle school program should take Psychology 402 (in addition to Counseling and Educational Psychology 213), and complete Education 339 (student teaching), 335-338 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 advisor as soon as possible. Although students may select the curricu-

lum as freshmen, they may formally apply only when they are enrolled in Education 300. During Education 300, students must attain the required scores on the National Teacher Examination and pass Speech Proficiency as part of the admission process.

Also see Special Admission and Retention Policies in undergraduate Academic Requirements, introductory section of the catalog.

Teaching Concentration in Language Arts

This teaching concentration consists of at least 26 semester hours as outlined below.

(Semester hours are in parentheses.)

A. English (three courses) (11):

1. two courses from English 110-114, 116, 150

2. one 300-level English course

B. Communications and Theatre (three courses) (9):

1. one course from Communications 220, 221, 302

2. one course from Communications 208, 351, 356

3. one course from Theatre 205, 330, 335

C. One of the following alternatives (two courses) (6-8):

1. one course from English 301-302, 349-352, or 354-359; and one additional 300-level English course

2. two courses from among the following and any listed in B (if not taken previously): Communications 355, 359; Theatre 340, 341

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.

(Semester hours are in parentheses.)

•Required Courses (19)

Mathematics 141, 142, 209, 240, 309; Computer Science 101

•Choices in Concentration (9-11)

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.

(Semester hours are in parentheses.)

•Required Courses (14-15)

Biology 102; Chemistry 103; Physical Science 212; and one from Chemistry 104; Physical Science 214, 216

•Emphasis (9-12)

Biology: three additional courses in biology
Physical Science: three additional courses in the physical sciences, including chemistry and physics

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 grade one 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 elementary program who take a teaching concentration in special education are eligible for both the provisional elementary (or early childhood) certificate and, depending on the specific sequence selected, a certificate to 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 elementary/middle school program who complete Education 335-338 and student teaching at the middle school level and take Psychology 402 are eligible for elementary certification with middle school endorsement.

Students who wish to earn both early childhood and elementary certificates should inquire in the department about course requirements.

GRADUATE PROGRAMS

Advisors: (M.Ed. Elementary) James Bettes, Louis Boisvert, Jr., Thomas Calhoun, Elizabeth Carey, Joan Glazer

(M.Ed. Early Childhood) Anne Perry, Joyce Reison, Clyde Slicker

(M.A.T./M.A.T.-C.) Richard Green, Patricia Lyons, Ellsworth Staring

(M.Ed. Reading) Marilyn Ewert, Mildred Nagent, William Oldherr, Elizabeth Rowell, Robert Rude, Ezra Stieglitz

Master of Education in Elementary Education

Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test; three letters of recommendation.

(Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)
Required: Foundations of Education 420; Psychology 420

•Major Concentration (18)

Required: Education 460, 505

Electives: three courses from Education 404, 406, 415, 418, 428, 434

Special Interest: One course or three semester hours from the following: Education 332, 401, 406, 416, 421, 435, 436, 450, 452, 453, 458, 480, 485; Art Education 421; Industrial Arts 303

*Related Disciplines (6)

Two courses in either an academic discipline (300-level or higher) or a professional area selected by the student with the advisor's consent (see advisor for current recommended courses in professional areas)

•Comprehensive Examination or Thesis (six semester hours from concentration) (0)
(Total semester hours: 30)

Note: Education 460: Seminar in Education is to be taken after all other requirements for humanistic and behavioral studies and the major concentration have been completed. Also, the seminar serves as a prerequisite to the comprehensive examination.

If possible, students should complete the humanistic and behavioral studies area before taking courses in the major concentration.

Master of Education in Elementary Education—with Concentration in Early Childhood Education

Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test. (Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)
Required: Foundations of Education 420; Psychology 400

•Major Concentration (30)

Required: Education 402, 403, 405, 406, 461 or 480 (workshop in primary-level education only with advance permission of advisor), and 462

Electives: four courses from Education 404, 406, 415, 418, 421, 428, 434, 452, 485, 486, 505; Art Education 421; Theatre 330 (substitutions may be made only with consent of advisor)

•Comprehensive Examination or Thesis (six semester hours from concentration) (0)
(Total semester hours: 36)

Note: The Rhode Island Early Childhood Teaching Certificate requires a course in special education.

Master of Education in Elementary Education—with Concentration in Language Arts

Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test. (Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)
Two courses from Counseling and Educational Psychology 303, 426; Foundations of Education 402, 420, 442, 445, 501, 542; Psychology 400, 408, 411, 419, 420

•Major Concentration (18)

Required: Education 408, 415, 450 and 458, or 452 and 460

From the following with advisor's consent:

Language Study: Education 450 and two from Education 390, 434, 460, 480, 505
Creative Dramatics: Education 452, 460, and one from Education 390, 434, 480, 505
Children's Literature: Education 390 and two from Education 434, 460, 480, 505

•Related Disciplines (6)

Two courses from Anthropology 206, 310; Communications 355, 356, 357, 460; Theatre 330, 335; and any graduate-level English course, with advisor's consent

•Comprehensive Examination (0)

(Total semester hours: 30)

Master of Education in Elementary Education—with Concentration in Mathematics

Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test. (Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)
Two courses from Counseling and Educational Psychology 303, 419; Psychology 411, 419, 420; Foundations of Education 442, 445

•Major Concentration (18)

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

Elective: one from Education 485, 486, 505; Special Education 431

•Related Disciplines (6)

Two mathematics courses

•Comprehensive Examination (0)
(Total semester hours: 30)

Master of Education in Elementary Education—with Concentration in Science

Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test. (Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)
Two courses from Counseling and Educational Psychology 303; Foundations of Education 441, 442, 445, 501, 542; Philosophy 320; Psychology 400, 419, 420

•Major Concentration (18)

Required: Education 416, 417, 418

Electives: three courses from Education 480, 505; Instructional Technology 440; Special Education 431

•Related Disciplines (6)

Two courses at the 300-level or higher in biology and/or physical science

•Comprehensive Examination (0)

(Total semester hours: 30)

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. (Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)
•Major Concentration (30)

Required: Education 401, 434, 485, 486, 529, 541, 562

Electives: six semester hours selected with advisor's approval

•Comprehensive Examination or Thesis (0)

(Total semester hours: 36)

Master of Education—Urban Education Specialization, Elementary and Secondary

See Urban Education.

Master of Arts in Teaching in Elementary Education

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

Admission Requirements

Graduate Record Examination or Miller Analogies Test.

(Semester hours are in parentheses.)

Program Requirements—Certified Teachers

- 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 advisor and graduate dean

(Total semester hours: 30)

Program Requirements for Those Seeking Initial Certification—M.A.T.-C.

- Humanistic and Behavioral Studies (10)
- Foundations of Education 340 or one of the following: Foundations of Education 402, 420, 441, 501; and Foundations of Education 345; Counseling and Educational Psychology 213 or 441 (with advisor's consent, other courses from the approved list in the humanistic and behavioral studies area may be substituted)

•Education Courses

Elementary Certification (Grades 1-6) (21); Education 300, 322, 335, 336, 337, 338, and 340 or 341 (with advisor's consent, one or two of the following courses may be substituted for a course listed above, if they are in the same curricular area: Education 404, 408, 418, 428, 434)

Early Childhood Certification (Preschool-Grade 2) (18): Education 300, 318, 322, 328, 330

•Student Teaching (9)

Education 339

•Arts and Sciences (12)

Electives selected by the student with advisor's approval are designed to offer breadth to the student's background and, as appropriate, to help meet certification requirements.

(Total semester hours: 49-52)

Note: Education 300 is normally a prerequisite, but it may be taken with any of the other education courses.

With advisor's consent, it is possible to waive up to 12 semester hours in professional courses and humanistic and behavioral studies, if the student has fulfilled these requirements in undergraduate or graduate course work with a minimum grade of B.

However, students must have at least one semester of practicum experience either in their backgrounds or in the program at Rhode Island College.

Student Teaching

All advanced education course work, except foundations of education, 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 339.

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

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

(Semester hours are in parentheses.)

Program Requirements

- Major Concentration (12)
- Required: Education 532, 542, 545
- Related Disciplines (18)
- 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 advisor.

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

Curriculum: 503, 510, 511, and 532

Foundations of Education: 402

Psychology: 333, 419

Counseling and Educational Psychology: 401, 405

Language Arts: Education 408

Children's Literature: Education 415

Special Education: 300, 309, 430, and 431

•Field Project (0)

(Total semester hours: 30)

COURSE OFFERINGS

Courses in education are offered by all departments within the School of Education and Human Development, as well as the Departments of Art and Music. 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.

EDUCATION**020****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. Offered as needed.

3 semester hours (this credit does not apply toward the 120-semester-hour graduation requirement, but will count toward full-time enrollment and be recorded on the student's transcript).

115**Intermediate Reading for English-as-a-Second-Language Students**

Instruction focuses on understanding and learning from nonadapted expository and narrative prose written in English. Emphases will be on learning the communicative functions of academic English,

improving vocabulary and comprehension rate, and developing note-taking skills. Offered as needed.

3 semester hours. Prerequisite: an intermediate knowledge of English as determined by the ESL-Reading Placement Test or satisfactory completion of Ed. 020.

120**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. Offered as needed.

3 semester hours. Prerequisite: consent of director of reading center or Ed. 014 or score of 45 or above on the English Reading Test.

125**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. Offered as needed.

3 semester hours. Prerequisite: consent of instructor.

234**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. Offered as needed.

3 semester hours.

300

Concepts of Teaching

The focus is the analytical study of teaching. Specifically included are technical skills of teaching, a repertoire of teaching models, classroom management strategies for all children, including the atypical/exceptional, and several observational techniques. School visits and tutoring are required. Offered fall and spring.
4 semester hours. Prerequisite: CEP 213 preceding or concurrent.

311
Reading in Middle and Secondary Schools

Methods and materials for upper-level reading instruction are emphasized. Course includes reading 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. Offered as needed.
3 semester hours.

318
Early Childhood Education: Day Care for Children from Birth to Three

This course focuses on creating and maintaining positive learning activities for infant-toddler group care. Through study and application of health, safety, and nutrition standards, as well as developmental-educational curriculum and assessment, students will develop professional teaching skills. Laboratory/conference required. This course is required in the undergraduate early childhood sequence. Offered spring.
(5) 3 semester hours. Prerequisite: Ed. 300 and 328 preceding or concurrent.

322
Teaching Developmental Reading

This course analyzes reading programs pre-kindergarten through grade eight. An investigation is conducted into alternative teaching methods and materials for all children, including the atypical/exceptional. Construction of materials designed to meet needs of particular learning situa-

tions is required. Laboratory/conference required. Offered fall and spring.
(4) 3 semester hours. Prerequisite: Ed. 300.

328
Early Childhood Education: Social Studies and Science

This introduction to early childhood uses science and social studies content in establishing positive learning environments for all children, including the atypical/exceptional. Teaching methods, media, content, and process objectives appropriate for preschool, kindergarten, and primary grades are studied. Laboratory/conference required. Offered fall and spring.
(6) 4 semester hours. Prerequisite: Ed. 300, specialized requirements in social sciences, Bio. 109, Phys. Sci. 103, and recommendation of Ed. 300 instructor.

330
Early Childhood Education: Language Arts and Mathematics

This second early childhood course uses language arts and mathematics content in establishing positive learning environments for all children, including the atypical/exceptional. Teaching methods, media, content, and process objectives appropriate for preschool, kindergarten, and primary grades are studied. Laboratory/conference required. Offered fall and spring.
(6) 4 semester hours. Prerequisite: Ed. 300, 322, 328; Eng. 210; Math. 141, 142.

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 provisions for reading differences in content areas. Offered as needed.
3 semester hours. Prerequisite: Ed. 322.

335

Teaching Language Arts in the Elementary School

This course is designed to develop an understanding of the role of language arts in elementary schools and the development of teaching/learning strategies related to teaching language arts to all children, including special populations. Laboratory/conference required. Offered fall and spring.
(5) 3 semester hours. Prerequisite: Ed. 300, CEP 213, Eng. 210.

336

Teaching Elementary School Social Studies

This course focuses on understanding the role of social studies in elementary schools and the development of teaching/learning strategies related to teaching social studies to all children, including special populations. Laboratory/conference required. Offered fall and spring.
(5) 3 semester hours. Prerequisite: Ed. 300, CEP 213, completion of specialized requirements in social sciences.

337

Teaching Elementary School Science

This course is designed to develop an understanding of the role of science in elementary schools and the development of teaching/learning strategies relating to teaching science to all children, including special populations. Laboratory/conference required. Offered fall and spring.
(5) 3 semester hours. Prerequisite: Ed. 300, CEP 213, Bio. 109, Phys. Sci. 103.

338

Teaching Elementary School Mathematics

This course is designed to develop an understanding of the role of mathematics in elementary schools and the development of teaching/learning strategies related to teaching mathematics to all children, including special populations. Laboratory/conference required. Offered fall and spring.
(5) 3 semester hours. Prerequisite: Ed. 300, CEP 213, Math. 141, 142.

339

Student Teaching in the Elementary School

This course provides teaching experience in preschool, elementary, or middle school classrooms under joint supervision of a certified cooperating teacher and a College supervisor. It is to be taken concurrently with Education 360: Student Teaching Seminar.

Upon request, students qualified to obtain Middle School Endorsement are assigned one quarter in middle school and one quarter in a regular elementary classroom. Those students requesting nursery/day-care placement who are deemed by the Early Childhood Committee to be qualified to undertake such an assignment are placed one quarter in a regular elementary classroom and one quarter in a day-care setting.

All undergraduate students teach four or one-half or five days per week during one semester. Those in generalized programs who do not request a day-care placement have one placement during student teaching. Those students in special education have two half-semester placements, five semester hours in a regular classroom and five semester hours in a special education classroom. (See special education student teaching.)

Students who do their assignments in the fall semester begin their assignments when the school to which they have been assigned opens. Those who do their student teaching during the spring semester begin their assignment on the date that the College commences its spring semester. Offered fall and spring.
9 or 10 semester hours. Prerequisite: adequate health, an overall G.P.A. of 2.50 a full semester prior to the commencement of student teaching; satisfactory completion of all courses required in the major field and professional sequence; adequate performance in proficiency in operation of audiovisual equipment; speech proficiency; a negative result of the required tuberculin test; C or better in each course in the professional sequence, as well as the positive recommendation of each professor. The National Teacher Examination taken during Ed. 300, must be completed satisfactorily.

Master of Arts in Teaching students; refer to the graduate degree descriptions for requirements and prerequisites.

340
Methods and Materials in Art Education

See Art Education 340 under Art.

341
Methods and Materials in Music Education

See Music Education 341 under Music.

342
Methods and Materials in Physical Education

See Physical Education.

345
Methods and Materials in Health Education

See Health.

360
Student Teaching Seminar

This seminar will develop teaching behaviors appropriate for reflective teaching. The seminar will meet once a week during the elementary education and early childhood student teaching placements. Offered fall and spring.
1 semester hour. Prerequisite: concurrent enrollment in Ed. 339.

390
Directed Study

The student, working with a faculty advisor, selects a topic of study and researches the topic in depth. Offered as needed.
3 semester hours. Prerequisite: consent of department chair.

401
Reading in the Content Areas
Instruction emphasizes methods which teachers K-12 can use to help students learn from subject matter materials. Support services which reading specialists provide to content-area teachers are studied. Offered fall, spring, summer.
3 semester hours.

402
Curriculum and Methods in Early Childhood Education

Students analyze sequential curriculum experiences for day care and nursery, preschools, kindergarten, and primary-grade pupils in language arts, social sciences, science, mathematics, health, safety, nutrition, visual and performing arts. Consideration is given to planning, organizing, and evaluating research findings. Offered fall.
3 semester hours. Prerequisite: graduate status or consent of department chair.

403
Infants/Toddlers in Group Care

Students analyze components of quality group-care situations for infants and toddlers. Topics include professional responsibilities, health and safety routines, appropriate materials and environments, developmental assessment, teaching strategies for toddlers, program models, and legal issues for child-care providers. Offered alternate summers (odd years).
3 semester hours. Prerequisite: graduate status or consent of department chair.

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 curricular trends. Offered fall.
3 semester hours. Prerequisite: Ed. 330 or 338, 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. Offered alternate summers (even years).
3 semester hours. Prerequisite: graduate status or consent of instructor.

406
Programs and Models in Early Education

This course includes a study of organization, administration, and evaluation of models in day care and nursery, preschools, kindergarten, and primary-grade programs. Historical alternatives in early childhood education programs and research on contemporary models and problems are analyzed. Offered spring.
3 semester hours. Prerequisite: Ed. 402.

407
Teaching Reading to Language-Different Learners

This course is designed to introduce teachers to strategies for teaching reading skills to language-different learners. Attention is given to such topics as theory and practice in second-language reading acquisition and techniques for developing comprehension skills. Offered summer.
3 semester hours. Prerequisite: graduate status or consent of department chair.

408
Language Arts in the Elementary School

This course approaches language arts from a research base and focuses on the role of creativity in language expression, the sequence in which the child develops linguistic skills, and the characteristics of a spiral curriculum organization in the elementary school. Individualized laboratory experiences are included. Offered fall and spring.
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. Offered spring.
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. Offered as needed.
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. Offered as needed.
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 included. Offered fall and spring.
3 semester hours. Prerequisite: one year of college-level science or consent of instructor.

421
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. Offered as needed.
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. Offered fall and spring.
3 semester hours. Prerequisite: Ed. 328 or 329, or elementary teaching experience, and consent of instructor.

434 Developmental Reading: Pre-K-K-8

Content of this course includes reading readiness, oral language, word analysis, vocabulary building, comprehension, oral reading, and study skills. Schoolwide reading programs and informal testing strategies are explored. Offered fall, spring, summer.
3 semester hours. Prerequisite: Ed. 322, or elementary teaching experience, or consent of program advisor.

435 Using the Newspaper to Teach Basic Skills

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 employs a variety of instructional approaches: lectures, demonstrations, discussions, and small group and workshop activities. A field trip to the *Providence Journal* is included. Offered summer.
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. Offered as needed.
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 are assessed. Offered as needed.
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. Offered as needed.
3 semester hours. Prerequisite: Ed. 415 or Theatre 330.

453 Diagnostic Techniques in Elementary School Mathematics

This course examines principles and approaches of diagnosis. Administration and interpretation of commercial, individual, and group diagnostic instruments are provided. Diagnostic tests are constructed, administered, and evaluated for both clinical and large-group use. In addition, current research validating diagnostic techniques is examined. Offered as needed.
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. Offered as needed.
3 semester hours. Prerequisite: Ed. 453.

455 Practicum 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. Offered as needed.
6 semester hours. Prerequisite: Ed. 454.

456-457 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 experiences are designed to reinforce theory and develop skills in both the diagnosis and prescriptive treatment of elementary school mathematics. Two semesters. Offered as needed.
6 semester hours. Prerequisite: Ed. 454.

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. Offered as needed.
3 semester hours. Prerequisite: Ed. 408.

460 Seminar in Education

Topics vary. Offered as needed.
3 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. Offered as needed.
3 semester hours. Prerequisite: Ed. 406.

462 Seminar in Early Childhood Education Research

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 ability to communicate more effectively both verbally and in writing. Offered fall.
3 semester hours. Prerequisite: Ed. 406.

485 Diagnosis of Reading Difficulties

This course includes lectures, demonstrations, and experiences that are designed to introduce theory and develop 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 Education 438 and 485. Offered fall.
3 semester hours. Prerequisite: Ed. 434.

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. Offered spring.
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. Offered spring.

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. Sections for secondary cooperating teachers also include an analysis of recent developments in their subject-matter field. Offered as needed.

3 semester hours. Prerequisite for all sections: certification to teach in area of assignments; 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 clinical experiences that are designed to reinforce theory and develop skill in the diagnosis and treatment of reading difficulties. Offered summer.

6 semester hours. Prerequisite: Ed. 401 and 486.

530**Internship in Reading I**

Diagnostic 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. Offered as needed.

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. Offered as needed.

3 semester hours. Prerequisite: Ed. 530.

532**Theories of the Reading Process**

The phenomena of reading is examined from physiological, psychological, psycholinguistic, linguistic, humanistic, and sociological perspectives. Offered as needed.

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. Offered spring.

3 semester hours. Prerequisite: Ed. 529.

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. Offered as needed.

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. Offered as needed.

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. Offered fall.

3 semester hours. Prerequisite: Ed. 529.

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. Offered as needed.

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 programs.

English

Department of English

To be appointed

Department Chair

Programs of Study

Major: English, with plan in Literature or Creative Writing (B.A.).

Minors: Literature, Creative Writing,

Technical/Applied Writing, Linguistics.

Graduate Programs: English (M.A., M.A.T., M.A.T.-C. Program).

Changes in the major and minors in English are anticipated by the fall of 1988.

Prospective majors and minors should confer with the department chair or assigned advisors before selecting courses.

Major in English

The major requires a minimum of 30 semester hours in English, including foundation courses and a plan in either literature or creative writing. Cognates are suggested but not required. Students are urged to confer with their departmentally assigned advisors each semester before registering for courses.

The English major enables students to develop critical writing and reading skills and to explore the heritage of English and American literature, with intensive study in the works of significant authors.

The major provides students with excellent preparation for careers in law, business, and industry, which require skills in analysis and critical writing; for graduate study; and for teaching at a variety of levels.

(Semester hours are in parentheses.)

•Foundation Courses (21)

Required: English 203, 205, and either 206 or 207

One course from English 344, 345, 346

Two additional 300-level courses

•Plan (9)

•Select A or B.

A. Literature:

One course from each of the following groups: (1) English 349-359 (English literary periods); (2) English 301, 302

(American literary periods)
One additional 300-level English course

B. Creative Writing
Required: English 200, 300, 380

*Cognates

While the English major has no specified cognate requirement, students are encouraged to take courses in fields such as modern languages and literature (beyond the elementary level), history, philosophy, art, music, theatre, and computer science.

Suggested Sequence

English majors are strongly advised to take English 205 first, followed by English 205 and either 206 or 207 as soon as scheduling permits.

Note: Students in the secondary education curriculum 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 must take English 332 or 333 as one of the electives.

(Semester hours are in parentheses.)

Required: English 205, 206, 231 (11)
One course from English 344, 345, 346 (3)
Two 300-level English courses (6)

Minor in Creative Writing

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

(Semester hours are in parentheses.)

Required: English 200, either 205 or 206, 300, 380, 390 (16)
One elective from among English 205, 206, or any 300-level English course (3-4)

Minor in Technical/Applied Writing

The minor in technical/applied writing consists of at least 19 semester hours, including cooperative education. English 110 or 231 should be the first course taken.

(Semester hours are in parentheses.)

Required: English 110 or 231, 230, 380, cooperative education (16-19)
One elective from among English 205, 206, or any 300-level English course (3-4)

Minor in Linguistics

The minor in linguistics requires a minimum of 18 semester hours.

(Semester hours are in parentheses.)

Required: English 211, 332, 333, 338, 339 (15)
One elective from among English 205, 206, or any 300-level English course (3-4)

Honors Program

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

GRADUATE PROGRAMS

Advisors: Anisjit Singh (M.A.), Joseph McSweeney (M.A.T.)

Master of Arts in English

The Master of Arts degree in English can 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 advisor, 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 semester hours, the student takes a written examination prepared and administered by the Department of English. The examination covers areas of English and American literature as specified in a reading list available in the Department of English office. Students should obtain a copy of the reading list as soon as possible.

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

(Semester hours are in parentheses.)

Program Requirements—Certified Teachers

- Humanistic and Behavioral Studies (6)
 - Curriculum and Instruction or Education 442 (3)
 - 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 (21)
- (Total semester hours: 30)

Program Requirements—M.A.T.—C.

- Humanistic and Behavioral Studies (10)
 - Education Courses, including student teaching (13-15)
 - English, including English 332 or 333 (12)
- (Total semester hours: 35-37)

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.

WRITING

100

Introduction to Academic Writing*

Students are introduced to some of the genres of academic writing and to the processes of producing it. Writing assignments present a progressively more complex sequence of rhetorical situations and purposes, from personal narrative to critical interpretations of popular, literary, and scholarly texts. A grade of C- or better is required to meet the College Writing Requirement. Offered fall, spring, summer.

4 semester hours.

*See also the description of the College Writing Requirement in undergraduate Academic Requirements (introductory section of this catalog).

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. Enrollment is limited to 10 students. Required of some students to complete the College Writing Requirement. Grading is S or U. Offered fall, spring, summer.

2 semester hours (this credit does not apply toward 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 nonnative speakers guided practice in expressing themselves in English through writing. Enrollment is limited to 10 students. Offered as needed. 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. Offered fall, spring, summer.

3 semester hours. Prerequisite: Writing 100 preceding or concurrent. Gen. Ed. Core.

102

Western Literature II

Through the study of such works as *Camille* and *Fansh* 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.

Offered fall, spring, summer.

3 semester hours. Prerequisite: Writing 100 preceding or concurrent. Gen. Ed. Core.

110

Approaches to Writing

Emphasis is on writing essays adapted to various purposes, developed by particular rhetorical methods, and directed to diverse audiences. Offered as needed.

4 semester hours. Prerequisite: completion of the College Writing Requirement.

111

Introduction to Autobiography

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

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. Offered as needed.

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. Offered fall and spring.

3 semester hours. Gen. Ed. Category 3.

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. Offered as needed.

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. Offered fall and spring.

(4) 3 semester hours. Gen. Ed. Category 3.

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. Offered as needed.

4 semester hours.

200

Creative Writing

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

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. Offered fall and spring.

4 semester hours.

205

Backgrounds in English Literature to 1800

Students are introduced to representative works of English literature from the Middle Ages through the 18th century and are

given practice in critical reading and critical writing. Offered fall and spring.

4 semester hours.

206

Backgrounds in English Literature 1800 to Present

Students are introduced to representative works of English literature of the 19th and 20th centuries and are given practice in critical reading and critical writing. Offered fall and spring.

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. Offered fall and spring.

4 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. Offered fall and spring.

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. Offered as needed.

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. Offered alternate springs (even years).

3 semester hours.

230**Business and Technical Writing**

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

3 semester hours. Prerequisite: completion of the College Writing 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 revision of expository, critical, and argumentative essays. The research paper is also considered. Offered fall and spring.

3 semester hours. Prerequisite: completion of the College Writing Requirement, and 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. Offered fall and spring.

3 semester hours.

300**Advanced Creative Writing**

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

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

301**American Literature to 1860**

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

3 semester hours.

302**American Literature from 1860 to 1914**

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

3 semester hours.

321**Modern Poetry**

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

3 semester hours.

322**Modern Drama**

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

3 semester hours.

323**Modern British Novel**

Important British novels of the 20th century are analyzed. Offered as needed.

3 semester hours.

325**Literature and Film**

This course considers the role of the motion picture as a major literary and social force of the 20th 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. Offered as needed.

3 semester hours.

326**Studies in Black Literature**

This course examines black literature in English. Topics vary. Offered as needed.

3 semester hours.

328**American Fiction: 1914 to 1945**

This course studies significant modern American fiction. Offered as needed.

3 semester hours.

329**American Fiction: 1945 to the Present**

This course studies significant contemporary American fiction. Offered as needed.

3 semester hours.

332**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 that influenced the development of the language are also investigated. Offered as needed.

3 semester hours.

333**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. Offered as needed.

3 semester hours.

334**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. Offered as needed.

3 semester hours.

335**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. Offered as needed.

3 semester hours.

336**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. Offered as needed.

3 semester hours.

337**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. Offered as needed.

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

338**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, specific differences in the phonological rules of specific language groups, and variations in American English. Offered as needed.

3 semester hours.

339**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. Offered as needed.

3 semester hours.

**341
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. Offered as needed.
3 semester hours.

**344
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. Offered spring.
3 semester hours.

**345
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. Offered fall and spring.
3 semester hours.

**346
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. Offered fall and spring.
3 semester hours.

**349
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. Offered as needed.

3 semester hours.

**350
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 nondramatic poetry of Shakespeare, Marlowe, and the prose of Sir Philip Sidney. Offered as needed.

3 semester hours.

**351
English Literature from 1603 to 1674**

This course examines the poetry of John Donne and the metaphysical poets, of Jonson and his school, and of John Milton. Some attention may be given to the prose works of such writers as Richard Burton, Sir Thomas Browne, and Francis Bacon. Offered as needed.

3 semester hours.

**352
English Literature from 1660 to 1784**

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

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. Offered as needed.

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. Offered as needed.

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 theatres in 1642. The course emphasizes major Elizabethan and Jacobean dramatists other than Shakespeare. Offered as needed.

3 semester hours.

**357
Restoration and 18th-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. Offered as needed.

3 semester hours.

**358
The English Novel from 1700 to 1832**

The beginnings of the English novel in the 18th 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. Offered as needed.

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. Offered as needed.

3 semester hours.

**360
Seminar in Literature**

This seminar focuses on a limited topic 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. Offered as needed.

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

**390
Directed Study**

The student, working with a faculty member, selects a topic for study and researches it in depth. Offered as needed.
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. Offered as needed.
3 semester hours.

**503
Fiction**

Not 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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**505
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. Offered as needed.

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

**506
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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**510
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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**511
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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**512
Studies in Neoclassicism**

Aspects of neoclassicism are examined through close study of some of its characteristic achievements. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**513
Studies in Romanticism**

Topics of limited focus drawn from the aesthetic, philosophical, and literary achievements of romanticism provide the basis for this course. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**514
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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**515
Studies in 20th-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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**516
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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**517
Studies in 20th-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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**563
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

interliterary, interdisciplinary, or comparative studies. May be repeated with change of content. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**564
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. Offered as needed.
3 semester hours. Prerequisite: consent of instructor or department chair.

**571
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. Offered as needed.
3 semester hours. Prerequisite: approval by the Department of English Graduate Committee.

**590
Master's Thesis**

This course is open only to students enrolled in the thesis plan. Offered as needed.
3 semester hours. Prerequisite: approval of thesis proposal by Department of English Graduate Committee.

**English as a
Second Language**

Alice Grellner
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 Analogies Test. (Semester hours are in parentheses.)

Program Requirements

- Humanistic and Behavioral Studies (6)
- Two courses from Education 409; Foundations of Education 402, 420, 501; Psychology 400, 402, 408, 409
- Major Concentration (18)
- Elective: Education 446, 449, 451
- Required: two courses from Curriculum 511; Education 431, 433. One course from Education 311, 322, 401, 434
- Related Disciplines (6)
- Two courses from Anthropology 310; English 332, 333, 338, 339
(Total semester hours: 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 advisor's approval, up to six semester hours in Education 480 may be included in the program.

COURSE OFFERINGS

See Elementary and Secondary Education as well as other participating departments.

Film Studies

Mark Estrin
Director

The film studies program is an interdisciplinary major exploring the techniques, aesthetics, and history of film. In the program, students may investigate narrative film, major directors, the documentary, and benchmarks in the development of the genre, such as German expressionism, the great Hollywood eras, and the French New Wave.

Programs of Study

Major: Film Studies (B.A.).
Minor: Film Studies.

Major in Film Studies

The film studies major consists of a minimum of 33 semester hours selected from various disciplines. Cognates are suggested, but not required.

(Semester hours are in parentheses.)

- Required Courses (20)
Art 327; Communications 242; English 325; Film Studies 220, 221; Communications 241 or English 116
- Choices in Major (15-16)
Four courses from Art 350; English 337; Film Studies 305, 350-353
- Cognates (6-12)
None required, but two are recommended from Art 217, 347; Communications 240, 343, 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 for a minimum of 20 semester hours (see above).

COURSE OFFERINGS

See participating departments also.

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

FILM STUDIES

220

History of Film I

The history of film is surveyed from its beginning in the early 20th century until the start of World War II. The major silent and sound films of America, England, France, Germany, and Russia are studied. Offered fall.

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. Offered spring.

4 semester hours.

305

Exploring Ethnographic Film

A broad perspective on a special category of documentary film—ethnographic film—is provided. Content includes a history of the genre, study of individual filmmakers, examination of film and ethnography in other media, and a consideration of the impact of cinematic language on the genre. Students cannot receive credit for both Anthropology 305 and Film Studies 305. Offered as needed.

4 semester hours. Prerequisite: Anthro, 201, Eng. 116, Comm. 241, or Film Studies 220.

350

Topics in the Study of Film

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

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 rotates to include such figures as Hitchcock, Bergman, Ford, and Godard. The

course may be repeated with a change in content. Offered as needed.

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. Offered spring.

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. Offered as needed.

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

390

Directed Study

The student, working with a faculty advisor, selects a topic for study, and researches the topic in depth. Offered as needed.

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. Offered as needed.

3 semester hours. Prerequisite: consent of program director.

Foundations of Education

Department of Educational Leadership, Foundations, and Technology

James Davis
Department Chair

Program of Study

Minor: 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 are in parentheses.)

Required: Foundations of Education 360 (3)

Three or four electives from any of the following five groups: (12)

- A. Foundations of Education 322; Philosophy 321; Psychology 344
- B. Philosophy 201, 231, 300
- C. Foundations of Education 343; Philosophy 206; Political Science 322
- D. Economics 353; Foundations of Education 322; Philosophy 200, 321
- E. Economics 353; Foundations of Education 405; 420 or 441 or 575

Note: It is not necessary for liberal arts students to take Foundations of Education 340 in the minor, but credit will be given to those who do.

COURSE OFFERINGS

Foundations of Education 200 is an arts and sciences course. No other course is an arts and sciences course.

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—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 noneducation majors. Offered as needed.
3 semester hours.

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. Offered as needed.

3 semester hours.

340

Foundations of Education

This course examines American public schools from an interdisciplinary and integrative perspective through the study of historical, political, economic, and legal forces which have shaped them. It also provides an introduction to the major schools of philosophical thought as a basis for students to examine their beliefs about teaching and to formulate their personal philosophy of education. Students may not receive credit for Foundations of Education 340 and also for Foundations of Education 220 and/or 302. Offered fall, spring, summer.

3 semester hours. Prerequisite: completion of 60 semester hours of undergraduate course work or consent of department chair.

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. Offered as needed.

3 semester hours.

345

Individual and Cultural Diversity in School and Community

This course examines the culture of schools with a focus on the origins and nature of individual differences among multicultural and special-needs populations. Through integrated class and field experiences, students examine social and cultural influences involved in communication, classroom interaction, thinking, teacher and pupil learning style. Students develop a framework to consider the needs and potential of the learner for individualized instruction. Offered fall, spring, summer.

3 semester hours. Prerequisite: 60 semester hours or consent of instructor.

360

Seminar in Foundations of Education

Various topics in the foundations of education are examined. Offered as needed.

3 semester hours.

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. Offered as needed.

3 semester hours.

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 340. Offered fall, spring, summer.

3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

405

Introduction of Comparative Education

The course studies selected systems of foreign education, including the relationship of instructional practices to the culture of the country being studied. The comparison of economic, ideological, and social determinants affecting instructional practices in foreign countries is made. Special consideration is given to educational problems in underdeveloped countries.

Offered as needed.
3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

410

History of Western Educational Thought

The ideas on education, teaching, and the schools professed by major Western educational theorists are examined, including Plato, Aristotle, Augustine, Thomas Aquinas, Locke, Rousseau, Pestalozzi, Froebel, Spencer, and Dewey. Offered as needed.

3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

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 studied with emphasis on those institutions with important current significance. Important developments in American pedagogical theory are also studied. Offered as needed.

3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

420

Cultural Foundations of Education

The matrices 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 340. Offered spring.

3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

431

Political Elements in Public School Policy

This course analyzes the political institutions and practices which determine the priorities used in formulating public school policy. Offered as needed.

3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

441

Comparative Philosophies of Education

This course is devoted to a study of the alternative ways in which philosophers view the relevance of educative experiences. Special emphasis is given to an examination and evaluation of the impact that educational theory has had on cultural and social life. Offered as needed.

3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

442

Theories of Knowledge and the Curriculum

Current work in the structure of knowledge, i.e., epistemologies, 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. Offered as needed.

3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

**445
Logic of Teaching**

Topics include the application of logic to teaching practices and critical thinking. Offered as needed.

3 semester hours. Prerequisite: six semester hours, or its equivalent, in foundations of education at the 300-level.

**490
Independent Study in Foundations of Education**

Selected topics in foundations of education may be investigated by individual students with the approval of the department. Offered as needed.

3 semester hours.

**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 340. Offered spring.

3 semester hours. Prerequisite: three semester hours, or its equivalent, in foundations of education at the 400-level.

**534
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 practices are studied. Offered as needed.

3 semester hours. Prerequisite: three semester hours, or its equivalent, in foundations of education at the 400-level.

**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 technology and bureaucratic influences are considered. The theory generated out of early

and later behaviorism is analyzed. Post-Sputnik criticisms of education are studied along with the humanistic, cognitive and, neoromantic responses to that criticism. Offered fall.

3 semester hours. Prerequisite: three semester hours, or its equivalent, in foundations of education at the 400-level.

**560
Seminar in Foundations of Education**

Topics in foundations of education are examined. Offered as needed.

3 semester hours.

**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. Offered as needed.

3 semester hours.

French*Department of Modern Languages*

Héctor Medina
Department Chair

Program 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.

(Semester hours are in parentheses.)

•Liberal Arts

Required: French 201, 202, 230, 360 (14)
Choices in Major: at least six French courses at the 200-level or above (18)

•Secondary Education

Required: French 201, 202, 230, 300, 360 (17)

Choices in Major: at least five French courses at the 200-level or above (15)
(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 Modern Languages.

GRADUATE PROGRAMS

Advisors: Paul Chassé (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.

The *examination plan* also consists of at least 30 semester hours. It normally includes French 560 or 590 and at least seven other courses at the 500-level. A comprehensive examination must be taken at or near the end of the program.

The Master of Arts with a *Franco-American concentration* consists of at least 30 semester hours. Required are French 550 and/or 590, 560, and 595 (thesis); and 15 semester hours of electives in French. With advisor's approval, a course outside of the field of modern languages may be substituted for one of the electives. Such a course might be selected from, but not limited to, offerings in history, political science, sociology, or anthropology. Students must also complete a thesis and pass a comprehensive examination.

Master of Arts in Teaching in French

The M.A.T. program is for certified teachers and the M.A.T.-C. for students seeking certification. The M.A.T.-C. program leads to the M.A.T. degree. The programs vary for senior high, junior high and middle school, and elementary school.

Admission Requirements

For M.A.T. program: completion with a B average or better of the Rhode Island College undergraduate minor in French or its equivalent.

For M.A.T.—C. program: completion with a B average or better of the Rhode Island College undergraduate major in French or its equivalent.

(Semester hours are in parentheses.)

Program Requirements—Certified Teachers**Senior High School**

- Humanistic and Behavioral Studies (6)
 - Curriculum and Instruction (3)
 - French: seven courses including French 560 (or 590) and at least three other courses at the 500-level (21)
- (Total semester hours: 30)

Junior High and Middle School

- Humanistic and Behavioral Studies (6)
 - 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 (9)
- (Total semester hours: 30)

Elementary School

The program for elementary school is the same as the one for junior high and middle school, except the only 500-level French course required is French 560 (or 590).

Program Requirements—M.A.T.—C.

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

Elementary School

- Humanistic and Behavioral Studies (10)
 - Education Courses, including student teaching (22–26)
 - French: four courses at the 500-level including French 560 (or 590) (12)
- (Total semester hours: 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.

(Semester hours are in parentheses.)

Program Requirements

- Humanistic and Behavioral Studies (6)
 - Curriculum and Instruction (3)
 - French: seven courses including French 321, 550 and/or 590, and 560 (21)
- (Total semester hours: 30)

Note. With advisor's approval, one course outside of the field of modern languages and literature may be substituted for one of the French electives. Such a course might be selected from, but not limited to, offerings in history, political science, sociology, or anthropology.

COURSE OFFERINGS

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 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. Offered fall, spring, summer.
4 semester hours.

102**Elementary French II**

This course is a continuation of French 101. Offered spring.

4 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. Offered fall, spring, summer.

3 semester hours. Prerequisite: two years of secondary school French or consent of department chair. Gen. Ed. Category 7.

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. Offered fall.

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. Gen. Ed. Category 7.

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.

Offered spring.
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. Gen. Ed. Category 7.

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. Offered fall.

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. Offered spring.

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. Offered every third semester. Last offered spring 1987.

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. Offered every third semester. Not offered 1986–87 or 1987–88.

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

Ed

Inforn
educa
be for
this c

Admi
Art
Bilin
Cour
Curr
Dani
Elen
Engl
Fout
Hea
Indi
Inst
Mu
Phy
Res
Sec
Spr
Ur
Vo

230 French Civilization

The geography and the political and cultural history of metropolitan France are traced from origins to modern times. The course is conducted in French. Offered every third semester. Last offered fall 1986.

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. Offered alternate springs (even years).

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. Offered as needed.

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. Offered as needed.

3 semester hours.

304 The Age of Reason

Through literary and historical readings a study is made of the main themes of 18th-century thought that led to the French Enlightenment. Offered as needed.

3 semester hours.

305 The Age of Enlightenment

The study of the 18th-century thought is continued, with emphasis on the philosophical trends that culminated in the French Revolution and liberalism. Offered as needed.

3 semester hours.

306 Romanticism

The background, emergence, and development of French romanticism in prose, poetry, and theatre are examined. Offered as needed.

3 semester hours.

307 Realism, Naturalism, and Symbolism

Writers who attempted to reflect the realities of life, and Parnassian and symbolist poets are read and discussed. Offered as needed.

3 semester hours.

308 French Literature from 1900 to the Early 1930s

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

3 semester hours.

309 French Literature since the Mid 1930s

Readings are selected that illustrate the concepts of *tragicité de l'homme, la révolte, l'engagement*, and other themes. Offered as needed.

3 semester hours.

313 Renaissance French Literature

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

3 semester hours.

320 Applied Grammar

This course involves students in practical application of grammar in both oral and written forms. An intensive study of construction and idiomatic expressions is included. Offered alternate falls (even years).

3 semester hours. Prerequisite: French 202 or equivalent.

321 French Canadian Literature

The works of the authors writing under the French Regime (1534-1760) and British rule (1760-1867) are studied. Then follows the examination of the lyrical *Groupé de Québec*, the postromantic *École littéraire de Montréal*, and contemporary literature of French Canada. Offered as needed.

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. Offered every third semester. Last offered spring 1988.

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 advisor. Offered as needed.

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

501 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. Offered as needed.

3 semester hours.

502 Short Fiction in French

The *conte, nouvelle, and récit* are 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. Offered as needed.

3 semester hours.

503 Nonfiction 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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

3 semester hours. Prerequisite: consent of department chair.

Edu

Inform
educat-
be four
this ca

Admit
Art
Biling
Costs
Carris
Danci
Elem
Engl
Foun
Heal
Indur
Indur
Instr
Musi
Phys
Recr
Secr
Spev
Urb
Voc

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. Offered every third semester. Last offered spring 1988.
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 advisor. A major paper in thesis form is required. This course may be repeated for credit if the content of the course is not duplicated. Offered as needed.
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. Offered as needed.
6 semester hours. Prerequisite: open only to students enrolled in the Master of Arts program.

Bachelor of General Studies Degree

To be appointed
Director

The Bachelor of General Studies degree program is intended for adults who have had a total of at least 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 the General Education Program, a concentration, and free electives. Course selections are based on the following divisions:

1. humanities (Area I)—art, communications, dance, English, history, music, modern languages, philosophy, and theatre;
2. mathematics and science (Area II)—biology, chemistry, computer science, mathematics, physical sciences, and physics;
3. social and behavioral sciences (Area III)—accounting, anthropology, computer information systems, economics, geography, management/marketing, political science, psychology, and sociology.

(Semester hours are in parentheses.)

*General Education (12)
Required: 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 (e.g., humanities, etc.). No more than four courses may be from any one department. Courses 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 carry a major formally, the student must complete all other requirements for the B.A. or B.S. as well.

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 Undergraduate Admissions Office.

Valid Credit Restriction

College credit earned more than 10 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 had a total of at least 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

Terence Hays

Department Chair

Programs of Study

Major: Geography, with emphasis in General Geography, Cartography/Terrain Representation, or 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. No 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.

The geography major combines scientific and humanistic perspectives in the study of the whole environment. Geography applies perspectives from the physical and social sciences toward the solution of vital problems of the times including hunger, urban planning, allocation of resources, environmental impact, population, and recreational use of the landscape.

Through a combination of traditional academic courses, applications of computers to problem solving and cartography, and active internships, the geography major prepares students to be competitive in continued studies in graduate programs or for entry into the professional world.

(Semester hours are in parentheses.)

*Entry into the Discipline (6)

Geography 200 or 205 (physical geography), and 201 or 203 (cultural geography)

*Geographic Skills (6)

Required: Geography 309

One advisor-approved course from

Inform
educati
be four
this cat

Admin
Art
Biling
Cosm
Curri
Dance
Elem
Englis
Found
Health
Indus
Instr
Mus
Phys
Recr
Seco
Urbi
Voc

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 advisor

B. Cartography/Terrain Representation: Geography 310, 316, and two electives as approved by advisor

C. Urban Affairs:

Geography 315, 317, 318, and one elective approved by advisor

*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 advisor'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 advisor. 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 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.

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. Offered fall and spring.

3 semester hours. Gen. Ed. Category 2.

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 1.

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. Offered as needed.

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 4.

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. Offered as needed.

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. Offered as needed.

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 American 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. Offered as needed.

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. Offered fall.

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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

3 semester hours. Prerequisite: Geo. 310.

Edt

Informa
educati
be from
this cat

Admini
Art
Biling.
Comms
Curric
Dance
Elemen
Englis
Found
Health
Indust
Instru
Masi
Physsi
Recre
Seco
Speci
Urba
Voca

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

318
Geography of Urban Housing
Spatial analysis is applied to housing with respect to location, site, and zoning. Contemporary issues in housing policy as applied to the private and public sectors are examined. Offered as needed.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

319
Wild Land 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. Offered as needed.
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. Offered as needed.
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. Offered as needed.
3 semester hours. Prerequisite: Geo. 201 or consent of instructor.

360
Seminar in Geography
This course provides an integrating experience in the theory and practice of geography. Offered as needed.
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. Offered as needed.
3-6 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. Offered as needed.
1-4 semester hours. Prerequisite: consent of department chair.

390
Directed Study in Geography
The student selects a topic and undertakes offered research under the supervision of a faculty advisor. Offered as needed.
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 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. Offered fall.
4 semester hours.

102
Elementary German II
A continuation of German 101. Offered spring.
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. Offered as needed.
3 semester hours. Prerequisite: German 102 or three years of secondary school German, or a score of 500-549 on the CEEB Achievement Test in German. Gen. Ed. Category 7.

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. Offered as needed.
3 semester hours. Prerequisite: German 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in German, or consent of department chair. Gen. Ed. Category 7.

Edu

Information
education
be found
this cata

Admini
Art
Bilingu
Counsel
Curricu
Dance
Elemen
English
Founda
Health
Industr
Instruc
Music
Physic
Recre
Seco
Speci
Urban
Vocal

Gerontology

Rachel Elinson
Coordinator

The interdisciplinary program leading to a certificate in gerontology is open to undergraduate students, graduate students, and professionals in fields related to the study of gerontology, including nursing, social work, sociology, psychology, management and business administration, public service, education, health education and recreation, counseling, arts, physical education, and urban planning. The program applies the perspectives of many disciplines to study of the elderly.

Gerontology Program

Students must complete at least 21 semester hours in various disciplines. Students successfully completing the program receive a certificate of completion.

(Semester hours are in parentheses.)

*Required Courses (15)

Gerontology 315, 325, 335; Nursing 313; Sociology 317

*Choices in Program (6-7)

Two courses from the following: Anthropology 308; Counseling and Educational Psychology 318; Nursing 312; Psychology 339; Recreation 325

COURSE OFFERINGS

See participating departments 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 program director for details.

GERONTOLOGY

315

Biology of Aging and Human Development

This course considers the normal maturation processes that eventually lead to structural and functional changes associated with the aging process. Physical

and physiological changes in individuals of advanced years are stressed. Evidence supporting the various theories of aging and special biological problems associated with aging are studied. This course does not count toward the biology major. Offered as needed.

3 semester hours.

325

Therapeutic Aspects for Dealing with the Elderly

Focus is on mental health and the elderly with particular reference to loneliness, loss, isolation, cumulative grief, depression, organic brain disorders, and functional disorders. Therapeutic interventions, responsible interaction with family members, and therapeutic use of self in one-to-one interactions are addressed. A minimum of 30 hours of supervised observation is required. Offered as needed.

3 semester hours.

335

Field Experience: A Team Approach

Interdisciplinary teams are trained in the provision of services to the elderly in a variety of community settings. Students have an opportunity to participate in the operation of different programs and institutions. This experience serves as the basis for integrating theory and practice in the field of gerontology. Number of students is limited to 15. One semester hour of seminar and two semester hours of practicum in the field. Offered as needed.

3 semester hours. Prerequisite: Gerontology 315, 325; Nursing 313; Soc. 317.

Health Education

Department of Health, Physical Education,
Recreation, and Dance
Bennett Lombardo
Department Chair

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 39 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.

The health education program prepares students for employment in elementary and secondary schools as well as in other health instructional programs.

(Semester hours are in parentheses.)

*Health Education Concentration (27)

Required: Health 101, 201, 202, 213, 214, 300, 303, 304, 318

*Cognates (39-45)

Required: Anthropology 201; Biology 101 and 102, or 108; 331, 335, 336, 348; Chemistry 103; Mathematics 240; Psychology 110, 230; Sociology 202.

*Professional Education (26)

Required: Education 327; Foundations of Education 340, 345; Instructional Technology 304; Counseling and Educational Psychology 216; Special Education 300

*General Education Program (36-38)

*Free Electives (0-6)

Curriculum in Health Education—Community Health Concentration

Students who have a special interest in community health may elect to complete the community health concentration, which includes a minimum of 24 semester hours in health courses, at least 31 semester hours of cognates, and 16 semester hours in professional education, including

the completion of a field placement experience in a community health setting. The program includes a specialization in community health consisting of 27 semester hours, along with general education requirements and free electives. The curriculum totals at least 120 semester hours.

The community health program prepares students for employment in health agencies, workforce health promotion, and other ambulatory care settings and public health programs.

(Semester hours are in parentheses.)

*Required Courses (24)

Health 101, 201, 202, 213, 214, 300, 303, 318

*Community Health Specialization (27)

Required: Health 305, 307, 319, 321
Electives: at least 15 semester hours of electives approved by the community health advisor

*Cognates (31-35)

Required: Anthropology 201; Biology 101 and 102, or 108; 331, 335; Chemistry 103; Mathematics 240; Psychology 110; Sociology 202

One course from Computer Information Systems 251; Computer Science 101; Sociology 102

*Professional Education (16)

Required: Health 326; Instructional Technology 304; Counseling and Educational Psychology 216

*General Education (36-38)

*Free Electives (0-6)

Admission and Retention

The health programs have special admission and retention requirements. In order to better plan their programs, students should check the prerequisites for Health 318 (practicum), Health 319 (practicum), Health 326 (internship), Education 327 (student teaching), and consult with an advisor as soon as possible. A minimum 2.50 average in all courses required in the major area is necessary for entry into practicum and student teaching and internship courses.

Also see Special Admission and Retention Policies in undergraduate Academic Requirements, introductory section of this catalog.

GRADUATE PROGRAM

Advisor: *Kenneth Anley*

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 (6)

See program advisor for list of recommended courses.

•Major Concentration (18)

Required: Health 401, 462
Electives: four courses from Health 304, 380, 480; Counseling and Educational Psychology 401-403; Education 345 (see program advisor for complete listing); Instructional Technology 337, 440. Student must have advisor's consent.

•Related Health Courses (6)

Two courses in arts and sciences chosen with advisor's consent

•Comprehensive Examination (0)

(Total semester hours: 30)

Note: Before taking the comprehensive examination, a student must meet in the combined graduate and undergraduate programs, the following requirements: 9 semester hours in the biological sciences, 15 semester hours in the behavioral sciences, and 24 semester hours in health education.

COURSE OFFERINGS

HEALTH, EDUCATION

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.

HEALTH

101

Human Sexuality

Students are introduced to the topic through multidisciplinary research and theory on human sexuality, with particular attention to sociological perspectives. Guest lectures and films add to the breadth of approach. Students may not receive credit for both Sociology 101 and Health 101. Offered fall and spring. 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. Offered fall and spring. 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. Offered fall and spring. 3 semester hours.

213

Standard First Aid—Personal Safety and Cardiopulmonary Resuscitation

Fundamental principles and skills of basic first aid and cardiopulmonary resuscitation (CPR) 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. Offered fall, spring, summer.

(4) 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/personal safety and CPR basic life support programs. This is an eight-week course. Offered spring and summer.

(4) 2 semester hours. Prerequisite: Health 213 or consent of instructor.

300

Concepts of Teaching

The focus is the analytical study of teaching. Specifically included are technical skills of teaching, a repertoire of teaching models, classroom management strategies for all children, including the atypical/exceptional, and several observational techniques. School visits and tutoring are required. Offered fall and spring. (Formerly Health 210.)

4 semester hours. Prerequisite: CEP 216 preceding or concurrent.

303

Community Health and Safety

Readings, discussions, and class presentations are concerned with critical issues of environmental health and the promotion of safety in the home, school, and community. Interpretation of vital statistics, along with the nature of accidents, communicable diseases, and other environmental health concerns, is discussed.

Offered spring.

3 semester hours.

304

Organization and Administration of School Health Education Programs

Organizational and administrative relationships of the total school health education program are presented. The history

of school health education is discussed in light of policies, state responsibility, duties of personnel, and other specific administrative concerns. Offered fall. 3 semester hours.

305

Advanced Issues and Concerns in Community and Public Health

The student is provided with opportunities to further analyze the etiology of various community health issues. Program planning, implementation, and evaluation are applied to a diversity of community and public health problems. Offered fall. 3 semester hours. Prerequisite: Health 303 or consent of department chair.

307

Epidemiology and Biostatistics

Focus is on the causes, frequencies, and distribution of diseases and health issues in various populations. The methods of epidemiology will allow the student to collect, tabulate, analyze, and interpret statistical facts about the occurrence of health problems, risk factors, and health deaths in a community. Offered spring. 3 semester hours. Prerequisite: Health 303, Math 240, or consent of department chair.

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. Offered spring.

4 semester hours. Prerequisite: satisfactory completion of all courses in concentration and cognate areas, including Inst. Tech. 304 and CEP 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. Offered fall.

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 diets for individual situations as they relate to the food needs of different ages, racial preferences, and budgeting. Offered fall and spring.
3 semester hours.

**326
Community Health: Field Placement**

Students apply the theoretical formulations discussed in Health 303, 305, and 319, and develop and improve skills that are essential to the community health profession. Students assume increasing responsibility in select community health agencies and attend a related senior seminar. Grading is H, S, or U. Offered fall.
9 semester hours. Prerequisite: Health 319 and consent of department chair.

335**Consumer Health**

Issues and problems affecting health consumerism are covered. Emphasis is on selecting health services; examining the appropriateness of wellness and health promotional activities; interpreting and evaluating claims made by manufacturers of health products and consumer protection options. Offered spring.
3 semester hours.

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. Offered summer.
3 semester hours. Prerequisite: consent of instructor.

402**Foundations of Health Science**

Motivation for intelligent self-direction in the critical areas of health is emphasized. This course is for graduate students defi-

cient in background areas in the health science discipline. Offered spring.
3 semester hours. Prerequisite: consent of advisor.

405**Principles of Program Development in Health Education**

Focus is on techniques, processes, and models of developing health education programs in schools, communities, and work sites. Emphasis is on planning, implementation, and evaluation strategies. Principles of grant development are also included. Offered spring.
3 semester hours. Prerequisite: Health 401 or consent of department chair.

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. Offered fall.
3 semester hours. Prerequisite: open only to students in the graduate program in health education.

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. Offered fall.

9 semester hours. Prerequisite: Spec. Ed. 300, Health 318; satisfactory completion of program prerequisites in Health 318; adequate health; an overall GPA of 2.50 one full semester prior to student teaching; proficiency in operation of instructional 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. Offered as needed.
3 semester hours.

History

Department of History

Norman Smith

Department Chair

Programs of Study

Major: History (B.A.).

Minor: History.

Graduate Program: History (M.A., M.A.T., M.A.T.-C. Program).

Major in History

The history major requires a minimum of 10 courses (32 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 given below (students should begin the major in the sophomore year, usually by taking History 200 first).

(Semester hours are in parentheses.)

A. History 200 (4)

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

C. Focus

Four courses. In close consultation with an advisor, students develop a coherent package of related courses tailored to their individual interests and career goals, and focused on one of the following: civilizational; social/economic; cultural/intellectual; political; applied/public; or a particular time period, historical genre, or other integrative principle. (Interdisciplinary social science courses may be substituted with authorization of the chair.)
(12)

D. History 361 (4)

Cognates

History has no cognate requirement, but students are encouraged to take courses in related fields. Choices should be made with the aid of an advisor.

Advising

Students should meet with an advisor early in their program to plan their focus. For those students interested in pre-law preparation the department provides a pre-law advisor.

Minor in History

The history minor consists of five courses (minimum of 16 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 advisor.

Honors Program

History majors of superior scholastic ability are eligible to participate in the department's honors program. During the junior and senior years, qualified students may pursue independent study or advanced work in the discipline. Majors who satisfactorily complete a minimum of nine semester hours in honors course work are awarded the Bachelor of Arts with honors in history. Interested students should see the department chair for details.

GRADUATE PROGRAMS

Advisors: 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 advisor'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 advisor'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.

(Semester hours are in parentheses.)

Program Requirements—Certified Teachers

- Humanistic and Behavioral Studies (6)
- Curriculum and Instruction (3)
- History, including History 501 and 561 (seminar); field paper or second seminar (12-21)

Second Academic Area (0-9)

(Total semester hours: 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 (0-3)

(Total semester hours: 35-37)

COURSE OFFERINGS**Topics Courses and Workshops**

Topics courses (usually numbered 150, 260, 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**110****Western Experience I***

The Western experience to the 17th 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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Core.

*See note following History 111.

111**Western Experience II**

This course examines the transformation of the West from the 17th century to the present. Topics include modernization and its consequences, the expansion of the West, and the worldwide diffusion of secular values. Offered fall, spring, summer.

3 semester hours. Prerequisite: Hist. 110 or consent of department chair. Gen. Ed. Core.

*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.

200**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. Offered fall and spring.

4 semester hours. Prerequisite: Hist. 110-111.

201**United States History to 1877**

This course surveys the development of the United States from its colonial origin to the end of Reconstruction. Offered fall, spring, and alternate summers (odd years).

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. Offered fall, spring, and alternate summers (even years).

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 7.

211**Perspectives on Indian Civilization**

Indian history is introduced through an examination of significant figures. Topics include the land base; political, economic, and social change; religion and ideology; military and political traditions; and philosophy, literature, art, and architecture. Offered as needed.

3 semester hours. Gen. Ed. Category 7.

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. Offered fall and spring.

3 semester hours. Gen. Ed. Category 7.

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. Offered as needed.

3 semester hours. Gen. Ed. Category 7.

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. Offered as needed.

3 semester hours. Gen. Ed. Category 7.

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. Offered as needed.

3 semester hours.

245

The Military and Western Society: 1789 to the Present

This course traces the development of European and United States military practices and policies from the French Revolution to the mid-20th century. Particular attention is given to the effects

of technology on the art of war, and the interaction of military institutions and the prevailing social and political conditions in which they developed. Offered in conjunction with the Military Science Program. Offered as needed.

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. Offered as needed.

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, colonization, the Persian and Peloponnesian wars, slavery, the role of women, and the changing social mores. Offered every third semester. Last offered spring 1988.

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, imperialistic expansion, the Punic Wars, changing economic and social conditions, and the problems of empire. Offered every third semester. Last offered fall 1987.

3 semester hours.

303

Medieval History

This is a study of Western Civilization from the breakup of the Roman Empire to the beginning of the 14th century. Particular attention is given to the rise of Christianity, feudalism, economic and techno-

logical developments, and the intellectual character of the Middle Ages. Offered every third semester. Last offered fall 1987.

3 semester hours.

306

The Islamic World from the Age of Muhammad to the 19th 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. Offered as needed.

3 semester hours.

307

The Arab-Israeli Conflict

A historical analysis is made of the origins and development of the Arab-Israeli conflict, with emphasis on events since 1945 and their international implications. Offered as needed.

3 semester hours.

308

The Islamic World in Modern Times

The modern Middle East from the 19th century to the present is examined. Special attention is devoted to the breakdown 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. Offered as needed.

3 semester hours.

310

History of East Asia to 1600

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 in East Asia. Offered as needed.

3 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 traditionalists and reformers and between reformers and revolutionaries, and the rise of nationalism and communism. Offered as needed.

3 semester hours.

312

History of Japan in Modern Times

The Tokugawa Shogunate and the significance of the Meiji Restoration are examined. Special emphasis is placed on the development of democracy, militarism, the formation of the Japanese Empire through World War II, and the rise of the new Japan. Offered as needed.

3 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. Offered as needed.

3 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 14th and 15th centuries, the spread of these trends, and the emergence of a new social and political order. Offered every third semester. Last offered spring 1988.

3 semester hours.

316

The Age of the Reformation

The religious crisis of the 16th century forms the central theme of this course. Special effort is made to set forth the political, economic, and intellectual context within which the Reformation occurred

and to assess the importance of these factors on the development of European culture to 1648. Offered every third semester. Next offered fall 1988.

3 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 18th century. Offered as needed.

3 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 era of Metternich 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 internationalism on European politics and society. Offered as needed.

3 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. Offered as needed.

3 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. Offered as needed.

3 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. Offered as needed.

3 semester hours.

326 Modern Revolutions

This course examines revolutions in modern history from the 17th through the 20th centuries. Primary consideration is given to causes, common characteristics, leadership, mass participation, ideology, and circumstance. Offered as needed.

3 semester hours. Prerequisite: Hist. 110-111.

327 Nationalism

This is an examination of nationalism in modern history from the French Revolution to the 20th 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. Offered as needed.

3 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 15th century, administrative problems, religious conflicts, overseas expansion, the Elizabethan Age, the Civil War, and the development of political institutions and traditions. Offered fall.

3 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 20th century. Offered spring.

3 semester hours.

333 Imperialism

An historical analysis of the origins, theory, and practice of imperialism since the mid-19th century is provided. Emphasis is placed on the political, economic, and cultural penetration of traditional societies by imperial powers. Offered as needed.

3 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. Offered as needed.

3 semester hours. Prerequisite: Hist. 110-111.

335 Women in History

The focus of this course is upon the social, cultural, and public role of women in selected historical contexts. Offered as needed.

3 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 this course. Offered as needed.

3 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. Offered as needed.

3 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 16th 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. Offered as needed.

(4) 3 semester hours. Prerequisite: Hist. 110-111.

341 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. Offered fall.

3 semester hours.

342 The American Revolution

This is a broad examination of the American Revolution. It emphasizes the origins and development of the revolution, its crucial role in the formation of American nationhood, and its legacy for the early 19th century and for subsequent American history. Offered spring.

3 semester hours.

343
American Cultural History: The 19th Century

The development of American culture from the Revolutionary era to the end of the 19th century is studied. Topics include the evolution of American nationalism, the interplay of classicism and romanticism and the American context, religious movements, social reform, and popular culture. Offered fall.

3 semester hours.

344
American Cultural History: The 20th 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, feminism, working-class movements, and competing social and political ideologies. Offered spring.

3 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. Offered as needed.

3 semester hours.

346
U.S. Foreign Policy in the 20th Century

This course examines the emergence of the United States as a world power in the 20th century. It considers the historical basis, the process of formulation, and the implementation of U.S. foreign policy. Offered as needed.

3 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. Offered fall.

3 semester hours.

348
Economic History of the United States

The development of the American economy is studied with special emphasis on the 19th and 20th centuries. Both historical and economic insights are applied in 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. Offered every second year. Last offered fall 1987.

3 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 services, architecture, and urban-rural conflict. Offered as needed.

3 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 foundation of American foreign policy, westward expansion and sectionalism, slavery, disruption of political parties, and the Civil War. Offered as needed.

3 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. Offered as needed.

3 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 problems of industrial growth and social change during the 19th and 20th centuries. Offered as needed.

3 semester hours.

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 protest movements, legislative and judicial efforts to achieve racial equality, and the contributions of black Americans to society. Offered as needed.

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. Offered spring.

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. Offered as needed.

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. Offered as needed.

3 semester hours.

361
Seminar in History

This course builds upon the students' 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. Offered fall and spring.

4 semester hours. Prerequisite: Hist. 200 and 15 additional semester hours in the major.

363
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

200 HISTORY

faculty member. Offered as needed.
 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 advisor, 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. Offered as needed.
 3 semester hours. *Prerequisite:* restricted to under-graduate 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 advisor for honors candidates in the first semester of the senior year. Offered as needed.
 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. Offered as needed.
 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. Offered fall.
 3 semester hours. *Prerequisite:* consent of department chair and graduate advisor.

511 Graduate History Colloquium

The colloquium introduces Master of Arts candidates to the bibliography of the chosen areas of study and provides preparation for the research seminar and the master's thesis. Each section of the course focuses on the critical examination of texts and documents on a broad theme selected by the department. Offered as needed.
 3 semester hours. *Prerequisite:* consent of department chair and graduate advisor.

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. Offered as needed.
 3 semester hours. *Prerequisite:* consent of department chair and graduate advisor.

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 analysis and exposition. Offered spring.
 3 semester hours. *Prerequisite:* Hist. 501 and consent of graduate advisor.

571 Graduate Reading Course in History

A reading course is available upon the completion of suitable arrangements between candidate, advisor, and instructor. Independent study under the careful guidance of an historian is the goal of a reading course. Offered as needed.
 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. Offered as needed.
 3-6 semester hours.

Industrial Education

Department of Industrial Education
 Kenneth McVay
 Department Chair

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.

(Semester hours are in parentheses.)

- Foundations (24)
 Required: Industrial Arts 101, 105, 109, 115, 121, 126, 220, 232
- Concentration (12)

Select two or three groups to total 12 semester hours (each course is three semester hours):

1. Construction: Industrial Arts 200, 202
2. Electronics: Industrial Arts 210, 212
3. Power Systems: Industrial Arts 222
4. Technical Communications: Industrial Arts 230
5. Graphic Communications: Industrial Arts 341, 342

- Industrial Operations and Management (10)

Required: Industrial Arts 131

Two courses from Industrial Arts 335; Industrial Technology 225, 305

- Professional Education (24)

Required: Education 305, 308, 321; Foundations of Education 340, 345; Counseling and Educational Psychology 216

- General Education Program (36-38)
- Free Electives (12-14)

Since the College requires 50 semester hours in arts and sciences courses for the B.S., most free electives must be from this area.

Admission and Retention

The industrial arts education curriculum has special admission and retention requirements. In order to better plan their programs, students should check the prerequisites for Education 308 and 321 (practicum and student teaching) and consult with an advisor as soon as possible. A 2.50 average in departmental courses is required for practicum and student teaching.

Also see Special Admission and Retention Policies in undergraduate Academic Requirements, introductory section of this catalog.

GRADUATE PROGRAM

Advisor: Edward Bzowski

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, vocational education or appropriate certification; Miller Analogies Test.

(Semester hours are in parentheses.)

Program Requirements

- 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, 450, 455, 480
 - Related Disciplines (6)
 - Comprehensive Examination (0)
- (Total semester hours: 30)

COURSE OFFERINGS

INDUSTRIAL ARTS, INDUSTRIAL EDUCATION, EDUCATION.

None of the courses listed below are arts and sciences courses.

Topics Courses and Workshops

Topic 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

Drawing experiences are given in two- and three-dimensional industrial practices projections, encompassing details, assembly, and pictorial representations. Offered fall and spring.
(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. Offered fall.
(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. Offered fall.
(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, candle, and the application of plastics in crafted items. Lecture and laboratory. Offered spring.
(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 fiberglass, thermoset, and thermoplastic families of synthetic materials. Lecture and laboratory. Offered spring.
(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. Offered fall.
(6) 3 semester hours.

131

Philosophy and Implementation of Industrial Arts

A 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. School visits are made and laboratory experiences are analyzed. Offered as needed.
4 semester hours.

200

Architectural Design

Residential home designs 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. Offered as needed.
(6) 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. Offered as needed.
(6) 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. Offered fall.
(6) 3 semester hours.

212

Electronics II

This is the second course in electronics and is a follow-up course to Electronics I, which is a prerequisite. The course covers the majority of the devices that are used in the electronics field. Some of the devices covered are transistors (all types), diodes, four-layer devices, thyristor, operational amplifiers, photo electronic devices, and integrated circuits. Offered spring.
(6) 3 semester hours. Prerequisite: I.A. 210.

220**Power and Energy Systems**

This course investigates the theory and 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 turbine. Lecture and laboratory. Offered spring.

(6) 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. Offered spring.

(6) 3 semester hours. Prerequisite: I.A. 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 layout techniques; principles and media analysis. Lecture and laboratory. Offered as needed.

(6) 3 semester hours.

232**Graphic Arts Technology**

The development of printing and the printing industry is studied. Experiences are provided in the process of offset and screen printing, continuous tone and process photography. Also included are design, layout, composition, and introduction to computer editing. Offered fall and spring.

(6) 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. Offered as needed.

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. Offered fall.

(6) 3 semester hours.

341**Photo Offset**

This course includes a study of those industries utilizing photo offset, with emphasis on camera work, stripping, plate making, and presswork. Photographic conversion of line and halftone copy, instant-print methods, and finishing procedures are also included. Offered spring.

(6) 3 semester hours. Prerequisite: I.A. 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 processing black-and-white negative prints, contact printing techniques, continuous tone enlarging, print matting, finishing, and presentation. Additional emphasis is placed on understanding photographic chemicals and emulsions.

as well as on assignments in advanced photographic techniques such as posterization, bas-relief, tone-line separation, solarization, etc. Offered fall.

(6) 3 semester hours. Prerequisite: I.A. 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. Offered as needed.

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 new curriculum models utilized in industrial arts programs at the national level. Career education and pre-vocational curriculum thrusts are identified and analyzed for implementation in industrial arts programs. Offered as needed.

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. Offered as needed.

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, and power and energy systems. The focus of

research is on implementation of the findings in the curriculum. Offered as needed.

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.

Offered as needed.

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. Offered as needed.

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. Offered as needed.

3 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. Offered fall and spring.

4 semester hours. Prerequisite: CEP 216 and special departmental requirements.

321 Student Teaching in the Secondary School

See 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 321. Offered fall and spring.

9 semester hours. Prerequisite: Found. of Ed. 340; Voc. Ed. 300, 301, 302, 303; CEP 214.

360 Senior Seminar in Secondary Education

This course provides a seminar situation for the analysis and discussion of the student's research. Offered fall and spring. (2) 1 semester hour.

Industrial Technology

Department of Industrial Education

Kenneth McVay

Department Chair

Program of Study

Major: Industrial Technology (B.S.).
 Minors: Industrial Technology, Electronics Technology, Graphic Arts Technology.

Curriculum in Industrial Technology

The industrial technology curriculum includes 66 semester hours distributed among the following: foundations, industrial operations, a concentration, and a cognate requirement that includes a management course and 15 semester hours of electives from specified disciplines. In addition, students must also complete the General Education Program and must choose enough free electives to total the minimum of 120 semester hours required for the baccalaureate degree.

The program in industrial technology is designed for entering freshmen as well as for older students who are seeking career advancement and/or career alternatives. Graduates are prepared for mid-management supervisory positions in such areas as design, cost estimating, quality control, safety engineering, alternate energy, and electronics technology.

(Semester hours are in parentheses.)

•Foundations (15)
 Required: Industrial Technology 201, 225, 235, 240, 245

•Industrial Operations (15)
 Required: Industrial Technology 300, 305, 310, 335, 355

•Concentration (18)

Select A, B, or C.
 A. Technical Processing:
 Required: Industrial Technology 215, 315

Twelve semester hours from industrial arts or industrial technology courses, with advisor's approval

B. Graphic Arts Technology:
 Required: Industrial Arts 232, 341, 342; Industrial Technology 323, 327, 328

C. Electronics Technology:

Required: Industrial Arts 210, 212; Industrial Technology 320, 322, 324, 326 (successful completion of courses in this concentration requires knowledge of algebra, trigonometry, and introductory calculus concepts)

•Cognates (18)

Required: Management 301

Fifteen semester hours selected from the following fields in consultation with advisor: economics, management, mathematics, computer science, physical sciences, English, communications
 •General Education Program (36-38)
 •Free Electives (14-18)

Minor in Industrial Technology

The minor in industrial technology consists of 18 semester hours (six courses), as follows: Industrial Technology 225, 240, 308, 355; two additional industrial arts skill courses or two additional industrial technology courses at the 200- or 300-level.

Minor in Electronics Technology

The minor in electronics technology consists of 18 semester hours (six courses), as follows: Industrial Arts 210, 212; Industrial Technology 322, 324; two additional 300-level industrial technology courses.

Minor in Graphic Arts Technology

The minor in graphic arts technology consists of 18 semester hours (six courses), as follows: Industrial Arts 232, 341; Industrial Technology 323, 328; two additional 300-level industrial technology courses.

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. Offered fall and spring.

3 semester hours. Prerequisite: I.A. 101 or equivalent.

203

Computer-Aided Design and Drafting (CADD) I

This is an introduction to the use of computers for drafting and design applications. Students learn basic computer graphics techniques and advance to computer-aided drafting and design, both 2-D and 3-D, using the latest state-of-the-art aids and software. Offered fall and spring.

(6) 3 semester hours. Prerequisite: I.A. 101 or consent of instructor.

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.

Offered as needed.
 (6) 3 semester hours.

225

Structure of Industry

This course provides an introduction to the economic environment of industry and the major operations of industry, including determination of a firm's structure and management, methods of production, managing human resources, marketing of goods, and techniques used to control overall operations. Industry-government relations and the international scope of industry are also examined. Offered fall and spring.

3 semester hours.

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. Offered fall and spring.
3 semester hours.

240**Supervisory Skills in Industry**

Students assess and analyze personal leadership styles. Motivation, communication, problem solving, decision making, supervisor-subordinate and supervisor-supervisor relationships are studied. Offered fall and spring.
3 semester hours.

245**Control Systems**

This course introduces automated control systems, including applications of the computer and robotics in production processes. Offered fall and spring.
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. Offered fall and spring.
3 semester hours. Prerequisite: I.T. 201.

303**Computer-Aided Design and Drafting (CADD) II**

This second course in CADD addresses the total capabilities of the CADD systems. Designing, with emphasis on creativity and manipulation of the designs. Offered as needed.
(6) 3 semester hours. Prerequisite: I.T. 203 or consent of instructor.

305**Production Control**

This course provides an overview of the concepts, techniques, and systems employed in the planning and control of manufacturing operations. Functional and organizational relationships, systems implementation considerations, and operational/management implications are reviewed. Offered fall and spring.
3 semester hours.

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. Offered fall and spring.
3 semester hours. Prerequisite: I.T. 240.

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. Offered as needed.
(6) 3 semester hours. Prerequisite: I.T. 215 or consent of department chair.

320**Electronics III**

This is a course in advanced electronics technology and circuit analysis that will cover both analog and digital circuits. The types of equipment to be analyzed are: radio (AM and FM), transmitters, power supplies, robots, and computers. This course also contains concurrent laboratory experiments that reinforce the theory that is presented. Offered fall.
(6) 3 semester hours. Prerequisite: I.A. 212 and I.T. 322.

322**Digital Electronics I**

This is a course in the fundamentals of digital electronics. It addresses number systems, logic systems and symbols, truth tables, comprehensive analysis of TTL integrated circuits, and MSI and LSI functions. Emphasis is on the function of different digital circuits that are the building blocks of a full-scale digital computer. Lecture and laboratory. Offered spring.
(6) 3 semester hours. Prerequisite: I.A. 210 or equivalent background.

323**Layout and Design**

This is a study and appreciation of alphabet design, design language and steps, introduction and application of computerized typesetting, and preparation of mechanicals. Lecture and laboratory. Offered as needed.
(6) 3 semester hours. Prerequisite: I.A. 232.

324**Digital Electronics II**

This is a course in discrete digital circuits that examines reference voltages, the diode used as a switch, gates, transistor digital circuits, differentiations, flip-flops, digital to analog and analog to digital conversion circuits. Lecture and laboratory. Offered fall.
(6) 3 semester hours. Prerequisite: I.T. 322, I.A. 212, or equivalent background.

326**Microcomputer Technology**

This course in microcomputers examines computer numbering systems; computer codes; the microprocessors 6800, 8086, Z80, and 6502; random access memories (RAM); read only memories (ROM); operation of a microcomputer; computer arithmetic; basics of machine-language programming and interfacing. Offered as needed.
(6) 3 semester hours. Prerequisite: I.T. 322 or equivalent background.

327**Screen Process Printing**

A study is made of screen process printing techniques and procedures. Major emphasis is placed on indirect method photographic stencils used for textile and paper printing, supported by paper, tissue, handcut, and thermal stencil methods. Lecture and laboratory. Offered as needed.
(6) 3 semester hours.

328**Color Reproduction**

This is an advanced study in the additive and subtractive theories of color reproduction. Experiences in photographic separation and offset press printing of color originals are included. Lecture and laboratory. Offered as needed.
(6) 3 semester hours. Prerequisite: I.A. 232, 341, 342.

335**Cost Estimating**

This course provides a working knowledge of the basics of cost accounting, cost determination, and cost analysis. The course utilizes applied exercises that stress application in a manufacturing setting. Areas addressed include: contribution analysis, deleting or adding products, make or buy analysis, opportunity costs, cost-volume relationships, and the product costing alternatives. Offered fall and spring.
3 semester hours.

355**Quality Control**

Discussion includes methods of establishing a quality control program, along with measuring tools, materials specifications, inspections, tolerances, and industrial standards. Offered fall and spring.
3 semester hours.

Instructional Technology

Department of Educational Leadership, Foundations, and Technology

James Davis
Department Chair

Programs of Study

Graduate Programs: Instructional Technology (M.S., C.A.G.S.).

The department also offers a number of courses that may be taken as electives by undergraduates.

Master of Science in Instructional Technology

Admission Requirements

Minimum 3.0 average in the candidate's baccalaureate degree work; GRE total (verbal and quantitative) of 1,000 or a score of 50 on the Miller Analogies Test; two years experience in a media or media-related field. Personal interviews are required.

(Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)
Selected from an approved list of courses approved by department to fit individual needs.

•Major Concentration (18)

Required: Instructional Technology 435
Electives: students are required to take department approved elective courses with an emphasis on media management, media product development, or instructional design.

•Related Disciplines (6)

At least two courses in a field related to the individual's goals.

•Comprehensive Examination (0)

(Total semester hours: 30)

Certificate of Advanced Graduate Study in Instructional Technology

Admission Requirements

Master's degree with a minimum 3.25 average in previous graduate work; recommendation of the instructional technology faculty.

The applicant's master's degree must be in an area judged to be appropriate as background for advanced work in the field. Related experience will also be considered as a major factor. Additional course work may be required to establish an adequate background.

(Semester hours are in parentheses.)

Program Requirements

•Prerequisite (0-3)

Instructional Technology 435

•Major Concentration (24)

Required: Administration 561

Electives: three courses from Instructional Technology 504, 516, 526, 535, 564; and 12 additional semester hours in instructional technology courses and courses in areas approved by department

•Related Disciplines (6)

At least two courses from Humanistic and Behavioral Studies or in a field related to the student's goals

•Field Project (0)

(Total semester hours: 30-33)

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

Preparing and Using Instructional Materials

Students gain firsthand experience with producing a variety of instructional materials and learn to operate several types of audiovisual equipment. Demonstrations focus on how to use materials and equipment effectively with diverse audiences. Offered fall and spring.

3 semester hours.

337

Producing Instructional Television

Students develop skills in planning and producing instructional-informational television utilizing state-of-the-art resources. Additional topics examine current trends and issues associated with using and distributing instructional programs. Offered fall and spring.

(5) 3 semester hours.

422

Internship in Instructional Technology

Individual placements are arranged for students wishing to gain practical experience in the field. Students must complete 140 hours or more of supervised work within the semester. Offered fall, spring, summer.

3 semester hours. Prerequisite: 12 semester hours in instructional technology and consent of instructor. Placements should be arranged in the semester prior to enrolling in the course.

430

Visual Communication

This course focuses on the "visual" component of the communication process. The role of visualization is analyzed to identify unique characteristics in designing and interpreting message formats. Activities include designing graphic symbols, presenting visual concepts, and critiquing various visual examples. Offered fall.

3 semester hours.

435

Introduction to Instructional Technology

Instructional technology is defined by using a number of questions to identify background, scope, dimensions, and trends. Students become knowledgeable about the concepts, principles, technologies, resources, and opportunities in the field. Offered fall.

3 semester hours.

436

Interactive Instructional Computing

Students learn to prepare instructional materials using authoring-type languages. Variations incorporate programs utilizing visual components and formats. Other applications are presented based on current developments and hardware/software availability. Offered spring.

3 semester hours.

438

Computer Graphics for Instructional Design

This is a hands-on introduction to computer graphics for use in instructional design. Students develop graphic materials using both micro and minicomputer systems. The course covers the development of computer graphics, principles of instructional design, and selected hardware and software packages. A knowledge of programming is helpful but not necessary. Offered fall.

3 semester hours.

440

Planning and Producing Media

This course concentrates on the planning skills which are required to produce many types of media. Students apply those skills by designing and producing a synchronized slide-tape instructional package.

Students learn SLR photography, audio recording, basic graphics, scripting, and programming. Offered spring.

3 semester hours.

441

Instructional Field Photography

Students concentrate on developing skills in the composition and exposure of color-slide photography. Topics include demonstration/discussions of cameras, film, and lighting. Students journey to various locations to practice their skills. Offered summer.

3 semester hours. Prerequisite: consent of instructor.

447

Managing and Directing Instructional Television

Advanced production skills constitute the major emphasis of this course, with significant attention aimed at developing knowledge of how to design, prepare specifications for, and manage an ITV facility. Offered spring.

(6) 3 semester hours. Prerequisite: Inst. Tech. 337 or consent of instructor.

450

Multi-Image Production

This course emphasizes the design, production, and presentation of multi-image programs. Specific attention is directed to special effects photography, mixing stereo sound tracks, and using client-producer contracts. Offered spring.

(5) 3 semester hours. Prerequisite: Inst. Tech. 440 or 441, or consent of instructor.

455

Instructional Graphics

Students add to their skill and knowledge in designing and preparing materials for such applications as videotapes, slide shows, brochures, exhibits, and displays. Many techniques and materials are utilized which go well beyond those which have been used to prepare graphics in other courses. Offered spring.

3 semester hours. Prerequisite: completion of Inst. Tech. 304, 337, 440 or 450, or consent of instructor.

504

Managing Media Programs and Personnel

This is an introduction to proven management techniques which are useful in administering facilities, directing programs, and supervising personnel where media is the central issue. Students completing this course will be prepared to function at an entry level in managing corporate, educational, and government agency media programs. Offered alternate falls (even years).

3 semester hours.

516

Designing Learning Spaces

This course explores problems related to the design of learning spaces, large and small, where media is used. Case studies and a problem-solving approach are utilized, considering both new and existing facilities for the optimal use of instructional technology. Offered alternate falls (odd years).

3 semester hours.

526

Message Design

Concepts, principles, and guidelines useful in the design of instructional materials provide the basis for this course. Students critique existing materials for theoretical structure and devise original solutions to hypothetical problems. Offered as needed.

3 semester hours.

535

Designing Instructional Systems

The theories, principles, and practices of instructional design constitute the theme of this course. A second emphasis is directed to applying those concepts in the comprehensive design of instructional programs for various types of corporate, educational, and community agency entities. Offered alternate springs (even years).

3 semester hours. Prerequisite: Inst. Tech. 435 or consent of instructor.

564

Seminar in Instructional Technology

This course examines the major issues, problems, technological developments, and trends in the field. Students formulate responses to selected questions and discuss the role of instructional technology in the instructional process. Offered as needed.

3 semester hours. Prerequisite: limited to C.A.G.S. students.

Italian

Department of Modern Languages

See Modern Languages 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 admissions credit in Italian. Offered fall, spring, summer.

4 semester hours.

102

Elementary Italian II

This course is a continuation of Italian 101. Offered spring.

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. Offered fall.

3 semester hours. Prerequisite: Italian 102 or three years of secondary school Italian, or a score of 500-549 on the CEEB Achievement Test in Italian. Gen. Ed. Category 7.

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. Offered spring.

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. Gen. Ed. Category 7.

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. Offered fall.

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, class composition, and original themes. Cross discussion of the written materials, in Italian, provides opportunity for oral practice. Offered spring.

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.

(Semester hours are in parentheses.)

*Required Courses (30)
Labor Studies 201, 202, 203, 204, 301, 302, 303, 361, plus two additional 300-level labor studies courses

*Cognates (6)
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.

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 origins of the American working class, the formation of trade unions and of the A.F. of L., industrial conflicts, the immigrant experience, the Great Depression, formation of the CIO, and public-sector unionism. Offered as needed.

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. Offered as needed.

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. Offered as needed.

3 semester hours.

204

The Image of the Worker in American Literature

The portrayal of work and workers in the writing of the 19th and 20th centuries is examined. Topics may include the work ethic, personal values, changing attitudes towards work, and image of the worker in poetry, prose, drama, and film. Offered as needed.

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 which best explain the labor movement of today. Simulations, role playing, films, and guest speakers are used. Offered as needed.

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, jobs of stewards, grievance procedures, arbitration, and contract language implementation. Offered as needed.

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. Offered as needed.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator.

304

Contemporary Labor Problems

This course provides a 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. Offered as needed.

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. Offered as needed.

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 historically and topical. Specific pressures placed on organized labor by modern society and labor's reactions to those pressures are also studied. Offered as needed.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of instructor.

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. Offered as needed.

3 semester hours. Prerequisite: nine semester hours of labor studies or consent of coordinator.

361

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. Offered as needed.

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 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. Offered alternate falls (odd years).

3 semester hours.

102 Elementary Latin II

This course is a continuation of Latin 101. Offered alternate springs (even years).

3 semester hours. Prerequisite: Latin 101 or equivalent

113 Intermediate Latin

Readings selected from authors from Cicero to the Goliards provide insight into the spectrum of Roman culture from the Republic to the Middle Ages. Offered as needed.

3 semester hours. Prerequisite: Latin 102 or equivalent, or two years of secondary school Latin.

114 Readings in Intermediate Latin

Through readings of a major author or authors, students examine the cultural and literary milieu of the ancient Roman world. Grammar is reviewed, when necessary, for accurate comprehension. Offered as needed.

3 semester hours. Prerequisite: Latin 113 or equivalent, or three years of secondary school Latin.

Latin American Studies

To be appointed
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, or the dominant political structures in the area.

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 are in parentheses.)

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 (21)
Anthropology 322, 325; History 215, 358, 359; Latin American Studies 363; Social Science 311. (Three to six semester hours in foreign or independent study may be substituted with approval of the coordinator.)

C. Choices in Major (12)
Four courses from the following: Anthropology 201, 312; Economics 322; History

346; Political Science 341; Portuguese 113, 114; Spanish 113, 114*.

D. Cognates (12)

Four courses from the following or acceptable equivalents: Economics 200, 321; Geography 201; Political Science 303; Spanish 201, 202, 231, 321, 322†.

*Portuguese 113-114 and Spanish 113-114 may count if not presented for language proficiency.

†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.

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. Offered as needed.

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

Joel Fuerst

Department Chair

Programs of Study

Major: Management, with emphasis in General Management, Human Resource Management, or Managerial Economics (B.S.).

Minor: Management.

Certificate Program: Management Skills.

Curriculum in Management

The management major requires a minimum of 57 semester hours in departmental courses and 14 semester hours of cognates. The program combines a group of required courses with one of three emphases: general management, human resource management, or managerial economics. 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.

The major in management prepares students for entry-level professional positions in a wide range of profit and nonprofit organizations. Course work in the major emphasizes an understanding of the behavioral and technical aspects of management. Through a blend of theoretical knowledge and practical application, students achieve mastery of the basic quantitative and qualitative approaches to the field. Students are also prepared for graduate study in the area of management.

(Semester hours are in parentheses.)

•Required Courses (36)

Accounting 201, 202; Computer Information Systems 251, 352; Economics 214, 215; Management 301, 341, 361; Marketing 301

•Emphasis

Select A, B, or C.

A. General Management:

Economics 313; Management 330, 322, 329, 348, 371; plus one additional 300-level management course and two additional 300-level courses in

accounting, economics, computer information systems, management, or marketing (27)

- B. Human Resource Management: Economics 331; Management 320, 322, 323, 324, 325, 327, plus two courses selected from the following: Management 305, 329, 333, 363, 371; Psychology 346, 421; any labor studies courses; or other courses approved by advisor (27)

C. Managerial Economics: Economics 313, 315, 331, 334, 336; Management 348, 371; plus two additional 300-level management courses and one additional 300-level economics course (30)

- Cognates (14)
- Required: English 230; Mathematics 177, 238, 248
- General Education Program (36-38)
- Free Electives (8-13)

Suggested Sequence

This major is designed primarily for upper-division students. Entering students intending to major in management should plan to complete their general education core and distribution requirements during their first two years. These courses provide an excellent and necessary preparation for the major and its requirements. In the first year, students may not take courses in the department but are strongly encouraged to complete Mathematics 177 and 238. Students entering their second year may enroll in a variety of departmental core courses at the 200-level, including introductory courses in accounting, economics, and computer information systems.

In the third year, students may enroll in 300-level courses in the department. The capstone experience is the managerial seminar, Management 361, which is taken in the last semester.

Retention Standards

Retention standards for all Department of Economics and Management majors, except economics, are as follows: Beginning at the conclusion of the semester in which the student completes 57 semester hours, with a minimum of 27

semester hours earned at Rhode Island College, the following requirements as they pertain to different majors must be met to be retained as a major in the appropriate program, emphasis, or major in the Department of Economics and Management.

1. Satisfactory completion of the College Writing Requirement.
2. At least a 2.0 cumulative grade point average.
3. Satisfactory completion (i.e., passing grade) in all of the following general education requirements:
 - a. History 110, 111;
 - b. English 101, 102; and
 - c. 12 semester hours of distribution requirements.
4. Satisfactory completion (i.e., passing grade and an overall 2.0 average) in all of the following required courses:
 - a. Mathematics 177, 238, 248;
 - b. English 230;
 - c. Economics 214, 215;
 - d. Accounting 201, 202;
 - e. Computer Information Systems 251.

Procedures

1. The Department of Economics and Management, in cooperation with the Records Office, will monitor the standards for all declared majors and notify those students who fail to meet the requirements.
2. The Department of Economics and Management will establish and maintain an appeals committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances.
3. Pre-registration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

Minor in Management

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

(Semester hours are in parentheses.)

Required: Economics 214; Accounting 201 (or both 201 and 202); Management 301 (10-12)

Three additional 300-level courses in the

department (but not more than one in economics). Management at 250 can count for this requirement only with approval of the department chair. (9)

Management Skills Certificate Program

This certificate program requires at least 13 semester hours as follows: Economics 214; Accounting 200 (or both 201 and 202); Management 301; one course from Management 320, 322, or Marketing 301.

Upon successful completion of the sequence at Rhode Island College 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. Interested students should consult the chair of the departmental honors committee. Application should be made during the second semester of the junior year.

COURSE OFFERINGS

Junior standing is a prerequisite for all management courses listed below.

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

301

Fundamentals of Management

The various fields of management, including basic concepts about managers, organizations of all types, and the nature and function of management, are studied.

Managerial skills are practiced through the application of these concepts in case studies and exercises. Offered fall, spring, summer.

3 semester hours.

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. Offered fall and spring.

3 semester hours. Prerequisite: Mgt. 301.

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. Offered alternate springs (even years).

3 semester hours. Prerequisite: Mgt. 301 or consent of instructor.

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. Offered fall, spring, summer.

3 semester hours. Prerequisite: Mgt. 301.

322

Organizational 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. Offered fall, spring, summer.

3 semester hours. Prerequisite: Mgt. 301.

323 Compensation and Benefits Administration

This course involves all aspects of the compensation system, including the multiple methods by which an organization distributes both monetary and nonmonetary rewards. Specific focus is on salary administration, including basic wage scales, pay plans, and incentive and bonus systems. Offered alternate falls (odd years).

3 semester hours. Prerequisite: Mgt. 320.

324 Labor Relations

Various aspects of labor relations are covered, including collective bargaining, union-management relationships, the administration of labor contracts, grievances, arbitration, and applicable labor laws, practices, and procedures. Offered alternate springs (even years).

3 semester hours. Prerequisite: Mgt. 320.

325 Selection, Training, and Development

This course involves the major functions of staffing and the strategies and methods used to recruit, select, and develop employees. Specific focus is on the methods for selection and placement, as well as employee training and development. Offered alternate falls (odd years).

3 semester hours. Prerequisite: Mgt. 320.

327 Organizational Change and Development

Students investigate the strategies used to assist organizations in confronting needed changes, adapting to new conditions, solving organizational problems, and moving toward greater maturity. The course provides a practical understanding of the change process in a complex organization. Offered alternate springs (even years).

3 semester hours. Prerequisite: Mgt. 322.

329 Organization Management: A Macro Perspective

This course is concerned with organizations as aggregates of people in departments or divisions and with the structure and behavior of those aggregates. Content is designed to aid students in learning effective management techniques. Students may receive credit for only one of Management 329, Sociology 306, 329.

Offered fall and spring.
3 semester hours. Prerequisite: Mgt. 301 or consent of department chair.

333 Negotiations and Conflict Resolution

This course supplements and reinforces bargaining and conflict resolution concepts taught in such courses as organizational behavior, business law, organization design, and human resource management. Topics include negotiation strategies, processes of conflict resolution and prevention, and decision analysis. Offered alternate falls (odd years).

3 semester hours. Prerequisite: Mgt. 301, 320, 322.

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. Offered fall, spring, summer.

3 semester hours.

343 Business Law

A survey is made of the principles and philosophy 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. Offered fall, spring, summer.

3 semester hours.

345 International Environment of Business

Focus is on the institutions and processes that constitute the international environment of business. Topics covered include international trade, balance of payments, multinational companies, north-south relations, east-west relations, integration, and cross-national trade. Offered as needed.

3 semester hours. Prerequisite: Mgt. 301 and Mkt. 301.

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. Offered fall, spring, summer.

3 semester hours. Prerequisite: Mgt. 301 and Math. 248.

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. Offered fall, spring, summer.

3 semester hours. Prerequisite: successful completion of at least 105 semester hours and completion of all required courses, or consent of department chair.

363 Seminar in Current Issues in Human Resource Management

This seminar deals with contemporary issues facing the human resource manager. Topics focus on and supplement required courses in the human resource management emphasis. Topics may include health

and safety, human resource information systems, and affirmative action. Offered as needed.

3 semester hours. Prerequisite: senior standing, major in human resource management emphasis.

371 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. Offered fall, spring, summer.

(4) 3 semester hours. Prerequisite: Acct. 202; Econ. 214; Mgt. 301; Math. 238, 248.

372 Intermediate Finance

Selected topics from Management 371 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. Offered as needed.

3 semester hours. Prerequisite: Mgt. 371.

373 Investments

This course introduces the student to investment terms and concepts. Alternative investment vehicles are discussed. Quantitative analysis of these investment vehicles is included. Offered as needed.

3 semester hours. Prerequisite: Mgt. 371.

390 Directed Study

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

3 semester hours. Prerequisite: consent of department chair.

Marketing

Department of Economics and Management

Joel Puerst

Department Chair

Program of Study

Major: Marketing (B.S.).

Curriculum in Marketing

The marketing major requires a minimum of 39 semester hours in departmental courses, 14 semester hours of cognates, and 21 semester hours of 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.

Students who earn the Bachelor of Science in marketing degree are prepared for a variety of careers in the profit and nonprofit sectors, including employment in industrial, service, and governmental organizations. The primary emphasis of the major is on determining and responding to the needs of individuals and groups in society rather than simply on dictating those needs.

Students are prepared for careers in many fields, such as marketing, sales, advertising, promotion, public relations, and market research.

- Required Courses—Department of Economics and Management (19)
Accounting 201, 202; Economics 214, 215; Computer Information Systems 251, 352; Management 301, 322, 341, 348, 361, 371; Marketing 301
- Required Courses—Marketing (12)
Marketing 333, 334, 335, 362
- Electives—Marketing (9)
Three courses from Marketing 311, 320, 321, 322, 337, 338, 351; Management 345
- Cognates (14)
Required: English 230; Mathematics 177, 238, 248
- General Education Program (36-38)
- Free Electives (10)

Suggested Sequence

This major is designed primarily for upper-division students. Entering students

intending to major in marketing should plan to complete their general education core and distribution requirements during their first two years. These courses provide an excellent and necessary preparation for the major and its requirements. In the first year, students may not take courses in the department but are strongly encouraged to complete Mathematics 177 and 238. Students entering their second year may enroll in a variety of departmental core courses at the 200-level, including introductory courses in accounting, economics, and computer information systems.

In the third year, students may enroll in 300-level courses in the department. The capstone experience is the managerial seminar, Management 361, which is taken in the last semester.

Retention Standards

Retention standards for all Department of Economics and Management majors, except economics, are as follows:

1. Beginning at the conclusion of the semester in which the student completes 57 semester hours, with a minimum of 27 semester hours earned at Rhode Island College, the following requirements as they pertain to different majors must be met to be retained as a major in the appropriate program, emphasis, or major in the Department of Economics and Management.
 1. Satisfactory completion of the College Writing Requirement.
 2. At least a 2.0 cumulative grade point average.
 3. Satisfactory completion (i.e., passing grade) in all of the following general education requirements:
 - a. History 110, 111;
 - b. English 101, 102; and
 - c. 12 semester hours of distribution requirements.
 4. Satisfactory completion (i.e., passing grade and an overall 2.0 average) in all of the following required courses:
 - a. Mathematics 177, 238, 248;
 - b. English 230;
 - c. Economics 214, 215;
 - d. Accounting 201, 202;

- e. Computer Information System 251.

Procedures

1. The Department of Economics and Management, in cooperation with the Records Office, will monitor the standards for all declared majors and notify those students who fail to meet the requirements.
2. The Department of Economics and Management will establish and maintain an appeals committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances.
3. Pre-registration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

COURSE OFFERINGS

Junior standing is a prerequisite for all marketing courses listed below.

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.

MARKETING

301

Introduction to Marketing

This course deals with the role of marketing in society, consumer behavior, product management, pricing, distribution, and promotion. Offered fall, spring, summer.

3 semester hours.

311

Logistics and Distribution Strategy

Included are a comprehensive study and analysis of the entire distribution system, stressing planning and decision making in wholesaling, retailing, distribution intensity, channel management, inventory control, and physical distribution. The need for efficiency in logistics and distribution systems is emphasized. Offered as needed.

3 semester hours. Prerequisite: Mkt. 301; Mgt. 348 and 371.

320

Industrial Marketing

This course is an integrated study of the theory and practice of industrial marketing. The content highlights the similarities between consumer-goods and industrial-goods marketing and the analysis of institutional, economic, and behavioral aspects of decisions involving industrial marketing. Offered alternate springs (odd years).

3 semester hours. Prerequisite: Mkt. 301.

321

Small Business Marketing

Ways in which the marketing function is carried out in small businesses are studied. The emphasis is on understanding the value of marketing to the overall success of the enterprise. Offered fall.

3 semester hours. Prerequisite: Mkt. 301.

322

Services Marketing

The content of this course includes a comprehensive study of services marketing, emphasizing the difference between services and manufacturing industries. Emphasis is on development of marketing strategies for more effective competition in different types of service businesses. Offered spring.

3 semester hours. Prerequisite: Mkt. 301.

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. Offered fall and spring.

3 semester hours. Prerequisite: Mkt. 301 and Mark. 248.

334

Consumer Behavior

The marketing environment, consumer behavior, and market segmentation are covered. The emphasis is on understand-

ing the turbulent environment surrounding the marketing decision maker. Offered fall, spring, summer.
3 semester hours. Prerequisite: Mkt. 201.

335 Marketing Communications and Promotion

Covered are 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 control of the promotion mix. Students may not receive credit for both Marketing 335 and Communications 335. Offered fall, spring, summer.
3 semester hours. Prerequisite: Mkt. 201.

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. Offered fall.
3 semester hours. Prerequisite: Mkt. 201.

338 Advertising

The emphasis of this course is on developing a working knowledge of the key processes of modern advertising practice. Systematic market analysis is combined with production of effective, creative advertising and sales incentives clearly directed at target-market needs. Offered spring.
3 semester hours. Prerequisite: Mkt. 301 and either Mkt. 333 or 335.

340 Sales Management

This course integrates information from management and marketing to provide an understanding of the importance of sales management in modern business. The content emphasizes the vital role of person-to-person selling; the nature of the personal selling process; the selection, training, and management of sales repre-

sentatives. Offered spring.
3 semester hours. Prerequisite: Mgt. 301 and Mkt. 301.

351 Marketing Information/Decision-Support Systems

The emphasis of this course is upon the development of an information flow which assists marketing managers in decision making. The computer is used as a tool in this development. Concepts related to organizational behavior, technology, innovation, and communication are stressed. Offered as needed.
3 semester hours. Prerequisite: Mkt. 301 and CIS 352.

362 Strategic Marketing Management

This is a capstone course in marketing designed to integrate the marketing functions of product, price, channels, and promotion with the concept of strategic planning. The emphasis is on the relevance of this integration to marketing. Offered fall and spring.
3 semester hours. Prerequisite: Mkt. 301, 333, 334, 335, and one 300-level marketing elective.

Mathematics

Department of Mathematics and Computer Science

James Sedlock
Department Chair

Programs of Study

Major: Mathematics with Standard, Applied, Secondary Education, Computer, or Individualized plan (B.A.).

Minor: Mathematics.

Graduate Programs: Mathematics (M.A., M.A.T., M.A.T.-C. Program); Mathematics Education (C.A.G.S.).

Major in Mathematics

The mathematics major requires a minimum of 37 semester hours in the discipline and at least three semester hours of cognates. The major combines a group of core courses with one of the five plans as described below. The cognate requirement is waived for students in elementary education.

(Semester hours are in parentheses.)

*Core Courses (Required of All Majors)
(19)
Mathematics 209, 212, 313, 314, 315

*Plan

In addition to the core courses listed above, a student must complete all requirements for one of the following plans.

- Standard, for those who desire a liberal arts undergraduate major emphasizing pure mathematics. The courses in this plan are
Mathematics 324, 333, 341, 412 (12)
Two mathematics electives at the 300- or 400-level (6)
- Applied, for those interested in using mathematics in business and industry. The courses in this plan are
Mathematics 316, 317, 333, 341 (12)
Two mathematics courses from 318, 345, 411, 412, 415, 441, and (with permission) 350 (6)
- Secondary Education, for those interested in teaching mathematics at the

secondary level. The courses in this plan are

Mathematics 324, 333, 341, and 331 or 358 (12)

Computer Science 201 (3)

One mathematics elective at the 300- or 400-level (3)

- Computer, for those seeking a professional career in fields related to mathematics and computer science. The courses in this plan are
Mathematics 333, 341, and 317 or 318 (9)
Computer Science 201, 221, and 310 or 315 (9)
One course from Computer Science 320, 325, 330, 335 (3)
Students also majoring in computer science must take, in addition, two courses from Mathematics 316, 317 or 318 (whichever is not counted above), 331, 345, 411, 415 (6)
- 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)

Note: Students electing the individualized plan must submit, at or before the completion of the core courses, a proposal to the departmental advisory committee for approval. Approval will involve assessing the student's objectives, needs, and the overall competency in mathematics that would be attained by the program.

*Cognates (All Plans) (3-8)

Choose one of the following:

a. Physics 200 and either 201 or 202

b. Chemistry 305

c. Economics 341

d. Economics 347

e. Economics 349

f. Computer Science 330 (this choice is not available for plan D of the mathematics major)

g. 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

Students must earn grades of C or better in at least nine courses in the major. To satisfy this requirement, students may have to take more than the required minimum of 11-12 courses (37-40 semester hours).

Suggested Sequence

(All courses in the chart below are mathematics courses, unless otherwise indicated.)

Semester	Standard Plan	Applied Plan
1	209	209
2	212	212
3	313, 324	313
4	314, 315	314, 315
5	333	341
6		316 or 317
7		341
8		412
	<i>Secondary Education</i>	
Semester	Plan	Computer Plan
1	209	209
2	212	212
3	313, 324	313, CS 201
4	314, 315	314, 315
5	333	333, CS 221
6	CS 201, *331 or 358	CS 310 or 315
7	341	341
8	*331 or 358	317 or 318

*Just one required

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 Salway, 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 advisor's consent. One 300-level course may be included in the program with advisor'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. (Semester hours are in parentheses.)

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 semester hours: 30)

Program Requirements—M.A.T.-C.

*Humanistic and Behavioral Studies (10)

*Education Courses, including student teaching (13-15)

*Mathematics (12)

*Comprehensive Examination or Master's Paper (0)

(Total semester hours: 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.

(Semester hours are in parentheses.)

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 advisor (optional) (0-9)
(Total semester hours: 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-levels) especially appropriate for teaching in junior high and middle school. No comprehensive examination is required but a candidate must have at least a B average in the mathematics courses in the program.

Certificate of Advanced Graduate Study in Mathematics Education

Admission Requirements

M.A. or M.A.T. in mathematics with a 3.0 average or higher; two years full-time teaching experience; teacher certification, except in the case of junior college teachers. Before being unconditionally accepted into the program, noncertified junior college teachers may be required to take some education courses to fill in their backgrounds in the field.

(Semester hours are in parentheses.)

Program Requirements

*Academic Component (9)

At least three graduate-level mathematics courses

*Professional Component (12-15)

Required: Education 527, 528

Education 429 must also be in the program, if not taken previously.

Electives: at least two approved courses in administration or curriculum

*Related Disciplines (6-9)

Two or three courses in educational studies or arts and sciences, with consent of advisor and departmental graduate committee

Field Project (0)

(Total semester hours: 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. advisor. 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.

COURSE OFFERINGS

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

*Courses marked ** do not carry credit toward the major or minor in mathematics but may carry credit toward the concentration in mathematics in the elementary education curriculum.*

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, graphing. Grading is S or U. Offered fall, spring, summer.

3 semester hours (this credit does not apply toward 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. Offered fall, spring, summer.

3 semester hours. Prerequisite: Math. 020 or equivalent knowledge, and consent of instructor.

139

Introduction to Problem Solving **

Focus is on the development and use of models and algorithms in problem solving. The course uses a variety of introductory-level problems involving topics in consumer mathematics, number theory, counting, election models, networks, and graphs. Offered fall and spring. (Formerly Development of Number Concepts.)

3 semester hours. Gen. Ed. Category 5.

140

Elements of Probability **

Key topics include sample spaces, probability axioms, and several frequently used distributions. Applications of probability theory are included throughout. This course is designed for students not majoring in mathematics. Offered as needed.

3 semester hours. Gen. Ed. Category 5.

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 5.

142

Mathematics for Elementary School Teachers *

Topics covered include numeration, algorithms, geometry, number theory, development of number systems, counting techniques, and probability. Emphasized is an intuitive approach leading to formalization and generalization. Offered fall, spring, summer.

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. Offered fall, spring, summer.

3 semester hours. Prerequisite: three years of high school mathematics or Math. 120 or consent of department chair. Gen. Ed. Category 5.

181

Applied Basic Mathematics I **

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. Offered fall and spring.

(4) 3 semester hours. Prerequisite: secondary school Algebra I or Math. 020.

182

Applied Basic Mathematics II **

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. Offered spring. (4) 3 semester hours. Prerequisite: Math. 181 or consent of department chair.

200

Finite Mathematics for Computer Science * *

Study is made of selected mathematical concepts and techniques used in computer science. Topics include binary and hexadecimal arithmetic, logic, Boolean algebra, combinatorics, vectors, matrices, and an introduction to directed graphs, trees, and finite state automata. Offered fall and spring.

4 semester hours. Prerequisite: three units of college-preparatory mathematics or Math. 120.

209

Pre-Calculus Mathematics

This course includes logic, sets, the complex and real number systems, algebraic and nonalgebraic functions, and trigonometry. It is designed primarily for students intending to do further work in mathematics of the sciences. Students cannot receive credit for both Mathematics 182 and 209. Offered fall and spring.

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 analytical 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. Offered fall and spring.

4 semester hours. Prerequisite: Math. 209 or, 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. Offered fall, spring, summer.

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. Offered fall, spring, summer.

(4) 3 semester hours. Prerequisite: three units of college-preparatory mathematics, or one college mathematics course, or consent of department chair. Gen. Ed. Category 5.

**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. Offered fall and spring. *3 semester hours. Prerequisite: Math. 120 (or equivalent knowledge), or 177, 182, or 209. Gen. Ed. Category 5.*

**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. Prewritten 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. Offered fall, spring, summer. *4 semester hours. Prerequisite: Math. 200 or 238 or consent of department chair.*

**309
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. Offered alternate springs (even years). *3 semester hours. Prerequisite: two college-level mathematics courses.*

**313
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. Offered fall and spring. *4 semester hours. Prerequisite: Math. 212.*

**314
Calculus and Analytic Geometry III**

This continuation of Mathematics 313 covers solid analytic geometry, partial differentiation, multiple integration, and elementary vector analysis. Offered fall and spring. *4 semester hours. Prerequisite: Math. 313.*

**315
Linear Algebra**

This course covers matrices, linear systems, vector spaces, vector geometry, and linear transformations. Offered spring. *3 semester hours. Prerequisite: Math. 313.*

**316
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 the linear constant coefficient type. Applications to geometry, physics, and chemistry are included. Offered as needed. *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 polynomials, systems of linear equations, differentiation and integration, and differential equations. The computer is used for computations. Offered as needed. *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. Offered fall. *3 semester hours. Prerequisite: Com. Sci. 102 or higher and, either Math. 212 or both Math. 200 and 247, 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. Offered fall. *3 semester hours. Prerequisite: Math. 209.*

**331
Number Theory**

Number systems, divisibility, primes, and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorems are studied. Offered as needed. *3 semester hours. Prerequisite: Math. 209.*

**333
Introduction to Abstract Algebra**

A study is made of the theoretical properties of groups, rings, fields, polynomials,

and sets. Properties of familiar number systems are exhibited as special cases of more general and abstract systems. Offered fall.

3 semester hours. Prerequisite: Math. 315.

**341
Introduction to Probability**

Included in this course are the development of both discrete and continuous probability theory, and a discussion of mathematical expectation. It provides an introduction to the techniques of mathematical statistics. Offered fall. *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. Offered spring. *3 semester hours. Prerequisite: Math. 240, 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. Offered as needed. *3 semester hours. Prerequisite: Math. 314 or 333 or consent of department chair.*

**411
Advanced Calculus**

Continuing the calculus sequence, this course includes improper integrals, special functions defined by integrals, line and surface integrals, Green's Theorem, transformations and the Jacobian, and various topics in the calculus of functions of two or more variables. Offered as needed. *3 semester hours. Prerequisite: Math. 314.*

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. Offered as needed.
3 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. Offered as needed.
3 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. Offered as needed.
3 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. Offered as needed.
3 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. Offered as needed.
3 semester hours. Prerequisite: Math. 314.

433 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. Offered as needed.
3 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. Offered as needed.
3 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. Offered as needed.
3 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. Offered as needed.
3 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. Offered as needed.
3 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. Offered as needed.

3 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, semigroup theory, homological algebra, and automata theory. A student may repeat this course with a change of content. Offered as needed.

3 semester hours. Prerequisite: Math. 433 or consent of department chair.

Medical Technology

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, 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 are in parentheses.)

- Required Courses (32)
- Medical Technology 301-307
- Cognates (56-58)
- 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 (4)
- Chemistry 103 (4)
- Mathematics 181,* 209,* or 212* (3-4)
- Writing 100 (4)
- (Total semester hours: 15-16)

Second Semester

- Biology 102 (4)
- Chemistry 104 (4)
- Mathematics 182* (following 181) (3)
- History 110 (3)
- (Total semester hours: 14)

Third Semester

Biology 331 (4)
 Chemistry 205 (4)
 English 101 (3)
 History 111 (3)
 (Total semester hours: 14)

Fourth Semester

Biology 335 (4)
 Chemistry 206 (4)
 English 102 (3)
 General Education (6)
 (Total semester hours: 17)

Fifth Semester

Biology 348 (4)
 Chemistry 304 (4)
 Physics 101 (4)
 General Education (3)
 (Total semester hours: 15)

Sixth Semester

Biology 429 (4)
 Physics 102 (4)
 General Education (6)
 General Education or Free Elective (3)
 (Total semester hours: 17)

Seventh Semester

Medical Technology 301 (8)
 Medical Technology 303 (4)
 Medical Technology 305 (2)
 Medical Technology 307 (2)
 (Total semester hours: 16)

Eighth Semester

Medical Technology 302 (8)
 Medical Technology 304 (6)
 Medical Technology 306 (2)
 (Total semester hours: 16)

*If this course is chosen and successfully completed, it will also satisfy one distribution requirement in the mathematical systems/computer science category of the General Education Program.

Note: Two courses from Biology 101-102, Chemistry 103-104, or Physics 101-102 will also satisfy the distribution requirement for the natural sciences category of the General Education Program.

Strongly Recommended Electives

In order of decreasing priority: Biology 238 and appropriate biology topics courses (XSX); a course in biochemistry; Mathematics 240; a course in education or management; Computer Science 101 or 102.

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. To be considered for admission, a minimum overall grade point average of 2.5 and at least a 2.5 in mathematics and science courses are required. If accepted, the student may undertake internship in the fourth year. Because there is no guarantee of acceptance, students should be prepared to elect an alternate program. Those interested should consult with the director.

COURSE OFFERINGS

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. Offered fall.

8 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.

Offered spring.

8 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. Offered fall.

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. Offered spring.

6 semester hours.

305

Pathophysiology

This is an introduction to pathology. The correlation between pathological processes and clinical symptoms and the course of disease is studied. Offered fall.

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.

Offered spring.

2 semester hours.

307

Clinical Microscopy

Lectures and laboratory practice in the analyses of body fluids are the major components of this course. Offered fall.

2 semester hours.

Medieval and Renaissance Studies

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 civilization.

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 are in parentheses.)

*Required Courses (21)

Art 231, 332; History 303, 315; Music 310; Philosophy 355; seminar from a participating department, with coordinator's permission.

*Choices in Major (9)

One course from English 335,* 345, 346, 356; Theatre 340

Two courses from English 335,* 344, 349, 350, 351; French 313

*Cognates (6-7)

One course from each of the following groups:

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. Offered fall and spring.

3 semester hours. Prerequisite: M.S. 303.

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.

Modern Languages

Department of Modern Languages

Héctor Medina

Department Chair

Programs of Study

Majors: French (B.A.); Spanish (B.A.).
Minors: French, Portuguese, Spanish.
Graduate Programs: French (M.A., M.A.T., M.A.T.-C. Program);
 Spanish (M.A.T., M.A.T.-C. Program).

See appropriate sections.

Language Courses

The Department of Modern Languages offers elementary and intermediate courses in French, German, 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 the College Level Examination Program (CLEP) tests are granted credit toward graduation in accordance with College policy.

Elementary courses (101, 102) may be taken for free-elective credit, except in the language presented to meet College admission requirements. Students who wish to continue their study of the language presented for admission should elect 110, 113, or 114.

Honors Program

French and Spanish majors of superior scholastic ability are eligible to participate in the department's honors program. During the junior and senior years, students may pursue independent study or advanced work in either language. Upon completing the program, a student is awarded the Bachelor of Arts degree with

honors in French or Spanish. Details are available from the department chair.

COURSE OFFERINGS**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. Pretesting is recommended so that proper placement can be determined. A language laboratory component is required. Offered fall.

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. Offered spring.

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. Offered as needed.

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

Music

Department of Music

William Jones
Department Chair

Programs of Study

Majors: Music (B.A.); Music Education (B.S.); Performance (B.M.).

Minor: Music.

Graduate Program: 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 are in parentheses.)

•Theory (16)

Required: Music 210-213

•Literature (9)

Required: Music 205, 206

One course from Music 310-314

•Applied Music (5)

Required: two semesters of Music 191

Two semesters from each of the following groups: (1) Music 270-288; (2) Music 161, 162, 163

•Choice in Major (3)

One 300-level course in literature or theory

Audition Requirement

To continue in the major, a student must successfully audition before the freshman jury at the end of the first year. The jury is composed of music department faculty.

Curriculum in Music Education

In addition to the General Education Program and free electives, the curriculum requires at least 56 semester hours in music (Applied 31, 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 are in parentheses.)

First Semester

Music 210 (4)
Applied Music (270-288) and
Music 191 (2)
Music 161, 162, or 163 (0.5)
English 101 (3)
History 110 (3)
Writing 100 (4)
(Total semester hours: 16.5)

Second Semester

Music 211 (4)
Applied Music and Music 191 (2)
Music 161, 162, or 163 (0.5)
Music 104 (2)
English 102 (3)
History 111 (3)
(Total semester hours: 14.5)

Third Semester

Music 107 (2)
Music 205 (3)
Music 212 (4)
Applied Music and Music 191 (2)
Music 161, 162, or 163 (0.5)
General Education (6)
(Total semester hours: 17.5)

Fourth Semester

Music 106 (2)
Music 206 (3)
Music 213 (4)
Applied Music and Music 191 (2)
Music 161, 162, or 163 (0.5)
Music 161 or 162 (secondary) (0.5)
General Education (3)
(Total semester hours: 15)

Fifth Semester

Music Education 312 (3)
Music 110 (2)
Applied Music and Music 191 (2)
Music 161, 162, or 163 (0.5)
Counseling and Educational Psychology 216 (4)
(Total semester hours: 17.5)

Sixth Semester

Music Education 313 (3)
Music 108 (2)
Music 111 (2)
Music 112 (1)
Music Literature (3)
Applied Music and Music 191 (2)
Music 161, 162, or 163 (0.5)

General Education (3)
(Total semester hours: 16.5)

Seventh Semester

Music Education 324 (9)
Foundations of Education 340 (3)
(Total semester hours: 12)

Eighth Semester

Foundations of Education 345 (3)
Applied Music and Music 191 (2)
Music 161, 162, or 163 (0.5)
Music 392 (0)
General Education (3)
Free Electives (6)
(Total semester hours: 14.5)

Note: Music 210-213 are courses in theory. For music history and literature, Music 205 and 206 are required, with an additional course chosen from Music 310-314. The remainder of the courses are in the applied category. Music 270-288 must be taken in one instrumental area.

Admission and Retention

To be accepted as a music education major, a student must successfully audition before a faculty committee as part of his/her application procedure. The audition will be in the student's major applied area. (All transfer students must fulfill this requirement before entering the program.) To continue in the music education major, a student must successfully audition before a faculty committee at the end of the freshman year. This audition will also be in the student's major applied area.

The music education curriculum has other special standards for admission and retention. In order to plan his/her course of study, a student should check the prerequisites for Music Education 312, 313, and 324 (practicum and student teaching), and consult with an advisor as soon as possible. A minimum overall GPA of 2.50 is required for entrance into practicum.

Although students may declare the major as freshmen, formal acceptance coincides with permission to enroll in Music Education 312 and 313. Application must be made by March 15. A minimum grade of C in all required music courses is necessary for entry into practicum and student teaching.

Also see Special Admission and Retention Policies in undergraduate Academic Requirements, introductory section of this catalog.

Musical Organizations—Music Education

Music majors are required to hold membership in Music 161; Chorus, Music 162; Wind Ensemble, or Music 163; Orchestra. Students are awarded one-half semester hour credit per semester for participation. String majors and minors must enroll in Orchestra. Wind and percussion students will be assigned to Wind Ensemble or Orchestra on the basis of need and propensity. All other music majors would normally enroll in Chorus.

Students who participate in Wind Ensemble or Orchestra as their primary ensemble must also participate in Chorus at least one semester, while students who participate in Chorus as their primary ensemble must also participate in Wind Ensemble or Orchestra at least one semester.

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.

(Semester hours are in parentheses.)

•Theory (25)

Required: Music 210-213, and 306 or 322
Two courses from Music 305, 307, 321,
458, 460

•History and Literature (15)

Required: Music 205, 206, and 360 or 461
Two courses from Music 310-314 (historical periods)

•Applied Music (38)

Required: Music 108 and eight semesters of 191; 391 and 393

Eight semesters from each of the following groups: (1) Music 370-388, in one instrumental area; (2) Music 161-163

•Related Requirements (4)

From Music 105, 164, 364, 366. Choice depends on applied area; semester hours vary among the courses.

•General Education Program (36-38)

•Free Electives (2-5)

Admission

To be accepted as a music performance major, a student must audition before a faculty committee as part of his/her application procedure. The audition will be in the student's major applied area. All transfer students must fulfill this requirement before entering the program.

Musical Organizations—Performance
Participation in Chorus, Orchestra, or Wind Ensemble (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.

Honors Program

Music majors of superior musical and academic ability are eligible to participate in the department's honors program. The program gives students the opportunity to study a musical subject not normally treated in the curriculum or to study in

greater depth a subject that is part of a regular course. Participation usually occurs in the student's seventh and eighth semesters. Upon completion of the program, a student is awarded the appropriate degree with honors in music.

Applied Music Fee

Students registering in Music 270-288, 370-388, or 570-588, each consisting of 14 private, 50-minute lessons, will be charged a fee of \$260 in addition to the regular College fees. In Music 170-188, students take 14 weekly, 30-minute private lessons and are charged a fee of \$130 in addition to regular College fees.

GRADUATE PROGRAMS

Advisor: Philip McClintock

Master of Arts in Teaching in Music

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

Admission Requirements

Equivalent of the Rhode Island College music major (at least 50 semester hours of music) with a 2.75 average or better; evidence of musicianship; entrance examinations in music education, theory, 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. (Semester hours are in parentheses.)

Program Requirements—Certified Teachers

- Humanistic and Behavioral Studies (6)
- Curriculum and Instruction (3)
- Music, including Music 501 and Thesis, Graduate Project, or Recital (21)
- Comprehensive Examination (oral) (0)
- (Total semester hours: 30)

Program Requirements—M.A.T.-C.

- Humanistic and Behavioral Studies (10)
- Education Courses, including student teaching: Music Education 312, 313, 324, 525 (18)
- Music, including Music 501 and Thesis, Graduate Project, or Recital (12)
- Comprehensive Examination (oral) (0)
- (Total semester hours: 40)

Note: Theses and graduate projects vary, but topics for each must be approved by the departmental graduate committee. The recital is available only to those who clearly exhibit advanced musicianship, and must have the approval of the departmental graduate committee.

COURSE OFFERINGS

MUSIC, 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. Offered fall and spring.

(2) 1 semester hour.

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. Offered fall and spring.

(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. Offered fall and spring.

(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. Offered spring.

(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. Offered fall.

(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. Offered spring.

(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. Offered spring.

(4) 2 semester hours.

108

Fundamentals of Conducting

Practical instrumental and choral conducting techniques are studied. Conducting experience is provided with ensembles formed by class members. Offered fall.

(4) 2 semester hours.

110

Brass Class

The basic techniques of the brass instruments are studied. Pedagogy and basic teaching materials are also considered. Offered fall.

(4) 2 semester hours.

242 MUSIC

•Theory (25)
Required: M
Two courses
458, 460

•History and
Required: M
Two courses
(cal periods)

•Applied M
Required: M
of 191; 391 a
Eight semes
ing groups: I

•Instrumental
•Related Re
From Music
depends on:

vary among
•General Ec
•Free Electi

Admission
To be accep
major, a str
faculty com
application
be in the st
transfer stu
ment before

•Music
Participate
Wind Ense
required of
Chamber e
students. N
group is re
schedule p

Minor in
The minor
semester b
205, 206, 2
semester b
and ensem
education
the minor.

Honors P
Music maj
demic abil
the depart
program] study a m
treated in

244 MUSIC

111

Woodwinds Class

The basic techniques of the woodwind instruments are studied. Pedagogy and basic teaching materials are also considered. Offered spring.
(4) 2 semester hours.

112

Percussion Class

The basic techniques of the percussion instruments are studied. Pedagogy and basic teaching materials are also considered. Offered fall.
(2) 1 semester hour.

161-163

Large Ensembles

These are open to all qualified students by audition.

161 Chorus
162 Wind Ensemble
163 Orchestra

Offered fall and spring.

(4) 0.5 semester hour. Gen. Ed. Category 3 for nonmajors.

164-166

Chamber Ensembles

These are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.

164 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets)

165 Jazz Ensemble

166 Chamber Singers

Offered fall and spring.

(4) 1 semester hour. Gen. Ed. Category 3 for nonmajors.

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 Violin

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-Harpsichord

185 Classic Guitar

186 Percussion

187 Accordion

188 Harp

Offered fall, spring, summer.

1 semester hour.

191

Student Recital Series

Students who are enrolled in Music 270-288 or 370-388 must attend a specified number of recitals and perform on their principal instruments at least once each semester, beginning with the second semester of study. Offered fall and spring.
(1) 0 semester hours.

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. Offered fall, spring, summer.
(3) 3 semester hours. Gen. Ed. Category 3.

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. Offered fall, spring, summer.
(3) 3 semester hours. Gen. Ed. Category 3.

204

Sight Singing and Ear Training

A basic approach to musicianship is made through learning to sing at sight and to notate melodies by sound. Offered spring.
(2) 1 semester hour. Prerequisite: Music 203 or 210.

205

History of Western Music to 1750

The development of Western art music from Gregorian Chant through the works of J. S. Bach and Handel is studied. Included are the development of polyphony, development of secular music, and the development of independent instrumental music and form. Offered fall.
(3) 3 semester hours. Prerequisite: Music 203 or 210, or consent of instructor.

206

History of Western Music since 1750

Beginning with the antecedents of late 18th-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. Offered spring.
(3) 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 I are studied in a chronological survey of Western music through the Renaissance. Skills are developed in aural dictation, theoretical analysis, sight singing, keyboard, conducting, and orchestration. Offered fall.
(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. Offered spring.
(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. Offered fall.
(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 20th century. Offered spring.
(5) 4 semester hours. Prerequisite: Music 212.

221

The Symphony

Representative works from the standard repertory of the 18th and 19th centuries are studied, covering major composers from Haydn to Mahler. The symphony is studied from its development in the mid 18th century to its decline in the 20th century. Offered alternate falls (even years).
(3) 3 semester hours. Gen. Ed. Category 3.

222

Opera

Representative opera from the 17th century to the present are studied, encompassing changing styles, the particular contributions of composers, the libretto, and the most significant operas of the past and present. Offered alternate falls (odd years).
(3) 3 semester hours. Gen. Ed. Category 3.

223

American Popular Music

The growth of popular music in the United States is studied in a historical background which brings together the musical, social, and cultural origins that have influenced the development of America's unique musical tradition. Offered fall.
(3) 3 semester hours. Gen. Ed. Category 3.

246 MUSIC

**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 solists are emphasized. Offered spring.
3 semester hours. Gen. Ed. Category 3.

**270-288
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.

- 270 Violin
- 271 Viola
- 272 Cello
- 273 String Bass
- 274 Voice
- 275 Clarinet-Saxophone
- 276 Flute
- 277 Oboe-English Horn
- 278 Bassoon
- 279 Trumpet
- 280 French Horn
- 281 Trombone-Baritone
- 282 Tuba
- 283 Organ
- 284 Piano-Harpichord
- 285 Classic Guitar
- 286 Percussion
- 287 Accordion
- 288 Harp

Offered fall, spring, summer.

(1) 2 semester hours. Prerequisite: concurrent enrollment in Music 191.

**305
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. Offered alternate falls (odd years).

3 semester hours. Prerequisite: Music 211 or consent of instructor.

**306
Sixteenth-Century Counterpoint**

A detailed study is made of 16th-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. Offered alternate springs (even years).
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 forms and analysis is required to complete original compositions. Offered alternate falls (even years).
3 semester hours. Prerequisite: Music 211 and either 305 or 306; or consent of instructor.

**310
Medieval 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 notation are examined within the changing socioaesthetic patterns. Offered every fifth semester. Last offered fall 1987.
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 16th century to the middle of the 18th century is presented. The development of instrumental and vocal music, culminating in the music of J. S. Bach and Handel, is examined. Offered every fifth semester. Not offered 1986-87 or 1987-1988.
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 18th century to about 1825 is presented, including precedents in the rococo period. Representative works are analyzed. Offered every fifth semester. Last offered spring 1988.
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 19th century, including the late romantic composers, is presented. Representative works in various forms are analyzed. Offered every fifth semester. Last offered fall 1986.
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, Barok, Stravinsky, Webern, Berg, and Hindemith. Also studied are impressionism, post-romanticism, and recent stylistic trends. Offered every fifth semester. Last offered spring 1987.
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. Offered alternate falls (odd years).
3 semester hours. Prerequisite: Music 211 or consent of instructor.

**322
Eighteenth-Century Counterpoint**

The study of counterpoint is continued to include 18th-century styles in canon, fugue, invention, and passacaglia. Extensive writing and special projects are

included. Offered alternate springs (odd years).
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. Offered alternate springs (odd years).
3 semester hours. Prerequisite: Music 205, 206, 210, and 211; or consent of instructor.

**364
Language Orientation**

This is a course in the diction of the French, German, and Italian languages as applied to standard vocal repertoire. Offered alternate springs (even years). (Formerly Music 365.)
(3) 2 semester hours. Prerequisite: consent of instructor.

**366
Accompanying**

Practical experience is provided in the rehearsal and performance of accompaniments for instrumental and vocal solists. 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. Offered spring.
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-Harpsichord
385 Classic Guitar
386 Percussion
388 Harp

Offered fall and spring.
(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 advisor, selects and thoroughly investigates a specialized topic. Offered as needed.

3 semester hours. Prerequisite: consent of department chair.

391

Junior Recital

Half-hour solo recital of appropriate literature. The student must be enrolled in Applied Music in the semester in which the recital is performed. Required of music performance majors. Offered fall, spring, summer. (Formerly titled Senior Recital.)

0 semester hours. Prerequisite: 20 semester hours (five semesters) of Applied Music in the appropriate instrument.

392

Senior Recital

Half-hour solo recital of representative literature. The student must be enrolled in Applied Music in the semester in which the recital is performed. Required of music education majors. Offered fall, spring, summer.

0 semester hours. Prerequisite: 12 semester hours (six semesters) of Applied Music in the appropriate instrument.

393

Senior Recital

One-hour solo recital of representative literature. The student must be enrolled in Applied Music in the semester in which the recital is performed. Required of music performance majors. Offered fall, spring, summer.

0 semester hours. Prerequisite: 28 semester hours (seven semesters) of Applied Music in the appropriate instrument. Successful completion of Music 391: Junior Recital.

458

Twentieth-Century Theory

A study is made of the theoretical and compositional techniques of 20th-century composers. Offered alternate springs (even years).

3 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. Offered as needed.

3 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. Offered as needed.

3 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 standardized sources are used. Offered alternate summers (even years).

3 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 Schoenberg and Hindemith, and set theory. Offered every fifth semester. Last offered fall 1986.

3 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. Offered as needed.

3 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. Offered as needed.

3 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. Offered alternate springs (even years).

3 semester hours. Prerequisite: consent of instructor.

561-563

Large Ensembles

These are open to all qualified students by audition.

- 561 Chorus
562 Wind Ensemble
563 Orchestra
Offered fall and spring.
(4) 0.5 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
Offered fall and spring.
(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 String Bass
574 Voice
575 Clarinet-Saxophone
576 Flute
577 Oboe-English Horn
578 Bassoon
579 Trumpet
580 French Horn
581 Trombone-Baritone
582 Tuba
583 Organ
584 Piano-Harpsichord
585 Classic Guitar
586 Percussion
587 Accordion
588 Harp
Offered fall, spring, summer.
(1) 2 semester hours. Prerequisite: graduate standing.

590

Independent Study

The student, with the guidance of a faculty advisor, selects and thoroughly investigates a specialized topic. Offered as needed.

1-6 semester hours.

MUSIC EDUCATION

312

Practicum in Music Education I

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. The focus is on general music in kindergarten through grade eight. Offered fall. (Formerly Education 312.)

(6) 3 semester hours. *Prerequisite:* Music 104 and special departmental requirements for acceptance into music education program.

313

Practicum in Music Education II

In this continuation of Music Education 312, the emphasis is on instrumental and vocal music in kindergarten through grade 12 and on elective music experiences of secondary school students. Offered spring. (Formerly Education 313.)

(6) 3 semester hours. *Prerequisite:* Music Ed. 312 and CEP 216.

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. Offered fall. (Formerly Education 324.)

9 semester hours. *Prerequisite:* Music Ed. 313; adequate health; the attainment of an overall GPA of 2.50 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 audiovisual 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. Offered fall, spring, summer. (Formerly Education 341.)

(3) 2 semester hours.

525

Advanced Studies in Music Education

Basic concepts in philosophy of music education, aesthetics, history of music education, sociology, and psychology are presented. Offered alternate summers (odd years). (Formerly Education 525.)

3 semester hours. *Prerequisite:* consent of instructor.

566

Seminar in Music Education

Selected problems are investigated. Offered as needed. (Formerly Education 566.)

3 semester hours. *Prerequisite:* consent of instructor.

Nursing

Department of Nursing

Constance Pratt

Department Chair

Program of Study

Major: Nursing (B.S.).

Major in Nursing

The major requires a minimum of 56 semester hours in nursing and 24 semester hours of cognates. A total of 120 semester hours is required for a Bachelor of Science degree in nursing. The nursing program has provisions for registered nurses who wish to pursue the baccalaureate degree. Refer to department student handbook for specific policies related to the major.

The Rhode Island College Department of Nursing is one of the largest accredited nursing programs in the country. Among its graduates are staff nurses, teachers, clinical specialists, nurse managers, and nurse practitioners in a variety of health care settings in Rhode Island as well as in many other states. Nursing students develop close relationships with faculty through small group clinical experiences which take place not only in hospitals but also in clinics, health maintenance organizations, community centers, visiting nurse associations, and physicians' offices. Students are involved in health fairs, health screenings, and many types of health education projects during their course of study.

(Semester hours are in parentheses.)

•Required Courses (56)
Nursing 202, 203, 204, 205, 219, 320, 321, 322, 323, 330, 331, 332, 333 (Registered nurses take Nursing 207 and 219, 316, and selected sophomore-level courses.)

•Cognates (24)
Required: Biology 331, 335, 348;
Chemistry 103, 104; Psychology 230

Note: All students must be certified for CPR each year.

Suggested Sequence

While the program is designed to take four academic years, provisions for flexibility allow students to enroll on a full- or part-time basis. Students may also elect to enroll in summer courses to lighten a semester load.

(Semester hours are in parentheses, followed by general education categories.)

First Semester

Biology 108 (4)
Chemistry 103 (4, G.E. 4)
Psychology 110 (3, G.E. 1)
Writing 100 (4)
(Total semester hours: 15)

*Second Semester**

Biology 331 (4)
Chemistry 104 (4, G.E. 6)
Psychology 230 (4)
History 110 (3, G.E. Core)
Nursing 219 (2)

(Total semester hours: 17)

Third Semester

Biology 335 (4)
Nursing 202 (4)
Nursing 203 (2)
English 101 (3, G.E. Core)
History 111 (3, G.E. Core)
(Total semester hours: 16)

Fourth Semester

Biology 348 (4)
Nursing 204 (4)
Nursing 205 (2)
English 102 (3, G.E. Core)
General Education (3, G.E. 2)
(Total semester hours: 16)

*Fifth Semester**

Nursing 320 (6)
Nursing 321 (6)
General Education (3, G.E. 3)
Free Electives (3)
(Total semester hours: 18)

Sixth Semester

Nursing 322 (6)
Nursing 323 (6)
General Education (3, G.E. 5)
(Total semester hours: 15)

•Theory (25)

Required: Music
Two courses fr
458, 460

•History and Li
Required: Musi
Two courses fr
cal periods

•Applied Music
Required: Musi
of 191; 391 and
Eight semester
ing groups: (1)

instrumental at
•Related Requ
From Music 10

depends on app
vary among th
•General Educ
•Free Elective

Admission
To be accepte
major, a stude
faculty commi

application pr
be in the stud
transfer studen
ment before e

Musical Organ
Participation
Wind Ensemble
required of al
Chamber en
student. Mer
group is reco
schedule peri

Minor in Mu
The minor re
semester hou
205, 206, 210

semester hou
and ensemble
education co
the minor.

Honors Pre
Music major
ademic abilit
the departm
program giv
study a mus
treated in th

- Theory (25)
- Required: Music 2
- Two courses from 458, 460
- History and Literature
- Required: Music 7
- Two courses from cal periods.)
- Applied Music (1)
- Required: Music 1
- Music of 191, 391 and 39
- Eight semesters fitting groups: (1) M instrumental area
- Related Require From Music 105, depends on apply vary among the c
- General Educati
- Free Electives (2)

Admission

To be accepted a major, a student faculty committee application procedure in the student transfer students meet before ente

Musical Organization
Participation in Chamber Ensemble I required of all p Chamber ensemble students. Member group is recom schedule permits

Minor in Music

The minor requi semester hours is 205, 206, 210, 21 semester hours, and ensembles, education cours the minor.

Honors Progra

Music major of demic ability an the department program gives a study a musical treated in the c

- Seventh Semester*
- Nursing 330 (3)
- Nursing 331 (6)
- General Education (3, G.E. 7)
- Five Elective (3)*
- (Total semester hours: 15)
- Eighth Semester*
- Nursing 332 (3)
- Nursing 333 (6)
- General Education (3, G.E. 8)
- (Total semester hours: 12)

*Students are strongly encouraged to lighten these semesters by taking courses during summer sessions following the freshman or sophomore year.

Note: Satisfactory completion of the first two semesters as listed above does not guarantee admission to the program.

Admission

There is a special procedure for admission into the major in nursing which requires filing of a separate application with the Department of Nursing after specified criteria have been completed. Each applicant will be judged according to the standards for admission then in effect as published in the General College Catalog. The College reserves the right to limit the number of places available to those who qualify for admission to the nursing program. Criteria are as follows:

1. Completion of at least 32 semester hours including the prerequisite courses: Biology 331, Chemistry 103, 104; Psychology 230.
2. Attainment of a minimum overall cumulative index of 2.5.
3. Registered nurses may apply at any time after admission to the College and completion of prerequisites.

Note: Biology 335, 348 are not prerequisites for admission. However, they must be taken concurrently with sophomore-level nursing courses.

Applications for admission into the major in nursing must be filed before March 15 of the freshman year for fall enrollment. RN or transfer students will be considered on an individual basis. Application forms may be obtained from the Undergraduate Admissions Office or from the Department of Nursing.

Applications are processed by the Admissions and Retention Committee of the Department of Nursing. Each student will be informed by letter of the action taken.

The admissions procedure is always under review and subject to change. Students will be notified of changes in writing.

Students who have been declined admission to the nursing program for academic reasons are allowed to reapply only one additional time. Reapplication must be made within two years of the original application. Exceptions will be considered on an individual basis.

Non-registered-nurse students who have been accepted into the nursing program but do not enroll in Nursing 202 and 203 by the end of the official registration period immediately following acceptance, and do not inform the department in writing of the reason for nonenrollment, will forfeit their acceptance. These students may reapply for admission only one additional time.

RN Students

The Department of Nursing has developed learning tracks to enable RN students to complete a baccalaureate program. RN students meet the same requirements for admission as other baccalaureate nursing students. They take Nursing 207, 219, and 316. The ability to challenge sophomore- and junior-level courses is done through ACT/PEP examinations, and the meeting of sophomore and junior clinical course objectives, through documentation of prior learning.

Nursing 207: Baccalaureate Education for Nursing is offered both fall and spring semester as the need arises and is required before students can complete the challenge of junior-level nursing courses. The ACT/PEP proficiency examinations are given on various dates and in various locations throughout the year.

The Senior Level Placement Process is also offered to registered-nurse students. Students must consult with an advisor to arrange for the challenge and senior advanced placement process.

Lateral Transfer Students

Students within the Rhode Island College community who desire a change of major to nursing must consult with the department chair prior to applying for admission to the program.

Second Degree Candidates

Initial application is made to the College's Undergraduate Admissions Office. The criteria and application procedure for admission to the major in nursing are the same as described above. A learning contract is then formalized with the department chair.

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 are 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 index).

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 are clinical practicums, student performance in the practicum is graded as Pass, Fail, or Honors.

The Credit/No Credit option is not permitted in required courses and cognates in the major in nursing.

The faculty of the Department of Nursing reserves the right to require withdrawal or dismissal of a student who gives evi-

dence, academically or personally, of inability to carry out professional responsibilities in nursing. Students who do not meet retention standards are dismissed from the program. Students have the right of appeal through the Academic Standing Committee.

Health Requirement

Freshman Students are required to have a completed College Medical form and record of chest X-ray on file in the College's Health Services. Verification of College Medical form and annual PPD tract is then formalized with the department chair. The Verification of Health 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 some nursing courses, students may be expected to meet additional health requirements.

Students will not be admitted to the first class meeting of a nursing practicum course 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 practicum course 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. Students in clinical courses are responsible for their own transportation to the clinical area.

Changes in Requirements

The College reserves the right to change requirements for the nursing program. Newly adopted standards will apply to all students enrolled. Students will be notified in writing of such changes.

Licensure

Graduates of the program are eligible to apply to take state board examinations for licensure as a registered nurse in any state.

COURSE OFFERINGS

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

202

Nursing and Health I

This course focuses on the profession of nursing in health promotion. Core concepts considered fundamental to professional nursing practice are introduced. This course is offered fall semester only and must be taken concurrently with Nursing 203.

4 semester hours. Prerequisite: acceptance to nursing major.

203

Practicum I

The student is introduced to professional nursing and provided the opportunity to apply care concepts to assist clients to promote and maintain health in selected settings. This course must be taken concurrently with Nursing 202. Offered fall.

(6) 2 semester hours. Prerequisite: acceptance to nursing major.

204

Nursing and Health II

A continuation of Nursing and Health I, this course focuses on the professional role and nursing process in the promotion and maintenance of health in the individual, family, and community. It is offered

spring semester only and must be taken concurrently with Nursing 205.

4 semester hours. Prerequisite: Nursing 202, 203, 219; Bio. 335.

205

Practicum II

The student focuses on the professional role and nursing process in the promotion and maintenance of health in the individual, family, and community. This course is a continuation of Nursing and Health Practicum I and must be taken concurrently with Nursing 204. Offered spring.

(6) 2 semester hours. Prerequisite: Nursing 202 and 203.

207

Baccalaureate Education for Nursing
This course is the formal transition for the RN student into the baccalaureate program in nursing. Emphasis is on the nursing process as the scientific methodology for nursing practice. Research, teaching-learning, leadership, and health are discussed. Offered fall, spring, summer.

4 semester hours. Prerequisite: licensed registered nurse students accepted at Rhode Island College.

219

Therapeutic Nutrition

This course focuses on methods of nutrition assessment, concepts in clinical nutrition, the role of nutrition in health maintenance, health promotion, and disease prevention. The role of health professionals in nutrition care is explored in the classrooms and in practicum settings. Offered fall, spring, summer.

2 semester hours. Prerequisite: Chem. 103 and Bio. 108.

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. Offered as needed.

3 semester hours. Prerequisite: nursing majors and RN students.

312

Death and Dying

This course enables students to explore their own feelings about death and dying as they examine this topic from historical, ethical, and legal perspectives. Offered fall and spring.

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. Offered fall and spring.

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. Offered as needed.

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. Offered fall and spring.

3 semester hours. Prerequisite: Bio. 108, Chem. 103-104.

316

Physical Assessment of the Adult and Child

This course assists the learner in the acquisition of diagnostic skills used to

assess clients of all age groups. Assessment of health and developmental status is done through interview, health history, inspection, palpation, percussion, and auscultation. Offered fall, spring, summer.

4 semester hours. Prerequisite: senior-level nursing students and registered nurses.

320

Nursing and Simple Deviations in Health across the Life Span I

This course is designed to introduce the student to the theoretical principles which are fundamental to the nursing care of clients experiencing simple deviations in health across the life span. Offered fall.

6 semester hours. Prerequisite: Nursing 202, 203, 204, 205, 219.

321

Practicum III

Nursing 321 provides the student with the opportunity to apply the concepts presented in Nursing 320 in a variety of clinical settings. Cognitive, psychomotor, and affective skills are developed through guided experiences in simulated and actual clinical situations. Offered fall.

6 semester hours. Prerequisite: Nursing 202, 203, 204, 205, 219. Nursing 321 must be taken concurrently with or in the semester following Nursing 320.

322

Nursing and Simple Deviations in Health across the Life Span II

This course continues to focus on conceptual foundations related to nursing care of the client experiencing simple deviations in health. Integration of multiple resources serves to further develop the theoretical base of professional nursing within a dynamic health care system. Offered spring.

6 semester hours. Prerequisite: Nursing 320 and 321.

•Theor
Requit
Two o
458, 46
•Histo
Requit
Two o
cal per
•Appli
Requit
of 191;
Eight
ing cri
instrum
•Relat
From
depend
vary at
•Gener
•Free l
Admit
To be
major,
faculty
applic
be in t
transfe
ment b
Musica
Partici
Wind
requir
Cham
studen
group
schedu
Minor
The m
semest
205, 21
semest
and cu
educat
the m
Hono
Music
demic
the de
progr
study
treatis

258 PHILOSOPHY

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, human freedom, and the problems of meaning and verification. Emphasis is placed on ways of reasoning appropriate to the justification of these beliefs. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 8.

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 subcontinent, and to the ethical and aesthetic theories contained within Oriental tradition. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 7.

205

Introduction to Logic

This course covers principles of valid reasoning in reversible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is made in subject matter and to practical use in critical thinking. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 5.

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, intuitionist, hedonistic, and

naturalistic ethical theories are considered. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 8.

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. Offered alternate falls (even years).

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 3.

241

Philosophy of Religion

This course involves an inquiry into the ontological, epistemological, and axiological ramifications of religious experience. Offered fall, spring, summer.

3 semester hours.

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.

Offered spring.

4 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. Offered as needed.

3 semester hours. Prerequisite: one 200-level course in philosophy, economics, or management.

305

Intermediate Logic

The use of the logic of propositions, classes, and relations is studied. Alternate systems and notations of two-valued logics are analyzed. Some multivalued logics are validated. Offered alternate springs (even years).

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. Offered fall.

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. Offered alternate springs (even years).

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. Offered as needed.

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. Offered as needed.

4 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 "political being" and "social being." Offered fall.

3 semester hours.

351

Plato, Aristotle, and Greek Thought

The origins of philosophy in Greek thought are explored. Works of philosophers such as Plato and Aristotle are read. Offered fall.

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 philosophical thought is analyzed. The works of Aquinas and Bonaventure are studied. Offered alternate springs (odd years).

4 semester hours. Prerequisite: any 200-level philosophy course.

260 PHILOSOPHY

**356
Seventeenth- and 18th-Century Philosophers**

Works of European philosophers from René Descartes to Immanuel Kant are read. Offered alternate falls (even years). 4 semester hours. Prerequisite: any 200-level philosophy course.

**357
Hegelianism and Postmodern 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 18th and 19th centuries. Offered alternate springs (even years). (Formerly Philosophy 358.) 3 semester hours. Prerequisite: any 200-level philosophy course.

**358
Existentialism and Contemporary Philosophy**

In addition to analysis of current existentialist, positivist, analytic, and religious philosophers, some of the germinal thinkers and forces of 19th-century life are studied. Offered alternate falls (even years). (Formerly Philosophy 357.) 4 semester hours. Prerequisite: any 200-level philosophy course.

**359
Contemporary Analytic Philosophy**

This course focuses on late 19th- and 20th-century philosophers of language with particular emphasis upon their technical works in analytical philosophy. G.E. Moore, Gilbert Ryle, Ludwig Wittgenstein, Rudolph Carnap, G. Morris, and A. Tarski are among the philosophers studied who applied techniques of the logical analysis of language to philosophical problems of knowledge, existence, and value. Offered as needed. 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. Offered as needed. 3 or 4 semester hours. Prerequisite: consent of instructor and department chair.

**391-394
Independent Study**

The student, working with a faculty advisor, selects a topic for study and researches the topic in depth. Offered as needed. 1-4 semester hours. Prerequisite: consent of instructor and department chair.

Physical Education

Department of Health, Physical Education, Recreation, and Dance
Bennett Lombardo
Department Chair

Programs of Study

Majors: Physical Education, also with option for Adapted Physical Education (B.S.).

Curriculum in Physical Education

Emphasizing a movement education approach and employing a variety of field experiences, the physical education program prepares graduates to teach kindergarten through grade 12. Students are also prepared to organize and administer athletic programs. An option for student teaching in adapted physical education is available.

In addition to the General Education Program and free electives, the curriculum requires a minimum of 39 semester hours in a physical education concentration, at least 16 semester hours of cognates, and 29 semester hours in professional education. The curriculum totals 120 semester hours. (Semester hours are in parentheses.)

•Physical Education Concentration (39)
Required: Physical Education 140, 201, 243, 301, 309, 310, 311, 312; Health 213; Biology 336; and 10 semester hours in activity courses including Physical Education 123, 132, 147, one aquatics course, one team sports course, two individual/lifetime sport courses, and two elective activity courses

•Cognates (16-20)
Required: Biology 101 and 102, or 108; 331, 335; Special Education 300
•Professional Education (29)
Required: Education 326; Foundations of Education 340, 345; Physical Education 302, 313, 314; Counseling and Educational Psychology 216
•General Education Program (36-38)
•Free Electives (0-11)

Suggested Sequence

Students enter the major by taking Physical Education 140, Health 213, and selected activity courses.

First and Second Semesters

Physical Education 132
Physical Education 140
Physical Education 201
Biology 108
Health 213

Third Semester

Physical Education 243
Physical Education 301
Biology 331
Special Education 300
Activity Course

Fourth Semester

Physical Education 123
Physical Education 147
Physical Education 302
Physical Education 310
Biology 335
Counseling and Educational Psychology 216

Fifth Semester

Physical Education 309
Physical Education 313
Foundations of Education 340
Activity Course

Sixth Semester

Physical Education 311
Physical Education 314
Activity Course
Activity Course

Seventh Semester

Physical Education 312
Education 326

Eighth Semester

Biology 336
Foundations of Education 345
Activity Course
Activity Course

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

•Thrs
Requ
Two
458, 4
•Hist
Requ
Two
cal p
•App
Requ
of 19
Eight
ing 8
instr
•Rel
From
depr
vary
•Gen
•Free

Admi
To b
majo
facul
appl
be in
trans
ment

Mast
Part
Wim
requ
Char
stud
grou
schs

Min-
The
205,
scnt
and
educ
the r

•Hon
Mus
dem
the i
prog
stud
traat

242 MUSK

- Theory (25 Required: 25 Two courses 458, 460)
- History and Required: N Two courses (a period)
- Applied M Required: N of 191; 391
- Eight semesters groups-instruments
- Related R From Musi depends on vary among
- General E
- Free Elect

Admission

To be accepted major, a student faculty cot application be in the transfer statement before

Musical Or Participate

Wind Ensembles required Chamber students group is schedule

Minor in

The main semester 205, 206, semester and music education the minor

Honors

Musical in music at the department program study a treated

262 PHYSICAL EDUCATION

Education 302, 313, 314, and Education 326 (practicum and student teaching), and consult with an advisor as soon as possible.

Although students may select the curriculum as freshmen, they may formally apply only when they are enrolled in Physical Education 301. During Physical Education 301 students take the National Teacher Examination as part of the admission process.

A minimum 2.50 average in all courses required in the major area is necessary for entry into practicum and student teaching.

Also see Special Admission and Retention Policies in undergraduate Academic Requirements, introductory section of this catalog.

Advisement

The physical education curriculum is a tightly structured one. Some flexibility in course sequencing is possible, but only with approval of faculty advisors. Students who intend to major in physical education are required to consult with their advisors each semester.

Student Teaching—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 each of Physical Education 302, 309, 313, 314, 315, and Special Education 300, 310.
2. Additional laboratory experiences with handicapped children in Physical Education 309.

COURSE OFFERINGS

PHYSICAL EDUCATION, EDUCATION

Note 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

101-133, 147

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. Offered as needed.
- 102 Badminton. Offered as needed.
- 103 Basketball. Offered as needed.
- 104 Outdoor Activities—Winter. Offered as needed.
- 105 Bowling. Offered spring.
- 106 Flag Football. Offered as needed.
- 107 Gymnastics—Rhythmic. Offered as needed.
- 108 Tumbling and Trampoline. Offered as needed.
- 109 Swimming—Beginning. Offered fall and spring.
- 110 Fencing. Offered fall and spring.
- 111 Field Hockey. Offered as needed.
- 114 Handball. Offered as needed.
- 115 Ice Hockey. Offered as needed.
- 116 Judo. Offered as needed.
- 117 Karate. Offered as needed.
- 118 Lacrosse. Offered as needed.
- 119 Lifesaving. Offered fall.
- 120 Sailing. Offered as needed.
- 121 Skiing—Alpine. Offered fall.
- 122 Softball. Offered as needed.
- 123 Outdoor Activities—Summer. Offered spring.
- 124 Swimming—Intermediate. Offered spring.
- 125 Soccer. Offered fall.
- 126 Track and Field. Offered as needed.
- 128 Volleyball. Offered fall.
- 129 Weight Training. Offered fall and spring.
- 130 Wrestling. Offered as needed.
- 131 Golf. Offered fall and spring.
- 133 Tennis. Offered fall and spring.
- 147 Rhythmic Activities. Offered spring.

(4) 1 semester hour.

132 Beginning Gymnastics

The development of fundamental skills to promote participation in gymnastics is stressed. Skills, strategies, and rule interpretations relevant to the activity are included. The course will be in session for the full semester. Offered fall.

(4) 2 semester hours.

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 visits, observations, demonstrations, and laboratory experiences are included. Offered fall and spring.

3 semester hours.

201 Prevention and Care of Athletic Injuries

Students acquire a basic understanding of sports medicine. Topics include preventive techniques, protective strapping, basic anatomy, injury recognition, and rehabilitation of athletic injuries. Offered fall and spring.

(4) 1 semester hour. Prerequisite: Health 213 or current standard first aid certification or consent of instructor.

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. Offered fall.

3 semester hours.

301 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. Offered fall.

(Formerly Physical Education 244.) 3 semester hours. Prerequisite: P.E. 243.

302 Practicum in Team Activities

Students analyze selected team sport skills and develop appropriate teaching progressions in team activities. This practicum includes observations and supervised teaching experiences in school settings K-12. Offered spring. (Formerly Physical Education 245.)

(6) 3 semester hours. Prerequisite: P.E. 140, 243, 301.

305 Advanced Prevention and Care of Athletic Injuries

This course emphasizes analysis of preventive screening, pathomechanics of injury, and evaluation techniques. Relying heavily on the case-study approach, laboratory sessions include opportunities for supervised practice and the application of various training procedures. Offered spring.

3 semester hours. Prerequisite: P.E. 201.

308 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. Offered as needed.

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. Offered fall.

3 semester hours. Prerequisite: Spec. Ed. 300 and P.E. 313.

264 PHYSICAL EDUCATION

**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. Offered spring.
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. Offered spring.
3 semester hours. Prerequisite: Bio. 331.

**312
Organization and Administration of
Physical Education Programs: K-12**

Practical organizational aspects of decision making, program planning, and evaluation, as well as administrative concerns associated with finance, public relations, personnel, and legal issues relating to programs in physical education, athletics, intramurals, and selected special areas, are covered. Offered fall.
3 semester hours. Prerequisite: P.E. 314.

**313
Creative Rhythms and Dance**

Students develop competencies in teaching rhythmic activities. Diversified experiences in rhythmic accompaniment, musical resources, and rhythmic activities are provided. Observations and teaching are required. Offered fall.
(6) 3 semester hours. Prerequisite: P.E. 147 and 302.

**314
Practicum in Individual and Dual
Activities**

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. Offered spring.
(6) 3 semester hours. Prerequisite: P.E. 132, 243, 301.

**315
Individualized Physical Education for
Handicapped Populations**

The main focus of this course is instruction in organizing, conducting, and evaluating individualized physical education using individualized populations. A program for handicapped populations is diagnostic-prescriptive approach is emphasized. Class time is divided between theory and practical applications of the individualized approach in clinical settings. Offered as needed.
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. Offered as needed.
3 semester hours.

**390
Independent Study in Physical
Education**

The student, working with a faculty advisor, selects a topic for study and researches the topic in depth. Offered as needed.
1-3 semester hours. Prerequisite: consent of department chair.

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. Offered fall and spring.
10 semester hours. Prerequisite: satisfactory completion of departmental prerequisites; successful completion of all physical education and professional sequence courses including CEP 216; adequate health; an overall GPA of 2.50 one full semester prior to student teaching; proficiency in operation of audiovisual equipment; and speech proficiency.

**342
Methods and Materials in Physical
Education**

Basic principles of physical education programs for elementary schools are covered. This course includes experience in teaching movement through games, rhythms, and self-testing activities suitable for various age levels. Offered fall and spring.
(3) 2 semester hours.

Physical Sciences

Department of Physical Sciences
James Magyar
Department Chair

Programs of Study

Major: General Science (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 cognates in mathematics. The major prepares students to teach in junior high school and may only be selected by students in an education curriculum.

(Semester hours are in parentheses.)

•Required Courses (30)
Biology 101, 102; Chemistry 103 or 103H, 104 or 104H; Physical Science 212; and 214 or 216; Physics 101-102, or 200-201 or 200-202

•Choices in Major (6-8)
Two additional courses at the 200-level or above in one of the four areas: biology, chemistry, physical science, physics

•Cognates (12)
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 Freshman Sequence

First Semester
Physics 101
Mathematics 209
English 101
History 110
Writing 100

Second Semester
Physics 102
Mathematics 212
English 102
History 111
General Education

GRADUATE PROGRAMS

Advisors: J. George O'Keefe, James Magyar, Robert Vento.

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.

(Semester hours are in parentheses.)

Program Requirements—Certified Teachers

•Humanistic and Behavioral Studies (6)

•Curriculum and Instruction (3)

•Physical and Biological Sciences (21)

Six semester hours of mathematics may be included, with advisor's approval
(Total semester hours: 30)

Program Requirements—M.A.T.-C.

•Humanistic and Behavioral Studies (10)

•Education Courses, including student teaching (13-15)

•Physical and Biological Sciences (12)

(Total semester hours: 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, 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.

(Semester hours are in parentheses.)

Program Requirements—Certified Teachers

•Humanistic and Behavioral Studies (6)

•Curriculum and Instruction (3)

•Chemistry and Physics (21)

Six semester hours of mathematics may be included, with advisor's approval.

(Total semester hours: 30)

Program Requirements—M.A.T.-C.

•Humanistic and Behavioral Studies (10)

•Education Courses, including student teaching (13-15)

•Chemistry or Physics (12)

(Total semester hours: 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 the other physical science.

A chemistry concentration must include Chemistry 392 (problems) for two semesters, 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 exam-

ined. Experiments emphasize principles rather than precision. This course is not open for credit for those who have received credit for Physics 101 or 200. Lecture and laboratory. Offered fall, spring, summer.

(3) 4 semester hours. Gen. Ed. Category 4.

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. Offered as needed.

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. Offered as needed.

1 semester hour.

150

Environmental Science Problems

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. Offered as needed.

(4) 3 semester hours.

205

Earth's Physical Environments

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. Offered as needed.

3 semester hours. Gen. Ed. Category 4.

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 4.

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. Offered as needed.

3 semester hours. Gen. Ed. Category 4.

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. Offered as needed.

3 semester hours. Gen. Ed. Category 4.

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 4.

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. Offered as needed.

(4) 3 semester hours.

220

Science and Society

The class will discuss a science, the benefits of it to society, its costs in the broadest sense, its current impact, and its projected impact on future generations. Offered as needed.

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. Offered as needed.

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, ocean currents, near-shore processes, and hydrographic regions. Lecture only. Offered as needed.

3 semester hours. Prerequisite: Physics 102, 200, or 201, 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 16th 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. Offered as needed.

(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. Offered as needed.

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. Offered as needed.

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

Physics

Department of Physical Sciences

James Magyar

Department Chair

Programs of Study

Major: Physics (B.A.)

Minor: Physics.

Major in Physics

The physics major requires 31 semester hours in physics and 23 semester hours of cognates in chemistry and mathematics.

(Semester hours are in parentheses.)

*Required Courses (31)

Physics 200, 201, 202, 300, 301, 303, 307, 312, 313

*Cognates (23)

Required: Chemistry 103, 104; Mathematics 212, 313, 314, 316

Note: Students wishing to attend graduate school in physics are advised to take additional physics electives.

Retention

To continue in the major beyond the first year, a student must have at least a 2.0 average in all courses completed or the permission of the chair.

Suggested Sequence

First Semester

Physics 200

Mathematics 212

Second Semester

Physics 201

Mathematics 313

Third Semester

Physics 202

Chemistry 103

Mathematics 314

Fourth Semester

Physics 300

Chemistry 104

Mathematics 316

Fifth Semester

Physics 301

Sixth Semester

Physics 303

Seventh Semester

Physics 307

Physics 313

Eighth Semester

Physics 312

Physics elective

Students seeking secondary certification in physics should consult with their advisors to plan a suitable program.

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 noncalculus-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. Physics 101 offered fall, spring, summer. Physics 102 offered spring and summer.

(12) 8 semester hours. Prerequisite: successful completion of Physics 101 or equivalent is a prerequisite to Physics 102. Gen. Ed. Category 4.

200

Mechanics

This calculus-based course in elementary mechanics includes vectors, kinematics in one and two dimensions, Newton's Laws,

220 PHYSICS

momentum and energy, rotational motion, oscillations, and fluid mechanics. Lecture and laboratory. Offered fall.
(7) 4 semester hours. Prerequisite: Math 212 preceding or concurrent.

201 Electricity and Magnetism

This calculus-based course in elementary electricity and magnetism includes electrostatics, Gauss's law, electric potential, capacitors and dielectrics, DC circuits, AC circuits, magnetism, electromagnetism, electromagnetic waves, and special relativity. Lecture and laboratory.
Offered spring.
(7) 4 semester hours. Prerequisite: Physics 200. Corequisite: Math 313.

202 Thermodynamics, Waves, and Optics

This calculus-based course in elementary thermodynamics, waves, and optics includes temperature and expansion, calorimetry, the first and second laws of thermodynamics, the kinetic theory of gases, wave motion, interference and diffraction, sound, the nature and propagation of light, reflection and refraction, gratings and spectra, optical instruments, polarization, and holography. Lecture and laboratory. Offered as needed.
(7) 4 semester hours. Prerequisite: Physics 200. Corequisite: Math 313.

300 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. Offered as needed.
(6) 4 semester hours. Prerequisite: Physics 102 or 201 or 202, and Math 313 preceding or concurrent.

301 Advanced Electricity and Magnetism

This course examines the theory and application of electrostatic fields, charge, potential, magnetic fields, steady currents, magnetic flux, inductance, transient current, radiation, and magnetic energy. Lecture only. Offered as needed.
3 semester hours. Prerequisite: Physics 201; Math 314 preceding or concurrent.

303 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. Offered as needed.
3 semester hours. Prerequisite: Physics 202, 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 Schrodinger Equation, and solutions to simple eigen value problems. Spin, transition probabilities, magnetic properties, and related topics are also covered. Lecture only. Offered as needed.
3 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. Offered as needed.
3 semester hours. Prerequisite: Physics 202 and Math 313.

311 Thermodynamics and Statistical Mechanics

The thermodynamic laws, chemical and phase equilibria, advanced kinetic theory of gases, transport phenomena, and quantum statistical mechanics are studied. Advanced mathematical methods are used extensively. Lecture only. Offered as needed.
3 semester hours. Prerequisite: Physics 202, Chem 104, Math 316.

312 Mathematical Methods in Physics

The mathematical methods discussed will be chosen from curvilinear coordinates, complex variables, integral transforms, vectors and matrices, special functions, partial differential equations, and numerical methods, as applied to physics. Lecture only. Offered as needed.
3 semester hours. Prerequisite: Math 316.

313 Senior Laboratory

This laboratory course includes advanced experiments in mechanics, waves, thermodynamics, optics, electromagnetism, and other topics at the discretion of the instructor. Offered as needed.
(6) 3 semester hours. Prerequisite: Physics 300.

390 Independent Study in Physics

Students study under the guidance of a member of the physics faculty. The particular area of physics is selected on the basis of the interests of the student and instructor. Offered as needed.
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 on the work. A maximum of six credits may be earned in these courses. Offered as needed.
1-3 semester hours. Prerequisite: consent of department chair.

Political Science

Department of Political Science
Victor Profoughi
Department Chair

Programs of Study

Major: Political Science—General Major or with emphasis in Public Administration (B.A.).
Minor: Political Science, Criminal Justice Cooperative Program: B.A.—M.P.A. with the University of Rhode Island.

Major in Political Science—General Major

The political science major requires a minimum of 30 semester hours in the discipline. Political science courses taken to fulfill general education requirements, except Political Science 365, can be counted for the major, and students are encouraged to plan their programs so that this can be done.

Twelve semester hours of cognates are also required for the major. The cognate requirement is waived for students completing a second major or a minor in any field, or an approved skills sequence. The department encourages students to discharge their cognate requirements in this fashion.

In completing the major, a student must take at least one course from a minimum of four of the following subfields: (1) political theory, (2) public law, (3) state and local government, (4) American public policy, (5) public administration, (6) comparative politics, and (7) international politics.

(Semester hours are in parentheses.)

- Required Courses (6)
- Political Science 202, 360
- Choices in Major (24)

At least two basic courses from Political Science 200, 204, 206, 207, 208. The balance of the major is selected from the upper-division offerings of the department, with the exceptions of Public Administration 324, 326, 358, 361.

•**Cognates (12)**

At least 12 semester hours in related disciplines selected with the advisor's approval, or completion of a second major or minor or approved skills sequence.

Major in Political Science—Public Administration Emphasis

The emphasis in public administration is available as a second major only. It is designed to provide students with the competence necessary to enter public administration at the management level. Students enrolled in a liberal arts major or a professional program are encouraged to consult with the Department of Political Science about the ways in which the public administration emphasis may be tailored to complement a course of study. The emphasis in public administration consists of 34 semester hours, including an approved public sector internship with an accompanying seminar. Students may count courses taken in the General Education Program, except Political Science 365, to fulfill the requirements of the emphasis, and the department encourages them to do so.

Students are encouraged to double count courses and approved internships taken in their first major to fulfill the requirements of the emphasis. With the department's approval, certain courses in other majors or programs may be substituted for courses required in the emphasis. Students with significant work experience in the public sector may request a waiver of the internship requirement.

The emphasis is designed to develop six areas of skill and knowledge in public administration. The areas are: (1) the public policy process; (2) the dynamics of public organizations; (3) the financial setting of public agencies; (4) the personnel practices of public agencies; (5) the legal environment for public administrators; (6) the use and role of management and information technology in the public sector.

(Semester hours are in parentheses.)

•**Required Courses (34)**

Political Science 202, 301, 330, 352, 356,
Public Administration 324, 326, 358, 361

Minor in Political Science

Students may elect a minor in political science with a 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 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 representatives from Rhode Island, several students are chosen each spring semester to spend a week in the Washington office of either 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 members of the executive and judicial branches of the state government.

Honors Program

Majors of superior academic ability are eligible to participate in the department's honors program after they have completed the required 200-level courses. Upon completing the program, a student is awarded the Bachelor of Arts with honors in political science. Details are available from the department chair.

Rhode Island College—University of Rhode Island Cooperative B.A.—M.P.A. Program

Rhode Island College cooperates with the University of Rhode Island in providing an opportunity for early admission of qualified Rhode Island College students to the Master of Public Administration degree program of the university. Under this program, Rhode Island College students can begin their graduate training as they complete their studies leading to the B.A. degree at the College. A qualified student

could then earn the M.P.A. degree at the university in an additional two semesters of full-time graduate study, or pursue the advanced degree on a part-time basis.

Admission into the cooperative program is available to students in any undergraduate major at the College, although all M.P.A. students must have a substantial knowledge of the American political process and institutions that can be demonstrated by completion of courses in general education, political science, history, sociology, or a variety of other social science disciplines. Students must also indicate a knowledge of statistics and social science research methods and familiarity with the use of computers. As part of the cooperative program, two graduate courses are taught by Rhode Island College faculty at the College and are transferable to the university for credit in the M.P.A. program.

Early advisement is essential for students wishing admission to this program. Students should seek advice from the coordinator of the Rhode Island College public administration program or the chair of the political science department no later than the first semester of their junior year.

COURSE OFFERINGS

POLITICAL SCIENCE, PUBLIC ADMINISTRATION

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

200

Introduction to Political Science

The focus of the course introduces students to the scope and methods of the discipline and considers political ideologies, socialization, and institutions. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 1.

202

American Government

The objective of this course is to examine in broad outline the institutions and principles of American national government. Attention is given to the constitutional foundation, federalism, political parties, Congress, the presidency, the Supreme Court, and civil rights. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 2.

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 the light of contemporary concerns. Offered fall.

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 2.

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. Offered as needed.

3 semester hours. Gen. Ed. Category 2.

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. Offered fall and spring.

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 evaluate critically the literature of the discipline. Offered as needed.

3 semester hours. Prerequisite: one political science course at the 200-level.

301 Foundations of Public Administration

This course introduces the science of public administration. Attention is given to the broad range of administrative functions, techniques, problems, and solutions confronting public sector managers. Management 301 may be substituted for this course, but students may not receive credit for both Management 301 and Political Science 301. Offered fall and spring.

3 semester hours. Prerequisite: Pol. Sci. 202 or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: one political science course at the 200-level or consent of instructor.

304 Research Methods II

This course is concerned with the role of data in the evaluation of hypotheses about social and political systems. Students develop skill in the preparation, analysis, and interpretation of social and political data and in use of computer and other technology in the research process. Lecture and laboratory. Students may not receive credit for both Political Science 304 and Sociology 304. Offered as needed.

[5] 4 semester hours. Prerequisite: Pol. Sci. 300 or Soc. 302 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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

3 semester hours. Prerequisite: one political science course at the 200-level or consent of instructor.

311 Ancient and Medieval Political Thought

This course reviews the ideas of great political thinkers of the world of classical antiquity and of medieval times. Emphasis is upon foundation ideas that conditioned the Western idea of political order and the state as contributed by Plato, Aristotle, Augustine, Aquinas, Machiavelli, Luther, and others. Offered as needed.

3 semester hours. Prerequisite: one political science course at the 200-level.

312 Modern Western Political Thought

The ideas of major Western political thinkers from the post-Reformation period to the present are reviewed. Emphasis is upon the development of individualistic and collective ideas of political organization as espoused by Hobbes, Locke, Rousseau, Burke, Green, Marx, and others. Offered as needed.

3 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. Theorists of the 19th and 20th centuries are studied in relation to modern problems and issues in political thinking. Offered as needed.

3 semester hours. Prerequisite: two political science courses at the 200-level, including Pol. Sci. 204, or consent of instructor.

315 Comparative Political Ideologies

This course examines contemporary political ideologies and their translation into political movements. Major emphasis is placed on the study of liberal and social democracy as well as Marxism-Leninism. Offered as needed.

3 semester hours. Prerequisite: any 200-level political science course or consent of department chair.

322 Comparative State Politics

Emphasis is placed on the factors, processes, and institutions which shape political formation at the state level in the United States. Attention is given to political culture, citizen participation, and parties and elections. Offered alternate springs (even years).

3 semester hours. Prerequisite: two political science courses at the 200-level.

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. Offered spring.

4 semester hours. Prerequisite: recommendation of the Academic Advisory Committee to the State Internship 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. Offered fall and spring.

4 semester hours. Prerequisite: consent of instructor.

330 Administrative Law

This course acquaints students with procedural law, internal mechanisms, and remedies of public regulatory agencies. Rule making, adjudication, and judicial review of administrative decisions, as well as input into regulatory policy and issues of due process are examined. Offered as needed.

3 semester hours. Prerequisite: Pol. Sci. 301 or consent of department chair.

331 Courts and Public Policy

The focus is on the role of the United States Supreme Court in policymaking. Through case analysis, attention is given to the impact of judicial policymaking on the presidency, federal politics, inter-governmental relations, taxing, and other selected public policy areas. Offered spring.

4 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202.

276 POLITICAL SCIENCE

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. Offered fall. *4 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202.*

335 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. Offered spring. *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. Offered as needed. *3 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. Offered as needed. *4 semester hours. Prerequisite: one political science course at the 200-level.*

344 Government and Politics in Communist Societies

The political systems of and politics in communist societies are examined on a

comparative basis. Emphasis is placed on the ideological basis, the contemporary role of the Communist Party, interaction between party and government, and the resurgence of nationalism in communist societies. Offered as needed.

3 semester hours. Prerequisite: any 200-level political science course or consent of department chair.

345 Comparative Foreign Policy

This course is designed to examine the foreign policymaking processes and the foreign policies of selected major political systems. Offered as needed.

4 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 206 or 207.

348 Canadian Government and Politics

After an introductory review of geographical and historical highlights, a study is made of the institutional and behavioral dimensions of Canadian politics. Attention is given to comparisons with United States government and to the importance of contemporary Canadian affairs. Offered as needed.

3 semester hours. Prerequisite: one 200-level political science course or consent of department chair.

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 this course. Offered fall, general election years.

4 semester hours. Prerequisite: one political science course at the 200-level, preferably Pol. Sci. 202.

352 Bureaucracy: Theory and Behavior

Organizational and operational dynamics of modern bureaucracies are considered.

Leadership and group behavior, organization, culture, and public sector efficiency and effectiveness are studied in theoretical and applied contexts. Students may not receive credit for both Political Science 352 and Sociology 352. Offered as needed. *3 semester hours. Prerequisite: Pol. Sci. 301 or consent of department chair.*

354 Politics of Advocacy and Organization

This course deals with the process of citizen organization for the purpose of influencing the policy process. The course considers community and neighborhood organization, interest-group advocacy, and advocacy and organization through the electoral process. Offered as needed. *3 semester hours. Prerequisite: one political science course at the 200-level or consent of department chair.*

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. Offered fall.

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. Offered spring.

3 semester hours. Prerequisite: Pol. Sci. 202 or consent of instructor.

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 re-

sources 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. Offered as needed. *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. Offered fall and spring. *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. Offered as needed.

3 semester hours. Prerequisite: Pol. Sci. 322 and Soc. 340 or 341 or Pol. Sci. 355, or consent of department chair.

371**Readings in Political Science**

This course provides independent readings to meet the needs of individual students in political science. Offered as needed.

3 semester hours. Prerequisite: limited to majors; approval of political science adviser and instructor is required.

381**Workshop in Public Service**

Selected topics are investigated in various formats. Offered as needed.

1-4 semester hours. Prerequisite: varies.

390**Independent Research in Political Science**

This course provides individual students with an opportunity to select and under-

take concentrated research under the supervision of a faculty advisor. Offered fall, spring, summer.
4 semester hours. Prerequisite: consent of department chair.

504 Federalism and Intergovernmental Relations

The financial and programmatic relationship between federal, state, and local governments are examined. Students investigate the federal government's efforts to achieve national policy objectives by distributing federal resources and setting national standards and state and local responses to these efforts. Offered as needed.

3 semester hours. Prerequisite: early admission to the University of Rhode Island M.P.A. program, or graduate status at Rhode Island College, or consent of department chair.

525 Public Service Delivery Models

Models used to provide government services are analyzed. The course explores the conditions which lead to the success of models of service delivery and considers the impact of such models on political accountability, quality of services, and levels of expenditure. Offered as needed.

3 semester hours. Prerequisite: early admission to the University of Rhode Island M.P.A. program, or graduate status at Rhode Island College, or consent of department chair.

PUBLIC ADMINISTRATION

324 Public Budgeting and Financial Management

Financial practices at all levels of government are examined. The central role of the budget in policy formation is stressed. The political and technical aspects of contemporary public sector and financial management are studied. Offered spring.
3 semester hours. Prerequisite: Pol. Sci. 301 or consent of department chair.

326 Public Personnel Administration

The course introduces the political and technical environment of public personnel systems. Contemporary public personnel issues and long-standing personnel problems are considered. Offered spring.
3 semester hours. Prerequisite: Pol. Sci. 301 or consent of department chair.

358 Practicum in Public Management Techniques

Students of public administration are given experience with the use of computers and the application of management information systems in public administrative settings. Budgetary, financial, personnel, and policy data may be used in the course. Offered fall and spring.

3 semester hours. Prerequisite: Public Admin. 324 and 326, or consent of department chair.

361 Internship in Public Administration

Public administration concepts and theories are confronted in an internship jointly supervised by a faculty member and a field practitioner. Students normally work 12 hours each week at a field site. A seminar integrates field experience with theory. Offered fall and spring.

(15) 6 semester hours. Prerequisite: completion of all other requirements for the major in political science with an emphasis in public administration, or consent of department chair.

Portuguese

Department of Modern Languages

Héctor Medina
 Department Chair

Program of Study

Minor: Portuguese

Minor in Portuguese

The minor in Portuguese consists of at least 20 semester hours, as follows: Portuguese 201, 202, and four additional Portuguese courses at the 200-level or above.

COURSE OFFERINGS

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

See Modern Languages 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. Offered fall.
4 semester hours.

102 Elementary Portuguese II

This course is a continuation of Portuguese 101. Offered spring.
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. Offered fall.
3 semester hours. Prerequisite: Portuguese 102, or three years of secondary school Portuguese, or a score of 500-549 on the CEEB Achievement Test in Portuguese. Gen. Ed. Category 7.

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. Offered spring.

3 semester hours. Prerequisite: Portuguese 113 or equivalent, or consent of department chair. Gen. Ed. Category 7.

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. Offered fall.
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. Offered spring.
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. Offered alternate falls (odd years).

3 semester hours.

**231
The Portuguese World: Brazil**

The geography and the political and cultural history of Brazil are traced from origins to modern times. This course is conducted in Portuguese. Offered alternate falls (odd years).

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. Offered as needed.

3 semester hours.

**302
Survey of Portuguese Literature II**

A continuation of Portuguese 301. Offered as needed.

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. Offered as needed.

3 semester hours.

**312
Survey of Brazilian Literature II**

This course is a continuation of Portuguese 311. Offered as needed.

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. Offered as needed.

3 semester hours.

Pre-Law Preparation

Carey Rickabaugh
Advisor

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 students 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 pre-law students 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 scores. The 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 competition with all others taking the LSAT on a given date around the country. The essay is scored and utilized by the admissions committees of individual law schools as they see fit. (See Law School Admissions Service *Information Booklet*.)

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, especially if they are going to seek financial support, should 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 advisor the particulars of taking the LSAT and law school application procedures and strategies.

Pre-Medical, Pre-Dental, Pre-Veterinary, Pre-Optometry Preparation

Elaine Magyar and Edythe Anthony
Advisor

Rhode Island College offers a variety of courses and majors which will give pre-professional training for students planning to enter medical, dental, veterinary, or optometry school. To qualify for admission to these schools, students must present a strong liberal arts background and show competency in writing and in their chosen academic majors. Applicants must also demonstrate some knowledge of work in the laboratory sciences. Although neither a specific major nor a specific program of study is required for application, a biology or chemistry major will provide 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 advisor 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 biology courses (chosen in consultation with the pre-med advisor).

Strongly Recommended Electives
English 231; mathematics sequences through calculus; intermediate or advanced modern foreign language.

Brown University Medical School Early Identification

Each year the faculty is able to nominate several students from the pre-medical studies area as candidates in a program of "early identification" with the medical school at Brown University. Students who meet the program requirements can be accepted as an Early Decision Candidate into the medical school. Complete details are available from the pre-medical advisor.

Pre-Occupational Therapy Preparation

Ira Lough
Advisor

There now exist cooperative agreements between Rhode Island College and Washington University in St. Louis, Missouri, for a program in occupational therapy education. Under one agreement, which may be called a two-two plan, a student earns a Bachelor of Science in occupational therapy from Washington University. Under the second agreement, a three-two plan, a student pursues both the Bachelor of Arts degree from Rhode Island College and either the Bachelor of Science or the Master of Science in occupational therapy from Washington University. These options have been formulated and endorsed by representatives of Rhode Island College and the program in occupational therapy at Washington University.

The Two-Two Plan (B.S. in Occupational Therapy)

The two-two plan is a four-year program which leads to the Bachelor of Science degree in occupational therapy. In this plan, the first two years are spent at Rhode Island College and the final two years in the program in occupational therapy at Washington University. A student, however, may elect to spend more time at either or both institutions. During the two years at Rhode Island College, students complete specific courses required for admission into the program in occupational therapy. Students are eligible for admission to the program following the successful completion of a minimum of 60 semester hours, including specific required courses, with an average grade of B or better. The program in occupational therapy at Washington University is composed of two academic years plus six months of clinical internship.

*Suggested Sequence at Rhode Island College**
(Semester hours are in parentheses.)

First Semester
Biology 101 (4)
History 110T (3)
Psychology 110 (3)
Writing 100 (4)
(Total semester hours: 14)

Second Semester
Biology 102 (4)
History 111T (3)
Physical Science 103 (4)
Psychology 230 (4)
(Total semester hours: 15)

Third Semester
Anthropology (elective) (3)
Chemistry 103 (4)
English 101T (3)
Psychology 251 (4)
Sociology (elective) (3)
(Total semester hours: 17)

Fourth Semester
Chemistry 104 (4)
English 102T (3)
Psychology 320 (4)
Psychology 354 (4)
(Total semester hours: 15)

*The first two years of this program are specifically designed for students who wish to transfer to Washington University. Programs at other institutions may vary somewhat in the required pre-professional courses. Therefore, students interested in transferring to other institutions should write to them for updated information concerning requirements.

†These courses are not required by Washington University but are required in the Rhode Island College General Education Program and may satisfy specific electives at other institutions.

The Three-Two Plan (Baccalaureate Degree from Rhode Island College and a B.S. in Occupational Therapy)

The three-two plan is a five-year program which leads to both a baccalaureate degree from Rhode Island College and a Bachelor of Science in occupational therapy from Washington University. In this plan, the first three years are spent at

Rhode Island College and the final two years at Washington University. Upon admission to the College, students are encouraged to select a major which is of interest to them and simultaneously allows them to complete the prerequisite courses for entry into the Washington University program in occupational therapy.

During the first three years at the College, therefore, a student should complete the requirements of an academic major and the General Education Program, as well as these specific required courses for admission to the occupational therapy program at Washington University. In addition, an average grade of B or better is required for admission into the occupational therapy program at the university. The final two years of this plan are spent at Washington University in the program in occupational therapy. Rhode Island College will award the Bachelor of Arts degree to its students once they have satisfactorily completed the first year (32 semester hours) of the occupational therapy program at the university and have completed the following:

1. Prerequisite courses for admission into Washington University. These have been listed above in the pre-occupational therapy preparation suggested sequence.
2. Rhode Island College General Education Program.
3. An academic major, including cognates (if applicable).
4. A minimum of 88 semester hours, including the course work listed in 1, 2, and 3 above.

Washington University will award the Bachelor of Science in occupational therapy to those students who have satisfactorily completed the entire program.

The Master's Option (Baccalaureate Degree from Rhode Island College and M.S. in Occupational Therapy)

The graduate applicant must be in a three-two program or already hold a bachelor's degree. Course/credit requirements for admission to the program are the same as for undergraduate admission.

The first year of study in the master's program is the same as for the bachelor's, with the additional requirement that the graduate student take an introduction to research course. In the summer between the two years of study, the student takes three graduate courses in research, teaching, and administration. During the second year of study, the student takes the same classes as undergraduates, with the exception that the classes have graduate-level course numbers and assignments. Each student in the graduate program completes one noncredit research and one noncredit teaching practicum.

Students receiving the Master of Science in occupational therapy receive their degree at the conclusion of the second year of study. Following graduation in May, the student is required to complete a minimum of six months of supervised field work in occupational therapy to be eligible to take the National Certification Examination (also required of those in the two-two and three-two plans).

COURSE OFFERINGS

See participating departments.

Pre-Physical Therapy Preparation

*In Lough
Advisor*

At Rhode Island College, two options for pre-physical therapy preparation are available. The first involves two years of study at the College, after which students transfer to the professional physical therapy program at the University of Connecticut or to other accredited physical therapy programs to complete requirements for a Bachelor of Science degree in physical therapy. The second option permits students to begin course work at Rhode Island College which ultimately can be applied toward a master's degree in physical therapy from the University of Rhode Island.

Plan I—University of Connecticut (B.S. in Physical Therapy)

Rhode Island College offers a two-year program in pre-physical therapy. Upon completion of two years of study, the student can transfer to the University of Connecticut or to another school of physical therapy for the remaining years of professional training. This program of pre-physical therapy preparation has been formulated and approved by Rhode Island College and by representatives from the School of Allied Health Professions of the University of Connecticut.

At present, the University of Connecticut reserves 10 positions for Rhode Island residents at the junior level of its physical therapy program. Because this arrangement results from an agreement between the University of Connecticut and the State of Rhode Island, students must be bona fide residents of Rhode Island in order to compete for one of the 10 reserved positions. These positions are reserved through the fall semester of 1988.

A student who enters Rhode Island College with an interest in this physical therapy option enrolls as a liberal arts biology

major and follows a program of study chosen in consultation with his/her academic advisor. During the first semester of the sophomore year, the student submits a formal application to the transfer admission office of the University of Connecticut. If accepted, the student must then take six courses at the University of Connecticut during the two terms of the summer session. These summer courses must be completed before the student begins junior-level course work at the University of Connecticut. The student's remaining two years of study are spent in the professional course sequence at the University of Connecticut.

Suggested Sequence at Rhode Island College (Semester hours are in parentheses.)

First Semester

Biology 101 (4)
Chemistry 103 (4)
Mathematics 181 or 209* (3-4)
Writing 100 (4)

(Total semester hours: 15-16)

Second Semester

Biology 102 (4)
Chemistry 104 (4)
Mathematics 182 (follows 181) (3)
Psychology 110 (3)

(Total semester hours: 14)

Third Semester

Biology 331 (4)
English 101 (3)
History 110 (3)
Physics 101 (4)
Psychology 251 (4)

(Total semester hours: 18)

Fourth Semester

Biology 335 (4)
English 102 (3)
History 111 (3)
Physics 102 (4)
Psychology 354 (4)

(Total semester hours: 18)

*This course should be chosen in consultation with an academic advisor.

Note: 125 semester hours are required for the baccalaureate degree in physical therapy at the University of Connecticut.

Programs at other institutions may vary somewhat in pre-professional courses.

required. Therefore, students are encouraged to write to those programs in which they are interested to obtain updated information concerning requirements.

Plan II—University of Rhode Island (M.S. in Physical Therapy)

On March 5, 1987 the Board of Governors for Higher Education approved a proposal for a three-year, entry-level master's degree program in physical therapy at the University of Rhode Island. The first class in this program will be enrolled in fall 1988. Unless they present evidence of a baccalaureate degree, applicants to this program may be admitted only contingent upon completion of a bachelor's degree.

Rhode Island College offers a unique opportunity for students who intend ultimately to pursue a master's degree in physical therapy in this program. Upon admission to the College, such students are encouraged to select an initial major which interests them but also enables them to complete the pre-physical therapy courses required for entry into the University of Rhode Island's graduate-level program.

Thus, during their first three years of study at the College, these students complete at least 91 semester hours, including the requirements of an academic major, the requirements of the General Education Program, and those specific courses which are required prerequisites for the University of Rhode Island's physical therapy program.

During their junior year of study at Rhode Island College, these students must submit a formal application for admission to the physical therapy program of the University of Rhode Island. If accepted, they spend three years at the university completing requirements for the master's degree. Rhode Island College will award up to 29 semester hours and the Bachelor of Arts degree to those students who satisfactorily complete the first year of the physical therapy program at the university. To be awarded a degree from Rhode Island College, physical therapy students must complete the following requirements.

1. Prerequisite courses for admission into the physical therapy program at the University of Rhode Island (semester hours are in parentheses):
Biology 101-102* (8)
Biology 331 (4)
Biology 335 (4)
Chemistry 103-104 (8)
Math 181-182, or 209 (4-6)
Physics 101-102 (8)
Psychology 110 (3)
Psychology 230 (4)
Social Science (3)
Writing 100f (4)
Courses in abnormal psychology, statistics, exercise physiology, and computer science are recommended.
2. The Rhode Island College General Education Program.
3. An academic major, including cognates where applicable.
4. A minimum of 91 semester hours including the courses listed in 1, 2, and 3 above.

Upon completion of the entire physical therapy program, the University of Rhode Island will award the degree of Master of Science in physical therapy.

*The University of Rhode Island requires a minimum of 12 semester hours in the biological sciences including human anatomy and human physiology. The Biology 101-102 sequence provides an excellent survey of the discipline but is not required.

fThe University of Rhode Island requires a minimum of three semester hours in communications; that is, a course in writing or speech. Writing 100 is not required at the university but will satisfy this requirement for the degree at the College.

COURSE OFFERINGS

See participating departments.

Psychology

Department of Psychology

Florence Hennen

Department Chair

Programs of Study

Major: Psychology (B.A.)

Minor: Psychology

Graduate Programs: Psychology, with concentration in Developmental Psychology or Personality and Social Psychology (M.A.)

Major in Psychology

The psychology major requires a minimum of 37 semester hours in the discipline. By the end of the sophomore year, a student must plan a coherent sequence of courses in consultation with a departmental advisor. It is strongly recommended that students who expect to major in psychology take an introductory biology course in the freshman year. (Semester hours are in parentheses.)

*Required Courses (21)

Psychology 110, 215, 221, 230, 251, 320

*Choices in Major (16)

Choose one course from each of the following four groups of courses.

A. Psychology 331, 332, 333, 339

B. Psychology 341, 342, 344, 345, 346

C. Psychology 352, 353, 354, 356, 357, 358

D. Psychology 373, 374, 375

Minor in Psychology

The minor in psychology consists of 21 semester hours, as follows: Psychology 110, 215, 221, 230, 251, and one course from Group B (Psychology 341, 342, 344, 345, or 346).

GRADUATE PROGRAMS

Advisor: Robin Montvils (*Developmental Psychology*), Freda Agastien (*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 edu-

cation 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 choose 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.

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. The selection needs the approval of the student's faculty advisor and the department chair. Courses from other departments may be considered. 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 at least three of the following areas: abnormal, social, developmental, and experimental psychology; introductory statistics; personality theory. Course work in statistics, personality theory, and abnormal psychology is prerequisite for required courses in the program and may be taken after admission but will not be included in the accepted courses for the degree. Miller Analogies Test; personal interview.

Program Requirements

The M.A. program in personality and social psychology consists of at least 30 semester hours. Required are Psychology 408, 440, 441, 465, 566, and 569. Twelve additional semester hours must be selected from appropriate 300-, 400-, and 500-level courses. The selection needs the approval of the student's faculty advisor and the department chair. Courses from other departments may be considered. Students must also pass a comprehensive examination.

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.

PSYCHOLOGY**110 Introduction to Psychology**

The field of psychology is surveyed with emphasis on the biological, cognitive, and environmental factors influencing behavior. Offered fall, spring, summer. (Formerly Psychology 210: Introductory Psychology.)

3 semester hours. *Gen. Ed. Category 1.*

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. Offered as needed.

3 semester hours.

212 Women and Men: Psychological Perspectives on Gender

Psychological issues in and perspectives on women's and men's experiences are discussed. Competing psychological explana-

tions of the inequalities between women and men in access to power and decision making are assessed. Implications for personal and social change are explored. Offered as needed.

3 semester hours. *Prerequisite:* Psych. 110 or equivalent.

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. Offered fall and spring.

3 semester hours. *Gen. Ed. Category 2.*

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. Offered fall and spring.

3 semester hours.

218 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." Offered as needed.

3 semester hours.

219 Psychological Perspectives in Health and Medicine

This course emphasizes the applications of psychological constructs and theories to health and medicine. The physiological,

cognitive, personality, interpersonal, and cultural processes that are related to one's state of physical and psychological health are reviewed. Offered as needed.

3 semester hours. *Prerequisite:* Psych. 110 or equivalent.

220 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. Offered as needed.

4 semester hours.

221 Foundations of Psychological Research

This course provides an introduction to the purposes and procedures of psychological research. It examines the nature of empirical research, varieties of research strategies and methods, the process of conducting research, and elementary data analysis and ethical issues. Offered fall, spring, summer.

3 semester hours. *Prerequisite:* Psych. 110 or equivalent.

230 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. Offered fall, spring, summer. (Formerly Psychology 230.)

4 semester hours. *Prerequisite:* Psych. 110 or equivalent.

251 Personality

This is a study of personality psychology, including genetic, constitutional, and cultural determinants; theories of personality; and techniques of personality assessment in children and adults. Offered fall, spring, summer. (Formerly Psychology 351.)

4 semester hours. *Prerequisite:* Psych. 110 or equivalent.

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 parametric and nonparametric statistical tests. Interpretation of research results is emphasized. Offered fall, spring, summer.

4 semester hours. *Prerequisite:* Psych. 221 or equivalent.

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. Offered fall, spring, summer.

4 semester hours. *Prerequisite:* Psych. 221 and 230 or equivalent.

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. Offered fall and spring.

4 semester hours. *Prerequisite:* Psych. 221 and 230 or equivalent.

333 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. Offered as needed.

4 semester hours. *Prerequisite:* Psych. 221 and 230 or equivalent.

339 Psychology of Aging

Theory and research relating to psychological processes in adulthood and old age are reviewed. Topics include behavior-biology interactions; perceptual, cogni-

tive, and intellectual functioning; personality, psychopathology, and social behavior; and the impact of social and cultural factors on adult psychological development. Offered fall and spring.
4 semester hours. Prerequisite: Psych 221 and 230 or equivalents.

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. Experimental techniques used to investigate perceptual phenomena are studied. Offered spring.
4 semester hours. Prerequisite: Psych 221 or equivalent.

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 nonacademic settings. Offered fall.
4 semester hours. Prerequisite: Psych 221 or equivalent.

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. Offered spring.
4 semester hours. Prerequisite: Psych 221 or equivalent.

345

Physiological Psychology
 Neural and chemical bases of behavior are surveyed. The relationship between anatomical, neurophysiological, and behavioral data is studied. General principles of sensory functioning, control of movement, rhythms, and motivated behaviors are considered. Offered fall.
4 semester hours. Prerequisite: Psych 221 or equivalent.

346

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. Offered fall. (Formerly Psychology 322.)
4 semester hours. Prerequisite: Psych 221 or equivalent.

352

Reality, Deviance, and Culture

The importance and function of biology, cognition, and history in understanding cultural views of psychological reality are examined. Cultural definitions of deviant behavior are considered. Offered as needed.
4 semester hours. Prerequisite: Psych 215, 221, and 251 or equivalents.

353

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. Offered as needed. (Formerly Psychology 343.)
4 semester hours. Prerequisite: Psych 221 and 251 or equivalents.

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. Offered fall and spring.
4 semester hours. Prerequisite: Psych 221 and 251 or equivalents.

356

Psychology of Women

An analysis is made of documented sex differences from biological, biosocial, and social-psychological perspectives. Theories and research findings relating to personality; self-concept; mental health; and

traditional and nontraditional roles of marriage, motherhood, and careers are included. Offered fall and spring.
4 semester hours. Prerequisite: Psych 215 and 221 or equivalents.

357

Social Cognition

This course examines classical and contemporary theoretical and empirical approaches to how individuals think about and understand the social environment, including attribution processes and social inferences, attention and memory processes, and the relations among behavior, cognition, and overt social behavior. Offered as needed.
4 semester hours. Prerequisite: Psych 215 and 221 or equivalents.

358

Applied Social Psychology

Progressing from an analysis of key issues in the application of social psychological theory and research to social problems; this course focuses on selected social problems and issues and how social psychology has contributed to their solution. Application project required. Offered as needed.
4 semester hours. Prerequisite: Psych 215 and 221 or equivalents.

360

Seminar in Current Topics

Contemporary issues and developments in the field of psychology are explored. Recent research and theoretical literature are considered. Topics vary. Can be repeated with change in content. Offered as needed.
4 semester hours. Prerequisite: Psych 221 and consent of department chair.

373

Research Methods in Developmental Psychology

Standard laboratory and field procedures, research design, and analysis and interpretation of data from the area of developmental psychology are presented. Investigations using basic research methods are undertaken by the students. Lecture and

laboratory. Offered as needed. (Formerly Psychology 334.)
(5) 4 semester hours. Prerequisite: Psych 320 and at least one from Psych 331, 332, 333, 339, or 346, or equivalents.

374

Research Methods in Experimental Psychology

Standard experimental laboratory procedures, research design, and analysis and interpretation of data are presented. Experiments illustrating the basic methods are performed. Phenomena and theories in sensation and perception, learning, cognition, and physiological psychology are used as examples of various methods. Offered as needed. (Formerly Psychology 340.)
(5) 4 semester hours. Prerequisite: Psych 320 and at least one from Psych 341, 342, 344, 345, or 346, or equivalents.

375

Research Methods in Personality and Social Psychology

Laboratory and field procedures, research design, and analysis and interpretation of data from personality and social psychology are presented. Investigations using basic research methods are undertaken. Offered as needed.
(5) 4 semester hours. Prerequisite: Psych 320 and at least one from Psych 346, 352, 353, 354, 356, 357, or 358, or equivalents.

390

Directed Research

Under supervision of a faculty member, the student selects a specific problem and undertakes concentrated empirical research. The proposal for this research must be submitted and approved by the faculty member, department chair, and dean. Offered as needed.
3 semester hours. Prerequisite: Psych 221 or equivalent, at least six semester hours in 300-level psychology courses, and consent of department chair and dean.

391

Directed Research

This is an extension or continuation of the research undertaken in Psychology 390. The proposal for this research must be submitted and approved by the faculty member, department chair, and dean. Offered as needed.
3 semester hours. Prerequisite: Psych. 390 and consent of department chair and dean.

392

Problems in Psychological Research

Topics of current interest are selected from psychological literature. Under supervision of the instructor, students conduct investigations into these topics areas. One class meeting per week is devoted to problems of research design and methodology. Offered as needed.
4 semester hours. Prerequisite: Psych. 373, 374, or 375 and consent of department chair and dean.

393

Directed Readings

Under faculty supervision, this course permits the student to engage in an intensive course of reading on a specific issue within the area of psychology. Offered as needed.
3 semester hours. Prerequisite: Psych. 221 or equivalent, at least six semester hours in 300-level psychology courses, and consent of department chair and dean.

400

Issues in Child Growth and 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. Offered fall, spring, summer.

3 semester hours. Prerequisite: graduate status and 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. Offered fall, spring, summer.
3 semester hours. Prerequisite: graduate status and 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 climates, leadership methods, human values, and community relationships. Offered fall.

3 semester hours. Prerequisite: graduate status and 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. Offered as needed.

3 semester hours. Prerequisite: graduate status and 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 the drugs, characteristics of the drug addict, and rehabilitation of drug addicts. Offered fall, spring, summer.

3 semester hours. Prerequisite: graduate status and 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. Offered as needed.

1 semester hours. Prerequisite: graduate status and Psych. 346 or equivalent, 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. Offered spring.

3 semester hours. Prerequisite: graduate status and 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. Offered spring.

3 semester hours. Prerequisite: graduate status and 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. Offered fall and summer.

3 semester hours. Prerequisite: graduate status and six semester hours in psychology or consent of department chair.

424

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. Offered as needed. (Formerly Psychology 324.)

3 semester hours. Prerequisite: graduate status and Psych. 346 or equivalent, 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. Offered fall and spring.

3 semester hours. Prerequisite: graduate status and Psych. 351 or 354 or equivalent, or consent of department chair.

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. Offered fall.

3 semester hours. Prerequisite: graduate status and Psych. 320 or equivalent, or 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. Offered spring.

3 semester hours. Prerequisite: graduate status and Psych. 440 or equivalent, or consent of department chair.

460
Current Issues in Psychology

Contemporary issues and developments in the field of psychology are explored at the graduate level. Recent research and theoretical literature are considered. Topics vary. Can be repeated with change in content. Offered as needed.

3 semester hours. Prerequisite: graduate status and six semester hours in psychology or consent of department chair.

465
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. Offered spring. (Formerly Psychology 565.)

3 semester hours. Prerequisite: graduate status and 12 semester hours in psychology, or consent of department chair.

490
Directed Research

Under the supervision of a faculty member, the student selects a specific problem and undertakes concentrated empirical research. Offered as needed.

3 semester hours. Prerequisite: graduate status, six semesters in psychology, Psych. 320 or equivalent, and consent of department chair and dean.

508
Seminar in Personality and Social Development

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. Offered spring.

3 semester hours. Prerequisite: graduate status and Psych. 331 or equivalent, or 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. Offered as needed.

3 semester hours. Prerequisite: graduate status and Psych. 354 or equivalent, or consent of department chair.

524
Psychological Intervention Practicum

This course is concerned with the development of practical skills in psychological intervention based on one's theoretical rationale. Students work under supervision in a therapeutic setting. Offered as needed.

(2) 3 semester hours. Prerequisite: graduate status and Psych. 523 or equivalent, or consent of department chair.

554
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. Offered as needed.

3 semester hours. Prerequisite: graduate status and Psych. 354 or equivalent, or consent of department chair.

555
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. Offered as needed.

3 semester hours. Prerequisite: graduate status and Psych. 354 or equivalent, or consent of department chair.

560
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. Offered as needed.

3 semester hours. Prerequisite: graduate status and consent of department chair.

566
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. Offered fall.

3 semester hours. Prerequisite: graduate status and Psych. 354 or equivalent, or consent of department chair.

569
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. Offered spring.

3 semester hours. Prerequisite: graduate status and Psych. 354 or equivalent, or consent of department chair.

599
Directed Graduate Research

Concentrated empirical research relating to a problem of the student's choosing is conducted under supervision of a faculty member. Offered as needed.

3-6 semester hours. Prerequisite: graduate status and Psych. 441 or equivalent, and consent of department chair.

Radiologic Technology

Ira Lough
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. (Semester hours are in parentheses.)

***Required Courses (44)**

Biology 101, 102, 331, 335, 347; Chemistry 103, 104, 309; Physics 101, 102; Education (secondary) 314 or Management 301; general education (one course)*

•Theory (25 Required; M Two course 458, 460)

•History and Required: M Two course (cal periods)

•Applied M Required: N of 191, 391

•Eight semes ing group; instruments

•Related R From Musi depends on vary among

•General E •Free Elect

Admission
To be acceptance major, a faculty core application be in the transfer sit ment before

Musical Or Participati
Wind Ensu required o

Chamber students; 3 group in ti schedule p

Minor in
The minor semester) 205, 206, 3 semester) and cisen education (the minor

Honors I
Music ma demic ali the depar program study a ti treated it

•Option (6-7)

Each student must select one of the following options:

A. Education:

Two courses from the following: Education (secondary) 431, 432; Instructional Technology 304

B. Management:

Two courses from Accounting 200; Management 320, 322

*Additional general education courses may be required if the cumulative grade point average from CCR1 is lower than 2.4.

Suggested Sequence

First Semester

Biology 101 (4)

Chemistry 103 (4)

Management 301 or Education 314 (3)

(Total semester hours: 11)

Second Semester

Biology 102 (4)

Chemistry 104 (4)

Education or Management Elective (3-4)

(Total semester hours: 11-12)

Summer Session

Physics 101-102 (8)

Third Semester

Biology 331 (4)

Chemistry 309 (3)

Education or Management Elective (3)

(Total semester hours: 10)

Fourth Semester

Biology 335 (4)

Biology 347 (3)

General Education Elective (3)

(Total semester hours: 10)

COURSE OFFERINGS

See participating departments.

Recreation

Department of Health, Physical Education, Recreation, and Dance

Bennett Lombardo

Department Chair

Program of Study

Minor: Recreation and Leisure Services.

Minor in Recreation and Leisure Services

The minor in recreation and leisure services consists of 19 semester hours including a practicum with a supervised field experience. With the approval of the department advisor, students may substitute relevant workshops, special topics courses, or other appropriate courses.

(Semester hours are in parentheses.)

Required: Recreation 140, 141, 305, 300 (13)

(2)

Two courses from the following: Recreation 201, 205, 220, 301, 325; Dance 318; Geography 319; Physical Education 309 (6)

COURSE OFFERINGS

See participating departments also.

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.

RECREATION

140

Introduction to Recreation and Leisure in Modern Society

The recreative experience and its importance to the individual are examined. Historical trends of the impact of leisure and recreation on popular culture are explored, as well as the implications of leisure for the future. A survey of profes-

sional opportunities is included. Offered fall and spring.

3 semester hours.

141

Recreation Delivery Systems

This course examines services provided by agencies in both the public and private sectors of the recreation and leisure-service industries. Functions of these agencies are investigated through lectures, field trips, and on-site volunteer work in approved recreation and leisure-service agencies. Students spend two hours in class and at least two hours in field placements per week. Offered spring.

14) 3 semester hours.

201

Camping and Recreational Leadership

A study is made of the philosophy and problems of camping and recreational leadership. The principles, practices, processes, and techniques of leadership are studied in depth. Laboratory experiences are required. Offered as needed.

3 semester hours.

205

Introduction to Outdoor Recreation

Students develop skills in selected outdoor activities and are exposed to a range of outdoor recreational pursuits. Included are Outward Bound/Adventure-type activities. Outdoor recreation activities are examined philosophically and ecologically. Outdoor field experiences and weekend field trips are included. Offered fall and spring.

4) 3 semester hours.

220

Introduction to Therapeutic Recreation

The student is introduced to the history, concepts, and philosophy of therapeutic recreation in community and institutional settings. The course includes an overview of special population groups and the role of the therapeutic recreation specialist.

Field trips and on-site observations are included. Offered fall.

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 WSI certification. Lecture and laboratory. Offered spring.

5) 3 semester hours. Prerequisite: a current advanced lifeguarding certificate.

301

Outdoor Education

This course is designed to provide the student with the philosophy and techniques of school camping and outdoor recreation. Offered as needed.

3 semester hours.

305

Techniques of Leadership and Supervision in Leisure and Recreation

Leadership styles and techniques appropriate for different age groups and a variety of settings are analyzed. Methods of supervision used by middle management personnel are studied. Approaches to solving problems in recreation are explored from the supervisor and activity-leader level. Offered as needed.

3 semester hours. Prerequisite: Rec. 140.

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. Offered fall and spring.

3 semester hours.

330

Recreation Practicum

Students assist in the development, presentation, and evaluation of leisure-time activities in community, agency, school, or college settings. Students spend one hour in lecture and at least six hours in a supervised field experience per week. Offered as needed.

[7] 4 semester hours. Prerequisite: satisfactory completion of all Recreation and Leisure Services minor sequence courses and current Standard American Red Cross and CPR certification.

242 MUSIC

- Theory (25)
- Required: Mus Two courses I 438, 469
- History and I
- Required: Mu Two courses I cal period)
- Applied Mus
- Required: Mu of 191, 391 an
- Eight semest
- ing groups: (1
- instrumental
- Related Req
- From Music
- depends on a
- vary among
- General Ed
- Free Elects

Admission
To be accep
major, a stu
faculty cons
application t
be in the stu
transfer stu
ment before

Musical Org
Participatio
Wind Ensem
required of
Chamber e
students. M
group is re
schedules pr

Minor in J
The minor
semester h
205, 206, 2
semester h
and ensem
education
the minor

Honors F
Music ma
demic abi
the depart
program,
study a m
treated it

Secondary Education

Department of Secondary Education

Clement Hasenfus
Department Chair

Programs of Study

Majors: Various Departments (B.A.).
Teaching Concentrations: Special Education.
Specialization: Bilingual-Bicultural Education.

Graduate Programs: Bilingual-Bicultural Education (M.Ed.); English as a Second Language (M.Ed.); Secondary Education (M.Ed.); Secondary Education, with specialization in Urban Education (M.Ed.); Secondary Education, with various departments (M.A.T., M.A.T.-C. Program).

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.

(Semester hours are in parentheses.)

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
- chemistry
- English
- French
- general science
- history
- industrial arts (see Industrial Education)
- mathematics
- physics
- social science
- Spanish

Students in anthropology, economics, geography, 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 prepare graduates to teach from kindergarten through grade 12. See the Departments of Art and Music.

All programs lead to the Bachelor of Arts degree, except industrial arts, art education, and music education, which lead to the Bachelor of Science degree.

Advising

Students should discuss their plans of study with the chair of the Department of Secondary Education and with the chair of the department of their major field.

Secondary Education Sequence

The sequence consists of 27 semester hours, which include practicum and student teaching. The courses required and the order in which they are normally taken are given below.

Fifth Semester

Education 305

Counseling and Educational Psychology 214

Sixth or Seventh Semester

Education 310

Foundations of Education 340

Seventh or Eighth Semester

Education 321

Foundations of Education 345

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 advisor as soon as possible. All departments require minimum grade point averages and special prerequisites (in addition to those listed with the course description) for entry into practicum and student teaching. Acceptable scores on the National Teacher Examinations and evidence of speech proficiency are also prerequisites for all programs.

Also see Special Admission and Retention Policies in undergraduate Academic Requirements, introductory section of this catalog.

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.

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 endorsement. These two courses should be taken prior to student teaching. 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.

•Theory (25)

Required: Musi
Two courses fr
458, 466)

•History and Li

Required: Musi
Two courses fr
cal periods)

•Applied Music

Required: Musi
of 191; 391 and

Eight semesters
ing groups (1)
instrumental as

•Related Requi

From Music 109
depends on app
vary among the

•General Educ

•Free Electives

Admission

To be accepted
major, a studen
faculty commit

Application pro
be in the studen
transfer student

before en

Musical Organiz

Participation in
Wind Ensemble
required of all j

Chamber music

students. Mem

group is recom

schedule perm

Minor in Musi

The minor req
semester hours
205, 206, 210, 2

semester hours,
and ensemble,
education cour

se the minor.

Honors Progr

Musi majors o
ademic ability a
the department

program giver

study a musical

treated in the c

GRADUATE PROGRAMS

Advisors: Kenneth Walker (Secondary Education, Urban Education), Alice Griffin (English as a Second Language), and Joao Botelho (Bilingual-Bicultural Education)

Master of Education in Secondary Education

Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test. (Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (6)
Psychology 402 or 419 or Counseling and Educational Psychology 419, and Foundations of Education 402, 441, or 442, or Education 409

•Major Concentration (18)

Required: Curriculum 503; Education 431, 432, 514, and appropriate methods course
Electives: teaching field or other area in education

•Related Disciplines (6)

(Total semester hours: 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 Specialization

See Urban Education.

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 advisor in the Department of Secondary Education and in the appropriate academic 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. (Semester hours are in parentheses.)

Program Requirements

•Humanistic and Behavioral Studies (10)
Foundations of Education 340, 345; Counseling and Educational 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, 442, 443, 448, 515, 525

•Subject Matter Area (12-18)

(Total semester hours: 37-45)

Note: With advisor'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 advisor'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 Counseling and Educational Psychology 214, Education 310 or 314, and the appropriate advanced methods course. Students must have at least a 3.0 average in the program and meet other prerequisites to student teaching which are described in detail in the course description for Education 321.

COURSE OFFERINGS

Courses in education are offered by all departments within the School of Education and Human Development, as well as the Departments of Art and Music. None of the courses listed below are art 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

012

Intensive Basic English as a Second Language

This is the initial course experience for ESL students. Intensive instruction and practice is provided in listening, speaking, reading, and writing. Activities emphasize oral and written communications as they apply to everyday situations and academic topics. (Credit does not apply toward the 120-semester-hour graduation requirement, but does count toward full-time enrollment and is recorded on the student's transcript.) Offered fall and spring. 8 semester hours. Prerequisite: department placement examination.

013

Intensive Intermediate English as a Second Language

A continuation of Intensive Basic ESL, this course will develop intermediate-level English skills in listening, speaking, reading, and writing. Activities emphasize oral and written communications as they apply to everyday situations and academic topics. (Credit does not apply toward the 120-semester-hour graduation requirement, but does count toward full-time enrollment and is recorded on the student's transcript.) Offered fall and spring. 8 semester hours. Prerequisite: Ed. 012 or department placement examination.

014

Intensive Advanced English as a Second Language

This course requires an intermediate knowledge of English. Advanced-level communication skills are developed in listening, speaking, reading, and writing. Activities include essay writing, debates,

and discussions on academic topics.

(Credit does not apply toward the 120-semester-hour graduation requirement, but does count toward full-time enrollment and is recorded on the student's transcript.) Offered fall and spring. 8 semester hours. Prerequisite: Ed. 013 or department placement examination.

305

Dimensions of Secondary Education

This course serves as a general introduction to teaching in the secondary schools. Topics include basic planning and teaching skills; improving students' literacy and learning skills, especially those related to reading subject-matter material; developing writing skills; and strategies for developing and implementing lessons. Offered fall and spring.

4 semester hours. Prerequisite: CEP 214.

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. Offered fall. (5) 4 semester hours. Prerequisite: CEP 214 and Ed. 305; class standing of at least the sixth semester; and minimum GPA required for retention in educational studies for the related class standing. Additionally, each area of concentration has specific entrance requirements. The student is advised to consult with the director of laboratory experiences in 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. Offered fall. 3 semester hours. Prerequisite: undergraduate must have consent of chair of Department of Secondary Education.

•Theory (25)
Required: Music
Two courses (re-
458, 460)

•History and Lit
Required: Music
Two courses (re-
cal periods)

•Applied Music
Required: Music
191, 391 and
Eight semesters
ing groups (11)

•Instrumental are
•Related Requir
From Music 105
depends on appl
vary among the

•General Educa
•Free Electives)

Admission

To be accepted
major, a student
faculty commit
application proce
be in the student
transfer student
ment before eno

Musical Organization

Participation in
Wind Ensemble
required of all p
Chamber ensem
students. Membr
group is recom
scholastic permits

Minor in Music

The minor requi
semester hours is
205, 206, 210, 21
semester hours, i
and ensembles. A
education course
be minor.

Honors Program

Music majors of
ademic ability are
the department's
program gives at
study a musical s
reated in the cu

315 Bilingual Education Issues

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. Offered spring.
3 semester hours.

316 Methods and Materials in Bilingual-Bicultural Education

Methods and materials in bilingual-bicultural education are identified and analyzed. Materials on the national and international levels are discussed. Offered fall.
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. Offered spring.
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. Offered fall and spring.
9 semester hours. Prerequisite: CEP 214; Ed. 305, and 310 or 308; adequate health; the attainment of a cumulative GPA of 2.50 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 practicum; proficiency in operation of audiovisual equipment; and speech proficiency.

363 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. Offered as needed.
3 semester hours. Prerequisite: Psych. 215 and Soc. 204, 208, or 211.

390 Directed Study

The student, working with a faculty advisor, selects a topic for study and researches the topic in depth. Offered as needed.
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 of youth of cultures different from their own. Offered summer.
6 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. Offered as needed.
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. Offered as needed.

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 social anthropology. Offered spring; as needed.
3 semester hours. Prerequisite: student must meet the minimum academic requirements for certification in the discipline, or have consent of department chair.

429 Mathematics in the Secondary Schools

Aspects directly concerned with the actual teaching of mathematics are emphasized. Particular attention is paid to recent curriculum recommendations which affect methodology and the teacher's fundamental approach to mathematics, or which propose specific new topics. Offered as needed.

3 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. Offered spring.
3 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. Offered as needed.

3 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. Offered summer.
3 semester hours. Prerequisite: teaching certificate or successful completion of student teaching.

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. Offered spring.

3 semester hours. Prerequisite: student must meet the minimum academic requirements for certification in the discipline, or have consent of department chair.

343 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. Offered spring.

3 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

*Theory (2)
Required: 7
Two courses
458, 460

*History at
Required: 1

Two course-
al periods

*Applied: 3
Required: 1

of 191; 391

Eight sem-
ing groups

instrument

*Related: 8

From Mus

depends on

vary among

*General: 1

*Free Elec

Admission:

To be acco

major, a 9

faculty co

application

be in the 1

transfer s

ment befo

Medical O

Participat

Wind Ens

quired: c

Chamber

students; 1

group is r

of writing appropriate to the middle and secondary school levels. Offered as needed.

3 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. Offered spring and summer.

3 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. Offered as needed.

3 semester hours.

448

Science Methods in Secondary Schools

This course focuses on five major areas relative to science instruction in the secondary schools. They are: (1) background for science teaching; (2) teaching strategies and classroom management; (3) planning for instruction; (4) assessment in science teaching; (5) learning and cognition. Discussion of each area is supplemented with library research. Offered summer as needed.

3 semester hours. *Prerequisite:* student must meet minimum academic requirements for certification in the discipline, or have consent of department chair.

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. Offered fall and summer.

3 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. Offered fall and summer.

3 semester hours.

460

Seminar in Education

Topics and prerequisites vary. Offered as needed.

3 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. Offered as needed.

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 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. Offered summer.

3 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. Offered as needed.

3 semester hours. *Prerequisite:* Ed. 446 or 447.

527

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. Offered as needed.

3 semester hours. *Prerequisite:* Ed. 429 and Math. 441.

528

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. Offered as needed.

3 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. Offered as needed.

1-4 semester hours. *Prerequisite:* consent of department chair. Open only to students enrolled in M.Ed. program in secondary education or the educational specialists programs.

Social Science

Katherine Murray
Director

Program of Study

Major: Social Science (B.A.).

Major in Social Science

Social Science is an interdisciplinary major requiring from 30 to 36 semester hours, selected from courses in anthropology, economics, geography, history, political science, and sociology. The major gives the student the flexibility to self-design a program of studies; it accommodates those who are seeking a broad liberal arts education in the area of the social sciences as well as students wanting to develop a specialized competence in an area or a topic of concern to the respective social science disciplines. Social science is also an appropriate major for elementary education and for certification in history and social studies at the secondary level.

Students who major in social science may not count their general education courses toward the requirements of the major, except when social science is taken as a second major. 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.

(Semester hours are in parentheses.)

•Liberal Arts

Interdisciplinary Social Science Courses: two courses from Social Science 310-318, 350 (6).

Methods Course: one course from Anthropology 333; History 200; Political Science 300; Sociology 302 (3).

Academic Focus: 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. (24)

•Theory (25)
Required: Mu
Two courses
458, 460

•History and
Required: Mu
Two courses
cal periods)

•Applied Mu
Required: Mu
of 191; 391 as
Eight semest
ing groups: (1
instrumental

•Related Req
From Music
depends on a
vary among i

•General Ed
•Free Electiv
Admission

To be accept
major, a stu
faculty coun
application f
be in the stu
transfer stud
ment before

*Musical Orga
Participant
Wind Ensem
required of :Chamber in
students. Me
group is rec
schedule per*

Minor in M

The minor r
semester hrs
205, 206, 211
semester hrs
and ensemb
education o
the minor.

Honors Pr

Music maj
demic abilit
the depart
program gr
study a min
treated in 8

•Elementary Education

Interdisciplinary Social Science Courses: two courses from Social Science 310–318, 350 (6)

American Experience: Two courses from African/Afro-American Studies 200; Anthropology 324; History 201, 202, 341–344, 356 (6)

Academic Focus: six additional courses selected from the social science disciplines. Four of these courses must be at the 300-level; no more than three courses from any one discipline may be counted in the major. (18)

•Secondary Education

Students in the secondary education/social science major must complete 24 semester hours of history in their total college program. Also, a student receives certification to teach one of the specific social science disciplines (e.g., sociology, economics) after completing six semester hours of work in that discipline. These state certification requirements may be met by counting courses taken as part of general education requirements in addition to those taken as part of the social science major. For example, a geography course taken as part of general education (Category 1, 2, 4, or 8), while it may not count in the major, may be counted toward the six-semester-hour requirement for certification to teach geography.

Secondary education/social science majors must work closely with the program director in designing a plan of study.

Interdisciplinary Social Science Course: one course from Social Science 310–318, 350 (3)

History Requirements for Certification: one course in European history from History 318–321, 331, 332 (3) and one course in American history from History 341–354 (3)

American Experience: one course from African/Afro-American Studies 200; Anthropology 324; History 356 (3)

Academic Focus: eight additional courses selected from the social science disciplines. The number of history courses in the major is not to exceed six. (24)

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

102 Introduction to Computer Use in the Social Sciences

This introduction to the applications of computer technology in the social sciences includes word processing, data storage, management, and analysis. Familiarity with main frame and microcomputers is developed while exploring critical issues in the social sciences. Students may not receive credit for both Sociology 102 and Social Science 102. Offered as needed. 3 semester hours.

311 Latin America

Changes in Latin American societies during the 20th century are examined in terms of geographic and historic origins and political, social, and economic implications. Social science faculty members and visiting specialists may lecture in their fields of specialization. Offered as needed.

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 adaptation to the dynamics of change in the 20th century. Social science faculty members and visiting specialists may lecture in their fields of specialization. Offered as needed.

3 semester hours. Prerequisite: any 200-level course in the social sciences.

317 Religion and Social Change

This course explores the relationship between religion and society, focusing on the responses and adaptations among selected religious leaders and movements to change in the wider sociocultural systems. Offered as needed.

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. Offered as needed.

3 semester hours. Prerequisite: minimum of six semester hours of course work in any of the social science disciplines.

418 Cultural Pluralism

See Social Science 318.

•Theory (25)
Required: Mus
Two courses fr
458, 460
•History and I
Required: Mus
Two courses f
ical periods)
•Applied Musi
Required: Mus
of 191; 391 an
Eight semeste
ing groups: (1
instrumental a
•Related Requ
From Music I
depends on ap
vary among th
•General Edu
•Free Electiv

Admission
To be accepti
major, a stud
faculty comm
application, p
be in the stud
transfer stud
ment before
•Musical Organ
Participation
Wind Ensemble
required of a
Chamber en
students. Me
courses is rec
schedule per

Minor in M
The minor r
semester hou
205, 206, 210
semester hou
and ensemble
education of
the minor.

Honors Pro
Music major
ademic abilit
the departm
program gi
study a mu
treated in 11

Social Work

School of Social Work

George Metzger
Dean
Scott Mueller
Director, B.S.W. Program

Programs of Study

Graduate Programs: Social Work (M.S.W.).
Major: Social Work (B.S.W.).
Both the M.S.W. program and the
B.S.W. program are accredited by the
Council on Social Work Education.

Curriculum in Social Work

The major requires a minimum of 36
semester hours in social work and at least
23 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 graduation.

The required courses provide the theory,
value orientation, and skills needed for
entry-level professional social practice.
In addition to taking classroom
courses, students participate in profession-
ally supervised field work in one of several
College-approved social service
agencies.

(Semester hours are in parentheses.)

- Required Courses (36)
Social Work 240, 320, 324, 325, 326, 327,
328, 329, 336, 337, 363, 364
- Cognates (23)
Required: a 200-level sociology course;
Sociology 302; Biology 103; Economics 200;
Political Science 202; Psychology 215,
230. (For social work majors, Psychology
215 serves as the prerequisite for Psychol-
ogy 230.)
- General Education Program (36-38)
- Free Electives (23-25)

Field Work

Social work majors will be required to
take Social Work 336 (minimum of four
semester hours) in the fall semester of the
senior year and Social Work 337 (min-
imum of four semester hours) in the
spring semester. One semester hour of

credit is granted for each four hours of
field work. Additional time may be spent
in placement by special arrangement.

Suggested Semester

- First and Second Semesters*
Social Work 240
Biology 103
Economics 200
Political Science 202
Psychology 215
One 200-level sociology course
Third Semester
Psychology 230
Sociology 302
Fourth Semester
Social Work 320, 324
Fifth Semester
Social Work 325, 326
Sixth Semester
Social Work 327
*Seventh Semester**
Social Work 329, 336, 363
*Eighth Semester**
Social Work 328, 337, 364

*These courses may be taken concurrently
in the semester indicated.

Advisement: 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
preregistering for courses in the following
semester.

Admission, Retention, and Graduation

The following standards apply to all stu-
dents admitted to the program.

- Admission:** To be considered for admission
to the social work major, students must
meet the following requirements:
1. completion of Psychology 215; Social
Work 240 with a minimum grade of C-
in each course;
2. a completed departmental application
form with copies of the applicant's
transcript(s);
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 may be
obtained from assigned faculty advisors,
the director of the social work program,
or his/her designee.

Retention and graduation requirements: Students
are expected to maintain a 2.5 average in
the social and behavioral sciences. No student
will be allowed to do a senior year
field placement (Social Work 336) unless
he/she has a 2.5 average in all required
courses and in all social and behavioral
science courses.

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 Com-
mittee. Students who do not receive at
least a C after repeating the required
course one time are automatically dis-
missed from the program.

Any student receiving grades of D and/or
F in any two required social work courses
or cognates will automatically be dis-
missed 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 social and behavioral
science courses in order to graduate from
the program.

Volunteer Experience

Within the one year prior to the comple-
tion of Social Work 327 (spring of the
minor year), social work majors are
required to complete a 50-hour volunteer
experience approved in advance by the coor-
dinator of field work. Students with at
least 100 hours of prior work or volunteer
experience in human services may petition
to have this accepted as successful
completion of the volunteer requirement.

GRADUATE PROGRAM

Master of Social Work Program

The School of Social Work offers a 66-
credit graduate program leading to the
Master of Social Work degree. The cen-
tral commitment of this program is to
prepare advanced practitioners to work
effectively with others in order to alle-
viate those conditions of personality and
policy that impair 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
generalist foundation provides three
required sequences: direct practice, indi-
rect practice, and field of practice. Field
work is required in both years.

Throughout their graduate studies, stu-
dents are offered field placements and a
variety of classroom experiences, work-
shops, field seminars, individual studies,
and electives in other departments that
will enrich their programs.

Course of Study

(Semester hours are in parentheses.)

First Semester

- Social Work 400 (4)
 - Social Work 412 (1)
 - Social Work 420 (3)
 - Social Work 432 (3)
 - Social Work 440 (3)
- (Total semester hours: 16)

Second Semester

- Social Work 401 (4)
 - Social Work 413, 414, or 415 (3)
 - Social Work 422 (3)
 - Social Work 432 (3)
 - Sociology 425 (3)
- (Total semester hours: 16)

Third Semester

- Social Work 500 (4)
 - Social Work 511 or 542 (1)
 - Social Work 513, 514, or 515 (3)
 - Social Work 535 (3)
 - Social Work 560 (1)
- Elective (3)
- (Total semester hours: 17)

- Theory (25)
- Required: Music 2
- Two courses from 458, 460
- History and Lite
- Required: Music 2
- Two courses from (all periods)
- Applied Music I
- Required: Music of 191, 191 and 3
- Eight semesters in groups (1) 8 instrumental ar
- Related Requ
- From Music 105
- depends on appl
- ying among the
- General Educ
- Free Electives

Admission
To be accepted major, a student faculty commit application pre be in the student transfer studen ment before at Musical Organ Participation I Wind Ensemble required of all Chamber ene students. Men group is recog schedule perm

Minor in Mu
The minor re semester hour 205, 206, 210, semester hour and ensemble education co the minor.

Honors Pro
Music major demic ability the departm program giv study a mus treated in th

Fourth Semester

- Social Work 501 (4)
- Social Work 510 or 543 (3)
- Social Work 516 (3)
- Social Work 561 (1)
- Electives (6)
- (Total semester hours: 17)

Note: A minimum of six semester hours at the 400- and 500-levels must be taken outside the School of Social Work.

Master's Project

In the second year, a master's project consists of either a research study or a major paper as 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 two semester hours of credit.

Admission Requirements

The Master of Social Work program seeks to enroll students with diverse backgrounds consistent with the goals and commitments of the program. The program does not discriminate in its admissions policies on the basis of race, sex, religion, age, color, national origin, handicap, sexual orientation, conviction record, or Vietnam-era veteran status. 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, anthropology, economics, and/or political science. A candidate is expected to have a diverse academic background with a liberal arts perspective which includes course work in the human biological sciences,

social sciences, humanities, and mathematics.

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 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 volunteer work, field work experience in conjunction with course work, life experiences, etc.

Admission Procedures

Application materials may be obtained from the School of Social Work, Rhode Island College, Providence, RI 02908. To complete the admission process, the following items must be submitted to the School of Social Work by February 1.

1. Completed application form and \$25 application fee. Application forms should be accompanied by a nonrefundable application fee of \$25, 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.) Advanced standing applicants must submit a fourth reference on a form included with the M.S.W. application package.
4. Personal statement. The personal statement, which is typically six to eight

double-spaced typewritten pages, will aid the admissions committee in assessing the applicant's qualifications for professional social work practice.

Among these qualifications are: ability to think analytically and conceptually; clarity in self-expression; responsiveness and sensitivity in relationships; ability to develop professional self-awareness and self-evaluation; commitment to improving social conditions; ability to function creatively, responsibly, and independently.

Admission Decisions

Notice of acceptance will occur on or about April 1 for study beginning the following September. There are no mid-year 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 nonrefundable \$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 will be required to complete the second year of the program on a full-time basis, and will be required to take Sociology 425 if they have not had the equivalent prior to beginning the program.

Student Admission

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 the student's progress toward those objectives. Students are encouraged to confer with their advisors. Additional academic aids are available through College resources and/or special programs.

Grade Requirements

Students must have a 3.0 average in courses that carry a grade and an evaluation of Satisfactory or better in field education. No course in which the student earns less than a C may be accepted for M.S.W. credit.

Residency Requirement

Students must complete 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 nonprofit agency after the completion of 12 semester hours of course work. Degree requirements must be met within five years, the last year being in full-time study.

Field Work

All students are required to complete two academic years of field work with a total of 600 hours per year (1,200 for the two years). The first-year placement must be taken concurrently with Social Work Practice I and II (Social Work 432 and 433). The second year must be taken during the full-time year of residency. It is possible to do one year of field work in the student's place of employment, provided that the placement meets all the criteria for supervision and placement settings. Plans to do a placement in a student's place of employment need to be discussed with and approved by the director of field education. For all continuing students, this approval must be obtained no later than February 1 for field placements to begin in September. For all incoming full-time students, this approval must be obtained no later than June 1 for placements to begin in September.

Graduate Fees (1988-89)

Tuition (Full Time): \$3,300 per year (in-state students); \$4,100 per year (out-of-state students)

*Theory (25)
 Required: Music 21
 Two courses from
 45A, 46A
 *History and Liter
 Required: Music 2
 Two courses from
 Caledonia
 *Applied Music (2)
 Required: Music 1
 of 191, 391 and 39
 Eight semesters fi
 ing groups: (1) M
 instrumental area
 *Related Require
 From Music 105,
 depends on appl
 vary among the
 *General Educat
 *Free Electives/
 Admission

To be accepted
 major, a student
 faculty commit

Application pro
 in the student
 transfer student
 ment before st

Minors in Mu
 The minor re
 semester hour
 205, 206, 210,
 semester hour
 and ensemble
 education co
 the minor.

Minors in Mu
 Music major
 demic ability
 the departm
 program go
 study a mus
 treated in it

342 SOCIAL WORK

Tuition (Full Time): \$115 per semester hour (in-state students); \$153 per semester hour (out-of-state students).

Registration Fee: \$16 per semester.

Fine Arts Fee (Degree Candidates Only): \$12.50 per semester (full time), \$5 per semester (part time).

Application Fee: \$25.

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

SOCIAL WORK, SOCIOLOGY

The general prerequisites for all social work courses at the graduate level (400- and 500-levels) is acceptance into the M.S.W. program.

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 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 Work and 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. Offered fall and spring.
3 semester hours.

320 Policy Analysis

Social science, historical, and ideological concepts and perspectives are explored as foundations of analytical approaches to policy and social programs. Welfare, education, and health policies and programs are used to emphasize links between policy analysis and professional practice. Offered fall and spring.

3 semester hours. Prerequisite: Soc. Work 240, Econ. 200, and Pol. Sci. 202; or consent of director.

324 Human Behavior in the Social Environment: Individual, Family, and Small Group

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. Offered fall and spring.

3 semester hours. Prerequisite: Econ. 200, Pol. Sci. 202, Soc. Work 240, and Psych. 215, 216; or consent of director.

325 Human Behavior in the Social Environment: Social System, Institution, and Organization

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., workplace, community, etc.) and the social environment (e.g., culture, class, etc.). Sexism, racism, and social inequality are issues for discussion. Offered fall and spring.

3 semester hours. Prerequisite: Econ. 200, Pol. Sci. 202, Soc. Work 240, and Psych. 215, 216; or consent of director.

326 Generalist Social Work Practice

This is an orientation to problem solving and to the roles and activities of the social worker with individuals, families, small groups, organizations, and communities in

a variety of fields of practice. A concurrent volunteer experience in a social agency is recommended. Offered fall.
3 semester hours. Prerequisite: Soc. Work 240 and prior or concurrent enrollment in Soc. Work 324 and 325.

327 The Helping Process

Skills in working with individuals and small groups are developed. This course focuses on interviewing and relationship management skills as the basis for facilitating mutual problem solving. Offered spring.

3 semester hours. Prerequisite: Soc. Work 326 and prior or concurrent volunteer experience in a social agency.

328 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 spring.

3 semester hours. Prerequisite: Soc. Work 320, 329, 336, and 363, and concurrent enrollment in Soc. Work 337 and 364.

329 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 fall.
3 semester hours. Prerequisite: Soc. Work 327, Soc. 302, prior or concurrent enrollment in Soc. Work 326, and concurrent enrollment in Soc. Work 336 and 363.

335 Crisis Intervention and Brief Treatment

The major focus of this course is on the development of knowledge and skill in the application of basic theory and techniques of crisis intervention and brief casework services. Offered as needed.

3 semester hours. Prerequisite: Soc. Work 324.

336 Field Work

Students test theoretical formulations from other courses, and develop and improve skills essential to social work intervention. Sixteen hours per week in an approved social work agency are required. Grading is S or U. Offered fall.
4-7 semester hours. Prerequisite: Soc. Work 327, Soc. 302, prior or concurrent enrollment in Soc. Work 320, and concurrent enrollment in Soc. Work 329 and 363. Limited to social work majors.

337 Advanced Field Work

Students test theoretical formulations from other courses. Specific objectives are collaboratively identified by student, agency field instructor, and faculty liaison. Sixteen hours per week in an approved social work agency are required. Grading is S or U. Offered spring.
4-7 semester hours. Prerequisite: Soc. Work 329, 336, 363, and concurrent enrollment in Soc. Work 328 and 364. Limited to social work majors.

340 Introduction to Child Welfare

This survey discusses in detail 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. Offered as needed.

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. Offered as needed.

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 fall. *2 semester hours. Prerequisite: Soc. Work 327, Soc. 302, prior or concurrent enrollment in Soc. Work 320, and concurrent enrollment in Soc. Work 329 and 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 spring. *2 semester hours. Prerequisite: Soc. Work 320, 329, 336, 363, and concurrent enrollment in Soc. Work 328 and 337.*

390**Independent Study**

This course can be in the form of a reading course or an independent research project. Structure and credits vary. Offered as needed. *Prerequisite: social work majors with junior or senior standing.*

400**Field Instruction I**

The student engages in social work practice 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 advisor. Offered fall.

4 semester hours. Prerequisite: consent of dean of the School of Social Work.

401**Field Instruction II**

This course is a continuation of Social Work 400. Offered spring. *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. Offered fall.

3 semester hours.

413**Social Policy: Aging**

This course includes the major social (public) policies affecting the elderly. It examines the social, political, and economic history, and consequences of current policies. Policies are reviewed for their symbolic and real benefit to the elderly. Distribution of public benefits is examined in terms of the position of the aging compared to other groups within the elderly population. Offered spring.

3 semester hours. Prerequisite: Soc. Work 412.

414**Social Policy: Children and Families**

The course examines the development and implementation of policies specific to children and families and the operation of related programs at the federal, state, and local levels. It will build upon the foundation of information provided in the introductory social welfare policy course. Offered spring.

3 semester hours. Prerequisite: Soc. Work 412.

415**Social Policy: Health/Mental Health**

This course analyzes health/mental health policies, programs, and modes of service delivery in order to evaluate their impact on practice. Interrelated forces which influence the policies are examined, as well as the role/responsibility of social workers in shaping policy development and implementation. Offered spring.

3 semester hours. Prerequisite: Soc. Work 412.

420**Human Behavior in Social Environment I**

Knowledge about human behavior relevant to social work practice is examined. The focus is on the topics of stress, coping, adaptation, systems theory, personality theory, and stages of the life cycle from birth to death. First semester of a two semester course. Offered fall.

3 semester hours.

422**Human Behavior in Social Environment II**

This is a continuation of Social Work 420. The focus is on the topics of deviance, psychopathology, community and organizational theory, and ethical and value issues in social work. Special emphasis is placed on cultural diversity, discrimination, and the needs of minorities. Offered spring.

3 semester hours. Prerequisite: Soc. Work 420.

432**Social Work Practice I**

Generalist 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. Offered fall.

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. Offered spring.

3 semester hours. Prerequisite: Soc. Work 400, 432, and concurrent enrollment in Soc. Work 401.

435**Crisis Intervention and Brief Treatment**

The major focus of this course is on the development of knowledge and skill in the application of basic theory and techniques of crisis intervention and brief casework services. Students may not receive credit for both Social Work 335 and Social Work 435. Offered as needed.

3 semester hours. Prerequisite: Soc. Work 420.

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 practitioners/researchers. Offered fall.

3 semester hours.

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. Offered as needed.

3 semester hours. Prerequisite: degree candidacy in M.S.W. program.

500**Field Instruction III**

This course is a continuation of Soc. Work 401. Offered fall.

4 semester hours. Prerequisite: Soc. Work 401.

501**Field Instruction IV**

This course is a continuation of Soc. Work 500. Offered spring.

4 semester hours. Prerequisite: Soc. Work 500.

510**Social Work Administration: Administrative Skills**

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. Offered spring.

3 semester hours. Prerequisite: second-year standing in M.S.W. program.

511**Social Work Administration: Personnel**

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. Offered fall.

3 semester hours. Prerequisite: second-year standing in M.S.W. program.

513**Social Work Practice: Aging**

This course helps students develop an understanding of the interpersonal and environmental forces that influence the aging process. Students acquire practical knowledge in assessing individual behavior of older people based on the application of theoretical ideas in field placement settings. Offered fall.

3 semester hours. Prerequisite: Soc. Work 413.

514**Social Work Practice: Children and Families**

This course provides knowledge and practice skills to prepare students for work with children and their families. Emphasis

is placed on interventions designed to strengthen families, with special attention given to work with biological parents and permanency planning. Offered fall; summer as needed.

3 semester hours. Prerequisite: Soc. Work 414.

515**Social Work Practice: Health/Mental Health**

Students become acquainted with the biopsychosocial model of social work practice in the field of health and mental health. Psychosocial aspects of both chronic treatment and crisis intervention are explored. Offered fall; summer as needed.

3 semester hours. Prerequisite: Soc. Work 415.

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. Offered as needed.

3 semester hours. Prerequisite: second-year standing in M.S.W. program.

525**Introduction to Social Work Practice with Groups**

This course is designed to provide students with an introduction to the theory and experience necessary for understanding group dynamics and developing effective group skills. Theory and exercises are integrated into an experiential approach to learning the dynamics of small groups. Offered fall; summer as needed.

3 semester hours.

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. Offered as needed.

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. Offered spring.

3 semester hours. Prerequisite: second-year standing in M.S.W. program and consent of instructor.

535**Clinical Social Work Practice I**

Focus is on clinical social work skills for assessment and intervention with individuals, families, and groups. Life transitions, populations at risk, and cognitive/affective/behavioral issues are examined from a person-in-situation perspective by using current theory and research. Offered fall.

3 semester hours. Prerequisite: second-year standing in M.S.W. program.

536**Clinical Social Work Practice II**

A continuation of Social Work 535, this course focuses on clinical social work skills for assessment and intervention with individuals, families, and groups. Life transitions, populations at risk, and cognitive/affective/behavioral issues are examined from a person-in-situation perspective. Offered spring.

3 semester hours. Prerequisite: Soc. Work 535.

542**Evaluation of Social Work Programs**

This seminar provides students with a conceptual understanding of social work program evaluation and skills for conducting evaluations. The course focuses on the role of evaluation, evaluative methods, needs assessment, and the evaluation of program processes and outcomes. Offered fall.

3 semester hours. Prerequisite: second-year standing in M.S.W. program.

543**Evaluation of Social Work Practice**

This seminar provides students with a conceptual understanding of social work

practice evaluation and skills for conducting evaluations. The course examines the process of knowledge building and methods of evaluation that can be used to produce knowledge about effective practice. Offered spring.

3 semester hours. Prerequisite: second-year standing in M.S.W. program.

560**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. Offered fall.

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. Offered spring.

1 semester hour. 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. Offered as needed.

3 semester hours. Prerequisite: second-year standing in M.S.W. program and consent of dean of the School of Social Work.

SOCIOLOGY**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. Offered spring.

(4) 3 semester hours. Prerequisite: Soc. Work 440 or consent of instructor.

Sociology

Department of Sociology

Pamela Irving Jackson

Department Chair

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, market research, public administration, social work, law, community planning, and politics.

[Semester hours are in parentheses.]

- Required Courses (20)
- Sociology 301, 302, 304, 305, 361
- Choices in Major (12)

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 (3)
- Required: Mathematics 240

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. Majors will then take Sociology 301, 302, 304, 305, and any other 300-level course they choose. The capstone experience of the major is Sociology 361.

Minor in Sociology

The minor requires a minimum of 20 semester hours in sociology, including Sociology 301 and 302. At least 14 semes-

ter hours must be at the 300- and 400-levels.

Minor in Criminal Justice

The minor in criminal justice requires a minimum of 20 semester hours. It includes five courses and 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.

[Semester hours are in parentheses.]

- Required: Political Science 332; Political Science 335 or Sociology 340 or 341; Psychology 332 or Sociology 343; Sociology 389; and Political Science 366 or Sociology 366 (17)

•Practicum Experience: through an established means such as Cooperative Education 261, 262, 361, 362; an Independent Study; Political Science 327, 328; Public Administration 361; or Social Work 336 (3)

Recommended Courses: Anthropology 303; Political Science 202, 208, 335, 355, 356; Psychology 230, 352, 354; Sociology 208, 306, 307, 318, 320, 330, 331, 342, 343

Honors Program

Sociology majors who have a cumulative GPA of at least 3.0, and of 3.25 in all sociology courses, 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 and requirements is available from the director of honors or the chair of the sociology department.

COURSE OFFERINGS

Topics Courses and Workshops

Topic 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.

SOCIOLOGY

101

Human Sexuality

Students are introduced to the topic through multidisciplinary research and theory on human sexuality, with particular attention to sociological perspectives. Guest lecturers and films add to the breadth of approach. Students may not receive credit for both Sociology 101 and Health 101. Offered as needed.

3 semester hours.

102

Introduction to Computer Use in the Social Sciences

This introduction to the applications of computer technology in the social sciences includes word processing, data storage, management, and analysis. Familiarity with main frame and microcomputers is developed while exploring critical issues in the social sciences. Students may not receive credit for both Sociology 102 and Social Science 102. Offered as needed.

3 semester hours.

200

Society and Social Behavior

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. Offered fall and spring. (Formerly titled The Social Dimension.)

3 semester hours. Gen. Ed. Category 1.

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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 2.

204

Urban Sociology

This course explores urban and suburban life in the context of rural/urban differences and models of metropolitan growth. Topics include cultural variety, racial and ethnic diversity, congestion, crime, poverty, population growth and shifts, and efforts to revitalize declining areas. Offered fall and spring.

3 semester hours. Gen. Ed. Category 2.

207

Crime and Criminal Justice

This course serves as an introduction to crime, delinquency, and the criminal justice system. 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. Offered fall, spring, summer.

3 semester hours. Gen. Ed. Category 2.

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 inter-group relations are explored. Offered as needed.

3 semester hours. Gen. Ed. Category 2.

211

Social Problems

Social sources and definitions of selected current societal conditions such as overpopulation, interest-group politics, racial and sexual exploitation, and substance abuse are considered. Offered fall and spring.

3 semester hours. Gen. Ed. Category 2.

301

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 most important

theories from those of Comte to the early Parsons, including such theorists as Marx, Durkheim, and Weber. Offered fall and spring.

4 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

302 Social Research Methods I

Social research methods are examined with focus on the connection between theory and research, values and ethical issues in research, study design, conceptualization, measurement, and methods of data collection. Students may participate in actual data collection. Offered fall and spring.

4 semester hours. Prerequisite: any 200-level sociology course and Soc. 301, or consent of department chair.

304 Social Research Methods II

This course is concerned with the role of data in the evaluation of hypotheses about social and political systems. Students develop skill in the preparation, analysis, and interpretation of social and political data and in the use of computer and other technology in the research process. Lecture and laboratory. Students may not receive credit for both Political Science 304 and Sociology 304. Offered spring.

[5] 4 semester hours. Prerequisite: Pol. Sci. 300 or Soc. 302 or consent of department chair.

305 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 to representative theorists. Offered fall.

4 semester hours. Prerequisite: Soc. 301.

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 organiza-

tional change. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course 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. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course 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. Offered as needed.

3 semester hours. Prerequisite: Soc. 207 or consent of department chair.

312 Class, Status, and Power

The distribution of power and privilege in societies is studied. Various social characteristics such as occupation, education, ethnic or racial origin, age, and sex are considered as factors important in establishing rank and class systems. Offered as needed. (Formerly titled Social Stratification.)

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

313 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. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

314

The Sociology of Health and Illness

Topics include the influence of the social and economic environment on health and disease, and social-cultural forces affecting medicine. Offered as needed. (Formerly titled Medical Sociology.)

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

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. Field trips may be included. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

318

Law and Society

This course examines law as a social institution. Attention is given to theories of law, law as it relates to social control and social change; the organization, making,

and implementation and impact of law; and the profession and practice of law. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

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. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

329

Organization Management: A Macro Perspective

This course is concerned with organizations as aggregates of people in departments or divisions and with the structure and behavior of those aggregates. Content is designed to aid students in learning effective management techniques. Students may receive credit for only one of Management 329, Sociology 306, 329. Offered fall and spring.

3 semester hours. Prerequisite: Mgt. 301 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. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course 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. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

340

Law Enforcement: Theory and Application

This course examines the philosophy, history, and practice of law enforcement. Organization and jurisdiction of local, state, and federal law enforcement agencies and their roles in the administration of criminal justice are explored. Offered as needed.

3 semester hours. Prerequisite: Soc. 207 or consent of department chair.

341

Corrections: Process and Theory

The focus of this course is on the history and development of corrections in the United States, including rationales of punishment, critical analysis of correctional processes and theories, and alternatives to incarceration. Offered as needed.

3 semester hours. Prerequisite: Soc. 207 or consent of department chair.

342

Women, Crime, and Justice

The focus is on women's experiences with crime, justice, and the law. Topics include an overview of American laws that affect women, the impact of social movements on justice for women, women and crime, and women in the criminal justice system. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

343

Juveniles and Justice

Examined are the impact of juvenile status on the rights of the individual, the his-

torical and philosophical foundations of the juvenile justice system, and its current organization and administration. Consideration is given to juveniles as victims and offenders, juvenile statutes, rights of juveniles, and other current issues. Offered as needed.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.

352

Bureaucracy: Theory and Behavior

Organizational and operational dynamics of modern bureaucracies are considered. Leadership and group behavior, organizational culture, and public sector efficiency and effectiveness are studied in theoretical and applied contexts. Students may not receive credit for both Political Science 352 and Sociology 352. Offered as needed.

3 semester hours. Prerequisite: Pol. Sci. 301 or consent of department chair.

361

Seminar in Sociology

This course provides an integrating experience for the sociology major. Offered spring.

4 semester hours. Prerequisite: 18 semester hours in sociology, including Soc. 304 and 305.

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. Offered as needed.

3 semester hours. Prerequisite: Pol. Sci. 332 and Soc. 340 or 341 or Pol. Sci. 355, 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. Offered as needed.

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 advisor. Successful completion of the thesis and defense will allow the student to be granted honors in sociology. Offered as needed.

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. Offered as needed.

3 semester hours. Prerequisite: six semester hours of sociology or consent of department chair.

405

Social Change Theory

By using a 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. Offered as needed.

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, dysfunctions, aging, and handicaps, and an introduction to educational counseling, and therapeutic roles of the professional. Offered as needed.

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. Offered spring.

(4) 3 semester hours. Prerequisite: Soc. Work 440 or consent of instructor.

Spanish

Department of Modern Languages

Héctor Medina
Department Chair

Programs of Study

Major: Spanish (B.A.),

Minor: Spanish.

Graduate Programs: Spanish (M.A.T., 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.

(Semester hours are in parentheses.)

•Liberal Arts

Required: Spanish 201, 202, 230 (or 231), 360 (14)

Choices in Major: at least six Spanish courses at the 200-level or above (18)

•Secondary Education

Required: Spanish 201, 202, 230 (or 231), 300, 360 (17)

Choices in Major: at least five Spanish courses at the 200-level or above (15)
(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.

•Liberal Arts

Required: Spanish 201, 202, and at least four additional Spanish courses at the 200-level or above

•Secondary Education

Required: Spanish 201, 202, 300, and at least three additional Spanish courses at the 200-level or above

•Elementary Education

Required: Spanish 201, 202, 230 (or 231), 300, and two additional Spanish courses at the 200-level or above

Honors Program

See Modern Languages.

GRADUATE PROGRAMS

Advisor: M. Frances 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 minor 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.

(Semester hours are in parentheses.)

Program Requirements—Certified Teachers

•Humanistic and Behavioral Studies (6)

•Curriculum and Instruction (3)

•Spanish: seven courses including Spanish 510, 511, and 560 or 590 (21)

(Total semester hours: 30)

Program Requirements—M.A.T.-C.

•Senior High, Junior High, and Middle School

•Humanistic and Behavioral Studies (10)

•Education Courses, including student teaching (13-15)

•Spanish: four courses including Spanish 510, 511, and 560 or 590 (12)

(Total semester hours: 35-37)

Elementary School

•Humanistic and Behavioral Studies (10)

•Education Courses, including student teaching (22-26)

•Spanish: four courses including Spanish 510, 511, and 560 or 590 (12)

(Total semester hours: 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 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.

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. Offered fall, spring, summer. 4 semester hours.

102

Elementary Spanish II

This course is a continuation of Spanish 101. Offered spring.
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 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 Spanish 101 or 102. Offered fall, spring, summer.

3 semester hours. Prerequisite: two years of secondary school Spanish or consent of department chair. Gen. Ed. Category 7.

113

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. Offered fall.
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. Gen. Ed. Category 7.

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 practice. Offered spring.
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. Gen. Ed. Category 7.

201

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

202

Composition and Conversation

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. Offered spring.

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

theories
Parsons
Durkhe
spring.
4 semest
sociology

302

Social
with F
theory
issues

alizat

data

in act

spring

4 sem

social

depart

304

Soc

This

data

soci

dev

and

dat

tec

tur

rei

305

5

or

M

31

C

T

w

un

ed

317

the

He

Mu

der

the

pro

tes

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. Offered alternate falls (odd years).

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 18th, 19th, and 20th 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. Offered alternate springs (even years).

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. Offered every third semester. Last offered fall 1987.

3 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. Offered every third semester. Last offered fall 1986.

3 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.

Offered every third semester. Last offered spring 1988.

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. Offered as needed.

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. Offered as needed.

3 semester hours.

315

Romanticism in Spain

The development and legacy of romantic literature in Spain are considered against the background of the 18th and 19th centuries. Offered as needed.

3 semester hours.

316

Realism in Spain

The development of the realistic novel and drama in Spain is studied from the *romanticistas* to the Generation of 1898. Offered as needed.

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. Offered as needed.

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. Offered as needed.

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. Offered alternate springs (odd years).

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. Offered alternate falls (odd years).

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. Offered alternate springs (odd years).

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. Offered spring.

3 semester hours.

390

Directed Studies

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

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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

3 semester hours.

510

Studies in Cervantes

This course includes an interpretative study of Don Quixote and an intertextual study of Cervantes in connection with the historical background. Offered as needed.

3 semester hours.

theor
Parlor
Dirk
spring
4 rose
social

302

Soci

Socia
with
theor
issue
data
in ac
sprit
4 sev
socio
dipa

30-

So-

Thi
dat
soc
dev
m
an
da
tec
re
tu
re
C
m
gr
sci

M 3

C

T
u
u
u
F
t
s
t
He
der
the
pro
nu
tre

511 Modernism and Postmodernism in Spain and Spanish America

A study is made of the most important authors and works of modernism and postmodernism in Spain and Spanish America. Offered as needed.
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. Offered spring.
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 advisor. A major paper in thesis form is required. Offered as needed.
3 semester hours. Prerequisite: consent of department chair.

Special Education

Department of Special Education

John DiMeo

Department Chair

Programs of Study

Teaching Concentrations: Resource Teacher of the Mildly Handicapped, Preschool and Elementary Level (B.S. in Elementary Education); Special Class Teacher of the Mildly/Moderately Handicapped, Preschool through Middle School Level (B.S. in Elementary Education); Special Class Teacher of Moderately/Severely Handicapped Children and Young Adults (B.S. in Elementary Education); Resource Teacher of the Mildly Handicapped, Middle School and Secondary Level (B.S. in Elementary Education or B.A. with Secondary Education); Special Class Teacher of the Mildly/Moderately Handicapped, Middle School and Secondary Level (B.S. in Elementary Education or B.A. with Secondary Education).

Graduate Programs: Special Education, with concentration in 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 or in Curriculum, Instruction, and Assessment (C.A.G.S.).

Teaching Concentrations in Special Education

The Department of Special Education offers five teaching concentrations. Each is outlined below and is part of either the elementary or secondary education curriculum. The student teaching segment is required for completion of the special education concentration.

(Semester hours are in parentheses.)

Resource Teacher of the Mildly Handicapped, Preschool and Elementary Level

This teaching concentration is restricted to students in elementary education.

*Required Courses (27)

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.

*Required Courses (27)

Special Education 300, 309, 310, 312, 315, 316, 318

Resource Teacher of the Mildly Handicapped, Middle School and Secondary Level

This teaching concentration is open to students in elementary and secondary education.

*Required Courses (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.

*Required Courses (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.

*Required Courses (28)

Special Education 300, 309, 310, 312, 335, 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 résumé of the student's involvement (if any) with exceptional children. Inquiries should be directed to the Department of Special Education.

Also see Special Admission and Retention Policies in undergraduate Academic Requirements, introductory section of this catalog.

Certification

Students completing any one of the teaching concentrations described above are eligible for a Rhode Island provisional certificate in special education (also see Elementary Education and Secondary Education, Certification).

GRADUATE PROGRAMS

Advisors: A. Anthony Annik, Lisa Bannert, Richard Dickson, Steven Fisher, Thomas Kichanek, 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.

(Semester hours are in parentheses.)

Program Requirements

*Humanistic and Behavioral Studies (6)
Two courses to be selected in consultation

302

303

M

330 SPECIAL EDUCATION

with graduate advisor from appropriate catalog listing.

- Major Concentration (24)
 - Required: Special Education 317 (or 434), 401, 402, 403, 404, 408, 461 (or 462)
 - Comprehensive Examination (0)
- (Total semester hours: 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.

(Semester hours are in parentheses.)

Program Requirements

- Humanistic and Behavioral Studies (6)
 - Two courses to be selected in consultation with graduate advisor from appropriate catalog listing.
 - Major Concentration (24)
 - Required: Special Education 317 (or 434), 401, 402, 404, 408, 418, 461 (or 462)
 - Comprehensive Examination (0)
- (Total semester hours: 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.

(Semester hours are in parentheses.)

Program Requirements

- Humanistic and Behavioral Studies (6)
 - Two courses to be selected in consultation with graduate advisor from appropriate catalog listing.
 - Major Concentration (25)
 - 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 semester hours: 31)

Master of Education in Special Education—with Concentration in Preschool 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.

(Semester hours are in parentheses.)

Program Requirements

- Humanistic and Behavioral Studies (6)
 - Two courses to be selected in consultation with graduate advisor from appropriate catalog listing.
 - Major Concentration (24-25)
 - Required: Special Education 403 (or 310), 413, 415, 416, 425, 434, 462
 - Comprehensive Examination (0)
- (Total semester hours: 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.

(Semester hours are in parentheses.)

Program Requirements

- Humanistic and Behavioral Studies (6)
 - Two courses to be selected in consultation with graduate advisor from appropriate catalog listing.
 - Major Concentration (25)
 - Required: Special Education 321 (or 324), 325, 327 (or 434), 401, 402 (or 309), 404 (or 418), 463 (or 464)
 - Comprehensive Examination (0)
- (Total semester hours: 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 of 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 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. (Semester hours are in parentheses.)

Program Requirements

- 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 semester hours: 30)

Note: As an exit requirement, students must have a minimum of 15 semester

hours relative to the administration of educational programs for exceptional children, including nine semester hours of administration course work in the following areas: personnel problems, educational leadership, organization and administration of schools, school supervision and school law, and workshops in administration if the topic is deemed appropriate by the student's 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 of 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. (Semester hours are in parentheses.)

Program Requirements

- Major Concentration (21-24)
 - Required: Special Education 502, 506, 548, 549
 - Electives: two or three courses from among administration, counseling and educational psychology, 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 semester hours: 30)

Note: As an exit requirement, students must have a minimum of six semester

theories
Parsons,
Durkheim
spring.
4 semester
sociology

302 Social

Social
with 6
theory
issues
abstract
data i
in act
spring
4 sem
sociol
depan

304 Soc

This
soci
data
soci
dev
and
dat
tec
tm
V
rs
30
C
st
or
gr
se

303 Language Development and Communication Problems of Children

The
73
ses
s
ner
an
edu
the

310 Principles and Procedures of Behavior Management for Exceptional Children and Youth

Topics include philosophical and ethical concerns in behavior management, mea-

332 SPECIAL EDUCATION

asures selected from C.A.G.S. courses in curriculum related to curriculum theory, research, and principles of curriculum construction and development.

COURSE OFFERINGS

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.

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, etiologies, 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. Offered fall, spring, summer. 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. Offered fall and spring. 3 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, mea-

suring behavior, effects of antecedents and consequences, planning and scheduling, and current theories of behavior management with emphasis on classroom application. Practicum included. Offered fall and spring.

4 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. Offered fall, spring, summer.

4 semester hours. Prerequisite: Spec. Ed. 300.

314

Assessment, Curriculum, and Methodology for the Mildly 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. Offered fall.

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.

Offered fall and spring.

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. Offered fall and spring.

3 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, and 315. Consent enrollment in Spec. Ed. 318.

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. Offered spring.

3 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, 314. Consent enrollment in Spec. Ed. 319.

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. Offered fall and spring.

5 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, and 315. Consent enrollment in Spec. Ed. 316. Adequate health; overall GPA of 2.50; special education concentration GPA of 2.50; 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.

Offered fall and spring.
5 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, and 314. Consent enrollment in Spec. Ed. 317. Adequate health; overall GPA of 2.50; special education concentration GPA of 2.50; 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. Offered fall.

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. Skill areas include functional academics, speech and language development, consumer education, personal and social adjustment, family living and recreation, and leisure-time activities. Practicum included. Offered spring.

4 semester hours. Prerequisite: Spec. Ed. 300, 310, and 312.

theories of
Parsons,
Darkheit
spring,
4 semester
socialogy

302

Social I
Social r
with fo
theory
issues i
lize it
data c
in act
spring
4 seme
social;
depart

304

Soci
This
data
soci
deve
and
data
tech
ture
rec
304
(5)
or:

3C

Cr
TI
so
sc
P
ser
na
ed
the

:

Ma
den
the
pro
stic
tra

334 SPECIAL EDUCATION

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. Offered fall and summer. *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 relations are emphasized. Offered fall and spring. *3 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, and 324 or 325. Concurrent enrollment in Spec. Ed. 328.*

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. Offered fall. *3 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, 323, and 325. Concurrent enrollment in Spec. Ed. 329.*

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. Offered fall and spring. *5 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, 324, and 325. Concurrent enrollment in Spec. Ed. 326. Adequate health; overall GPA of 2.50; special education concentration GPA of 2.50; 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. Offered fall and spring. *5 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, and 325. Concurrent enrollment in Spec. Ed. 327. Adequate health; overall GPA of 2.50; special education concentration GPA of 2.50; 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. Offered fall. *4 semester hours. Prerequisite: Spec. Ed. 300, 310, and 312.*

SPECIAL EDUCATION 335

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 social and behavioral abilities of exceptional children and adolescents. Informal and formal assessment techniques to design an individualized educational program for exceptional children or youth. Offered fall and spring. *3 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. Receptive and expressive problems are explored, particularly as they relate to other learning problems. The clinical use of language tests is considered. Offered fall and summer. *3 semester hours. Prerequisite: Spec. Ed. 309 or equivalent.*

403

Advanced Behavioral Management Procedures for Behaviorally Disturbed Children and Youth

This course assists teachers in developing self-control strategies for exceptional children and youth evidencing behavioral problems. The course focuses on planning, implementing, and evaluating various preventative, crisis-intervention, and long-term behavior management strategies. Offered fall. *3 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent.*

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. Offered spring. *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. Offered fall and spring. *5 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, 334, 335, and 336. Adequate health; overall GPA of 2.50; special education concentration GPA of 2.50; proficiency in operation of audiovisual equipment; and speech proficiency.*

365

The Handicapped Person in School and Society

Focus is on how society approaches handicapped persons and how handicapped persons adjust to society. Topics include characteristics of different handicapping conditions, legal and philosophical bases for intervention, and social, environmental, and educational adaptations needed by handicapped persons. Offered fall, spring, summer. *3 semester hours. Gen. Ed. Category 8.*

302

Soc

Soci

wit

the

isu

aliz

dat

in

j

spr

4 s

soc

dep

3f

Sc

TI

ds

so

de

at

d

tt

tt

r

e

3

C

r

f

g

se

M

T

se

20

an

ed

the

Ho

Mi

den

the

pro

stud

trea

336 SPECIAL EDUCATION

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. Psychodynamic, humanistic, and behavioral strategies are examined. Participants are encouraged to utilize course concepts in applied settings. Offered spring.

3 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent.

408

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 priorities and designing systematic academic remediation. Offered spring.

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. Offered as needed.

3 semester hours. Prerequisite: Spec. Ed. 300.

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. Offered summer.

3 semester hours. Prerequisite: Spec. Ed. 300.

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. Offered fall.

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 physical environment, daily scheduling and grouping, progress monitoring procedures, and parent involvement. Offered fall.

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. Offered as needed.

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. Offered fall and spring.

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 Nonschool 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. Offered summer.

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 nonverbal 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. Offered fall.

3 semester hours. Prerequisite: Spec. Ed. 300.

426

Assessment, Curriculum, Methods for the Multihandicapped

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, procedures, and curriculum pertinent to each population are presented. Offered spring.

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. Offered as needed.

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 skillful in the management and educational growth strategies for special needs of children in regular classes. Offered as needed.

3 semester hours.

433

Communication with Exceptional Children and Parents

The process of verbal and nonverbal communication is examined, specifically 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

338 SPECIAL EDUCATION

experiences. Offered as needed.

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. Offered fall and spring.

3 semester hours. Prerequisite: student teaching or experience in the education professions.

448

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. Offered as needed.

3 semester hours. Prerequisite: matriculation in a graduate program.

449

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. Offered alternate falls (even years).

3 semester hours. Prerequisite: matriculation in a graduate program.

460

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 observation skills. Offered as needed.

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/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. Offered fall and spring.

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 College supervisor. A seminar occurs concurrently with the internship. Offered fall and spring.

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 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. Offered fall and spring.

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. Offered fall and spring.

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. Offered fall and spring.

6 semester hours. Prerequisite: consent of instructor.

466

Internship in the Special Class for the Physically Impaired/Multihandicapped

The intern is required to evaluate, plan for, and teach physically impaired/multihandicapped 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. Offered fall and spring.

6 semester hours. Prerequisite: consent of instructor.

467

Internship in the Special Class for the Sensory Impaired/Multihandicapped

The intern is required to evaluate, plan for, and teach sensory impaired/multihandicapped 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. Offered fall and spring.

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-medical-social information with differential educational evaluation. This process serves as the base for planning, implementing, and verifying appropriate remedial measures. Offered as needed.

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. Offered alternate falls (odd years).

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. Offered as needed.

3 semester hours. Prerequisite: Clinic 303.

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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

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. Offered as needed.

6 semester hours. Prerequisite: Spec. Ed. 548.

Theatre

Department of Communications and Theatre

Raymond Picozzi

Department Chair

Programs of Study

Majors: Theatre, with emphasis in Performance, Design/Technical, General Theatre, or Musical Theatre (B.A.); Communications and Theatre for Secondary Education (available only as a second major).

Minors: Theatre, Communications and Theatre.

Major in Theatre

The theatre major consists of at least 37 semester hours of theatre courses, plus cognates. Students select an emphasis in theatre performance (A), design/technical theatre (B), general theatre (C), or musical theatre (D). The cognate requirement for emphasis A, B, or C is a minimum of 12 semester hours, and for Emphasis D, a minimum of 27 semester hours.

The theatre program at Rhode Island College offers to all students an campus-to-opportunity to take courses and to participate in activities which continue to be a vital part of any basic, well-rounded liberal arts education. In addition, the theatre program provides for those majoring in theatre (1) preparation for career opportunities in performance, in design work, or in technical theatre and production work; (2) preparation for further professional training in conservatory situations; (3) preparation for advanced degree work in graduate school; (4) preparation for work in educational theatre and community theatre situations.

(Semester hours are in parentheses.)

Requirements for Emphases A, B, C

•Required Courses (22)

Theatre 205, 210, 222, 340, 341, 342, 360, 378

•Emphasis

Select A, B, or C.

A. Performance (30)

Required: Theatre 220, 221, 316, 320, 321, 324

Three courses from Theatre 302, 325, 330, 346, 377, 420, 421

One course from Theatre 390, 391, 398, 380/480

B. Design/Technical (21)

Four courses from Theatre 311, 312, 314, 315, 316, 317

Three courses from Theatre 325, 390, 391, 393, 380/480

C. General Theatre (15)

One course from Theatre 220, 221, 241, 302, 320, 321, 325, 330, 335

One course from Theatre 311, 312, 314, 315, 316, 317

One course from Theatre 390, 391, 393, 398, 380/480

Two other theatre courses

•Cognates (14-16)

Normally selected from art, communication, dance, English, film studies, health and physical education, music, and psychology

Requirements for Emphasis D, Musical Theatre

•Required Courses (31)

Theatre 205, 210, 220, 221, 222, 241, 340 (or 341), 342, 346, 360, 378

•Choices in Major (9)

Two courses from Theatre 302, 316, 320, 321, 324, 325

One course from Theatre 390, 391, 398, 380/480

•Cognates (27)

Required: Dance 100, 101, 102, 107, 237; Music 174 (four semesters), 191 (six semesters), 274 (two semesters), 203, 210, 211

Major 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

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, 355; Theatre 205, 340, 341

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.

THEATRE**205****Introduction to Theatre**

This course focuses on the nature of the theatre process from conception to production. Special emphasis is placed on the study of playwrighting, play structure, acting, and directing. Offered fall and spring. (Formerly titled Introduction to Theatre Arts.)

3 semester hours.

210**Fundamentals of Theatrical Design and Production**

This course introduces the student to the basic principles and practices of the major areas of theatre production. The course emphasizes the visual relationship between the script and the design and the use of scenery, costume, and lighting to create a unified concept. Twenty hours of laboratory experience on major Rhode Island College Theatre productions, with at least 10 hours in costume work and 10 hours in backstage work, is required.

Offered fall and spring. (Formerly titled Fundamentals of Technical Theatre.)

3 semester hours.

220**Voice and Articulation for the Performer**

The student works toward the development of professional communication skills including vocal clarity, force, flexibility, variety, dialects, and special vocal

theo
Pers
Duri
sprin
4 sem
soci

302 Soci

Soci
with
theo
instr
aliza
data
in at
in spr
4 sem
instr
depur

304 Soc

This
data
soci
devr
and
data
tech
ture
rece
304 |
or Se

305 Con

This
soci
Pers
tem
scit
4 sem

306 For

In a
imp
afio
burr
crat

342 THEATRE

demands of stagework. The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech. Offered fall.
3 semester hours.

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. Offered spring.
3 semester hours. Prerequisite: Theatre 205 or consent of department chair.

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 emotionally through the use of improvisational techniques. Offered fall and spring.
3 semester hours. Prerequisite: Theatre 205 or consent of department chair.

240

Appreciation and Enjoyment 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. Attendance at theatre productions is required. Offered fall and spring.
3 semester hours. Gen. Ed. Category 3 for nonmajors.

241

American Musical Theatre

Students trace why and how musical comedy and its variations developed within the United States from the 18th century to the present. Major developments in formats, styles, physical productions, and the significant artists (composers, librettists, lyricists, scenic artists, directors, choreographers, and performers) are covered. Offered spring.
3 semester hours.

302

Oral Interpretation

This course introduces students to the procedures of analysis, preparation, and delivery of literary selections for performance 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. Offered spring. (Formerly titled Fundamentals of Oral Interpretation.)
3 semester hours. Prerequisite: Comm 220 or Theatre 220 or consent of department chair.

311

Technical Direction

This course will introduce and develop skills necessary for a technical director. The goal will be to familiarize students with the broad range of knowledge required of a technical director in both commercial and noncommercial theatre. A minimum of 20 laboratory hours on a major Rhode Island College Theatre production is required. Offered as needed.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair.

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. Offered fall.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair.

314

Costume for the Theatre

Theoretical and practical aspects of costuming for the theatre are covered. The history of fashion and theatrical costume is studied in conjunction with basic costuming design concepts, the evolution of stage costumes, fabrics, and color theory. A minimum of 20 laboratory hours on a major Rhode Island College Theatre production is required. Offered fall.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair.

315

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 applications and the means of documenting them. A minimum of 15 hours of laboratory work on a major Rhode Island College Theatre production is required. Offered spring.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair.

316

Makeup for the Stage, Film, and Television

Theoretical and practical aspects of makeup are covered. Basic character and stylized makeup categories are studied, along with fashions in makeup. The course is structured around application of makeup in practical class sessions. A minimum of 20 hours of laboratory work on a major Rhode Island College Theatre production is required. Offered spring.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair.

317

Stage Management

This course trains students in the responsibilities of the stage manager for both commercial and noncommercial theatre. Basic techniques and management competencies are formulated. Offered every third semester. Next offered spring 1989. (3-4) 3 semester hours. Prerequisite: Theatre 205 and 210 or consent of department chair.

319

Performing Arts Management

In the context of the history of performing arts management, the student explores the problems involved in organizing and publicizing the performing arts and in the coordination and administration of staff, budget, and facilities. This course may be counted as a management elective with the consent of the student's advisor. Offered fall and spring. (Formerly Theatre 419.)
3 semester hours.

320

Character Study: Psychological Realism

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. Offered fall. (Formerly titled Character Study I.)
3 semester hours. Prerequisite: Theatre 220 and either 221 or 222, or consent of department chair.

321

Character Study: Transformation

Through scene studies the student prepares complex and eccentric characterizations, as found in the plays of Albee, Brecht, Ionesco, and others. Transformation, as a character style, is a primary feature of the course. Offered fall. (Formerly titled Character Study II.)
3 semester hours. Prerequisite: Theatre 220 and either 221 or 222, or consent of department chair.

324

Auditioning Techniques

Through the selection, preparation, presentation, evaluation, and coaching of audition materials, students have the opportunity to improve their auditioning skills. Offered fall.
3 semester hours. Prerequisite: minimum of 60 semester hours, including Theatre 205, 220, 221, 222, or consent of department chair.

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. Offered fall.
3 semester hours. Prerequisite: Theatre 205, 210, and 320, or consent of department chair.

these
Paris
Dur
1974
4 in
socia

302

Soci
wid
theo
issue
aliza
data
in ai
spr
4 sen
sexis
dopa

304

Soc
This
data
soci
deve
and i
data
trech
ture
recei
304
(5) 4
or So

305

Con
This
socia
socia
Paris
temp
onta
4 sen

306

For
In an
impa
ation
burec
crat,

344 THEATRE

330

Creative Drama with Children and Youth

This course explores improvised drama as a process in fostering creative expression with children and youth in a variety of educational and community settings. Various theories and techniques of improvised drama will be developed and implemented in class. Offered fall. (Formerly titled Creative Dramatics with Children.)

3 semester hours. Prerequisite: Theatre majors: Theatre 205 or consent of department chair. Education majors: Education 300 or consent of department chair.

335

Theatre for Children and Youth

This course explores the theoretical aspects involved in the selection and preparation of scripts, casting, rehearsing, and production of theatre for and with children and youth. Offered spring. (Formerly titled Theatre for Children.)

3 semester hours. Prerequisite: Theatre 330 or consent of department chair.

340

History of Theatre: Origins to 1625

The development of the physical theatre and of dramatic art from their origins to 1625 is studied. The relationships among theatre, the other arts, and the social environments of the various periods are also explored. Offered fall. (Formerly titled History of Theatre I.)

3 semester hours.

341

History of Theatre: 1625-1875

The development of the physical theatre and of dramatic art from 1625 to 1875 is studied. The relationships among theatre, the other arts, and the social environments of the various periods are also explored. Offered fall and spring. (Formerly titled History of Theatre II.)

3 semester hours.

342

History of Theatre: 1875 to Present

The development of the physical theatre and of dramatic art from 1875 to present is studied. Social and political influences, innovative production techniques, and the most recent theatre movements are also explored. Attendance at theatre productions is required. Offered spring. (Formerly titled Modern Theatre.)

3 semester hours.

346

Musical Theatre Performance

The performance of the music from the musical theatre is studied in its theatrical context. Emphasis is on performance techniques and stylistic characteristics unique to the genre in solo and ensemble performance. Offered fall.

3 semester hours. Prerequisite: Theatre 220, 221, and consent of instructor(s) and department chair.

360

Seminar in Theatre

Through a major research paper and oral presentation, this course provides the student with an opportunity to explore in depth a selected area of theatre. Offered spring.

3 semester hours. Prerequisite: at least 24 semester hours in theatre or consent of department chair.

377

Touring Theatre Production

The emphasis of this course is the training of the student actor and student technician in the touring process. The focus is on vivid material and concept, movement and dialogue rather than on technical production. Offered fall. (Formerly Theatre 477.)

(15) 3 semester hours. Prerequisite: for student actors: Theatre 205, 210, 220, 221, 222, 320, 321, and consent of department chair. For student technicians: Theatre 205, 210, 311, and one of 312, 314, 315, 317, and consent of department chair.

378

Theatre Production

The student participates in a minimum of 45 hours in a theatre production under faculty supervision and concentrates 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. Offered fall and spring. 1 semester hour. Prerequisite: Theatre 205 and 210, or consent of department chair.

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 Repertory Company or Looking Glass Theatre. The program offers instruction, supervision, and practice in any of the following areas: theatre management, costuming, lighting, properties, scene design and construction, stage management, directing, and acting. May be taken only once. The course is grade H, S, or U. Offered fall, spring, summer. 9 semester hours. (6 semester hours for summer.) Prerequisite: Theatre 205 and 210, open only to theatre majors (1) who are juniors or seniors, and (2) who have maintained a 2.0 average 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 advisor. 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. Offered as needed. 3 semester hours. Prerequisite: this course is open only to juniors and seniors with consent of department chair.

391

Special Problems in Theatre

The student, with the aid of a faculty advisor, selects a practicum-oriented problem on which to concentrate for the semester. The course requires periodic

conferences between student and advisor, 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. Offered as needed.

3 semester hours. Prerequisite: this course is open only to juniors and seniors with consent of department chair.

393

Special Problems in Design

The student, with the aid of a faculty advisor, selects a design project or problem on which to concentrate for the semester. The course requires periodic conferences between student and advisor, 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. Offered as needed.

3 semester hours. Prerequisite: this course is open only to juniors and seniors with consent of department chair.

398

Special Problems in Directing

The student, with the aid of a faculty advisor, selects a directing project or problem on which to concentrate for the semester. The course requires periodic conferences between student and advisor, 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. Offered as needed.

3 semester hours. Prerequisite: this course is open only to juniors and seniors with consent of department chair.

402

Readers Theatre

This course focuses on the alternative theatre modes of readers theatre and compilation preparation and presentation. Techniques of selection, adaptation, and dramatization of material are emphasized; aspects of casting, rehearsing, performing, and directing are covered. Offered as needed.

(4) 3 semester hours. Prerequisite: Theatre 302 and 325 or consent of department chair.

Urban Education

Kenneth Walker
Coordinator

Programs of Study

Elective Program: Urban Education.
Graduate Programs: Elementary Education—Urban Education Specialization (M.Ed.); Secondary Education—Urban Education Specialization (M.Ed.).

Elective Program in Urban Education

The program is designed to provide the student with the theoretical knowledge and practical experience necessary for effective teaching in urban schools. It consists of 10 semester hours (three courses) and is open to every student in an educational studies curriculum.

(Semester hours are in parentheses.)

- *Psychology 215 (4)
- *Sociology 204 or 208 or 211 (3)
- *Education 363 (3)

The psychology and sociology requirements are prerequisite to the seminar (Education 363), which is taken in the semester preceding student teaching. In addition to the laboratory-field work associated with these courses, students interested in urban education will be assigned to urban settings in practicum and student teaching.

Inquiries concerning the program should be directed to the coordinator.

GRADUATE PROGRAMS

The graduate program in urban education gives a fuller understanding of the social and economic structure of urban areas, and of the social, psychological, and educational problems 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 Analogies Test. (Semester hours are in parentheses.)

Program Requirements

*Humanistic and Behavioral Studies (6) Education 409

*Major Concentration (18)
Education 410, 411, 420; elementary methods (nine semester hours)
*Related Disciplines (6)
(Total semester hours: 30)

Master of Education in Secondary Education—Urban Education Specialization

Admission Requirements

Teacher certification; Graduate Record Examination or Miller Analogies Test. (Semester hours are in parentheses.)

Program Requirements

*Humanistic and Behavioral Studies (6) Education 409
*Major Concentration (24)
Education 410, 411, 420; Curriculum 503; teaching area (12 semester hours)
(Total semester hours: 30)

COURSE OFFERINGS

See Secondary Education as well as other participating departments.

420

Period Styles of Acting I

This course is designed to provide the actor with the basis for playing Greek tragedy and comedy; the commedia dell'arte; and the plays of Molière. Style in movement and speech are given primary emphasis. Offered spring.

(4) 3 semester hours. Prerequisite: Theatre 205, 220, 221, 222, 320, 321, or consent of department chair.

421

Period Styles of Acting II

This course is designed to provide the actor with a basis for playing Elizabethan and Jacobean tragedy and comedy, Restoration comedy, and 19th-century melodrama and farce. Style in movement and speech are given primary emphasis.

Offered fall.

(4) 3 semester hours. Prerequisite: Theatre 205, 220, 221, 222, 320, 321, or consent of department chair.

440

Dramatic and Performance Criticism

An intensive analysis is made of the theatrical qualities and aesthetic theories which create the experience of theatre. Dramatic criticism, style, and content of plays representing major periods in the continuing evolution of theatre are examined.

The student also examines and practices the various techniques of writing critical reviews. Offered fall.

3 semester hours. Prerequisite: two courses from Theatre 340, 341, 342, or consent of department chair.

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. Offered fall and spring.

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. Offered fall and spring.

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.

the
Pa
Du
spr
4 s
100

30

Soc
wit
the
sou
aliz
dat
in a
spt
4 se
socio
depa

304

Soc
Thu
data
socio
deve
and
data
tech
ture
rece
304 i
(5) 4
or So

305

Con
This
socio
socia
Pars
temp
senta
4 sem

306

Forn
In an
impu
burea
crat.

30

Soc
wit
the
issu
aliz
datz
in a
spri
4 ses
soci
depa

304

Soc

This
data
socia
deve
and j
data
techt
tare
recei
304 4
(5) 4
or Soc

305

Cont

This
social
Parso
temp
sentat
4 seme

306

Form

In ana
impac
ation i
burea
creat, n

Urban Studies

Chester Smolksi
Director

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.

(Semester hours are in parentheses.)

- A. 1. Three courses from Anthropology 338; Economics 335; Geography 315; History 349; Political Science 305; Sociology 304 (9)
2. Mathematics 240 or Psychology 320 (3-4)
- B. Four courses from the following list, with no more than three in any one discipline (12-14)
Economics 333
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 (3)
D. Urban Studies 362 (3)

Cognates (if not taken previously) (12-16)

One course each from four of the seven groupings below:

1. Anthropology 201
2. Economics 200

3. Geography 200, 201
4. History 200
5. Political Science: any course at the 200-level or above
6. Psychology 110, 211, 215
7. Sociology: any course at the 100-level or above.

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. It is recommended that the student take this course in his/her seventh semester. Offered as needed.

3 semester hours. Prerequisite: consent of director 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. Offered as needed.

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 his/her eighth semester. Offered as needed.

3 semester hours. Prerequisite: Urban Studies 321.

Vocational Education

Department of Industrial Education

Kenneth McVay
Department Chair

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 cognate requirement, at least six semester hours. The curriculum totals at least 120 semester hours.

(Semester hours are in parentheses.)

- *Applied Vocational Skills (32)
- Credit for trade experience (successful completion of state exam)
- *Professional Education (36-38)
- Education 321 or 323; Foundations of Education 340; Counseling and Educational Psychology 214; Vocational Education 300, 301, 302, 303
- At least two courses in education or two courses in industrial technology
- *Cognates (6)
- Required: Mathematics 113, 114
- *General Education Program (36-38)
- *Free Electives (6-13)

Since the College requires 50 semester hours in arts and sciences courses for the B.S., free electives must be selected from this area.

COURSE OFFERINGS

VOCATIONAL EDUCATION, EDUCATION, MATHEMATICS

See participating departments also.

These courses are limited to persons enrolled in the Bachelor of Science in vocational-industrial education program. Except for Mathematics 113 and 114, 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. Offered fall.

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. Offered spring.

3 semester hours.

302

Occupational Analysis and Course Construction

Methods of analyzing occupations for determining instructional content are presented. Analyses are outlined to develop vocational course outlines. Emphasis is given to the design of vocational material for special school populations. Offered fall.

3 semester hours.

303

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

Soc

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. Offered spring.
3 semester hours.

EDUCATION

321

Student Teaching in the Secondary School

See Secondary Education.
9 semester hours.

323

Internship in Industrial Education

See Industrial Education.
9 semester hours.

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. Offered as needed.
3 semester hours.

114

Shop Mathematics II

This course focuses on a study of plane trigonometry and its adaptation to problems of trade and industry. Problems are drawn primarily from the building, metals, and electrical trades. Offered as needed.
3 semester hours. Prerequisite: Math 113 or consent of industrial education department.

Women's Studies

Joan Rollins

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 reassessment of their roles and their contributions to economic, social, political, and cultural life. Treatment of women in history, literature, and the arts will be studied and evaluated. Critical issues affecting the psychological, biological, and sociological welfare of women will be identified and explored.

Programs of Study

Major: Women's Studies (B.A.).

Minor: Women's Studies.

Major in Women's Studies

The women's studies major consists of at least 31 semester hours in various disciplines, plus a cognate requirement. A minimum of four courses must be at the 300-level or above. Courses must be chosen from the humanities and from mathematics, science, and/or the social and behavioral sciences. Students will plan their programs in consultation with the coordinator of women's studies. (Semester hours are in parentheses.)

*Required Courses (7)

Women's Studies 200, 360

*Humanities (9-10)

Three courses from Art 361,* Communications 350,* English 150,* 336,*† History 335, Theatre 350,* other appropriate women's studies courses as approved

*Science, Mathematics, Social and Behavioral Sciences (9-11)

Three courses from Anthropology 301; Management 305; Political Science 309; Psychology 212, 356; Social Work 350,*† Sociology 101, 202, 350,*† other appropriate women's studies courses as approved

*Choices in Major (6-8)

Two additional courses from the humanities, science, mathematics, and/or the social and behavioral sciences, with coordinator's approval

*Cognates (18-20)

Any academic minor

†When on appropriate topics.

†Course may be repeated.

Advisement

A course numbered 350 such as Communications 350 is acceptable for the major or minor in women's studies only when the topic is one which focuses on women.

Minor in Women's Studies

The minor consists of six courses (minimum of 18 semester hours), as follows: Women's Studies 200; two approved courses from the humanities; two approved courses from science, mathematics, and/or the social and behavioral sciences; one other course from the two required areas or Women's Studies 360.

COURSE OFFERINGS

See participating departments also.

WOMEN'S STUDIES

200

Women in Society

The methods of the social sciences are used to examine the role and significance of women in society. Focus is on topics relating to sex-role socialization and the position of women in the social, economic, and political systems. Offered as needed.

3 semester hours. Gen. Ed. Category 2.

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. Offered as needed.
4 semester hours. Prerequisite: W.S. 200 and senior status.

Writing

See English.

the
Par
Du
spr
4 se
soci

303

Soc
Soc
wit
the
issu
aliz
dat
in a
spri
4 se
socio
dipa

304

Soc
This
data
soci
deve
and
data
tech
ture
recei
304 a
(5) 4
or Soc

305

Cont
This
socio
social
Parse
temp
senta
4 sem

306

Form
In an
impac
ation
burea
crat, i

B.

S.

it-

I

S.

A.

L.

S.

Y

le



Directory

Administrative and Service Personnel Directory

The College's mailing address is:

Rhode Island College
Providence, RI 02908

Telephone: (401) 456-8000

Academic Affairs

Roberts Hall 407, 456-8003

Willard F. Enteman, *Provost and Vice President*

Anne M. Hubbard, *Assistant Vice President*
John J. Salesses, *Assistant Vice President*
Patricia A. Soellner, *Assistant to the Provost*

Accounting

Alger Hall 134, 456-8076

Thomas J. Bradley, *Assistant Controller*

Administration and Finance

Roberts Hall 100, 456-8200

John Nazarian, *Vice President*
James R. Cornelison, Jr.,
Assistant Vice President

Admissions, Undergraduate

Craig-Lee Hall 154, 456-8234

John H. Nissen, *Dean*

Affirmative Action

Roberts Hall 124, 456-8218

Patricia E. Giammarco, *Affirmative Action Officer*

Alumni Affairs

Alumni House, 456-8086

Holly Shadotian, *Director*

Arts and Sciences, Faculty of

Gaige Hall 152, 456-8106

David L. Greene, *Dean*
Associate Dean (to be appointed)
Catherine M. Flanagan, *Assistant Dean*

Athletics, Intramurals, and Recreation

Wahs 224, 456-8007

William B. Baird, *Director*
Gail Davis, *Associate Director*

Audiovisual

Alger Hall 125, 456-8020

Roland B. Mergener, *Director*

Bookstore

Student Union, 456-8025

Jerome B. Lynch, *Manager*

Budget

Roberts Hall 100, 456-8438

Stephen Jacobson, *Director*

Bursar

Alger Hall 133, 456-8130

Robert Conrad, *Assistant Controller*
Charlene Szczepanek, *Bursar*

Campus Center

Student Union 321, 456-8149

Brian Allen, *Director*
Douglas Cureton, *Assistant Director*
Mark Paolucci, *Assistant Director*

Career Services

Craig-Lee Hall 056, 456-8031

Director (to be appointed)
Sharon Mazyck, *Coordinator, Career Development Program*

Chaplains

Student Union 301, 302, 303, 456-8168

Reverend Robert Marcantonio, *Catholic Chaplain*

Reverend Herman O. Kelly, *Protestant Chaplain*

Sister Maryann Rossi, *College Chaplain*

College Advancement and Support

Roberts Hall 300, 456-8104

John S. Foley, *Vice President*

Computer Center

Gaige Hall B10, 456-8050

Peter Harman, *Director*

Conferences and Special Events

Roberts Hall 300, 456-8022

Kathryn M. Sasso, *Director*

Continuing Education

Continuing Education Building, 456-8091

William E. Swigart, *Director*

Controller

Roberts Hall 100, 456-8224
John J. Fitta, *Controller*

Cooperative Education

Alumni House, 456-8134
Ellen Weaver Paquette, *Coordinator*

Counseling Center

Craig-Lee Hall 128, 456-8094
Thomas E. Pastell, *Director*
Thomas J. Lavin, *Psychologist*
Judith I. Gaines, *Counselor*

Curriculum Resources Center

Horace Mann Hall 143, 456-8065
Maureen T. Lapan, *Director*

Development

Roberts Hall 300, 456-8105
Richard E. Payne, *Special Assistant to the
President for Development*

Dining Services

Donovan Dining Center, 456-8207
Brian Allen, *Director of the Campus Center*
Vincent R. Flemming, *Associate Director of
the Campus Center, Dining Services*

Economic Education, Center for

Center for Economic Education, 456-8037
Peter R. Moore, *Director*

**Education and Human Development,
School of**

Horace Mann 107, 456-8110
Robert F. Schuck, *Dean*
John A. Bucco, *Associate Dean*

Evaluation and Research, Center for

Adams Library, 456-8266
Robert F. Carey, *Director*

**Financial Aid and Student
Employment Services**

Craig-Lee Hall 050, 456-8030
William H. Hurry, Jr., *Director*
Dorene A. Zirolli, *Acting Assistant Director*
Janet A. O'Connor, *Assistant Director*
Cynthia Dorch, *Financial Aid Specialist*
Phyllis Hunt, *Student Employment Specialist*

General Education Program

Gaige Hall 156, 456-8108
Director (to be appointed)

Graduate Studies, School of

Roberts Hall 114, 456-8117
John J. Saleuses, *Dean*

Health Services

Browne Hall, 456-8055
James J. Scanlan, M.D., *Director and
Physician*

Health-Related Science Programs

Fogarty Life Science 202, 456-8010
Ira J. Lough, *Coordinator*

Henry Barnard School

456-8127
Richard E. Sevey, *Principal*
F. Haven Starr, *Acting Assistant Principal*

International Research and Planning

Roberts Hall 102, 456-8435
Lenore A. DeLucia, *Director*
Richard W. Prull, *Assistant Director*

International Student Advise ment

Faculty Center, 456-8649
Audrey Olmsted, *Advisor*

Laboratory Experiences

Horace Mann Hall 103, 456-8114
*Director and Coordinator of Student Teaching
(to be appointed)*
Elizabeth Carey, *Assistant Director*

Learning Center

Horace Mann 047, 456-8068
John J. Laffey, *Director*

Library

James P. Adams Library, 456-8052
Richard A. Olsen, *Director*

New Student Programs

Craig-Lee Hall 057, 456-8083
Dolores Passarelli, *Student*

News and Publications Services

Roberts Hall 300, 456-8132, 456-8090
Robert K. Bower, *Director of
Communications*
Raymond Ragosta, *Writer/Editor*
George E. LaTour, *Public Information
Officer*
Gordon E. Rowley, *Photographer*

Office Services

Alger Hall 112, 456-8231
Kenneth Coulbourn, *Director*
Lorraine L'Heureux, *Assistant Director*

Personnel Services

Roberts Hall 124, 456-8216
Gordon N. Sundberg, *Director*

Physical Plant

Physical Plant Building, 456-8262
John H. Vickers, *Plant Engineer
Director of Facilities and Operations (to be
appointed)*
James R. Bucco, *Assistant Director of
Facilities and Operations*
Diane Hall, *Assistant Director of
Housekeeping*
George Aguiar, *Assistant Director of
Housekeeping*

Preparatory Enrollment Program

Craig-Lee Hall 120, 456-8237

President's Office

Roberts Hall 404, 456-8100
Carol J. Guardo, *President*
Virginia B. Luxenburg, *Assistant to the
President*

Publications

(See News and Publications Services)

Public Relations

(See College Advancement and Support)

Purchasing

Physical Plant 201, 456-8047
Robert A. Grenier, *Director*

Reading and Study Skills Center

Craig-Lee Hall 224, 456-8071
Marilyn Emet, *Director*

Records

Roberts Hall 120, 456-8212
Burt D. Cross, *Director*
Associate Director (to be appointed)
Dennis McGovern, *Assistant Director*
Patricia A. Kenny, *Recorder/Advisor*
Jane Cimini, *Recorder/Advisor*

Recreation/Intramurals

Whipple Gym, 456-8136
John S. Taylor, *Director*

Research and Grants Administration

Roberts Hall 312, 456-8228
Richard N. Keogh, *Director*

Residential Life and Housing

Willard Hall, 456-8240
Cherie S. Withrow, *Director*

Security and Safety

Browne Hall, 456-8201
Richard Comerford, *Director*
Joseph Hickox, *Assistant Director*

Social Work, School of

School of Social Work Building, 456-8042
George D. Metrey, *Dean*
Scott Mueller, *Director, Bachelor of Social
Work Program*

Student Activities

Student Union 311, 456-8034
*Associate Director of the Campus Center, Stu-
dent Activities (to be appointed)*

Student Affairs

Roberts Hall 401, 456-8123
Gary M. Penfield, *Vice President*

Student Life

Craig-Lee Hall 126, 456-8061
Dixon A. McCool, *Associate Dean*
Jay Grier, *Assistant Director for Minority Pro-
grams and Services*

Student Support Services

Craig-Lee Hall 120, 456-8237
Joseph L. Costa, *Director*

Summer Sessions

Continuing Education Building, 456-8091
William E. Swigart, *Director of Continuing
Education*

Testing Center

Adams Library 406, 456-8266
John A. Finger, Jr.

Upward Bound

Craig-Lee Hall 120, 456-8081
Marlam Z. Boyajian, *Director*

Writing Center

Craig-Lee Hall 225, 456-8141
Mary E. McGann, *Director*

Officers of the College

Executive Officers

Carol J. Guardo
President

Willard F. Enteman
Provost and Vice President for Academic Affairs

John Nazarian
Vice President for Administration and Finance

Gary M. Penfield
Vice President for Student Affairs and Dean of Students

John S. Foley
Vice President for College Advancement and Support

Deans

John J. Saleses
Dean, School of Graduate Studies and Assistant Vice President for Academic Affairs

David L. Greene
Dean, Faculty of Arts and Sciences

Robert F. Schuck
Dean, School of Education and Human Development

George D. Metrey
Dean, School of Social Work

John H. Nissen
Dean of Admissions

Past Principals and Presidents

Dana P. Colburn
Principal, 1854-1859

Joshua Kendall
Principal, 1860-1864

James C. Greenough
Principal, 1871-1883

Thomas Morgan
Principal, 1883-1888

George A. Littlefield
Principal, 1889-1892

William E. Wilson
Principal, 1892-1898

Fred Gowing
Principal, 1898-1901

Charles S. Chapin
Principal, 1901-1907

John Lincoln Alger
Principal and President, 1908-1938

Lucius A. Whipple
President, 1939-1950

William C. Gaige
President, 1952-1966

Joseph F. Kauffman
President, 1968-1973

Charles B. Willard
President, 1973-1977

David E. Sweet
President, 1977-1984

Commissioner/ Board of Governors

Commissioner of Higher Education

Eleanor M. McMahon

Board of Governors for Higher Education

Albert E. Carlotti
Chair

Henry J. Nardone
Vice Chair

Wrestley

Stephen M. Burns
Secretary

Neph Kingstown
Secretary

William C. O'Neill
Treasurer

Nanquamett

Charles H. Bechtold
Carolina

Robert V. Bianchini
Chauncion

Angustine Capotosto, Jr.
East Greenwich

Miriam Curtis Coleman
Providence

William J. Corr, Jr.
East Greenwich

George Graboys
Barrington

Anne M. Hartmann
Barrington

Paul A. MacDonald
Hartsville

Mark S. Weiner
Providence

Rhode Island College Foundation 1988-89

The Rhode Island College Foundation, founded in 1965, solicits, encourages, and receives gifts from private sources for Rhode Island College. In return, the foundation wisely invests or holds those funds and properties entrusted to it for the benefit of the College. The Rhode Island College Foundation is dedicated to providing a margin of excellence to an already fine college, and is composed of officers, directors, and corporators who are responsible for the business of the foundation. Gifts may be made to the College through the foundation in many forms—cash, real estate, gifts-in-kind, stocks, bonds, certificates, and insurance policies. Gifts to the foundation are deductible for income tax purposes.

Clinton H. Wynne
President

Bernard G. Mondor
Vice President

Elena A. Leonelli
Secretary

Susan E. McGuire, Esq.
Treasurer

Herbert W. Cummings
Past President

Richard E. Payne
Executive Director

John J. Fitta
Assistant Treasurer

Rhode Island College Alumni Association

The Rhode Island College Alumni Association, first formed in 1887, acts to organize and serve alumni; to foster a sense of loyalty and pride in Rhode Island College; and to encourage continuing development of and support for the College.

At present, there are over 28,000 alumni in 49 states and more than 30 foreign countries. Approximately 65 percent of the College's graduates live in Rhode Island. After Rhode Island, the five states with the greatest Rhode Island College alumni population are Massachusetts, Connecticut, New York, Florida, and California.

Emeriti Faculty and Administration

Ernest C. Allison
Professor Emeritus of English—A.B., Bates College; A.M., Boston University

Edith C. Becker
Professor Emerita of Art—B.F.A., M.F.A., Syracuse University; Ed.D., New York University

Lillian D. Bloom
Professor Emerita of English, 1980 Mary Tucker Thorp Professor—A.B., A.M., New York University; Ph.D., Yale University

Billie Ann Burrill
Associate Professor Emerita of Health and Physical Education—B.S., Boston University; M.S., Smith College

S. Elizabeth Campbell
Professor Emerita of Education—Ed.B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University

Robert W. Comery
Professor Emeritus of English—A.B., Yale University; A.M., Ph.D., Brown University

Catherine M. Connor
Professor Emerita of History—A.B., Radcliffe College; A.M., Columbia University

Norman H. Cooke
Associate Professor Emeritus of History—A.B., University of Delaware; A.M., University of Minnesota

M. Elizabeth Cooling
Professor Emerita of Education—B.S., New Jersey State College (Glassboro); M.A., Teachers College, Columbia University; Ed.D., University of Kansas

Alexander H. Cornell
Professor Emeritus of Economics and Management—B.A., Union College; M.S., Ohio State University; Ph.D., American University

Muriel Cornell
Associate Professor Emerita of English—A.B., New York University; A.M., University of Rhode Island; Ph.D., University of Connecticut

Frank B. Correia
Professor Emeritus of Mathematics—B.S., United States Naval Academy; M.S., University of New Mexico; Ph.D., University of Colorado

Sarah T. Curwood
Professor Emerita of Sociology—A.B., Cornell University; Ed.M., Boston University; Ph.D., Radcliffe Graduate School

Mary G. Davey
Director of Public Relations and Alumni Affairs Emerita—Ed.B., Ed.M., Rhode Island College

George Deckey
Associate Professor Emeritus of Physical Science and Chemistry—B.S., Brown University

Marjorie H. Eubank
Professor Emerita of Communications and Theatre—B.A., M.A., Ph.D., University of Michigan

Roy A. Frye
Associate Professor Emeritus of Instructional Technology—B.A., M.A., Eastern New Mexico University

William C. Gaige
President Emeritus—A.B., Oberlin College; A.M., University of Chicago; Ed.D., Harvard University; Sc.D., Rhode Island College of Pharmacy and Allied Sciences; LL.D., Brown University; Providence College; Litt.D., Bryant College

Thomas J. Geddes
Controller Emeritus—B.S., Bryant College

John P. Gillfillan
Assistant Professor Emeritus of General Studies—A.B., Providence College; M.A., University of Rhode Island

Grace D. Healey
Professor Emerita of Communications and Theatre—B.L.I., Emerson College; M.Ed., Boston University

Raymond W. Houghton
Professor Emeritus of Philosophy and Foundations of Education—A.B., A.M., Brown University; Ph.D., University of Connecticut

Joseph F. Kauffman
President Emeritus—B.A., University of Denver; M.A., Northwestern University; D.Ed., Boston University

Mary M. Keefe
Professor Emerita of Biology—Ed.B., Rhode Island College; A.B., Providence College; M.A., Teachers College, Columbia University; Ph.D., Fordham University

Pauline Ladd
Professor Emerita of Art—B.S., Rhode Island School of Design; M.A.T., Brown University; M.F.A., Rhode Island School of Design

Renato E. Leouelli
Professor Emeritus of Education—B.S., University of Rhode Island; Ed.M., Ed.D., Boston University

Lawrence W. Lindquist
Professor Emeritus of Anthropology—Th.B., Northern Baptist Theological Seminary; A.M., Northwestern University; D.Phil., Oxford University

Mary E. Loughrey
Professor Emerita of Modern Languages—A.B., A.M., Middlebury College; Certificat d'Etudes, Sorbonne; Ph.D., Columbia University

Kenneth V. Lundberg
Professor Emeritus of Economics—A.B., Wheaton College, Illinois; A.M., Ph.D., University of Wisconsin

Russell Meinhold
Professor Emeritus of Secondary Education—B.S., Boston University; Ed.M., Massachusetts State College at Boston; Ph.D., University of Connecticut

Fannie Helen Meier
Professor Emerita of Health and Physical Education—B.S., Ohio State University; M.A., Ed.D., New York University

Leo Miller

Professor Emeritus of Sociology and Social Work—B.A., Harvard University; M.S., Boston University; M.P.H., Harvard University; Ph.D., Syracuse University

Harry S. Novack

Professor Emeritus of Special Education—A.B., A.M., Emerson College; A.M., Northwestern University; Ph.D., Syracuse University

Ernest L. Overbey

Vice President Emeritus for Business Affairs—B.S., Western Kentucky State University

Dorothy R. Pieniadz

Professor Emerita of Foundations of Education—B.S., State University College of New York (Buffalo); A.M., Ed.D., Teachers College, Columbia University

William H. Robinson, Jr.

Professor Emeritus of English, 1984 Mary Tucker Thorp Professor—B.A., New York University; M.A., Boston University; Ph.D., Harvard University

Sidney P. Rollins

Professor Emeritus of Education—B.S., M.S., Ph.D., Washington University

Angelo V. Rosati

Professor Emeritus of Art—B.S., State University of New York (Buffalo); M.A., Teachers College, Columbia University

Carmela E. Santoro

Professor Emerita of History and Secondary Education—Ed.B., Rhode Island College; A.M., Brown University; Ph.D., Syracuse University

Ridgway F. Shinn, Jr.

Professor Emeritus of History—A.B., Oberlin College; A.M., Ph.D., Columbia University

Alene F. Silver

Professor Emerita of Biology, 1981 Mary Tucker Thorp Professor—B.A., Barnard College; Ph.D., University of Illinois

Nancy Sullivan

Professor Emerita of English, 1979 Mary Tucker Thorp Professor—A.B., Hunter College; A.M., University of Rhode Island; Ph.D., University of Connecticut

T. Steven Tegu

Professor Emeritus of Modern Languages—Diploma, University of Madrid; A.M., Middlebury College in Spain; Ph.D., University of Salamanca, Spain

Philip M. Whitman

Professor Emeritus of Mathematics—B.S., Haverford College; A.M., Ph.D., Harvard University

Marion I. Wright

Professor Emerita of Anthropology and Geography—Ed.B., Rhode Island College; A.M., Clark University

Faculty and Administration

Denotes graduate faculty**David L. Abrahamson**

Assistant Professor of Mathematics—B.S., Harvey Mudd College; Sc.M., Ph.D., Brown University

Emily Stier Adler

Professor of Sociology—B.A., M.A., Queens College; Ph.D., Tufts University

***Frederic C. Agatstein**

Associate Professor of Psychology—B.A., Brandeis University; M.A., Ph.D., Boston University

William R. Aho

Professor of Sociology—B.S., Fitchburg State College; M.A., Ph.D., University of Notre Dame

***Kenneth Ainley**

Associate Professor of Health, Physical Education, Recreation, and Dance—B.S., University of Rhode Island; M.S., H.S.D., Indiana University

***Louis E. Alfonso**

Associate Professor of Foundations of Education—B.A., M.A., Ph.D., University of Connecticut

Catherine Alteri

Assistant Professor of Nursing—B.S., College Misericordia; M.S., Boston University

Brian Allen

Director of the Campus Center—B.S., Bryant College; M.B.A., University of Rhode Island

***Peter S. Allen**

Professor of Anthropology—A.B., Middlebury College; A.M., Ph.D., Brown University

***Samuel B. Ames**

Associate Professor of Art—A.B., San Diego State College; M.F.A., University of Wisconsin

***Barbara E. Anderson**

Professor of Psychology—B.A., M.A., Ph.D., University of Connecticut

***George A. Anderson**

Professor of Mathematics—B.A., Trinity College; M.A., Ph.D., Yale University

***Mark Anderson**

Assistant Professor of English—B.A., Cornell University; M.A., University of Minnesota; M.F.A., Ph.D., Cornell University

***Paul W. Anghinetti**

Associate Professor of English—B.S., Ed.M., A.M., Boston University; Ph.D., Florida State University

***Edythe L. P. Anthony**

Assistant Professor of Biology—B.A., Wellesley College; A.M., Ph.D., Boston University

***A. Anthony Antosh**

Associate Professor of Special Education, 1986 Mary Tucker Thorp Professor—B.A., Ohio University; M.Ed., Rhode Island College; Ed.D., University of Connecticut

Judith A. Babcock

Associate Professor of Management—A.B., Hanover College; M.S., D.Ed., Pennsylvania State University

William M. Baird

Director of Athletics, Intramurals, and Recreation; Associate Professor of Physical Education—B.S., M.S., University of Rhode Island; M.S., Southern Connecticut State College

Marianne Barbs

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

***Mildred Bates**

Associate Professor of Social Work—
B.A., Southwestern Memphis; M.S.W.,
Tulane University; D.S.W., Columbia
University

***Terence L. Belcher**

Associate Professor of Counseling and
Educational Psychology—B.A., South-
ern Illinois University; M.S., Ph.D.,
University of Wisconsin

Frances Benson

Assistant Professor of Nursing—B.S.,
Simmons College; M.S., Boston
University

***Pamela J. Benson**

Assistant Professor of English—B.A.,
M.A., University of California (Berke-
ley); Ph.D., Columbia University

***James J. Bettes**

Associate Professor of Elementary Edu-
cation and Economics—B.S., Indiana
University; M.Ed., University of Pitts-
burgh; M.A.T., Purdue University;
Ph.D., Ohio University

Azra Bhatia

Assistant Professor of Communications
and Theatre—B.A., M.A., University of
Delhi; Ph.D., Indiana University

Dorothy Bianco

Assistant Professor of Psychology—
B.A., State University of New York
(Albany); M.A., Wesleyan University;
Ph.D., University of Rhode Island

***James Bieder**

Professor of Mathematics and Secondary
Education—B.A., St. Mary's College
(Minnesota); M.A., University of Min-
nesota; Ph.D., University of Michigan

Janet K. Mancini Billson

Professor of Sociology—B.A., Baldwin-
Wallace College; M.A., Ph.D., Brandeis
University

Jeffrey Blais

Assistant Professor of Economics—B.A.,
University of Vermont; M.A., Ph.D.,
University of Pittsburgh

***Jason L. Blank**

Assistant Professor of Sociology—A.B.,
Harvard University; A.M., Boston
University

Joan Bloom

Assistant Professor, Henry Barnard
School (Grade 1)—Ed.B., Rhode Island
College; M.Ed., Bridgewater State
College

Robert M. Boberg

Professor of Music—A.B., Brooklyn
College; M.M., University of Michigan

***Charles W. Bohmsack**

Associate Professor of Biology—B.S.,
University of Buffalo; M.S., Ph.D., Uni-
versity of Rhode Island

***Louis W. Boisvert, Jr.**

Associate Professor of Elementary Edu-
cation—A.B., Providence College;
M.A., University of Rhode Island; M.A.,
Ph.D., Ball State University

***Elisa F. Bonaventura**

Professor of Special Education—Ed.B.,
Ed.M., Rhode Island College; Ph.D.,
University of Connecticut

***Kenneth E. Bost**

Professor of Chemistry—B.S., Bloom-
burg State College; M.S., University of
Wisconsin

***Joao P. Botelho**

Assistant Professor of Secondary Edu-
cation and Director, Bilingual-Bicultural
Education Program—B.A., Southeastern
Massachusetts University; M.Ed.,
Bridgewater State College; Ed.D., Bos-
ton University

Robert K. Bower

Director of Communications—B.A.,
Simpson College; M.A., University of
Wyoming

Thomas J. Bradley

Assistant Controller—B.S., M.B.A.,
Providence College

Francine S. Brem

Assistant Professor of Nursing—B.S.,
Queens College; B.S.N., Columbia Uni-
versity; M.A., New York University

Patricia B. M. Brennan

Reference Librarian and Assistant Pro-
fessor in the Library—B.A., Brown Uni-
versity; M.S., Columbia University

***Harriet Brisson**

Professor of Art, 1986 Mary Tucker
Thorp Professor—B.F.A., Rhode Island
School of Design; M.F.A., Ohio Uni-
versity; M.A.T., Rhode Island School of
Design

***Mary Ann Bremsley**

Assistant Professor of Social Work—
B.S., Purdue University; M.S.W.,
D.S.W., Fordham University

***Miner K. Brotherton**

Professor of Physical Sciences—B.S.,
M.A., East Carolina College

***John E. Browning**

Assistant Professor of History—A.B.,
Ohio State University; A.M., University
of Michigan

***John A. Bucci**

Associate Dean, School of Education and
Human Development, and Associate
Professor of Foundations of Education—
A.B., Providence College; Ed.M., Rhode
Island College; Ed.D., Boston University

Lawrence E. Budner

Associate Professor of Communications
and Theatre—B.A., Hunter College;
M.A., University of Pennsylvania;
Ph.D., New York University

Louise Buonanno

Assistant Professor, Henry Barnard
School (School Nurse)—B.S., Rhode
Island College; M.Ed., Providence Col-
lege; Ed.D., Boston University

Mary Burke

Assistant Professor of Nursing—
Diploma, Good Samaritan Hospital;
B.S.N., Rhode Island College; M.S.N.,
Boston University

David H. Burr

Associate Professor of Communications
and Theatre—B.A., Olivet College;
M.A., Ph.D., University of Michigan

***Edward D. Bzowski**

Professor of Industrial Education—B.S.,
State University of New York (Buffalo);
M.A., Ball State University; Ph.D., Uni-
versity of Maryland

***Thomas M. Calhoun**

Assistant Professor of Elementary Edu-
cation—B.A., Monmouth College; M.S.,
University of Illinois; Ph.D., University
of Maryland

***Vincent F. Calia**

Professor of Counseling and Educational
Psychology—A.B., Northeastern Uni-
versity; Ed.M., Ed.D., Boston
University

Marcia Campbell

Instructor of Secondary Education—
B.A., Rhode Island College; M.A., Uni-
versity of Rhode Island

***Elizabeth B. Carey**

Assistant Professor of Elementary Edu-
cation—B.S., University of Rhode
Island; Ed.M., Rhode Island College

Robert F. Carey

Director of Center for Evaluation and
Research—B.A., M.A.T., Rhode Island
College; Ph.D., University of
Connecticut

Rachel H. Carpenter

Reference Librarian with the rank of
Assistant Professor—B.A., University of
Rhode Island; M.L.S., State University
of New York (Albany)

Anne Elizabeth Savage Carty
Associate Professor of Nursing—B.S.,
Salve Regina College; M.S., Boston Col-
lege; D.N.Sc., Boston University

Osby Cascone

Assistant Professor of Nursing—R.N.,
Rhode Island Hospital School of Nurs-
ing; B.S., Teachers College, Columbia
University; M.S., Boston University

***J. Richard Castellucci**

Assistant Professor of Italian and
French—A.B., Brown University; A.M.,
Middlebury College in Paris

***Robert Castiglione**

Associate Professor of Philosophy—
A.B., M.A., Ph.D., Catholic University

***Linda A. Cathers**

Associate Professor of Nursing—B.S.,
Salve Regina College; M.S., Boston Col-
lege; D.N.Sc., Boston University

David P. Cavanagh

Project Director, Value-Added Assess-
ment, and Visiting Assistant Professor of
Sociology—B.A., Brandeis University;
M.A., Ph.D., Brown University

Rosanna Chan

Assistant Professor of Social Work—
Diploma, Hong Kong Baptist College;
M.S.W., University of Hawaii; Ph.D.,
Washington University

***Paul P. Chassé**

Professor of French—A.B., University
of New Hampshire; A.M., Ph.D., Uni-
versité Laval

Roger D. Clark

Associate Professor of Sociology—B.A.,
Swarthmore College; A.M., Ph.D.,
Brown University

***Robert D. Cloward**

Professor of Psychology—B.S., State
University of New York; M.S., Syracuse
University; Ed.D., Teachers College,
Columbia University

***Thomas Cobb**

Assistant Professor of English—B.A.,
M.F.A., M.A., University of Arizona;
Ph.D., University of Houston

Barbara S. Cohen

Reference Librarian and Assistant Pro-
fessor in the Library—B.A., University
of Pennsylvania; M.S., Simmons College;
M.B.A., University of Rhode Island

Jules A. Cohen

Assistant Professor of Computer Infor-
mation Systems—B.S., Yale University;
M.B.A., Boston University

***Robert I. Cohen**

Assistant Professor of Social Work—
B.A., M.S.W., State University of New
York (Stony Brook); Ph.D., University
of Rhode Island

Lenore Collins

Instructor of Industrial Education—B.S.,
M.Ed., Rhode Island College

Richard Comerford

Director of College Security and
Safety—B.S., Bryant College; M.Ed.,
Rhode Island College; Graduate, F.B.I.
National Academy

Dorothy H. Conforti

Associate Professor, Henry Barnard
School—B.A., Saint Joseph's College;
M.Ed., Boston College; Professional
Diploma, Bank Street College; Ph.D.,
University of Connecticut

Robert Conrad

Assistant Controller—B.S., M.B.A.,
University of Rhode Island

***Dix S. Coons**

Associate Professor of Spanish—A.B.,
A.M., Brigham Young University;
Ph.D., University of Texas

Halil Copur

Associate Professor of Management—
B.S., Middle East Technical University;
M.Sc., Ph.D., Cornell University

James R. Cornelison, Jr.

Assistant Vice President for Administra-
tion and Finance—B.A., Franklin Col-
lege; M.S., Indiana University; Ed.D.,
Boston College

***Crist H. Costa**

Professor of Computer Information Sys-
tems—B.Ed., Northeastern Illinois State
College; M.A., Ph.D., State University
of Iowa

Joseph L. Costa

Director of Student Support Services—
B.A., Rhode Island College; M.Ed.,
Northeastern University

***Donald H. Cousins**

Associate Professor of Psychology—
B.A., Bowdoin College; B.A., Univer-
sity of Maine; M.Phil., Ph.D., George
Washington University

***Barbara H. Cowan**

Assistant Professor of Social Work—
A.A., Westbrook Junior College; A.B.,
Eastern Michigan University; M.S.W.,
University of Connecticut

John J. Cronan

Adjunct Associate Professor of Biol-
ogy—B.A., Providence College; M.D.,
Albany Medical College of Union
University

Burt D. Cross

Director of Records—B.A., Columbia
College; M.A., Seton Hall University

Moyné L. Cubbage

Professor of Communications and The-
ater—B.A., Eastern Michigan Univer-
sity; M.A., Ph.D., University of
Michigan

***Carol A. DiMarco Cummings**

Assistant Professor of Health, Physical
Education, Recreation, and Dance—
B.S., M.A., Indiana State University;
Ph.D., Pennsylvania State University

Patricia Cunningham-Warburton

Assistant Professor of Nursing—Rhode
Island Hospital School of Nursing; B.S.,

Salve Regina College; M.S., Boston Col-
lege; Ph.D., University of Connecticut

Carolyn Wood Carrier-Dagrosa

Assistant Professor of Nursing—B.S.,
Salve Regina College; M.S., Boston Uni-
versity; Ph.D., University of
Connecticut

***John F. Custer**

Professor of Communications and The-
ater—B.A., University of Washington;
M.F.A., University of Wisconsin

***Joan A. Dagle**

Associate Professor of English—B.A.,
Connecticut College; Ph.D., Brown
University

***James E. Davis**

Associate Professor of Instructional
Technology, and Educational Leader-
ship, Foundations, and Technology
Department Chair—B.S., Kent State
University; M.S., Ed.S., Ed.D., Indiana
University

***Lenore A. DeLucia**

Director of Institutional Research and
Planning and Professor of Psychology—
A.B., Pembroke College; A.M., Ph.D.,
Brown University

***Stanford E. Demars**

Associate Professor of Geography—
B.A., University of Utah; Ph.D., Uni-
versity of Oregon

***John E. de Melim, Jr.**

Professor of Art—B.S., Tufts Univer-
sity; M.F.A., Instituto Allende, San
Miguel

***Randy L. DeSimone**

Assistant Professor of Management—
B.A., West Virginia University; M.A.,
Ph.D., University of Akron

***Spencer H. DeVault**

Professor of Counseling and Educational
Psychology—A.B., University of Michi-
gan; A.M., Ph.D., Michigan State
University

***Richard L. Dickson**

Professor of Special Education, 1981
Mary Tucker Thorp Professor—B.S.,
Farmington State College; M.A., Ph.D.,
University of Connecticut

I. Atilla Dicle

Associate Professor of Management—
B.A., Ankara University; M.A., M.P.A.,
Ph.D., University of Southern California

Ulku Dicle

Associate Professor of Management—
B.A., Ankara University; M.A., M.P.A.,
Ph.D., University of Southern California

***John F. DiMeo**

Associate Professor of Special Education
and Department Chair—B.S., M.Ed.,
Rhode Island College; Ph.D., University
of Connecticut

***Judith H. DiMeo**

Associate Professor of Special Education—
B.S., M.Ed., Rhode Island College;
Ph.D., University of Connecticut

***Frank Dolyak**

Professor of Biology—A.B., University
of Connecticut; Ph.D., University of
Kansas (Lawrence)

Valerie G. Duarte

Assistant Professor, Henry Barnard
School (Grade 3)—B.S., University of
Rhode Island; M.Ed., Rhode Island
College

***C. Annette Ducey**

Professor of English—A.B., Goucher
College; A.M., Yale University; M.A.,
Ph.D., University of Hawaii

***Marilyn Eanet**

Professor of Elementary and Secondary
Education, 1982 Mary Tucker Thorp
Professor—B.S., Northwest Missouri
State University; M.A., Columbia Uni-
versity; Ph.D., University of Missouri
(Kansas City)

***Robert W. Elam**

Professor of Music—B.M., University of
Kentucky; M.M., Conservatory of Music

of the University of Cincinnati; Ph.D.,
University of Cincinnati

Karen Enright

Assistant Professor of Nursing—B.S.N.,
University of Rhode Island; M.S.N.,
Boston University

***Willard F. Enteman**

Provost and Vice President for Aca-
demic Affairs, Professor of Philosophy—
B.A., Williams College; M.A., Boston
University; M.B.A., Harvard School of
Business Administration; Ph.D., Boston
University

***George M. Epple**

Associate Professor of Anthropology—
B.A., Brown University; Ph.D., Brandeis
University

***Mark W. Estrin**

Professor of English and Director, Film
Studies Program—A.B., Amherst Col-
lege; A.M., Columbia University; Ph.D.,
New York University

***E. Belle Evans**

Associate Professor of Social Work—
B.S., B.S.N., Boston University; M.Ed.,
Tufts University; M.P.H., Yale Uni-
versity; M.S.W., Ph.D., Brandeis
University

***Richard Feldstein**

Assistant Professor of English—B.A.,
Temple University; M.A., Colorado
State University; Ph.D., State University
of New York (Buffalo)

Rachel Filimon

Assistant Professor of Sociology and
Coordinator, Gerontology Center—
B.A., University of Illinois; M.Sc., Uni-
versity of Stirling; Ph.D., University of
Scotland

***John A. Finger, Jr.**

Professor of Education—B.S., Massachu-
setts Institute of Technology; Ed.D.,
Harvard University

***Allan L. Fingeret**

Professor of Psychology—B.S., M.S.,
Ph.D., University of Wisconsin

***Murray H. Finley**

Associate Professor of Counseling and
Educational Psychology and Department
Chair—B.A., Lorain College; M.A.,
Roosevelt University; Ph.D., University
of Iowa

John J. Fitzta

Controller—B.S., Bryant College

Mary K. Fitzgerald

Assistant Professor, Henry Barnard
School—B.A., College of Mount St.
Vincent; M.S., Bank Street College of
Education

Catherine M. Flanagan

Assistant Dean, Faculty of Arts and Sci-
ences—A.B., Albertus Magnus College;
M.A., Ph.D., University of Notre Dame

***Carolyn Fleuer-Lobban**

Professor of Anthropology and Coordi-
nator, International Education—B.A.,
M.A., Temple University; Ph.D.,
Northwestern University

Joyce E. Flynn

Assistant Professor, Henry Barnard
School (Grade 2)—Ed.B., M.Ed., Rhode
Island College

John S. Foley

Vice President for College Advancement
and Support—B.A., M.Ed., Rhode Island
College

***Charles V. Foltz**

Associate Professor of Biology and Sec-
ondary Education—B.S., West Chester
State College; M.Ed., Temple Uni-
versity; M.T.S., College of William and
Mary

Mary M. Foye

Assistant Professor, Henry Barnard
School (Grade 4)—A.B., Emmanuel
College; M.Ed., Rhode Island College

***Joel Fuerst**

Associate Professor of Marketing and
Department Chair—B.Ch.E., Yale Uni-
versity; M.B.A., Columbia University;
Ph.D., Illinois State University

***Richard K. Gehrenbeck**

Associate Professor of Physical
Science—B.A., Macalester College;
M.A., Ph.D., University of Minnesota

***Nancy H. Gewirtz**

Assistant Professor of Social Work—
B.A., University of Massachusetts;
M.S.W., State University of New York
(Buffalo); M.P.A., Ph.D., University of
Connecticut

Patricia E. Giammarco

Affirmative Action Officer—B.A.,
M.P.A., University of Rhode Island

***Barry Gilbert**

Professor of Physics—B.S., Polytechnic
Institute of Brooklyn; M.S., Ph.D.,
Lehigh University

***Peter K. Glanz**

Professor of Physical Science—B.S.,
Bates College; M.S., Bucknell Uni-
versity; Ph.D., University of Connecticut

***Joan I. Glazer**

Professor of Elementary Education,
1979, 1987 Mary Tucker Thorp Pro-
fessor—B.S., M.A., Ph.D., Ohio State
University

***John J. Gleason**

Assistant Professor of Special Educa-
tion—B.A., Boston College; M.A., Uni-
versity of Michigan; Ed.D., Harvard
University

***Mark E. Goldman**

Associate Professor of Communications
and Theatre—B.S., M.S., Emerson Col-
lege; Ph.D., University of Massachusetts

***Neil I. Gonsalves**

Professor of Biology—B.S., Georgetown
University; Ph.D., Brown University

***Lee R. Goodness**

Associate Professor of Industrial Education—B.Ed., University of Miami; M.A., Central Michigan University; Ed.D., University of Missouri

***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**

Dean, Faculty of Arts and Sciences, and Professor of Chemistry—B.S., University of Notre Dame; Ph.D., University of Kentucky

***Mary Alice Grellner**

Professor of English and Secondary Education and Coordinator, English-as-a-Second-Language Program—B.A., M.S., Saint Mary College; Ph.D., University of Wisconsin (Madison)

Russell Grimm

Major, U.S. Army, Assistant Professor of Military Science, and Director, Military Science Program—B.S., United States Military Academy (West Point); M.A., Providence College

***Gary R. Grund**

Professor of English—A.B., B.A., Boston College; M.A., Ph.D., Harvard University

***Carol J. Guardo**

President, and Professor of Psychology—B.A., Saint Joseph College (Connecticut); M.A., University of Detroit; Ph.D., University of Denver

***Henry P. Guillote**

Professor of Mathematics and Secondary Education—Ed.B., Rhode Island College; A.M., University of Illinois; Ph.D., University of Connecticut

Joseph G. Habershaw

Assistant Professor, Henry Barnard School (Physical Education)—B.S., M.S., University of Rhode Island

Margaret Hainsworth

Assistant Professor of Nursing—R.N., Brockville General Hospital School of Nursing; B.S., Salve Regina College; M.S., Boston College; Ph.D., University of Connecticut

H. Samuel Hall

Assistant Professor of Mathematics—B.S., Bloomsburg State College; Ed.M., Pennsylvania State University; M.S., University of Rhode Island

***Spencer Hall**

Professor of English—A.B., University of California (Los Angeles); A.M., Ph.D., Stanford University

***Peter W. Harman**

Director of Computer Center and Associate Professor of Economics and Management—B.S., Purdue University; M.B.A., Butler University; Ph.D., University of North Carolina

David Harris

Assistant Professor of Management—B.S., M.B.A., University of Rhode Island; Ph.D., University of Connecticut

Dolores Harrison

Assistant Professor of Nursing—B.S., University of Rhode Island; M.S., Boston College; Ph.D., University of Connecticut

Frederick R. Harrop

Assistant Professor of Mathematics—B.A., Providence College; Ph.D., Brown University

***George C. Hartmann**

Professor of Biology—A.B., M.A.T., Harvard University; Ph.D., University of Rhode Island

***Clement J. Hasenfus**

Associate Professor of Secondary Education and Department Chair—A.B., Boston College; Ed.M., C.A.G.S., Boston University

***Terence E. Hays**

Professor of Anthropology, and Anthropology and Geography Department Chair—B.A., University of Omaha; M.A., University of Colorado; Ph.D., University of Washington

***Florence Hennen**

Professor of Psychology and Department Chair—B.S., M.A., Ph.D., University of Minnesota

Katherine A. Hickey

Assistant Professor, Henry Barnard School (Elementary Resource Room)—B.A., Regis College; M.Ed., Rhode Island College

***Anastasia Hoffmann**

Professor of English—A.B., Agnes Scott College; A.M., University of Iowa; M.A.L.S., Ph.D., University of Wisconsin (Madison)

***Robert E. Hogan**

Associate Professor of English—A.B., Harvard University; A.M., Ph.D., Boston University

Karen Holmes

Instructor of Computer Science—B.A., Barnard College; M.S., Syracuse University

***Krisjohn O. Horvat**

Professor of Art—B.F.A., Minnesota School of Art; M.F.A., Rhode Island School of Design

***Thomas J. Howell**

Professor of Philosophy and Department Chair—A.B., Kenyon College; A.M., Ph.D., Brown University

***Mary B. Howkins**

Associate Professor of Art—B.A., M.A., Syracuse University; Ph.D., Columbia University

Carol A. Hryciw-Wing

Head of Technical Services and Associate Professor in the Library—B.A., Brown University; M.A., University of Michigan; M.S., Simmons College

Anne M. Hubbard

Assistant Vice President for Academic Affairs—A.B., Vassar College; M.S., Ph.D., Syracuse University

William H. Hurry, Jr.

Director of Center for Financial Aid and Student Employment Services—A.B., University of Rhode Island; M.S., Southern Illinois University

***P. William Hutchinson**

Professor of Communications and Theatre—A.B., Franklin and Marshall College; B.D., Princeton Theological Seminary; M.A., Columbia University; Ph.D., Northwestern University

***David M. Hyzell**

Professor of Art and Education—B.F.A., M.F.A., Ohio University; Ph.D., Ohio State University

***Steven C. Imber**

Professor of Special Education—B.A., State University of New York (Buffalo); M.A., Ph.D., University of Connecticut

***Pamela Irving Jackson**

Professor of Sociology and Department Chair—A.B., Regis College; M.A., Ph.D., Brown University

Stephen D. Jacobson

Director of Budget—B.A., Pennsylvania State; M.P.A., University of Rhode Island; M.B.A., Providence College

Dena M. Janson

Catalog Librarian and Assistant Professor in the Library—B.A., Clark University; M.S., Florida State University; M.A., Providence College

***William M. Jones**

Professor of Music and Elementary Education, and Music Department Chair—B.M., Texas A&I; M.M., Ed.D., University of the Pacific

***Kathryn M. Kalinak**

Associate Professor of English—B.A., M.A., Ph.D., University of Illinois

***Alema Karim**

Assistant Professor of Economics—B.A., M.A., Dhaka University; M.A., Ph.D., Boston University

***William F. Kavanaugh**

Associate Professor of Industrial Education—B.S., Fitchburg State College; M.S., William State College; C.A.G.S., University of Connecticut; Ed.D., Boston University

Abbas Kazemi

Assistant Professor of Economics and Management—B.S., National University of Iran; M.A., Ph.D., State University of New York (Stony Brook)

***George H. Kellaer**

Professor of History—B.A., Hiram College; M.A., University of Missouri; Ph.D., University of Missouri (Columbia)

***James J. Kenny**

Associate Professor of Instructional Technology—B.S., Fairfield University; M.S., Ph.D., University of Connecticut

***Richard N. Keogh**

Director of Office of Research and Grants Administration, and Professor of Biology—B.S., Tufts University; Ph.D., Brown University

Steven King

Assistant Professor of Industrial Education—B.S., Southeastern Massachusetts University; M.B.A., Anna Maria College

***Kenneth P. Kinsey**

Associate Professor of Biology and Department Chair—B.S., M.S., San Diego State College; Ph.D., Bowling Green State University

***Thomas T. Kochanek**

Professor of Special Education—B.A., M.A., American International College; Ph.D., University of Connecticut

***Arthur L. Laferriere**

Professor of Chemistry—B.S., Brown University; M.S., Rutgers University; Ph.D., University of Rhode Island

***John J. Laffey**

Professor of Psychology and Director of the Learning Center—B.A., Harvard University; M.A., Ph.D., Michigan State University

***Curtis K. LaFollette**

Professor of Art—B.F.A., University of Kansas; M.F.A., Cranbrook Academy of Art

***Maureen T. Lapan**

Professor of Administration and Curriculum, and Director of the Curriculum Resources Center—Ed.B., Rhode Island College; A.M., Brown University; Ph.D., University of Connecticut

Rebecca Lassan

Associate Professor of Nursing—B.S., St. Joseph College of Nursing; M.S., Boston College; Ph.D., University of Connecticut

***Francis J. Leazes, Jr.**

Assistant Professor of Political Science—B.A., College of the Holy Cross; M.A., University of Massachusetts; M.P.A., Ph.D., University of Connecticut

***Victoria Lederberg**

Professor of Psychology—A.B., Pembroke College; M.A., Ph.D., Brown University

***J. Stanley Lemons**

Professor of History, 1987 Mary Tucker Thorp Professor—A.B., William Jewell College; M.A., University of Rochester; Ph.D., University of Missouri

***Kenneth F. Lewalski**

Professor of History—Ph.B., University of Detroit; A.M., Ph.D., University of Chicago

***Hanoch Livneh**

Professor of Counseling and Educational Psychology—B.A., Hebrew University,

Jerusalem; M.A., Ph.D., University of Wisconsin (Madison)

***Richard A. Lobban, Jr.**

Professor of Anthropology and Coordinator, African/Afro-American Studies Program—B.S., Bucknell University; M.A., Temple University; Ph.D., Northwestern University

***Bennett J. Lombardo**

Professor of Health, Physical Education, Recreation, and Dance, and Department Chair—B.A., Queens College; M.S., Brooklyn College; Ed.D., Boston University

Marlene I. Lopes

Head Reference Librarian and Assistant Professor in the Library—B.A., Connecticut College; M.L.S., Syracuse University

Ira J. Lough

Associate Professor of Biology—B.S., Providence College; M.A.T., Brown University

Virginia B. Luxenburg

Assistant to the President—B.A., University of Hartford

***M. Brinton Lykes**

Assistant Professor of Psychology—B.A., Hollis College; M.Div., Harvard University; Ph.D., Boston College

***Patricia A. Lyons**

Associate Professor of Elementary Education—A.B., Trinity College; Ed.M., Ed.D., Boston University

George M. Mack

Associate Professor of Music—B.M., Oberlin Conservatory of Music; M.M., Boston University

Rena Maddox

Assistant Professor of Nursing—B.S., M.S., Boston University School of Nursing

***Elaine S. Magyar**

Associate Professor of Chemistry—A.B., Mount Holyoke College; Ph.D., Northwestern University

***James Magyar**

Assistant Professor of Chemistry, and Physical Sciences Department Chair—B.A., Dartmouth College; Ph.D., Northwestern University

Jane D. Malone

Assistant Professor, Henry Barnard School (Grade 6)—B.A., Saint Joseph's College; M.Ed., University of Massachusetts

***Francis M. Marciniak**

Professor of Music—B.S., Mansfield State College; M.M., Ph.D., Northwestern University

Janis H. Marecsak

Assistant Professor of Health, Physical Education, Recreation, and Dance—B.S., Illinois State University; M.A., Southwest Texas State College

***Peter A. Marks**

Associate Professor of Economics—B.S., University of North Carolina; M.S.I.M., Georgia Institute of Technology; Ph.D., University of North Carolina (Chapel Hill)

***Edward W. Markward**

Professor of Music—B.M.E., M.M., Drake University; D.M.A., University of Michigan

Donna Martin

Assistant Professor of Chemistry—B.S., Salem State College; Ph.D., University of New Hampshire

***Charles J. Marzacco**

Professor of Chemistry, 1985 Mary Tucker Thorp Professor—B.A., Temple University; Ph.D., University of Pennsylvania

***Lloyd Matsumoto**

Assistant Professor of Biology—A.B., M.A., Drake University; Ph.D., St. Louis University

372 FACULTY

- ***Alema Kar**
Assistant Professor of Music, Dyal Boston Uni
- ***William F**
Associate Professor of Music—B.S., M.S.; Will C.A.G.S., Ed.D., Boston Uni
- Abbas Ka**
Assistant Professor of Management of Finance, New York
- ***George H**
Professor of Music, M.A. Ph.D., University of Columbia
- ***James J.**
Associate Professor of Technology, M.S., Ph.D., Yale University
- ***Richard**
Director of Grants, Brown I
- Steven I**
Assistant Professor of Biology, Brown I
- ***Kenneth**
Associate Professor of Department of Green S
- ***Thomas**
Professor of Music, M.A., Ph.D.,

374 FACULTY AND ADMINISTRATION

- Patricia A. McCarthy**
Assistant Professor, Henry Barnard School (Art)—B.S., Rhode Island College; Ed.M., Temple University
- ***Philip T. McClintock**
Professor of Music and Secondary Education—B.A., M.Ed., Eastern Washington State College; M.A.T., D. Mus. Ed., Indiana University
- Dixon A. McCool**
Associate Dean of Student Life—B.S., Ed.M., Springfield College
- ***Joseph J. McCormick**
Professor of Special Education—Ed.B., Rhode Island College; Ed.M., Pennsylvania State University; Ed.D., Boston University
- ***James McCrystal**
Associate Professor of Industrial Education—B.S., Central Connecticut State College; M.A., University of Connecticut; Ed.D., University of Maryland
- ***Edward D. C. McDowell**
Assistant Professor of Mathematics and Computer Science—B.A., Columbia University; Ph.D., Yale University
- ***Mary E. McGann**
Assistant Professor of English and Director of Writing Center—B.A., Salve Regina College; A.M., Ph.D., Indiana University
- James P. McGuire**
Assistant Professor of Industrial Education—B.S., Rhode Island College; M.A., Ball State University
- ***Eleanor M. McMahon**
Distinguished Service Professor of Education (on leave)—B.S., College of Saint Elizabeth; A.M., Brown University; Ed.D., Harvard University
- ***Meradith McMunn**
Associate Professor of English—B.S., M.A., Indiana University; Ph.D., University of Connecticut
- ***Joseph P. McSweeney**
Assistant Professor of English and Secondary Education—A.B., Providence College; M.A.T., Rhode Island College
- Kenneth A. McVay**
Assistant Professor of Industrial Education and Department Chair—B.S., M.Ed., Rhode Island College
- Hector Medina**
Assistant Professor of Spanish, and Modern Languages Department Chair—B.A., Lehman College (City University of New York); M.A., Ph.D., Brown University
- ***Jerry Melaragno**
Associate Professor of Biology—B.S., Allegheny College; Ph.D., University of Pittsburgh
- Rose C. Merenda**
Assistant Professor, Henry Barnard School (Kindergarten)—A.B., Emmanuel College; M.Ed., Rhode Island College
- Roland B. Mergener**
Director of Audiovisual Department, Assistant Professor of Instructional Technology—B.A., Providence College; M.Ed., Our Lady of the Lake College; M.L.S., University of Rhode Island
- ***George D. Metrey**
Dean, School of Social Work, Professor of Social Work—A.B., Marquette University; M.S.W., Fordham University; Ph.D., New York University
- ***Judith Mitchell**
Associate Professor of English—B.A., Rhode Island College; M.A.T., Brown University; Ph.D., University of Connecticut
- ***Robin K. Montvilo**
Assistant Professor of Psychology—B.S., Brooklyn College; M.A., Ph.D., Fordham University

FACULTY AND ADMINISTRATION 375

- Alfred C. Moon**
Adjunct Associate Professor of Biology—B.S., Providence College; M.D., Tufts University School of Medicine
- ***Peter R. Moore**
Associate Professor of Economics—A.B., Bucknell University; A.M., Ph.D., University of Illinois
- E. Pierre Morenon**
Associate Professor of Anthropology—B.A., The Johns Hopkins University; M.A., Ph.D., Southern Methodist University
- Vivian R. Morgan**
Assistant Professor of Mathematics—B.S., M.A., Ed.D., Boston University
- ***Ann E. Moskol**
Associate Professor of Mathematics and Computer Science—B.S., Tufts University; M.A., Harvard University; Ph.D., University of Maryland
- ***Stephen S. Mueller**
Assistant Professor of Social Work—B.A., Brown University; M.S.W., Columbia University
- Angela Murphy**
Assistant Professor of Nursing—B.S., Boston University; M.S., Indiana University; Ph.D., University of Connecticut
- Rosemary Murphy**
Assistant Professor, Henry Barnard School (Kindergarten)—Ed.B., Rhode Island College; M.S., University of Oregon
- ***Katherine Murray**
Assistant Professor of Anthropology and Secondary Education and Director, Social Science Program—B.A., M.A., Catholic University
- ***John Nazarian**
Vice President for Administration and Finance, Professor of Mathematics—Ed.B., Rhode Island College; A.M., Brown University; M.A., University of Illinois; Ph.D., New York University
- Polly Ney**
Assistant Professor of Accounting—B.A., University of Rhode Island; M.B.A., Bryant College
- John H. Nissen**
Dean of Admissions—A.B., M.A., Providence College
- Madeline F. Nixon**
Associate Professor, Henry Barnard School (Library and Media Center)—A.B., Notre Dame College; M.S.Ed., Wagner College Graduate School; M.L.S., University of Rhode Island; D.A., Simmons College
- Frank P. Notarianni**
Government Publications Librarian and Assistant Professor in the Library—B.A., Providence College; M.L.S., University of Rhode Island
- ***Mildred B. Nugent**
Assistant Professor of Elementary Education—Ed.B., Ed.M., Rhode Island College
- ***William J. Oehlkers**
Professor of Elementary Education—B.S., Concordia Teachers College; M.Ed., The Johns Hopkins University; Ph.D., University of Delaware
- ***Betty E. Ohlin**
Assistant Professor of Art and Education, and Art Department Chair—B.A., Bethel College; M.A., Iowa State University
- ***J. George O'Keefe**
Professor of Physics—B.S., Saint Bernardine of Siena College; M.S., Rensselaer Polytechnic Institute; Ph.D., Brown University
- Audrey Perryman Olmsted**
Assistant Professor of Communications and Theatre—B.A., M.A., University of Northern Iowa; Ph.D., Indiana University

***Richard R. Olmsted**

Professor of Philosophy—B.A., M.A., Ed.S., University of Northern Iowa; M.Div., Harvard University; Ed.D., Indiana University

***Lenore J. Olsen**

Assistant Professor of Social Work—B.A., M.S.S.A., Ph.D., Case Western Reserve University

Richard A. Olsen

Director of the Library and Associate Professor in the Library—B.A., C. W. Post College; M.S., Long Island University

***Jeannine Olson**

Assistant Professor of History—B.A., Saint Olaf College; A.M., Ph.D., Stanford University

Nancy Oppenlander

Associate Professor of Political Science—B.A., Indiana University; M.A., Ph.D., Michigan State University

***Patrick J. O'Regan**

Professor of Mathematics and Secondary Education—A.B., Maryknoll College; A.M., Fordham University; A.M., University of Illinois; Ph.D., New York University

***Daniel J. Orsini**

Associate Professor of English—B.A., M.A., Ph.D., Brown University

***Charles W. Owens**

Assistant Professor of Biology—B.S., M.A., Ph.D., Bowling Green University

G. Laurie Pamental

Assistant Professor of Management—B.S., Holy Cross College; M.B.A., New York University; Ph.D., Boston College

Ellen Weaver Paquette

Coordinator, Cooperative Education Program—B.A., M.A., C.A.G.S., Rhode Island College

Dolores A. Passarelli

Director of New Student Programs—B.A., M.Ed., Rhode Island College

***Armand I. Patrucco**

Professor of History—A.B., Queens College; A.M., Ph.D., Columbia University

Richard E. Payne

Special Assistant to the President for Development—B.S., Ohio State University; M.A., Xavier University (Cincinnati, Ohio)

***Philip R. Pearson, Jr.**

Professor of Biology—B.A., Dartmouth College; M.S., University of Massachusetts; Ph.D., Rutgers University

Alice Pellegrino

Assistant Professor, Henry Barnard School (Music)—B.S., M.S.Ed., Crane School of Music

***John Pellegrino**

Associate Professor of Music—B.M., Boston Conservatory of Music; M.M., University of Miami

Thomas Pencek

Assistant Professor of Management—B.S., State University of New York (Fredonia); M.B.A., Mississippi State University

Gary M. Penfield

Vice President for Student Affairs and Dean of Students—B.S., State University of New York (Albany); M.S., Ed.D., University of Cincinnati

***John A. Perkins**

Professor of Counseling and Educational Psychology—B.A., Ed.M., University of Maine; C.A.G.S., Boston University; Ph.D., University of Connecticut

Joan Perl

Assistant Professor of Nursing—B.S., University of Rhode Island; M.S., State University of New York (Buffalo)

***John A. Perrotta**

Associate Professor of Political Science—B.A., University of Rhode Island; M.A., Ph.D., New York University

***Deola Perry**

Assistant Professor of Counseling and Educational Psychology—B.A., Weber State College; M.S.W., Michigan State University; Ph.D., University of Arizona

***Donald M. Perry**

Assistant Professor of Sociology—B.A., M.A., Ph.D., University of Connecticut

Elaine F. Perry

Assistant Professor of Communications and Theatre—B.A., Russell Sage College; M.A., University of Illinois

***Eugene H. Perry**

Professor of Political Science—A.B., Syracuse University; M.A., Teachers College, Columbia University; Ph.D., Syracuse University

***John E. Peterson**

Associate Professor of Physical Science—Ed.B., Rhode Island College; M.N.S., Worcester Polytechnic Institute; M.Ed., Rhode Island College

***Anne K. Petry**

Professor of Elementary Education—A.B., Rosary College; M.A., Providence College; Ph.D., University of Connecticut

***Peter E. Piccirillo**

Associate Professor of History and Secondary Education—B.S., M.S., State University College (Buffalo); Ph.D., State University College (Binghamton)

***Raymond L. Picozzi**

Professor of Elementary Education and Communications and Theatre Department Chair—A.B., Providence College; Ed.M., Ed.D., Boston University

***Enrico V. Pinaridi**

Professor of Art—B.S.E., Massachusetts College of Art; M.F.A., Rhode Island School of Design

***Willis E. Poole**

Instructor of Secondary Education—B.A., M.Ed., Rhode Island College; M.A.T., School for International Training

Constance Pratt

Associate Professor of Nursing and Department Chair—B.S.N., M.S., University of Rhode Island; Ph.D., University of Connecticut

***Victor L. Profughi**

Professor of Political Science and Department Chair—B.S., Indiana State College; M.A., Ph.D., University of Pittsburgh

Jane E. Przybyla

Assistant Professor of Accounting—B.A., Catholic University of America; M.B.A., Rutgers University

Thomas E. Pustell

Director, Counseling Center—B.A., Yale University; M.A., Ph.D., University of Michigan

***Norman R. Pyle**

Associate Professor of History—A.B., LaSalle College; A.M., Ph.D., Georgetown University

***Kishan S. Raghuvveer**

Assistant Professor of Chemistry—B.S., Bangalore University; M.S., Indian Institute of Technology, Bombay, India; M.S., University of Texas; Ph.D., University of Georgia

Stephen R. Ramocki

Associate Professor of Marketing—B.S., University of Lowell; M.S., Clarkson College of Technology; Ph.D., Rensselaer Polytechnic Institute

- Thomas W. Ramsbey**
Associate Professor of Sociology—A.B., MacMurray College; S.T.B., Boston University School of Theology; Ph.D., Boston University
- Thomas M. Randall**
Associate Professor of Psychology—B.A., University of Illinois; M.A., Ph.D., State University of New York (Buffalo)
- Carmella Rath**
Instructor, Henry Barnard School (Grade 5)—B.A., M.A., State University of New York (Stony Brook)
- Frederic G. Reamer**
Associate Professor of Social Work—B.A., University of Maryland; A.M., Ph.D., University of Chicago
- Maureen Reddy**
Assistant Professor of English—B.A., M.A., Boston College; Ph.D., University of Minnesota
- Joyce T. Reisner**
Associate Professor of Elementary Education—B.A., Brooklyn College; M.S., Central Connecticut College; C.A.G.S., University of Hartford; Ph.D., University of Connecticut
- Silvana Richardson**
Assistant Professor of Nursing—B.S.N., Loyola University (Chicago); M.H.S., Governor's State University; Ph.D., Southern Illinois University
- Carey G. Rickabaugh**
Associate Professor of Political Science—B.A., Western Maryland College; M.A., Case Western Reserve University; Ph.D., University of Maryland
- A. John Roche**
Associate Professor of English—A.B., Marquette University; A.M., Fordham University; Ph.D., Duke University
- John P. Roche**
Professor of Sociology—B.A., City College of New York; M.A., New School for Social Research; Ph.D., University of Connecticut
- Mariano Rodrigues, Jr.**
Associate Professor of Mathematics—A.B., Brown University; A.M., Boston College; Ph.D., New York University
- Joan H. Rollins**
Professor of Psychology and Coordinator, Women's Studies Program—A.B., Goucher College; A.M., Fordham University; Ph.D., University of Oklahoma
- W. Bruce Rollins**
Assistant Professor of Social Work—B.A., University of New Hampshire; M.S.W., Boston University; M.P.A., University of Connecticut
- Stephen M. Rothschild**
Associate Professor of Counseling and Educational Psychology—B.A., M.A., Brown University; M.A., Ohio State University; Ph.D., Ohio University
- Elizabeth H. Rowell**
Professor of Elementary Education and Department Chair—B.S., University of Texas; M.A., University of Colorado; Ph.D., University of Connecticut
- Charles L. Roy**
Assistant Professor of Mathematics—Sc.B., Brown University; M.A., Rhode Island College; Ph.D., University of New Hampshire
- James J. Rubovits**
Professor of Psychology—B.A., MacMurray College; M.A., Ph.D., University of Illinois
- Pamela C. Rubovits**
Associate Professor of Psychology—A.B., Mount Holyoke College; M.A., Ph.D., University of Illinois
- Robert T. Rude**
Professor of Elementary Education, 1980 Mary Tucker Thorp Professor—B.A., M.A., University of Wisconsin (Eau Claire); Ph.D., University of Wisconsin (Madison)

- Elizabeth A. Ruggiero**
Assistant Professor, Henry Barnard School (Grade 4)—B.Ed., M.Ed., C.A.G.S., Rhode Island College; Ed.D., Boston University
- Nazanin Sahba**
Assistant Professor of Industrial Education—B.S., Aryamehr University of Technology; M.S., Worcester Polytechnic Institute; Ph.D., University of Rhode Island
- John J. Salesses**
Assistant Vice President for Academic Affairs and Dean, School of Graduate Studies, Associate Professor of English—A.B., Providence College; M.A., Ph.D., University of Rhode Island
- Robert J. Salhany**
Professor of Mathematics—B.S., M.S., University of Rhode Island; M.S., Ph.D., New York University
- Albert C. Salzberg**
Associate Professor of English—A.B., A.M., Brooklyn College; Ph.D., New York University
- Helen E. Salzberg**
Associate Professor of Mathematics—B.A., Brooklyn College; M.A., University of Wisconsin
- Kathryn M. Sasso**
Director of Conferences and Special Events—B.A., Rhode Island College
- James J. Scanlan**
College Physician, Director of College Health Services—B.S., Providence College; M.D., Harvard Medical School
- James A. Schaefer**
Assistant Professor of Mathematics and Computer Science—B.S., Marrietta College; M.S. in Mathematics, M.S. in Computer Science, University of Illinois
- Barbara Schapiro**
Assistant Professor of English—B.A., University of Michigan; M.A., Ph.D., Tufts University
- Edward A. Scheff**
Professor of Communications and Theatre—B.A., Brooklyn College; M.A., Ph.D., University of Kansas
- Barry Schiller**
Assistant Professor of Mathematics—B.S., College of the City of New York; A.M., University of California (Davis)
- Robert F. Schuck**
Dean, School of Education and Human Development, and Professor of Counseling and Educational Psychology—B.S., M.S., State University of New York (Oswego); M.S., Syracuse University; Ed.D., Arizona State University
- Marilyn Schultz**
Assistant Professor, Henry Barnard School (Grade 1)—B.A., Tufts University; M.Ed., Rhode Island College; C.A.G.S., Ph.D., University of Connecticut
- James T. Sedlock**
Professor of Mathematics, and Mathematics and Computer Science Department Chair—B.A., LaSalle College; M.S., Ph.D., Lehigh University
- Richard E. Sevey**
Principal of the Henry Barnard School and Associate Professor of Education—B.S., Farmington State College; M.S., University of Maine; Ed.D., Boston University
- Holly L. Shadoian**
Director of Alumni Affairs—B.A., M.Ed., Rhode Island College
- Raquel Shapiro**
Assistant Professor, Henry Barnard School (Counseling and Guidance)—B.Ed., M.Ed., C.A.G.S., Rhode Island College; Ed.D., Boston University
- Carol Shelton**
Assistant Professor of Nursing—B.S.N., Salve Regina College; M.S., University of Minnesota

***Paul V. Sherlock**

Professor of Special Education—A.B., Providence College; Ed.M., Rhode Island College; Ed.D., Boston University

***Lucille Sibulkin**

Catalog Librarian and Assistant Professor in the Library—B.A., Western Reserve University; M.L.S., University of Rhode Island

***Deborah Harriet Siegel**

Assistant Professor of Social Work—B.A., Dickinson College; A.M., Ph.D., University of Chicago

***Roger Simons**

Professor of Mathematics and Computer Science—A.B., University of California (Los Angeles); M.A., Ph.D., University of California (Berkeley)

***Earl L. Simson**

Assistant Professor of Psychology—B.S., M.A., Ph.D., University of Massachusetts

***Amritjit Singh**

Associate Professor of English—B.A., Panjab University; M.A., Kurukshetra University; A.M., Ph.D., New York University

***Donald V. Sippel**

Professor of History and Coordinator, Classical Area Studies Program—A.B., A.M., Ph.D., University of Cincinnati

***Clyde C. Slicker**

Professor of Elementary Education—B.A., Oberlin College; M.A., Ed.D., Teachers College, Columbia University

Elaine Slocumb

Assistant Professor of Nursing—Diploma, Malden Hospital School of Nursing; B.S.N., Southeastern Massachusetts University; M.S.N., Boston University

***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 C. Smith**

Professor of Art—A.B., A.M., University of Missouri

***Norman W. Smith**

Professor of History and Department Chair—A.B., Colgate University; A.M., University of Connecticut; Ph.D., University of Wisconsin

***Raymond Smith**

Professor of Music—B.S., State University of New York (Potdam); A.M., Syracuse University; Ph.D., University of Rochester

***Sheri Smith**

Associate Professor of Philosophy—B.A., Millikin University; A.M., Ph.D., Brown University

***Chester E. Smolcki**

Professor of Geography and Director, Urban Studies Program—B.S., Bridgewater State College; A.M., Clark University

Patricia A. Soellner

Assistant to the Provost—B.A., College of Mount Saint Joseph; M.A.E., Rhode Island School of Design; J.D., University of Toledo

***Claudia Springer**

Assistant Professor of English—B.A., M.A., Ph.D., Northwestern University

F. Haven Starr

Acting Assistant Principal and Assistant Professor, Henry Barnard School—B.S., Arkansas State University; M.S., Southern Illinois University; C.A.G.S., University of Connecticut

***Ellsworth A. Starring**

Professor of Elementary Education—B.S., M.A., Western Michigan University; Ed.S., Ph.D., University of Michigan

Albert Stecker

Associate Professor of Economics and Management—B.S., Purdue University; M.B.A., Rutgers University; D.B.A., Indiana University

***Ronald M. Steinberg**

Professor of Art and Coordinator, Medieval and Renaissance Studies Program—B.A., M.A., Ph.D., Columbia University

***Carl E. Stenberg**

Associate Professor of English—A.B., A.M., Brown University; A.M., The Queens University of Belfast; Ph.D., University of Connecticut

***Earl E. Stevens**

Professor of English—A.B., Indiana University; M.A., University of Michigan; Ph.D., University of North Carolina

***Erza L. Stieglitz**

Professor of Elementary Education, 1984 Mary Tucker Thorp Professor—B.S., M.S., City College of New York; Ph.D., University of Pittsburgh

Judith L. Stillman

Artist-in-Residence and Associate Professor of Music—B.M., M.M., D.M.A., Juilliard School of Music

Judith E. Stokes

Serials Librarian and Assistant Professor in the Library—B.A., Rhode Island College; M.S., Simmons College

***Milburn J. Stone**

Associate Professor of Political Science and Secondary Education—A.B., San Diego State College; M.A., Ph.D., Claremont Graduate School

Jonathan A. Sturm

Instructor of Music—B.M., Oberlin College Conservatory of Music; M.M. in Violin, M.A. in Musicology, Eastman School of Music, University of Rochester

***David B. Sugarman**

Assistant Professor of Psychology—A.B., Clark University; M.S., Ph.D., Yeshiva University

Patricia A. Sullivan

Director of Admissions—B.A., Alverno Magnus College; M.A., Middlebury College; Ph.D., Boston College

***Robert J. Sullivan**

Associate Professor of Geography—Ed.B., Rhode Island College; A.M., Clark University

Gordon N. Sundberg

Director of Personnel Services—B.S., University of Rhode Island; M.Ed., Rhode Island College

Deborah K. Svengalis

Assistant Professor, Henry Barnard School (Grade 4)—B.A., M.S., Purdue University

***Carolyn R. Swift**

Professor of English—Ph.B., University of Chicago; A.M., Columbia University; Ph.D., Brown University

William E. Swigart

Director of Continuing Education—B.A., M.A., Rhode Island College

***Lawrence F. Sykes**

Professor of Art—B.S., Morgan State College; M.S., Pratt Institute

Charlene Szczepanek

Bursar—B.A., Rhode Island College; M.B.A., Bryant College

***Jeanette E. Tamagini**

Professor of Counseling and Educational Psychology—B.S., Boston State College; Ed.M., Ed.D., Boston University

***M.-Frances Taylor**

Associate Professor of Spanish and Secondary Education—A.B., Indiana University; M.A., Middlebury College; Ph.D., University of Minnesota

John S. Taylor

Director of Intramurals and Recreation—B.S., Springfield College; A.M., University of Bridgeport

***Tony Yung-Yuan Teng**

Associate Professor of History—B.A.,
Tungshai University (Taiwan); M.A.,
Occidental College (Los Angeles);
Ph.D., University of Wisconsin
(Madison)

Geraldine Tests

Instructor of Nursing—B.S., M.S., Uni-
versity of Rhode Island

***David S. Thomas**

Associate Professor of History—A.B.,
Suffolk University; A.M., Boston Uni-
versity; M.A., Ph.D., Institute of Islamic
Studies, McGill University

Jack D. Tidball

Assistant Professor of Accounting—
B.S.B.A., M.B.A., Henderson State
University

***Byron C. Tillotson**

Associate Professor of French, Latin, and
Secondary Education—A.B., Hamilton
College; A.M., Middlebury College

Gertrude C. Toher

Assistant Professor, Henry Barnard
School (Grade 3)—B.A., Rhode Island
College; M.A., Teachers College,
Columbia University

Caroline Tropper

Assistant Professor of Computer
Science—B.S., Emory University; M.A.,
Ph.D., Boston University

***Richard Tropper**

Associate Professor of Psychology—
A.B., Emory University; M.A., Ph.D.,
Boston University

Joseph P. Tumminelli

Assistant Professor, Henry Barnard
School (Industrial Arts)—B.S., M.Ed.,
C.A.G.S., Rhode Island College

***James D. Turley**

Director of Center for Educational
Management Development, and Profes-
sor of English and Education—Ph.B.,
Queen of Apostles College; A.B., Boston
College; Ed.M., Boston State College;

M.A., Northeastern University; Ed.D.,
Boston University

Paula A. Viau

Instructor of Nursing—B.S., Rhode
Island College; M.S., University of
Connecticut

John H. Vickers

Plant Engineer—B.S., U.S. Military
Academy, West Point; M.S., University
of Illinois

***Robert E. Viens**

Associate Professor of Physics—Ed.B.,
Rhode Island College; M.S., Rensselaer
Polytechnic Institute

***Taki Panajotis Votoras**

Associate Professor of English—A.B.,
A.M., Wayne State University; Ph.D.,
University of Connecticut

***Kenneth R. Walker**

Associate Professor of Secondary Educa-
tion and Coordinator, Urban Education
Program—A.B., Providence College;
M.Ed., Rhode Island College; Ed.D.,
Boston University

***S. Salman Wasti**

Professor of Biology, 1983 Mary Tucker
Thorp Professor—B.Sc., M.Sc., Sind
University, Pakistan; M.S., University of
Hawaii; Ph.D., University of
Massachusetts

Daniel Weisman

Assistant Professor of Social Work and
Coordinator, Labor Studies Program—
B.A., City College of New York;
M.S.W., University of Michigan; Ph.D.,
Rutgers University

***Mary M. Wellman**

Associate Professor of Counseling and
Educational Psychology—B.S., State
University College at Geneseo, New
York; M.A., State University of New
York (Stony Brook); Ph.D., University
of Connecticut

***Donald C. Werner**

Professor of Psychology—A.B., Provi-
dence College; M.A., Ph.D., Catholic
University of America

Marilyn Weston

Associate Professor of Accounting—
B.A., University of Hartford; M.S.,
University of Rhode Island

Jane Williams

Assistant Professor of Nursing—B.S.,
University of Michigan; M.A., New
York University

***John C. Williams, Jr.**

Professor of Chemistry—B.S., Millsaps
College; Ph.D., Tulane University

***Vernon J. Williams**

Assistant Professor of History—B.A.,
University of Texas; M.A., Ph.D.,
Brown University

***Frank S. Williston**

Professor of Philosophy—B.A., Clark
University; M.A., Syracuse University;
Ph.D., University of Minnesota

Sally M. Wilson

Special Collections Librarian and Asso-
ciate Professor in the Library—B.A.,
Hood College; M.S., Simmons College

***Herbert R. Winter**

Professor of Political Science—B.A.,
Augustana College; M.A., Ph.D., Uni-
versity of Iowa

Cherie S. Withrow

Director of Residential Life and Hous-
ing—B.A., M.S., Central Connecticut
State University

***Nelson F. Wood**

Associate Professor of Health, Physical
Education, Recreation, and Dance—
B.S., Springfield College; A.M., Uni-
versity of Michigan; Ed.D., Boston
University

David C. Woolman

Librarian, Curriculum Resources Center
and Associate Professor in the Library—
B.A., Trinity College; M.A., Rhode
Island College; M.L.S., University of
Rhode Island; C.A.G.S., Ph.D., Uni-
versity of Connecticut

Robert D. Wright

Associate Professor of Management—
A.E.E., Northeastern University;
M.S.C.S., Worcester Polytechnic Insti-
tute; M.Eng., M.B.A., D.B.A., Boston
University

Matthew B. Younce

Assistant Professor of Mathematics and
Computer Science—B.S., M.A., Ph.D.,
University of Massachusetts (Amherst)

***Robert M. Young**

Professor of Biology—B.S., M.A.,
Brooklyn College; Ph.D., University of
Pittsburgh

Adjunct Faculty

OFFICE OF LABORATORY EXPERIENCES

Attleboro, Massachusetts

Cooperating Teachers:
Dennis Caron, Barbara Connery, Sharon Thurber, Janice Whitman

Barrington

Cooperating Teachers:
Jean Leary, John Signore, Scott Telford, Ernest Trahan

Bristol

Cooperating Teachers:
William Fasano

Burrillville

Cooperating Teachers:
Mary Lavallee, Lee Menard, Jodie Samanick

Central Falls

Cooperating Teachers:
Roger Berard, Arlene Hall, Thomas Perkins, Deborah Zakowski

Coventry

Cooperating Teachers:
Carol Bennett, Carol Ferry, Christine Mulligan, Loretta Najarian, Anthony Petronella, Donna Ponte

Cranston

Clinical Instructors:
Janet Beauvais, Marie Benjamin, Pauline Della Ventura, Edward Fink, Roberta Galeshaw, Lisa Gelligan, Winifred Kelley, Dale King, Janice Lisy

Cooperating Teachers:

William Brannon, Linda Cameron, Michelle Cerrone, Barry Criss, Joan DeCobelli, Pauline Della Ventura, Maxine Delaty, Mary Ann Dolan, Frank Flynn, Barbara Goldis, Elizabeth Goodwin, Joan Goyette, David Hodgkinson, Patricia Hoey, Wendy Krajewski, Norman Laliberte, Jacqueline Luther, Paulette Lamphere-Sippy, Elizabeth Marcollo, Sandra Merdiman, Geraldine Mottetti, Sandra Moyer, Paula Munko, Jacqueline

Norwich, Elizabeth Parrillo, Lucille Parrillo, Angela Ryding, Laurie Seavor, Linda Smith, Charles Spacagna, Kathleen Stenning, JoAnn Tucker

Cumberland

Clinical Instructors:
Robert Humphrey, Jane McQuade

Cooperating Teachers:
Joan Boudreau, Claire Dominoff, Helen Felber, Robert Humphrey, Robert Jacobs, Mary Leonard, Jane McQuade, Barbara Rutka, Janet Woods

East Greenwich

Cooperating Teachers:
Cynthia Duffy, Carol Gravelin, Judith Stenberg, Christine Tonderys

East Providence

Cooperating Teachers:
Elizabeth Bakst, Ruth Gaboury, Geraldine Grant, Elizabeth Graves, Carol Hay, Cheryl Horton, Ann Huntoon, Janice Keller, Margaret McMerney, Joseph McNully, Jean Pacheco, Donna Reposa, Joan Vessella, Elsa Viera, Carol Violet, Marilyn Whittet

Foster-Glocester

Cooperating Teachers:
Richard Fallon, Beverly Gove, Robert Guertin, Rae Keaney, Barbara Wigren

Johnston

Clinical Instructors:
Joseph Neri, Linda Ryan
Cooperating Teachers:
Pamela Borges, Diane DeMatteo, Henry DeVona, Virginia Improta, Joseph Neri, Paula Pistacchio

Lincoln

Cooperating Teachers:
Philip Blish, James Bryce, Anthony Cipriano, Jane Dzialo, Claude Gladu, Marilyn Graham, Shirley LaCroix, Charles Lawton, Carolyn Mack, Edith Smiley, Catherine Tiberti

Middletown

Cooperating Teachers:
Carol Allen, Rita Kern

Newport

Cooperating Teacher:
Donna Wilbur

North Kingstown

Cooperating Teacher:
Joseph Pelosi

North Providence

Clinical Instructors:
Ann Craig, Carol Spaziano
Cooperating Teachers:
Ann Marie Bobola, Deborah Capuano, Michael Domenicone, Rose Marcaccio, Annemarie McDonnell, Deborah Signoriello, Marie Troppa

North Smithfield

Clinical Instructor:
Michael Boday
Cooperating Teachers:
Karen Bouvett, Gary Cahill, Mary Provost, William Sampson, Dennis St. Germain

Pawtucket

Clinical Instructors:
Dwight Allenson, Carol Choches-O'Brien, Susan Clarke, Denise Hefner, Karen McCluskie, Pamela Ursioli
Cooperating Teachers:
Catherine Baron, Mary Booth, Donald Bosworth, Zita Butler, Frances Champagne, Linda Church, Linda DeGrande, Pamela Gersham, Helen Gummiak, Gloria Haddad, Claire Harrison, Elizabeth Hoyt, Robert Johnston, Shirley Kaszyk, Donna Langton, Miryan Marchand, Stephen McMahon, Virginia Medeiros, Mary O'Halloran, Frances Ricciardi, Charles Senterre, Geraldine Sepe, Pamela Ursioli, Pamela Wamester

Providence

Clinical Instructors:
Sophie-Lori Betley, Elaine Biancuzzo, Dennis Cannon, Raymond Chabot, Susan Chin, Francis DuVally, Thomas Giblin, Ruth Jaffa, Ann Keegan, Charlene Lagese, Vincent Laro, Rose Manson, Anthony Marino, Jean Minicce, Joseph Mollica, Marilyn Moskel, Nancy Novak, Gerald Prior, Sharon Sampson, Louis Toro, Michael Todino, Cynthia Turchetti

Cooperating Teachers:

Robin Alcott, Diane Ambrosino, Patrick Baxter, Bernice Davis, Janet Duffy, Francis DuVally, Catherine Fox, Thomas Gentile, Allen Harris, Charles Hewitt, Nancy James, Mary Juskalain, Donna Lombardi, Joan MacDonald, Joseph Melica, Lillian Pari, Gerald Prior, Joan Reddington, Sandra Spiridi, Jane Storti, Virginia Varone, Peter Waddington, Betty Wedderburn, Walter Wight, Kenneth Whok. John Zilbourg

Rehoboth, Massachusetts

Cooperating Teacher:
Ann DiDomenico, Mary Memucci

Scituate

Clinical Instructors:
Thomas King, Elmo Thompson
Cooperating Teachers:
Mary Chaulian, Jean Esposito, Marie Hawkes, Linda Marzadin, David Nevev

Seekonk, Massachusetts

Cooperating Teachers:
John Anderson, John Halliwell, Joyce Smith, Barbara Williams

Smithfield

Clinical Instructors:
Robert Cleasby, Susan Reposa, Juliet Romano, Allen Tinkham
Cooperating Teachers:
Alfred Balasco, Jacqueline Cribb, Barbara O'Connell, George Reilly, Susan Reposa

Somerset, Massachusetts

Cooperating Teacher:
Robert Perry

Warren

Cooperating Teacher:
Lorraine Gardner

Warwick

Clinical Instructors:
Ellen Bernstein, Karen Tykowiowski
Cooperating Teachers:
Louise Barry, Kathleen Costello, Shella Creek, Mary Ann Crowley, Joan Danbrack, Frederick D'Andrea, Emo DiNitto, Gerard Houle, Paul Hynes, Ronald Kuroff, Joseph Leylegan, Mary Lord, Carol

Adj

OFFICE
EXPE!

Attleb

Copen

Denni

Thurb

Barris

Cooper

Jean L

Ernes

Bristi

Cooper

Willi

Buri

Coop

Mary

Samo

am

da

Cent

Coop

Rogi

kims

30

Cov

Coy

Car

Mul

Petr

31

Cr

TI

Cra

Cie

Jan

Del

leil

Da

4

Gn

Wi

Mi

De

Ph

wi

Pa

nu

La

Sa

Su

Marginson, Eugene Massa, Dennis McNamara, Thomas Norton, Madeline Perreault, Virginia Pettis, Maryanne Seaton, Robert Sherburne, Edith Smith, Joseph Sousa, James Sullivan, Edward Turilli, Kathryn Webb, Kristine Whitford

Westerly

Cooperating Teacher:
Anne Tesco

West Warwick

Clinical Instructor:
Judith Keenan

Cooperating Teachers:
Judith Keenan, Constance McKenna, Daniel Messier

Woonsocket

Cooperating Teachers:
Shirley Ayers, Romeo Berthiaume, Barbara Cavodon, Martin Crowley, Patricia Durkin, Marjorie Gillis, Mark Hopkint, Edmund Leather, Doris Mondoux, Carol Peckham

Woonsocket

Cooperating Teachers:
Shirley Ayers, Romeo Berthiaume, Barbara Cavodon, Martin Crowley, Patricia Durkin, Marjorie Gillis, Mark Hopkint, Edmund Leather, Doris Mondoux, Carol Peckham

EARLY ENROLLMENT PROGRAM
Bristol High School

Jean Mollicone, Barbara Corrente

Burrillville High School

Mary Lee Drouin

Cranston High School West

Donato DeLaca

Cumberland High School

Donald Krzan, Daniel Bandiere

East Greenwich High School

Lane Stanley

Harry Elkin Midrasha

Judith Cohen

Middletown High School

Sarah Ganch

North Providence High School

Peter Madden, Melanie Paolantonio,

Marie Truppa

Pilgrim High School

Pauline Bolduc

Prout Memorial High School

Sharla Dobson-Taggart

Toll Gate High School

George Fleming, Grace McEntee, Joseph Palotta

Tolman High School

Paula Najarian, Vance Westgate

Woonsocket High School

Hannelore Morin, Yvette Bruni

MEDICAL TECHNOLOGY

Rhode Island Hospital

Adjunct Assistant Professor of Medical Technology: David J. Mello, M.T. (ASCP) CLS, B.S., M.S., Southeastern Massachusetts University.

Adjunct Lecturer of Medical Technology: Ramakrishna Nayak, M.D., Seth G.S. Medical College, Bombay University, India.

Cooperating Instructors of Medical Technology:

Robert L. Baglini, M.T. (ASCP), B.S.,

University of Rhode Island; Linda Binns,

M.T. (ASCP), B.S., University of Rhode

Island, M.S., Northeastern University;

Deborah Cardillo, M.T. (ASCP), B.S.,

Rhode Island College; Cheryl L. Crowell,

M.T. (ASCP), B.S., University of Rhode

Island; Patricia Harrison, M.T. (ASCP),

M.S., University of Rhode Island; Frank

Merglio, B.S., Missouri State College,

M.S., Northeastern University; Constance

Moschring, M.T. (ASCP), B.S., Temple

University; Jeanine Salamon, M.T.

(ASCP), SBB, B.S., University of Rhode

Island; Steven Smeal, M.T. (ASCP), B.S.,

University of Rhode Island; Susan Whit-

taker, M.T. (ASCP), B.S., University of

Rhode Island.

Saint Joseph Hospital

Adjunct Assistant Professor of Medical Technol-

ogy: Frances W. Howard, M.T. (ASCP),

M.S., Southeastern Massachusetts

University.

Adjunct Lecturers of Medical Technology

Salvatore R. Allcgra, M.D., University of Bologna, Italy; Cecilia Genser, M.D., Albany Medical College, New York.

Cooperating Instructors of Medical Technology

Robert Connolly, M.T. (ASCP), B.S.,

Rhode Island College; Phyllis Crugmale,

M.L.T. (HEW); Roger Fortin, M.T.

(ASCP), MLS, Southeastern Massachu-

setts University; Diane Gamache, M.T.

(ASCP), B.S., Barrington College; Philip

Hoffman, M.T. (ASCP), SBB, University

of Rhode Island; Cheryl Sousa, M.T.

(ASCP), B.S., Southeastern Massachusetts

University; Gerald Lefebvre, M.T.

(ASCP), B.S., University of Rhode Island;

Leslie Martineau, M.T. (ASCP), B.S.,

Rhode Island College; Charles Martuc-

celli, B.S., Naples University, Italy; Joyce

McLeod, M.T. (ASCP), B.S., Southeast-

ern Massachusetts University; Sandra

Tordoff, M.T. (ASCP), B.S., Salve Regi-

na College.

Memorial Hospital of Rhode Island

Adjunct Assistant Professor of Medical Technol-

ogy: Judith S. Campbell, M.T. (ASCP),

SSB, B.S., University of Massachusetts,

M.S., Southeastern Massachusetts

University.

Adjunct Lecturers of Medical Technology:

Thomas S. Miccoloughi, M.D., University

of Rome; Stanley Schwarz, M.D., Uni-

versity of Connecticut; Jasbir Singh,

Ph.D., University of Otago; Noulair Kes-

simian, M.D., Buenos Aires University

Medical School; Judith Heelan, Ph.D.,

University of Rhode Island

Cooperating Instructors of Medical Technol-

ogy: Joan Ash, M.T. (ASCP), B.S., Colby

Sawyer College; Elizabeth Dion, M.T.

(ASCP), B.S., M.S., Southeastern Massa-

chusetts University; Claire Geddes, M.A.,

M.T. (ASCP), CLS, B.S., College of Our

Lady of the Elms, M.A., University of

Central Michigan; Anthony Lewand-

owski, M.T. (ASCP), SBB, B.S., Rhode

Island College, M.S., Southeastern Massa-

chusetts University; John McKay, C.

(ASCP), B.S., Northeastern University.

Rhode Island Medical Center

Adjunct Assistant Professor of Medical Technol-

ogy: Ann Marie Roberts, M.T. (ASCP)

B.S., University of Rhode Island; M.S.,

Southeastern Massachusetts University.

Adjunct Lecturer of Medical Technology:

Ho Yong Lee, M.D., Seoul National Uni-

versity, Korea.

Cooperating Instructors of Medical Technol-

ogy: Michael Beaudry, M.T. (ASCP), B.S.,

Rhode Island College; Frances Blackburn,

B.S., Tufts University; Kathryn Carlson,

B.S., University of Rhode Island; Bernard

George, M.T. (ASCP), B.S., University

of Rhode Island, M.S., Southeastern Massa-

chusetts University; Susan Glarick, B.A.

(ASCP), B.S., M.S., Southeastern Massa-

chusetts University; Jeanne Riley, M.T.,

(ASCP), B.S., University of Rhode Island;

Alfred Sampson, M.T. (ASCP), B.S.,

University of Rhode Island; Stephen Triso-

no, B.S., University of Rhode Island.

MUSIC

Visiting Instructor of Music:

Mary Beck, B.M., Jordan Conservatory;

David A. Cobb; Robert Currier, A.B.,

New York University, M.A., Boston Uni-

versity; Elizabeth Dean, M.M., Universi-

ty of Michigan; Vincent Frailo, B.A.,

University of Rhode Island; Gregory

Fritze, B.S., Boston Conservatory, M.M.,

Indiana University; Margaret Gidley,

A.B., Brown University, M.M., Yale

University; George Gonosontis, B.M.,

M.M., Boston Conservatory of Music;

Delight Inoumen, B.M.E., University of

Michigan, M.M.E., New England Con-

servatory of Music; Steven Jobe, B.M.,

Rhode Island College, M.A., Ohio State

University; Stephen Martorella, B.M.,

Mannes College, M.A., Queens College;

John A. Meardon, A.B., Oberlin College;

D.B., University of Chicago; Anne-

Marguerite Michaud, B.M., Juillard

School of Music; Jeanne Mistruljan,

B.S., Rhode Island College; M.M., Boston

University; Donald St. Jean, B.M., Uni-

versity of Rhode Island, M.M., New Eng-

land Conservatory of Music; Susan Tho-

mas, M.A., New England Conservatory

of Music; Jane Waters, B.M.E., Milton

College, M.A., Columbia University.

Susan Wood, B.S., State University of New York, M.M., Indiana University; Gregory Zeitlin, Diploma in Flute, Juillard School of Music.

NURSING

Laurie Anderson, Women and Infants Hospital; Cynthia Bielchick, Roger Williams General Hospital; Elinor Fenley, Veterans Administration Hospital; Mary Lynne Francis, Women and Infants Hospital; Patricia Gauvin, Butler Hospital; Lorraine Hall, Peer Assistance Program, State of Rhode Island; Cathy Hawk, Nurse-Midwife; Diane Jansen, Visiting Nurse Association of Providence; Cranston, Johnston, North Providence; Margaret Knowlton, Roger Williams General Hospital; Kathleen O'Donnell, Coordinator, Pregnant Teens Program, Southeastern Massachusetts; Kathleen Quigley, Roger Williams General Hospital; Marjorie Stenberg, Veterans Administration Hospital; Claire Sullivan, Butler Hospital; Barbara Wragg, Institute of Mental Health.

SCHOOL OF SOCIAL WORK

Field Placement Agencies and Adjunct Field Instructors, M.S.W. Program:

Adams Center: Arlene Weisberg; Alcoholism Counseling and Education: Kenneth Cwikla, Ted O'Brien; Alcoholism Services: Jean McGovern; Anawam Associates: Martha Belcher; Attleboro School Department: Nora Cohen; Attleboro Youth and Family Services: Ann Dobbins, Alan Holmlund, Judy Lawson; Sheila Mooney, Bradley Hospital; Paul Kline; Bristol Elder Services: Mark Johnson; Brother-to-Brother: Andy DeLong; Butler Hospital; Lois McCartney; Deborah Moorehead; Charlton Memorial Hospital: Linda Casey, Virginia Cerbo; Community Counseling Center: Robert Crossely, Sandie Guerra, Lynette Lessing, Lynn McKay, Claire Scola; Coventry School Department: John Kotula; Durrfee High School: Mike Walsh; Elizabeth Stone House: Ann Beckert; Exeter/West Greenwich School Department: Buell Barton; Family Service, Inc.: Christina Thompson; Foxboro Human Service: Valerie McKenney, Pat McGunnness;

Foxboro Multi-Service: Joyce Velt; Fuller Memorial Hospital: Sarah Callen; Human Services of Southeastern Massachusetts: David Joseph; Hyland House: Steve Carrrier, Robert Marot; Jewish Community Center: Vivian Weisman; Kent County Mental Health: Roseanne Dana, Ann Elliott, Mark Rubinstein; Massachusetts Department of Social Services: Margaret Foley, Thomas Perry; Massachusetts State House: John Casey; Mental Health Services: John Mignault; New England Fellowship: Cynthia O'Neil; New England Home: Dima Carbanell, Robert Wise; Newport Naval Family Services: Patricia Sullivan, Li Larry Zoeller; North Providence School Department: Rita Williams; North Providence Senior Center: Corinne Russo; Northern Rhode Island Mental Health Center: Ben Lesing, Corinne Nolan; Paul Devers School: Kathy Beltram; Phase Day Treatment: Rick Kaufman; Providence Center: Ellen Apfel, Judy Ferris, Elaine Poncelet, Paul Valenti; Providence School Department: Odessie Preston; RIGA/Winfield: Mary McCann; Rhode Island Department for Children and Their Families: Fred Aurelio, Ron Calderone, Adrian Cady, Susan Friso, Mark Lyman, Feredteh Khodaie Shari, John Sinapi, Everett Thornton; Rhode Island Department of Human Services: Francine Connelly, George McCabe; Rhode Island Family Court: Carol Pilkington; Rhode Island General Treasurer's Office: Karen Davis; Rhode Island Hospital: James Bernier, Deborah Emery, Fred Garry, Camille Gregoratos; Rhode Island Department of Mental Health, Hospitals and Retardation: Ron Abrams, Sandy Blomstedt, Fred Young; Roger Williams Hospital: James Janataekos, Karen Varone; St. Anne's Hospital: Ann Mitchell; St. Joseph Hospital: Emie Balasco, Carolyn Woods; United Social and Mental Health Services: Vivian Ettinger, David Parytko; V.A. Medical Center: Richard Symott; Vocational Resources: Sally Hay; Walker School: Richard Small; Barbara Bender; Walham House: Neal Michaels; Washington County Community Mental Health Center: Marion Kaufmann; Woonsocket School Department: Susan Moses.

Field Placement Agencies and Adjunct Field

Instructors, B.S.W. Program:

Attleboro Area Youth and Family Services: Gloria Sylva, Kate McGrath; Attleboro Schools: Nora Cohen; Catholic Social Services: Jacqueline Baker; Central Geriatric Day Care: Roberta Merkle, Anita Kermer; CHILD: Jack Abbot; Community Counseling Center: Michael Brain; Council on Domestic Violence: Marty Gruer; Coventry Schools: John Kotula; Dorcas Place: Deborah Thompson, Mary Riley; Jewish Community Center of Rhode Island: Vivian Weisman; Juvenile Probation: Harold Goldis; Kent County YMCA-NYPUM: Ken Wieboldt; Newport Hospital: Pat Terpollis; North Providence Schools: Rita Williams; North Providence Senior Center: Corinne Russo; Northern Rhode Island Mental Health Center: Rick Harris, Michelle St. Jean, Ann Marie Hughes; BCA Group Home: Adrienne McGowan; Rhode Island College Learning Center: Barbara Goldstein; Rhode Island Department for Children and Their Families: Cathy Lewis, Henry McLaughlin; Rhode Island Family Court: Carol Pilkington; Rhode Island Hospital: Deborah Emery, Karen Ericson; Rhode Island Department of Human Services, Refugee Resettlement Program: Barbara Gianola; Riverwood Rehabilitative Services: Barbara Hirschler; Roger Williams General Hospital: Fatima Mello; Smith Hill Community Center: Florence Great-house, Deborah Mansi; Sophia Little Home: Cheryl Queenan; United Social and Mental Health Services: Sandy Schramm; Warwick CAP Day Care: Carol Prendergast; Woonsocket Family and Child: Jay Lyon; Woonsocket Health Services: Jane Hubley; Woonsocket High School: Elaine Card; Youth Opportunity Unlimited: Debra Pruitt, Maria Guerra.

Index

- Academic Advisement Information Center 33
 Academic Assessment 25
 Academic Dismissal and Probation Graduate 37
 Undergraduate 26
 Academic Honesty 25
 Academic Policies Graduate 37
 Undergraduate 25
 Academic Programs Graduate 33
 Undergraduate 19
 Academic Requirements Graduate 37
 Undergraduate 22
 Academic Standing Graduate 37
 Undergraduate 25
 Academic Units 57
 Accounting 76
 Accreditation 3
 Activities, Student 49
 Adding/Dropping Courses 10
 Administration 79
 Administrative Directory 355
 Admission Procedures Bachelor of General Studies 7
 Departmental 7
 Graduate 36
 M.S.W. 310
 Performance-based 7
 Professional Programs 7
 Teacher Education Program 24
 Transfer 6
 Undergraduate 4
 Advanced Placement 9
 Advising Procedure, Graduate 37
 African/Afro-American Studies Program 82
 Agency Counseling 126
 Alcohol/Substance Abuse Counseling 126
 Alpha Delta Mu 29
 Alpha Sigma Lambda 29
 Anthropology 83
 Applied Mathematics 225
 Applied Writing 160
 Archaeology, Public 84
 Art 90
 Art Education 91, 93

- Art History 91
 Arts and Sciences, Faculty of 57
 Assessment of Prior Learning 21
 Assistantships, Graduate 43
 Athletics 49
 Audiovisual Department 46
 Auditing Graduate 38
 Undergraduate 27
 Awards 29
 Bachelor of Arts Degree Programs 19
 Bachelor of Fine Arts 90
 Bachelor of General Studies Degree Program 7, 21, 180
 Bachelor of Music in Performance 241
 Bachelor of Science Degree Programs 20
 Bachelor of Social Work 308
 Bilingual-Bicultural Education 100
 Biology 102
 Board of Governors for Higher Education 3, 359
 Board of College Discipline 25
 Business (See Accounting, Computer Information Systems, Economics, Management, Marketing)
 Business and Management Communication 113
 Calendar, Academic iv
 Campus 3
 Campus Center 50
 Career Services 53
 Cartography/Terrain Representation 181
 Certificate of Advanced Graduate Study Programs 34
 Chaplains 51
 Chemistry 108
 Child Care 53
 Classical Area Studies Program 112
 Cognates 23
 College Honors Program 28
 College Level Examination Program (CLEP) 9
 College Writing and Mathematics Competency Requirements 23
 Communications 113
 Communications and Theatre 114
 Community Health 187
 Completion of Course Work, Graduate 37

- Comprehensive Examinations, Graduate 39
 Computer Center 47
 Computer Information Systems 119
 Computer Science 121
 Contact Hours 71
 Continuing Education 45
 Continuous Enrollment, Graduate 39
 Cooperative Education, Graduate 35, 125
 Undergraduate 20, 125
 Cooperative Playgroup 53
 Counseling 126
 Counseling and Educational Psychology 126
 Counseling Center 53
 Counselor Education 127
 Course Numbering System 71
 Creative Writing 159
 Credit from Other Colleges Graduate 37
 Undergraduate 27
 Credit/No Credit Option Graduate 38
 Undergraduate 27
 Criminal Justice 318
 Cultural Activities 50
 Curriculum 136
 Curriculum and Instruction 41
 Curriculum Requirements 22
 Curriculum Resources Center 47
 Dance 137
 DANTES 21
 Dean's List 28
 Degree Offerings Graduate 33
 Undergraduate 19
 Degree Requirements Graduate 33, 37
 Undergraduate 22
 Departmental Honors 29
 Design/Technical Theatre 340
 Developmental Psychology 287
 Directory 355
 Doctoral Programs, Cooperative 35
 Dormitories 50
 Dropping Courses 10, 27
 Early Admission 7
 Early Childhood Education 145, 148

- Early Enrollment Program 8
 Economic Education, Center for 47
 Economics 140
 Education 144
 Education and Human Development, School of 66
 Educational Administration 79
 Educational Management Development, Center for 47
 Educational Psychology 127
 Educator of Gifted Children Certificate Program 35, 136
 Electives 23
 Electronics Technology 206
 Elementary Education 145
 Employment, Student Graduate 44
 Undergraduate 17
 English 159
 English as a Second Language 169
 Enrollment 3
 Entrance Examinations Graduate 36
 Undergraduate 5
 Escort Service (see Security and Safety) 54
 Evaluation and Research, Center for 48
 Examinations, Graduate 39
 Expenses Graduate 42
 Undergraduate 12
 Experiential Learning 21
 Faculty Listings Adjunct 384
 Arts and Sciences 59
 Education and Human Development 67
 Emeriti 360
 General 363
 Social Work 49
 Faculty of Arts and Sciences 57
 Failure in Courses Undergraduate 26
 Family Educational Rights and Privacy Act of 1974 31, 40
 Fees Continuing Education 45
 Graduate 42
 NEBHE 36
 M.S.W. 311
 Senior Citizen Waiver 14
 Summer Session 20

- Fees (cont.)
 Undergraduate 12
 NEBHE 9
 SMSA 9
- Field Project,
 Graduate 39
- Film Studies Program 170
- Financial Aid
 Graduate 43
 Undergraduate 15
- Foundations of Education 171
- Franco-American Studies 175, 176
- French 175
- Frequency of Course Offerings 72
- General Education Courses 72
- General Education Honors Program 28
- General Education Program 22, 72
- General Science 265, 266
- General Studies, Bachelor of 7, 21, 180
- Geography 181
- German Courses 185
- Gerontology Program 186
- Grading System
 Graduate 37
 Undergraduate 25
- Graduate Assistantships 43
- Graduate Programs 33
- Graduate Scholarships 44
- Graduate Studies, School of 32
- Graduate Traineeships 43
- Graduation Honors 29
- Graduation Requirements
 Graduate 33, 37
 Undergraduate 22
- Grants 17
- Graphic Arts Technology 206
- Handicapped Students 53
- Health Education 187
- Health Promotion 52
- Health Services 54
- Henry Barnard School 47
- High School Equivalency 5
- History 191
- History of Rhode Island College 3
- Honesty, Academic 25
- Honors 28
- Housing, Student 50
- Fees 51
- Human Resource Management 217
- Humanistic and Behavioral Studies 40
- Incomplete Grades
 Graduate 38
 Undergraduate 26
- Independent Study
 Graduate 39
 Undergraduate 20
- Individualized Graduate Programs 34
- Industrial Arts 201
- Industrial Education 201
- Instructional Technology 210
- Inter-Institutional Agreements,
 Undergraduate 11
- International Education 21
- International Honor Society in
 Sociology 29
- International Students, Admission of
 Graduate 36
 Undergraduate 8
- International Students,
 Office of 52
- Interviews, Undergraduate 5
- Intramurals 49
- Italian Courses 213
- Kappa Delta Pi 29
- Labor Studies 214
- Laboratory Experiences, Office of 48
- Language Arts 147, 149
- Language Laboratory 48
- Late Registration
 Graduate 42
 Undergraduate 10
- Latin American Studies 216
- Latin Courses 216
- Learning Center 48
- Leave of Absence
 Graduate 39
 Undergraduate 10
- Library 46
- Linguistics 160
- Literature 159, 160
- Loans
 Graduate 44
 Undergraduate 17, 18
- Major 22
- Management 217
- Managerial Economics 217
- Marketing 222

- Mass Communication 113
- Mass Media Management 113
- Master of Arts Degree Programs 33
- Master of Arts in Teaching Certification
 Programs 33
- Master of Arts in Teaching Degree
 Programs 33
- Master of Education Degree
 Programs 33
- Master of Public Administration 272
- Master of Science 34
- Master of Social Work 34, 309
- Mathematics 225
- Mathematics Centency
 Requirement 23, 24
- Medical Technology Program 233
- Medieval and Renaissance Studies 235
- Mental Health Counseling 128
- Middle School Programs 145, 299
- Military Personnel and Veterans
 Graduate 37
 Undergraduate 10
- Military Science Program 20, 236
- Minor 20
- Minority Affairs 52
- Mission of Rhode Island College vi
- Modern Languages, Department of 238
- Music 240
- Music Education 240, 242
- Music Performance 241
- Musical Theatre 340
- National Student Exchange Program 21
- New England Regional Student Program
 (NEBHE)
 Graduate 36
 Undergraduate 9
- New Student Programs, Office of 51
- Nursing 251
- Objectives of the College vi
- Officers of the College 358
- Orientation 51
- Overview of the College 3
- Parking and Traffic Regulations 54
- Part-Time Programs, Undergraduate 45
- Performance, Music 241
- Performance, Theatre 340
- Performance-based Admissions 7
- Personality and Social Psychology 287
- Philosophy 257
- Physical Education 261
- Physical Sciences 265, 266
- Physics 269
- Placement Services 53
- Plan of Study, Graduate 37
- Political Science 271
- Portuguese 279
- Practicum 23
- Pre-Dental Preparation 282
- Pre-Law Preparation 281
- Pre-Medical Preparation 282
- Pre-Occupational Therapy
 Preparation 283
- Pre-Optometry Preparation 282
- Preparatory Enrollment Program
 (PEP) 8
- Pre-Physical Therapy Program 285
- Pre-Registration 10
- Pre-Veterinary Preparation 282
- Prior Learning 21
- Prizes and Awards 29
- Professional Education 23
- Proficiency and Advanced Placement 9
- Psychology 287
- Public Administration 272
- Public Archaeology 84
- Public Relations 113
- Radiologic Technology 295
- Reading 149, 150
- Reading and Study Skills Center 48
- Readmission
 Undergraduate 6
- Recreation and Leisure Services
 Minor 296
- Recreational Activities 49
- Refunds
 Graduate 42
 Undergraduate 14, 51
- Registration 10
- Registration of Autos 54
- Rehabilitation Counseling 127
- Related Disciplines 41
- Religious Life 51
- Religious Philosophies and Philosophical
 Foundations of Education Minor 257
- Repeating a Course
 Graduate 38
 Undergraduate 26
- Research/Study, Off Campus,
 Graduate 39
- Residency for Tuition Purposes
 Graduate 42
 Undergraduate 13

392 INDEX

Fees (cont.)
 Undergradua
 NEBHE
 SMSA 9
 Field Project,
 Graduate 3
 Film Studies Pr
 Financial Aid
 Graduate 4
 Undergradua
 Foundations of
 Franco-Ameri
 French 175
 Frequency of
 General Educ
 General Educ
 General Educ
 General Scie
 General Stud
 Geography
 German Cou
 Gerontology
 Grading Syst
 Graduate
 Undergra
 Graduate As
 Graduate Pr
 Graduate Sc
 Graduate St
 Graduate T
 Graduation
 Graduation
 Graduate
 Undergr
 Grants 17
 Graphic Ar
 Handicapp
 Health Ed
 Health Pr
 Health Ser
 Henry Bar
 High Scho
 History
 History of
 Honesty,
 Honors
 Housing,
 Fees 1
 Human R
 Humanist

394 INDEX

Residency Requirements
 Graduate 39
 M.S.W. 311
 Undergraduate 22
 Retention in Graduate Programs 37
 Retention in Teacher Education
 Programs 24
 ROTC 20
 Satisfactory/Unsatisfactory
 Grades
 Graduate 38
 Undergraduate 26
 Scholarships
 Graduate 44
 Undergraduate 17
 School Psychology 128
 Sciences (see Biology, Chemistry, General
 Science, Physical Sciences, Physics)
 Secondary Education 298
 Security and Safety 54
 Semester Hours 71
 Senior Citizen Fee Waiver 14
 Senior Honors Project 28
 Snow Cancellations ii
 Social Science 305
 Social Work, School of 69, 308
 Sociology 318
 Spanish 324
 Special Education 328
 Speech and Hearing Sciences 113
 Speech Communication 113
 Standard Metropolitan Statistical Area
 (SMSA) Tuition 9
 Student-designed Concentrations 20
 Student Employment
 Graduate 44
 Undergraduate 17
 Student Government 50
 Student Housing 50
 Student Life, Office of 52
 Student Support Services 54
 Student Teaching 23
 Student Union 50
 Studio Art 90, 92
 Study Abroad 21
 Summer Sessions 20
 Teaching Concentration 22, 146, 147
 Technical/Applied Writing 160
 Technical Processing 206
 Testing Center 48
 Theatre 340

Thesis, Graduate 39
 Time Limits, Graduate 37
 Trade Experience Credit 349
 Traineeships, Graduate 43
 Transcripts
 Graduate 40
 Undergraduate 11
 Transfer Admission 6
 Trinity Repertory Theatre Conservatory
 Program 35
 Transfer Credit
 Graduate 39
 Undergraduate 6
 Tuition
 Graduate 42
 NEBHE 36
 M.S.W. 311
 Senior Citizen Fee Waiver 14
 Undergraduate 12
 NEBHE 9
 SMSA 9
 Tutorial Services 54
 Urban Affairs 181
 Urban Education Professional
 Specialization 347
 Urban Education Program 347
 Urban Studies Program 348
 Veteran Information
 Graduate 37
 Undergraduate 10
 Visiting Student Program 8
 Vocational-Industrial Education 349
 Withdrawal from a Course,
 Undergraduate 27
 Withdrawal from Graduate
 Programs 40
 Women's Center 52
 Women's Studies Program 350
 Work Experience 21, 125
 Work-Study Program
 Graduate 44
 Undergraduate 17
 Writing 159, 161
 Writing Center 48
 Writing Requirement 23

