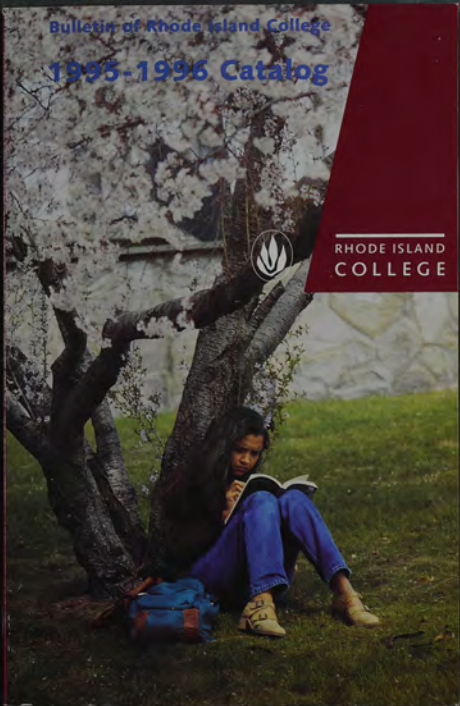


Bulletin of Rhode Island College

1995-1996 Catalog



RHODE ISLAND
COLLEGE



Bulletin of Rhode Island College

1995-1996 Catalog



**RHODE ISLAND
COLLEGE**

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.

Number 128, August 1995, Bulletin of Rhode Island College (USPS 803-620) published in Providence, RI, by the Office of Publishing Services of Rhode Island College, 600 Mt. Pleasant Ave., Providence, RI 02908-1991. Issued 6 times annually: January, April, August, September, October, and November. Second-class postage paid at Providence, RI.

Postmaster: send address changes to the Office of Publishing Services, 600 Mt. Pleasant Ave., Rhode Island College, Providence, RI 02908-1991.

The College's mailing address is: Rhode Island College
Providence, RI 02908-1991
Telephone: (401) 456-8000; TDD (for the hearing impaired): (401) 456-8061

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/disability status, sexual orientation/preference, or 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 Director of Affirmative Action, 124 Roberts Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8218 or (401) 456-8216 (TDD); or to the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, DC 20202; or to the Director, Office of Civil Rights, U.S. Department of Education, Region 1, Boston, MA 02109. Questions regarding provisions for persons with disabilities should be directed to the Office of Student Life, 127 Craig-Lee Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8061 (voice and TDD). Reasonable accommodation available upon request.

Contents

- iv Academic Calendar 1995-96
- vii Class Cancellations
- ix Campus Map

GENERAL INFORMATION

- 3 The College (Overview/Mission)
- 5 Undergraduate Studies
- 5 Admissions
- 12 Registration
- 13 Fees and Expenses
- 17 Financial Aid
- 24 Degree and Special Programs
- 27 Academic Requirements
- 31 Academic Policies
- 33 Honors
- 37 Graduate Studies
- 37 Introduction
- 38 Degree and Special Programs
- 40 Admissions
- 42 Academic Policies and Requirements
- 46 Fees and Expenses
- 49 Financial Aid
- 52 Continuing Education
- 53 Facilities and Services
- 53 Academic Facilities and Services
- 57 Student Life and Services

ACADEMIC PROGRAMS AND COURSES

- 65 Academic Department and Faculty Listing
- 65 Faculty of Arts and Sciences
- 73 School of Education and Human Development
- 79 School of Social Work
- 80 Center for Management and Technology
- 82 Programs and Courses
- 82 Course Numbering System
- 82 Semester and Contact Hours
- 82 Frequency of Course Offerings
- 83 Courses with Variable Content

- 83 General Education Program
- 88 Majors and Other Academic Programs (listed alphabetically)

DIRECTORY

- 365 Administrative and Service Personnel Directory
- 368 Officers of the College
- 369 Past Principals and Presidents
- 369 Commissioner/Board of Governors
- 370 Rhode Island College Foundation
- 370 Rhode Island College Alumni Association
- 371 Emeriti Faculty and Administration
- 375 Faculty and Administration
- 394 Adjunct Faculty

INDEX

Academic Calendar 1995-96

FALL SEMESTER 1995

August

21	Monday	New student orientation begins
24	Thursday	Late telephone registration begins for returning students
28	Monday	Administrative conference
30	Wednesday	Opening faculty meeting
31	Thursday	Telephone registration for those qualifying for unemployment and senior citizen waivers

September

4	Monday	Labor Day (College closed)
6	Wednesday	Classes begin
19	Tuesday	Last day for adding courses

October

9	Monday	Columbus Day (College closed)
11	Wednesday	Monday classes meet today
27	Friday	Midsemester grades due for freshmen (noon)
30	Monday	Spring 1996 telephone registration begins for degree candidates

November

3	Friday	Last day for all students, except freshmen, to drop courses
10	Friday	Last day for freshmen to drop courses
11	Saturday	Veterans Day (College closed)
23	Thursday	Thanksgiving recess begins
27	Monday	Classes resume

December

1	Friday	Spring 1996 telephone registration ends for degree candidates
16	Saturday	Fall semester classes end
18	Monday	Final examinations begin
22	Friday	Final examinations end
25	Monday	Christmas (College closed)
28	Thursday	Grades due (noon)

SPRING SEMESTER 1996

January

1	Monday	New Year's Day (College closed)
8	Monday	New student orientation begins
10	Wednesday	Late telephone registration begins for returning students
15	Monday	Martin Luther King Day (College closed)
18	Thursday	Telephone registration for those qualifying for unemployment and senior citizen waivers
		Classes begin

February

2	Friday	Last day for adding courses
---	--------	-----------------------------

March

8	Friday	Midsemester grades due for freshmen (noon)
11	Monday	Spring recess begins
18	Monday	Classes resume
22	Friday	Last day for dropping courses

April

1	Monday	Summer and fall telephone registration begins
---	--------	---

May

1	Wednesday	Cap and Gown Convocation
4	Saturday	Spring semester classes end
6	Monday	Final examinations begin
11	Saturday	Final examinations end
13	Monday	Grades due for degree recipients (noon)
15	Wednesday	All other grades due (noon)
16	Thursday	Graduate Commencement
17	Friday	Fall registration ends for degree candidates
18	Saturday	Undergraduate Commencement
20	Monday	Summer session I begins
27	Monday	Memorial Day (College closed)

June

28	Friday	Summer session I ends
----	--------	-----------------------

July

1	Monday	Summer session II begins
4	Thursday	Independence Day (College closed)

August

9	Friday	Summer session II ends
12	Monday	Victory Day (College closed)

Note: calendar subject to change.

Class Cancellations

Classes will be held at Rhode Island College except in cases of extreme emergency when the State Highway Department cannot ensure safe travel to campus and/or we are unable to clear our parking lots. When classes cannot be held, every effort will be made to notify the radio and television stations no later than 7:00 a.m. Therefore, if an announcement has not been made by 7:00 a.m., faculty members and students should make every effort to attend classes. The morning broadcast will not apply to classes held after 4:00 p.m.

If the College is in session and it becomes necessary to cancel classes during the day, an official notice will be given as soon as possible to the vice presidents, deans, directors, department chairs, and faculty. Written notices will be posted on the Student Union Bulletin Board in the Student Union and an attempt will be made to inform all offices on campus. Announcements will be broadcast from the designated radio and television stations as soon as the stations can provide the time on their schedules. If no announcement is made in the afternoon indicating that evening classes are canceled, students and faculty will be expected to attend even if classes earlier in the day have been canceled.

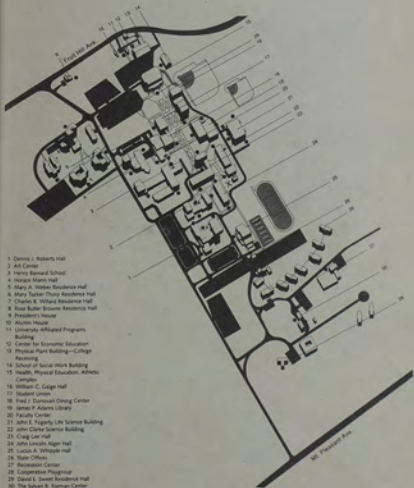
The radio stations designated by the College for carrying the official announcements of cancellation of classes are WPRO (630 AM-92.4 FM), WSNE (93.3 FM), and WKIN (580 AM). The television stations which will be notified are WLNE Channel 6, WPRJ Channel 12, and WJAR Channel 10. When classes are canceled, other activities scheduled on campus may also be canceled. Listen for announcements or contact the sponsoring organization.

Confirmation of decisions to cancel classes and/or close the College may also be obtained by calling a recorded message at (401) 456-9500.

When it is necessary to cancel classes, the switchboard will be staffed at all times. The dining facilities will always be available for residence hall students.

When there is a storm alert and the College classes have not been canceled, students unable to get to class shall be allowed to make up any examinations and shall be allowed to submit required papers at the first opportunity after the storm alert.

Campus Map



- 1 Dennis J. Roberts Hall
- 2 Art Center
- 3 Henry Seward School
- 4 Morgan Mann Hall
- 5 Mary A. Wilbur Residence Hall
- 6 Mary Tucker Thomas Residence Hall
- 7 Charles B. Willard Residence Hall
- 8 Anne Baker Brown Residence Hall
- 9 President's House
- 10 Alumni House
- 11 University Affiliated Programs Building
- 12 Center for Economic Education
- 13 Physical Plant Building—College Building
- 14 School of Social Work Building
- 15 Health, Physical Education, Wellness Complex
- 16 William C. Clegg Hall
- 17 Student Union
- 18 Hall E. Donnan Dining Center
- 19 James P. Adams Library
- 20 Faculty Center
- 21 John E. Figgarty Life Science Building
- 22 John Clarke Science Building
- 23 Craig Lee Hall
- 24 John Lincoln Alger Hall
- 25 Lucius A. Whitman Hall
- 26 State Offices
- 27 Recreation Center
- 28 Cooperative Program
- 29 David B. Sweet Residence Hall
- 30 The Sargent & Furness Center

Capital letters on map designate parking areas. Some of these may be restricted.

• Designates building access

General Information

General Information



RHODE ISLAND
COLLEGE

The College

An Overview

Rhode Island College is located on a 170-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 Center for Management and Technology and the Office of Continuing Education and Summer Sessions.

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 for 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. With the dedication of a new building in 1898, the institution began a period of steady growth, evolving first into a teachers college, the Rhode Island College of Education. In the 1958-59 academic year the College moved 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 both the undergraduate and the graduate levels. It now serves approximately 9,200 students in courses and programs both on and off campus.

Rhode Island College is the oldest of the three public institutions of higher education that operate under the aegis of the Board of Governors for Higher Education. The board consists of 13 individuals appointed by the governor, and two members of the Rhode Island General Assembly.

Mission of the College

Rhode Island College, founded in 1854, is the comprehensive public institution of higher education in the State of Rhode Island. Its primary mission is to make its academic programs available to any qualified resident of Rhode Island who can benefit from its educational services. 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 and has as its objectives preparation for advancement in professional areas, and breadth of perspective and knowledge for enlightened and constructive citizenship. The College is supported by the State of Rhode Island as its only comprehensive college, and as part of the system of public higher education which includes the Community College and the University with which articulation agreements exist for student transfer within the system.

As a comprehensive institution of higher education, Rhode Island College offers programs of study in that array of disciplines traditionally considered as the liberal arts including humanities, social sciences, sciences, and fine arts, and a broad array of professional offerings in the health and helping professions, education, management, and technology. Selected curricula are offered at the graduate level within the liberal arts and in applied and practitioner-oriented fields within the service sector.

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 of Providence, the State of Rhode Island, and the wider community. The College is advantaged by its location in the metropolitan center of the State and seeks to enrich student experiences by internships and practice in the area's many agencies and institutions.

The prevailing educational philosophy is that a strong, integrative relationship should obtain between liberal education and professional education in order to provide professional skills leading to productive career outlets and the basis for continuing personal and professional growth. Liberal education refers to learning opportunities designed to ensure that students have a breadth of educational experiences which foster the development of insights and multiple perspectives on ideas, issues, and events as well as an appreciation of the interconnectedness of fields of knowledge, and the value dimensions of the human condition. Professional education refers to learning opportunities designed to give students concentrated knowledge and depth in a field directly related to a specific profession.

Rhode Island College views the student as an active agent in the educational process, assuming major responsibility for learning. The College recognizes its obligation to provide an environment that fosters students' personal growth through recognition of individual differences, creative potential, and learning styles. Rhode Island College offers its academic programs to undergraduates of traditional age as well as to older students who often study and work part-time while earning undergraduate or advanced degrees. Aware of the richness that accrues to a college from diversity in its student body, the preponderance of which comes from 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, with special effort and attention given to the inclusion

of groups that are underrepresented in higher education.

Each of its many and varied programs and activities is aimed at preparing its students and alumni for meaningful lives and professional careers. By these contributions of educated talent to the Rhode Island workforce and by its own status as an employer and purchaser of goods and services, the College makes a significant contribution to the economic development of the State.

Rhode Island College responds in a positive and active fashion to its environment by contributing to the high quality of elementary, secondary, and post-secondary education in Rhode Island, and by providing a multitude of educational and cultural services for educators and the Rhode Island citizenry. The College also contributes directly to the cultural life of the State through ongoing theatre and concert performances, art exhibits, lectures, and films which are all open to the public. 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. In the last analysis, Rhode Island College is a primary contributor to the educational, social, and cultural enrichment of the citizens of Rhode Island.

Undergraduate Studies

Admissions

Admission policy at Rhode Island College is formulated by a committee of faculty, administrators, and students. Generally, the most important factor in admission decisions is the applicant's academic credentials. However, since the College recognizes the value of special backgrounds and experiences, it bases its final decision on the applicant's overall record. Additional factors considered include recommendations, academic potential, school and community activities, and—for certain applicants—standardized test scores. Students are selected without regard to race, sex, religion, age, color, national origin, handicap/disability status, sexual orientation/preference, or veteran status.

Freshman Admission

To qualify for admission, an applicant must possess a diploma from an accredited secondary school or expect to receive one before enrolling at the College. The applicant's secondary school program must include at least 18 units of college preparatory academic subjects, with the following requirements:

- 4 units of college preparatory English. Students are expected to have four full years of high school English, which 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 are 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 societies around the world. Students should study United States history and government and social sciences which might include anthropology, economics, geography, political science, psy-

thology, and sociology.

•2 units of 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 (technology education majors may substitute two units of industrial arts subjects). 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. In addition, advanced study in certain fields requires knowledge of another language. College-bound students are encouraged to complete three years of a foreign language.

•1/2 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.

•1/2 unit in computer literacy. Computer-related skills are essential in order to become a fully literate citizen in an information-based society.

Students are expected to complete four additional units of study for a total of 18 college preparatory units.

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

An individual assessment will be made of each student participating in ESL study while attending secondary school. Such students are encouraged to submit documentation of their current level of proficiency in English. Also, their secondary schools are encouraged to provide such additional information as transcript annotations designating the college preparatory level for appropriate ESL sections, course descriptions, and other indices of English proficiency sufficient to succeed in college.

Rhode Island College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accreditation status to provide reli-

able assurance of the quality of the educational preparation of applicants for admission.

Preparatory Enrollment Program (PEP) Admission

A limited number of recent graduates from Rhode Island high schools who have the ability and potential to succeed in college with appropriate academic support services, but who do not meet the College's criteria for regular admission, may be selected to participate in the Preparatory Enrollment Program (PEP). Preference in selection is given to applicants who come from economically disadvantaged backgrounds, who come from families in which neither parent graduated from college, and/or who have disabilities. PEP is designed to assist students who have underdeveloped academic skills, inadequate/inappropriate curricula in high school, lower-than-average standardized test scores, etc.

The program consists of two academic phases intended to prepare participants fully for the college-level work they will face at Rhode Island College. The first phase begins in the spring prior to enrollment at the College. PEP students come to the campus one evening a week for six weeks to attend classes in study skills and to meet with their Student Support Services counselor. The second phase, which occurs during the summer, consists of six weeks of intensive academic study. The students live on campus in College residence halls while taking classes in writing, mathematics, and communications, as well as one freshman-level course for college credit.

Class sizes are small, and individual and group tutoring sessions are frequent. Tutors share the residence halls with the students, so that academic assistance is always nearby. College facilities, such as the library and computer terminals, are completely open to PEP students. Upon successful completion of both the spring and summer components, PEP students enroll as freshmen and have full access to the College's Student Support Services program.

The admission process involves a review of the student's academic records, SAT-I scores and other standardized test scores (if appropriate), a statement written by the ap-

plicant, family/student financial information, guidance counselor recommendation, and an extensive personal interview. Applications must be submitted by February 1.

Freshman Application Procedures

To be considered for admission, applicants must submit the following materials to the Office of Undergraduate Admissions by May 1 for fall-semester enrollment or by November 15 for spring-semester enrollment:

1. A completed application form accompanied by a \$25 nonrefundable application fee. Forms are available from the admissions office and from high school guidance offices.
2. Official high school transcript(s) and recommendation(s). The applicant must arrange to have these materials forwarded to the admissions office. In most instances applicants are required to submit senior midyear grades for review.
3. Scores on the Scholastic Assessment Test (SAT-I) of the College Entrance Examination Board. The applicant is fully responsible for arranging to take the test. Complete information is available from high school guidance offices or from the College Board, P.O. Box 592, Princeton, NJ 08540. Arrangements should be made at least five weeks prior to the desired examination date.

Students who reside in the United States but have secondary school (or equivalent) credentials from another country are not required to take the SAT-I. However, such students, if they have lived in the United States for less than five years, must have a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Scores on the SAT-II Subject Tests (formerly Achievement Tests) may be submitted for additional consideration; they are not a requirement. (See Proficiency and Advanced Placement on page 11.) Students are encouraged, however, to take the College Board SAT-II Writing Test in order to fulfill the College Writing Requirement. (See College Writing Requirements on page 29.)

Interviews are strongly encouraged and may be required of some applicants. Applica-

tions are considered on a rolling basis and are acted upon as soon as complete materials are received.

On occasion, applicants may be offered provisional admission to the freshman class. Such students are regular degree candidates but must fulfill specified requirements during the first academic year. These special requirements are described in detail in the office of admission.

Admissions staff are available to answer any questions a prospective student may have about admission or about the College, and inquiries are welcomed. Campus tours are scheduled regularly; appointments can be made through the Office of Undergraduate Admissions.

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 must have a personal interview. Application materials should be filed with the Office of Undergraduate Admissions 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.

Performance-based Admission

Individuals who are at least 20 years old, who have been away from formal schooling for some time, who have little or no college credit, and who lack some of the usual college entrance requirements can be considered for freshman admission through the Performance-based Admission (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 CED examination (if the candidate has not earned a traditional high school diploma).

An interview is also required. Applications must be received by November 15 for the spring semester and June 1 for the fall semester.

Each student who is accepted into the College through the Performance-based Admission Program 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 condition (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.

Adult 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 (ESL) 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 550 on the Test of English as a Foreign Language (TOEFL) 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 Admissions.

High School Equivalency

In some cases, 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 must be fulfilled.

Transfer Admission

Rhode Island College accepts transfer applications. To be considered for transfer admission, a minimum of 30 credit hours in a diversified program of study is required. Transfer applicants for January admission must have completed 30 semester hours by September 1 prior to the January semester, applicants for September admission must have completed 30 semester hours by June 1 prior to the September semester.

Transfer Application Procedures

To be considered for admission, transfer applicants must submit the following materials to the Office of Undergraduate Admissions by June 1 for fall-semester enrollment or by November 15 for spring-semester enrollment:

1. A completed application form accompanied by a \$25 nonrefundable application fee. Forms are available from the admissions office.
2. Official transcripts from all colleges attended. Final spring-semester transcript is due by July 1.
3. The complete course catalog of each out-of-state college attended.
4. Official high school transcripts and Scholastic Assessment Test (SAT-I) scores of students who will have earned fewer than 30 college credits before entering degree candidacy at Rhode Island College.

Transfer applicants with fewer than 30 college credits will be evaluated according to the standards used for freshman applicants. Those with more than 30 college credits will be evaluated primarily on their collegiate academic performance.

Students who reside in the United States but have secondary school (or equivalent) credentials from another country are not required to take the SAT-I. However, such students, if they have lived in the United States for less than five years, must have a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

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 associate director of admissions, 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.

Students may request program credit for art courses taken at another institution by submitting a portfolio of work representing the courses for which credit is desired. The portfolio will be reviewed by a committee of studio art faculty to determine course credit transfer.

Proficiency credit evaluated and awarded by the Community College of Rhode Island (CCRI) will be accepted as transfer credit. Transcripts which include credit awarded by a college other than CCRI through special proficiency procedures are evaluated on an individual basis to identify those which may be transferred. (See Assessment of Prior Learning on page 26.)

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 on page 27 and General Education Program on page 83.)

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 computer sci-

ence, 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 associate degree, but any credit earned beyond it will be evaluated separately. In addition, all general education requirements, except the capstone course, will be considered as completed for those who possess the appropriate associate degree when first matriculating at the College. (This provision applies only to students who matriculated at CCRI prior to the fall semester of 1994.) 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.

Re-admission

Undergraduate degree candidates in good academic standing who withdraw from the College—officially or unofficially—will be eligible to re-register within three consecutive semesters following withdrawal, including summer session, without completing a formal application for re-admission. 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, must submit a formal application for re-admission along with a \$25 nonrefundable application fee. Application deadlines are August 1 for fall-semester enrollment and November 15 for spring-semester enrollment.

Second Degree Candidate Admission

Persons holding baccalaureate degrees from accredited institutions may apply to Rhode Island College for a second undergraduate degree. This assumes completion of all previous baccalaureate requirements, including general education as well as the attainment of a 2.0 cumulative grade point average.

Applicants for a second bachelor's degree are required to submit the following materials by June 1 for fall-semester enrollment or by November 15 for spring-semester enrollment: (1) a completed application form accompanied by a \$25 nonrefundable application fee, and (2) official transcripts from all colleges attended, which the applicant must arrange to have forwarded to the Office of Undergraduate Admissions. Once a candidate's credentials have been received and processed by the admissions office, they are validated and forwarded to the appropriate department chair.

Candidates for a second degree must schedule an appointment with the department chair in order to determine the courses needed to meet requirements for a second degree. Candidates should be advised that certain programs, e.g., teacher education, have specialized requirements and admission standards which must be satisfied for acceptance into those programs.

Candidates for a second degree must successfully complete a minimum of 30 semester hours at Rhode Island College. At least 15 of the 30 hours must be taken in the department of the major. Course/credit proficiency, field experience, or prior learning credit may not be counted toward this 30-semester-hour requirement.

Additional information is available from the admission staff in the 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 Office of Undergraduate Admissions by March 1 for fall-semester enrollment:

1. A completed application form accompanied by a \$25 nonrefundable application fee.
2. Official records or certified copies of past academic work. A certified literal English translation is required.
3. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL), if the applicant's primary language is not English.

4. Scholastic Assessment Test (SAT-I) scores, if 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 currently 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.

Additional Admission/Enrollment Requirements for Selected Programs

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

Programs in this category include: the Bachelor of Fine Arts in studio art; the Bachelor of Music in performance; all programs leading to teacher certification; and majors in clinical laboratory science (formerly medical technology), nursing, social work, and student-designed majors (see page 25).

Bachelor of General Studies Degree Admission

To be considered for admission into the Bachelor of General Studies Degree program, a candidate must file an application with the Office of Undergraduate Admissions. 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. (See Bachelor of General Studies Degree Program on page 25.)

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 also 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 by contacting the director of the Early Enrollment Program.

Metropolitan Tuition Policy (MTP)

See page 15.

New England Regional Student Program

See page 15.

Proficiency and Advanced Placement

Students may increase their opportunities to pursue advanced work or may earn credit 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 administered by the College Board: SAT-II Subject Tests in a modern foreign language, the Advanced Placement Test (given to high school students in advanced programs), and the College Level Examination Program (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 Office of Undergraduate Admissions, the director of general education, or the appropriate academic department. CLEP information booklets can be obtained through the College Testing Center.

Health Requirements

After being admitted, candidates are provided with an Admission Physical Examin-

ation 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 Service-member's Opportunity College. U.S. military personnel and veterans are invited to contact the Office of Undergraduate Admissions 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 Academic Support and Information Services.

Registration

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

Registration Period/Procedure

For the College's fall and spring terms the registration procedure is as follows:

Degree Candidates

Each student is assigned a day and time 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 Academic Support and Information Services. Orientation provides for academic advisement and course registration as well as an introduction to campus life.

Nondegree Student

New and returning nondegree students may register during the late registration period. Those interested in taking undergraduate courses are advised to contact the Office of Academic Support and Information Services.

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

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.

Adding/Dropping Courses

Any adjustment in a student's schedule may be made through the automated telephone registration system. 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 Providence College tuition for each student enrolled in an approved course, provided 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 (URI) or the Community College of Rhode Island (CCRI) 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 Bursar'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 1995-96 academic year. Students are required to pay all applicable fees in accordance with the billing due dates. Also the College offers an extended payment plan for students who wish to pay on a monthly basis. The cost of this service is approximately \$30 per semester. Details are available in the Bursar's Office.

An individual who has received a baccalaureate degree will pay graduate tuition. Accordingly, non-matriculating graduate students and graduate students enrolled in undergraduate courses are required to pay semester tuition. (See graduate Fees and Expenses on page 46.)

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)	\$2,476	\$6,996
Student Activity Fee	80	80
Dining Center/Student Union Fee	183	183
Recreation Fee	90	90
Fine Arts Fee (degree candidates only)	40	40
Library Fee	50	50
Technology Fee	50	50
Totals for Matriculating Students	\$2,969	\$7,489

Note: Individuals planning to live on campus should also see Student Housing Room and Board Fees on page 60.

Note: Students who take more than 18 semester hours of course work in a semester pay an additional \$112 per semester hour (if in state) or an additional \$290 per semester hour (if out of state).

Part-Time Undergraduate Fees

Part-time students (those taking fewer than 12 semester hours in a semester) and students in the Performance-based Admission Program pay per semester hour:

	In State	Out of State
Tuition (General Fee)	\$112	\$290
Recreation Fee	4	4
Student Activity Fee	5	5
Library Fee	3	3
Technology Fee	3	3
	\$127	\$305

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

Fine Arts Fee: \$8 (degree candidates only)
Registration Fee: \$36

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
\$320 per semester, for students taking Music 270-298 or 370-388
\$140 per semester, for students taking Music 170-188

Laboratory/Studio Art Fee
\$10 per course

Orientation Fee
\$85 for incoming freshmen
\$38 for transfer students

Room
\$2,500 to \$2,800 per year (see Student Housing Room and Board Fees on page 66)

Board
\$2,600 or \$2,800 per year (see Student Housing Room and Board Fees on page 66)

Application Fee
\$25

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

Enrollment Fee Deposit

All incoming freshmen, transfer, second degree, and re-admitted 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 \$600 annually. The College furnishes a stated maximum of special materials for certain technology education 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 cost of transportation and meals, which can run from \$500 to \$1,000 annually. Students should also expect to pay up to \$1,000 per year for clothing, entertainment, and other personal expenses, depending on course, on their style 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 *Application Fee* is used to defray the costs of processing an application.

The *Applied Music Fee* is used to cover 14 private 50-minute lessons, which make up Music 270-288 and 370-388. The fee for Music 170-188 covers 14 private 30-minute lessons.

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

The *Fine Arts Fee* is used to provide opportunity and activities in the fine and performing arts at the College.

The *Laboratory/Studio Art Fee* is used to cover the costs of art and laboratory supplies provided by the College to students enrolled in specific courses.

The *Late Fee* is used to defray the costs of registering a student beyond the designated registration period.

The *Library Fee* is used to cover the costs of purchasing books, periodicals, and non-print materials for the library.

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

The *Recreation Fee* is used to cover the operation and programs of the Recreation Center.

The *Registration Fee* is used to cover the costs associated with the registration process.

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

The *Technology Fee* is used to cover the costs of purchasing equipment and software for student use on campus.

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

Determination of Residency for Tuition Purposes

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

When residency 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 notarized 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 parent 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 Rhode Island while attending college usually may not be used to establish residence.

Contact either the Office of Undergraduate Admissions or the Records Office, as appropriate, for further information.

Metropolitan Tuition Policy (MTP)

Rhode Island College students whose permanent place of residence is a Massachusetts community within a 20-mile radius of Providence are eligible for in-state tuition rates plus 50 percent. The Metropolitan Tuition Policy includes both full-time and part-time students, undergraduate and graduate students, and degree and nondegree students. The communities within the 20-mile radius are Attleboro, Bellingham, Berkley, Blackstone, Durrumouth, Dighton, Douglas, Easton, Fall River, Foxboro, Franklin, Freetown, Hopkville, Mansfield, Mendon, Millville, Norfolk, North Attleboro, Norton, Plainville, Raynham, Rehoboth, Seekonk, Somerset, Swansea, Taunton, Uxbridge, Westport, and Wrentham. In addition, residents of Lakeville who graduate from the Apponequet Regional High School are eligible for the special tuition.

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

Rhode Island National Guard State Tuition Exemption Program

Rhode Island National Guard members in good standing may apply for tuition assistance through the State Tuition Exemption Program (STEP). This program applies to both undergraduate and graduate courses and will cover both tuition and mandatory fees for up to four courses within a 12-month period. Those wishing to apply for STEP should contact their Rhode Island National Guard commanders for details.

Senior Citizen Waiver

All Rhode Island residents who are at least 60 years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation, and other applicable laboratory/studio fees will be charged. There are other restrictions apply:

(1) the student must have fulfilled all academic prerequisites for the course, (2) the student may enroll in classes only on the last day of registration on a space-available basis, and (3) the applicant is subject to a means test.

Unemployment Waiver

Rhode Island General Law 28-42-81 provides that any Rhode Island resident receiving unemployment benefits, including benefits earned in another state, is eligible for waiver of tuition and registration fees for any course(s) taken at Rhode Island College. The law stipulates, however, that the waiver be granted on a space-available basis only and that each applicant be subject to a means test. Therefore, students wishing to register under the terms of waiver are limited to registering on the last day of registration. Students must obtain Form DET-467 from the Department of Employment and Training and submit this completed form, certifying eligibility, at the time of registration. Any registration prior to the specified date each term will be ineligible for consideration for an unemployment waiver and no retroactive use of the waiver is permitted.

Mandatory fees not waived include lab fees, recreation fees, and activity fees.

Refunds of Tuition and Fees

A full- or part-time student withdrawing from the College, either voluntarily or because of dismissal for disciplinary reasons, will receive a refund of tuition and/or fees in accordance with the College policy in force for first-time students, including Title IV students and all other withdrawn students. Enrolled students are also subject to a College refund policy.

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 Room and Board Refunds on page 60.

Refunds for Students Involuntarily Called to Military Service

The Board of Governors for Higher Education has adopted a policy for the following options for students who are involuntarily called to military service:

1. Total refund of the tuition and course-related fees, including registration fee,

to the student. Prorated refund for housing and dining fees. Or

2. No tuition refund but the grade of incomplete awarded for the courses in which the student is enrolled at the time of recall. Prorated refunds for housing and dining fees.

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 Federal Perkins 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., Federal Perkins Loans, Federal Nursing Student Loans, Federal Stafford Loans, PLUS and/or SLS loans), before receiving grades, a degree, transcript, or a diploma.

Financial Aid

In order to assist students who are unable to meet the cost of financing a college education, the Office of Student Financial Aid administers an extensive program of scholarships, grant, 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. At Rhode Island College, nearly 88 percent of undergraduate financial aid applicants receive financial aid, with an average award of about \$4,890 per year.

Financial Aid from Rhode Island College

General Eligibility Standards

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

For financial aid purposes, student status is normally verified at the end of the Add period (first two weeks of a semester). Hence, those who are officially classified as a non-matriculated student, visiting student, special student, non-matriculated graduate student, etc., 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 or to the Rhode Island Teacher Certification Program (RITE) are considered ineligible for virtually all grant/gift assistance provided by or through Rhode Island College. Second baccalaureate degree and RITE students may be considered for financial assis-

tance in the form of loan and/or work opportunities.

Application Procedure

Any undergraduate student who desires financial aid from the College must complete the Free Application for Federal Student Aid (FAFSA). In addition, new freshman and transfer applicants must complete the Financial Aid Form (FAF) if they wish to be considered for Rhode Island College grants and scholarships. The FAF is published by the College Scholarship Service in Princeton, New Jersey. These forms are available from the Office of Student Financial Aid after January 1 and from most high school guidance offices.

Preference for financial aid provided by the College is given to students who complete the financial aid application process in accordance with the following deadlines:

Incoming Freshmen (Full Semester) and Continuing Upper-Class Students

1. Application for admission on file with the Office of Undergraduate Admissions by March 1 (incoming freshmen only).
2. FAF and FAFSA completed and processed by March 1.

Re-admitted and New Transfer Students (Fall Semester)

1. Application for admission on file with the admissions office by June 1.
2. FAF and FAFSA completed and processed by May 15.

Incoming Freshmen, New Transfers, and Other Students Admitted/Re-admitted (Spring Semester)

1. FAF and FAFSA completed and processed by November 15.

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, if 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 who are 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 unaided 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 College become aware of facts, conditions, and/or circumstances which differ from those upon which the award(s) was (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.

Special Note to Transfer Students: Applicants who have previously attended other post-secondary schools, colleges, or universities must have on file with the Office of Student Financial Aid a financial Aid Transcript (FAT) from each school, college, or university. While the financial aid office will request FATs from those institutions reported on the FAF, it remains the applicant's responsibility to ensure that all FATs are on file. Awards cannot be made prior to receipt of required FATs. Transfer students who have previously submitted the required FATs need not submit duplicate copies at application time.

Eligible Noncitizenship Documentation: Applicants who are "eligible noncitizens" must provide appropriate documentation before awards can be made (please refer to FAFSA

instructions for definition and required documents for U.S. immigration status).

Financial Aid for Summer Sessions

In addition to the process outlined above, students who desire financial assistance for summer sessions must submit a *Rhode Island College Application for Financial Aid—Summer Sessions*. These forms are available from the Office of Student Financial Aid on or about March 1 each year. Summer sessions aid is contingent upon the availability of funds and normally consists of Stafford loans and Federal Work-Study. Preference is given to applicants who file summer applications prior to April 1.

Student Employment

The Career Development Center 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 Federal Work-Study Program, which is based on financial need. 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. Interested students should register for employment with the Career Development Center.

SOURCES OF FINANCIAL AID

Detailed information on the sources listed is available from the Office of Student Financial Aid, or in certain cases, from the department or office noted with the entry. This list is subject to change.

Federal Student Aid Programs

Federal Pell Grants

These are federal entitlement grants ranging from \$400 to \$2,340 annually. Eligibility is determined by the United States Department of Education, using a national formula. Actual awards vary according to the cost of attendance, the student's enrollment status (full, three-quarters, half, or less-than-half time), and a family's expected contribution. Eligible students must pre-

sent a valid Student Aid Report (SAR) to the Office of Student Financial Aid in order to receive an award.

Federal Supplemental Educational Opportunity Grants

These federal grants are awarded directly by the Office of Student Financial Aid on the basis of financial need as determined from the Free Application for Federal Student Aid (FAFSA). Awards may range from \$100 to \$4,000 per year depending on funding and student need. Priority for funding is given to students who are eligible to receive Federal Pell Grants.

Federal Nursing Student Loans

Students majoring in nursing are eligible to apply for this low-interest loan program. Loans are awarded by the Office of Student Financial Aid on the basis of financial need. Loan amounts range between \$200 and \$4,000 per year, depending on need and available funding. Repayment at 5 percent interest begins nine months after the borrower ceases to be enrolled in a nursing program, even if the student remains at the College in another major. Students have up to 10 years to repay.

Federal Personal Loans for Undergraduate Students (PLUS)

Federal PLUS loans allow parents of dependent undergraduate students to borrow up to the full cost of college less other student aid. There is no need requirement for the PLUS loan, but parents must pass a credit review in order to qualify for the loan. Repayment begins 60 days after receiving the funds and may extend for up to 10 years. However, the minimum monthly payment is \$50. PLUS loans have a variable rate of interest based on the one-year treasury bill rate plus 3.1 percent. The interest rate cap on new loans is 9 percent. These loans have a combined origination and insurance fee of 4 percent on the amount borrowed.

Federal Perkins Loans

This loan program is administered directly by the Office of Student Financial Aid. Student eligibility is based on financial need as determined from the FAFSA. Annual loan amounts may total up to \$3,000 for undergraduates and \$5,000 for graduates. The ca-

relative undergraduate borrowing limit is \$15,000 at the undergraduate level and \$30,000 at the graduate level. Actual award amounts depend on federal funding levels, and priority is given to those applicants with the greatest need. Repayment at 3 percent interest begins six months after the borrower drops below half-time enrollment (six credits per semester). Students may be allowed up to 10 years to repay; however, a minimum monthly payment of \$40 is required.

Federal Stafford Loans

Eligibility for subsidized Federal Stafford Loans is based upon financial need as determined by the Office of Student Financial Aid, using information from the FAFSA. Subsidized loans are interest free during the student's period of enrollment and for a six-month grace period after leaving school or dropping below half-time status. Students who cannot demonstrate need may be eligible for an unsubsidized Federal Stafford Loan. Unsubsidized loans have an interest charge during the in-school and grace periods. Interest rates on both loans are now variable and are set at 3.1 percent above the three-month treasury bill. The interest rate cap for new borrowers is 8.25 percent. In addition to interest, these loans have a combined origination and insurance fee of 4 percent on the amount borrowed. The repayment period extends up to 10 years, but there is a minimum monthly payment of \$50.

Loan limits are as follows: \$2,625 for first-year undergraduates; \$3,500 for second-year undergraduates; \$5,500 per year for upper-class undergraduates; and \$8,500 per year for graduate students. Financially independent students may apply for additional unsubsidized loans of up to \$4,000 in the freshman and sophomore years, \$5,000 in the junior and senior years, and \$10,000 for each year of graduate study.

Federal Work-Study Program

This is a part-time employment program based upon financial need. A work-study award is paid biweekly at an hourly rate, based on hours worked. Current wage rates range from \$4.45 to \$6.00 per hour for most jobs. Eligibility is determined by the

Office of Student Financial Aid, using information from the FAFSA. The Career Development Center assists work-study students with job placement on or off campus. While work-study students receive priority for job placement, the College cannot guarantee placement in a position.

Rhode Island State Student Aid Programs

Rhode Island State Grants

These grants are restricted to residents of Rhode Island. Awards range from \$250 to \$900 per year based on information reported on the Free Application for Federal Student Aid (FAFSA). The priority application deadline for receipt of the FAFSA at the federal processing center is March 1 prior to the following academic year. Eligibility is determined directly by the Rhode Island Higher Education Assistance Authority, 560 Jefferson Boulevard, Warwick, RI 02886, (401) 736-1100.

Paid Douglas Teacher Scholarship Program

This federally funded program provides scholarship awards of up to \$5,000 per year to Rhode Island residents planning to pursue a career at the preschool, elementary, or secondary level. To be considered, an applicant must rank in the top 10 percent of his or her high school graduating class or receive GED test scores equivalent to ranking in the top 10 percent of state or national high school graduates. In addition to the above, the selection committee will consider an applicant's grade point average, SAT-1 scores, and honors courses taken in high school. There is no need requirement for the scholarship.

Award recipients are required to enroll full time in a course of study leading to state teacher certification at the preschool, elementary, or secondary level. In addition, recipients incur an obligation to teach in a state full time at the preschool, elementary, or secondary level for two years for each year of scholarship support. This requirement is reduced by one-half if the scholar teaches full time in a designated teacher-shortage area. The law requires repayment of the scholarship with interest for recipients who fail to fulfill the teaching obligation.

Application materials are available from high school guidance offices, college financial aid offices, or directly from the Rhode Island Higher Education Assistance Authority, 560 Jefferson Boulevard, Warwick, RI 02886, (401) 736-1100. The application deadline is April 1 prior to the following academic year.

State Targeted Employment Program (STEP)/Rhode Island Work Opportunity Program

These part-time student employment programs are restricted to residents of Rhode Island. Awards are determined by the Office of Student Financial Aid on the basis of financial need. Students are paid bi-weekly at an hourly rate for the number of hours worked, and wage rates typically range from \$4.45 to \$6.00 per hour. The Career Development Center assists recipients with job placement on campus or in off-campus state agencies.

Other State Financial Aid Programs

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

Names, addresses, and telephone numbers of other state scholarship agencies are available upon request from the Office of Student Financial Aid.

Rhode Island College Grants and Scholarships

Preparatory Enrollment Program (PEP) Grants

These grants are restricted to students accepted for admission to the Preparatory Enrollment Program. Awards typically range from \$200 to \$6,000 per year based on financial need as determined by the Office of Student Financial Aid. All applicants are required to file the Free Application for Federal Student Aid (FAFSA). In addition, new freshman and transfer applicants are required to file the Financial Aid Form (FAF) in order to be considered for this program.

Rhode Island College Grants

College grants ranging from \$100 to \$9,000 are awarded by the Office of Student Financial Aid to students with demonstrated financial need. All applicants are required to file the Free Application for

Federal Student Aid (FAFSA). In addition, new freshman and transfer applicants are required to file the Financial Aid Form (FAF) in order to be considered for this program. Award decisions depend on level of need, year in school, academic record, and date of application.

Rhode Island College Academic Scholarships

Detailed information on the academic scholarships listed below is available from the department or office noted with the entry. This list is subject to change.

- Rhode Island College Alumni Scholarships (contact Office of Alumni Affairs for the following, unless otherwise noted):

- Alumni Children Academic Scholarship
- Alumni Departmental Awards
- Alumni Financial Award
- Alumni Freshman Award
- Alumni Graduate Scholarship
- Andretti Scholarship
- Frank and Agnes Campbell Scholarship
- Class of 1940 Scholarship
- Class of 1942 Scholarship (contact Office of Student Financial Aid)
- Class of 1943 Scholarship (contact Office of Student Financial Aid)
- Class of 1959 Scholarship (contact School of Education and Human Development)

- Louis Appleton Memorial Scholarship (contact Department of Music)
- Donald C. Averill Scholarship (contact Rhode Island College/American Federation of Teachers)
- Danya A. Bazar Memorial Scholarship (contact Office of Student Financial Aid)
- Rita V. Bicho Memorial Scholarship (contact Department of Music)
- Elizabeth S. Carr Scholarship (contact Department of Elementary Education)
- Citizens Bank Scholarship (contact Office of Student Financial Aid)
- Arthur E. Coia Scholarship (preference to children of labor union families; contact Labor Studies Program)
- Richard Dawson Memorial Scholarship (contact Office of Student Financial Aid)

- Eugene Dutton Memorial Scholarship (awarded by Urban Educational Center at CCRI)
- English Department Faculty Writing Awards (contact Department of English)
- English Department/Gunning Scholarship (contact Department of English)
- Marjorie H. Eubank Scholarship (contact Department of Communications)
- Film Studies Scholarship (contact Film Studies Program)
- Aime J. and Gertrude B. Forand Scholarship Fund (contact Office of Student Financial Aid)
- Sylvan R. and Helen Forman Scholarship (contact Department of Music)
- Sarah T. Foster Scholarship (contact Department of Elementary Education)
- Honors Scholarships
 - Faculty Honors Scholarships (contact director of honors)
 - John Nazarian Honors Scholarship (contact director of honors)
 - Rhode Island College Honors Project Grants (contact director of honors)
 - Rhode Island College Foundation Honors Scholarships (contact director of honors)
- Marie R. Howard Scholarship (contact Department of Economics and Management)
- Industrial Technology Scholarship (contact Department of Industrial Technology)
- Myrtle Karlin Scholarship (contact Office of Student Financial Aid)
- Mary M. Keeble Scholarship (contact Department of Biology)
- John A. Kelly Theatre Scholarship (contact Department of Theatre and Dance)
- Thomas G. King Memorial Scholarship (contact Department of Industrial Technology)
- Katherine Bryer Krueger Scholarship (contact Department of Music)
- Laura Fachada Lally Memorial Scholarship (contact Office of Student Financial Aid)
- Mary E. Love Scholarships (contact Department of Nursing)
- Model Legislature Award (contact Department of Political Science)
- Celia Musier Scholarship (contact Office of Student Financial Aid)
- John Nazarian Scholarship (contact

Office of Student Financial Aid

- Helen L. Nolan Scholarship (contact Tolman High School)
- Wilhelmina A. Null Memorial Science Scholarship (contact Department of Elementary Education)
- Helene Penza Scholarship Fund (contact Department of Counseling and Educational Psychology)
- Thomas R. Pezzullo Memorial Scholarship (contact Department of Theatre and Dance)
- Providence Journal Scholarship (preference given to children of Journal employees, contact Office of Student Financial Aid)
- Providence Teachers' Association Memorial Scholarship (contact dean of the School of Education and Human Development)
- Colonel John Joseph and Mary Drew Prybyla Rhode Island National Guard Scholarship Fund (contact Office of the Adjutant General)
- Ethel Salmany Memorial Scholarship (contact Department of Art)
- Phyllis Moverman Salk Scholarship Fund (contact Department of Elementary Education)
- Ridgway E. Shinn, Jr., Study Abroad Fund (contact Study Abroad Office)
- Melody Stapp Memorial Scholarship (contact Department of Music)
- State Scholarships (contact appropriate state agencies); names, addresses, and telephone numbers are available in the financial aid office.
- Frederick C. Tanner Memorial Scholarship (contact Federal Products Corporation Personnel Office)
- Joshua Thoman Memorial Scholarship (awarded by Urban Educational Center at CCRI)
- Woonasquackett Valley Rotary Club Scholarship (contact Woonasquackett Valley Rotary Club)
- Richard Zorabedian Scholarship (awarded by Urban Educational Center at CCRI)

Special Talent Awards

- Apply as indicated: Art (Department of Art); Chess (Chess Team advisor); Communications (Department of Communications); Debate (Debate Team advisor); Theatre (Department of Theatre and Dance);

Dance (Rhode Island College Dance Company); Music (Department of Music)

Short-Term Loans

For emergency expenses (separate application process through financial aid office)

- Alumni Small Loan Fund
- Margaret Hill Iron Loan Fund
- Student Community Government, Inc., Short-Term Loan Fund (in memory of Donald C. Averill)
- Student Parliament Emergency Loan Program

The Rights and Responsibilities of Students Receiving Financial Assistance

As recipients of student aid, students have certain rights they should exercise, and certain responsibilities that must be met.

Knowing what they are places students in a better position to make decisions about their educational goals and the best ways to achieve them.

Student Rights

1. Students have the right to know the cost of attending the institution.
2. Students have the right to know where and from whom information on student assistance at the institution may be obtained.
3. Students have the right to know what financial aid programs are available at their school.
4. Students have the right to know how to apply for the student assistance program and what standards are used to determine eligibility.
5. Students have the right to know the deadlines for submitting applications for each of the financial aid programs available.
6. Students have the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for those decisions.
7. Students have the right to know how their financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal miscellaneous expenses, etc., are considered in their budget.

8. Students have the right to know what resources (such as parental contribution, other financial aid, student assets, etc.) were considered in the calculation of their need.

9. Students have the right to know how much of their financial need as determined by the institution has been met.

10. Students have the right to request an explanation of the various programs in their student aid package.

11. Students have the right to know what portion of the financial aid they received must be repaid and what portion is grant aid. If the aid is a loan, students

have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time they have to repay the loan, and when repayment is to begin.

12. Students have the right to know the means by which financial aid will be disbursed and the frequency of disbursements.

13. Students have the right to know how the school determines whether they are making satisfactory progress, what happens if they are not, and the procedures by which a student who has failed to maintain such progress may re-establish eligibility.

14. Students have the right to know their school's refund policy.

15. Students have the right to know what academic programs are available at the institution and the faculty and facilities available for those programs.

16. Students have the right to data regarding retention of students at the institution.

17. Students have the right to know the number or percentage of students completing each program if such data are available.

18. Students have the right to know the number of students who are receiving financial aid.

19. Students have the right to know the number of students who are receiving financial aid.

20. Students have the right to know the number of students who are receiving financial aid.

21. Students have the right to know the number of students who are receiving financial aid.

22. Students have the right to know the number of students who are receiving financial aid.

23. Students have the right to know the number of students who are receiving financial aid.

24. Students have the right to know the number of students who are receiving financial aid.

25. Students have the right to know the number of students who are receiving financial aid.

26. Students have the right to know the number of students who are receiving financial aid.

could result in indictment under the U.S. Criminal Code.

- Students must return all additional documentation, verification, correction, and/or new information requested by either the Office of Student Financial Aid or the agency to which an application was submitted.
- Students are responsible for reading and understanding all forms that they are asked to sign and for keeping copies of them.
- Students must accept responsibility for all agreements that they sign.
- Students must perform the work that is agreed upon in accepting a Federal Work-Study award.
- Students must be aware of and comply with the deadlines for application or re-application for aid.
- Students should be aware of their school's refund procedures.
- All schools must provide information to prospective students about the school's programs and performance. Students should consider this information carefully before deciding to attend a school.

Degree and Special Programs

Bachelor of Arts

Degree with liberal arts majors in

African/Afro-American Studies
Anthropology
Anthropology/Public Archaeology
Art—Studio
Art History
Biology
Biomimetry
Classical Area Studies
Communications
Computer Science
Economics
English
Film Studies
French
General Science
Geography
History
Justice Studies
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
Career and Technical Education*
Chemistry
Clinical Laboratory Science (formerly Medical Technology)
Computer Information Systems
Elementary Education
Elementary Education/Special Education
Health Education
Industrial Technology
Management
Marketing
Music Education
Nursing
Physical Education
Radiologic Technology
Technology 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 a 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 bilingual-bicultural education and urban education. These 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 sessions students. Summer sessions allow students to accelerate their college programs and provide a means for personal enrichment or professional advancement.

A schedule of course offerings, which includes information on registration and fees, is available from the Records Office.

Student-Designed Majors

Students may develop individualized majors to accommodate special needs and interests. Student-designed majors may focus on an area of study not covered in regular departmental offerings, or these majors may be interdisciplinary in nature. This option is open to undergraduate degree candidates who have earned at least 40 semester hours and who have a minimum cumulative grade point average of 2.50. Proposals from students with more than 75 semester hours will not normally be accepted. A completed proposal must be submitted to the Committee on Student-Designed Majors no later than October 1 or March 1 for action that same semester. Further information about this program and application materials can be obtained from the offices of the academic deans.

Independent Study

Independent study, directed study, and certain 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

Participation in the Army Reserve Officer's Training Corps (ROTC) program is available to Rhode Island College students through the program at Providence College. For more information and a complete program description, contact the program director at Alumni Hall, Providence College, (401) 865-2023.

Bachelor of General Studies Degree Program

The Bachelor of General Studies degree, a liberal arts degree, has been especially designed for returning adult students who have had a total of at least five years of interruptions in their education since high school. The program permits students to

design their own academic concentrations. This structure gives students the flexibility to plan a unique program 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, see Bachelor of General Studies Degree Admission on page 10 and Bachelor of General Studies Degree Program on page 196.

Proficiency and Advanced Placement

See page 11.

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 has instituted a procedure for granting undergraduate credit for prior college-level learning achieved through experience such as employer-sponsored or armed service-sponsored training, community service, self-education, relevant work assignments, or artistic development. Limited credit will be granted for *documented learning only* which is clearly germane to the student's degree program, not for experience *per se*. The basis for the granting of credits will be a portfolio of documentation prepared by the student with the guidance of the College.

The College accepts the results of the College Level Examination Program (CLEP) and armed services testing programs (DANTES) 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.

Returning adult 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 offices of the academic deans.

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 over 100 four-year colleges and universities. This program is administered through the Office of Academic Support and Information Services.

Study Abroad

The Study Abroad Office assists students in making arrangements for study in a variety of countries worldwide, provides information about these study programs, and sponsors special program offerings. The College sponsors study programs with Kingston University and the University of Essex in England and participates in the New England-Quebec exchange program, enabling students to study at the English- and French-speaking universities in this province. Rhode Island College is the national representative for the French Language Summer Abroad Program with TREFLE in the south of France. The College is also an active member of the American Association of State Colleges and Universities (AASCU) and cooperates closely with its Office of International Programs. Students are assisted by the program director in planning for study abroad, as well as in matters related to credit for courses completed abroad and ongoing matriculation at Rhode Island College during the study experience away from campus. Information about scholarships and stipends related to study abroad and the Ridgeway F. Shinn, Jr.

Study Abroad Fund is available from the Study Abroad Office.

The office cooperates with other departments and organizations to plan lectures and colloquia on topics of international concern.

Academic Requirements

Students are responsible for completing all degree requirements and may, as in the case of teacher education programs, nursing, clinical laboratory science, and other programs, 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 the program/course section of this catalog.
2. The College Writing Requirement, before the completion of 60 semester hours at Rhode Island College. See College Writing Requirement on page 29.
3. The Mathematics Competency Requirement, before completing 60 semester hours at Rhode Island College. See Mathematics Competency Requirement on page 29.
4. A minimum of 120 credits, with at least 30 credits taken at Rhode Island College.
5. A minimum overall grade point average 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) a major or, for elementary education, a teaching concentration; (3) cognate; and (4) electives. Education curricula also require a sequence of professional courses.

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. See the program/course section of this catalog 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 these 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 at or 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 30 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 curricula (see Bachelor of Science degrees on page 25), the Bachelor of Social Work, Bachelor of Fine Arts, and the Bachelor of Music in performance provide preparation for a number of professions. All have 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 concentrations 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. Electives

The balance of semester hours, if any, needed for graduation is made up of 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 elective choices is that no student may receive more than 60 semester hours of credit from a combination of proficiency credit and prior learning credit. Exceptions to this policy must be approved in advance by the vice president for academic affairs.

5. Professional Courses in Teacher 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 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 curricula may receive elective credit for education courses taken prior to the transfer; however, they will 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 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 a 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 (1) 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 admissions office and to the Writing Center director, (2) passing the course equivalent of Writing 100 with a C- or better, or (3) scoring at least 550 on the College Board SAT-II: Writing Test.

Students who score 350 or below on the Verbal Reasoning section of the SAT-I or students who have not taken the SAT-I are required to sit for the College Writing Examination. This placement examination will determine the student's readiness for Writing 100. As a result of the placement examination, 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 have not fulfilled 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 at the College will receive notice of being placed on academic probation and be advised to satisfy the requirement as soon as possible. Students who have not met the requirement before completing 60 attempted credits at Rhode Island College will be dismissed for nonfulfillment of the College Writing Requirement. The Records Office will send the dismissal letter and notify the Writing Center.

All transfer and re-admitted students are expected to fulfill the Writing Requirement as soon as possible after matriculating at

the College. If transfer and re-admitted students began their studies at Rhode Island College with less than 60 earned credit, they will be expected to adhere to all of the criteria listed above for probation and dismissal. In any event, all transfer and re-admitted students must satisfy the Writing Requirement before achieving senior status at the College (the completion of a total of 90 earned credit) or they will be dismissed. The director of the Writing Center will be given the power to delay dismissals if the student is making effort toward meeting the requirement.

Non-matriculated (continuing education) students are expected to fulfill the College Writing Requirement as soon as possible after being admitted to degree status at the College.

Mathematics Competency Requirement

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

1. Achieve a minimum score of 450 on the Mathematical Reasoning section of the SAT-I.
2. Achieve a minimum score of 70 percent on the Rhode Island College Basic Mathematics Skills Test. This test may be taken three times within an academic year.
3. Complete Mathematics 020 or 120 with a minimum grade of C-.

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 the 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 and be advised to satisfy the requirement as soon as possible. Students who have not met the requirement before completing 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 re-admitted students are expected to fulfill the Mathematics Competency Requirement as soon as possible after matriculating at the College. If transfer and re-admitted students begin their studies at Rhode Island College with less than 60 earned credits, they will be expected to adhere to all of the criteria listed above for probation and dismissal. In any event, all transfer and re-admitted students must satisfy the Mathematics Competency Requirement before achieving senior status at the College (the completion of a total of 90 earned credits) or they will be dismissed. The director of the Mathematics Learning Center will be given the power to delay dismissals if the student is making effort toward meeting the requirement.

Non-matriculated (continuing education) students are expected to fulfill the Mathematics Competency Requirement as soon as possible after being admitted to degree status at the College.

Note: Fulfillment of the Mathematics Competency Requirement is distinct from and does not substitute for completion of the mathematics components 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 teacher education programs. Students are urged to consult with their advisors and to refer to the program/course section of this catalog for more information. Students enrolled in teacher education programs should refer to page 73 or consult with the Office of the Associate Dean, School of Education and Human Development.

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 de-

partmentally 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 administrators. 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:

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. The grade is disregarded in computing grade point average (GPA).

I—Incomplete. No grade points (see Incomplete Grades on page 32).

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

the GPA.

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

Z—Financial obligations outstanding. Not computed in GPA, no credits earned.

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

M—Missing or multmark. Error on the submitted grade sheet.

AUD—Notation for course which was audited.

For courses restricted to H, S, U grades:

H—Honors. No grade point, 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 semester hours attempted. The averages are as follows:

Semester Hours Attempted*	Probation GPA Lower Than	Dismissal GPA Lower Than
0-29	1.75	—
30-59	1.90	1.75
60-89	2.00	1.90
90 and above	—	2.00

This policy pertains to undergraduates matriculating as of fall 1993. Undergraduates who matriculated before fall 1993 should contact the Records Office if they have questions about probation and dismissal criteria.

Failure to attain the minimum cumulative grade point average at the end of a given semester results in the student's being placed on academic probation or being dismissed from degree candidacy. Students who are dismissed or placed on probation are notified in writing by the Records Office.

**Includes transfer and proficiency credits. Transfer students should understand that the credits transferred in from another institution will count in their total attempted credits, but their GPA will be based only on their Rhode Island College course work. As with all students, transfer students will not be subject to academic dismissal at the end of their first semester at Rhode Island College.*

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 may be chosen in certain elective courses. 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 on page 31).

Withdrawal from a course after midterm requires the approval of both the instructor and the appropriate academic dean, which is based on evidence of extenuating circumstances other than academic difficulty in the course. Withdrawal from a course during the last two weeks of classes requires review and approval of a panel of administrators, whose decision will be based on documented evidence of extenuating circumstances. 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 on page 12.

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 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 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 additional courses be counted for credit toward a degree.

Studying at Other Colleges

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 credits from the visited institution and is available in the Records Office.

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.

Students with financial aid awards should contact the Office of Student Financial Aid about their continued eligibility to receive aid while they take courses at other colleges.

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 semester, students must attain a cumulative grade point average of 3.0, as well as a semester grade point average of 3.0, and earn at least a grade of Satisfactory in student teaching.)

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 the Senior Honors Project, an individual research or creative project normally taken in the senior year. 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 number of merit-based 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.

In addition to the merit-based scholarships, the College Honors Program offers the Eleanor M. McMahon Honors Award to an outstanding graduating senior in the program.

General Education Honors

Students enrolled in General Education Honors normally take one-half to two-thirds of their required general education courses in specially designed honors sections. These sections are designed to be more intellectually challenging than regular courses, 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 courses 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 courses 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-1 scores. Students may also join the program on the basis of their performance at the College during their first semester.

Senior Honors Project

The honors project, which counts for six semester hours, may be begun in the second semester of the junior year or done entirely in the senior year. The project 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 student's major 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 below).

Further information on any aspect of the program can be obtained from the director of the College Honors Program. Students may also consult sections pertaining to

General Education and 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 grade point average for all courses taken in the major and a cumulative grade point average of 2.5.

Honors programs are offered in accounting, anthropology, art, biology, chemistry, communications, computer information systems, economics, English, French, geography, history, management, marketing, mathematics, music, nursing, political science, sociology, Spanish, and theatre.

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 54 semester hours of work at Rhode Island College.

Candidates seeking their second baccalaureate degree are not eligible for graduation honors.

Kappa Delta Pi

The Epsilon Rho Chapter of Kappa Delta Pi, national honor society in education, was organized at the College in 1944. It en-

courages 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 a returning 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 the advancement of excellence in social work practice and to encouragement, stimulation, and maintenance of scholarship in social work.

Psi Chi

A chapter of Psi Chi, the National Honor Society in Psychology, was chartered at Rhode Island College in 1992. Psi Chi functions as a federation of chapters located at more than 800 senior colleges and universities in the United States. Psi Chi serves two major functions: The first is the society's obligation to provide academic recognition to its inductees. The second is the obligation of each of the society's local chapters to nurture the creative and professional development of its members and its psychology department.

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.

Awards

The College recognizes academic excellence and outstanding achievement through the annual presentation of special awards. 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. Most funds for endowed awards are deposited with the Rhode Island College Foundation. Listed below are awards offered at Rhode Island College. Contact the sponsoring department or organization for full descriptions of awards.

Anthropology and Geography

- James Houston Award in Anthropology/Geography

Art

- Art History Award
- Studio Art Award

Biology

- W. Christina Carlson Award
- Mary M. Kettle Award for Excellence
- Theodore Lensebka Award

College Honors Program

- Eleanor M. McMahon Award

Economics and Management

- John Silva Memorial Scholastic Award (Sophomore)
- John Silva Memorial Scholastic Award (Senior)
- Wall Street Journal Award

Elementary Education

- Elementary Education Faculty Award

English

- Jean Garrigue Award
- Amy A. Thompson Memorial Prize

Film Studies Program

- Film Studies Program Faculty Award

Health, Physical Education, and Recreation

- Health and Physical Education Faculty Senior Award

History

- Claiborne deB. Pell Award
- Evelyn Walsh Prize

Industrial Technology

- Epsilon Pi Tau, Beta Sigma Chapter Award

Intercollegiate Athletics

- John E. Hetherman Award
- Helen M. Murphy Award

Mathematics and Computer Science

- Richard A. Howland Computer Science Award
- Christopher R. Mitchell Award

Modern Languages

- Nelson A. Guertin Memorial Award (French)
- Nelson A. Guertin Memorial Award (Spanish)
- Leonelli Family Memorial Award
- Tegs Polygot Award

Music

- Cantor Jacob Hohenemser Award
- Alice K. Pellegrino Music Education Award

Nursing

- Nursing Faculty Award (Undergraduate)
- Nursing Faculty Award (Undergraduate Registered Nurse)

Philosophy

- Philosophy Faculty Award

Physical Sciences

- American Institute of Chemists Award
- Ronald J. Borsuch Award
- Chemical Rubber Company Award
- Departmental Physics Award

Political Science

- John H. Chafee Award
- North Providence League of Women Voters Award
- Herbert R. Winter Award for Academic Excellence in Political Science

Psychology

- Psychology Faculty Senior Award

Rhode Island College Foundation

- Bertha Christina Andrews Emin Award (Outstanding Achievement)
- Bertha Christina Andrews Emin Award (Scholastic Excellence)

Social Work

- Bachelor of Social Work Community Service Award
- Anthony E. Ricci Social Work Practice Award

Sociology

- Mary Ann Hawkes Award in Justice Studies
- Harold D. Sweet Award for Excellence in Gerontology
- Lauris B. Whitman Award in Sociology

Special Education

- Josephine A. Stillings Award

Student Affairs

- Rose Butler Browne Award

Theatre and Dance

- Peter Jeffrey Archambault Memorial Award
- Rhode Island College Theatre Award
- Yetta Rauch Melcer Dance Award

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 program leading to the degrees of Master of Arts, Master of Education, Master of Arts in Teaching, Master of Fine Arts, Master of Music Education, Master of Science, and Master of Social Work. In addition, Rhode Island College is a member of a three-institution, state Master of Public Administration program with the University of Rhode Island and Providence College. This program is designed to prepare professional administrators in public administration. A Doctor of Philosophy degree in education is offered jointly with the University of Rhode Island. Also offered are the Certificate of Advanced Graduate Study and the Rhode Island Teacher Education program, a certificate program leading to initial teacher certification.

To meet the challenge of new forms of specialization, the School of Graduate Studies provides students the latitude to pursue individualized programs leading to the M.A., M.S., M.Ed., and C.A.G.S.

The graduate faculty at Rhode Island College consists of approximately 250 designated members of the 25 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. The M.A. is offered in the following areas:

- Agency Counseling
- Agency Counseling (Chemical Dependency)
- Biology
- Educational Psychology
- English
- French
- History
- Individualized Master of Arts
- Mathematics
- Psychology
- Studio Art

Master of Arts in Teaching

Master of Arts in Teaching programs provide an opportunity for students to obtain initial teacher certification and to pursue advanced work in their academic disciplines. The programs include a student teaching assignment, prerequisite teacher education courses, and courses in the academic discipline. See Secondary Education in the program/course section of this catalog for program requirements. The M.A.T. is offered in the following areas:

- Art Education
- Biology
- Elementary Education
- English
- French
- General Science
- History
- Mathematics

- Music Education
- Physical Science
- Spanish
- Teaching, English as a Second Language

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. The M.Ed. is offered in the following areas:

- Bilingual-Bicultural Education
- Counselor Education
- Elementary Education
- Elementary Education (Early Childhood, Language Arts, Mathematics, Science, Urban Education)
- Health Education
- Individualized Master of Education
- Reading
- School Administration
- Secondary Education
- Secondary Education (Urban Education)
- Special Education (Elementary Special Needs—Behavior Disorders, Elementary Special Needs—Learning Disabilities, Severe/Profound Disabilities, Preschool Disabilities, Secondary Special Needs)

- Teaching English as a Second Language
- Technology Education

Master of Fine Arts in Theatre

Rhode Island College and the Trinity Rep Conservatory have developed a cooperative M.F.A. program, which allows students enrolled in the conservatory to be concurrently enrolled in the M.F.A. program at Rhode Island College. See Theatre in the program/course section of this catalog.

Master of Music Education

The M.M.Ed. program involves professional studies in the area of music education. See Music Education in the program/course section of this catalog.

Master of Science

Rhode Island College offers a Master of Science program in industrial technology. See Industrial Technology in the program/course section of this catalog.

Master of Social Work

The M.S.W. program provides concentrated study in the area of social work. See 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 that 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 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. The C.A.G.S. is offered in the following areas:

- Counselor Education
- Counselor Education (Mental Health)
- Curriculum
- Individualized Certificate of Advanced Graduate Study
- School Administration
- 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.S., M.Ed., and C.A.G.S. Essen-

tially 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.

Admission standards for all individualized programs are comparable to those of the department or departments involved. All graduate division criteria also apply. Admission into the program 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. All plans of study must be approved by the committee.

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

The Rhode Island Teacher Education Program (RITE)

The Rhode Island Teacher Education Program (RITE) is a nondegree certificate program leading to a secondary education teaching certificate. Students who hold the baccalaureate degree and who have majored in or completed a substantial amount of course work in an appropriate academic area may pursue the secondary education teaching certificate in that academic area through this program. Appropriate academic areas include biology, English, French, general science, history, mathematics, physical science, social science, or Spanish. This program includes secondary teacher education course work and student teaching. See Secondary Education in the program/course section of this catalog.

The Rhode Island College and University of Rhode Island Joint Ph.D. in Education Program

The Rhode Island College and University of Rhode Island joint Ph.D. in education program is designed to prepare scholars/practitioners for new professional roles that improve teaching and learning in prekindergarten through grade 12. This program

requires a minimum of 56 credits, including three year-long core seminars, field research, research courses, and specialization courses. For further information see Education Doctoral Program in the program/course section of this catalog.

Master of Public Administration in Rhode Island

The Master of Public Administration program provides concentrated study in public administration at three Rhode Island institutions. See Public Administration 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 area of curriculum development and instruction for gifted children. 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. A bachelor's degree from a regionally accredited college or university is required for admission to all graduate programs. 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/disability status, sexual orientation/preference, or 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. All application materials must be received by April 1 to ensure full acceptance to the fall term and by November 1 to ensure full acceptance to the spring term. However, many departments review applications on a continuing basis.

The application deadline for graduate student assistantship and scholarships is April 1. (Those interested in applying to an M.S.W. program should refer to Social Work in the program/course section of this catalog for the appropriate admission procedures.)

1. Completed application form 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 General Test (GRE) or the Miller Analogies Test (MAT). 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 admission requirements and procedures, which are described in the program/course section of this catalog.

Most graduate programs require either the Miller Analogies Test or the Graduate Record Examination.

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 in October and December at the College Testing Center and at other times at other test sites.

The GRE testing program will change significantly in 1999 and this change will affect the graduate admission requirements for some departments. The current requirement for some departments is that all applicants submit scores on the GRE General or Subject Tests (as appropriate). However, once the new GRE is introduced, applicants should take the package of General Test measures containing the Mathematical Reasoning or Quantitative Reasoning (as appropriate) test. Questions about requirements for admission should be directed to the appropriate department.

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 may be made and the student will be notified.

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

See page 47.

Metropolitan Tuition Policy (MTP)

See page 47.

Military Personnel and Veterans

Rhode Island College is a Service-member'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 Procedures/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 admission 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 must 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 the School 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, a grade point average of B (3.0) in all graduate course work is required.

If a degree candidate does not maintain a B (3.0) grade point 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 grade point 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) grade point average will be subject to dismissal.

Grades below a 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 a C₋ are unacceptable and require a review of the student's status by the department and the dean of the School of Graduate Studies.

Schools and 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 transcripts. 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 calculation 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, but they may take certain undergraduate prerequisite courses for Credit/No Credit with permission of the graduate dean.

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 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 for charge—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 beyond the fees required to obtain full-time status. Part-time students pay the usual per-credit fee. Any refunds will be made only in 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 equivalent.

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 examination 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 begins. Grades are reported for independent study in the same manner as they are reported for other courses.

Transfer Credit

Normally, transfer credit must not exceed six semester hours of a candidate's graduate program. However, 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 credits to be transferred may be increased but may not exceed 20 percent of the total program. An official transcript must be filed in the Records Office. Credit is transferred only for graduate courses having minimum grades of B (3.0).

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.

Continuous Enrollment

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

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 a leave of absence. The request should be made in writing to the dean of the School of Graduate Studies, should 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.

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 (except those in the structured part-time program) must complete the last year on a full-time basis as defined by the School of Social Work in order to fulfill the residency requirement.

Withdrawal from a Graduate Program

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 dean of the School of Graduate Studies in writing of the intention to terminate graduate status. M.S.W. students should contact the dean of the School of Social Work.

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 student does not intend to return for graduate study.

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 (Withdrawn).

Withdrawal from a course after midterms requires the approval of both the instructor and the graduate dean, which is based on evidence of extenuating circumstances other than academic difficulty in the course. 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.

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 Barstar'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 in the appropriate area of the program/course section of this catalog.

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 profes-

sional 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.

Fees and Expenses

The fees described in the following sections are for the 1995-96 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

All full-time graduate students (those taking nine semester hours or more in a semester) and part-time graduate students (those taking fewer than nine semester hours in a semester) pay per semester hour:

	In State	Out of State
Tuition (Semester Fee)	\$150	\$292
Library Fee	3	3
Technology Fee	3	3
Recreation Fee	4	4

Note: All graduate students pay a registration fee of \$36 per semester. In addition, full-time accepted graduate degree candidates pay a fine arts fee of \$20 per semester. Part-time accepted graduate degree candidates pay a fine arts fee of \$8 per semester.

The School of Social Work has a separate fee schedule. See 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 undergraduate courses are required to pay graduate tuition.

Students accepted into a second degree undergraduate program or into the RTE program pay undergraduate fees. It is the responsibility of the student to inform the College of his/her status in order to assess the proper tuition and fee charges.

Special Fees

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

Applied Music Fee
\$320 per semester, for students taking Music 370-388 or 570-588

Laboratory/Studio Art Fee
\$10 per course

Application Fee
\$25

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

Explanation of Fees

The Application Fee is used to defray the costs of processing an application.

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

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

The Laboratory/Studio Art Fee is used to cover the costs of art and laboratory supplies provided by the College to students enrolled in specific courses.

The Late Fee is used to defray the costs of registering a student beyond the designated registration period.

The Library Fee is used to cover the costs of purchasing books, periodicals, and non-print materials for the library.

The Recreation Fee is used to cover the operation and programs of the Recreation Center.

The Registration Fee is used to cover the costs associated with the registration process.

The Technology Fee is used to cover the costs of purchasing equipment and software for student use on campus.

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

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, if under 18, must present certifica-

tion 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 notarized 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 Rhode Island while attending college usually may not be used to establish residence.

Contact the Records Office for further information.

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 50 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.

Metropolitan Tuition Policy (MTP)

Rhode Island College students whose permanent place of residence is a Massachusetts community within a 20-mile radius of Providence are eligible for in-state tuition rates plus 50 percent. The Metropolitan Tuition Policy includes both full-time and part-time students, undergraduate and graduate students, and degree and nondegree students. The communities within the 20-mile radius are: Attleboro, Bellingham, Berkeley, Blackstone, Dartmouth, Dighton, Douglas, Easton, Fall River, Foxboro, Franklin, Freetown, Hopkedge, Mansfield, Mendon, Millville, Norfolk, North Attleboro, Norton, Plainville, Raynham, Rehoboth, Seekonk, Somerset, Swansea, Taunton, Uxbridge, Westport, and Wrentham. In addition, residents of Lakeville who graduate from the Apponequet Regional High School are eligible for the special tuition.

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.

Refunds

A full- or part-time student withdrawing from the College, either voluntarily or because of dismissal for disciplinary reasons, will receive a refund of tuition and/or fees in accordance with the College policy in force for first-time students, including Title IV students and all other withdrawn students. Enrolled students are also subject to a College refund policy.

Refunds for Students Involuntarily Called to Military Service

The Board of Governors for Higher Education has adopted as policy the following options for students who are involuntarily called to military service:

1. Total refund of the tuition and course-related fees, including registration fee, to the student. Prorated refund for housing and dining fees. Or
2. No tuition refund but the grade of Incomplete awarded for the courses in which the student is enrolled at the time of recall. Prorated refunds for housing and dining fees.

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 Federal Perkins 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., Federal Perkins Loans, Federal Nursing Student Loans, Federal Stafford Loans, PLUS and/or SLS loans), before receiving grades, a degree, transcript, or a diploma.

Senior Citizen Waiver

All Rhode Island residents who are at least 60 years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation, and other applicable laboratory/audio fees will be charged. Three other restrictions apply: (1) the student must have fulfilled all academic prerequisites for the course, (2) the student may enroll in classes only on the last day of registration on a space-available basis, and (3) the applicant is subject to a means test.

Unemployment Waiver

Rhode Island General Law 28-42-81 provides that any Rhode Island resident receiving unemployment benefits, including benefits earned in another state, is eligible for waiver of tuition and registration fees for any course(s) taken at Rhode Island College. The law stipulates, however, that the waiver is granted on a space-available basis only and that each applicant be subject to a means test. Therefore, students wishing to register under the terms of this waiver are limited to registering on the last day of registration. Students must obtain Form DET-467 from the Department of Employment and Training and submit this completed form, certifying eligibility, at the time of registration. Registration prior to the specified date each term will be ineligible for consideration for an unemployment waiver and no retroactive use of the waiver is permitted.

Mandatory fees not waived include laboratory fees, recreation fees, and activity fees.

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 of discussion or recitation sections, direction 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 April 1 through the School of Graduate Studies. The awarding of assistantships for the ensuing year will be announced in May.

Interested candidates should contact the School of Graduate Studies.

Graduate Student Traineeships

Graduate student traineeships are limited to accepted M.S.W. degree candidates who are enrolled full time and who are not in the first year of 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 who are accepted into the M.S.W. program should contact the School of Social Work.

Graduate Student Scholarships

Rhode Island College Graduate Student Scholarships are available to full-time graduate students who have been admitted to a program. Additional 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. The Harrower Family Award is available through the Department of English and the graduate dean. Specific information on these and other scholarships is available from the School of Graduate Studies, the Office of Student Financial Aid, and for alumni scholarships, the Office of Alumni Affairs.

Master of Social Work Scholarships

In addition to offering Rhode Island College Graduate Student Scholarships, the School of Social Work offers Master of Social Work Graduate Scholarships to full-time M.S.W. students. To be eligible for these scholarships, students should file the Free Application for Federal Student Aid (FAFSA), which can be obtained from the Office of Student Financial Aid. The School of Social Work also 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 Employment Opportunities

The Career Development Center 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 employment is the Federal Work-Study Program, which is based on financial need. 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. Interested students should register for employment with the Career Development Center.

SOURCES OF FINANCIAL AID (NEED-BASED)

Need-based financial aid for graduate students consists of student loans and employment programs. To apply for need-based financial assistance, students must complete the Free Application for Federal Student Aid (FAFSA). This form is available from the Office of Student Financial Aid after January 1. Priority for funds administered by Rhode Island College is given to applications received by May 15 prior to the following academic year. In addition to demonstrating financial need, general eligibility requirements for financial aid include acceptance for admission as a degree candidate and status as a U.S. citizen or permanent resident.

Student Loan Programs

Federal Perkins Loans

This loan program is administered directly by the Office of Student Financial Aid. Eligibility is based on financial need as determined from the FAFSA. The annual loan limit for graduate students is \$5,000, and the cumulative limit for combined undergraduate and graduate borrowing is \$30,000. Actual award amounts depend on federal funding levels, and priority is given to those applicants with the greatest need. Repayment at 5 percent interest begins six months after the borrower drops below half-time enrollment (five graduate credits per semester). Students may be allowed up to 10 years to repay; however, a minimum monthly payment of \$40 is required.

Federal Stafford Loans

Eligibility for subsidized Federal Stafford Loans is based on financial need as determined by the Office of Financial Aid, using information from the FAFSA. Subsidized loans are interest free during the student's period of enrollment and for a six-month grace period after leaving school or dropping below half-time status. Students who cannot demonstrate need may be eligible for an unsubsidized Federal Stafford Loan. Unsubsidized loans have an interest charge during the in-school and grace periods. Interest rates on both loans are now variable and are set at 3.1 percent above the three-month treasury bill rate. The interest rate

cap for new borrowers is 8.25 percent. Previous borrowers who have Federal Stafford Loans at fixed interest rates will have those rates continued for new loans. In addition to interest, these loans have a combined origination and insurance fee of 4 percent on the amount borrowed. The repayment period extends up to 10 years, but there is a minimum monthly payment of \$50.

Graduate students with financial need may borrow up to \$9,500 per year from the subsidized Stafford loan. These students may also apply for additional unsubsidized Stafford loans of up to \$10,000. Students who are unable to demonstrate need may apply for up to \$18,500 per year in unsubsidized Stafford loans. In all cases, the total amount of student aid from all programs is limited to a student's total educational costs as determined by the Office of Student Financial Aid.

Student Employment Programs

Federal Work-Study Program

This is a part-time employment program based upon financial need. A work-study award is paid biweekly at an hourly rate, based on hours worked. Current wage rates range from \$4.45 to \$6.00 per hour for most jobs. Eligibility is determined by the Office of Student Financial Aid, using information from the FAFSA. The Career Development Center assists work-study students with job placement on or off campus. While work-study students receive priority for job placement, the College cannot guarantee placement in a position.

State Targeted Employment Program (STEP)/Rhode Island Work Opportunity Program

These part-time student employment programs are restricted to residents of Rhode Island. Awards are determined by the Office of Student Financial Aid on the basis of financial need. Students are paid biweekly at an hourly rate for the number of hours worked, and wage rates typically range from \$4.45 to \$6.00 per hour. The Career Development Center assists recipients with job placement on campus or in off-campus state agencies.

Financial Aid for Summer Sessions

In addition to the financial aid application process outlined above, students who desire financial assistance for summer sessions must submit a *Rhode Island College Application for Financial Aid—Summer Sessions*. This form is available from the Office of Student Financial Aid on or about March 1 each year. Summer aid is contingent upon the availability of funds and normally consists of long-term loans and Federal Work-Study. Preference is given to applicants who file summer applications prior to April 1.

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 on page 23.

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.

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 returning adult students, continuing education provides a mechanism to enroll in college course work. A schedule of course offerings, which includes information on registration and fees, is available from the Records Office.

Course work taken by continuing education (nonmatriculated) undergraduates since the fall 1991 term will be subject to the following policy:

1. Continuing education students may register for a maximum of 13 credits per semester in courses below the 400-level, provided all prerequisites are satisfied.
2. A maximum of 30 semester hours of undergraduate course work successfully completed at the College as a continuing education student may be applied toward a degree at Rhode Island College. Students who intend to pursue a degree should therefore submit an application to the Office of Undergraduate Admissions prior to completing 30 semester hours, if they wish all these credits to apply toward the degree. Students who submit more than 30 continuing education credits will have those credits evaluated by the admissions office to ascertain which 30 credits may be applied toward the degree. Students may petition to count additional continuing education credits toward their degree.

This policy does not prohibit continuing education students who do not wish to pursue a degree from taking more than 30 semester hours at the College. These students should contact the admissions office and declare their intention to remain in a nondegree status.

For formal admission to an undergraduate program and for information on possible

transfer credit, students should contact the Office of Undergraduate Admissions. Individuals interested in pursuing graduate work should contact the School of Graduate Studies. Students interested in graduate social work should contact the dean of the School of Social Work. Students with teacher certification questions or those seeking to complete professional teaching requirements should contact the dean of the School of Education and Human Development.

For agencies and organizations, the Office of Continuing Education and Summer Sessions 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 and summer sessions.

Facilities and Services

Academic Facilities and Services

The following section describes the major libraries and learning centers 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, chair of the Board of Trustees of State Colleges from 1955 to 1960. The resources of the library include over 373,000 volumes, 1,500 periodical subscriptions, major collections on microfilm and microfiche, CD-ROM databases, and a wide selection of sound recordings. 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 major libraries in the state provides the capability for rapid interlibrary loan service.

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 appropriate departments. In addition, the AAIC sponsors workshops for faculty and staff on advising techniques and related matters. The center serves as official advisor to students who have not yet declared a major or who have not yet been accepted into the School of Education and Human Development.

Academic Development Center

The Academic Development Center provides instruction and assistance to students interested in becoming more effective learners. The center's services include tutorial help in reading comprehension, note-taking, time management, and test preparation, including preparation for the National Teachers Examination, the Graduate Record Examination, and the Miller Analogies Test. The ESL learner may find assistance in developing conversational English skills. In addition, academic counseling and learning strategies are offered to students who have or think they may have a learning disability. The center welcomes all Rhode Island College students.

Office of Academic Support and Information Services (OASIS)

See page 57.

Audiovisual Department

The Audiovisual Department is a centralized instructional support service. The 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 and video recorders and players, public address systems, portable television systems, and a library of 8,000 educational film and videotapes.

The department offers design and production services for slide and print photography, computer-aided design, lamination of charts, and graphics.

Newer offerings include laser printer, classroom computer projection, interactive video disk players, as well as facility design. Besides classroom services the Audiovisual Department provides auditoria public address systems and assists conference planners with presentation media.

Henry Barnard School

The Henry Barnard School, named after Rhode Island's first commissioner of public schools, functions primarily to educate its students while serving as a professional development school for College students who wish to become future teachers; how-

ever 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, computer instruction, industrial technology, music, and art. The school enrolls pupils from kindergarten through grade six.

The Barnard school has also established a Child Care Center 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.

Office of Clinical Experiences in Teacher Education

In cooperation with the School of Education and Human Development's academic departments, the Office of Clinical Experiences in Teacher Education is responsible for administering and developing programs in education that connect theoretical knowledge and professional application.

There are three basic clinical programs: practicum, student teaching, and internship. Clinical experiences take place at the Henry Barnard School, public schools and clinics, and in other public and private agencies. The Office of Clinical Experiences also provides cooperating teachers with information to familiarize them with the School of Education and Human Development's teacher education programs.

Computer Center

The Computer Center is responsible for computing services for both academic and administrative users. The center has an IBM 9221-200 and a Digital VAX 6210. There are over 200 IBM PC and Macintosh microcomputers available for academic users. These are located in micro-computer laboratories in Adams Library,

Gaige Hall, Henry Barnard School, Mann Hall, and Whipple 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. Academic User Services, located in Gaige Hall, supports computing with workshops, consulting, and dispatch services.

Curriculum Resources Center

The Curriculum Resources Center (CRC) is a department of Adams Library. The center was established in 1959 to provide instructional material and curriculum development literature for teacher education programs. The resources are available to students, faculty, and other Rhode Island educators. Most materials can be borrowed on a two-week basis.

The CRC collection includes audiovisuals, curriculum guides, grants, microfilm, software, microfiche, multimedia materials, periodicals, reference materials, simulations, and textbooks. All subjects in the kindergarten through grade 12 curriculum are represented, along with model programs from the United States and other English-speaking countries. Special collections focus on early childhood education, elementary science, space science, instructional material of historical significance, and current educational research.

CRC services include consultation, resource orientation, and reference assistance. Center publications include acquisition lists and topical bibliographies.

The Curriculum Resource Center is affiliated with many local, regional, and national education associations. The center is also noted in national and international directories of collections related to teacher education.

Center for Economic Education

The Rhode Island College Center for Economic Education was established in 1968 to increase opportunities for and improve the teaching of economics in the elementary and secondary schools of the state.

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

The activities of the Center for Economic Education are supported by private contributions and grants from the College, the state Department of Education, and charitable foundations. It is staffed by members of the College's Department of Economics and Management. The center is affiliated with the Rhode Island Council on Economic Education, the National Council on Economic Education, and a network of 50 state councils and 260 university and college centers.

Center for Educational Management Development

The Center for Educational Management Development is a unit in the School of Education and Human Development which encourages 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 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. The center also maintains cooperative programs with other higher education institutions in order to facilitate students' commitment 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 needs assessment, 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. In addition, CERRIC provides research and evaluation support services to faculty and staff.

Tutoring Center

CERRIC also manages the College's various tutoring programs, including the College Level Examination Program (CLEP), the Miller Analogies Test for graduate students, the National Teachers Examination, and others.

Mathematics Learning Center

The Mathematics Learning Center prepares students to pass the Mathematics Basic Skills Test (MBST). Tutors use modules and work individually or in small groups to help students with their particular areas of weakness. The center also helps students who seek assistance with specific topics in mathematics courses and with mathematics topics in other disciplines.

Media Center

The Multimedia Center consists of the Language Laboratory and the adjacent Computer Instruction Laboratory. The centerpiece of the facility is a Sony LCC-9000 Console, part of a 24-station multimedia system, which is entirely computer controlled. This system is engineered to include many advanced operational features, such as stereo sound reproduction and several visual display units with touch-screen control. The Multimedia Center has several interactive stations that combine audio, video, digital, laser, and CD-ROM technology. There is also a vast library of audio and video materials for students, faculty, and staff to use in the center, in the classroom, or at home.

Student Support Services

Student Support Services is a federally funded program that for the past 24 years has provided support to underprepared college students. The program enhances students' potential for successfully completing the educational programs in which they are enrolled and facilitates their transition to the next level of higher education. To re-

ceive assistance, students must meet the following federally established criteria: they must be enrolled or accepted for enrollment in a program of post-secondary education and have a need for academic support in order to pursue successfully a post-secondary education. All participants must be low-income, first-generation college students or have a physical disability.

The program offers the following services: academic counseling, tutoring, career exploration, study-skills workshops, and exposure to various cultural events and academic programs not usually available to underprepared students.

Student Support Services also offers a unique academic enrichment experience called the Preparatory Enrollment Program (PEP). PEP is a college-funded program for students who meet the federal eligibility requirements of Student Support Services.

PEP is designed for recent high school graduates who have the ability and potential to succeed in college, but who do not otherwise meet the criteria for regular admission, due to underdeveloped academic skills and inadequate curricula in their high school.

The program consists of two academic phases intended to prepare participants for college-level work at Rhode Island College in the fall. The first phase begins in the spring prior to enrollment at the College. PEP students come to the campus one evening a week for six weeks in order to attend classes in study skills and meet with their Student Support Services counselor. The second phase, which occurs during the summer, consists of six weeks of intensive academic study. The students live on campus in College residence halls, while taking classes in writing, mathematics, and communications, as well as one freshman-level course for college credit.

Class sizes are small, and individual and group tutoring sessions are frequent. Tutors share the residence halls with the students so that academic assistance is always nearby. College facilities, such as the library and computer terminals, are completely open to PEP students. Upon successful comple-

tion of both the spring and summer components, students become members of the Student Support Services program.

Tutorial Services

Any student having problems with mastering course content is encouraged to arrange for tutoring as soon as possible. Tutorial services are offered only in certain subjects, free of charge, and are administered through the Office of Academic Support and Information Services.

Writing Center

The Writing Center is staffed by highly qualified students who respond to writing as readers and collaborators. The tutors work with all writers, from freshmen to graduate students, in all disciplines. The staff can assist with any phase of writing such as refining topics, writing for a specific audience, developing ideas, organizing material, revising drafts, and editing. The Writing Center maintains a reference library consisting of books and journals on writing theory, articles on writing in various disciplines, and handouts on everything from using peer groups in the classroom to MLA and APA style sheets. The services are free to all Rhode Island College students, faculty, and staff.

Student Life and Services

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.

Office of Academic Support and Information Services (OASIS)

Rhode Island College provides a number of academic support and advising services to help students develop their potential in a variety of ways. These services are available to all undergraduate students. See appropriate individual sections as noted below.

Academic Advisement Information

Center (page 53)
 Academic Development Center (page 54)
 Mathematics Learning Center (page 56)
 National Student Exchange Program (page 26)

New Student Services (page 60)

Tutorial Services (left column, this page)
 Writing Center (left column, this page)

Intercollegiate Athletics

Rhode Island College sponsors 15 varsity sports through the Department of Intercollegiate Athletics. Six team sports are offered in the fall, four team sports during the winter, and five during the spring.

Men's teams compete in baseball, basketball, cross country, soccer, tennis, track and field, and wrestling. Women's teams compete in basketball, cross country, gymnastics, soccer, softball, tennis, track and field, and volleyball. Participation is open to qualified undergraduate degree candidates who are enrolled in a minimum of 12 semester hours of courses.

The College's newly completed health, physical education, and athletic complex features practice and competition sites for basketball, gymnastics, volleyball, and wrestling. In addition, there are team and gen-

eral locker rooms, a fully equipped training/rehabilitation room and equipment area, a weight-training facility, offices and classrooms, a motor-learning laboratory, and the Athletic Hall of Fame room.

In men's athletics, Rhode Island College holds membership in the National Collegiate Athletic Association (Division III), the Eastern Collegiate Athletic Conference, the New England College Athletic Conference, and other sport conferences for cross country, track and field, and wrestling. In women's athletics, the College is a member of the National Collegiate Athletic Association (Division III), the Eastern Collegiate Athletic Conference, the National Collegiate Gymnastic Association, the Rhode Island Association of Intercollegiate Athletics for Women, and other sport conferences for cross country and track and field.

Rhode Island College is a charter member of the Little East Conference, which sponsors conference championships and men's and women's basketball, cross country, soccer, and tennis; men's baseball, and in women's softball and volleyball. The Little East Conference includes Plymouth State College (New Hampshire), University of Massachusetts at Dartmouth, University of Massachusetts at Boston, Eastern Connecticut State University, University of Southern Maine, and Western Connecticut State University.

Campus Center

The Campus Center, which includes the Student Union and the Fred J. Donovan Dining Center, offers facilities, services, conveniences, and amenities for all members of the campus community.

Located in the Student Union are the Campus Store, Coffee Ground, Copy Center, Games Room, Information Center, and Video Den. The building also houses the Office of Student Activities and the offices of many student organizations, including *The Anchor* (the weekly student newspaper), Programming, WXIN Radio, and Student Community Government.

Food services are available in Donovan Dining Center, which comprises the main dining hall and the Faculty Center.

Career Development Center

The Career Development Center provides a range of services for students and alumni that may be helpful at any stage of the career decision-making or job search process. In addition to individual counseling, students may use SIGI (Systems 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 Career Development Center throughout their college years.

The Career Development Center also administers a student employment program, which offers career-related opportunities during college.

Child Care—Cooperative Playgroup

The Cooperative Playgroup, a campus organization, provides affordable, reliable child care to the College student community through the cooperative involvement of parents during the academic year. To participate in the playgroup, children must be at least three years old by the start of the semester. Parents must be Rhode Island College students. Faculty/staff may be members if space permits.

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

The Cooperative Playgroup, which is state licensed, 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, library research, student teaching, 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 seek help with emotional-social problems, academic difficulties, or educational and career planning. Vocational and other testing is available as needed. The center also conducts group workshops on personal development matters such as stress management 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.

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, Rhode Island College Theatre, Summer Theatre, Growing Stage (a student theatre 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.

There are over 100 performances and exhibits throughout the year. The Banister 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 performing artists to the campus, and the College Lectures Committee sponsors

presentations in all the humanities, including guest lectures and readings by leading authors.

Annually, Showline 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.

Health Services

The College Health Services, located on the ground floor 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 August 15 to August 14.

Student Housing

On-campus housing is available to full-time undergraduate students and graduate students. Five residence halls—Howe, Thorp, Wilbur, Willard, and Sweet—provide accommodations for 850 men and women. Four of the halls are designed around a modern suite arrangement, with six to 12 student rooms opening into a lounge. Sweet Hall, which opened in the fall of 1991, is built along more traditional lines.

with rooms on either side of the corridors and a lounge on each floor. 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, professional hall directors, resident assistants, and 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 1995-96 academic year.

Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice at its discretion.

- Room (per year)
- Browne, Thorp, Weber (each hall single rooms only): \$2,500
- Willard: \$2,500 (double); \$2,700 (single)
- Sweet (double and triple): \$2,800

•Board (per year)

- Plan A: 19 meals per week (includes four weekend meals), \$2,800
- Plan B: 15 meals per week, \$2,600

Other options are available at no additional charge, allowing a choice of number of meals per week based on a point system. Contact Dining Services for details.

Rooms are contracted on a yearly basis, and upon signing a contract, a student must pay a room reservation deposit of \$100 and a damage deposit of \$100, plus \$10 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 Thanksgiving, 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 Donovan Dining Center.

Room Refunds

Withdrawal prior to the "contractually published" July 15 date will cancel all room charges. Otherwise the room contract will remain binding upon the student until the end of the first semester during which the cancellation is effected (first semester, July 15 to December 31; second semester, January 1 to May 25). However, proration of the charges may be made by the Office of Residential Life and Housing if the space created by the withdrawal is filled by a new resident prior to the close of the semester. In all cancellations, the room reservation deposit (\$100) shall be forfeited.

Board Refunds

The board contract is binding upon the student until the end of the semester during which the cancellation is effected (first semester, July 15 to December 31; second semester, January 1 to May 25). However, proration of the food-cost portion of the board contract will result in a refund, based on the week of withdrawal.

New Student Services

The Office of Academic Support and Information Services 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 advisory programs, counsels new students, and coordinates College efforts directed toward them.

Recreation Center

The Recreation Center features extensive intramural programs and a wide variety of popular recreational opportunities for undergraduate and advanced-degree students. Program and activities are also available to faculty, staff, alumni, and the community on a membership-fee basis. Instruction is offered in swimming and water safety, well-being and fitness training, and leisure-time sports activities and programs. Also offered throughout the year are informal weekend activities centered around open recreation, recreational tournaments, and outdoor activities, which may include camping, canoeing, hiking, cycling, and skiing.

The center's 54,000 square feet currently includes a five-lane, 25-yard, L-shaped heated swimming pool; four-lane, 1/10 mile indoor track; three multiple playing courts for basketball, volleyball, and tennis; a comprehensive 15-station Eagle-Cyber weight training area; and a full complement of locker facilities for men and women, including steam and sauna rooms.

Religious Life

Religious life on campus is facilitated by the Office of the Chaplain. A Protestant chaplain and a Roman Catholic chaplain are available for counseling, support, and religious services. Roman Catholic services are offered on a regular basis throughout the entire year. The Office of the Chaplain promotes, encourages, and coordinates many social service opportunities throughout the year.

Security and Safety

The Department of Security and Safety provides a 24-hour service to the campus community in the areas of law enforcement, security, fire safety, and right-to-know laws. It is responsible for the enforcement of all laws and regulations that apply to campus life, including those of the Board of Governors for Higher Education, and federal and state statutes. Information regarding College security or 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 for

students, faculty, and staff. This service is available on campus by calling extension 8201.

Office of Student Life

The Office of Student Life provides information, assistance, and referrals to individuals who have concerns about College policies and procedures. The office publishes the *Student Handbook*, arbitrates minor disciplinary infractions, and conducts exit interviews, whenever possible, with students leaving temporarily or permanently.

In addition, the Office of Student Life coordinates services for the Unity Center, international students, the Women's Center, health promotion, and students with disabilities.

Unity Center

The Unity Center provides leadership in the overall direction of programs and activities that emphasize the sharing of a multicultural college 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 by providing information about U.S. government forms, the process of entering and leaving the country, employment, financial needs, taxes, health, housing, and academic and personal problems. The office also hosts social activities such as coffee hours, parties, picnics, and field trips.

Slightly Older Students

Slightly Older Students (SOS) provides a pleasant and supportive environment for nontraditional students. Resources available through SOS include networking opportunities, a textbook lending library, emergency contact service, and peer advisors. SOS is located in the lower level of Donovan Dining Center.

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 in the lower level of 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 nutrition, exercise, AIDS, sexually transmitted diseases, rape prevention, CPR, birth control, alcohol issues, smoking cessation, or other health concerns. Referrals to community resources can be provided.

Students with Disabilities

The College is committed to integrating students who have disabilities into the campus community. Opportunities include support services, advisement, referrals, and special equipment. These are provided within a campus environment that is physically and socially accessible and that enables students to achieve their academic and career goals. As the initial contact point for students, the Office of Student Life endeavors to make students aware of the many opportunities and resources available to them.

The office not only serves as an advocate for students with disabilities, but also encourages students toward self-advocacy, independence, and productivity.

Student Support Services

See page 56.

Academic Programs and Courses



RHODE ISLAND
COLLEGE

Academic Department and Faculty Listing

Faculty of Arts and Sciences

Richard R. Weiner

Dean

James H. McCroskey

Associate Dean

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

DEPARTMENT OF ANTHROPOLOGY AND GEOGRAPHY

Academic Programs

Majors

Anthropology

General Major

Public Archaeology

Geography with concentration in

Cartography/Terrain Representation

General Geography

Urban Affairs

Minors

Anthropology

Geography

Professors

Peter Allen—*Mediterranean Peoples and Cultures, European Archaeology, Ethnographic Film*

Stanford Demars—*Physical Environment,*

Outdoor Recreation, Historical Geography

Carolyn Flueter-Lobbans—*Political and Legal*

Anthropology, Afro-Arab and Islamic Studies,

History and Theory, Women's Studies, Ethics

and Anthropology

Terence Hays—*Linguistic Anthropology, Medi-*

al Anthropology, Oceania

Richard Lobban, Jr.—Urban Anthropology, Afro-Arab Studies, Social Organization and Change, Research Methods
Robert Sullivan—Cartography, Coastal Geography, Environment

Associate Professors

Carol Barnes—Archaeological Methods and Techniques, Physical Anthropology, Archaeology of Nonhuman North America
George Epple (chair)—Maritime Anthropology, Caribbean Cultures, Anthropology and Art
Pierre Morenon (director of public archaeology)—Public Archaeology, New England, Native American Studies

Assistant Professors

Ellen Bigler—Educational Anthropology, Ethnicity, Multicultural Education (U.S., Mexico, Puerto Rico)
Gale Goodwin Gomez—Linguistics, Indigenous Rights, Environmental Issues, Native People (Latin America, Amazonia, Brazil)

DEPARTMENT OF ART**Academic Programs**

Major
Art Education
Art History
Studio Art (B.F.A., B.A.)
Minor
Art History
Studio Art

Graduate Programs

Art with concentration in
Studio Art (M.A.)
Art Education (M.A., M.A.T.)

Professors

Samuel Ames—Painting, Drawing
Harriet Beason—Ceramics, Design
Krisjohn Horvat—Sculpture, Design
Mary Ball Hawkins (chair)—Art History
Curtis LaFollette—Metals, Design
Donald Smith—Painting, Drawing

Associate Professors

Stephen Fisher—Printmaking, Drawing
Hermann Kim—Graphic Design
Suzanne Pines—Art Education

Assistant Professors

Nancy Evans—Graphic Design
Laurie Winters—Art History

DEPARTMENT OF BIOLOGY**Academic Programs**

Major
Biology
Minor
Biology
Graduate Programs
Biology (M.A., M.A.T.)

Professors

Edythe Anthony—Endocrinology, Histology
Charles Bohmack—Botany, Plant Physiology
Frank Dolyak—Physiology, Immunobiology
Neil Gonsalves—Genetics, Radiation Biology
Richard Krogh—Introductory Biology, Cytology
Jerry Melaragno (chair)—Plant Structure and Development
S. Salman Wasti—Entomology, Parasitology

Associate Professors

Yael Avissar—Molecular Biology, Biochemistry
Charles Foltz—Laboratory Instruction and Techniques
Kenneth Kinsey—Animal Behavior, Anatomy
Lloyd Matsumoto—Molecular Biology, Genetics

Assistant Professors

Eric Hall—Taxonomy
Thomas Meedel—Developmental and Molecular Biology
Charles Owens—Bacteriology, Virology
Marisa Sheridan—Behavioral Biology
Ching-Hua Wang—Immunology

Adjunct Assistant Professors

Judith Campbell—Clinical Laboratory Science
Frances Ingwersol—Clinical Laboratory Science
David Mello—Clinical Laboratory Science
Ann Marie Roberti—Clinical Laboratory Science

DEPARTMENT OF COMMUNICATIONS**Academic Programs**

Major
Communications with concentration in
Public and Professional
Communication
Public Relations
Speech and Hearing Sciences
Telecommunications

Minor
Communications

Professors

Lawrence Budzser—Mass Communication, Film and Video Production
Moyné Cabbage—Interpersonal Communication, Rhetoric, Management and Organizational Communication

Associate Professors

Kay Israel (chair)—Advertising and Public Relations
Philip Palombo—Mass Communication, Video Production

Assistant Professors

Eung-Jun Min—Mass Communication, Video Production
Audrey Olmsted—Forensic, Public Communication

DEPARTMENT OF ENGLISH**Academic Programs**

Major
English
Minor
English
Writing

Graduate Programs

English (M.A., M.A.T.)

Professors

Paul Anghinetti—Modern Fiction, Irish Studies, Interdisciplinary Studies
Pamela Benson—Renaissance Literature, Comparative Literature
Joan Dagle—Narrative Theory, Post Fiction, Film Studies
Mark Estrin—Dramatic Literature from its Beginnings to the Present, Film Studies, 19th-Century American Fiction

Richard Feldstein—American Literature, Psychoanalysis, Feminism
Gary Grund—17th-Century Prose, 16th- and 17th-Century Poetry
Spencer Hall—Romanticism, Critical Theory, Poetry

Robert Hogan (chair)—19th-Century American Literature, Fiction, Composition
Kathryn Kalinak—Film Studies, Women's Studies, 19th-Century American Literature
Meradith McMunn—Medieval Literature, Linguistics
Judith Mitchell—Children's Literature, Adolescent Literature, English Education

A. John Roche—Writing, American Literature
Barbara Schapiro—English Romantic Poetry, Modern British Literature, Psychoanalysis and Literature
Amrjit Singh—American Literature, Afro-American Studies, Commonwealth Literature
James Turley—English Education, Dramatic Literature, Writing

Associate Professors

Mark Anderson—Creative Writing, British Romanticism, Poetry
Stephen Bowen—18th-Century British Literature, Poetry

Cathleen Calbert—Creative Writing, 19th- and 20th-Century British Literature, Poetry
Thomas Cobb—Creative Writing, Rhetoric, 18th-Century British Literature

Joseph McSweeney—Composition and Business Writing, Children's Literature, English Education

Daniel Orsini—British Literature from 1832 to 1900 (Poetry, Novel), Creative Writing and Instructional Composition, Literature and Science

Maureen Reddy—Victorian Period, the Novel, Feminist Criticism, African-American Literature
Marjorie Roemer—Composition Studies, Postmodernism, Pedagogy

John Salzman—Renaissance Literature, Literary Theory, Victorian Literature
Albert Salzberg—Chaucer and Medieval Literature, Literature and the Open, Neoclassical Literature

Claudia Springer—Film Studies, Cultural Studies, 20th-Century Literature

Assistant Professors

- Dread Cappella—*English Education, Poetry, Composition Studies*
 Jon Haug—*19th-Century American Literature, African-American Literature, Critical Theory*
 Daniel Scott—*Colonial and Postcolonial Writing, Literature of the African Diaspora, Critical Theory*

DEPARTMENT OF HISTORY**Academic Programs**

Major
 History

Minor
 History

Graduate Programs

History (M.A., M.A.T.)

Professors

- George Kellner (chair)—*American Urban and Immigration History*
 J. Stanley Lemons—*American Cultural and Social History, American Women's History, Rhode Island History*
 Armand Patrice—*19th-Century Europe, Modern Italy, Modern Japan*
 Donald Sippel—*Greek, Roman, and Hellenistic History*
 Norman Smith—*Early 19th-Century United States, Economic History of the United States, Rhode Island History*
 David Thomas—*Islamic Civilization, Ottoman History, Computer Applications*

Associate Professors

- Peter Brown—*Russia, Eastern Europe*
 Ronald Dufour—*Colonial and Revolutionary America*
 Jeanine Olson—*Renaissance and Reformation*
 Peter Picillo—*Recent United States History*
 Norman Pyle—*Latin American History, European Intellectual History*
 Tony Teng—*East Asia (China, Japan, Korea), Southeast Asia*

Assistant Professors

- Robert Cvojenek—*American History, Labor History, History of the South*
 Apollon Nwagwu—*Colonial and Modern Africa, Imperialism, Britain*

- Joanne Schneider—*Modern Europe, German History*
 Leslie Ann Schuster—*Comparative Labor History, Modern Europe, France*

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE**Academic Programs**

Major
 Computer Science
 Mathematics with concentration in
 Applied
 Computer
 Standard

Minor
 Computer Science
 Mathematics

Graduate Program
 Mathematics (M.A., M.A.T.)

Professors

- George Anderson—*Probability, Statistics, Digital Networks*
 James Biedren—*Mathematics Education*
 Ann Moskol—*Applied Mathematics, including Numerical Analysis, Operations Research*
 John Nazarian—*Algebra, History of Mathematics, Number Theory*
 Miriano Rodriguez—*Analysis, Problem Solving, History of Mathematics*
 Robert Saltany—*Statistics, Complex Variables, Differential Equations*
 James Sedock—*Modern Algebra, Analysis, Introductory Computer Science*
 Roger Simons—*Computer Science, Mathematical Logic*
 Arthur Smith—*Mathematics Education, Number Theory*

Associate Professors

- David Abrahamsen—*Applied Mathematics, Differential Equations*
 Donna Christie—*Mathematics and Computer Education, Problem Solving*
 Frederick Hartopp—*Number Theory, Abstract Algebra*
 Edward McDowell—*Abstract Algebra, Computer Science*
 Vivian Morgan—*Problem Solving, Microcomputer Education*
 Helen Salzberg (chair)—*Abstract Algebra, Analysis*

- James Schaefer—*Computer Science*
 Barry Schiller—*Probability, History of Mathematics, Environment*

Assistant Professors

- Alejandro Andreotti—*Complex Variables, Analysis*
 Lisa Doolittle Humphreys—*Applied Mathematics, Partial Differential Equations*
 Charles Roy—*Operator Theory, Statistics*
 Namita Sarawagi—*Computer Science, Abstract Algebra*
 Caroline Tropper—*Computer Science, Artificial Intelligence*
 Ying Zhou—*Applied Mathematics, Differential Equations*

DEPARTMENT OF MODERN LANGUAGES**Academic Programs**

Major
 French
 Spanish

Minor
 French
 Portuguese

Additional Courses
 German
 Italian
 Latin

Graduate Programs
 French (M.A., M.A.T.)
 Spanish (M.A.T.)

Professor

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

Associate Professors

- Dix Coons (chair)—*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*

Assistant Professors

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

- Ghislaine Gélolin—*French Language and Literature, 19th and 20th Century, Film Studies*
 Olga Juarez-Arretoy—*Latin American Literature, 20th-Century Novel and Short Story*
 Naomi Parker—*Portuguese Language, Portuguese and Brazilian Literature*

DEPARTMENT OF MUSIC**Academic Programs**

Major
 Music
 Music Education
 Performance (B.M.)

Minor
 Music

Graduate Programs
 Music (M.M.Ed., M.A.T.)

Professors

- Robert Bobberg—*Piano, Music Education, Composition*
 Robert Elain (chair)—*Theory, Piano, Composition*
 William Jones—*Voice, Music Education*
 Francis Marciniak—*Trombone, Music Education, Theory*
 Edward Markward—*Conductor, Voice*
 Philip McClintock—*Clarinet, Saxophone, Music Education*
 John Pellegrano—*Trumpet, Orchestration, Bass*
 Raymond Smith—*Music History and Literature, Musicology*
 Judith Lynn Silliman—*Artist-in-Residence, Piano*

Associate Professors

- George Mack—*Cello, Theory, Music History*
 John Sumner—*Violin, Viola, Music Literature*

Adjunct Instructors

- Mary Beck, David Cobb, Richard Cumming, Robert Currier, Elizabeth Dean-Gates, Vincent Fraioli, Gregory Fritze, Mychal Gendron, Margaret Gidley, George Gainecontis, Georgette Ross Hutchins, Delight Immonen, Steven Jobe, Stephen Martorella, Anne Marie McDonnell, John Meardon, Martha Moor, Joanne Mouradjian, Richard Romiti, Donald St. Jean, Annamaria Saritelli, Susan Thomas, Susan Wood, and Gregory Zeilich

DEPARTMENT OF NURSING

Academic Program

Major
Nursing

Professors

Anne Cary—*Medical/Surgical Nursing*
Linda Cathers—*Maternal-Neonatal, Health*
Margaret Haimsworth—*Psychiatric/Mental Health*
Rebecca Laman—*Maternal-Neonatal, Health*
Constance Pratt—*Maternal-Neonatal, Health*

Associate Professors

Francine Breim—*Pediatric Nursing*
Mary Burke—*Pediatric Nursing*
Patricia Cunningham-Warburton—*Psychiatric/Mental Health*
Karen Enright—*Community Health Nursing*
Angela Murphy—*Pediatric Nursing*
Sandra Rasmussen—*Psychiatric/Mental Health*
Carol Shelton—*Community Health Nursing*
Patricia Thomas (chair)—*Community Health Nursing*
Carolyn Wood—*Maternal-Neonatal, Health*

Assistant Professors

Patricia Beezer—*Maternal-Neonatal*
Mary Byrns—*Community Health Nursing*
Geraldine DeNuccio—*Medical/Surgical Nursing*
Judith Doherty—*Medical/Surgical Nursing*
Mary Foote—*Maternal-Neonatal*
Dolores Harrison—*Medical/Surgical Nursing*
Yolande Lockett—*Pediatric Nursing/Physical Assessment*
Colette Matarese—*Maternal-Neonatal, Health*
Dorothy Petrazza—*Community Health Nursing*
Ann Rochette—*Pediatric Nursing*
Aliceville Rubotzky—*Medical/Surgical Nursing*
Jane Williams—*Medical/Surgical Nursing*

DEPARTMENT OF PHILOSOPHY

Academic Programs

Major
Philosophy

Minors

Philosophy
Religious Philosophies and Philosophical Foundations of Education

Professors

Robert Castiglione (chair)—*Metaphysics, Aesthetics, Philosophy of Religion*
Willard Entenman—*Epistemology, Ethics*
Richard Olmsted—*Philosophy of Religion, Eastern Philosophy, History of Educational Thought*
Sheri Smith—*Logic, Ethics, Epistemology*

Assistant Professors

John Carroll—*Metaphysics, Philosophy of Science, Rational Choice*
Tomoji Shogenji—*Philosophy of Language*

DEPARTMENT OF PHYSICAL SCIENCES

Academic Programs

Major
Chemistry (B.S., B.A.)
General Science
Physics

Minors

Chemistry
Physics

Graduate Programs
General Science (M.A.T.)
Physical Science (M.A.T.)

Professors

Barry Gilbert—*General Physics, Atomic and Nuclear Physics*
Peter Glanz—*General Physics, Quantum Physics*
David Greene (chair)—*General Chemistry, Inorganic Chemistry*
Arthur Liferriere—*Organic Chemistry*
Elaine Magyar—*General Chemistry, Organic Chemistry*
James Magyar—*Instrumental Analysis, Organic Chemistry*
Charles Marzocco—*General Chemistry, Physical Chemistry*
Robert Viens—*General Physics, Meteorology*
John Williams—*General Chemistry, Organic Chemistry*

Associate Professors

Laura Cooley—*General Chemistry, Physical Chemistry*
Peter Meyer—*Oceanography, Geology*

Assistant Professor

Marc Ertan-Lamontagne—*Analytical Chemistry, Instrumental Analysis, Environmental Chemistry*
Douglas Furton—*Physics, Physical Science*

DEPARTMENT OF POLITICAL SCIENCE

Academic Programs

Major
Political Science
General Major
Public Administration

Minors

Political Science

Professors

Francis Leazes, Jr.—*Public Administration, Budgeting and Finance, Organizational Behavior*
Victor Profughi—*Political Parties and Elections, State and Local Government, Personnel and Human Resources, Survey Research*
Milburn Stone (chair)—*Asian Politics, U.S. Policy, Political Behavior*
Richard Weimer—*History of Political and Social Thought, Political Science, Comparative Politics (Europe)*

Associate Professors

Nancy Oppenlander—*Research Methodology, Computer Applications, Public Law*
John Perrotta—*Public Policy, Public Law*
Carey Rickabaugh—*Public Law, International Politics, Developmental Politics*

Assistant Professors

Claus Hoffmann—*Comparative and International Politics*
Laurence Weil—*Congress, Bureaucratic Politics, Public Policy*

DEPARTMENT OF PSYCHOLOGY

Academic Programs

Major
Psychology

Minors

Psychology
Graduate Program
Psychology (M.A.)

Professors

Lenore DeLucia—*Experimental Child Psychology, Child Psychology*
Allan Fingeret—*Introductory Psychology, Experimental Psychology*
Florence Heenan—*Statistics, Measurement, Educational Psychology*
John Laffey—*Clinical Psychology, Drugs and Behavior*
Barbara Anderson Loombury—*Statistics, Measurement, Educational Psychology*
James McCroskey—*Research Methods, Health Psychology*
Tom Randall (chair)—*Developmental Psychology, Personality*
Joan Rollins—*Social Psychology, Psychology of Women*
James Rubovits—*Educational Psychology, Industrial Psychology, Behavioral Analysis*
Patricia Rubovits—*Developmental Psychology, Clinical Child Psychology*
David Sugarman—*Social Psychology, Lifespan Development*

Associate Professors

Frederic Agatzstein—*Social Psychology, Personality*
Dorothy Bianco—*Personality, Abnormal and Clinical Psychology, Women's Studies*
Donald Cousins—*Child Psychology, Developmental Psychology, Cognition*
Thomas Malloy—*Developmental and Social Psychology*
Robin Montevilo—*Developmental Psychology, Experimental Psychology*
Richard Tropper—*Introductory Psychology, Statistics, Computer Applications*
Duncan White—*Experimental Psychology, Statistics, Comparative Psychology*

Assistant Professors

Beverly Goldfield—*Development Language*
Earl Samson—*Physiological Psychology, Experimental Psychology, Statistics*

DEPARTMENT OF SOCIOLOGY**Academic Programs***Majors*

Justice Studies
Criminal Justice
Justice and Society
Sociology

Minors

Gerontology
Justice Studies
Sociology

Professors

Emily Stier Adler—*Research Methods, Family, Sex Roles and Work*
Roger Clark (chair)—*Research Methods, Family, Urban Sociology, Theory*
Rachel Filanson—*Gerontology, Medical, Family, Research Methods*
Pamela Irving Jackson—*Criminology, Criminal Justice, Research Methods*
Thomas Ramsey—*Theory, Family, Law, Religion*
John P. Roche—*Ethnic Studies, Family, Social Psychology*

Associate Professor

Derek Niklas—*Criminal Justice, Criminology, Research Methods*

Assistant Professors

Jason Blank—*Ageing, Organization, Criminal Justice*
Jianhong Liu—*Criminology, Research Methods*
Donald Perry—*Deviance and Crime, Theory, Small Groups*

DEPARTMENT OF THEATRE AND DANCE**Academic Programs***Majors*

Theatre with concentration in
Performance
Design/Technical
General Theatre
Musical Theatre

Minors

Dance
Theatre

Graduate Program
Theatre (M.F.A.)

Professors

David Burr—*Acting, Directing, Touring Theatre*
John Custer—*Set and Lighting Design*
P. William Hutchinson—*Acting, Directing, Internship Program*
Raymond Piccozi (chair)—*Musical Theatre, Children's Theatre*
Edward Scheff—*Managing Director of Theatre and Dance*

Associate Professor

Douglas Cumming—*Design/Technical Director*

Instructor

Dante Del Giudice—*Dance*

Costume Designer

Barbara Matheson—*Costume Design, Makeup*

INTERDISCIPLINARY AND OTHER PROGRAMS

African/Afro-American Studies
Classical Area Studies
Clinical Laboratory Science
Environmental Studies
Film Studies
Bachelor of General Studies
Gerontology
International Studies
Labor Studies
Latin American Studies
Medieval and Renaissance Studies
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

School of Education and Human Development

David E. Nelson
Dean

To be appointed
Associate Dean

Susan J. Schenck
Director of Clinical Experiences

The School of Education and Human Development provides accredited programs to prepare teachers, other educators, and human service professionals for success in school and agency settings. Undergraduate and graduate programs are offered for the preparation of teachers, counselors, school administrators, school psychologists, and similar human service professionals. The school, which is Rhode Island's major center for initial and advanced preparation in education and human development, is dedicated to excellence in education. Accredited programs which contribute to personal development in human service settings are offered where those programs are compatible with the school's professional education programs.

The school's commitment to professional education is evidenced by faculty who provide a model for excellence in teaching; who conduct research in educational theory and practice; who perform professional service to the community through assistance to local, state, and national educational agencies; and who participate in collegial service to the school and the College.

The School of Education and Human Development equips its graduates with the knowledge, skills, and attitudes necessary to become effective professionals who exhibit a lifelong commitment to learning and who have the ability to use their knowledge, talents, and skills in service to others.

The Rhode Island College Teacher Education Knowledge Base is the intellectual

framework for all its professional education programs. It provides a general perspective on teaching and learning and relies heavily on the "reflective practitioner" as a consummate professional who responds to the principles of critical pedagogy and the learner-centered curriculum.

The PAR Model associated with the Knowledge Base emphasizes the three key aspects of the teaching/learning process: Planning, Action, and Reflection.

ADMISSION TO UNDERGRADUATE TEACHER EDUCATION PROGRAMS**Admission Process**

Admission to undergraduate teacher education programs is initiated through academic departments within the School of Education and Human Development. Candidates apply for admission to a specific program while enrolled in one of the following courses:

Art Education—Art Education 203
Elementary Education—Elementary Education 300
Health Education—Health Education 300
Music Education—Music Education 312
Physical Education—Physical Education 301
Secondary Education—Secondary Education 305
Special Education—Special Education 310
Technology Education—Secondary Education 305

Application materials are available from the academic departments that provide teacher education programs within the School of Education and Human Development. Students interested in either the art education or the music education program may acquire application materials from the Department of Art or the Department of Music. Candidates for admission to the music education program should contact the Department of Music when admitted to the College. Candidates for admission to either the technology education program or the career and technical education program should contact the Department of Industrial Technology. Candidates for admission

to the special education program must apply through the Department of Elementary Education or the Department of Educational Studies depending upon an interest in teaching either children or youth with disabilities.

Admission Criteria

Information about the candidate's strengths in intellectual and academic areas together with information about interpersonal qualities relevant to success in teaching are examined. Admission of qualified candidates who reflect the demographic diversity of public school students is essential. Candidates must satisfy the following criteria for admission into an undergraduate teacher education program:

1. Completion of at least 45 semester hours by the end of the semester in which the candidate applies to a teacher education program. At least one semester of course work must be completed at Rhode Island College prior to admission to a teacher education program.
2. Successful completion of Counseling and Educational Psychology 213, 214, or 216 with a grade of B- or higher.
3. Successful completion of the Rhode Island College Writing Requirement and the Mathematics Competency Requirement.
4. Successful completion of the first professional course with a grade of B- or higher. (See list of professional courses above from which candidates apply).
5. Documented pre-professional experience with children or youth. The nature and extent of the experience together with its documentation is described by each department that offers a teacher education program.
6. Submission of two letters of recommendation. One letter must be provided by the instructor of the course from which the candidate applies to either an elementary education or kindergarten through grade 12 teacher education program. For candidates applying to a secondary education program, this letter must be provided by an instructor of

a course in the academic major. One letter must be provided by a professional familiar with the candidate's pre-professional experiences with children or youth.

7. Attainment of a cumulative grade point average of at least 2.50.
8. Successful completion of the Communications Skills and General Knowledge sub-tests of the National Teachers Examination.
9. Successful completion of the personal qualities interview.
10. Fulfillment of all the additional requirements a particular department may have for admission into its teacher education program.

Each departmental admissions committee evaluates all submitted information on each candidate. Candidates for admission should demonstrate performance consistent with all criteria for admission and are encouraged to provide information about areas of exceptional competence or unique experience that signify potential for success as a teacher. Admission decisions are made in a meeting of the departmental admissions committee.

Alternative Admission Process

When a candidate for admission to a teacher education program does not demonstrate performance consistent with published criteria, the departmental admissions committee may recommend an alternate admission process. The committee will summarize the successful candidate's qualities in relation to the purpose(s) of the teacher education program and the potential for teaching success. This written summary and the request for reconsideration must be forwarded to the office of the associate dean.

Appeal Process

Initial admission decisions for candidates to a teacher education program are made by departmental committees. These decisions are forwarded to the associate dean who reviews all decisions to ensure that approved criteria and procedures are satisfied. Admission decisions are communicated to candidates by the associate dean of the School of

Education and Human Development. The Professional Admissions Committee of the School of Education and Human Development reviews appeals made by individuals for reconsideration of a decision made by a departmental committee. Decisions made by the Professional Admissions Committee may be appealed to the dean of the School of Education and Human Development.

ADMISSION TO GRADUATE TEACHER EDUCATION PROGRAMS

Admission Process and Criteria

A general description of graduate programs in education is provided in the Graduate Studies section of this catalog. General admission procedures and requirements for all graduate programs in education are presented in the Graduate Studies section on page 40. Some professional preparation programs in education have special admission requirements and procedures which are described by the department providing the program.

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

Academic Programs

Graduate Programs
Agency Counseling (M.A.)
Agency Counseling with Chemical Dependency 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.)

Professors

John Perkins—*Individual, Group, and Family Therapy*
Mary Wellman—*Educational Psychology, School Psychology, Psychopathology*

Associate Professors

Murray Finley (chair)—*Counseling with Adolescents and in Industrial/Business Settings, Systems Approaches*
Stephen Rothchild—*Individual, Existential, Group, and Sex Therapy*

Assistant Professors

Terry Bontrager—*Cultural Diversity, Educational Psychology, School Psychology*
Gail Lawson—*Psychopathology, Educational Psychology, School Psychology*
Felicia Wilczenski—*Educational/School Psychology, Cognitive/Behavioral Assessment and Intervention, Research Methods*

DEPARTMENT OF EDUCATIONAL STUDIES

Academic Programs

Curriculum
Secondary Education with various majors
Minor
Foundations of Education
Graduate Programs
Bilingual-Bicultural Education (M.Ed.)
Curriculum (C.A.G.S.)
Educator of Gifted Children Certificate
School Administration (M.Ed., C.A.G.S.)
Secondary Education (M.Ed.)
Secondary Education with Urban Education specialization (M.Ed.)
Secondary Education with various departments (M.A.T.)
Teaching English as a Second Language (M.A.T., M.Ed.)

Specializations:

Bilingual-Bicultural Education
Urban Education
Additional Courses
Instructional Technology

Professors

Louis Alleno—*Philosophy of Education, Community Education, Curriculum Theory*
James Bierlein—*Mathematics Education*
Joan Bortolus—*Bilingual Education*
John Burci—*Philosophy of Education, Cultural and Social Foundations of Education*
Marylyn Eisner—*Secondary College, and Adult Reading*
Philip McClintock—*Music Education*
Judith Mitchell—*English Education*
David Nelson—*Educational Leadership, Reading, Research*
Arthur Smith—*Mathematics Education*
Milburn Stone—*Social Studies Education*
James Tutley—*Educational Leadership, English Education, Secondary Education*

Associate Professors

- Carl Brill, Jr.—*Foundations*
 Dorina Christy—*Mathematics Education*
 James Davis—*Computer Instruction, Instructional Design, Media Production*
 William Holland—*School Administration, Curriculum*
 James McCrystal—*Technology Education*
 Joseph McSweeney—*English Education*
 Vivian Morgan—*Mathematics Education*
 Carolyn Panofsky—*Foundations, Diversity in Schools*
 Suzanne Pines—*Art Education*
 Nancy Sullivan (chair)—*Administration, Curriculum*
 M. Frances Taylor—*Spanish Education*

Assistant Professors

- Ellen Bigler—*Social Studies Education*
 David Cappella—*English Education*
 Robert Cvojnec—*History Education*
 Gale Goodwin Gomez—*Social Studies Education*

- Xai Reyes—*Foundations*
 Paul Tikous—*Science Education*

Instructor

- Willis Poole—*Teaching English as a Second Language*

EDUCATION DOCTORAL PROGRAM**Academic Program**

- Graduate Program*
 Education (Ph.D.)

Professors

- John Buccì—*Philosophy of Education, Cultural and Social Foundations of Education*
 Richard Dickson (co-director)—*Behavior Disorders, Special Education Administration*
 Carolyn Flueth-Lobban—*Political and Legal Anthropology, Afro-Arab and Islamic Studies, History and Theory, Women's Studies, Ethics and Anthropology*
 Joan Glazer—*Children's Literature, Language Arts, Children's Film*
 Thomas Kochanek—*Special-Needs Infants, Preschool Children*
 William Oehlkers—*Elementary, Developmental, and Remedial Reading*
 Elizabeth Rowell—*Elementary Reading (Content Areas), Research in Reading*

- Erta Stieglitz—*Elementary, Secondary, and ESL, Reading, Educational Computing*

Associate Professors

- Patricia Cordeiro—*Social Studies, Language Arts*
 John Gleason—*Moderate and Severe Disabilities, Research Methods*
 William Holland—*School Administration, Curriculum*
 Patricia Medeiros-Landuram—*Learning Disabilities, Bilingual Special Needs*
 Carolyn Panofsky—*Foundations, Diversity in Schools*

Assistant Professors

- Felicia Wilczernski—*Educational Psychology, School Psychology*
 Julie Wollman-Bonilla—*Language Arts*

Adjunct Professors—University of Rhode Island

- James Barton, David Byrd, David Caruso, Barbara Culatta, Marcia Feld, Oretta Harris, Diane Horn-Wingard, Theodore Kellogg, John Long, Lynn McKinney, Richard Purnell, Robert Sorntrom, Susan Tostle, Alora Valder, George Willis, Grant Willis, Betsy Young

DEPARTMENT OF ELEMENTARY EDUCATION**Academic Programs**

- Curricula*
 Early Childhood Program
 Elementary/Middle School Program
 Elementary Program

- Teaching Concentrations*
 Language Arts
 Mathematics
 Science
 Special Education

- Graduate Program*
 Elementary Education (M.A.T., M.Ed.)
 Elementary Education (M.Ed.) with concentration in:
 Early Childhood
 Language Arts
 Mathematics
 Science
 Elementary Education with Urban Education specialization (M.Ed.)
 Reading (M.Ed.)

Professors

- James Betters—*Children and Television, Social Studies*
 Marilyn Eassey—*Secondary, College, and Adult Reading*
 Joan Glazer—*Children's Literature, Language Arts, Children's Film*
 Richard Green—*Science Education, Environmental Education*
 William Oehlkers—*Elementary, Developmental, and Remedial Reading*
 Anne Petry—*Early Childhood Science/Social Studies, Language Arts*
 Raymond Picozzi—*Children and Theatre*
 Elizabeth Rowell—*Elementary Reading (Content Areas), Research in Reading*
 Robert Rude (chair)—*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*
 Erta Stieglitz—*Elementary, Secondary, and ESL, Reading, Educational Computing*

Associate Professors

- Patricia Cordeiro—*Social Studies, Language Arts*
 MacGregor Kinsley—*Elementary Science Education*
 Patricia Lyons—*Social Studies*
 Joyce Reissner—*Early Childhood, Language Arts*

Assistant Professors

- Thomas Calhoun—*Elementary Mathematics Education, Computer and Mathematics Education*
 Eula Fresch—*Social Studies, Concepts of Teaching*
 Elizabeth Hershaw—*Social Studies*
 Martha Horn—*Language Arts*
 Julie Wollman-Bonilla—*Language Arts*

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION**Academic Programs**

- Majors*
 Health Education
 Physical Education

Minor

- Recreation and Leisure Services*
Graduate Program
 Health Education (M.Ed.)

Professor

- Bennett Lombardo—*Physical Education/Curriculum*

Associate Professors

- Kenneth Anley (chair)—*School Health, Curriculum and Instruction, Epidemiology*
 Carol DiMarco Cummings—*Community and School Health/Health Promotion*

Assistant Professors

- Janis Marecek—*Physical Education, Recreation, Gerontology*
 June Nutter—*Physical Education/Exercise Physiology, Nutrition*
 Betty Ranhe—*Health Education/Curriculum, Gerontology*

DEPARTMENT OF SPECIAL EDUCATION**Academic Programs**

- Teaching Concentrations*
 Resource Teacher—Mild Disabilities
 Elementary
 Middle School and Secondary
 Special Class Teacher—Mild/Moderate Disabilities
 Elementary through Middle School
 Middle School and Secondary
 Special Class Teacher—Severe/Profound Disabilities
 Children and Young Adults

Graduate Programs

- Special Education (M.Ed.) with concentration in:
 Elementary Special Needs—Behavior Disorders
 Elementary Special Needs—Learning Disabilities
 Preschool Disabilities
 Secondary Special Needs
 Severe/Profound Disabilities
 Special Education (C.A.G.S.) with concentration in:
 Administration
 Curriculum, Instruction, and Assessment

Professors

- A. Anthony Antosh—*Multiple Disabilities, Severe and Profound Disabilities*
 Richard Dickson—*Behavior Disorders, Special Education Administration*
 Judith DiMeo (chair)—*Learning Disabilities, Mild and Moderate Disabilities*
 Serve Imber—*Behavior Disorders*
 Thomas Kocharek—*Special-Needs Infants, Preschool Children*
 Joseph McCormick—*Secondary Special-Needs Students, Mild and Moderate Disabilities*
 Paul Sherlock—*Parent Education, Special Education Administration*

Associate Professors

- John DiMeo—*Learning Disabilities, Mild and Moderate Disabilities*
 John Gleason—*Moderate and Severe Disabilities*
 Patricia Medeiros-Landurand—*Learning Disabilities, Bilingual Special Needs*

Assistant Professor

- Diane Dabkowski—*Special-Needs Infants, Preschool Children*

School of Social Work

George D. Metzry
 Dean

Francine Connolly
 Director, Field Education

Nancy Gewirtz
 Chair, M.S.W. Department

Daniel Weisman
 Chair, B.S.W. Department

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 fullest development of individuals, groups, and communities. Particular emphasis is placed on public social policy and its influence on social services.

Because of the school's commitment to oppose social injustice, special emphasis is also placed on oppressed populations. Furthermore, the school sees an obligation to provide educational opportunities through continuing education to the professional community.

Both the B.S.W. program and the M.S.W. programs are accredited by the Council on Social Work Education.

M.S.W. DEPARTMENT**Academic Program**

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

Professors

- Mary Ann Bromley—*Human Behavior, Diversity, and Oppression, Generalist Practice, Child Welfare*
 Nancy Gewirtz—*Health and Mental Health, Community Practice, Policy*
 George Metzry—*Policy, Administration, Generalist Practice*
 Lenore Oben—*Research, Policy, Child Welfare*
 Frederic Reutter—*Human Behavior, Diversity, and Oppression, Research, Criminal Justice*

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

Associate Professor

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

Assistant Professors

- Barbara Cowart—*Aging, Policy and Practice, Human Behavior, Diversity, and Oppression, Generalist Practice*
 Dennis Ghindia—*Clinical Practice, Policy*
 Ann Marie Mumm—*Human Behavior, Diversity, and Oppression, Clinical Practice*
 Margaret Waller—*Human Behavior, Diversity and Oppression, Clinical Practice, Mental Health*

B.S.W. DEPARTMENT**Academic Program**

Major
 Social Work (B.S.W.)

Professors

- Marnie Oliver—*Generalist Practice, Human Behavior and Social Environment*
 Daniel Weisman—*Community Practice, Mental Health, Labor*

Associate Professor

Mildred Bates—*Generalist Practice, Alcoholism, Women's Issues*

Assistant Professor

S. Scott Mueller—*Generalist Practice, Child Welfare, Social Policy*

Center for Management and Technology

Nazarin Sabha
Interim Director

The Center for Management and Technology houses the Department of Economics and Management and the Department of Industrial Technology. The Department of Economics and Management offers five major undergraduate programs: accounting, economics, computer information systems, management, and marketing. The Department of Industrial Technology offers undergraduate and graduate programs in industrial technology, technology education, and career and technical education.

Working with area educators, industry leaders, professional societies, and governmental agencies, the center serves as a cooperative link between the College and the community.

In addition to academic programs, the center is designed to focus on the education and training of the Rhode Island industrial community and to provide the skill and knowledge vital to the attainment of a competitive advantage.

DEPARTMENT OF ECONOMICS AND MANAGEMENT

Academic Programs

Major
Accounting
Financial
Information Systems
Managerial
Computer Information Systems
Economics
Management with concentration in
General Management
Human Resource Management
International Management
Managerial Economics
Marketing

Minor
Computer Information Systems
Economics
Management
Marketing

Professors

Crist Costa (chair)—*Computer Information Systems*
I. Anflia Dicle—*Management Theory, Management Policy*
Ulku Dicle—*Human Resource Management, Organizational Behavior*
Peter Moore—*Macroeconomics, Public Finance*
Stephen Ratnock—*Marketing, Marketing Research*

Associate Professors

Judith Babcock—*Organizational Behavior/ Theory*
Jeffrey Blais—*Macroeconomics, Intermediate Macroeconomics*
Nancy Brown—*Marketing*
Hall Copur—*Organizational Behavior, Managerial Policy*
Randy DeSimone—*Human Resource Management, Organizational Behavior, Management Theory*
Joel Foerst—*Marketing, Managerial Policy*
Peter Hartman—*International Economics, Developmental Economics*
David Harris—*Human Resource Management*
Abbas Kazemi—*Microeconomics, Econometrics, Finance*

Peter Marks—*Microeconomics, Macroeconomics*
G. Laurie Pamental—*Management, Business, Government and Society*
Albert Stecker—*Computer Information Systems, Operations Management*
Marilyn Sylvestre—*Accounting*
Robert Wright—*Operations Management, Managerial Policy*

Assistant Professors

Sharif Abkan—*Management, Finance*
Ali Bahrami—*Computer Information Systems*
David Blanchette—*Marketing*
Jules Cohen—*Computer Information Systems*
David Fülpek—*Accounting*
Alema Karim—*Microeconomics*
Jane Przybyla—*Accounting*
Charles Snow, Jr.—*Accounting*

DEPARTMENT OF INDUSTRIAL TECHNOLOGY

Academic Programs

Major
Career and Technical Education
Industrial Technology with concentration in
Electronics Technology
Graphic Communications Technology
Manufacturing Planning and Control Technology
Technical Processing
Technology Education
Minors
Electronics Technology
Graphic Communications Technology
Industrial Technology
Manufacturing Planning and Control Technology

Professor

Edward Broszki—*Technological Systems, Technical and Computerized Drawing, Electronic Communications*

Associate Professors

Frank Fariello—*Organizational Development, Strategic Planning*
R. Lee Goodness—*Construction, Energy and Transportation, Technology Practicum, Career and Technical Education and Elementary Technology Education*
James McCrytal (coordinator, career, technical, and technology education programs)—*Technology Education, Technological Enterprise, Methods and Curriculum in Career and Technical Education, Secondary Education*
James McGuire—*Manufacturing Processes, Robotics, CADD/CAM, Transportation Systems*
Nazarin Sabha (chair)—*Quality Control, Statistical Quality Control, Safety, Industrial Materials*

Assistant Professors

Lenore Collins—*Graphic Communications Technology, Desktop Publishing, Continuous Improvement in Graphic Production*
Steven King—*Competitive Advantage, Total Quality Management, Learning Organizations, MPC System, Manufacturing Excellence*

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 applicants for admission for any reason the College determines to be material to the applicant's qualifications to pursue higher education.

Admission to the College does not guarantee admission to a specific program or major.

Course Numbering System

Courses whose first digit is 0 carry college credit but, except for English 011, do not count toward graduation requirements.

Courses having a number with first digit 1 or 2 are lower-division undergraduate courses primarily for freshmen or sophomores.

Courses having a number with first digit 3 are upper-division undergraduate courses usually taken by third- or 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 their advisor, include up to three courses at the 300-level 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 of the graduate dean. Courses having a number with first digit 5 are graduate courses to which undergraduates are not admitted. Courses having a number with first digit 6 are graduate courses limited to students in the joint doctoral program.

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 is typically 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.

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

Committee on General Education

Professors: *Fluiter-Lobban, Hall, Hawkins, McCroskey, D. Thomas (chair)*

Associate Professor: *Meyer, Salzman, P. Thomas*

Assistant Professors: *Gelbin, Hoffmann, Hollman-Bonilla*

The General Education Program described in this section applies to undergraduates admitted since the fall 1992 term. Students admitted prior to fall 1992 should check with the associate dean of arts and sciences for appropriate general education requirements.

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

Responsibility for the General Education Program rests with the Committee on General Education.

Changes to the General Education Program for 1995-96

Some modifications have been made to the general education requirements for 1995-96. Please note that these changes, which

apply to all undergraduate degree candidates, affect the general education requirements only. Curriculum/program requirements (which might also have general education designations) are not affected.

Current Program Options

Students who entered Rhode Island College in or after the fall of 1992 who are following the 13-course General Education Program (four core courses, eight [or more] distribution courses, and the capstone course) may choose to omit no more than two general education courses. Students may choose to omit only from the following:

1. One of the four core courses or one course required in the Western World (WW) distribution category; or,
2. One of the courses required in the Social and Behavioral Sciences (SB) distribution category; or,
3. The Science/Mathematics (SM) distribution category.

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 fulfilling the core requirements are listed as "Gen. Ed. Core." Courses fulfilling the distribution requirements are listed with letters designating the distribution requirements. For example, Biology 101: Introductory Biology I is listed as "Gen. Ed. Category S." Students admitted since the fall of 1992 select courses according to the letter(s) designating the category.

General Education Program—for Students Admitted Fall 1992 and Later

The General Education Program encompasses 13 courses and requires a minimum of 40 semester hours. It is organized on three levels: a core requirement consisting of two courses each in history and literature, a distribution requirement consisting of a selection of courses organized in five categories, and a required capstone course. Some of the courses listed in the distribu-

tion may also be used to fulfill requirements within selected programs and majors.

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 on 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; Western Experience II 111; Western Experience II 111; Western Literature: English 101; Western Literature II 102; Western Literature II

Students in the General Education Honors Program substitute General Education Honors 101, 102, 103, 104 for the above four courses.

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

B. Distribution Requirement

The distribution requirement consists of eight courses totaling 25–27 semester hours. They are selected from the categories described below.

(WW) Western World, Language and Philosophy (3 semester hours)

Courses in this category extend the goals of the core by introducing students to the study of the forms of cultural thought and expression in the Western world through the study of a European language or through a focus on Western ethical and philosophical traditions.

One course from

- Philosophy 200; Problems of Philosophy 206; Ethics

•Modern Languages

Modern languages courses numbered 110, 113, and 114 in French, German, Italian, Portuguese, and Spanish. Students also have the option of taking an introductory mod-

ern language sequence numbered 101–102 in a language not studied in high school. Students electing this option must take both 101 and 102 to receive credit for this category.

(NW) Non-Western World

(3 semester hours)

Courses in this category introduce students to the history and cultural traditions of selected societies outside the Western cultural experience, especially Asia and Africa, and may include discrete non-Western societies within the Euro-American world.

One course from

- Anthropology 200; The Non-Western Experience
- Anthropology/Music 208; Music in Non-Western Cultures
- History 210; Perspectives on East Asian Civilization 211; Perspectives on Central Asia 212; Perspectives on Islamic Civilization 213; Perspectives on Russian Civilization 214; Perspectives on Africa 215; Perspectives on Latin America
- Philosophy 201; Introduction to Eastern Philosophy
- Social Science 201; Individual and Society in Non-Western Civilizations

(SB) Social and Behavioral Sciences

(6 semester hours)

Courses in this category provide an understanding and appreciation of humankind's complex social environment through an introduction to the perspectives, methods, and key concepts of the respective social science disciplines. Students complete two courses from the listing below.

Two courses from different disciplines

- African/Afro-American Studies 200; Perspectives on African and Afro-American Culture
- Anthropology 201; Introduction to Cultural Anthropology 202; Introduction to Archaeology 204; Art, Society, and Culture 161–166; Music Ensembles*
- Racism 206; Oral Traditions 207; Introduction to Anthropological Linguistics

•Counseling and Educational Psychology (elementary education and K-12 students only)

213. Educational Psychology: Learning and Teaching in the Elementary Schools

216. Educational Psychology: Learning and Teaching in the K-12 Program

•Economics

- 200: Introduction to Economics
- 202: Comparative Economic Systems
- Environmental Studies/Geography 200; Introduction to Environmental Studies

•Geography

- 201: Introduction to Geography
- Political Science 200; Introduction to Political Science 202; American Government 203; Global Politics 204; Introduction to Political Thought
- Psychology 110: Introduction to Psychology 215; Social Psychology

•Sociology

- 200: Society and Social Behavior 202; The Family 204; Urban Sociology 207; Crime and Criminal Justice 208; Minority Group Relations 211; Social Problems 217; Aging and Society
- Women's Studies 200; Women in Society

(A) Fine and Performing Arts (3 semester hours)

Courses in this category 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 Film and Video
- Dance 116; Introductory Modern Dance
- English 113; Approaches to Drama 116; Approaches to Film and Film Criticism
- Music 161–166; Music Ensembles*
- 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

Students who complete a major in art education, elementary education, music performance, or the B.F.A. in studio art, by virtue of their major, shall be considered to have met the requirement in the Fine and Performing Arts Category.

*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.

Natural Sciences and Mathematical Systems (10-11 semester hour)

Students select three courses: one course each from the categories of Mathematics, Laboratory Science, and Additional Mathematics or Science.

(M) Mathematics

One course from

- Mathematics
- 139: Contemporary Topics in Mathematics
- 141: Introduction to Mathematical Thought
- 144: Mathematics for Elementary School Teachers II (*elementary education students only*)
- 177: Quantitative Business Analysis I
- 181: Applied Basic Mathematics
- 212: Calculus I
- 240: Statistical Methods I*
- 247: Calculus: A Short Course
- 248: Business Statistics I (*management and computer science majors only*)*

Note: Completion of general education Category M does not satisfy the College Mathematics Competency Requirement.

*Students cannot receive course or general education credit for both Mathematics 240 and 248.

(S) Laboratory Science

One course from

- Biology
- 101, 102: Introductory Biology
- 104: Introduction to Plant Biology

- 108: Basic Principles of Biology
- 109: Fundamental Concepts of Biology
- Chemistry
- 103-104: General Chemistry
- 105-106: General, Organic, and Biological Chemistry
- Physical Science
- 103: Physical Science
- 212: Introduction to Geology
- Physics
- 101-102: General Physics
- 200: Mechanics

(SM) Additional Mathematics or Science

One course from Mathematics (*see listing above*), or one course from Laboratory Science (*see listing above*), or one course from

- Anthropology
- 203: Introduction to Physical Anthropology
- Biology
- 103: Human Biology
- Computer Science
- 101: Introduction to Computers
- Geography/Physical Science
- 205: Earth's Physical Environments
- Philosophy
- 205: Introduction to Logic
- Physical Science
- 210: Introduction to Astronomy
- 214: Introduction to Meteorology
- 216: Introduction to Oceanography

C. Capstone Requirement

Courses in this category explore, from a variety of disciplinary and multidisciplinary perspectives, critical issues of widespread concern to those living in the contemporary world.

Select one course titled *General Education 365* (These courses are currently listed in the course schedule as *General Education 365*, with the capstone designation (CP) following the call number.)

Note: The capstone course is open only to students who are in the junior year (60 semester hours), who have completed the core, and who have completed at least six of the distribution requirements, including the Non-Western Experience Category. Students must complete this requirement at Rhode Island College.

General Education Program, A Summary

A. Core Requirement (4 Courses)

English 101, 102; History 110, 111 (Students in the General Education Honors Program substitute General Education Honors 101, 102, 103, 104 for these four courses.)

B. Distribution Requirement (8 Courses)

(WW)—Western World: Language and Philosophy (one course)

(NW)—Non-Western World (one course)

(SB)—Social and Behavioral Sciences (two courses)

(A)—Fine and Performing Arts (one course)

(M)—Mathematics (one course)

(S)—Laboratory Science (one course)

(SM)—Additional Mathematics or Science (one course)

C. Capstone Requirement (1 course)

(CP)—General Education 365 (one course)

Transfer Students and Transfer Credits

Transfer students may determine their status with respect to the General Education Program by consulting with the chair of the Committee on General Education, with the associate dean of arts and sciences, or with the admissions office.

Transfer-articulation agreements now in effect with respect to the General Education Program are monitored through the admissions office and apply primarily to the Community College of Rhode Island and Bristol Community College. It is the responsibility of each transfer student to verify his/her status with regard to the General Education Program by consulting with the chair of the Committee on General Education, with the associate dean of arts and sciences, and/or with the admissions office.

General Education Honors Program

To complete the General Education Honors Program, the student normally takes one-half to two-thirds of the general ed-

ucation courses in specially designed honors classes, usually including General Education Honors 101, 102, 103, 104; General Education 365H; and Writing 100H. 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 on page 33.

COURSE OFFERINGS

These courses, which substitute for English 101-102 and History 110-111, are reserved for general education honors students. However, space permitting, other students may take these courses by permission of the director of honors.

GENERAL EDUCATION HONORS

101: Studies in Western Cultures I

Students examine the origins of Western culture in the ancient world: Greek, Roman, and Judeo-Christian traditions are discussed within a framework of history, literature, art, and philosophy. 3 semester hours. Offered fall.

102: Studies in Western Cultures II

This course explores the development of Western culture from the Middle Ages through the Renaissance. Major topics include the creation and fragmentation of medieval society; the rise of Renaissance humanism; and the Reformation. Examination is carried out within a framework of history, literature, art, and philosophy. 3 semester hours. Offered spring.

103: Studies in Western Cultures III

The development of modern Western culture from the 17th through the 19th centuries is the focus of this course. Through historical study of the period and through examination of representative works of literature, art, and philosophy, students explore such topics as the scientific and industrial revolutions, the Enlightenment, and romanticism. 3 semester hours. Offered fall.

104: Studies in Western Cultures IV
The focus of this course is on the development of Western culture in the 20th century. Major topics include the expansion and redefinition of the Western experience, modernization and modernist ideologies, and contemporary culture. Examination is carried out within a framework of history, literature, art, and philosophy.
3 semester hours. Offered spring.

Accounting

Department of Economics and Management

Professors: *Costa (chair), J. A. Dicle, U. Dicle, Moon, Ramoiki*

Associate Professors: *Baloch, Blais, N. Brown, Cypis, DeSimone, Fuerst, Harman, Harris, Kazemi, Marks, Pamental, Stocker, Sylvestre, Wright*

Assistant Professors: *Abkam, Bahmani, Blanchette, Cohen, Fülop, Karim, Przytyla, Sosa, Jr.*

Program of Study

Major: Accounting with concentration in Financial, Information Systems, or Managerial (B.S.)

UNDERGRADUATE PROGRAM

Major in Accounting

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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (54)
Accounting 201, 202, 311, 312, 321 (or 322), 331, 341; Computer Information Systems 251, 352; Economics 214, 215; Management 249, 301, 302, 330, 348, 361; Marketing 301

•Concentration (9)

Select A, B, or C.

A. Financial:

Accounting 351 or 352, plus two courses from the following: Accounting 351 or 352 (whichever is not counted

above), 332, 353, 355; Management 343 or 344

B. Managerial:

Accounting 321 or 322 (whichever is not counted above, plus two courses from Accounting 332, 351, 354 (Computer Information Systems 353 may be substituted for Accounting 354)

C. Information Systems:

Computer Information Systems 353, 354, plus one course from Accounting 322 (if not taken previously), 352, 353, 354

•Cognates (12)

English 250; Mathematics 177, 238, 248

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 required departmental courses at the 200-level, including introductory courses in accounting, economics, and computer information systems, and should complete Computer Information Systems 251, English 250, and Mathematics 248.

In the third year, students with junior standing and with 60 semester hours or more may enroll in 300-level courses in the Department of Economics and Management. At this time, students begin taking courses to fulfill requirements of the selected concentration. The capstone experience is the managerial seminar, Management 361, which is taken in the last semester; this course requires completion of 102 semester hours and required courses outside the concentration as well as cognate courses.

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, concentration, 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) of the following general education requirements:
 - a. English 101, 102;
 - b. History 110, 111;
 - c. 12 semester hours of the distribution requirement.
4. Satisfactory completion (i.e., passing grade and an overall 2.0 grade point average) of the following required courses:
 - a. Accounting 201, 202;
 - b. Computer Information Systems 251;
 - c. Economics 214, 215;
 - d. English 230;
 - e. Mathematics 177, 238, 248.

Policies

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.

Honors Program

The department offers an honors program in accounting, 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 of Science with honors in accounting. 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 300-level accounting courses.

ACCOUNTING

200: Fundamentals of Accounting and Budgeting

This course constitutes an introduction to financial statements, including balance sheets, income statements, and cash flow statements. 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 cannot receive credit for both Accounting 200 and 201.

4 semester hours. Offered fall and spring.

201: Principles of Accounting I: Financial

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 cannot receive credit for both Accounting 200 and 201.

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

202: Principles of Accounting II: Managerial

This is a continuation of Accounting 201. Topics introduced include accounting for corporations, liabilities, cash flow statements, cost accounting in a manufacturing environment, budgeting, and profit analysis for decision making. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: Acct. 201. Offered fall, spring, summer.

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.

(4) 3 semester hours. Prerequisite: Acct. 201, 202, CIS 251. Offered fall and spring.

312: Intermediate Accounting II

This is a continuation of Accounting 311. Topics include stockholder equity, cash flow statements, accounting for and reporting of income taxes, and the reporting of problems associated with earnings per share, accounting changes, and changing prices. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: Acct. 311. Offered fall and spring.

321: Cost Accounting Systems

Study is made of cost accounting systems that generate data and reports for product costing and management decisions. Topics include job-order systems, process costing, standard costing, activity-based systems, just-in-time systems, waste and spoilage, allocations, and other current developments.

(4) 3 semester hours. Prerequisite: Acct. 201, 202, CIS 251. Offered fall and spring, summer as needed.

322: Cost Accounting Analysis

Students examine the use of cost accounting data and reports by management for decision making. Topics include relevant costs, pricing decisions, nonroutine costing situations, quantitative applications, and current developments.

(4) 3 semester hours. Prerequisite: Acct. 201, 202; CIS 251. Offered fall.

331: Federal Tax I

An introduction to federal income tax law as it applies to individuals. Topics include the nature of income, taxable and nontaxable income, allowable and nonallowable deductions, determination of tax liabilities, and preparation of tax returns. (Formerly Tax Accounting I.)

(4) 3 semester hours. Prerequisite: Acct. 201 and 202. Offered fall, spring, summer.

332: Federal Tax II

The study of corporations and partnership taxation is undertaken. Topics include the tax consequences of formation, operation, consolidation, and termination of these entities. (Formerly Tax Accounting II.)

(4) 3 semester hours. Prerequisite: Acct. 331. Offered fall and spring.

341: Auditing

Current audit theory and practice are surveyed. A cycle approach is used to demonstrate audit procedures. Topics may include legal liability, ethical standards, audit planning and reporting, audit risk, and internal-control evaluation and evidence.

3 semester hours. Prerequisite: Acct. 312 and CIS 352. Offered fall and spring; summer as needed.

351: Advanced Accounting

This survey of advanced accounting issues focuses on business combinations and the external reporting of consolidated financial information in the published financial statements of large publicly held corporations. Other advanced accounting topics covered may include foreign currency translation, segment reporting, reorganization and liquidations, partnership accounting, and accounting for nonprofit organizations.

3 semester hours. Prerequisite: Acct. 312. Offered fall and spring.

352: Current Issues in Accounting Theory and Practice

This course is designed to provide a more comprehensive coverage of complex accounting issues with special emphasis on: current developments in theory and practice, financial reporting policies and procedures, internal accounting analyses, computer applications, and emerging issues. (Formerly Current Issues in Accounting Theory.)

3 semester hours. Prerequisite: Acct. 312. Offered fall.

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 trust of data.

3 semester hours. Prerequisite: Acct. 200 with consent of department chair or Acct. 202. Offered spring.

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.

3 semester hours. Prerequisite: Acct. 312, 321, 331; CIS 251. Offered fall.

355: International Accounting

Students are given an overview of the diversity of financial and managerial accounting practices in developed countries and the influences that give rise to the differences. Also included is the study of the different tax structures and the planning opportunities that result.

3 semester hours. Prerequisite: Acct. 201, 202; Mgt. 301. Offered as needed.

Administration

Department of Educational Studies

Professors: *Alfano, Borden, Boerth, Bucci, Eisner, McCintock, Mitchell, Nelson, A. Smith, Stone, Tully*

Associate Professors: *Brell, Jr., Christy, Davis, Holland, McCrystal, McSurety, Morgan, Pinsky, Pines, N. Sullivan (host), Taylor*

Assistant Professors: *Bigler, Cappella, Greenyck, Gomez, Reyes, Tiskos*
Instructor: *Poole*

Programs of Study

Graduate Programs: School Administration (M.Ed.); School Administration (C.A.G.S.)

GRADUATE PROGRAMS

Master of Education in School Administration

In addition to course work required for state certification for the elementary, middle, and secondary principalship, the master's degree program in school administration requires the successful completion of both an internship and a comprehensive examination consisting of written and oral portions. It is expected that candidates for the master's degree will have developed a proficiency in fundamental statistics and research methods for the social and behavioral sciences.

Admission Requirements

Candidates for admission to the master's degree program in school administration are expected to fulfill the following requirements. Also see graduate Admission Procedures/R requirements on page 40.

1. A bachelor's degree from an accredited college or university with a minimum grade point average of 2.75 overall and 2.75 in a major appropriate for instruction in the elementary or secondary school.*
2. A minimum average score of 450 on the General Test of the Graduate Record Examination or a minimum score of 45 on the Miller Analogies Test.*

3. Three years of successful teaching experience.
4. An interview with a professor in the program before or concurrent with the application process. No application will be considered before an interview has been conducted.

*A minimum grade point average of 3.5 in at least 12 semester hours of graduate work at Rhode Island College may be substituted for the required 2.75 undergraduate grade point average and/or the 450 average GRE score and the 45 Miller Analogies score.

(Semester hours are in parentheses.)

Program Requirements

•Foundations Component (3)

See list of approved courses in the Department of Educational Studies.

•Professional Education Component (32-33)

Administration 500, 512, 514, 518, 532, 534, 536, 538, 548, 549; Curriculum 543 or Elementary Education 503 or Secondary Education 514

•Comprehensive Examination (0)

(Total semester hours: 35-36)

Note: Students who are accepted into the program must begin in the fall semester by enrolling in Administration 500. This course provides an orientation to the graduate program as well as to the organization and operation of the school and the role of its chief administrative officers.

The internship (Administration 548-549) is a year-long course aimed at the practical application of the Reflective Practitioner Model and should be taken at a point in the program where it is of greatest value to the student. Students must receive advance approval from their advisors before registering for the internship.

Certificate of Advanced Graduate Study in School Administration

In addition to course work required for state certification for superintendents, the C.A.G.S. program in school administration requires successful completion of both an internship and a field project. The C.A.G.S. in school administration, together with the master's degree in school administration, is

viewed as a package of professional programs that prepare the candidate for full service in school management and leadership. It is expected, therefore, that candidates for the C.A.G.S. program hold both the master's degree in school administration and the principal's certificate. Those who have not completed a master's degree must satisfy the state requirements for the principal's certificate and complete the relevant course work in school administration concurrent with pursuit of the C.A.G.S. It is expected further that such candidates will have developed a level of proficiency in fundamental statistics for the social and behavioral sciences. From time to time the department will provide opportunities for students to refresh their knowledge in fundamental statistics.

Admission Requirements

Candidates for admission to the C.A.G.S. program in school administration are expected to fulfill the following requirements (also see paragraph above and the graduate Admission Procedures/R requirements on page 40).

1. A master's degree from an accredited college or university.
2. A minimum graduate grade point average of 3.25.
3. Three years of successful teaching experience.
4. An interview with a professor in the program before or concurrent with the application process. No application will be considered before the interview has been conducted.

(Semester hours are in parentheses.)

Program Requirements

•Foundations Component (6)

See list of approved courses in the Department of Educational Studies.

•Professional Education Component (29)

Administration 518, 550, 555, 561, 568, 569, 571, 574, 591, 592; Curriculum 532 or 543 or other curriculum courses approved by the department

(Total semester hours: 35)

Note: Students who are accepted into the program must begin in the fall semester by enrolling in Administration 550. This course provides an orientation to the

C.A.G.S. program as well as to the role and function of the central office and the chief educational officer.

The internship (Administration 568-569) is a year-long course aimed at the practical application of the Reflective Practitioner Model and should be taken at a point in the program where it is of greatest value to the student. Students must receive advance approval from their advisors before registering for the internship.

COURSE OFFERINGS

ADMINISTRATION

500: The Principalship: Theories, Skills, and Practices

This course explores the roles and responsibilities of elementary, middle, and secondary school principals. Leadership motivation, school effectiveness theory, managerial skills, and school climate and culture are examined. Supervision, evaluation, and staff development are underscored.

4 semester hours. Offered fall.

512: School, Parent, and Community Relations

This course examines effective relations and communications among schools, parents, and community. It examines the roles that parental, governmental, and community groups have in schooling and the processes for including them in the school's mission.

3 semester hours. Prerequisite: Admin. 500 or consent of instructor. Offered fall.

514: Instructional Supervision and Research

Study is made of concepts, techniques, problems, and trends in instructional supervision and the role of the teacher and administrator. Current theory, research, teacher-supervisor relationships, and human relations issues are examined. (Formerly Administration 502; School Supervision.)

3 semester hours. Prerequisite: Admin. 500. Offered spring.

518: Computer Applications in Administration

Topics investigated include data-base management, report generation, word processing, instructional graphics, and administrative functions. Each student will receive extensive hands-on experience with selected hardware and software. Knowledge of microcomputers is not necessary. (Formerly Microcomputers in Administration.) 3 semester hours. Prerequisite: Admin. 500. Offered fall and summer.

532: Fiscal Planning and Management

This course provides an introduction to school finance and budgeting. In addition to its focus on school revenue, it includes an introductory look at expenditure management. An overview of financing and accounting in Rhode Island is also provided. (Formerly Administration 504: School Finance.) 3 semester hours. Prerequisite: Admin. 500 and 518. Offered fall.

534: Law and Educational Policy

This course deals with issues of public schooling and the law, what constitutes an adequate education, legal rights of educators, tort liability, educating persons with disabilities, student discipline, and the rights of students and parents. (Formerly Administration 508: School Law Problems.) 3 semester hours. Prerequisite: Admin. 500 or consent of instructor. Offered spring.

536: Personnel Management and Labor Relations

Techniques for improving working relationships with all categories of staff are emphasized in this course. Other topics include group interpersonal skills, organizational behavior, recruitment, evaluation, collective bargaining, grievance procedures, and contract arbitration, which are studied in the context of decision making and conflicts resolution. (Formerly Administration 509: Personnel Problems in Education.) 3 semester hours. Prerequisite: Admin. 500. Offered spring.

538: Program Evaluation and Research

This course is an orientation to the theory and practice of program evaluation and basic research principles that support evaluation. The course provides an introduction to practical approaches used to qualitatively and quantitatively evaluate programs, curriculum, and staff. 3 semester hours. Prerequisite: Admin. 500 or consent of instructor. Offered spring.

548: Internship in Administration I

This experience provides an opportunity to develop skills in school management under the joint supervision of a principal and faculty member. The internship is a 150-hour field-based experience that usually takes place in the student's place of employment, and involves both on- and off-campus seminars. 2 semester hours. Prerequisite: Admin. 500 or consent of instructor. Offered fall.

549: Internship in Administration II

A continuation of Administration 548, this course again requires 150 hours of field-based experience. 2 semester hours. Prerequisite: Admin. 548 or consent of instructor. Offered spring.

550: The Superintendency: Theories, Skills, and Practices

Students study the leadership role and managerial responsibilities of the contemporary school superintendent. Key topics include financial and instructional management, school and community relations, contract negotiations, policy development, and educational planning. 4 semester hours. Offered spring.

555: School Facilities Planning

This course examines the process of long-range planning with emphasis on demographic analysis, enrollment projection, building surveys, planning options, educational specifications, and facilities design. A field-planning project is required. (Formerly Administration 506: School Plant Planning.) 3 semester hours. Prerequisite: Admin. 550 or consent of instructor. Offered summer.

561: Seminar in Administrative Research

Experiences are provided which enable the student to understand and evaluate research in order to plan and carry out a research-oriented field project.

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

568: Advanced Administrative Internship I

This experience is designed to provide a sustained opportunity to work with central office administrators and school committee members in developing an understanding of and skill in district management. This course involves 150 hours of field experience.

2 semester hours. Prerequisite: Admin. 550 or consent of instructor. Offered fall.

569: Advanced Administrative Internship II

This is a continuation of Administration 568 and involves 150 hours of field experience in central office environments.

2 semester hours. Prerequisite: Admin. 568 or consent of instructor. Offered spring.

571: Educational Leadership

The theories and techniques of educational leadership are studied with emphasis on the formulation of leadership principles based on current psychological and social foundations of education. Several class meetings consist of group work in human relations. (Formerly Administration 531.) 3 semester hours. Prerequisite: Admin. 550 or consent of instructor. Offered fall.

573: Building High-Performance Teams in Schools

This course is designed for educators who are contemplating a transition to site-based management and/or other forms of school-improvement planning, curriculum change, and/or restructuring involving teams. 3 semester hours. Prerequisite: graduate status. Offered as needed.

574: Educational Planning and Policy

This course involves obtaining, analyzing, and interpreting information about the external and internal environment of schools as well as incorporating this acquired knowledge into the thinking of school managers and applying it to strategic planning and educational policy development. 3 semester hours. Prerequisite: Admin. 550. Offered fall.

578: Issues in Technology

The integration of technology into instruction and administration is investigated. Students examine research, issues, and trends as they apply to a total school environment. Each student will design a management information system relevant to his/her goals and objectives.

3 semester hours. Prerequisite: Admin. 550 or consent of instructor. Offered spring.

591: Field Project

The field project is a major paper on a topic selected by the C.A.G.S. student in the latter stages of the program. The project is an integration of theory and field experience.

1 semester hour. Prerequisite: Admin. 561. Offered fall and spring.

592: Field Project

The field project, an integration of theory and field experience, is completed and defended in an oral hearing prior to final approval.

2 semester hours. Prerequisite: Admin. 591 or Course 591. Offered fall and spring.

African/Afro-American Studies

Richard Lobban, Jr.
Director

Programs of Study

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

Minor: African/Afro-American Studies
Teacher Education Program: African/Afro-American Studies (B.A.)

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.

UNDERGRADUATE PROGRAMS

Major in African/Afro-American Studies

The full degree program in African/Afro-American studies requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Courses are chosen with the advice and consent of the program director. The program will be individually tailored to the student's academic and career goals.

(Semester hours are in parentheses.)

•Required Courses (30-31)

African/Afro-American Studies 200, 361
One course from each of the following groups:

- A. The Issue of Race:
African/Afro-American Studies 410;
Anthropology 205; Psychology 409;
Sociology 208
- B. Afro-American Perspectives:
African/Afro-American Studies 310;
Anthropology 322; History 334
- C. African Perspectives:
African/Afro-American Studies 320;
Anthropology 319; History 214, 348;
Social Science 310

D. Arts and Humanities:
Anthropology 204; Art 361 (on Afro-American art only); English 326, 336 (when appropriate)

Twelve additional semester hours from each of the following groups or from any courses not taken above:

- A. Historical Expansion:
History 212, 215, 340, 341
- B. Anthropological Expansion:
Anthropology 200 (when on Africa, the Middle East, or the Caribbean)
- C. Interdisciplinary Focus:
Social Science 311, 312, 318
- D. Applied Areas (if on African or Afro-American subjects):
Economics 322; English 327, 335; Labor Studies 307; Political Science 341; Social Work 334, 434
- Cognates (12)
Courses in related disciplines

Minor in African/Afro-American Studies

The minor in African/Afro-American studies consists of a minimum of 18 semester hours, as follows: African/Afro-American Studies 200, 361, and one course from each of the following groups:

- A. The Issue of Race:
African/Afro-American Studies 410;
Anthropology 205; Psychology 409;
Sociology 208
- B. Afro-American Perspectives:
African/Afro-American Studies 310;
Anthropology 322; History 334
- C. African Perspectives:
African/Afro-American Studies 320;
Anthropology 319; History 214, 348;
Social Science 310
- D. Arts and Humanities:
Anthropology 204; Art 361 (on Afro-American art only); English 326, 336 (when appropriate)

Teacher Education Program

Students who major in African/Afro-American studies may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

COURSE OFFERINGS

See also participating departments.

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 cultures. 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.

3 semester hours. Gen. Ed. Category SB/2.
Offered fall, spring, summer as needed.

310: Martin Luther King and the Civil Rights Era

The philosophy of Martin Luther King, Jr. is examined. Emphasis is placed on King's context and contributions to the historical development of the meanings of freedom, equality, and respect for the individual and community in the civil rights era.

3 semester hours. Prerequisite: AFAM 200 in consent of director. Offered as needed.

320: Comparative Slave Systems

This course is an integrative experience in the comparative study of slave systems. Primary focus is on the study of slavery in Africa and the New World.

3 semester hours. Prerequisite: AFAM 200 in consent of director. Offered as needed.

361: Seminar in African/Afro-American Studies

This seminar provides the culminating experience for majors in the program.

3 semester hours. Prerequisite: AFAM 200 in consent of director.

410: Seminar in Comparative Race Relations

This advanced course examines the changing dynamics of race relations within a national and international framework. Ideas about the causes and persistence of racism are examined with respect to examples in the Americas and throughout the world.

3 semester hours. Prerequisite: AFAM 200 in consent of director. Offered as needed.

Anthropology

Department of Anthropology and Geography

Professors: Allen, Dorian, Hueh-Looban,

Heys, Lobban, Jr., R. Sullivan

Associate Professor: Barnes, Epple (chair), Moren

Assistant Professors: Bigler, Gomez, Motte

Programs of Study

Major: Anthropology (B.A.)

Minor: Anthropology
Teacher Education Program: Anthropology (B.A.)

See also Public Archaeology

UNDERGRADUATE PROGRAMS

Major in Anthropology

The anthropology major allows maximum flexibility for students who wish to study anthropology with the goal of a career in the discipline. It is also an appropriate choice for those who desire to pursue a general interest in anthropology or to combine anthropology with another career orientation. Students are encouraged to develop competence in foreign languages as well as in computer, statistical, and other technical skills. Appropriately supervised field experiences beyond the program requirements are also encouraged.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Anthropology 200 and General Education 365 may not be counted toward fulfilling requirements for the anthropology major. Also, no more than two anthropology courses taken to fulfill requirements in the General Education Program may be counted toward the anthropology major. The cognate requirement is waived for students in elementary education.

(Semester hours are in parentheses.)

*Required Courses (13-14)
 Anthropology 201, 202, 203, 207
 Seven additional courses, including at least five 300-level anthropology courses, with consent of department chair, two of the seven courses may be 300-level interdisciplinary courses.

*Cognates (12-16)

Any other major or minor, or four courses selected with advisor approval. Study of a foreign language is strongly encouraged.

Minor in Anthropology

The minor in anthropology consists of a minimum of 18 semester hours, as follows: Anthropology 201 and any five additional anthropology courses, with at least three at the 300-level.

Teacher Education Program

Students who major in anthropology may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

Honors Program

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

COURSE OFFERINGS

ANTHROPOLOGY

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.

3 semester hours. Gen. Ed. Category NW/7.

Offered fall, spring, summer.

201: Introduction to Cultural Anthropology

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

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

202: Introduction to Archaeology

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

(4) 3 semester hours. Gen. Ed. Category SB/2. Offered fall and spring.

203: Introduction to Physical Anthropology

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

(4) 3 semester hours. Gen. Ed. Category SM/4. Offered fall and spring.

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.

3 semester hours. Gen. Ed. Category SB/2. Offered spring.

205: The Anthropology of Race and Racism

The concept of race as it has developed within the discipline of anthropology is examined. The related question of racism, the ideology of the superiority of one "race"

over another, is explored in Western and non-Western societies.

3 semester hours. Gen. Ed. Category SB/2. Offered as needed.

206: Oral Traditions

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

3 semester hours. Gen. Ed. Category SB/2. Offered as needed.

207: Introduction to Anthropological Linguistics

Language is examined as a uniquely human phenomenon, with emphasis on the systematic description and analysis of communication as a socially and culturally shaped process.

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

208: Music in Non-Western Cultures

Selected non-Western musical traditions are studied in their cultural context, using the parameters of music, ethnomusicology, and anthropology. Focus is on the performance and functions of music in selected non-Western cultures. Students may not receive credit for both Anthropology 208 and Music 208.

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

301: Women in World Perspective

The biological and cultural basis of sex roles is examined cross-culturally. Case studies of the traditional and modern roles of women as compared to those of men in non-Western societies are emphasized.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

304: Human Paleontology

Alternative models of human evolution from the earliest primates to the development of *Homo sapiens* are considered in light of both physical and cultural data.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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.

4 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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 peasants. The place of peasantry in a world undergoing economic development is considered.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

308: Cross-Cultural Studies of Aging

This course is concerned with human maturation, aging, and death as subjects of anthropological study based upon cross-cultural research.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

309: Medical Anthropology

This course surveys anthropological approaches and results in the study of health and illness as social and cultural as well as biological phenomena.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered spring.

310: Language and Culture

Interrelationships between language and other aspects of culture are examined as

they illuminate anthropological issues and theories.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered fall.

311-314: Regional Studies in Archaeology

These courses survey the archaeological evidence for the development of cultures in selected world areas. Anthropology 314 may be taken more than once when the topic varies.

Regions include:

311 North America

312 Latin America

313 Europe

314 Other regions (as scheduled)

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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.

Regions include:

318 Southeast Asia

319 Africa

320 Mediterranean

321 Oceania (Pacific)

322 Caribbean

323 South Asia

324 North American Indians

325 Latin American Indians

326 Indians of the Pacific Northwest

327 Other regions (as scheduled)

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

335: Economic Anthropology

Methodological and theoretical issues in economic anthropology are explored. Case studies of non-Western systems of production, distribution, exchange, consumption, and display are presented.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

336: Global Perspectives on Power and the State

The anthropological perspective is applied to the study of political organization. Focus is primarily on the transformation of political systems from egalitarian to stratified, unequal forms of social organization. Issues such as the future of the nation-state, ethnic pluralism and the national question, and north-south relations are considered. Students cannot receive credit for both Anthropology 336 and Political Science 336.

3 semester hours. Prerequisite: any 200-level anthropology or political science course. Offered as needed.

337: Anthropological Approaches to Religion

The content, structure, concepts, and functions of religion are studied, with particular attention to relationships to other aspects of culture and society.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

338: Urban Anthropology

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

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

339: Culture Change

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

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

340: Social Organization

This course examines theories of social organization, the interrelations of social institutions, and current anthropological methods of interpretation and analysis of social systems.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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.

3 semester hours. Prerequisite: any 200-level course in a social science. Offered as needed.

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. Anthropology 360 may be taken twice for credit toward the major.

3 semester hours. Prerequisite: 18 semester hours of anthropology courses. Offered as needed.

370: Reading Course in Anthropology

Directed reading is developed in an anthropological area of interest to the student and the instructor.

1-4 semester hours. Prerequisite: consent of department chair, anthropology advisor, and instructor with whom student wishes to work. Offered as needed.

375: Reading Course in Public Archaeology

This course consists of directed reading experiences in areas of concern to public archaeology, including law and compliance, methods, theories, contracts, and proposal writing.

3 semester hours. Prerequisite: consent of department chair, anthropology advisor, and instructor with whom student wishes to work. Offered as needed.

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.

3-4 semester hours. Offered summer.

385: Workshop in Field Archaeology

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

3 semester hours. Offered alternate summers (even years).

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 toward the requirements of a spe-

cialization in public archaeology, with approval of the director of public archaeology and the department chair.

3-6 semester hours. Prerequisite: consent of instructor. Offered alternate summers (even years).

390. Directed Study in Anthropology

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

1-4 semester hours. Prerequisite: consent of department chair, anthropology advisor, and instructor with whom student wishes to work. Offered as needed.

395. Internships in Anthropology

Students are placed in positions appropriate to their studies in anthropology with organizations such as museums and historical preservation agencies. The academic content of the experience is based upon the design of a program of study, supervised by a faculty member.

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

Art

Department of Art

Professors: Ames, Brisson, Horvat, Hawkins (chair), LaFollette, D. Smith

Associate Professors: Fisher, Kim, Pines

Assistant Professors: Evans, Martin, Winters

Programs of Study

Majors: Studio Art with concentration in Ceramics, Graphic Design, Manufacturing Jewelry Design, Metals, Painting, Photography, Printmaking, Sculpture (B.F.A.); Studio Art with concentration in Ceramics, Fiber, Graphic Design, Metals, Painting, Photography, Printmaking, Sculpture (B.A.); Art History (B.A.)

Minors: Art History, Studio Art
Graduate Program: Studio Art (M.A.)
Teacher Education Program: See Art Education

UNDERGRADUATE PROGRAMS

Major in Studio Art (B.F.A.)

The full degree program for the B.F.A. in studio art requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Students who complete the B.F.A. in studio art shall be considered to have met the requirements in the Fine and Performing Arts Category in general education.

B.F.A. concentrations include ceramics, graphic design, manufacturing jewelry design, metals, painting, photography, printmaking, sculpture.

(Semester hours are in parentheses.)

•Required Courses (45)

Foundations: Art 101, 104, 105, 114, 205 (or 225)

Art History: courses totaling 12 semester hours

Studio: additional studio art courses totaling 18 semester hours (15 semester hours for manufacturing jewelry design concentration)

•Concentration

Select A or B.

A. For All Concentrations except Manufacturing Jewelry Design (40):

Studio I (200-level, three semester hours)

Studio II (300-level, three semester hours)

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

Art 300 and 12 additional semester hours of related studio courses in the concentration area, with approval of advisor and department chair

B. Manufacturing Jewelry Design (43):

Art 221, 222, 241, 251, 300, 341, 342, 351

Art 394, 395, 396 (six semester hours each, total 18) in metals

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 courses and one introductory-level concentration course. 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 after completion of all foundations courses. All students seeking admission to the B.F.A. program must submit a portfolio for evaluation. Prospective students should request a copy of the *Art Student Handbook* from the Department of Art 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. program, 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.

Upon admission to B.F.A. candidacy, the student must develop a complete plan of study approved by the advisor and the 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 Studio Art (B.A.)

The full degree program for the B.A. in studio art requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (30)

Foundations: Art 101, 104, 105, 114, 205 (or 225)

History and Criticism of the Arts: Art 231, 232, Philosophy 230; one course from Art 331, 332, 333; one course from Art 334, 336, 337

•Concentration (15)

Two studio courses in area of concentration: ceramics, fiber, graphic design, metals, painting, photography, printmaking, sculpture at the 200- and 300-level; one additional studio course chosen in consultation with advisor and approved by department chair. Art 394, 395 (six semester hours) in concentration (culminates in an exhibition)

•Cognates (6)

Two courses from the following: Communications 240, 241; English 325, 334; History 326, 327; Music 201, 221, 222, 314; Theatre 205, 210, 340, 341, 345

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 for the 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 foundations courses is required for entry into a studio concentration.

Students who have transferred to Rhode Island College may request program credit for art courses taken at another institution by submitting a portfolio of work representing the courses for which program credit is desired. The portfolio will be re-

viewed by a committee of studio art faculty to determine course credit transfer.

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

Major in Art History

The full degree program in art history requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (42)

Art 231, 232, 331, 332, 333, 334, 336, 337, 361, 393. Six additional semester hours are required from either Art 361 or 393. These two courses may be repeated once or twice, provided the topics and/or instructor are different.

Two studio courses from Art 101, 104, 105 (substitutions may be made with approval of advisor and 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.

Minor in Art History

The minor in art history consists of a minimum of 18 semester hours (six courses), as follows: Art 231, 232, 361; one course from Art 331, 332, 333; one course from Art 334, 336, 337; and one additional course from either of the last two groups.

Minor in Studio Art

The minor in studio art consists of a minimum of 21 semester hours (seven courses), as follows: Art 101, 104, 105, 114, 205 (or 225), one introductory-level and one upper-level studio course. Students requesting the minor must seek advisement before beginning a program.

Honors Program

Students majoring in art who show superior ability in art studio or art history may participate in the honors program by pursuing independent, advanced work during

their junior and senior years. After successful completion, students will be granted a B.A. or B.F.A. with honors in art. Details of the program are available from the department chair.

GRADUATE PROGRAM

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. Scores on the Graduate Record Examination or Miller Analogies Test, representative portfolio of art work, and a written statement of philosophy to be reviewed by the Art Department Graduate Committee. Also see graduate Admission Procedures/Requirements on page 40.

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, six 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 in which the student will complete work for an exhibition and a catalog of the exhibition documented with photographs and a philosophical statement or documentation of study.

2. *Art History and Related Disciplines.* The student must choose one course from Art 331, 332, 333, 334, 336, 337, 361; and one course from Anthropology 204, 326; Music 310, 311, 312, 313, 314; Theatre 340, 341, 342, 445.

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.

COURSE OFFERINGS

ART

101: Drawing I: General Drawing

This course includes the fundamentals and general history of freehand drawing; the representation and analysis of observed figure and space; linear perspective; drawing relative to the media used; pictorial organization; and the preparation of portfolio and exhibition drawings. Studio.

(6) 3 semester hours. Offered fall and spring.

104: Design I

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

(6) 3 semester hours. Offered fall and spring.

105: Drawing II

This course is an introduction to figure drawing. It includes basic anatomy, general nonreproduction of the human figure, and consideration of various artistic problems.

The student works from the live figure; the skeleton, and texts on anatomy. Studio.

(6) 3 semester hours. Prerequisite: Art 101. Offered fall and spring.

114: Design II

Advanced problems in two- and three-dimensional design are presented. The student is encouraged to explore various materials and techniques pertinent to problems faced by the contemporary designer. Studio.

(6) 3 semester hours. Prerequisite: Art 104. Offered fall and spring.

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 nonart majors only. Lecture and studio.

(4) 3 semester hours. Gen. Ed. Category A/3 (except art majors). Offered fall and spring.

202: Painting I

The technique and nature of oil painting are introduced. Color, value, line, form, texture, and compositional problems are explored by observing objects, nature, and the figure. Studio.

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

205: Drawing III

Emphasis is on the synthesis of basic drawing language and fundamental design skills. Extended possibilities for the manipulation of materials and the conceptual aspects of figure construction are stressed, while the development of individual direction is addressed.

(6) 3 semester hours. Prerequisite: Art 105 and 114. Offered fall and spring.

206: Ceramics I

Basic hand-building methods and simple and direct decoration techniques are introduced. Students have an opportunity to explore clay and glaze materials and firing

procedures at earthenware temperatures. Lecture and studio.

(6) 3 semester hours. Prerequisite: Art 104. Offered fall and spring.

208: Printmaking: Intaglio and Monotype

This course introduces students to the materials and techniques of monotype and intaglio printmaking. A variety of basic approaches to these processes is covered, emphasizing their particular aesthetic possibilities. While initial focus may be on technical exercises, progress toward a synthesis of process and vision is expected. This course and Art 218 are required for the printmaking concentration. (Formerly Printmaking I.)

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

215: Sculpture I

Traditional and contemporary approaches to sculptural forms are introduced, and their relationship to social and cultural values is considered. Studio problems focus on additive, subtractive, and constructive methods of sculpture. Studio.

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

217: Introduction to Photography

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

(6) 3 semester hours. Prerequisite: Art 104 or consent of instructor. Offered fall and spring.

218: Printmaking: Lithography and Relief

This course introduces students to the materials and techniques of relief and lithographic printmaking. A variety of basic approaches to these processes is covered, emphasizing their particular aesthetic possibilities. While initial focus may be on technical exercises, progress toward a synthesis of process and vision is expected. This course and Art 208 are required for the printmaking concentration. (Formerly Serigraphy.)

(6) 3 semester hours. Prerequisite: Art 114 and either 203 or 225. Offered fall.

219: Surface Design on Fabric

Contemporary approaches to surface decoration on cloth are explored through the use of dye, paint, discharge, resist, embellishment, and print processes, with emphasis placed on experimentation and personal expression. A historical foundation and a strong technical foundation is also emphasized. This course may be taken before Art 229. (Formerly Fiber, Off-Loom.)

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

221: Metal I

This course introduces the student to basic metal-working processes such as forging, casting, and fabrication. Development of design concepts and skill in control of metal in its various forms are covered. Studio.

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

222: Jewelry Design I

This course introduces the various techniques and materials used in the serial production of contemporary jewelry design. The aesthetic and pragmatic implications of serial production are explored in layout and rendering.

(6) 3 semester hours. Prerequisite: Art 101 and 104. Offered spring.

224: Graphic Design I

This course includes an introduction to conceptual and visual problem solving in graphic design; efficient organization of space in relation to typography and image; design process involving research, preliminary forms, and analysis; and basic studio skills, including an introduction to the Macintosh computer. Studio.

(6) 3 semester hours. Prerequisite: Art 114 and 205. Offered fall and spring.

225: Figurative Modeling

Elements which emphasize three-dimensional aspects of the figure and development of figurative concepts are realized through modeling and drawing. Students are strongly encouraged to begin to identify a personal direction in their work. Studio.

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

229: Structural Fibers

Structural, three-dimensional, and additive approaches to fiber are explored, using techniques that are knotted, applied, woven, constructed, and interwined. Emphasis is on experimentation and conceptual development, as well as on historical, technical foundations. This course may be taken before Art 219. Studio. (Formerly Fiber, On-Loom.)

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

230: 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. (Formerly Art 330.)

3 semester hours. Offered as needed.

231: Prehistoric to Renaissance Art

This course deals with fundamental concepts and functions of the history of art, visual analysis, and interpretation. Painting, sculpture, and architecture of early Europe and the Near East are the focus of this study. Lecture only.

3 semester hours. Gen. Ed. Category A/3 (except art majors). Offered fall, spring, summer.

232: Renaissance to 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. Lecture only.

3 semester hours. Gen. Ed. Category A/3 (except art majors). Offered fall, spring, summer.

241: Modelmaking I

Students are introduced to the mechanical and conceptual skills required to produce wax models of objects depicted in two-dimensional renderings. Models are generated through the subtractive methods of form generation, incorporating both hand and power tools.

(6) 3 semester hours. Prerequisite: Art 101 and 104. Offered fall.

251: Modelmaking II

Students are introduced to the mechanical and conceptual skills required to produce white-metal models of objects depicted in two-dimensional rendering. Models are generated through the subtractive methods of form generation, incorporating hand, power, and high-temperature tools.

(6) 3 semester hours. Prerequisite: Art 101 and 104. Offered spring.

300: Issues for the Studio Artist

This course is designed to engage studio art majors in issues pertinent to their roles as professional visual artists. The influence of social and formal issues, the articulation of a personal vision, and the discussion of galleries, museums, and educational institutions are studied.

4 semester hours. Prerequisite: Art 231, 232, and all foundations courses required of B.F.A. majors. Offered fall.

302: Painting II

This course is a continuation of work begun in Art 202 with a focus on figure painting. The student is encouraged to explore individual concepts more fully with emphasis on style, technique, and materials. Studio.

(6) 3 semester hours. Prerequisite: Art 202. Offered fall and spring.

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 the use of the potter's wheel and on firing at stoneware temperatures. Studio.

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

315: Sculpture II

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

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

324: Graphic Design II

This is an investigation of conceptual and visual problem solving through expanded graphic design projects. Emphasis is on the development of ideas, the manipulation of typography and image, and graphic design principles.

(6) 3 semester hours. Prerequisite: Art 224. Offered fall and spring.

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.

3 semester hours. Prerequisite: Art 231 and 232. Offered spring.

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.

3 semester hours. Prerequisite: Art 231 and 232. Offered fall.

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.

3 semester hours. Prerequisite: Art 231 and 232. Offered spring.

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.

3 semester hours. Prerequisite: Art 231 and 232. Offered fall.

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, Eng-

land, Germany, and Belgium. Lecture only.
3 semester hours. Prerequisite: Art 231 and 232. Offered fall.

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.

3 semester hours. Prerequisite: Art 231 and 232. Offered spring.

338: History of Photography

This course focuses on the origin, evolution, and many functions of photography as a medium of expression and communication. It explores the technical, artistic, and commercial aspects of photography, along with parallel developments in other visual arts. Lecture only.

3 semester hours. Prerequisite: Art 231 and 232, or consent of instructor. Offered spring.

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 only.

(6) 3 semester hours. Prerequisite: Art 221. Offered fall and spring.

342: Jewelry Design II

Broad experiences with rendering materials are presented to encourage the student to develop a personal direction in her/his work. This course further develops aesthetic and technical concepts with a particular focus on lost-wax casting.

(6) 3 semester hours. Prerequisite: Art 222. Offered spring.

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 vari-

ety of therapeutic/rehabilitative settings are included as orientation to the field.

3 semester hours. Prerequisite: Psych. 110. Offered as needed.

347: Photography II

The focus is on advanced photographic theory, philosophy, and technique. The student's portfolio is expected to demonstrate the ability to develop a theme through a mature sensitivity in handling the media. Studio.

(6) 3 semester hours. Prerequisite: Art 217. Offered fall and spring.

351: Modelmaking III

This advanced course provides the mechanical and conceptual skills required to produce wax models and white-metal models depicted in two-dimensional renderings for the lost-wax process. Functions and interrelationships of form are studied in the context of the history and aesthetics of contemporary jewelry manufacture.

(6) 3 semester hours. Prerequisite: Art 241 and 251. Offered spring.

360: Seminar in the Visual Arts

This course is concerned with various historical and theoretical topics in the visual arts. Lecture only.

3 semester hours. Prerequisite: consent of instructor. Offered as needed.

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.

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

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.

(4) 3 semester hours. Offered spring.

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 forms of completed art work.

A six-semester-hour maximum in a single area of study may be obtained. Studio.
1-6 semester hours. Prerequisite: completion of most advanced courses offered in area of study, upper-class standing, and consent of instructor and department chair. Offered as needed.

393: Reading and Research in Art History

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

3 semester hours. Prerequisite: lecture course in representative area and consent of instructor. Offered as needed.

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.

(2-12) 1-6 semester hours. Prerequisite: 300-level course in the topic. Offered fall and spring.

395: Studio IV: Topic

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

(2-12) 1-6 semester hours. Prerequisite: Art 394 and consent of instructor. Offered fall and spring.

396: Senior Studio

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

(6) 1-6 semester hours. Prerequisite: senior standing and completion of concentration. Offered fall and spring.

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 an Art Department Graduate Committee review. Studio.

(3-18) 1-6 semester hours. Prerequisite: 300-level course in topic. Offered fall and spring.

495: Graduate Studio: Topic

This course is a continuation of Art 494. It culminates with review by the Art Department Graduate Committee. Studio.

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

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 review by the Art Department Graduate Committee. Studio.

(3-18) 1-6 semester hours. Prerequisite: Art 495 and consent of instructor. Offered fall and spring.

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.

3 semester hours. Prerequisite: consent of department chair. Offered spring.

590: Directed Graduate Study

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

1-6 semester hours. Prerequisite: consent of department chair. Open to candidates in master's programs in art. Offered as needed.

591: Thesis

The student, with direction of the thesis advisor, researches and completes the thesis project. The thesis is the capstone experience in which the student consolidates and integrates learning while focusing on a specific topic area. Credit for this course is contingent on final approval of the thesis.

3 semester hours. Prerequisite: acceptance of thesis proposal and consent of department chair. May be taken concurrently with Art Ed. 491 with consent of advisor. Offered as needed.

Art Education

Department of Art

Professors: Ames, Beison, Horvat, Houkins (chair), LaFollette, D. Smith

Associate Professors: Fisher, Kim, Pines

Assistant Professors: Evans, Martin, Winter

Programs of Study

Major: Art Education (B.S.)

Graduate Programs: Art Education (M.A., M.A.T.)

UNDERGRADUATE PROGRAM**Major in Art Education**

The art education major prepares graduates to teach kindergarten through high school. The full degree program requires the completion of at least 124 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

Students who complete the B.S. in art education shall be considered to have met the requirements in the Fine and Performing Arts Category in general education. (Semester hours are in parentheses.)

•Required Courses (54)

Studio Foundations: Art 101, 104, 105, 114, 205 (or 225)

Art History/Aesthetics: Art 231, 232, Philosophy 230; two courses from Art 331, 332, 333, 334, 336, 337, 338, 361

Studio Art: Art 202, 206, 208 (or 218), 215, 383 (or 394); one course from Art 302, 306, 315, 324, 341, 347; one course in computer graphics; one additional 200- or 300-level studio course. Some of the courses listed above may be substituted for similar studio courses upon evidence of studio competence in the substituted area.

•Professional Courses (29)

Art Education 203, 301, 303, 325, 362; Counseling and Educational Psychology 216; Foundations of Education 340, 345

Admission and Retention

All students enrolling in teacher education programs must meet certain admission cri-

teria and procedures required by the School of Education and Human Development (see page 73).

In addition, 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 art education major as freshmen, formal acceptance into the program coincides with permission to enroll in Art Education 301.

Honors Program

Students majoring in art education who show superior ability participate in the honors program by pursuing independent, advanced work during their junior and senior years. After successful completion, students will be granted a Bachelor of Science with honors in art education. Details of the program are available from the department chair.

GRADUATE PROGRAMS**Master of Arts in Art—with Concentration in Art Education**

The M.A. program does not provide certification in art education. Students interested in certification should refer to the Master of Arts in Teaching in art education.

Admission Requirements

Bachelor's degree in art education, including 45 semester hours in art courses or its equivalent; scores on the Graduate Record Examination or Miller Analogies Test; representative portfolio of art work; written statement of purpose to be reviewed by the Art Department Graduate Committee; interview with program coordinator. See Department of Art about admission and program details. Also refer to graduate Admission Procedures/Requirements on page 40.

Program Requirements

The M.A. in art with an art education concentration requires a minimum of 36 semester hours, with 18 semester hours in art

and art education, six semester hours in research and thesis, and 12 semester hours in a professional concentration. Students must also pass a comprehensive examination.

1. *Art and Art Education*. Art Education 515; Art 560; Foundations of Education 402 or 420; Special Education 431; two 300- or 400-level courses in art studio, history, or theory.
2. *Research and Thesis*. Art Education 491; Art 591.
3. *Professional Concentration*. Courses selected from approved areas, such as: arts disciplines, curriculum and educational administration, graphic arts and instructional technology, philosophy and aesthetics, and psychology and special education.

Master of Arts in Teaching in Art Education

The M.A.T. in art education is designed for qualified applicants with a bachelor's degree in art who are seeking certification in art education.

Admission Requirements

Minimum of 45 semester hours in art studio and art history; scores on the Graduate Record Examination or Miller Analogies Test; representative portfolio of art work demonstrating student's skill and understanding in art; written statement of philosophy submitted to the Art Department Graduate Committee; interview with the art education program coordinator. See Department of Art about admission and program details. Also refer to *Graduate Admission Procedures/R* requirements on page 40. (Semester hours are in parentheses.)

Program Requirements

- Foundations Component (9)
- Counseling and Educational Psychology 441; Foundations of Education 441, 446
- Professional Education Component (20) Art Education 401, 403, 425, 462, 463, 515
- Academic Disciplines Component (9) Art 560 and two 300- or 400-level courses in art studio, history, or theory. Additional art courses may be required if student lacks sufficient background in drawing, design, painting, printmaking, sculpture, ceramics, computer graphics, and art history.

- Capstone Course (3) Art 591
(Total semester hours: 41)

COURSE OFFERINGS

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 is a discipline, as well as concepts of teaching and learning in art, are considered. Observational and studio experiences are included. Lecture and laboratory.
(4) 3 semester hours. Prerequisite: 12 semester hours of art courses. Offered fall and spring.

301: Practicum in Art Education 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 laboratory.

(4) 3 semester hours. Prerequisite: admission to the art education teacher preparation program, Art Ed. 203, and 24 semester hours of art courses. Offered fall and spring.

303: Practicum in Art Education 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 classroom situations are important components. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: Art Ed. 301 and 33 semester hours of art courses. Offered fall and spring.

325: Student Teaching in Art Education

Under supervision, students teach in both elementary and secondary schools. The student's special-interest area will be consid-

ered in arranging secondary assignments. Students participate in student teaching for the entire school day throughout the placement. The school calendar for each placement must be observed. Lecture and laboratory.

9 semester hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching, concurrent enrollment in Art Ed. 362, and special departmental requirements. Offered fall and spring.

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.

(3) 2 semester hours. Offered fall, spring, summer.

362: Student Teaching Seminar in Art Education

This seminar develops teacher behaviors appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.

1 semester hour. Prerequisite: concurrent enrollment in Art Ed. 325. Offered fall and spring.

401: Graduate Practicum in Art Education 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. Special projects are required. Graduate-level performance is expected in this course.

(4) 3 semester hours. Prerequisite: CEP 441, pending or concurrent enrollment in Art Ed.

463, and acceptance into the M.A.T. in art education program. Offered fall and spring.

403: Graduate Practicum in Art Education II

This is a continuation of Art Education 401. Students consider child art development from theoretical and pragmatic standpoints. They learn to identify special-needs students and examine teaching models and curriculum development in art and aesthetic education. Observation and introductory teaching experience in elementary and special education classroom situations are important components. Special projects are required. Graduate-level performance is expected in this course.

(4) 3 semester hours. Prerequisite: Art Ed. 401. Offered fall and spring.

421: Art in the Elementary School

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

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

425: Graduate Student Teaching in Art Education

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

9 semester hours. Prerequisite: Art Ed. 403; CEP 441; End. Ed. 441, 446; concurrent enrollment in Art Ed. 462; and consent of department chair. Offered fall and spring.

462: Graduate Seminar in Student Teaching in Art Education

This seminar, taken concurrently with Art Education 425, develops teacher behaviors appropriate to effective teaching. Topics covered may include the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and as-

assessment techniques. Special projects are required. Graduate-level performance is expected in this course.
(15) 1 semester hour. Prerequisite: concurrent enrollment in Art Ed. 425. Offered fall and spring.

463: Graduate Orientation

This seminar is designed for entering M.A.T. students as an intensive introduction to goals and practices in art education. Accepted students may take this course concurrently with Practicum I.
1 semester hour. Prerequisite: application or acceptance into M.A.T. program in art education. Offered fall and spring.

491: Readings and Research in Art Education

The student, with the supervision of a faculty member, selects a topic in the field of art education and undertakes concentrated research. A final paper or research study is completed in this course.
3 semester hours. Prerequisite: consent of department chair. Offered as needed.

513: Research and Evaluation in Art

Art research and evaluation are analyzed for design, methodology, and conceptual foundation. Emphasis is placed upon interpretation and understanding by the analysis of an original research or evaluation project in art, art education, or art therapy.
Lecture only.
3 semester hours. Prerequisite: consent of instructor. Offered as needed.

515: Curriculum in Art Education

Curriculum theory and development of art programs at the elementary, middle, and secondary school levels are identified and analyzed. This course includes curriculum models, learning theories, and human development as applied to visual and aesthetic education. Lecture only (Formerly Curriculum Issues in Art Education.)
3 semester hours. Prerequisite: consent of department chair. Offered fall.

Bilingual-Bicultural Education

Joao Botelho
Director

Programs of Study

Specialization: Bilingual-Bicultural Education—Elementary and Secondary
Graduate Program: Bilingual-Bicultural Education (M.Ed.)

UNDERGRADUATE PROGRAMS

Specialization in Bilingual-Bicultural Education—Elementary and Secondary

Students completing the specialization in bilingual-bicultural education are eligible for a Rhode Island endorsement in bilingual education. Students must also pass a proficiency examination in the target language.

(Semester hours are in parentheses.)

- Required Courses (12)
- Bilingual-Bicultural Education 315, 316; Foundations of Education 345
- One course in a related discipline chosen with advisor's consent

GRADUATE PROGRAM

Master of Education—Bilingual-Bicultural Education

Admission Requirements
Teacher certification and scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.
(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (12)
Foundations of Education 420; Instructional Technology 435; Special Education 431
- One course from Counseling and Educational Psychology 441; Psychology 400, 402
- Professional Education Component (18)

Bilingual-Bicultural Education 439, 447, 517; Teaching English as a Second Language 441, 446, 449

- Related Disciplines Component (3)
One course in a related discipline chosen with advisor's consent
- Capstone Course (3)
Bilingual-Bicultural Education 460
- Comprehensive Examination (0)
(Total semester hours: 36)

Note: With advisor's consent, up to nine semester hours of 400-level education courses 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 also participating departments.

BILINGUAL-BICULTURAL EDUCATION

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.
3 semester hours. Offered spring.

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.
3 semester hours. Offered fall.

439: Language Acquisition and Learning

Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Emphasis is placed on variables affecting language teaching and learning. Students cannot receive credit for both Bilingual-Bicultural Education 439 and Teaching English as a Second Language

439. (Formerly Education 439.)
3 semester hours. Offered as needed.

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. (Formerly Education 447.)
3 semester hours. Offered as needed.

460: Seminar in Bilingual Education

This seminar focuses on developing appropriate investigative skills and methodologies in conducting bilingual classroom-centered research. Students attend weekly seminar discussions.

3 semester hours. Prerequisite: graduate status, acceptance into the M.Ed. program in bilingual-bicultural education, and 24 semester hours of graduate courses, including Bilingual-Bicultural Education 447 and 517. Offered fall and spring.

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. (Formerly Education 517.)

3 semester hours. Prerequisite: Bilingual-Bicultural Education 447 or Teaching English as a Second Language 446. Offered as needed.

Biology

Department of Biology

Professors: Anthony, Bohmick, Dolyak, Gonzalez, Kogel, Melingno (chair), Wasti
Associate Professor: Arvasis, Foltz, Kinney, Matsuno

Assistant Professors: E. Hall, Medel, Owens, Sheridan, Wang

Adjunct Assistant Professors: Campbell, Ingels, Melis, Roberts

Programs of Study

Major: Biology (B.A.)

Minor: Biology

Graduate Program: Biology (M.A.)

Teacher Education Programs: Biology (B.A., M.A.T.)

UNDERGRADUATE PROGRAMS

Major in Biology

The full degree program in biology requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. A minor in chemistry is strongly recommended.

(Semester hours are in parentheses.)

•Required Courses (30-32)

Biology 101, 102, 220, 221, 318

One course from Biology 300, 321, 324,

329, 353, 354

Any two additional biology courses at the 300-level or above

•Cognates (24)

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

164. Biology students pursuing a program in secondary education should see page 303 for a list of the required courses in the major as well as a description of the other requirements for the teacher education program in secondary education.

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

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)

Admission and Retention

Admission to the major requires at least a grade point average of (C) 2.0 in freshman biology courses. (Exceptions are evaluated by the department chair.) A student must have a minimum grade point average of 1.69 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.

Minor in Biology

The minor in biology consists of a minimum of 19 semester hours, as follows: Biology 101, 102; two courses from Biology 220, 221, 300, 318; and one additional biology course at the 300-level or above.

Admission to the minor requires a minimum grade point average of (C) 2.0 in freshman biology courses. Students should normally follow this sequence: Biology 101, 102 in the first year; Biology 220, 221, 300, or 318 in the second year; and in the third or fourth year one additional biology course at the 300-level or above.

Teacher Education Programs

Students who major in biology may pursue an elementary education or a secondary education teacher preparation program.

For a description of the teacher education program in elementary education, see page 164. Biology students pursuing a program in secondary education should see page 303 for a list of the required courses in the major as well as a description of the other requirements for the teacher education program in secondary education.

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.

Clinical Laboratory Science Program

See Clinical Laboratory Science.

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. Graduate Record Examination scores in both the General Test and the advanced test in biology; three letters of recommendation, and an interview. Also see graduate Admission Procedures/Requirements on page 40.

Program Requirements

The M.A. program consists of 30 semester hours in biology and related sciences, with at least 24 semester hours in biology. Students must complete two seminar courses (Biology 460), Biology 551-554 for one 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

Students who already have an undergraduate degree with a major in biology may become certified to teach in secondary schools upon completion of the requirements for the M.A.T. See Secondary Education.

COURSE OFFERINGS

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.

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

Offered fall, spring, summer.

102: Introductory Biology II

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

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

Gen. Ed. Category S/4. Offered fall, spring, summer.

103: Human Biology

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

3 semester hours. Gen. Ed. Category SM/4.

Offered fall, spring, summer.

104: Introduction to Plant Biology

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

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

Offered as needed.

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 clinical laboratory science (formerly medical technology) majors.

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

Offered fall, spring, summer.

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 environment. 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.
(6) 4 semester hours. Gen. Ed. Category S/4. Offered fall, spring, summer.

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.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered fall and alternate summers (odd years).

221: Genetics
This course presents a balanced treatment of classical Mendelian concepts, population topics, and the recent advances in molecular genetics. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered spring.

231: 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. (Formerly Biology 331.)
(6) 4 semester hours. Prerequisite: Bio. 101 and 102 or 108. Offered fall, spring, summer.

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.
(2) semester hours. Prerequisite: Bio. 101 and 102. Offered fall.

300: Developmental Biology
A descriptive and experimental approach is applied to plant and animal ontogeny, with consideration of morphogenesis, induction, growth, regulation, and differentiation. Lectures and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered spring.

318: Ecology
This course gives the student a firm background in the fundamental concept of the ecosystem. Emphasis is placed on how the interaction of environmental factors has shaped, influenced, and controlled the distribution of biomes, communities, and populations. Lecture, laboratory, and field trips.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered fall and alternate summers (even years).

321: Invertebrate Zoology
Study is made of common invertebrate types, their life histories, adaptive morphology, and physiology, with respect to their environment as well as to their phylogenetic position. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered as needed.

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-parasite relationships, resistance and immunity, and disease and vector control are considered. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered as needed.

324: Vertebrate Zoology
The origin, evolution, life history, and adaptation of the subphylum vertebrates are studied. The local fauna is stressed in the laboratory. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered as needed.

326: Animal Behavior
Physiological, environmental, and evolutionary aspects of behavioral adaptation are

examined. Special emphasis is placed on social interactions such as aggressive and defensive behavior, courtship and mating, animal communication, and abnormal behavior patterns. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered as needed.

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 the five classes of vertebrates is included in the laboratory. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered as needed.

335: Human Physiology
Basic principles of physiology are introduced, with emphasis on homeostatic mechanism. Special attention is given to the functions of organ systems and coordination in the whole human organism. (Formerly Vertebrate Physiology.)
(6) 4 semester hours. Prerequisite: Bio. 101 and 102, or 108 and 231. Offered fall, spring, summer.

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 mechanism associated with muscle activity are studied. Lecture and laboratory.
(5) 3 semester hours. Prerequisite: Bio. 335. Offered as needed.

347: Radiation Biology
This course provides an understanding of the effects of ionizing radiation on biological systems. Emphasis is placed on acute and chronic genetic, cellular, and systemic effects. Principles of dosimetry and radiation safety are presented. Lecture only.
(3) semester hours. Prerequisite: Bio. 101 and 102. Offered as needed.

348: Microbiology
This course deals with microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics, and virology. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102 or 108. Offered fall, spring, summer.

349: Microbial 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.
(7) 4 semester hours. Prerequisite: Bio. 101 and 102. Offered as needed.

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

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.
(6) 4 semester hours. Prerequisite: Bio. 101 and 102, or consent of instructor. Offered alternate falls (even years).

354: Plant Growth and Development
Topics considered include photosynthesis, nitrogen metabolism, phytohormones, translocation, mineral nutrition, and the anatomical structures associated with these processes. This course is a companion course to Biology 353 and students interested in botany are encouraged to complete both courses. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: Bio. 101 and

102, or consent of instructor. Offered alternate springs (even years).

402: Mycology

The biology of fungi is introduced. The major emphasis is on the morphology, taxonomy, and economic importance of representative organisms. Fungal pathogens of animals are also considered. Lecture and laboratory.

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

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.

(6) 4 semester hours. Prerequisite: Bio 324. Offered as needed.

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.

3 semester hours. Prerequisite: Chem 205-206. Offered alternate falls (even years).

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.

3 semester hours. Prerequisite: Bio 410. Offered alternate springs (odd years).

412: Biochemistry Laboratory

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

(6) 2 semester hours. Prerequisite: preceding or concurrent enrollment in Bio 411. Offered as needed.

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.

3 semester hours. Prerequisite: Bio 220 and Chem 205-206. Offered as needed.

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.

(6) 4 semester hours. Prerequisite: Bio 321. Offered as needed.

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.

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

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 immunology, development, and genetics are stressed. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio 101, 102; Chem 205-206; or consent of instructor. Offered as needed.

431: Mammalian Endocrinology

This course encompasses neuroendocrinology; hypothalamic-pituitary relationships, and endocrine aspects of reproduction, carbohydrate metabolism, calcium homeostasis, water/electrolyte balance, and stress responses. Also covered are mechanisms of action of peptide, steroid, and thyroid hor-

mones, as well as hormonal regulation of gene expression.

3 semester hours. Prerequisite: Bio 101, 102, and consent of instructor. Offered as needed.

432: Advanced Developmental Biology

An examination is made of the molecular regulation of development, differentiation, control of the cell cycle, and regeneration. Emphasis is on recent research. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Bio 220, 221, and 300, or equivalents. Offered as needed.

460: Graduate Seminar

Reports and discussion of current biological topics are presented.

1 semester hour. Prerequisite: graduate status. Open to undergraduates with consent of department chair. Offered fall and spring.

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.

1-4 semester hours. Prerequisite: two 300-level biology courses or consent of department chair. Offered fall, spring, summer.

551-554: Advanced Topics in Biology

Students study individually under the direction of a member of the biology department faculty. Topics vary.

1-4 semester hours. Prerequisite: normally open only to students enrolled in the M.A. program in biology. Offered fall, spring, summer.

591-596: Directed Research

A student pursues research on an experimental question in biology under the direction of an advisor. A total of six semester hours may be taken in the sequence 591-596.

1-6 semester hours. Prerequisite: consent of advisor and department chair. Open only to students enrolled in the M.A. program in biology. Offered fall, spring, summer.

Career and Technical Education

Department of Industrial Technology

Professor: Bzowski

Associate Professor: Furlinella, Goldstein,

McCrystal, McGuire, Saliba (chair)

Assistant Professors: Collins, King

Program of Study

Major: Career and Technical Education (B.S.)

UNDERGRADUATE PROGRAM

Major in Career and Technical Education

The College offers a part-time program in career and technical education. Applicants must be occupationally certified by the Division of Vocational Education of the 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 coordinator of career and technical education.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

[Semester hours are in parentheses.]

- Applied Career and Technical Skills (12)
- Credit for trade experience (successful completion of state examination)
- Professional Courses (38)
- Career and Technical Education 299, 300, 301, 302, 303, 304, 323; Counseling and Educational Psychology 214; Foundations of Education 340; Special Education 333
- Cognates (6)
- Computer Science 101; Mathematics 181

COURSE OFFERINGS

See also participating departments.

These courses are limited to persons enrolled in the career and technical education program.

CAREER AND TECHNICAL EDUCATION**299: Introduction to Career and Technical Education**

Focus is on the profession of teaching in career and technical fields. Core concepts fundamental to career and technical education are introduced.

3 semester hours. Prerequisite: concurrent enrollment in CTE 301. Offered fall.

300: Methods of Teaching Career and Technical Education

This course serves as a general introduction to teaching career and technical education at the secondary and post-secondary levels. Topics include basic planning and teaching skills, writing skills, and strategies for identifying, organizing, and presenting lessons.

(Formerly Vocational Education 300: Methods of Teaching Industrial Subjects.)

4 semester hours. Prerequisite: CTE 299 and CEP 214. Offered spring.

301: Principles and Practices of Career and Technical Education

Students gain an understanding of the organization and operation of career and technical education, with focus on current principles and practices. (Formerly Vocational Education 301: History, Principles, and Practices of Industrial Education.)

3 semester hours. Prerequisite: CEP 214 and concurrent enrollment in CTE 299. Offered fall.

302: Curriculum Construction in Career and Technical Education

Students develop the competencies needed to identify, write, and implement a curriculum in their occupational area. (Formerly Vocational Education 302: Occupational Analysis and Course Construction.)

3 semester hours. Prerequisite: CEP 214 and Ind. Ed. 340. Offered spring.

303: Organization and Management of Career and Technical Education Labs

Laboratory planning and management concepts are covered. Topics include layout and design, budgeting, safety, ordering of supplies, and the current research in the planning, organizing, and managing of labs to meet today's technologies. (Formerly Vocational Education 303: Shop Organization and Management.)

3 semester hours. Prerequisite: CTE 302. Offered fall.

304: Career and Technical Education Guidance: An Introduction

Prospective teachers of career and technical education gain competence in secondary school guidance practices in general and in the activities of guidance program for career and technical education in particular.

3 semester hours. Prerequisite: CTE 300, 302, Spe. Ed. 333. Offered spring.

323: Internship in Career and Technical Education

This internship provides the first-year teacher in career and technical education with the support and resources needed to be successful in the teaching profession.

Each prospective teacher is assigned a master teacher/mentor in his or her school to assist in the learning process during the first two semesters of employment. (Formerly Technology Education 323: Internship in Technology Education.)

9 semester hours. Prerequisite: CTE 300, 301, 302, 303; CEP 214; Ind. Ed. 340. Offered fall and spring.

Chemistry

Department of Physical Sciences

Professors: Gilbert, Glanz, Greene (chair), Lefebvre, E. Marjys, J. Marjys, Marzanna, Vies, J. William, Jr.

Associate Professors: Cooley, Meyer

Assistant Professors: Ertan-Lomontagne, Furtan, Srouman

Programs of Study

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

Minor: Chemistry

Teacher Education Program: Chemistry (B.A.)

UNDERGRADUATE PROGRAMS**Major in Chemistry (B.S.)**

The Bachelor of Science program in chemistry, 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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. In addition, work in the following area is encouraged: French or German to an intermediate level, Computer Science 102 and 201 or 204, and Mathematics 315. (Semester hours are in parentheses.)

• Required Courses (44-45)
Chemistry 103 or 103H, 104 or 104H, 205-206, 303, 304, 305-306, 307-308, 310, 311, 314, 393

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

• Cognates (23)
Mathematics 212, 213, 314, 316; Physics 200 and either 201 or 202 (Physics 101-102 may be substituted in unusual circum-

stances, with consent of the department chair)

Suggested Freshman Sequence

See Major in Chemistry (B.A.) below.

Retention Standards

To continue in the major beyond the first year, a student must have at least a 1.69 grade point average in all mathematics courses completed.

Major in Chemistry (B.A.)

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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

• Required Courses (31)
Chemistry 103 or 103H, 104 or 104H, 205-206, 303, 304, 305-306, 307-308

• Cognates (20)
Mathematics 212, 213, 314; Physics 101-102 (or Physics 200 and either 201 or 202)

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
English 101
History 110
Mathematics 212 or 213

Retention Standards

To continue in the major beyond the first year, a student must have at least a 1.69 grade point average in all mathematics courses completed.

Minor in Chemistry

The minor in chemistry consists of a minimum of 19 semester hours (five courses), as follows: Chemistry 103-104, 205-206; and one 300-level chemistry course, excluding Chemistry 309.

Teacher Education Programs

Students who major in chemistry may pursue an elementary education or a secondary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164. Chemistry students pursuing a program in secondary education should see page 303 for a list of the required courses in the major as well as a description of the other requirements for the teacher education program in secondary education.

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**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. Audio-visual material provides a self-paced format. Students with inadequate mathematical preparation are urged to take Mathematics 181.

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

103-104: General Chemistry

In this two-semester course, topics include stoichiometry, periodicity, atomic theory, chemical bonding, chemical reactions, kinetic molecular theory, states of matter, acid-base chemistry and theory, kinetics, thermodynamics, electrochemistry, equilibrium systems, and introductions to organic and nuclear chemistry. Laboratory experiments are designed to illustrate and emphasize these concepts and to develop laboratory techniques. Lecture and laboratory.

(12) 8 semester hours. Prerequisite: Chem. 103 or equivalent is prerequisite to Chem. 104. Gen. Ed. Category S/4. Offered fall, spring, summer.

103H-104H: Honors General Chemistry

This two-semester 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. Lecture and laboratory.

(12) 8 semester hours. Prerequisite: Chem. 103H or equivalent is prerequisite to Chem. 104H. Gen. Ed. Category S/4. Chem. 103H offered fall and Chem. 104H offered spring.

105-106: General, Organic, and Biological Chemistry

This two-semester, introductory course acquaints students with the nature and design of the physical sciences. Fundamentals of chemistry, including atomic and molecular theory, reactions, bonding, solutions, acids and bases, basic organic structure and reactivity, are followed by discussion of biochemistry, lipids, proteins, nucleic acids, enzymes, and related topics. Laboratory sessions serve to clarify and extend lecture material. Lecture and laboratory.

(12) 8 semester hours. Prerequisite: Chem. 105 is prerequisite to Chem. 106. Gen. Ed. Category S/4. Chem. 105 offered fall and summer; Chem. 106 offered spring and summer.

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.

(12) 8 semester hours. Prerequisite: Chem. 104. Chem. 205 or equivalent is prerequisite to Chem. 206. Chem. 205 offered fall and Chem. 206 offered spring.

303: Inorganic Chemistry I

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

3 semester hours. Prerequisite: preceding or concurrent enrollment in Chem. 305 or consent of department chair. Offered fall.

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.

(6) 4 semester hours. Prerequisite: Chem. 104. Physics 102 or 201 or 202, or consent of department chair. Offered fall and spring (even years).

305-306: Physical Chemistry

This two-semester 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. Lecture only.

6 semester hours. Prerequisite: Chem. 104, Math. 314, and Physics 102 or 201 or 202. Chem. 305 or equivalent is prerequisite to Chem. 306. Chem. 305 offered fall and Chem. 306 offered spring.

307-308: Physical Chemistry Laboratory

In this two-semester course, 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.

2 semester hours. Prerequisite or concurrent: Chem. 305 for 307, Chem. 306 for 308.

Chem. 307 offered fall and Chem. 308 offered spring.

309: Nuclear and Radiation Chemistry

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

3 semester hours. Prerequisite: Chem. 104 and Physics 102 or 201 or 202. Offered as needed.

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.

2 semester hours. Prerequisite: Chem. 303. Offered spring.

311: Inorganic Chemistry Laboratory

Experiments performed illustrate periodic, high vacuum and temperature techniques, reactions in nonaqueous 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.

(5) 1 semester hour. Prerequisite: preceding or concurrent enrollment in Chem. 306 and 310. Offered spring.

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.

(6) 4 semester hours. Prerequisite: Chem. 304 and preceding or concurrent enrollment in Chem. 305. Offered alternate years (odd years).

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.

(6) 4 semester hours. Prerequisite: Chem. 206. Offered alternate fall (odd years).

367: Honors Colloquium in Chemistry

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

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

390: Independent Study in Chemistry

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

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

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 semester hours may be earned in these courses.

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

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.

3 semester hours. Prerequisite: Chem. 205-206. Offered alternate fall (even years).

411: Biochemistry II

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

3 semester hours. Prerequisite: Chem. 410. Offered alternate spring (odd years).

Classical Area Studies

Donald Sippel

Coordinator

Program of Study

Major: Classical Area Studies (B.A.)

Teacher Education Program: Classical Area Studies (B.A.)

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.

UNDERGRADUATE PROGRAM

Major in Classical Area Studies

The full degree program in classical area studies requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Substitutes for required courses and cognates are allowed but must be approved by the program coordinator. (Semester hours are in parentheses.)

•Required Courses (33-34)
Classical Area Studies 361; Art 331; English 335; Greek 170; *History 200, 300, 301, 302, 303; Latin 170; *Philosophy 351

•Cognates (6-8)

At least two courses from among the following:

Anthropology 202
Art 332, 333, 361
English 113, 350†
History 304, 305
Latin 101, 102, 113, 114
Music 310
Philosophy 353, 355

Social Science 316

Theatre 340

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

†When topics are classical.

Teacher Education Program

Students who major in classical area studies may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

COURSE OFFERINGS

See also participating departments.

CLASSICAL AREA STUDIES

361: Seminar in Classical Area Studies

This course represents the student's culminating experience in classical area studies. Emphasis is placed upon the selection and investigation of a topic dealing with some aspect of the ancient world.

3 semester hours. Prerequisite: Hist. 200, advanced standing, and consent of coordinator. Offered as needed.

Clinical Laboratory Science

Kenneth Kinsey
Director

Program of Study

Major: Clinical Laboratory Science (B.S.)

Clinical laboratory science is administered by the Department of Biology.

The clinical laboratory science program is offered in affiliation with Rhode Island Hospital and Saint Joseph Hospital.

UNDERGRADUATE PROGRAM

Major in Clinical Laboratory Science

The full degree program in clinical laboratory science requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. The program concludes with a year's internship at an affiliated hospital.

It is recommended that students take, in order of decreasing priority the following: a course in biochemistry, Biology 238 and appropriate biology topics courses; Mathematics 240, a course in education or management; Computer Science 101 or 102. (Semester hours are in parentheses.)

• **Required Courses (32)**
Medical Technology 301, 302, 303, 304, 305, 306, 307

• **Cognates (55-56)**
Biology 101, 102, 231, 335, 348, 429;
Chemistry 103-104, 205-206, 304; Mathematics 181, 209, or 212 (based on admission); 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)
English 101 (3)
History 110 (3)
(Total semester hours: 14)

Third Semester

Biology 231 (4)
Chemistry 205 (4)
English 102 (3)
History 111 (3)
(Total semester hours: 14)

Fourth Semester

Biology 335 (4)
Chemistry 206 (4)
General Education (6)
General Education or Elective (3)
(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 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)

Admission Requirements

Upon completion of the sophomore year, the student must submit an application to the director 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 guaran-

tee of acceptance, students should be prepared to elect an alternate program. Those interested should consult with the director.

COURSE OFFERINGS

See also participating departments.

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 rickettsiae, and human parasites are also studied. 8 semester hours. Offered fall.

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. 8 semester hours. Offered spring.

303: Immunohematology

Instruction is given in drawing and processing blood and in ascertaining compatibility. Donor-recipient blood and tissue reactions are studied in detail. 4 semester hours. Offered fall.

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. 6 semester hours. Offered spring.

305: Pathophysiology

This is an introduction to pathology. The correlation between pathological processes and clinical symptoms and the course of disease is studied. 2 semester hours. Offered fall.

306: Clinical Immunology

The formation, structure, and action of antigens and antibodies are described. Methods of immunization are discussed. The laboratory emphasizes serological procedures in the diagnosis of disease. 2 semester hours. Offered spring.

307: Clinical Microscopy

Lectures and laboratory practice in the analyses of body fluids are the major components of this course. 2 semester hours. Offered fall.

College Course Communications

COURSE OFFERINGS

COLLEGE COURSE

101: The College Experience

This course builds on summer orientation through classroom instruction and academic advisement. Topics to be discussed include the meaning of higher education, the transition to college, academic organization and terminology, time management and study skills, and writing and scientific skills. In addition, the importance of student involvement in the life of the college will be explored through small group activity and discussion.

1 semester hour. Offered fall.

125: College Learning Strategies

This course helps students develop skills necessary to complete their college experience successfully. Organizational methods, study skills, and the interpretation of reading materials, with emphasis on higher-level critical thinking ability appropriate for all college courses, are emphasized. Concentration is on the developmental aspects of learning needed for a liberally educated college student. This course is normally intended for freshmen and sophomores.

(4) 3 semester hours. Prerequisite: consent of instructor. Offered fall and spring.

Department of Communications

Professors: *Budner, Cabbage*

Associate Professors: *Insel (chair), Palumbo*

Assistant Professors: *Min, A. Olmsted*

Programs of Study

Major: Communications with concentration in Public and Professional Communication, Public Relations, Speech and Hearing Sciences, or Telecommunications (B.A.)

Minor: Communications
Teacher Education Program: Communications (B.A.)

UNDERGRADUATE PROGRAMS

Major in Communications

The Department of Communications 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.

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 career pursuits.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

There is a cognate requirement for each

concentration, described below, which is waived for students in elementary education, except those electing public relations or telecommunications. In addition, students in secondary education will have cognates waived if they elect the concentration in public and professional communication. [Semester hours are in parentheses.]

•Required Courses

Select A, B, C, or D.

A. Public and Professional Communication (48-49):

Communications 200, 208, 258

Eight courses from Communications 219, 254, 332, 333, 351, 352, 353, 355, 356, 359, 379

Cognates: at least 15 semester hours from no more than three of the following disciplines chosen with advisor's approval: accounting, anthropology, computer information systems, economics, English, history, industrial technology, labor studies, management, marketing, philosophy, political science, psychology, sociology, telecommunications, theatre. A minor in any area fulfills the cognate requirement.

B. Public Relations (50):

Communications 200, 208, 240, 246, 301, 311, 338, 351, 357, 379

One course from Communications 254, 258, 377

Two courses from English 230, 240, 341

Cognates: three courses from Art 104, 114, 217; Economics 214; Management 301; Marketing 301; Psychology 211

C. Speech and Hearing Sciences (46-48):

Communications 200, 208, 220, 305, 319, 320, 321, 323, 325, 355; Psychology 110, 221

Cognates: three courses from Communications 223; Psychology 230, 320, 331, 339, 341, 342, 345, 346, 373; Special Education 300, 311

D. Telecommunications (49-51):

Communications 200, 208, 240, 241, 246, 342

Three courses from Communications 340, 344, 345, 347, 348, 349, 379

Two additional 300-level communications courses

Cognates: at least 15 semester hours from the following disciplines with ad-

visor's approval: accounting, art, computer science, economics, English, film studies, history, management, marketing, political science, psychology, sociology, theatre

Minor in Communications

The minor in communications consists of a minimum of 18 semester hours (six courses), as follows: Communications 208, 240; and four additional communications courses (12 semester hours), at least two of which must be at the 300-level.

Teacher Education Program

Students who major in communications may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

Honors Program

Major in communications who are of superior scholastic ability are eligible to participate in the departmental honors program. During the junior and senior years, qualified students may pursue independent study and advanced work in communications. Upon completion of the program, a student is awarded the Bachelor of Arts with honors in communications. Departmental honors work, when combined with honors work in general education, may lead to a student's being awarded College Honors. Details are available from the chair of the Department of Communications.

COURSE OFFERINGS

COMMUNICATIONS

200: Fundamentals of Research in Communications

This student is introduced to research and scholarship in communication. The basic concepts underlying historical, critical, content, survey, and experimental research are introduced. The use of bibliographic resources, writing styles, and referencing systems are reviewed. Representative research is surveyed and reviewed.

3 semester hours. Offered fall, spring, summer.

208: Public Speaking

Students develop public-speaking skills through directed practice in individual and group experience. Emphasis is placed on the selection and organization of material, the use of reasoning and evidence, speech construction, and methods of delivery. (Formerly Fundamentals of Oral Communication.)

3 semester hours. Offered fall and spring.

219: Vocal Improvement

Through theory and practice, students develop effective voice and articulation management. Emphasis is placed on personal improvement for professional career objectives.

3 semester hours. Offered fall and spring.

220: Voice and Articulation

The fundamentals of voice production and diction are studied, including the physiological and phonetic bases of speech. The student works on vocal clarity, flexibility, range, force, and variety.

3 semester hours. Offered fall and spring.

223: Introduction to Sign Language

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

3 semester hours. Offered fall.

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.

3 semester hours. Offered fall, spring, summer.

241: Introduction to Film and Video

The industries, audiences, and content of film and video are analyzed and compared. Included are feature films, television programs, and documentaries. (Formerly Introduction to Cinema and Video.)

3 semester hours. Gen. Ed. Category A/3. Offered fall and spring.

246: Television Production

Included are theoretical and practical aspects of television production, script preparation, studio and control room operations and practice. The creative process involved in giving televisual form to simple program ideas and communicating with an audience is introduced. Course includes two-hour lab per week. (Formerly Communications 343.)

(5) 4 semester hours. Prerequisite: nine semester hours of communications courses. Offered fall and spring.

254: Leadership and Management Communication

A study is made of organizational communication and methods for improving the communication of leaders and managers in organizations. Simulations, role play, and case studies are used. Experiential activities drawn from business and professional environments are also employed. (Formerly Communications 354.)

3 semester hours. Offered spring.

258: Interpersonal Communication

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

3 semester hours. Offered fall.

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.

3 semester hours. Prerequisite: 45 semester hours of undergraduate courses, including Comm. 200, or consent of instructor. Offered fall and spring.

305: Introduction to Communication Disorders

Students examine a variety of speech, language, and hearing problems that may exist in children and adults. Normal processes, abnormalities, and treatment are discussed.

(Formerly Communications 221.)

3 semester hours. Prerequisite: Comm. 208.

Offered fall and spring.

311: Advanced Public Relations

Students acquire additional public relations skills, with emphasis on writing. Formats and public relations methods are reviewed and applied to case studies.

3 semester hours. Prerequisite: Comm. 301.

Offered fall.

319: Phonetics

A study is made of the production of speech sounds and the application of the International Phonetic Alphabet (IPA). Practice in dictation and phonetic transcription are included. (Formerly Communications 222.)

3 semester hours. Prerequisite: Comm. 208.

Offered fall.

320: Speech and Language Development

The theories and stages involved in the acquisition of speech and language skills from birth to adolescence are examined. Areas of discussion include the subsystems of language, such as phonology, syntax, semantics, and pragmatics; and normal and abnormal speech and language development.

3 semester hours. Prerequisite: Comm. 305.

Offered fall.

321: Speech and Hearing Science

Technical issues regarding the production and perception of speech signals are examined. Basic acoustics, acoustics of speech, speech and hearing physiology, speech perception, and laboratory instrumentation are studied.

3 semester hours. Prerequisite: Comm. 319.

Offered spring.

323: Introduction to Audiology

Students are introduced to the acoustics, anatomy, and physiology of the ear. In addition, basic hearing tests, hearing disorders, and rehabilitation are reviewed. (Formerly Hearing and Deafness.)

3 semester hours. Prerequisite: Comm. 305.

Offered fall.

325: Auditory and Speech Mechanisms

Topics include the anatomy and physiology of the speech and hearing mechanism; Neurological, skeletal, and muscular functions involved in speech and hearing are also studied.

3 semester hours. Prerequisite: Comm. 305.

Offered spring.

332: Gender and Communication

The differences and similarities of the communicative patterns and behaviors of women and men are studied.

3 semester hours. Prerequisite: Comm. 258.

Offered as needed.

333: Intercultural Communication

The communication problems, issues, and consequences that accompany interaction between people from diverse cultures are explored. Research dealing with intercultural communication is also examined.

3 semester hours. Prerequisite: Comm. 258.

Offered as needed.

338: Advertising

Students develop a working knowledge of the key processes of modern advertising practice. Topics include production of effective advertising and media.

3 semester hours. Prerequisite: Comm. 240.

Offered fall.

340: Current Issues in Mass Media

Topics range over a broad area of contemporary concerns about the mass media. Focus is on the relationships between the media and social, economic, and political issues.

3 semester hours. Prerequisite: Comm. 240.

Offered spring.

342: History and Development of Telecommunications

Emphasis is placed on the social history of telecommunications and its impact on political, cultural, and economic institutions in the United States.

3 semester hours. Prerequisite: Comm. 240.

Offered fall.

344: Broadcast Journalism

The preparation, writing, production, and editing of broadcast news with emphasis on local and special news events are covered, along with utilization of ENG techniques for video and radio broadcast. Included are analysis of broadcast policies and principles of news management.

3 semester hours. Prerequisite: Comm. 345. Offered fall.

345: Electronic Field Production and Editing

Students explore the development, design, and creation of video programming through the use of field-production techniques. Emphasis is placed on postproduction editing and project completion. (Formerly Electronic Field Production.)

3 semester hours. Prerequisite: Comm. 246. Offered spring.

347: Communication Law and Regulation

Issues of control in mass media and in telecommunication systems are explored. Attention is given to the legal and regulatory frameworks of broadcasting, cable, telephones, computers, and other telecommunication applications. (Formerly Social Aspects of Telecommunications.)

3 semester hours. Prerequisite: Comm. 240. Offered as needed.

348: International Telecommunications

The organization and operation of different broadcasting systems around the world are examined. The role played by telecommunication and electronic media in today's international environment is explored, with attention given to the role of new technologies and international organizations.

3 semester hours. Prerequisite: Comm. 240. Offered as needed.

349: Advanced Television Production

Experience is provided in the various facets of narrative video production. Primary focus is on orienting students to the television studio environment; in addition, students become acquainted with advanced

techniques for field production, postproduction, and special effects.

3 semester hours. Prerequisite: Comm. 345. Offered fall and spring.

351: Persuasion

This is a study of the classical and modern elements inherent in persuasion and the means by which individuals and audiences are influenced in predetermined ways.

3 semester hours. Prerequisite: Comm. 208. Offered spring.

352: Conflict Resolution

Conflict is examined as a personal and societal challenge that can be managed by applying communication skills and knowledge.

3 semester hours. Prerequisite: Comm. 258. Offered as needed.

353: Political Rhetoric

Consideration is given to the rhetoric of elections and to political communication within government institutions. Topics covered include the process and techniques of communication in American politics, the rhetoric of foreign policy, and the place of communication in social change.

3 semester hours. Prerequisite: Comm. 208. Offered as needed.

355: Language and Thought in Communication

This course examines communicative behavior, the symbolizing process, communication failure, and responses to words and symbols. The relationships among language, reality, and human behavior are studied.

3 semester hours. Prerequisite: Comm. 208. Offered spring.

356: Discussion and Group Communication

This course emphasizes the principles of group dynamics and discussion as employed in task-oriented experiences. Particular attention is given to the development of group leadership skills, cooperative problem-solving methods, and the management and resolution of conflict.

3 semester hours. Prerequisite: Comm. 208. Offered spring.

357: Propaganda and Public Opinion

The nature and influence of public opinion are explored in relation to how they are shaped and measured. Propaganda is viewed as a technique for persuasion, with attention given to the role of the media and the communication specialist in forming public opinion.

3 semester hours. Prerequisite: Comm. 240 or Pol. Sci. 200. Offered as needed.

359: Argumentation and Debate

This performance course introduces students to the practice tools of argumentation and debate. Students learn to construct logical arguments and to analyze arguments for weakness in reasoning or evidence. Students are also trained in effective forensic speaking and logical debate. (Formerly Communications 259.)

3 semester hours. Prerequisite: Comm. 208. Offered fall.

360: Seminar in Communications

This course is designed to provide an opportunity to explore a topic in communications not previously studied in depth, pursuing investigations into specialized areas and utilizing research techniques.

3 semester hours. Prerequisite: 75 semester hours of undergraduate courses, including Comm. 200, 208, and 12 additional semester hours of communications courses. Offered fall and spring.

377: Public Relations Laboratory

Public relations skills are applied to actual projects. Working in teams, students research, plan, and implement a public relations campaign for not-for-profit groups within the community. Field experience may be required.

(12) 3 semester hours. Prerequisite: grade of B or better in both Comm. 301 and 311. Offered spring.

378: Forensics

With the approval of the forensics director, students may receive credit for participation in debate and other forensic activities. Admission to the activity does not, by itself, ensure credit. Credit may be awarded no more than four times.

1 semester hour. Prerequisite: consent of instructor. Offered fall and spring.

379: Communications Internship

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.

4 semester hours. Prerequisite: open only to communication majors who have completed at least 75 semester hours of undergraduate courses, 18 of which are in communication courses. Application must be made during the semester prior to field experience. Additional requirements are set forth in the application form. Offered fall, spring, summer.

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.

3 semester hours. Prerequisite: 18 semester hours of communications courses, including Comm. 200, and consent of instructor. Offered as needed.

391: 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. (Formerly Communications 491.)

3 semester hours. Prerequisite: 12 semester hours of communications courses, including Comm. 200, and consent of instructor. Offered as needed.

Computer Information Systems

Department of Economics and Management

Professors: *Costa (chair), I. A. Dié, U. Dié, Moore, Rawicki*

Associate Professors: *Babcock, Blais, N. Brown, Capor, DeSimone, Fuert, Harman, Harris, Kazem, Marks, Penamental, Stecker, Sylvester, Wright*

Assistant Professors: *Ahkan, Babani, Blanchette, Cohen, Filipek, Karim, Przybyla, Snow, Jr.*

Program of Study

Major: Computer Information Systems (B.S.)

Minor: Computer Information Systems

UNDERGRADUATE PROGRAMS

Major in Computer Information Systems

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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below (Semester hours are in parentheses.)

•Required Courses (63)
Computer Information Systems 251, 256, 352, 353, 355, 362; Accounting 201, 202; Computer Science 310; Economics 214,

215; Management 249, 301, 302, 330, 348, 361; Marketing 301

Three courses from the following (at least one must be at the 300-level): Computer Information Systems 252, 258, 312, 354, 356; Computer Science 201, 204, 320
•Cognates (12)

English 230, Mathematics 177, 238, 248

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 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 should complete Mathematics 248 and may enroll in a variety of departmental courses at the 200-level, including introductory courses in accounting, economics, and computer information systems.

In the third year, students with junior standing and with 60 semester hours or more may enroll in 300-level courses in the Department of Economics and Management. The capstone experience is the managerial seminar, Management 361, which is taken in the last semester; this course requires completion of 102 semester hours and all other required and cognate courses.

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 at they pertain to different majors must be met to be retained as a major in the appropriate program, concentration, 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) of the following general education requirements:
 - a. English 101, 102;
 - b. History 110, 111;
 - c. 12 semester hours of the distribution requirement.
4. Satisfactory completion (i.e., passing grade and an overall 2.0 grade point average) of the following required courses:
 - a. Accounting 201, 202;
 - b. Computer Information Systems 251;
 - c. Economics 214, 215;
 - d. English 230;
 - e. Mathematics 177, 238, 248.

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 Computer Information Systems

A minor in computer information systems consists of a minimum of 24 semester hours (eight courses), as follows: Computer Information Systems 251, 352, 353; Management 301; one course from Computer Information Systems 256, 258, Computer Science 102, 201; and three courses from Computer Information Systems 252, 312, 354, 355, 356, Industrial Technology 203.

Honors Program

The department offers an honors program in computer information systems which is designed to give the superior student an opportunity to pursue advanced work. The program is oriented toward research and re-

quires that a formal paper be presented in the senior year. Upon completing a program, a student is awarded the Bachelor of Science with honors in computer information system. 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 300-level computer information systems courses.

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.

3 semester hours. Offered fall, spring, summer.

252: Microcomputer Applications for Management

This course is designed for students seeking more advanced experience with applications software for microcomputers. Possible topics include operating systems, desktop utilities, high-quality word processing systems, integrated packages, advanced spreadsheets applications, statistical-analysis software, project management, business graphics, and desktop publishing. The actual topics will depend upon available software when the course is scheduled.

3 semester hours. Prerequisite: CIS 251 or consent of department chair. Offered spring.

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.

3 semester hours. Prerequisite: an introductory

course in computer information systems or computer science, or consent of chair of the Department of Economics and Management. Offered fall, spring, summer.

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.

3 semester hours. Prerequisite: sophomore standing (25 semester hours minimum). Offered as needed.

312: Computerized Information Systems for Small Businesses

This course provides a thorough understanding of common computerized transaction processing and management, and of information systems, including the design, selection, implementation, operation, and control of such systems. Applications include order entry, billing/accounts receivable, inventory, purchasing/receiving, accounts payable, payroll, and general ledger. 3 semester hours. Prerequisite: CIS 251 and Act. 202. Offered fall and spring.

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.

3 semester hours. Prerequisite: CIS 251 and Mgt. 301, or consent of department chair. Offered as needed.

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, database development, systems implementation, and postimplementation evaluation.

3 semester hours. Prerequisite: CIS 352 or consent of department chair. Offered fall and spring.

354: Decision-Support Systems

An overview of computer models currently available to aid management deci-

sions 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.

3 semester hours. Prerequisite: CIS 353 and Mgt. 348, or consent of department chair.

Offered spring.

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.

3 semester hours. Prerequisite: Com. Sc. 310 or consent of department chair. Offered fall and spring.

356: Introduction to Expert Systems

The purpose of this course is to provide the basic techniques and skills for developing knowledge-based information systems. A combination of lecture and lab, course focus is on knowledge-based design, using an expert system shell for business and manufacturing application. No prior knowledge, or experience with expert systems, or programming language required. Expert systems can be used to solve problems in every field or discipline.

3 semester hours. Prerequisite: CIS 251.

Offered as needed.

362: Applied Software Development Project

This is a practicum in the application of programming and systems-development concepts to a comprehensive system-development project. Students work in teams to analyze, design, and document realistic computer information systems of moderate complexity.

3 semester hours. Prerequisite: CIS 353 or consent of department chair. Offered as needed.

Computer Science

Department of Mathematics and Computer Science

Professors: G. Anderson, Borden, Moskol, Nazarian, Rodrigues, Salkow, Selwick, Simons, A. Smith

Associate Professors: Abrahamson, Christy, Harris, McDowell, Morgan, H. Salzbeg (chair), Schaefer, Schiller

Assistant Professors: Andrews, Humphrey, Roy, Sannaue, C. Tropper, Zhou

Programs of Study

Major: Computer Science (B.A.)

Minor: Computer Science

UNDERGRADUATE PROGRAMS

Major in Computer Science

The full degree program in computer science requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. In addition, it is recommended that students include the following: Communications 208, English 230; Mathematics 209, 212, 213, 315.

(Semester hours are in parentheses.)

•Required Courses (33)

Computer Science 201, 221, 315, 320, 325, 330, 335

Four courses from Computer Science 203, 204, 256, 304, 310, 322, 323, 327, 380 (at least two numbered 310 or higher)

•Cognates (12-16)

Mathematics 200 or 315 or 336

Mathematics 212 or 247

Mathematics 240 or 248 or 341

One course from the following: Computer Information Systems 353, 355; Industrial Technology 326; Management 348; Mathematics 315 (if not taken above), 317, 318, 333, 336 (if not taken above), 341 (if not taken above), 345; Philosophy 305; Physics 201

Retention Standards

Students receiving grades of C- or below in two of their first three courses in the major should see their advisors about the wisdom of continuing in the major. Those who receive grades of C- or below in three of their first four courses in the major should not continue.

Graduation Requirement

A student cannot count toward the major more than two courses with grades below C-

Minor in Computer Science

A minor in computer science consists of a minimum of 21 semester hours (seven courses), as follows: Computer Science 201, 221, 310 (or 315), 330; two courses from Computer Science 102 (or 101 or 203), 204, 256, 304; and one additional computer science course numbered 310 or higher.

COURSE OFFERINGS

It is expected that students will have completed the Mathematics Competency Requirement before taking any computer science course.

COMPUTER SCIENCE

101: Introduction to Computers

Students are introduced to computing and computers, their power and limitations, through an algorithmic or logical problem-solving approach. Topics include an overview of computer systems, hardware and software, computer history, applications, and the impact of computers on society. Hands-on computer work is also included. 3 semester hours. Gen. Ed. Category SM/S. Offered fall, spring, summer.

102: Introduction to BASIC Programming

This course introduces the programming language BASIC and rudiments of programming. Language topics include BASIC syntax, arithmetic and string expressions, input/output statements, sequencing, decisions, iteration, arrays, subprograms, functions, and file input/output. Appropriate algorithm development and programming methodology are introduced in conjunction with the language.

3 semester hours. Prerequisite: three units of college preparatory mathematics or one college mathematics course. Offered fall and spring.

201: Computer Programming I

Techniques of structured programming and algorithm development are presented. Topics include simple types, control structures, subprograms, arrays, and text files. This course uses a structured high-level language such as Pascal.

3 semester hours. Prerequisite: Com. Sci. 101 or 102 or equivalent and three units of college preparatory mathematics or Math. 120. Offered fall and spring.

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.

3 semester hours. Prerequisite: Com. Sci. 102 or equivalent. Offered as needed.

204: FORTRAN Programming

This course covers the programming language FORTRAN, widely used in scientific programming. Language topics include FORTRAN syntax, arithmetic and string expressions, interactive and file input/output statements, sequencing, decisions, logical data, EQUIVALENCE, COMMON, iteration, arrays, subprograms, and functions. Appropriate algorithm development and programming methodology are introduced in conjunction with the language.

3 semester hours. Prerequisite: Com. Sci. 102, 201, 256, or equivalent, or consent of department chair. Offered as needed.

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, testing, string processing, internal searching and sorting, simple data structures, and recursion.

3 semester hours. Prerequisite: Com. Sci. 201. Offered fall and spring.

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 multiline programs, 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.

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. Offered fall, spring, summer.

304: Programming in C

The C programming language is introduced to students already familiar with a structured programming language such as Pascal. Topics include C syntax, data types, arithmetic and string expressions, input/output, arrays, pointers, strings, and structures. Appropriate algorithm development and programming methodology are introduced in conjunction with the language.

3 semester hours. Prerequisite: Com. Sci. 221. Offered as needed.

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 using COBOL.

3 semester hours. Prerequisite: Com. Sci. 256. Offered fall and spring.

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.

3 semester hours. Prerequisite: Com. Sci. 221 and Math. 200 or 315 or 336. Offered fall and spring.

320: Assembly Language Programming

This course introduces machine language and assembly language with addressing techniques, binary arithmetic, the binary or general instruction set, subroutine linkages, and (time permitting) some floating-point and decimal instructions. Lectures and assignments are oriented toward IBM 370 architecture.

3 semester hours. Prerequisite: Com. Sci. 221 and Math. 200 or 315 or 336. Offered fall.

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.

3 semester hours. Prerequisite: Com. Sci. 315 and Math. 200 or 315 or 336. Offered as needed.

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.

3 semester hours. Prerequisite: Com. Sci. 315, Math. 200 or 315 or 336, and one semester of calculus. Offered as needed.

325: Organization of Programming Languages

This is an applied course in programming language constructs emphasizing the runtime behavior of programs. Topics include language definitions, data types and structures, control structures, and run-time considerations. Several programming languages are studied and compared.

3 semester hours. Prerequisite: Com. Sci. 315 and 204 or 256. Offered spring.

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.

3 semester hours. Prerequisite: Com. Sci. 315 and two additional 300-level computer science courses. Offered as needed.

330: Introduction to Computer Organization

Covered are computer architecture, arithmetic, and basic logic design. Functional logic-design level is emphasized rather than circuit details. Other topics include coding and number representation and arithmetic.

3 semester hours. Prerequisite: Com. Sci. 221 and Math. 200 or 315 or 336. Offered fall and spring.

335: Operating Systems and Computer Architecture

Topics include instruction sets, I/O and interrupt structure, addressing schemes, memory management, process management, performance, and evaluation.

3 semester hours. Prerequisite: Com. Sci. 315, 320, and preceding or concurrent enrollment in Com. Sci. 330. Offered as needed.

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 networking techniques, communication standards and protocols, and radio, satellite, and local networks.

3 semester hours. Prerequisite: four 300-level computer science courses and senior standing, or graduate status. Offered as needed.

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.
3 semester hours. Prerequisite: Com. Sci. 310 or consent of department chair. Offered spring.

380: Advanced Computer Science Project

Topics vary.
3 semester hours. Prerequisite: Com. Sci. 315, three additional 300-level computer science courses, and senior standing or graduate status. Offered as needed.

Counseling and Educational Psychology

Department of Counseling and Educational Psychology

Professor: Perkins, William

Associate Professors: Finley (chair), Rothchild

Assistant Professors: Bontager, Lawson, Wilczenski

Programs of Study

Graduate Programs: Agency Counseling, Agency Counseling with Chemical Dependency Counseling option, Educational Psychology (M.A.); Counselor Education (M.Ed., C.A.G.S.); Counselor Education with Mental Health option (C.A.G.S.); School Psychology (C.A.G.S.).

GRADUATE PROGRAMS

The Department of Counseling and Educational Psychology prepares professionals in the area of school counseling, school psychology, mental health counseling, and chemical dependency counseling.

The graduate programs enable students to become Rhode Island state-certified school counselors and school psychologists. The programs in mental health counseling and chemical dependency counseling may lead to state certification.

Master of Arts in Agency Counseling

Admission Requirements
Six semester hours of course work in psychology or related field. In addition, a computed index of the candidate's credentials will be calculated based on undergraduate/graduate grade point average, scores on Miller Analogies Test or Graduate Record Examination, letters of reference, work-related professional experience, and written statement of purpose. Also see graduate Admission Procedures/Requirements on page 40.

The departmental admissions committee may use observation of the candidate's professional practice as an additional criterion for admission.

(Semester hours are in parentheses.)

Program Requirements

- Required Courses (33-36)
Counseling and Educational Psychology 402, 403, 406, 407, 408, 409, 411, 412, 449
- Six to nine semester hours of additional counseling and educational psychology courses chosen with advisor's consent
- Humanistic and Behavioral Studies (6-9)
Courses chosen with advisor's consent
- Comprehensive Examination (0)
(Total semester hours: 39-43)

Note: The comprehensive examination for the M.A. in agency counseling is administered in the spring and fall semesters of each year.

Master of Arts in Agency Counseling —with Option in Chemical Dependency Counseling

Admission Requirements

Six semester hours of course work in psychology or related field. In addition, a computed index of the candidate's credentials will be calculated based on undergraduate/graduate grade point average, scores on Miller Analogies Test or Graduate Record Examination, letters of reference, work-related professional experience, and written statement of purpose. Also see graduate Admission Procedures/Requirements on page 40.

The departmental admissions committee may use observation of the candidate's professional practice as an additional criterion for admission.

(Semester hours are in parentheses.)

Program Requirements

- Required Courses (33)
Counseling and Educational Psychology 402, 403, 406, 407, 408, 409, 411, 412, 423, 424, 449
- Related Disciplines Component (6)
Management 322; Psychology 410
- Comprehensive Examination (0)
(Total semester hours: 39)

Note: The comprehensive examination for the M.A. in agency counseling with a chemical dependency counseling option is administered in the spring and fall semesters of each year.

Master of Arts in Educational Psychology

The M.A. program in educational psychology is designed to provide the skills required to enhance educational processes within the school system and to prepare the student for the advanced program in school psychology M.A. graduates also have been employed in various human service regional centers, research centers, mental health agencies, as well as business and industry. Qualified recipients of the M.A. may be accepted into the C.A.G.S. program in school psychology.

Admission Requirements

A minimum of three courses in psychology, including human development, personality, and abnormal psychology. In addition, a computed index of the candidate's credentials will be calculated based on undergraduate/graduate grade point average, scores on Miller Analogies Test or Graduate Record Examination, three letters of reference, related professional or volunteer experience, and written statement of purpose relative to school psychology. A personal interview is required. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Required Courses (36)
Counseling and Educational Psychology 403, 405, 406, 409, 411, 430, 441, 449; Elementary Education 434; Foundations of Education 420; Psychology 420; Secondary Education 431
- Comprehensive Examination (0)
(Total semester hours: 36)

Note: The comprehensive examination for the M.A. in educational psychology is administered in the spring and fall semesters of each year. Students must have completed all required courses and must have at least a 3.0 grade point average to be eligible to

take the comprehensive examination, which is graded as either pass or fail.

Master of Education in Counselor Education

Admission Requirements

Teacher certification; six semester hours of course work in psychology or related field. In addition, a computed index of the candidate's credentials will be calculated based on undergraduate graduate grade point average, scores on Miller Analogies Test or Graduate Record Examination, letters of reference, work-related professional experience, and written statement of purpose. Also see graduate Admission Procedures/Requirements on page 40.

The departmental admissions committee may use observation of the candidate's professional practice as an additional criterion for admission.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6-7)
Courses chosen with advisor's consent
- Professional Education Component (39-42)
Counseling and Educational Psychology 401, 403, 406, 407, 408, 409, 411, 412, 413, 414, 449
One course from counseling and educational psychology chosen with advisor's consent
- Comprehensive Examination (0)
(Total semester hours: 42-49)

Note: The comprehensive examination for the M.Ed. 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 grade point 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. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Required Courses (24-33)
Counseling and Educational Psychology 510, 515, 563, 582, 583, 584, 586
One or two courses from Counseling and Educational Psychology 511, 512, 520, 561, 585, 590
- Related Disciplines Component (3-6)
Courses chosen with advisor's consent
- Field Project (0)
(Total semester hours: 27-39)

Certificate of Advanced Graduate Study in Counselor Education—with Option in Mental Health Counseling

Admission Requirements

Minimum 3.25 grade point average in all graduate work attempted; and six semester hours of undergraduate work in psychology. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (10)
Psychology 354, 410, 554
- Required Courses (57-63)
Counseling and Educational Psychology 402, 403, 406, 407, 408, 409, 411, 412, 416, 510, 511, 515, 561, 563, 582, 583, 584, 586
Three additional semester hours of courses chosen with advisor's consent
- Field Project (0)
(Total semester hours: 67-73)

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; consultation and counseling processes; coordination of parents, teachers, and school administrators for special programs. Additional emphasis is placed on the planning and conduct of research on school-related problems. The M.A. in educational psychology and the C.A.G.S. in school psychology together create a program of study enabling graduates to meet Rhode Island state-certification requirements for school psychologists.

Admission Requirements

Master's degree in educational psychology or a related field; a minimum 3.25 grade point average in previous graduate work, statement of work experience, and statement of purpose. A personal interview may be required. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Required Courses (33)
Counseling and Educational Psychology 501, 502, 503, 504, 505, 515, 529, 575
- Comprehensive Examination (0)
(Total semester hours: 33)

Note: The C.A.G.S. comprehensive examination is administered in the spring semester of each year. Students must have completed all required courses and must have at least a 3.0 grade point average to be eligible to take the comprehensive examination, which is graded as either pass or fail.

Sequence

First Semester

- Counseling and Educational Psychology 501
- Counseling and Educational Psychology 502
- Counseling and Educational Psychology 503

Second Semester

- Counseling and Educational Psychology 504
- Counseling and Educational Psychology 505

- Counseling and Educational Psychology 575

Third Semester (Summer)

- Counseling and Educational Psychology 515

Fourth and Fifth Semester

- Counseling and Educational Psychology 529*

*Counseling and Educational Psychology 529: Internship in School Psychology is a one-year experience consisting of 1,200 supervised hours and a three-hour weekly seminar.

Residency Standards

The student will be evaluated by the C.A.G.S. Graduate Committee upon completing each of the following courses: Counseling and Educational Psychology 501, 502, 504, and 505. The evaluation is based on 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 School of Education and Human Development.

COURSE OFFERINGS

COUNSELING AND EDUCATIONAL PSYCHOLOGY

213: Educational Psychology: Learning and Teaching in the Elementary Schools
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. (Formerly Educational Psychology—Elementary)
4 semester hours. Offered fall, spring, summer.

214: Educational Psychology: Learning and Teaching in the Secondary Schools
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. (Formerly Educational Psychology—Secondary)
4 semester hours. Offered fall and spring.

216: Educational Psychology: Learning and Teaching in the K-12 Program
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. (Formerly Educational Psychology—K-12).

4 semester hours. Offered fall and spring.

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.

3 semester hours. Prerequisite: six semester hours of educational psychology or psychology courses, or consent of department chair. Offered spring and summer.

318: Counseling the Older Adult

Students learn the social and emotional needs of seniors, develop an understanding of counseling theory, and acquire basic competency in individual and group counseling practice.

3 semester hours. Prerequisite: Soc. 217, Psych. 339, and Nursing 313, or consent of department chair. Offered spring.

401: Introduction to Pupil Personnel Services

Topics include the nature and need for pupil personnel services, evaluation and operation of the major services, understanding of the individual, imparting of guidance principles, counseling of the individual, placement, and follow-up.

3 semester hours. Offered fall.

402: Introduction to Social and Rehabilitative Services

Consideration is given to the nature and need for social and rehabilitative services, operation of the major services, and counseling the disabled and disadvantaged.

3 semester hours. Offered fall, spring, summer.

403: Theories and Methods of Counseling

The nature of the counseling process and theories of counseling are considered. Techniques of interviewing and common and

special counseling problems in various schools and agency settings are studied.

3 semester hours. Prerequisite: graduate status, CEP 401 or 402 or equivalent, and/or consent of department chair. Offered fall, spring, summer.

405: Pupil Behavior and Adjustment Problems

This course covers the symptoms, causes, and treatment of typical academic, emotional, and social-adjustment problems of school-age students. Frameworks, classifications, regulations, and intervention/collaboration strategies are included. Observations in schools are required.

3 semester hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.

406: Measurement and Test Interpretation in Counseling

Techniques for the effective use of test results in counseling are developed, along with statistical and data analysis techniques.

3 semester hours. Prerequisite: graduate status and CEP 401 or 402, or consent of department chair. Offered fall and spring.

407: Vocational Counseling and Placement

Counseling theories are explored, including the assessment of individual aptitudes, interests, and abilities. Knowledge of occupational information sources and opportunities is developed by focusing on placement techniques in both school and agency settings.

3 semester hours. Prerequisite: CEP 401 or 402. Offered fall and spring.

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.

3 semester hours. Prerequisite: CEP 401 or 402. Offered fall and spring.

409: Introduction to Group Counseling

The dynamics of group process, an analysis of current modalities, and the principles and techniques of group counseling are

covered. Students participate in a time-limited group.

3 semester hours. Prerequisite: graduate status and CEP 403, or consent of department chair. Offered fall, spring, summer.

410: Occupational Analysis and Placement of the Disabled and Disadvantaged

This course explores assessment techniques used in vocational placement, with particular emphasis on matching the disabled and/or disadvantaged client with a specific job.

3 semester hours. Prerequisite: CEP 407. Offered spring.

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.

3 semester hours. Prerequisite: CEP 403 and matriculation in a graduate program in counseling and educational psychology. Offered fall, spring, summer.

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.

3 semester hours. Prerequisite: CEP 411. Offered fall, spring, summer.

413: Clinical Internship I

Students are placed in social and rehabilitation agencies for supervised clinical experience.

3 or 6 semester hours. Prerequisite: CEP 411. Offered fall.

414: Clinical Internship II

This is a continuation of Counseling and Educational Psychology 413.

3 or 6 semester hours. Prerequisite: CEP 413. Offered spring.

415: Professional Seminar in Rehabilitation Counseling

This seminar examines the current "state of the art," with emphasis on research and recent developments and issues in the rehabilitation profession.

3 semester hours. Prerequisite: concurrent enrollment in CEP 414. Offered spring.

416: Case Problems in Counseling

Students learn case methods in counseling and the development of records for a case history. Evaluation of student case presentation and the development of counseling strategies are required.

3 semester hours. Prerequisite: CEP 411. Offered fall.

417: Rehabilitation of the Psychiatrically Disabled

This course discusses current methods of diagnosis and treatment, including pharmacology, psychotherapy, and community counseling.

3 semester hours. Prerequisite: CEP 402, 403, 408, and 411, or consent of department chair. Offered spring.

419: Applications of Educational Psychology

This is an introduction to relevant empirical psychological research and to the application of research findings to classroom situations. Current issues are emphasized. A field component consisting of structured classroom observations is required.

3 semester hours. Prerequisite: six semester hours of educational psychology or psychology courses, or consent of department chair. Offered summer.

420: Psychological and Social Aspects of Disability

Theoretical and practical issues relating to the adjustment and adaptation to various types of disabilities are examined.

3 semester hours. Prerequisite: CEP 402 or 403. Offered fall.

421: Family Counseling Theory and Practice

Students are introduced to current family counseling theories and methods. Class instruction includes lecture, demonstration, and family simulations.

3 semester hours. Prerequisite: CEP 409 and 411. Offered fall.

422: Human Sexuality: Counseling Perspective

An individual's sexuality, sexual dysfunction, and modes of treatment are reviewed with emphasis on sexual value systems, forms of sexual conduct, and the counseling skills used.

3 semester hours. Prerequisite: CEP 401 or 402. Offered fall.

423: Rehabilitation of the Chemically Dependent Person

A survey of the field includes etiology, assessment typologies, and rehabilitation techniques.

3 semester hours. Prerequisite: CEP 402. Offered fall.

424: Treatment of the Chemically Dependent Person

This advanced course explores clinical skills, using a variety of techniques and approaches.

3 semester hours. Prerequisite: CEP 423. Offered spring.

425: Clinical Procedures in Family Counseling

This course provides 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.

3 semester hours. Prerequisite: CEP 421 or consent of department chair. Offered spring.

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.

3 semester hours. Prerequisite: six semester hours of educational psychology or psychology courses, or consent of department chair. Offered as needed.

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.

3 semester hours. Prerequisite: graduate status and six semester hours of educational psychology or psychology courses, or consent of department chair. Offered fall.

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. (Formerly Counseling and Educational Psychology 530.)

3 semester hours. Prerequisite: CEP 430 and consent of department chair. Offered spring.

441: Psychological Perspectives on Learning and Teaching

This is a foundation course in educational psychology which involves the systematic study of students, teachers, and their interactions in classroom settings. Included are theories, research findings, issues, topics, and practices. Central to this course is an understanding of typical and exceptional learners. A field component consisting of structured classroom observations is required. (Formerly Educational Psychology)

3 semester hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

449: Applied Educational Research

Examined are techniques and practices of applied educational research (survey, naturalistic program evaluation) in educational and human service settings. This course is designed for professionals who anticipate conducting applied research studies.

3 semester hours. Prerequisite: graduate status, and a measurement and/or research course (CEP 406, Psych. 420, or equivalent). Offered spring.

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.

3 semester hours. Prerequisite: CEP 403 or consent of department chair. Offered spring.

501: Cognitive Assessment Practicum

This is a practicum in the administration, scoring, and interpretation of individual cognitive tests. Educational and clinical applications of tests and report writing are required. (Formerly Practicum in Individual Intelligence Testing.)

3 semester hours. Prerequisite: CEP 406 and matriculation in the C.A.G.S. program in school psychology. Offered fall.

502: Social-Emotional Assessment Practicum

The 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. (Formerly Practicum in Projective Techniques and Personality Assessment.)

3 semester hours. Prerequisite: CEP 406, abnormal psychology course or equivalent, and matriculation in the C.A.G.S. program in school psychology. Offered fall.

503: Professional School Psychology

Designed for students in school psychology, this course covers foundations of school psychology, roles and functions of psychologists in schools, professional standards and ethics, realities of practice, vital issues for the profession, best practices, and promising directions.

3 semester hours. Prerequisite: matriculation in the C.A.G.S. program in school psychology. Offered fall.

504: Psycho-Educational Assessment Practicum

Supervised experiences are provided in the evaluation of the neuropsychological process, academic skills and language development, and report writing of findings. The practicum component focuses on evalu-

ation and administration of tests to identify learning problems. Students also evaluate teaching strategies in order to formulate appropriate remedial measures. (Formerly Practicum in Psycho-Educational Assessment.)

3 semester hours. Prerequisite: CEP 501, 502, matriculation in the C.A.G.S. program in school psychology. Offered spring.

505: Diagnostic Assessment Practicum

Supervised practice is given in cognitive, neuropsychological, personality and academic assessment, and the integration of findings in report writing. The case study method is used to provide experience in diagnostic work in clinical, school, or institutional settings. Students are expected to spend five hours per week doing assessments and consultation in the schools.

3 semester hours. Prerequisite: CEP 501, 502, and matriculation in the C.A.G.S. program in school psychology. Offered spring.

509: Social Psychology of the Classroom

Social-psychological variables operating within the classroom are examined, including those related to ethnic and social class differences. Additional topics include the school as social system, group dynamics, the role of the teacher, and formation of attitudes toward school and learning.

3 semester hours. Prerequisite: six semester hours of educational psychology or psychology courses, or consent of department chair. Offered as needed.

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.

3 or 6 semester hours. Prerequisite: matriculation in a C.A.G.S. program; CEP 406, 407, 409, 412, and consent of department chair. Offered fall.

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. 3 or 6 semester hours. Prerequisite: CEP 510 and consent of department chair. Offered spring.

512: Counseling Minority Groups
Issues in counseling minority group members, including black, Hispanic, and Portuguese-speaking minorities, are presented. Current counseling models are adapted to meet their specific needs.
3 semester hours. Prerequisite: CEP 411 and consent of department chair and instructor. Offered as needed.

515: Organization, Operation, and Administration of Counseling Services in Schools
The practice, concepts, and trends in the organization, operation, and administration of counseling services in schools are studied. (Formerly Organization and Administration of Counseling Services.)
3 semester hours. Prerequisite: matriculation in a graduate program in counseling and educational psychology or consent of department chair. Offered fall and summer.

520: Counseling Women
Seminar experience is given in the application of counseling skills, particularly those for producing self-awareness and growth from developmental crisis and personal trauma.
3 semester hours. Prerequisite: CEP 411 and consent of department chair and instructor. Offered spring.

529: Internship in School Psychology
The internship consists of a one-year, 1,200-hour, five-days-per-week placement in a cooperating school system under the supervision of a certified school psychologist and a College faculty member. Experiences include consultation, intervention, and assessment, as well as observation of regular and special education classes, participation in educational planning in the schools, participation in referral both within the schools and with outside agencies,

and introduction to the problems and needs for research on school-related psychological problems. Each semester interns meet on campus weekly for a three-hour seminar on issues relevant to the internship and professional development.

12 semester hours. Prerequisite: CEP 504 and 505. Offered fall and spring.

561: Advanced Seminar in Counseling
This is an opportunity for in-depth analysis of the counseling function in school and community agency settings. Emphasis is placed on the synthesis of theory and practice. Consideration is given to both research and evaluation.
3 semester hours. Prerequisite: CEP 563, 582, 584. Offered spring.

563: Seminar in Counselor Education: Research Design
This seminar provides the experience necessary to understand and evaluate research in school, mental health, marriage and family, and other counseling settings. The student plans and executes a research-oriented field project.
3 semester hours. Offered fall.

575: Consultation, Collaboration, Intervention, and Evaluation
This course is designed for graduate students in school psychology and for school counselors, special educators, and administrators interested in collaboration, highlighting direct and indirect support-service delivery in schools.
3 semester hours. Prerequisite: graduate status. Offered spring.

582: Advanced Clinical Practicum in Group Counseling
Experience is offered under supervised laboratory conditions featuring observation and evaluation by students and instructors in a laboratory-seminar sequence.
3 semester hours. Prerequisite: CEP 409, matriculation in a C.A.G.S. program, and consent of department chair and instructor. Offered fall.

583: Advanced Clinical Practicum in Counseling I
Practice with the focus on long-term counseling is gained in one educational or

agency setting. Joint supervision is handled by College and field personnel.

3 semester hours. Prerequisite: matriculation in a C.A.G.S. program, and consent of department chair and instructor. Offered fall.

584: Advanced Clinical Practicum in Counseling II
This course is a continuation of Counseling and Educational Psychology 583.
3 semester hours. Prerequisite: CEP 583. Offered spring.

585: Counseling Families
A survey of theoretical models employed in family counseling is presented along with case studies.
3 semester hours. Offered spring.

586: Supervision in Counseling
This course involves theoretical concepts and applied skills in the supervision of counseling. Students have an opportunity to develop their teaching, supervision, and consultation skills.
3 semester hours. Offered spring.

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.
3 semester hours. Offered spring.

590: Independent Study
Research is conducted under the supervision of a member of the department.
3 semester hours. Prerequisite: matriculation in a C.A.G.S. program and consent of department chair. Offered as needed.

Curriculum

Department of Educational Studies
Professors: Alfonso, Birden, Betelco, Buzi, Einar, McClintock, Mitchell, Nelson, A. Smith, Stone, Tarley

Associate Professors: Bell, Jr., Christy, Davis, Holland, McCrystal, McSwerny, Morgan, Pungfley, Pines, N. Sullivan (hon), Taylor
Assistant Professors: Bigler, Cappella, Covenryk, Gomez, Reyes, Tibbits
Instructor: Puole

Programs of Study
Graduate Programs: Curriculum (C.A.G.S.); Educator of Gifted Children Certificate Program

GRADUATE PROGRAMS

Certificate of Advanced Graduate Study in Curriculum

In addition to course work required for state certification for curriculum directors, the C.A.G.S. program in curriculum requires the successful completion of both an internship and a field project. It is expected that candidates for the C.A.G.S. in curriculum will have developed a level of proficiency in fundamental statistics for the social and behavioral sciences. From time to time the department will provide opportunities for students to refresh their knowledge in fundamental statistics.

Admission Requirements
Candidates for admission to the C.A.G.S. program in curriculum are expected to fulfill the following requirements. Also see graduate Admission Procedures/Requirements on page 40.

1. A master's degree from an accredited college or university.
2. A minimum graduate grade point average of 3.25.
3. Three years of successful teaching experience.
4. An interview with a professor in the program before or concurrent with the application process. No application will

be considered before the interview has been conducted.

(Semester hours are in parentheses.)

Program Requirements

•Foundations Component (6)

See list of approved courses in the Department of Educational Studies.

•Professional Education Studies (29)

Curriculum 503, 505, 532, 543, 558, 559, 561, 591, 592; Administration 514, 538
(Total semester hours: 35)

Note: Students who are accepted into the program must begin in the fall semester by enrolling in Curriculum 503. This course provides an orientation to the C.A.G.S. program and to the functions of curriculum in a school program.

The internship (Curriculum 558-559) is a year-long course aimed at the practical application of the Reflective Practitioner Model and should be taken at a point in the program where it is of greatest value to the student. Students must receive advance approval from their advisor before registering for the internship.

Educator of Gifted Children Certificate Program

The certificate program consists of 12 semester hours, as follows: Curriculum 481, 511, and 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

CURRICULUM

420: Middle School Curriculum

This course examines the emergence and development of the middle school in America and the curriculum trends, issues, and movements. Specific attention is focused on the middle school child, interdisci-

plinary instruction, and the design and evaluation of programs. (Formerly Curriculum 520.)

3 semester hours. Prerequisite: CEP 213; *Fnd. Ed. 340, 345; or consent of department chair. Offered spring.*

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.

6 semester hours. Prerequisite: consent of workshop director. Offered summer.

503: Principles of Curriculum Construction and Development

Basic principles common to all curriculum construction and development are examined. This course helps students to develop skills in writing objectives, selecting content, and organizing curricula.

3 semester hours. Prerequisite: admission to a C.A.G.S. program or consent of instructor. Offered fall.

505: Learning Theory and Curriculum Research

This course examines learning theory from an educational perspective, with an emphasis on understanding the ways that learning theory informs various approaches to curriculum. Consideration is given to behavioral, cognitive, developmental, humanistic, and interactionist theories of learning.

3 semester hours. Offered summer.

510: Curriculum Materials Laboratory

Candidates develop competencies and skills in the selection, organization, use, and evaluation of instructional materials. In addition to course work, candidates spend 30 clock hours working in a curriculum materials center.

3 semester hours. Prerequisite: *Curric. 503. Offered as needed.*

511: Personalizing Instruction

This course provides an exploration of theory, research, and practice relating to personalizing instruction in elementary and

secondary schools and in colleges. Students develop usable personalized instructional materials in their own teaching fields.

3 semester hours. Prerequisite: consent of instructor. Offered spring.

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.

3 semester hours. Prerequisite: *Curric. 503. Offered spring.*

543: Leadership in Curriculum

School administrators prepare for curriculum decision making (K-12) through study of the aspects of vision, instructional-support needs, the monitoring of curriculum and instruction, resource allocation, organizational development and the change process, and the ethical and legal principles of curriculum leadership. On-site work in schools is also required.

4 semester hours. Prerequisite: graduate status and consent of department chair. Offered fall.

558: Internship in Curriculum I

This internship provides an opportunity to develop skills under the supervision of a curriculum director and a faculty member. The internship is a 150-hour field-based experience that usually takes place in the student's place of employment, and involves both on- and off-campus seminars.

2 semester hours. Prerequisite: *Curric. 503 or consent of instructor. Offered fall.*

559: Internship in Curriculum II

This second field experience, a continuation of Curriculum 558, provides additional opportunities to apply theory and principles in supervised situations. It requires 150 hours of field-based experience.

2 semester hours. Prerequisite: *Curric. 558 or consent of instructor. Offered spring.*

560: Seminar in Curriculum

Topics vary.

3 semester hours. Prerequisite: consent of instructor. Offered as needed.

561: Seminar in Research: Research Design in Curriculum

Experiences are provided which enable the student to understand and evaluate research in order to plan and carry out a field project.

3 semester hours. Prerequisite: *Curric. 503 and consent of department chair; Psych. 320 or a course in statistics with consent of advisor, and acceptance into a C.A.G.S. program. Offered fall.*

591: Field Project

The field project is a major paper on a topic jointly selected by the student and a topic advisor. The project, an integration of theory and field experience, is normally completed toward the end of the program.

1 semester hour. Prerequisite: *Curric. 561. Offered fall and spring.*

592: Field Project

The field project, an integration of theory and field experience, is completed and defended in an oral hearing prior to final approval.

2 semester hours. Prerequisite: *Admin. 591 or Curric. 591. Offered fall and spring.*

Dance

Department of Theatre and Dance

Professors: *Burt Caster, Halkhusen, Piacenti (chair), Scheff*

Associate Professor: *D. Gunning*

Instructor: *Dei Giudice (assistant)*

Costume Designer: *Matheson*

Program of Study

Minor: Dance

UNDERGRADUATE PROGRAM

Minor in Dance

The minor in dance consists of a minimum of 20 semester hours (eight courses), as follows: Dance 110 and 210 (or 112 and 212), 116, 216, 304, 309; Dance 181, 281 (or one course from Dance 320, 321, 322, 324); and two to three additional semester hours in dance courses.

For Dance Company courses 181, 281, and 381, 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

103-105: Activity Dance

The development of fundamental skills to promote participation in each of the following activities is stressed. These are eight-week courses.

103 Social Dance (current)

104 Social Dance (traditional)

105 Square Dancing

(4) 1 semester hour. *Dance 103-105. Offered as needed.*

110: Introductory Ballet

An introduction to ballet technique and the classical tradition in dance is provided through an intensive studio experience, related readings, and attendance at ballet performances. Emphasis is placed upon the development of a strong fundamental technique, stressing alignment, flexibility,

musicality, elements of performance, and motor efficiency and coordination. (Formerly Dance 100: Fundamentals of Ballet.) (4) 2 semester hours. *Offered fall.*

112: Introductory Jazz

The technique, rhythms, styles, and historical background of jazz dance are introduced through an intensive studio experience, related readings, and films. Emphasis is placed upon the development of a strong fundamental technique, stressing alignment, flexibility, musicality, elements of performance, and motor efficiency and coordination. (Formerly Dance 101: Fundamentals of Jazz.) (4) 2 semester hours. *Offered fall.*

114: Introductory Tap Dance

An introduction to the technique, style, and vocabulary of tap dance is given through studio experience, related readings, and films. Emphasis is placed upon the development of a strong fundamental technique, stressing rhythmic coordination, alignment, flexibility, musicality, elements of performance, and motor efficiency. (4) 2 semester hours. *Offered alternate falls (odd years).*

116: Introductory Modern Dance

Studio experience is combined with a historical survey of the development of modern dance. Studio classes include fundamental experiences in technique, improvisation, composition, and performance. Survey classes include lecture, films, discussion, related readings, and attendance at performances. (Formerly Dance 107: Beginning Modern Dance.) (5) 3 semester hours. *Gen. Ed. Category A/3. Offered fall, spring, summer.*

181: Dance Company

Credit is available to all qualified students who participate for the fall academic year. 1 semester hour. *Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.*

210: Intermediate Ballet

Intermediate ballet technique and the classical tradition in dance are covered through an intensive studio experience, related read-

ings, and attendance at ballet performances. Emphasis is placed upon refinement of technique and elements of performance through mastery of more complex movement sequences. (Formerly Dance 227: Ballet.) (4) 2 semester hours. *Prerequisite: Dance 110. Offered spring.*

212: Intermediate Jazz

Intermediate technique and additional history of jazz dance are examined through studio experience, related readings, and films. Emphasis is placed upon the refinement of technique and elements of performance through the mastery of more complex jazz dance sequences. (Formerly Dance 257: Jazz Dance.) (4) 2 semester hours. *Prerequisite: Dance 112. Offered spring.*

214: Intermediate Tap Dance

Intermediate technique and additional history of tap dance are explored through studio experience, related readings, and films. Emphasis is placed upon the refinement of technique and elements of performance through the mastery of more complex tap dance sequences. (4) 2 semester hours. *Prerequisite: Dance 114. Offered alternate springs (even years).*

216: Intermediate Modern Dance

Intermediate modern dance technique is provided in a studio experience. Emphasis is placed upon the refinement of technique and elements of performance through the mastery of more complex movement sequences. (Formerly Dance 207.) (4) 2 semester hours. *Prerequisite: Dance 116. Offered fall.*

281: Dance Company

Credit is available to all qualified students who participate for the fall academic year. 1 semester hour. *Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.*

302: Musical Resources for Dance

Experiences include taking rhythmic dictation, composing rhythmic scenes, and analyzing musical forms. Criteria for selection of music to support, supplement, or con-

trast with dance are developed. Specific attention is given to accompaniment for teaching dance. 3 semester hours. *Offered as needed.*

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. (6) 3 semester hours. *Offered alternate falls (odd years).*

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. (5) 3 semester hours. *Prerequisite: consent of instructor. Offered alternate falls (odd years).*

305: Choreography II

Dancers apply the fundamentals of choreography to create examples of pre-classical and modern dance. These dances are presented in a demonstration workshop at the end of the semester. 3 semester hours. *Prerequisite: Dance 304. Offered as needed.*

306: Dance for Children

Experiences are provided in planning and supervising dance activities for children of different ages in various settings, including dance studios and classrooms. Exercises include creative movement and choreography for children. (Formerly Dance 316.) 3 semester hours. *Prerequisite: Dance 116 and 304. Offered alternate falls (even years).*

308: 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. (Formerly Dance 318.)

3 semester hours. *Prerequisite: consent of dance instructor. Offered as needed.*

309: 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. (Formerly Dance 319.)

3 semester hours. Offered alternate springs (odd years).

316: Advanced Modern Dance

Advanced modern dance technique is provided in a studio experience. Emphasis is placed on the refinement of technique and elements of performance through the mastery of complex movement sequences.

(Formerly Dance 307.)
(4) 2 semester hours. Prerequisite: Dance 116 and 216. Offered alternate springs (odd years).

320: Touring Dance

Students participate in all aspects of the creation of a touring program for children. Programming includes repertoire selection, analysis, rehearsal, performance, script development, and assessment and responsibility for technical support.

(6) 3 semester hours. Prerequisite: Dance 116 and 216. Offered spring.

321: Dance for Musical Theatre

The performance of dance for musical theatre is studied in its theatrical context. Emphasis is placed upon performance techniques and characteristics of style through the creation and/or reconstruction of dances for musical theatre performance. A student may take this course twice.

(6) 3 semester hours. Prerequisite: nine semester hours of dance technique courses and consent of department chair. Offered spring.

322: Repertory Performance

The craft of performance is studied and an analysis of style is provided through repertory experience. New or existing dance works are prepared for formal and informal performances. A student may take this course twice. (Formerly Dance 317: Dance Performance.)

(6) 3 semester hours. Prerequisite: nine semester hours of dance technique courses and consent of department chair. Offered alternate fall (even years).

324: Improvisation/Performance

Students refine their facility for generating dance as a spontaneous response to movement structures and various stimuli. Frequent informal and occasional formal performance experiences are provided. A student may take this course twice.
(4) 2 semester hours. Prerequisite: Dance 216. Offered as needed.

360: Seminar in Dance

This course builds upon the students' experiences in dance. Topics, announced in advance, allow students to pursue investigations into select theories and problems.

3 semester hours. Prerequisite: six semester hours of dance courses and consent of instructor. Offered as needed.

381: Dance Company

Credit is available to all qualified students who participate for the full academic year.

1 semester hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

391: Independent Study in Dance

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

1-3 semester hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

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.

3 semester hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

Economics

Department of Economics and Management

Professor: *Costa (chair), I. A. Dule, U. Dule, Moore, Ramacki*

Associate Professors: *Babcock, Blas, N. Brown, Capas, DeSomer, Fuent, Harman, Harns, Kazemi, Marks, Pamental, Sackett, Sylvestre, Wright*

Assistant Professors: *Ahkan, Balonmi, Bianchetti, Cohen, Filippek, Karim, Przybyla, Snesu, Ji*

Programs of Study

Major: Economics (B.A.)

Minor: Economics

Teacher Education Program: Economics (B.A.)

UNDERGRADUATE PROGRAMS**Major in Economics**

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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

- Required Courses (16)
Economics 214, 215, 314, 315, 349, 352 (or 353), 360
- Three courses from Economics 321, 322, 331, 333, 334, 335, 336, 347
- Cognates (18)
Computer Information Systems 251; English 230; Management 249; Mathematics 177, 238, 248

Suggested Sequence

This major is designed primarily for upper-division students. Entering students should

plan to complete their general education 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 required courses at the 200-level, including introductory courses in economics.

In the third year, students with junior standing and with 60 semester hours or more may enroll in 300-level courses in the Department of Economics and Management. 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 a minimum of 18 semester hours (six courses), as follows: Economics 214, 215, and 314 (or 315); and any three additional courses in economics, except Economics 200.

Teacher Education Program

Students who major in economics may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

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 of Arts with honors in economics. Interested students 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 page 55.

COURSE OFFERINGS

Junior standing is a prerequisite for all 300-level economics courses.

ECONOMICS

200: Introduction to Economics

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

3 semester hours. Gen. Ed. Category SB/1. Offered fall, spring, summer.

202: Comparative Economic Systems

This course introduces students to the wide variety of economic systems that can be and are being used around the world. Although emphasis is on developed countries, the structural characteristics and organizational features of less developed countries are reviewed. Following an introduction to the basic models of market capitalism, market socialism, and command socialism, case studies (e.g., U.S., U.K., Japan, France, Soviet Union, Yugoslavia, China) are developed. For each country the structure of the economy is examined and its performance is evaluated.

3 semester hours. Gen. Ed. Category SB/2. Offered spring.

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. (Formerly Economics 210; Microeconomic Theory and Analysis.)

3 semester hours. Prerequisite: Math. 177. Offered fall, spring, summer.

215: Principles of Macroeconomics

The subjects of national levels of employment, interest, and prices are introduced. Considering the U.S. economy as a whole, this course explores problems of inflation and recession by examining components of aggregate demand, aggregate supply, national income and product, and the influ-

ence of money on the economy. Policy formulation is discussed. (Formerly Economics 212.)

3 semester hours. Prerequisite: Econ. 214 and Math. 177. Offered fall, spring, summer.

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.

3 semester hours. Prerequisite: Econ. 214, Mgt. 249, Math. 240 (or 248). Offered fall, spring, summer.

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 is on economic and managerial decision making based upon microeconomic theory.

3 semester hours. Prerequisite: Econ. 214, 215; Math. 238. Offered fall and spring.

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. (Formerly Economics 312.)

3 semester hours. Prerequisite: Econ. 214, 215; Math. 238. Offered fall.

321: International Economics

This course analyzes the theory of international trade and the benefits to be gained from trade, the effects of tariffs and quotas, and the effects of customs unions. Also covered is the theory of international monetary relations, which includes exchange rates, balance of payments, capital flows, and proposed reforms to the system.

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered as needed.

322: Economics of Developing Countries

The characteristics of developing countries and of the process of economic development are examined. Emphasis is given to the areas of capital formation in industry and agriculture; human resources, including education; entrepreneurship and population; and the effects of foreign trade and aid.

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered as needed.

331: Labor Economics

The structure 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. (Formerly Human Resources Economics.)

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered as needed.

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. (Formerly Economics 303.)

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered fall.

334: Money and Banking

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. (Formerly Monetary Economics.)

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered as needed.

335: Regional and Urban Economics

Economic analysis is applied to problems of regions, cities, and metropolitan areas. This 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. (Formerly Economics 305.)

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered as needed.

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. (Formerly Economics 306.)

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered as needed.

347: Mathematical Economics

The student is introduced to mathematical techniques employed by economists, including the Lagrangian underdetermined 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. (Formerly Economics 317.)

3 semester hours. Prerequisite: Econ. 214, 215, 314; Math. 248. Offered as needed.

349: Applied Forecasting Techniques

This course is concerned with the quantitative measurement and analysis of actual economic and business phenomena. It attempts to quantify economic reality and bridge the gap between the worlds of economic theory and actual business activity. (Formerly Econometrics.)

3 semester hours. Prerequisite: Econ. 214, 215, 315; Mgt. 249, Math. 248; or consent of instructor. Offered as needed.

351: Applied Business Economics

This course expands upon the theoretical material covered in Economics 314 and provides applications of that material to the real business world. The theoretical constructs of microeconomics are integrated

with the more applied areas of managerial finance and statistics.

3 semester hours. Prerequisite: Econ. 314; Mgt. 249, 330. Offered as needed.

352: Comparative Political Economic Thought

The development of the ideas in political economy is examined, with an emphasis on nonorthodox economic writers such as Marx, Mills, Tawney, Bellamy, and many others. The interest 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.

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered alternate falls (even years) and alternate springs (odd years).

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. (Formerly Economics 343.)

3 semester hours. Prerequisite: Econ. 214, 215; Math. 177. Offered alternate falls (even years) and alternate springs (odd years).

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.

3 semester hours. Prerequisite: senior economic major with 18 semester hours of economics courses. Offered spring.

390: Directed Study

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

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

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.

3 semester hours. Prerequisite: consent of instructor. Offered as needed.

Education

Information on programs and courses in educational studies and related areas can be found under the following headings in this catalog.

- Administration
- Art Education
- Bilingual-Bicultural Education
- Career and Technical Education
- Counseling and Educational Psychology
- Curriculum
- Education Doctoral Program
- Elementary Education
- Foundations of Education
- Health Education
- Instructional Technology
- Music Education
- Physical Education
- Recreation
- Secondary Education
- Special Education
- Teaching English as a Second Language
- Technology Education
- Urban Education

Educational Psychology

See Counseling and Educational Psychology.

Education Doctoral Program

Professors: Basu, DeGroot (co-director), Fluhler-Léban, Glazer, Kochanek, Oehlken, Rowell, Stogditz

Associate Professors: Gordon, Glusman, Holland, Melatos-Landsand, Pinfoldky

Assistant Professors: Wilczenski, Wolman-Bovella

Adjunct Professors: Barton, Byrd, Casasa, Cadotta, Feld, Harris, Hyam-Wingard, Kellogg, Long, McKinney, Parvill, Soutouren, Trivile, Valdez, George Willis, Coast Willis, Young

Program of Study

Joint Program: Education (Ph.D.), with the University of Rhode Island

GRADUATE PROGRAM

Doctor of Philosophy in Education
Rhode Island College and the University of Rhode Island are offering a Ph.D. in education that is designed to prepare scholar-practitioners for new professional roles as educational leaders, mentors, and scholars. The doctoral program is grounded in the knowledge bases of school teaching and learning. The program's four objectives provide a framework for the preparation of scholar practitioners: (1) to develop and employ collegial relationships through professional collaboration; (2) to acquire and apply the skills and processes of scholarly inquiry; (3) to demonstrate expertise in an area of specialization that advances the mission of the American school; and (4) to implement professional practices that promote progress in school settings.

Designed for professionals involved with prekindergarten to 12th-grade education, the doctoral program admits 12 to 15 students per year. This cohort-based research program is for students who have previously earned a master's degree from a regionally accredited institution. A major requirement of each student cohort will be teachers and administrators from Rhode Is-

land committed to developing advanced teaching, leadership, and research skills.

Admission Requirements

Master's degree from a regionally accredited college or university; General Test scores on the Graduate Record Examination; official transcripts, curriculum vitae, and letters of recommendation. Finalists in the application process must participate in a personal interview. Applicants are admitted for September only. The completed application must be received by February 2, 1996. The program is offered jointly by Rhode Island College and the University of Rhode Island with single admissions and administrative processes. Prospective applicants should address inquiries concerning the program to one of its co-directors at either institution. Formal application materials can be acquired from the graduate school office at either institution.

Program Requirements

The program requires a minimum of 56 semester hours, including three year-long core seminars (Education Doctoral Program 610-611, 620-621, 630-631) for a total of 18 semester hours; field-based research experiences associated with each core seminar (Education Doctoral Program 612-613, 622-623, 632-633) for eight semester hours; research course work (Education Doctoral Program 615, 625) for six semester hours; and specialization courses for 12 semester hours. The program culminates with completion of the doctoral dissertation for 12 semester hours. Full-time residency occurs in the second year; the completion of the dissertation is expected during the fourth year.

To progress through the program, each student must: (a) receive positive recommendations from core seminar professors; (b) pass an examination upon completion of the first core seminar (Education Doctoral Program 610-611) and the course Research Methodologies (Education Doctoral Program 615); (c) pass a comprehensive examination after completion of all core seminars, specialization course work, and research experiences; and (d) complete a successful dissertation and defense.

COURSE OFFERINGS

EDUCATION DOCTORAL PROGRAM

610-611: Core Seminar I: Issues and Problems in Educational Inquiry and Foundations

Issues and problems related to philosophical and historical aspects of educational thought and the role of the school in society are examined. Empirical analysis of classroom settings is emphasized.

6 semester hours. Prerequisite: admission to the joint doctoral program in education and concurrent enrollment in EDP 612-613. EDP 610 is prerequisite to EDP 611. Offered fall and spring.

612-613: Field Research I

Focusing on classrooms, students examine theory, define problems, collect data, and present findings. A contract is developed among students, instructors, and field professionals, which states the work to be performed.

2 semester hours. Prerequisite: admission to the joint doctoral program in education and concurrent enrollment in EDP 610-611. EDP 612 is prerequisite to EDP 611. Offered fall and spring.

615: Research Methodologies

Four educational research methodologies—historical, qualitative, quantitative, and philosophical—are reviewed. Each methodology is examined for its contribution to the knowledge and understanding of teaching and learning in an educational setting.

3 semester hours. Prerequisite: concurrent enrollment in EDP 611 or consent of instructor. Offered spring.

620-621: Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching

Issues and problems related to human development, curriculum, teaching, and learning are examined. Ways of gathering and evaluating evidence about school and curricula effectiveness are emphasized.

6 semester hours. Prerequisite: EDP 610-611, 615, and concurrent enrollment in EDP 622-623. EDP 620 is prerequisite to EDP 621. Offered fall and spring.

622-623: Field Research II

Focusing on the school, students examine theory, define problems, collect data, and present findings. A contract is developed among students, instructors, and field professionals, which states the work to be performed.

4 semester hours. Prerequisite: EDP 610-611, 615, and concurrent enrollment in EDP 620-621. EDP 622 is prerequisite to EDP 623. Offered fall and spring.

625: Quantitative Analysis in Educational Research

Quantitative analysis of educational research data is emphasized. Focus is on the analysis and interpretation of data collected in Core Seminar I. Special emphasis is given to the General Linear Model and its application.

3 semester hours. EDP 610-611, 615, or consent of instructor. Offered fall.

630-631: Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis

Issues and problems related to educational applications of organizational theory, leadership theory, and policy analysis are considered and related to district, statewide, and/or regional educational offices and agencies.

6 semester hours. Prerequisite: EDP 620-621, 625, and concurrent enrollment in EDP 632-633. EDP 630 is prerequisite to EDP 631. Offered fall and spring.

632-633: Field Research III

Content includes district, state, or regional problems involving educational leadership, school organization, or policy. A contract is developed among students, instructors, and field professionals, which states the work to be performed.

2 semester hours. Prerequisite: EDP 620-621, 625, and concurrent enrollment in EDP 630-631. EDP 632 is prerequisite to EDP 633. Offered fall and spring.

Elementary Education

Department of Elementary Education

Professors: Betts, Eisner, Glazer, Green, Oshkins, Perry, Piaszi, Russell, Rude (chair), Slicker, Staring, Steigitz

Associate Professors: Condon, Knoke, Lyons, Reiser

Assistant Professors: Callison, Frisch, Henchus, Hors, Wilman-Banilla

Programs of Study

Undergraduate Programs: Elementary Education with various majors (B.A.); Elementary Education with teaching concentration in Language Arts, Mathematics, Science, or Special Education (B.S.); Bilingual-Bicultural Education (Specialization) *Graduate Programs:* Elementary Education (M.A.T.); Elementary Education (M.Ed.); Elementary Education with concentration in Early Childhood, Language Arts, Mathematics, Science, or specialization in Urban Education (M.Ed.); Reading (M.Ed.)

UNDERGRADUATE PROGRAMS

Elementary Education Program

Students in elementary education follow one of three programs:

1. Early childhood program, for those interested in obtaining teaching certification for infant programs through grade two.
2. Elementary school program, for those who seek certification to teach from grades one through eight, except where grades seven and eight are part of a middle school.
3. Elementary/middle school program, for students interested in certification at those levels.

A program in special education is also available. See Special Education. A Bachelor of Science is awarded to students electing a teaching concentration, and the Bachelor of Arts is awarded to students choosing a major.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the program requirements listed below. Students selecting certain majors should expect to study beyond the normal eight semesters or 120 semester hours.

A number of the following required and professional courses fulfill distribution requirements of the General Education Program; the appropriate category is indicated in parentheses after the course number. In taking those courses, students can meet the requirements in four general education categories: social and behavioral sciences (SB), fine and performing arts (A), mathematics (M), and laboratory science (S).

(Semester hours are in parentheses.)

•Required Courses (20)
Biology 109* (S); English 210; Mathematics 143† 144† (M); Physical Science 103* (S)

One course from the following (all are category SB): African/Afro-American Studies 200; Anthropology 201, 202, 204, 205, 206; Economics 200, 202; Geography 200, 201; Political Science 200, 202, 203, 204; Sociology 200, 202, 204, 207, 208, 211, 217; Women's Studies 200

•Major or Teaching Concentration (23–55)
See Major or Teaching Concentration below.

•Professional Courses (45–57)
Elementary Education 300, 322, 339, 360; Art Education 340 (A); Counseling and Educational Psychology 213 (SB); Foundations of Education 340, 345; Health/Physical Education 346; Music Education 341 (A); Special Education 333

- Select A, B, or C.
- A. Early Childhood:
Elementary Education 318, 328, 330
- B. Elementary School:
Elementary Education 335, 336, 337, 338
- C. Elementary/Middle School:
Elementary Education 335, 336, 337, 338; Curriculum 420; Psychology 332 (or 402). Students in the elementary/middle school program should

take Elementary Education 339 (student teaching) and 335, 336, 337, 338 at the middle school level. Students may complete a portion of the practicum in their area of specialization upon consultation with the instructor.

*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 school programs require either an academic major or a teaching concentration. Students in the 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 following Admission and Retention. Choices in each category are given below.

Second degree candidates must have an approved undergraduate academic major chosen from the list below or must have an acceptable major as determined by the chair of the Department of Elementary Education.

Early Childhood and Elementary School

- 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
 - Eighteen semester hours in a subject taught in the middle school
 - Academic Major
 - English
 - French
 - General Science††
 - Mathematics*
 - Social Science
 - Spanish
- *Exempt from certain requirement. See advisor for details.
†See Secondary Education for requirements in major.

Admission and Retention

All students enrolling in teacher education programs must meet certain admission criteria and procedures required by the School of Education and Human Development (see page 73).

Admission of undergraduates to the elementary education program is very competitive. Students will need a very strong record to be admitted to the program. Interested students should be sure to contact the Department of Elementary Education regarding current admission and retention procedures.

Teaching Concentration in Language Arts

- (Semester hours are in parentheses.)
- Required Courses (24–28)
English 113, 116, and one 300-level English course
 - One course from Communications 219, 240, 258, 333

One course from Communications 208, 351, 356.

One course from Theatre 205, 330, 335 Select A, B, or C.

A. One course from English 301, 302, 347, 348, 351, 352, 354, 355, 356, 357, 358, 359; and one additional 300-level English course

B. Two courses from the following and any communications or theatre course listed above (if not taken previously): Communications 355, 359; Theatre 340, 341

C. Two courses in Portuguese, Spanish, French, or Italian, after consulting chair of the modern languages department

Teaching Concentration in Mathematics

(Semester hours are in parentheses.)

•Required Courses (28-30)

Mathematics 143, 144, 209, 212 (or 247), 240, 309

Two courses from Mathematics 200 (or 336), 324, 331

One course from Computer Science 101, 102, 201

Teaching Concentration in Science

(Semester hours are in parentheses.)

•Required Courses (27-31)

Biology 101, 102; Chemistry 103; Physical Science 212

One course from the following: Chemistry 104; Physical Science 214, 216

Three additional courses in biology or 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 program are eligible for the Rhode Island professional elementary certificate, which is valid for three years and which authorizes the holder to teach from grade one through grade eight, except where grades seven and eight are part of a middle, junior, or senior high school.

Those in the early childhood or elementary school program who take a teaching concentration in special education are eligible for both the provisional elementary school (or early childhood) certificate and, depending on the specific sequence selected, a certificate to function as (1) resource teacher of students with mild disabilities, elementary level; (2) special class teacher of students with mild/moderate disabilities, elementary through middle school level; (3) resource teacher of students with mild disabilities, middle school and secondary level; (4) special class teacher of students with mild/moderate disabilities, middle school and secondary level; or (5) special class teacher of children and young adults with severe/profound disabilities.

Students in the elementary/middle school program should take Psychology 332 or 402 (in addition to Counseling and Educational Psychology 213) and Curriculum 420. They should also take Elementary Education 339 (student teaching) and 335, 336, 337, 338 at the middle school level. Students may complete a portion of the practicum in their area of specialization upon consultation with the instructor.

Students who wish to earn both early childhood and elementary certificates should inquire in the department about course requirements.

GRADUATE PROGRAMS

Adviser: James Bettes, Thomas Calhoun, Joan Glazer (*M.Ed., Elementary*)

Anne Petry, Joyce Reiner, Clyde Slicker (*M.Ed., Early Childhood*)

Marilyn Eanet, Richard Green, Patricia Lyons, Ellsworth Starrang (*M.A., T*)

Marilyn Eanet, William Oehlkers, Elizabeth Rowell, Robert Rude, Ezra Stieglitz (*M.Ed., Reading*)

Master of Education in Elementary Education

Admission Requirements

Teacher certification in elementary education or appropriate field and scores on the Graduate Record Examination or Miller

Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

•Foundations Component (6)

Foundations of Education 402; Psychology 420

•Professional Education Component (18)

Elementary Education 466,* 505

Three courses from Elementary Education 404, 408, 415, 418, 428, 434

One course or three semester hours from the following: Elementary Education 401,

406, 416, 421, 435, 436, 450, 452, 453, 458, 480, 485; Art Education 421

•Related Disciplines Component (6)

Two courses in either an academic discipline (300-level or higher) or a professional area selected with advisor's consent

•Comprehensive Examination or Thesis (0) (Total semester hours: 30)

•Elementary Education 460 is to be taken after all other requirements for the foundations and professional education components have been completed. Also, the seminar serves as a prerequisite to the comprehensive examination.

Note: If possible, students should complete the foundation component before taking courses in the professional education component.

Master of Education in Elementary Education—with Concentration in Early Childhood Education

Admission Requirements

Teacher certification in elementary education or appropriate field and scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/R requirements on page 40. (Semester hours are in parentheses.)

Program Requirements

•Foundations Component (6)

Foundations of Education 420; Psychology 400

•Professional Education Component (30)

Elementary Education 402, 403, 405, 406, 461 (or 480), workshop in primary-level education only with advance permission of advisor, and 462

Four courses from the following: Element-

ary Education 404, 408, 409, 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 (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 in elementary education or appropriate field and scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

•Foundations Component (6)

Two courses from Counseling and Educational Psychology 303, 426; Foundations of Education 402, 420, 447, 501, 542; Psychol-

ogy 400, 408, 420, 449

•Professional Education Component (18)

Elementary Education 408, 415, 458

Select from A or B with advisor's consent.

A. Language Study:

Elementary Education 450 and two courses from Elementary Education

434, 460, 480, 490, 505

B. Children's Literature:

Elementary Education 490 and two courses from Elementary Education

434, 460, 480, 505

•Related Disciplines Component (6)

Two courses from the following: Communications 332, 333, 355, 356, 357; Theatre 330, 335, and any graduate-level English course, with advisor's consent

•Comprehensive Examination (0) (Total semester hours: 33)

Master of Education in Elementary Education—with Concentration in Mathematics

Admission Requirements

Teacher certification in elementary education or appropriate field and scores on the Graduate Record Examination or Miller

Analogy Test. Also see graduate Admission Procedures/Requirements on page 40.
(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Two courses from the following: Counseling and Educational Psychology 303, 419; Psychology 420, 449
- Professional Education Component (18)
- Elementary Education 404, 453, 454, 456-457
- One course from the following: Elementary Education 485, 486, 505; Special Education 431
- R-Related Disciplines Component (6)
- Two mathematics courses
- Comprehensive Examination or Thesis (0)
- (Total semester hours: 30)

Master of Education in Elementary Education—with Concentration in Science

Admission Requirements

Teacher certification in elementary education or appropriate field and scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.
(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Two courses from Counseling and Educational Psychology 303; Foundations of Education 441, 501, 542; Philosophy 320; Psychology 400, 420, 449
- Professional Education Component (18)
- Elementary Education 416, 417, 418
- Three courses from Elementary Education 480, 505; Instructional Technology 440; Special Education 431
- R-Related Disciplines Component (6)
- Two courses at the 300-level or higher in biology and/or physical science
- Comprehensive Examination or Thesis (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, one year of professional teaching experience, and scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.
(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Courses chosen with advisor's consent
- Professional Education Component (10)
- Elementary Education 401, 434, 485, 486, 529, 541, 562
- Six semester hours of courses selected with advisor's consent
- 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 students seeking initial certification for teaching grades one through six.

Admission Requirements

Scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.
(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (9)
- Counseling and Educational Psychology 441; Foundations of Education 446, 447
- Professional Courses (32)
- Elementary Education 400, 459; Art Education 340 (or Music Education 341); Special Education 431
- Five courses from the following, with two courses at the 300-level and three at the 400-level: Elementary Education 322 (or 434), 335 (or 408), 336 (or 428), 337 (or 418), 338 (or 404)
- (Total semester hours: 41)

Student Teaching

All advanced education course work, except Foundations of Education 447, must be completed prior to student teaching. Students must have at least a 3.0 grade point average in the program and meet other prerequisites for student teaching. Also see course description for Elementary Education 459.

COURSE OFFERINGS

ELEMENTARY EDUCATION

300: Concepts of Teaching

The focus is the analytical study of teaching. Specifically included are technical skills of teaching, a repertoire of teaching methods, classroom management strategies for all children, including the atypical/exceptional, and several observational techniques. School visits and tutoring are required.
4 semester hours. Prerequisite: minimum GPA of 2.30, with a minimum grade of B- in CEP 213. Offered fall and spring.

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.
3 semester hours. Offered as needed.

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 develop professional teaching skills. Laboratory/conference required. This course is required in the undergraduate early childhood sequence.

(5) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program and preceding or concurrent enrollment in Elem. Ed. 328. Offered fall and spring.

322: Teaching Developmental Reading

This course analyzes reading programs—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 situation is required. Laboratory/conference required.
(4) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program. Offered fall and spring.

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.

(6) 4 semester hours. Prerequisite: admission to the elementary education teacher preparation program; specialized requirements in social sciences, Elem. Ed. 109, Phys. Sc. 103, and recommendation of Elem. Ed. 300 or 400 minimum. Offered fall and spring.

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.

(6) 4 semester hours. Prerequisite: admission to the elementary education teacher preparation program; Elem. Ed. 322, 328; Eng. 210; Math. 143, 144. Offered fall and spring.

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, in-

cluding special populations. Laboratory/conference required.

(5) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program and Eng. 210. Offered fall and spring.

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.

(5) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program and completion of specialized requirements in social sciences. Offered fall and spring.

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 related to teaching science to all children, including special populations. Laboratory/conference required.

(5) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program. Bus. 109, Phys. Sci. 103. Offered fall and spring.

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.

(5) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program; Math. 143, 144. Offered fall and spring.

339: Student Teaching in the Elementary School

This course provides teaching experience in preschool, elementary, or middle school classroom under joint supervision of a certified cooperating teacher and a College su-

ervisor. It is to be taken concurrently with Elementary 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 in the early childhood program will have two half-semester placements: one in a primary classroom (grades one or two) and one in a pre-primary class (infant-toddler to kindergarten).

All undergraduate students teach five days per week during one semester. Those in the early childhood program 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 participate in student teaching for the entire school day throughout the placement. 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 assignments on the date that the College commences its spring semester.

5 or 9 semester hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in Elem. Ed. 360; positive recommendation from the professor of each elementary education course; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment, speech proficiency, adequate health; and a negative result from the required tuberculin test. Offered fall and spring.

360: Student Teaching Seminar in Elementary Education

This seminar develops teacher behaviors appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles,

teaching strategies, and assessment techniques. (Formerly Student Teaching Seminar.)

(15) 5 semester hours. Prerequisite: concurrent enrollment in Elem. Ed. 339. Offered fall and spring.

390: Directed Study

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

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

400: Reflections: The Art and Science of Teaching

Instruction is focused on elements that contribute to the making of an effective teacher, selected from the knowledge base of teaching. The elements relate to general pedagogical knowledge, knowledge of educational contexts, and knowledge of self as teacher. Tutoring and observations in a variety of school sites, including those with diverse populations, are required.

3 semester hours. Prerequisite: preading or concurrent enrollment in CEP 441 and matriculation in M.A.T. program. Offered fall and spring.

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. 3 semester hours. Offered fall, spring, summer.

402: Curriculum and Methods in Early Childhood Education

Students analyze sequential curriculum experiences for day-care and nursery, pre-school, kindergarten, and primary-grade pupils in language arts, social sciences, science, mathematics, health, safety, nutrition, and visual and performing arts. Consideration is given to planning, organizing, and evaluating research findings.

3 semester hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.

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.

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

404: Mathematics in the Elementary School

This course is a study of the content and approach to modern mathematics programs with emphasis on current research and curriculum trends.

3 semester hours. Prerequisite: Elem. Ed. 330 or 338 or elementary school experience, or consent of instructor. Offered fall.

405: Play and Inquiry across Early Childhood Curricula

Clear relationships between play and inquiry are defined. Basic concepts in individual curriculum areas are proposed. Students describe and defend the contributions that play and inquiry make to the young child's learning across curriculum areas. Possible alterations of current educational programs are suggested and assessed.

3 semester hours. Prerequisite: graduate status or consent of instructor. Offered summer.

406: Programs and Models in Early Education

This course includes a study of organization, administration, and evaluation of models in day-care and nursery, preschool, kindergarten, and primary-grade programs. Historical alternatives in early childhood education programs and research on contemporary models and problems are analyzed.

3 semester hours. Prerequisite: Elem. Ed. 402. Offered spring.

407: Teaching Reading and Writing to English-as-a-Second-Language Students

Focus is on second-language literacy in reading and writing for limited-English-proficient students. Attention is given to native and nonnative literacy acquisition and to techniques for developing reading and

writing skills. Students cannot receive credit for both Elementary Education 407 and Teaching English as a Second Language 407.

3 semester hours. Offered summer, as needed.

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.

3 semester hours. Prerequisite: Elem. Ed. 330 or elementary school experience, or consent of instructor. Offered fall and spring.

409: Beginning Reading—Pre-K through Grade Two

Attention is placed on ways to help infants, toddlers, and young learners develop an interest in print and to acquire the necessary schema, vocabulary, word identification, and comprehension skills. From a research-based perspective, students study developmentally appropriate organizational frameworks that enhance literacy along with effective methods for communications with parents about their role in young children's reading growth.

3 semester hours. Prerequisite: graduate status. Offered summer.

415: Literature in the Elementary School

This course is primarily concerned with the development of various patterns of literature instruction in the elementary school. The development and enrichment of children's literary taste and appreciation are stressed. Individualized laboratory experiences are included.

3 semester hours. Prerequisite: Elem. Ed. 330 or elementary school teaching experience, or consent of instructor. Offered spring.

416: Curricula in Science

Focus is on science curriculum projects and programs of elementary school (K-8) classrooms. Topics encompass both textbook and non-textbook basic curricula.

The course stresses philosophical and psychological foundations and the models for teaching the new curricula, as well as workshop sessions with the materials in light of current recommendations and research data.

3 semester hours. Prerequisite: Elem. Ed. 418. Offered as needed.

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 is investigated.

3 semester hours. Prerequisite: Elem. Ed. 416 or consent of instructor. Offered as needed.

418: Science in the Elementary School

Recent research and curriculum trends in science education are emphasized. Individual and group laboratory experiences employing various science processes are included.

3 semester hours. Prerequisite: one year of college-level science or consent of instructor. Offered fall and spring.

421: Educational Applications of Microcomputers

This course is designed to acquaint classroom teachers with the application of microcomputers in educational settings. Using microcomputers, participants examine and evaluate the software that is currently available to educators. This is not a course in programming.

3 semester hours. Offered as needed.

428: Social Studies in the Elementary School

Students examine and evaluate objectives, content, and organization of social studies curriculum resource materials and selected instructional models in the light of current recommendations and research data.

3 semester hours. Prerequisite: Elem. Ed. 328 or elementary school teaching experience, or consent of instructor. Offered fall.

434: Developmental Reading: Pre-K-8

The 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.

3 semester hours. Prerequisite: Elem. Ed. 322 or elementary school teaching experience, or consent of program advisor. Offered fall, spring, summer.

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.

3 semester hours. Offered summer.

436: Television and the Young Child

The following areas are covered: (1) research dealing with the effects of television on young children, (2) strategies and materials for assisting children to become more critical viewers.

3 semester hours. Offered as needed.

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, dialectic, 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 is assessed.

3 semester hours. Offered as needed.

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 so-

cial studies. Instructional strategies and materials are considered.

3 semester hours. Prerequisite: Elem. Ed. 415 or Theatre 330. Offered as needed.

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 presented. Diagnostic tests are constructed, administered, and evaluated for both clinical and large-group use. In addition, current research validating diagnostic techniques is examined.

3 semester hours. Prerequisite: Elem. Ed. 404 or consent of instructor. Offered as needed.

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 in a follow-up to a thorough diagnosis of student's strengths and weaknesses. Both remediation and enrichment activities are stressed.

3 semester hours. Prerequisite: Elem. Ed. 453. Offered as needed.

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.

6 semester hours. Prerequisite: Elem. Ed. 454. Offered as needed.

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 process is

veloped in creative writing are examined in depth.

3 semester hours. Prerequisite: Elem. Ed. 408. Offered as needed.

459: Student Teaching in the Elementary School

Under joint supervision of a certified cooperating teacher and a College supervisor, student gain teaching experience in the preschool, elementary school, or middle school classroom. The student teaching experience includes a seminar and provides the site for conducting the field-based research project developed in Foundations of Education 447.

9 semester hours. Prerequisite: concurrent enrollment in Fnd. Ed. 447 and completion of all courses in the M.A.T. program in elementary education, except Fnd. Ed. 447.

460: Seminar in Education

Topics vary.

3 semester hours. Offered as needed.

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, regulation, budgeting, and parental and community involvement.

3 semester hours. Prerequisite: Elem. Ed. 406. Offered as needed.

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.

3 semester hours. Prerequisite: Elem. Ed. 406. Offered fall.

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.

3 semester hours. Prerequisite: Elem. Ed. 434. Offered fall.

486: Treatment of Reading Difficulties

This course includes lectures, demonstration, and simulated experiences that are designed to familiarize the student with current theories, practices, and materials used for reading remediation.

3 semester hours. Prerequisite: Elem. Ed. 485. Offered spring.

505: Elementary School Curriculum

Significant trends in the development of American society, current emphasis on the disciplines of knowledge, focus on processes, and recent research in pedagogy are linked to the curriculum of the elementary school. Recent innovations, and new curriculum designs are analyzed.

3 semester hours. Offered as needed.

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 fields.

3 semester hours. Prerequisite for all sections: certification to teach in area of assignment; three years of teaching experience; a master's degree or its equivalent; and recommendations from superintendent of schools to the director of clinical experiences. Offered as needed.

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.

6 semester hours. Prerequisite: Elem. Ed. 401, 434, 485, 486. Offered summer.

541: Administration of Reading Programs

Course includes developing a model reading curriculum, the role of the reading consultant, planning in-service programs, grantmanship, the evaluation of instruction, and problems in reading administration. Special attention is given to the dynamics of improving instruction.

3 semester hours. Prerequisite: Elem. Ed. 529. Offered fall.

562: Seminar in Education: Review of Research in Reading

Emphasis is given to selection, critical analysis, and interpretation of significant reading studies. Application of the findings to current reading instruction is encouraged. This course is designed to precede the comprehensive examination in the M.Ed. in reading program.

3 semester hours. Prerequisite: Elem. Ed. 529. Offered spring.

591-594: Directed Research

Students initiate a formal inquiry into an area of concern associated with their present professional responsibilities, under the direction of a member of the department faculty. A maximum of four credits may be earned in the sequence Education 591-594.

1-4 semester hours. Prerequisite: consent of department chair. Open only to students enrolled in the M.Ed. program in secondary education or the educational specialist program. Offered as needed.

English

Department of English

Professors: Anglinetti, P. Brown, Dagle, Estrin, Feldman, Grand, S. Hall, Hagan (chair), Kalkin, McKinn, Mitchell, A. J. Roche, Schipani, Singh, Turlay

Associate Professors: M. Anderson, S. Brown, Collier, Cobb, McSweeney, Orosi, Reddy, Roemer, Saloner, A. Silberg, Springer

Assistant Professors: Capella, Hauss, Potter, Sontz, Zemolsa

Programs of Study

Major: English (B.A.)

Minor: English Writing

Graduate Program: English (M.A.)

Teacher Education Program: English (B.A., M.A.T.)

UNDERGRADUATE PROGRAMS

Major in English

Students majoring in English develop critical reading and critical writing skills, become conversant with literary history, and pursue intensive study in one genre, period, topic, or interdisciplinary approach. The program also permits students to elect a second major or a minor.

The major provides students with excellent preparation for graduate study; for teaching at a variety of levels; and for careers in law, business, and industry, which require skills in analysis and critical writing.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirements, electives, and the major requirements listed below. Students must confer with their advisors each semester before registering for courses.

(Semester hours are in parentheses.)

• Required (36)

English 201, 202, 360

Eight 300-level courses, at least two of which are in literature before 1800. At least three of the nine 300-level English courses must be directed toward a particular genre.

period, topic, or interdisciplinary approach (focus to be approved by advisor).

•Cognates

Cognates may be recommended by the advisor, depending upon the nature of the student's focus.

•Seminar

English 201 and 202 are the entry courses for the major and must be taken at the beginning of work in the major and after completion of English 101 and 102. English 360 is taken toward the end of the course of study.

Students may wish to supplement the entry-level courses with one or more of the following, which do not count toward the major: English 205, 206, and 207.

Minor in English

The minor in English consists of a minimum of 20 semester hours (six courses), as follows: English 201, 202, and four 300-level English courses, at least three of which must be in literature and one of the three in literature before 1800. English majors may not select this minor.

Minor in Writing

The minor in writing consists of a minimum of 18 semester hours (six courses), as follows: English 201, 220; one course from English 230, 231, 240; two courses from English 341, 371, 372, 373, 381; and one 300-level literature course. English majors whose focus is creative writing may not select this minor.

English majors cannot count English 201 toward this minor and must select two courses (six semester hours) from English 230, 231, and 240.

Teacher Education Programs

Students who major in English may pursue an elementary education or a secondary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164. English students pursuing a program in secondary education should see page 303 for a list of the required courses in the major as well as a description of the other requirements for the teacher education program in secondary education.

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

Advisor: Stephen Brown (M.A.), Joseph McSweeney (M.A.T.)

Master of Arts in English

The Master of Arts 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, and experience with literary research.

Admission Requirements

Twenty-four semester hours of upper-level undergraduate study in English language and literature, with a minimum grade point average of B (3.0); the Graduate Record Examination (General Test); the Graduate Record Advanced Literature in English Examination (optional); three recommendations, with two from English professors. Also see graduate Admission Procedures/Requirements on page 40.

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
Students who already have an undergraduate degree with a major in English may become certified to teach in secondary schools upon completion of the requirements for the M.A.T. See Secondary Education.

COURSE OFFERINGS

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. 2 semester hours (this unit does not apply toward the 120-semester-hour graduation requirement, but counts toward full-time enrollment and is included on the student's transcript.) Offered fall, spring, summer.

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.

2 semester hours. Offered as needed.

101: Western Literature I*

Students are introduced to literary works from the ancient world, the medieval period, and the Renaissance. Some attention is given to the writing of short critical papers.

3 semester hours. Prerequisite: preceding or concurrent enrollment in Writing 100. Gen. Ed. Core. Offered fall, spring, summer.

*See note following English 102.

102: Western Literature II*

Students are introduced to literary works from the Enlightenment to the present. Some attention is given to the writing of short critical papers.

3 semester hours. Prerequisite: preceding or concurrent enrollment in Writing 100. Gen. Ed. Core. Offered fall, spring, summer.

*English 101 and 102 seek to acquaint students with the literary traditions of the West, from the earliest periods to the present, including writings by women and minorities.

113: Approaches to Drama

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

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

116: Approaches to Film and Film Criticism

Students develop a critical understanding of film as an art form through viewing and analyzing representative films and by reading and writing essays on the aesthetics of film. This course is also designed to develop students' mastery of prose style and form.

(4) 3 semester hours. Gen. Ed. Category A/1. Offered fall and spring.

201: Introduction to Literary Study I

This course examines the principles which define form and meaning in a literary text.

Representative readings are chosen from a variety of genres, historical periods, and national literatures. Focus is placed on close reading, the adoption of a critical vocabulary and methodology, and the development of critical writing skills.

4 semester hours. Prerequisite: completion of the College Writing Requirement and Eng 101 and 102. Offered fall and spring.

202: Introduction to Literary Study II

This course examines the assumptions we make when we read and write about a literary text. Students consider fundamental issues of literary interpretation and become familiar with various contexts for studying literature, including important contemporary approaches. Focus is placed on a limited number of texts studied from a variety of critical and historical perspectives and on further development of critical writing skills.

4 semester hours. Prerequisite: Eng 201. Offered fall and spring.

205: Backgrounds in British Literature to 1800

Students are introduced to representative works of British literature from the Middle Ages through the 18th century and are given practice in critical reading and critical writing. Recommended for students wishing additional background in British literary history to 1800. (Formerly Backgrounds in English Literature to 1800.)

4 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 or 102. Offered fall and spring.

206: Backgrounds in British Literature 1800 to Present

Students are introduced to representative works of British literature of the 19th and 20th centuries and are given practice in critical reading and critical writing. Recommended for students wishing additional background in British literary history from 1800 to the present. (Formerly Backgrounds in English Literature 1800 to Present.)

4 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 or 102. Offered fall and spring.

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. Recommended for students wishing additional background in American literary history.

4 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 or 102. Offered fall and spring.

210: Children's Literature

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

3 semester hours. Offered fall and spring.

211: Introduction to Linguistics

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

3 semester hours. Offered as needed.

212: Adolescent Literature

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

3 semester hours. Offered alternate springs (even years).

220: Introduction to Creative Writing

This course introduces students to the basic techniques of writing fiction and poetry. Emphasis is on fundamental methods and forms basic to contemporary fiction and poetry. Writing exercises and readings help students develop a variety of essential skills. Enrollment is limited to 15 students.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement. Offered fall and spring.

230: Business Writing

Students practice the forms of applied writing appropriate to business and industry

(e.g., reports, proposals, memorandums, and letters). (Formerly Business and Technical Writing.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement. Offered fall, spring, summer.

231: Expository Writing

Students study principles of rhetoric and style and apply them to the writing and revision of expository, critical, and argumentative essays. The research paper is also considered.

3 semester hours. Prerequisite: completion of the College Writing Requirement. Offered fall and spring.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement. Offered fall and spring.

301: American Literature to 1860

This course studies the poetry, nonfiction prose, and short fiction of the period.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

302: American Literature from 1860 to 1914

This course studies the poetry, nonfiction prose, and short fiction of the period.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

303: The American Novel to 1914

This course studies the beginnings and the development of the American novel up to World War I.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

321: Modern Poetry

This course emphasizes major contributions in British and American poetry from 1900 to midcentury.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

322: Modern Drama

This course focuses on the innovators of the modern drama and the American, British, and European playwrights they influenced until midcentury. Considerable attention is paid to the social, historical, and theoretical forces which shaped their writing.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

323: Modern British Novel

This course studies the 20th-century British novel with emphasis on its development to midcentury.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

324: Literature by Women

This course studies works by British and American women writers and considers issues of gender, tradition, and canon.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

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 visual relationships to other literary and visual forms. Students are expected to view films shown in class, to read and write film criticism, and to see films frequently off campus.

3 semester hours. Prerequisite: Writing 100 or

completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: English 201 and 202. Offered as needed.

326: Studies in Afro-American Literature

This course examines black literature in English. Topics vary. May be repeated with change in content. (Formerly Studies in Black Literature.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

327: Ethnic American Literatures

This course explores issues of race, ethnicity, and canon through the study of several American literatures, such as African-American, Asian-American, Hispanic-American, and Native American.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

328: Modern American Fiction

This course studies significant fiction from World War I to midcentury. (Formerly American Fiction: 1914 to 1945.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

329: Contemporary American Fiction

This course studies significant American fiction from midcentury to the present. (Formerly American Fiction: 1945 to the Present.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

333: Modern English Grammar

This course examines the structure of modern English from the perspective of traditional and modern grammar: its phonology, morphology, and syntax; its personal, social, and communicative purposes; its historical development; social and regional variations; language acquisition; and the semantics of oral and written discourse.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

334: Studies in Theory and Criticism

Topics are selected from contemporary theory or the history of criticism. Topics vary. May be repeated with change in content. (Formerly Studies in Literary Criticism.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

335: Studies in World Literature

Subjects are drawn from various historical periods such as classical Greek, modern European, or contemporary African. Topics vary. May be repeated with change in content. (Formerly Literature in Translation.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

336: Non-Western Literatures

This course studies literatures in a variety of genres from Asia, Africa, and any other regions which might be defined as non-Western. (Formerly Topics in Literature.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

340: Contemporary Poetry

This course studies major trends, movements, and figures from midcentury to the present.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, Eng 101 and 102, and Eng 240. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

342: Contemporary Drama

Landmarks in dramatic literature from midcentury to the present are analyzed. Particular emphasis is placed on American, British, and European playwrights who experiment with language and technique.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

343: Recent Fiction

This course studies significant fiction of the last 20 years without national restriction.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng 101 and 102. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

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.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

347: British Literature to 1500

With primary emphasis on British literature of the Middle Ages, this course considers such writings as *Beowulf*, Anglo-Saxon lyrics, the works of the Pearl Poet, *Piers Plouman*, and Malory's *Morte D'Arthur* (Formerly English 349: English Literature from the Beginnings to 1500.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

348: British Literature from 1500 to 1603

This is a study of the English Renaissance, including Spenser, Sidney, the sonneteers, the nondramatic poetry of Shakespeare,

and Marlowe. (Formerly English 350: English Literature from 1500 to 1603.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

351: British Literature from 1603 to 1674

This course examines the works of Donne, the metaphysical poets, Jonson, and Milton, among others. (Formerly English Literature from 1603 to 1674.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

352: British Literature from 1660 to 1784

This course examines the works of Dryden, Pope, Swift, and Johnson, among others. (Formerly English Literature from 1660 to 1784.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

354: British Literature from 1784 to 1832

This course studies the English romantic movement, chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. (Formerly English Literature from 1784 to 1832.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

355: British Literature from 1832 to 1900

This course studies the Victorian period, including Hopkins, Tennyson, Browning, the Pre-Raphaelites, and Arnold. (Formerly English Literature from 1832 to 1900.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite

for English majors: Eng. 201 and 202. Offered as needed.

356: British Drama to 1642, Excluding Shakespeare

The development of British drama is traced from its beginnings in the Middle Ages to the closing of the theatres in 1642. This course emphasizes major Elizabethan and Jacobean dramatists other than Shakespeare. (Formerly English Drama to 1642, Excluding Shakespeare.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

357: Restoration and 18th-Century Drama

This course offers a historical and critical analysis of the major dramatists in England from 1660 to 1784, including Etherege, Congreve, Gay, and Sheridan. Attention is given to the theories of drama which influenced their plays.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

358: The 18th-Century British Novel

This course studies the novels of such writers as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. (Formerly The English Novel from 1700 to 1832.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

359: The 19th-Century British Novel

This course studies the novels of such writers as Thackeray, C. Brontë, E. Brontë, Dickens, Eliot, and Hardy. (Formerly The English Novel from 1832 to 1914.)

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101 and 102. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

360: Seminar in Major Authors and Themes

This course provides students with the opportunity for close analysis of a limited number of works by a major author or a single topic. Students are required to write a research-based seminar paper. Enrollment is limited to 15 undergraduates. Topics vary; consult department. (Formerly Seminar in Literature.)

4 semester hours. Prerequisite: Eng. 201, 202, and four 300-level English courses. Offered as needed.

371: Advanced Creative Writing, Fiction

This course is a concentrated study of fiction. Students are expected to produce a number of original works and revise those works. A variety of fictional forms are discussed and employed. May be repeated for credit. Enrollment is limited to 15 students. Required for creative writing majors.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101, 102, 220. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

372: Advanced Creative Writing, Poetry

Students write, discuss, and revise a number of poems, and analyze the works of established poets in order to deepen their knowledge of poetic form and the process of poetry writing. May be repeated for credit. Enrollment is limited to 15 students. Required for creative writing majors.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, and Eng. 101, 102, 220. Additional prerequisite for English majors: Eng. 201 and 202. Offered as needed.

373: Advanced Creative Writing, Nonfiction Prose

This course concentrates on the production and revision of literary prose that may include the nonfiction narrative, the personal essay, the prose meditation, the autobiography, and biography, among others. May be repeated for credit. Enrollment is limited to 15 students.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement,

and Eng 101, 102, 220. *Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.*

381: Advanced Workshop in Creative Writing

This course is open to students who have completed six semester hours of creative writing at the 300-level. The aims of the course is production of original work in fiction, poetry, or nonfiction prose that is of publishable quality. Enrollment is limited to 15 students.

3 semester hours. Prerequisite: Writing 100 or completion of the College Writing Requirement, Eng 101 and 102, and consent of instructor. Additional prerequisite for English majors: Eng 201 and 202. Offered as needed.

390: Directed Study

The student, working with a faculty member, selects a topic for study and researches it in depth. Students wishing to pursue a creative writing project should submit a portfolio of work with their application.

3 semester hours. Prerequisite: open only to undergraduates who have had suitable course work and who have consent of instructor, department chair, and dean. Offered as needed.

391: Directed Study

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

3 semester hours. Prerequisite: Eng 390; and consent of instructor, department chair, and dean. Offered as needed.

503: Fiction

Not intended as a survey of the novel and short story, this course analyzes selected works in order to investigate a variety of narrative forms and techniques. Considerable attention is given to major theories of the art of fiction.

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

505: Drama

Not intended as a survey, this course considers selected plays from the standpoint of literary history and as illustrations of the

genre. It focuses on major developments in dramatic theory and practice.

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

506: Poetry

Not intended as a survey, this course studies selected poems from diverse historical periods and literary movements. It examines such central concepts as form, style, and genre, and offers practical experience in the techniques of reading and interpreting poetic texts.

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

510: Studies in Old English and Medieval Literature

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

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

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.

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

512: Studies in Neoclassicism

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

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

513: Studies in Romanticism

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

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

514: Studies in Victorian Literature

By using various topics and approaches and by stressing close study of primary material, this course evaluates some of the impor-

tant characteristics and accomplishments of significant Victorian figures.

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

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.

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

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.

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

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.

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

563: Seminar in Literature

This 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. 3 semester hours. Prerequisite: consent of instructor or department chair. Offered as needed.

564: Seminar in Criticism

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

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

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.

3 semester hours. Prerequisite: consent of the Department of English Graduate Committee. Offered as needed.

590: Master's Thesis

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

3 semester hours. Prerequisite: approval of thesis proposal by the Department of English Graduate Committee. Offered as needed.

English as a Second Language

Willis Poole
Coordinator

The courses listed below are intended for nonnative speakers of English.

Students interested in graduate programs for teacher preparation should see *Teaching English as a Second Language*.

ENGLISH AS A SECOND LANGUAGE

101: Intensive Basic English as a Second Language

This is the initial course for students who are proficient in a language other than English. It is designed to increase English fluency in basic interpersonal communication. Intensive instruction and practice are provided in listening, speaking, reading, and writing. A laboratory component is required.

(8) 4 semester hours. Prerequisite: department placement examination. Offered fall and spring.

102: Intensive Intermediate English as a Second Language

This course is a continuation of ESL 101 and develops intermediate-level English skills in listening, speaking, reading, and writing. Activities emphasize oral and written communication as they apply to interpersonal communication and academic areas. A laboratory component is required.

(8) 4 semester hours. Prerequisite: ESL 101 or department placement examination. Offered fall and spring.

201: 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. A laboratory component is required.

(8) 4 semester hours. Prerequisite: ESL 102 or department placement examination. Offered fall and spring.

Environmental Studies

Stanford Demars
Coordinator

Program of Study

Minor: Environmental Studies

UNDERGRADUATE PROGRAM

Minor in Environmental Studies

The interdisciplinary program in environmental studies focuses on issues of critical importance to all human societies. The minor supplements majors in communications, management, public administration, science, and the social sciences.

The minor requires a minimum of 18 semester hours (six courses). Students concentrate in one of three areas: (1) environmental planning and policy, (2) global environment and resource development, or (3) applied environmental science. In addition, students may elect a field placement for three to six semester hours after completing at least four of the required courses. In the field experience, students are placed in a public or private agency that deals with environmental issues.

Students who want to enhance or extend their program in environmental studies may use the option of a student-designed major upon consultation with an advisor in the program.

(Semester hours are in parentheses.)

*Required Courses (18-23)

Environmental Studies 200 (for science majors) or Geography/Physical Science 205 or Physical Science 150 (for nonscience majors)

Two courses from the following with one at the 300-level (geography or science majors must select courses outside the major): Environmental Studies 301; Biology 102, 318; Geography 320; Physical Science 212, 214, 216, 331

Select A, B, or C.

A. Environmental Planning and Policy;

Three courses from Anthropology 350; Geography 309, 313; Philosophy 325; Physical Science 320; Political Science 355, 356

B. Global Environment and Resource

Development;

Three courses from Geography 300, 313; Physical Science 320; Political Science 341

C. Applied Environmental Science:

Three courses from Biology 321, 324, 353; Chemistry 304; Health Education 407

COURSE OFFERINGS

See also participating departments.

ENVIRONMENTAL STUDIES

200: Introduction to Environmental Studies

Focus is on the nature and extent of human modification of the earth's natural environment. These modifications are also examined from a global perspective. Students may not receive credit for both Environmental Studies 200 and Geography 200. 3 semester hours. Offered fall and spring.

301: Natural Resource Management

This is an exploration of the extent and variety of natural resource use, the environmental philosophies thereof, and the management philosophies and efforts that can be employed to regulate this use for the benefit of contemporary and future populations. Students may not receive credit for both Environmental Studies 301 and Geography 301.

3 semester hours. Prerequisite: any 200-level environmental studies or geography course, or consent of department chair. Offered fall and spring.

Film Studies

Kathryn Kalinak
Director

Programs of Study

Major: Film Studies (B.A.)

Minor: Film Studies

Teacher Education Program: Film Studies (B.A.)

The interdisciplinary, liberal arts program in film studies provides students the opportunity to explore a broad range of topics from a variety of critical perspectives. Students select courses in (1) film genres, (2) national cinemas, (3) major directors, (4) literature and film, (5) film history and theory, and (6) ethnographic film. Recent topics have included the French New Wave, the German cinema, melodrama, film noir, the Japanese cinema, American film comedy, science fiction films, women and film, avant-garde cinema, the documentary, Alfred Hitchcock, Martin Scorsese, and Francis Ford Coppola. Occasionally production and screenwriting workshops are offered.

UNDERGRADUATE PROGRAMS

Major in Film Studies

The full degree program in film studies requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

In consultation with their advisors, students are encouraged to consider the feasibility of a second major, a minor, or cognates in a variety of areas. Recent film studies graduates have broadened their perspective on the study of film with second majors, minors, or a cluster of courses in subjects that include anthropology, art, communications, computer science, creative writing, history, literature, music, philosophy, psychology, sociology, theater, and video and television production. Students interested in the film industry business are encouraged to consider a minor in marketing (see Marketing) or a cluster of market-

ing and management courses (selected, for example, from Management 301 and Marketing 301, 321, 322, 335, and 338). (Semester hours are in parentheses.)

***Required Courses (2-3/4)**

Film Studies 220, 221, 354; English 116 (or Communications 241), 325
Two courses from Film Studies 350, 351, 352, 353
Two courses from Communications 345; English 337; Film Studies 280 (or 380), 305, 350, 351, 352, 353

Minor in Film Studies

The minor in film studies requires completion of at least 21 semester hours, as follows: Film Studies 220, 221; English 116 (or Communications 241); and a minimum of 10 semester hours from the following: Film Studies 280 (or 380), 305, 350, 351, 352, 353, 354; Communications 345; English 325, 337.

Teacher Education Program

Students who major in film studies may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

COURSE OFFERINGS

See also participating departments.

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

FILM STUDIES

220: History of Film I

The history of silent film is traced from 1896 to 1926. Major theoretical statements from the period are also considered. It is strongly recommended that students take Communications 241 or English 116 before enrolling in this course.
4 semester hours. Offered fall.

221: History of Film II

Focus is on the development of sound film from the late 1920s to the present. Major films from America, Europe, and non-Western nations are represented. Appropriate theoretical statements are also considered. It is strongly recommended that students

take Film Studies 220 and either Communications 241 or English 116 before enrolling in this course.

4 semester hours. Offered spring.

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.
4 semester hours. Prerequisite: Film Studies 220, Anthropology 201, Comm. 241, or Eng. 116. Offered as needed.

350: Topics in the Study of Film

Topics vary. This course may be repeated with a change in content.
4 semester hours. Prerequisite: Comm. 241 or Eng. 116, or consent of instructor. Offered as needed.

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. This course may be repeated with a change in content.
4 semester hours. Prerequisite: Comm. 241 or Eng. 116, or consent of instructor. Offered as needed.

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. This course may be repeated with a change in content.
4 semester hours. Prerequisite: Comm. 241 or Eng. 116, or consent of instructor. Offered spring.

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. This course may be repeated with a change in content.

4 semester hours. Prerequisite: Comm. 241 or Eng. 116, or consent of instructor. Offered as needed.

354: Film Theory

Through extensive readings, students examine issues in contemporary film theory. Particular attention is paid to the language and concepts of semiotics, to models of psychoanalytic and feminist film theory, and to the relationship between textuality and ideology. Film screenings provide context for discussion.
4 semester hours. Prerequisite: Film Studies 220, 221; Comm. 241 or Eng. 116; at least two 300-level film courses; or consent of instructor. Offered as needed.

390: Directed Study

The student, working with a faculty advisor, selects a topic for study, and researches the topic in depth.
3 semester hours. Prerequisite: consent of program director. Offered as needed.

391: Directed Study

This course is open to students whose topic in Film Studies 390 may be more fully realized by an additional semester's work.
3 semester hours. Prerequisite: consent of program director. Offered as needed.

Foundations of Education

Department of Educational Studies

Professors: Alfonso Bordin, Betteloo Busi, Eason, McClintock, Mitchell, Nelson, A. Smith, Stout, Tutley

Associate Professors: Brill, Jr., Christy Davis, Holland, McCrystal, McSwerny, Morgan, Penofsky, Pines, N. Sullivan (chair), Taylor
Assistant Professors: Bigler Cappella, Cvorczyk, Gomez, Reyes, Tishou

Instructor: Posh

Program of Study

Minor: Foundations of Education

UNDERGRADUATE PROGRAM

Minor in Foundations of Education

The minor in foundations of education is designed to explore interrelationships of education and other fields, such as politics, economics, and psychology.

The minor consists of a minimum of 15 semester hours, as follows: Foundations of Education 360 and three or four courses from any three of the following five groups:

- Foundations of Education 322; Philosophy 321; Psychology 344
- Philosophy 201, 241, 300
- Philosophy 206
- Foundations of Education 332; Economics 353; Philosophy 269, 321
- Foundations of Education 405, 420 (or 441); Economics 353

Foundations of Education 250 may be substituted for any course listed in A, B, C, D, or E, upon approval of the department chair.

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

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.

3 semester hours. Offered as needed.

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.

3 semester hours. Prerequisite: 60 semester hours of undergraduate courses or consent of department chair. Offered fall, spring, summer.

345: Diversity and the Public School

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, and teacher and pupil learning style. Students develop a framework to consider the needs and potential of the learner for individualized instruction. (Formerly Individual and Cultural Diversity in the School and Community)

3 semester hours. Prerequisite: 60 semester hours of undergraduate courses or consent of instructor. Offered fall, spring, summer.

360: Seminar in Foundations of Education

Various topics in the foundations of education are examined.

3 semester hours. Offered as needed.

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.

3 semester hours. Prerequisite: six semester hours of 300-level foundations of education courses or equivalents. Offered fall, spring, summer.

405: Introduction of Comparative Education

This course studies selected systems of foreign education, including the relationship of instructional practices to the culture of the country being studied. The comparison of economic, ideological, and social determinants affecting instructional practices in foreign countries is made. Special consideration is given to educational problems in underdeveloped countries.

3 semester hours. Prerequisite: six semester hours of 300-level foundations of education courses or equivalents. Offered as needed.

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.

3 semester hours. Prerequisite: six semester hours of 300-level foundations of education courses or equivalents. Offered as needed.

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.

3 semester hours. Prerequisite: six semester hours of 300-level foundations of education courses or equivalents. Offered as needed.

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.

3 semester hours. Prerequisite: six semester hours of 300-level foundations of education courses or equivalents, or consent of department chair. Offered spring.

441: Comparative Philosophies of Education

This course is devoted to a study of the alternative ways in which philosophers view the relevance of educative experiences. Special emphasis is given to an examination and evaluation of the impact that educational theory has had on cultural and social life.

3 semester hours. Prerequisite: six semester hours of 300-level foundations of education courses or equivalents. Offered as needed.

446: Contexts of Schooling

This course is for graduate students enrolled in initial teacher certification programs. Through the integration of class and field experiences, students closely examine the cultural and social influences in the school environment and develop a framework to consider the needs and potential of today's diverse learners.

3 semester hours. Prerequisite: admission to a graduate-level initial teacher certification program or consent of department chair. Offered fall.

447: Introduction to Classroom Research

Pre-service and in-service teachers are introduced to qualitative and quantitative research in education through the interpretation of published studies and through the initiation of a study in a classroom. This course prepares teachers to collaborate on research projects in their own classrooms.

3 semester hours. Prerequisite: Ed. Ed. 446 or consent of instructor. Offered spring.

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.

3 semester hours. Prerequisite: three semester hours of 400-level foundations of education courses or equivalents. Offered spring.

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 neoconstructivist responses to that criticism.

3 semester hours. Prerequisite: three semester hours of 400-level foundations of education courses or equivalents. Offered fall.

French

Department of Modern Languages

Professor: *Chassé*

Associate Professors: *Coons (chair), Taylor*

Assistant Professors: *Castellani, Gilson,*

Jacyn-Anesley, Parker

Programs of Study

Major: French (B.A.)

Minor: French

Candidate Programs: French; French with

Francis-American concentration (M.A.)

Teacher Education Programs: French (B.A.,

M.A.T.)

UNDERGRADUATE PROGRAMS

Major in French

The full degree program in French requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (72)

French 201, 202, 230, 360

At least six additional French courses at the 200-level or above

Minor in French

A minor in French consists of a minimum of 20 semester hours (six courses), as follows: French 201, 202, and four additional French courses at the 200-level or above.

Teacher Education Programs

Students who major in French may pursue an elementary education or a secondary education teacher preparation program. The French major and minor requirements, which are listed on page 304, are the same for elementary and secondary education. For a description of the teacher education program in elementary education, see page 164. French students pursuing a program in secondary education should see page 303 for a description of

the requirements for the teacher education program in secondary education.

Honors Program

French 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 French. Upon completing the program, a student is awarded the Bachelor of Arts degree with honors in French. Details are available from the department chair.

GRADUATE PROGRAMS

Advisor: Paul Chassé (M.A.), Ghislaine Gilson (M.A.T.)

Master of Arts in French

Admission Requirements

Completion with a B (3.0) grade point average or better of the Rhode Island College undergraduate major in French or its equivalent and scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

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 normally requires a minimum of 30 semester hours, 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, 595 (thesis); and 15 additional semester hours of French courses. With advisor's approval, a course outside of the field of modern languages may be substituted for one of the additional French courses. 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.

Master of Arts in Teaching in French

Students who already have an undergraduate degree with a major in French may become certified to teach in secondary schools upon completion of the requirements for the M.A.T. See Secondary Education.

Certified teachers of French who wish to receive the M.Ed. with a concentration in French should see Secondary Education.

COURSE OFFERINGS

See also *Modern Languages*.

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

FRENCH

101: Elementary French I

The basic goal 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 admission credit in French. See French 110.

4 semester hours. Gen. Ed. Category WW only when both French 101 and 102 are taken. Offered fall, spring, summer.

102: Elementary French II

Students continue the development of the four skills: listening, speaking, reading, and writing within the context of French culture. A language laboratory component is required.

4 semester hours. Prerequisite: French 101 or one year of secondary school French, or consent of department chair. Gen. Ed. Category WW only when both French 101 and 102 are taken. Offered spring and summer.

110: Review of Basic French

This is a concentrated one-semester course for the student who wishes to continue

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

3 semester hours. Prerequisite: two years of secondary school French or consent of department chair. Gen. Ed. Category WW/7. Offered fall, spring, summer.

113: Intermediate French

Through selected readings the student examines the cultural and linguistic heritage of the French-speaking world. This course, which includes a review of grammar, also provides for further development and practice of the basic oral and written skills. A language laboratory component is required.

3 semester hours. Prerequisite: French 102 or 110, or three years of secondary school French, or a score of 500-549 on the CEEB Achievement Test in French. Gen. Ed. Category WW/7. Offered fall.

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 writing practice.

3 semester hours. Prerequisite: French 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in French, or consent of department chair. Gen. Ed. Category WW/7. Offered spring.

201: Conversation and Composition

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

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

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 in French of the written materials provide opportunity for oral practice. *4 semester hours. Prerequisite: French 114 or equivalent, or consent of department chair. Offered spring.*

221: Survey of French Literature I

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

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

222: Survey of French Literature II

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

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

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.

3 semester hours. Offered as needed.

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 sociolinguistic structures. Practical work in the Language Laboratory is included.

3 semester hours. Offered as needed.

302: Pre-Classical French Literature

A study is made of the social, political, religious, and philosophical climates that contributed to the formulation of class-

cism in art and absolutism in government.

3 semester hours. Offered as needed.

303: Classical French Literature

The role of Louis XIV and his influence on French literature are discussed. Students read and criticize the works of the chief literary figures and certain minor writers who flourished between 1660 and 1715.

3 semester hours. Offered as needed.

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.

3 semester hours. Offered as needed.

305: The Age of Enlightenment

The study of 18th-century thought is continued, with emphasis on the philosophical trends that culminated in the French Revolution and liberalism.

3 semester hours. Offered as needed.

306: Romanticism

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

3 semester hours. Offered as needed.

307: Realism, Naturalism, and Symbolism

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

3 semester hours. Offered as needed.

308: French Literature from 1900 to the Early 1930s

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

3 semester hours. Offered as needed.

309: French Literature since the Mid-1930s

Readings are selected that illustrate the concepts of *nouveau roman*, *le roman expérimental*, and other themes.

3 semester hours. Offered as needed.

313: Renaissance French Literature

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

3 semester hours. Offered as needed.

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.

3 semester hours. Prerequisite: French 202 or equivalent. Offered alternate years.

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 *Groupe de Québec*, the postromantic *École littéraire de Montréal*, and contemporary literature of French Canada.

3 semester hours. Offered as needed.

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 are announced in advance.

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

390: Directed Study

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

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

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.

3 semester hours. Offered as needed.

502: Short Fiction in French

The *novelle*, *nouvelle*, and *conte* 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.

3 semester hours. Offered as needed.

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.

3 semester hours. Offered as needed.

504: French Theatre

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

3 semester hours. Offered as needed.

505: French Poetry

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

3 semester hours. Offered as needed.

520: Grammar, Composition, and Stylistics

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

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

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 these forms.

This course may be repeated for credit if the content of the course is not duplicated.

3 semester hours. Prerequisite: graduate status. Offered spring.

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.

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

595: Master's Thesis

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

6 semester hours. Prerequisite: open only to students enrolled in the M.A. program in French. Offered as needed.

Bachelor of General Studies Degree

James Bienden
Director

Program of Study

The Bachelor of General Studies (B.G.S.) degree program is intended for returning adult students 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 students to design their own concentrations.

UNDERGRADUATE PROGRAM**Bachelor of General Studies Degree Program**

The full degree program for the Bachelor of General Studies requires the completion of at least 120 semester hours, including the Writing Requirement, the Mathematics Competency Requirement, electives, and the requirements listed below.

(Semester hours are in parentheses.)

- General Education (12)
- English 101, 102, History 110, 111
- Concentration (36-48)

Twelve upper-division courses (200-level) from exactly four academic departments. Departments must be from at least two different areas as defined below. No more than four courses may be from any one department. Courses beyond this limit will count as electives. Course selections are based on the following divisions:

1. Humanities (Area I)—art, communications, dance, English, history, modern languages, music, 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, com-

puter information systems, economics, geography, management/marketing, political science, psychology, and sociology

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.

Assessment of Prior Learning

Matriculated returning adults with college-level learning acquired through experiences such as employer- or armed-servicesponsored training, community service, self-education, relevant work assignments, or artistic development may apply for the Assessment of Prior Learning Program. Contact the offices of the academic deans.

College Level Examination Program (CLEP)

As with other programs, students may gain credit toward degree requirements through CLEP tests. Detailed information is available from the Office of Undergraduate Admissions.

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 Bachelor of General Studies Degree Admission on page 10.

COURSE OFFERINGS

See various departments.

Geography

Department of Anthropology and Geography

Professors: Allen, Demars, Fuchs-Lekban, Hoy, Lekban, Jr., R. Sullivan

Associate Professors: Barnes, Epple (chair), Mowen

Assistant Professors: Bigler, Gomez, Metz

Program of Study

Major: Geography with concentration in Cartography/Terrain Representation, General Geography, or Urban Affairs (B.A.)

Minor: Geography

Teacher Education Program: Geography (B.A.)

UNDERGRADUATE PROGRAMS**Major in Geography**

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. The geography faculty also encourages students to use geography courses in student-designed concentrations and will offer advice in this regard.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. No more than two 200-level geography courses will be accepted in the major. The cognate requirement is waived for students in elementary education.

(Semester hours are in parentheses.)

•Required Courses (18-21)
 Geography 200 (or 205), 201, 309, 360, 363. An appropriate experience may be substituted for Geography 363 (internship) when deemed advisable and appropriate by the director of geography.
 One advisor-approved course from Geography 310, Mathematics 240, or an appropriate computer science course. Students who opt for the cartography/terrain representation concentration may not count Geography 310 toward this requirement.

•Concentration (12)

Select A, B, or C.

A. General Geography:

One regional geography course and three additional courses as approved by advisor

B. Cartography/Terrain Representation: Geography 310, 311, 316, and one course as approved by advisor

C. Urban Affairs:

Geography 315, 317, 318, and one course as approved by advisor

•Cognates (12-16)

Courses in related disciplines with advisor's approval. A minor in one of the social sciences is acceptable.

Minor in Geography

The minor in geography consists of a minimum of 18 semester hours (six courses), 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).

Teacher Education Program

Students who major in geography may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

Honors Program

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

COURSE OFFERINGS

GEOGRAPHY

200: Introduction to Environmental Studies

Focus is on the nature and extent of human modification of the earth's natural environments. These modifications are also examined from a global perspective. Students may not receive credit for both Geography 200 and Environmental Studies 200. (Formerly The Changing Environment of Man.)
 3 semester hours. Offered fall and spring.

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 concentration.
 3 semester hours. Gen. Ed. Category SB/1.
 Offered fall, spring, summer.

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. Students cannot receive credit for both Geography 205 and Physical Science 205.
 3 semester hours. Gen. Ed. Category SM/4.
 Offered fall, spring, summer.

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. This course may be repeated for credit if the course content is not duplicated.
 3 semester hours. Offered fall and spring.

301: Natural Resource Management

This is an exploration of the extent and variety of natural resource use, the environ-

mental impacts thereof, and the management philosophies and efforts that can be employed to regulate this use for the benefit of contemporary and future populations. Students may not receive credit for both Geography 301 and Environmental Studies 301.

3 semester hours. Prerequisite: any 200-level geography or environmental studies course, or consent of department chair. Offered fall and spring.

305: Geography of Rhode Island

Discussion centers on the geographic elements in the history and development of Rhode Island. The analysis assesses Rhode Island's place in the New England, national, and world scenes.

3 semester hours. Prerequisite: Gen. 201 or consent of instructor. Offered annually.

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. This course may be repeated with a change in content.

3 semester hours. Offered summer.

309: Map Reading and Air Photo Interpretation

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

3 semester hours. Offered fall.

310: Cartography I

Maps and related graphics are considered as a means of communication. The course includes cartographic theory and practical experiences in projection, scale, map compilation, and map reproduction.

3 semester hours. Prerequisite: Gen. 201 or consent of instructor. Offered as needed.

311: Computer-assisted Cartography

The principles of cartography are applied in using programs to generate graphs, thematic maps, contour maps, and perspective terrain maps. Although there is some use of the mainframe, most work is done with personal computers. Printers and a six-color plotter are used to produce hard copies.

3 semester hours. Prerequisite: Gen. 310 or consent of instructor. Offered spring.

312: Historical Geography of the United States

The historical development of the United States is examined from a geographical viewpoint. Emphasis is placed on the interaction of physical and cultural elements which contribute to the emergence of distinctive landscapes, past and present.

3 semester hours. Prerequisite: Gen. 201 or consent of instructor. Offered annually.

313: Human Response to Natural Disasters

Earthquakes, volcanoes, landslides, tornadoes, hurricanes, and floods are grim reminders that there is a violent and destructive side to nature. How humans respond to such disasters is a function of awareness, technology, and the values that a culture places upon human lives and well-being. This course introduces students to the causes and effects of natural disasters, as well as to the ways that societies plan for and cope with them.

3 semester hours. Prerequisite: any 200-level geography course or consent of department chair. Offered as needed.

315: Urban Geography

A geographic analysis is used to study urban development. Consideration is given to urbanism on a national and world scale.

3 semester hours. Prerequisite: Gen. 201 or consent of instructor. Offered as needed.

316: Cartography II

Advanced problems in cartography are considered in the preparation of specialized maps.

3 semester hours. Prerequisite: Gen. 310.
 Offered as needed.

317: Geography and Urban Planning
Geographic implications for urban planning are considered in relation to the problems and issues of urban growth and development. Emphasis is on new towns and similar planned developments.

3 semester hours. Prerequisite: *Geo. 201 or consent of instructor. Offered as needed.*

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.

3 semester hours. Prerequisite: *Geo. 201 or consent of instructor. Offered as needed.*

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.

3 semester hours. Prerequisite: *Geo. 201 or consent of instructor. Offered as needed.*

320: Coastal Geography

Analysis is made of the diverse geographic aspects of the land-sea interface. Topics include coastal geomorphology and climate, fisheries and other natural resources, patterns of land use, and coastal regionalism.

3 semester hours. Prerequisite: *Geo. 201 or consent of instructor. Offered as needed.*

360: Seminar in Geography

This course provides an integrating experience in the theory and practice of geography.

3 semester hours. Prerequisite: *18 semester hours of geography courses. Offered as needed.*

363: Internship in Geography

This internship in geography provides students with an on-the-job experience in applied professional geography. Normally this involves a negotiated number of hours per week working in either a private firm or public agency. Normally taken in the senior year.

3-6 semester hours. Prerequisite: *open only to ge-*

ography majors with consent of advisor. Offered as needed.

370: Reading Course in Geography

Directed reading under the guidance of a geographer is determined on the basis of the student's and the instructor's interests.

1-4 semester hours. Prerequisite: *consent of department chair. Offered as needed.*

390: Directed Study in Geography

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

1-4 semester hours. Prerequisite: *consent of department chair, geography advisor, and instructor with whom student wishes to work. Offered as needed.*

German

Department of Modern Languages

See also Modern Languages.

Professor: Chasid

Associate Professors: Coons (chair), Taylor

Assistant Professors: Castellani, Gfion,

Juczyn-Ancosty, Puker

GERMAN

101: Elementary German I

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

4 semester hours. Gen. Ed. Category WW only when both German 101 and 102 are taken. Offered fall.

102: Elementary German II

Students continue the development of the four skills: listening, speaking, reading, and writing within the context of German culture. A language laboratory component is required.

4 semester hours. Prerequisite: *German 101 or one year of secondary school German, or consent of department chair. Gen. Ed. Category WW only when both German 101 and 102 are taken. Offered spring.*

113: Intermediate German

Through selected readings the student examines the cultural and linguistic heritage of Germany. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. A language laboratory component is required.

3 semester hours. Prerequisite: *German 102 or three years of secondary school German or a score of 500-549 on the CEEB Achievement Test in German. Gen. Ed. Category WW/7. Offered as needed.*

114: Readings in Intermediate German

Emphasis is placed on the development of both the reading skill and an appreciation of literature as a reflection of the heritage of the German people. The development of the oral skill is continued, and some attention is given to written practice.

3 semester hours. Prerequisite: *German 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in German, or consent of department chair. Gen. Ed. Category WW/7. Offered as needed.*

Gerontology

Rachel Filimon
Director

Program of Study

Minor: Gerontology

Gerontology is an interdisciplinary program administered by the Department of Sociology.

Gerontology Program

The interdisciplinary program 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 the study of the elderly.

The requirements are the same for undergraduate, graduate, and continuing education students. However, matriculating undergraduate students at Rhode Island College who successfully complete the requirements of the program will be awarded a minor in gerontology from the Department of Sociology. Nonmatriculating (continuing education) students and graduate students will receive a certificate in gerontology.

(Semester hours are in parentheses.)

•Required Courses (21-22)

Gerontology 315; Nursing 313; Sociology 217, 320

Practicum experience through an established means such as Nursing 203, 205, 321, 323; Political Science 327, 328; Social Work 336, 337

Two courses from the following: Anthropology 308; Counseling and Educational Psychology 318; Nursing 312; Philosophy 312; Psychology 219, 339; Recreation 325; Sociology 314

COURSE OFFERINGS

See participating departments *also*.

GERONTOLOGY

315: Physical Aspects of Aging

This course represents a multidisciplinary approach to the study of human aging and the introductory concepts related to longevity and theories of aging. Topics related to aging and age-related changes of various human systems are emphasized. Age-specific problems and illnesses are also studied.

3 semester hours. Prerequisite: Soc. 217. Offered as needed.

Health Education

Department of Health, Physical Education, and Recreation

Professor: Lombardi

Associate Professors: Ainley (chair), Cannoning

Assistant Professors: Canavella, Castagn, Marusak, Nastos, Rasch

Programs of Study

Major: Health Education, Health Education with concentration in Community Health (B.S.)

Graduate Program: Health Education (M.Ed.)

UNDERGRADUATE PROGRAMS

Major in Health Education

The health education program prepares students for employment in elementary and secondary schools as well as in other health education settings.

The full degree program requires the completion of at least 123 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (33)
Health Education 101, 201, 216, 301, 302, 303, 304, 317, 320, 321, 335

•Cognates (16-40)
Anthropology 201; Biology 101 and 102, or 108, 231, 335, 348; Chemistry 103; Mathematics 240; Psychology 110, 230; Sociology 202

•Professional Courses (32)
Health Education 300, 318, 327, 328; Counseling and Educational Psychology 216; Foundations of Education 340, 345; Special Education 300

Major in Health Education—with Concentration in Community Health

The community health program prepares students for employment in health agencies, worksite health promotion, and other ambulatory care settings and public health programs.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (50)
Health Education 101, 201, 216, 300, 301, 303, 305, 318, 319, 321, 407

At least 15 additional semester hours of courses approved by the community health advisor

•Cognates (11-31)

Anthropology 201; Biology 101 and 102, or 108, 231, 335; Chemistry 103; Mathematics 240; Psychology 110; Sociology 202
One course from Computer Information Systems 251; Computer Science 101; Social Science 102

•Professional Courses (16)
Health Education 326; Counseling and Educational Psychology 216; Instructional Technology 304

Admission and Retention

All students enrolling in teacher education programs must meet certain admission criteria and procedures required by the School of Education and Human Development (see page 73).

In addition, the health education programs have special admission and retention requirements. In order to better plan these programs, students should check the prerequisites for Health Education 318 (practicum), Health Education 319 (practicum), Health Education 326 (internship), Health Education 327 (student teaching), and consult with an advisor as soon as possible. A minimum 2.50 grade point average in all courses required in the major area is necessary for entry into practicum, student teaching, and internship courses.

GRADUATE PROGRAM

Advisor: Kenneth Ainley

Master of Education in Health Education

The M.Ed. program in health education provides an opportunity for graduate study in school and community health. It also serves as a basis for work at the doctoral level.

Admission Requirements

Teacher certification; a minimum grade point average of 3.0 in all graduate work; course work in psychology, human physiology or human biology, and sociology or anthropology; course work in critical areas of health science; scores on the Graduate Record Examination or Miller Analyses Test. Also see graduate Admission Procedures/R. requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Foundations of Education 402 or 420; Special Education 431
- Professional Education Component (24)
- Health Education 400, 401, 405, 407, 462*
- Nine semester hours from Health Education 410, 430, 450,† 480,‡ 490, 491, 492
- Electives (6)

These courses should be health related and may be health education courses. For some students it may be necessary to take an additional foundation of education course at one of these electives.

• Comprehensive Examination (0)

May be taken only after the required courses have been completed (Total semester hours: 36)

*Taken in last six semester hours of the program.

†With consent of advisor.

COURSE OFFERINGS**HEALTH EDUCATION****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.

3 semester hours. Offered fall and spring.

201: Personal Health

Students are introduced to personal health and wellness issues through lecture, discussion, and class projects. Primary focus is on basic health issues, problems, and associated health behavior.

3 semester hours. Offered fall, spring, summer.

215: Fundamentals of First Aid and Cardiopulmonary Resuscitation

Fundamental principles and skills of basic first aid and cardiopulmonary resuscitation (CPR) are presented. Upon satisfactory completion of each unit, appropriate certification is available. This is an eight-week course.

(4) 2 semester hours. Offered fall and spring.

216: Environmental Safety and**Emergency Care**

Accident prevention and mitigation techniques involving home, fire, pedestrian, recreational, and school safety are presented along with current emergency care and basic life-support skills/CPR. Certification is awarded in First Aid, Basic Life Support/CPR, and Instructorship in Basic Life Support/CPR.

3 semester hours. Offered spring.

300: Concepts of Teaching

The focus is on the analytical study of teaching. 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. (Formerly Health 210)

4 semester hours. Prerequisite: preading or concurrent enrollment in CEP 216. Offered fall and spring.

301: Social Perspectives of Health

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 sci-

entific, social, economic, political, and other factors affecting attitudes and eventual behavior concerning healthful social living. (Formerly Health Education 202: Health and Social Living.)

3 semester hours. Prerequisite: H.E. 201 or consent of department chair. Offered fall, spring, summer.

302: Principles of Health Education

Focus is on the basic principles of health education in school and non-school settings. Emphasis is also placed on the philosophy, planning, and practice of health education.

3 semester hours. Prerequisite: admission to the health education teacher preparation program, and H.E. 201 and 301 or equivalent. Offered fall or spring.

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.

3 semester hours. Offered spring.

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.

3 semester hours. Offered fall.

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.

3 semester hours. Prerequisite: H.E. 303 or consent of department chair. Offered fall or spring.

317: Advanced Issues in School and Community Health

Students develop skill in program planning, implementation, and evaluations regarding specific health promotion issues in both school and community settings.

3 semester hours. Prerequisite: H.E. 303 or consent of department chair. Offered fall and spring.

318: Practicum in Health Education

This course is designed to enhance the task of classroom preparation and presentation in health education at both the elementary and secondary grade levels. Classroom observations, unit and lesson planning, and participation in teaching are included.

4 semester hours. Prerequisite: satisfactory completion of all concentration and cognate courses, including CEP 216 and Invt. Tech. 304. Offered spring.

319: Practicum in Community Health

Under the guidance of College and agency personnel, students examine various health education programs, strategies for implementing programs, and the operation of various health agencies.

3 semester hours. Prerequisite: H.E. 303, 318, and consent of department. Offered fall.

320: Dynamics and Determinants of Disease

Focus is on the causes and impact of selected chronic and infectious diseases in specific human populations and environments. Emphasis is also placed on prevention strategies and resources for health care.

3 semester hours. Prerequisite: H.E. 201 and 301 or equivalent. Offered fall or spring.

321: Nutrition

The fundamental principles of human nutrition are presented with application in the planning of diets to individual situations as they relate to the food needs of different ages, racial preferences, and body-building.

3 semester hours. Prerequisite: H.E. 201 or consent of department chair. Offered fall and spring.

326: Community Health: Field Placement

Students apply the theoretical formulations discussed in Health Education 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.
9 semester hours. Prerequisite: H.E. 319 and consent of department chair. Offered fall.

327: Student Teaching in Health Education

Student teaching in health education 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 education and attends a related senior seminar. Students participate in student teaching for the entire school day throughout the placement and are required to follow the calendar of the school to which they are assigned.

5 or 9 semester hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in H.E. 328; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment, adequate health, and speech proficiency. Offered fall.

328: Student Teaching Seminar in Health and Physical Education

This seminar develops teacher behaviors appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.

(15) 1 semester hour. Prerequisite: concurrent enrollment in H.E. 327. Offered fall.

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; and interpreting and evaluating claims made by manufacturers of health products and consumer protection options.

3 semester hours. Offered fall.

345: Methods and Materials in Health Education

The latest methods, procedures, and techniques for presenting the knowledge, principles, and concepts of a school health curriculum are surveyed. This course is for elementary school classroom teachers, health specialists, physical educators, and other personnel.

3 semester hours. Offered as needed.

346: Methods and Materials in Elementary School Health Education and Physical Education

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. This course includes experiences in teaching specific elementary school health education topics (e.g., substance abuse) and in teaching movement through games, rhythms, and self-testing activities suitable for various age levels.

(4) 3 semester hours. Prerequisite: 60 semester hours of undergraduate courses. Offered fall and spring.

400: Introduction to Health Education and Health Promotion

Focus is on the basic principles of health education and health promotion in school and nonschool settings. Emphasis is also placed on the philosophy, learning theories, determinants of health, planning, and practice of health education.

3 semester hours. Prerequisite: graduate status. Offered spring.

401: Curriculum Design in Health Education

The development of curriculum in health education programs is considered with regard to individual and social needs. The principal focus is on instructional development, utilization of instructional technologies, and the implementation and evaluation of health education and promotion programs. (Formerly Contemporary De-

signs of Health Education Programs.)

3 semester hours. Prerequisite: H.E. 400 or consent of instructor. Offered summer.

402: Foundations of Health Science

Motivation for intelligent self-direction in the critical areas of health is emphasized. This course is for graduate students deficient in background areas in the health science discipline.

3 semester hours. Prerequisite: consent of advisor. Offered spring.

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.

3 semester hours. Prerequisite: H.E. 401 or consent of department chair. Offered spring.

407: Epidemiology and Biostatistics

Focus is on the causes, frequencies, and distribution of diseases and health issues in various populations. The methods of epidemiology 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.

3 semester hours. Prerequisite: H.E. 303, Math 240, or consent of department chair. Offered spring.

410: Stress Management

Individuals pursuing careers in health and fitness learn the basics of stress management. Course activities include identification of sources and manifestations of stress, impact of prolonged stress on health, and implementation of various stress management techniques.

3 semester hours. Prerequisite: H.E. 402. Offered fall or spring.

430: Family Life and Sexuality Education

Students develop a deeper understanding of human sexuality issues and sexuality education principles. In addition, students develop those skills necessary for implement-

ing school-based sexuality education programs.

3 semester hours. Prerequisite: graduate status or consent of department chair. Offered once per year.

462: Seminar in Health Education

Emphasis is given to selection, critical analysis, methodologies, and interpretation of research in health education. Application of the findings to health behavior and health problems is encouraged. This course is designed to be a capstone experience for graduate students in health education and should be among the last six semester hours taken in the program.

3 semester hours. Prerequisite: H.E. 400, 401, 405, 407. Offered fall.

490: Directed Study in Health Education

Under faculty supervision, the student initiates a formal inquiry into a significant health issue or problem.

3 semester hours. Prerequisite: H.E. 462; consent of advisor, department chair, dean of the School of Education and Human Development, and dean of the School of Graduate Studies. Offered as needed.

491: Directed Reading in Health Education

Under faculty supervision, students engage in intensive reading on a specific health issue.

3 semester hours. Prerequisite: H.E. 400, 401; consent of advisor, department chair, dean of the School of Education and Human Development, and dean of the School of Graduate Studies. Offered as needed.

492: Field Project in Health Education

The field project is a major paper on a topic jointly selected by the student and a faculty advisor. The project, an integration of theory and field experience, is normally completed toward the end of the graduate program.

3 semester hours. Prerequisite: H.E. 462; consent of advisor, department chair, dean of the School of Education and Human Development, and dean of the School of Graduate Studies. Offered as needed.

History

Department of History

Professors: *Kelner (chair), Lemons, Patinos, Sappell, N. Smith, D. Thomas*

Associate Professors: *B. Brown, Dufour, Olcott, Phillis, Fyle, Tang*

Assistant Professors: *Cromeyk, Nuvanus, Schneider, Stauber*

Programs of Study

Major: History (B.A.)

Minor: History

Graduate Program: History (M.A.)

Teacher Education Programs: History (B.A., M.A.T.)

UNDERGRADUATE PROGRAMS

Major in History

The major in history provides students with marketable skills that are transferable to other disciplines and essential to success in a variety of professions. In addition to acquiring an invaluable perspective on world affairs, history majors become skilled in critical reading, organization, writing, and analysis. This training is excellent preparation for graduate school and law school and for careers in business, civil service, government, research, and teaching.

The full degree program in history requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. In addition, at least seven courses, including the seminar, must be taken at the 300-level. History 110 and 111 cannot count toward the major. Students begin the major in the sophomore year, usually by taking History 200 first and by meeting with an advisor to plan their concentration. For those students interested in pre-law preparation the department provides a pre-law advisor.

(Semester hours are in parentheses.)

•Required Courses (17)

History 200, 361

One course each from A, B, and C.

A. U.S. History

History 201, 202, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334

B. Western History

History 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 352, 353

C. Non-Western History

History 340, 341, 342, 343, 344, 345, 346, 347, 348

•Concentration (15)

Five courses chosen in 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. With chair's approval, courses from other departments may be included in the concentration.

•Cognates

Not required but students are encouraged to take courses in related fields in consultation with advisor.

Minor in History

The minor in history consists of a minimum of 16 semester hours (five courses), 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.

Teacher Education Programs

Students who major in history may pursue an elementary education or a secondary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164. History students pursuing a program in secondary education should see page 303 for a list of the required courses in the major as well as a description of the other requirements for the teacher education program in secondary education.

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

Advisor: J. Stanley Lemons

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 minimum grade point average of B (3.0). Graduate Record Examination General Test and advanced history test; three letters of recommendation, with two from history professors. Also see graduate Admission Procedures/Requirements on page 40.

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 462, 501, 521, 561, and 571. 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 462, 501, 521, 561, and 571. In addition, History 561 must be taken a second time. With advisor's approval, three semester

hours may be elected in a related discipline, such as languages, statistical methods, or computer science.

Students in the thesis plan or the seminar plan may take up to six semester hours of graduate courses at the University of Rhode Island from the university's 400- and 500-level Department of History course offerings with consent of advisor or department chair.

Master of Arts in Teaching in History

Students who already have an undergraduate degree with a major in history may become certified to teach history/social studies in secondary schools upon completion of the requirements for the M.A.T. See Secondary Education.

The Academic Disciplines Component of the M.A.T. in history consists of the following courses: History 462, 501, 521, 561, and 571.

Master of Education in Secondary Education/History

The Academic Disciplines Component of the M.Ed. in Secondary Education/History includes the following courses: History 462, 501, 521, 561, and 571. See Secondary Education.

COURSE OFFERINGS

The general prerequisite for 300-level history courses is History 110 or 111, or consent of department chair.

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.

3 semester hours. Gen. Ed. Conc. Offered fall, spring, summer.

*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.

3 semester hours. Prerequisite: Hist. 110 or consent of department chair. Gen. Ed. Core. Offered fall, spring, summer.

**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.

4 semester hours. Prerequisite: Hist. 110 and 111. Offered fall and spring.

201: United States History to 1877

This course surveys the development of the United States from its colonial origins to the end of Reconstruction.

3 semester hours. Offered fall, spring, summer.

202: United States History from 1877 to the Present

This course surveys the development of the United States from the rise of industrialization to the present.

3 semester hours. Offered fall, spring, summer.

210: Perspectives on East Asian Civilization

East Asian history is introduced through an examination of significant figures. Topics include political, economic, and social change; philosophy, religion, and ideology; military and political traditions; literature; art and architecture.

3 semester hours. Gen. Ed. Category NW/7. Offered as needed.

211: Perspectives on Central Asia

This is a study of the rise of the nomadic empires from the time of Chinggis Khan, to their collapse by the 19th century under Western imperial pressure, and the emergence, by the late 20th century, of new political forms and state structures. Primary focus is on the social and political dynamics of the indigenous peoples of Central Asia. (Formerly Perspectives on Indian Civilization.)

3 semester hours. Gen. Ed. Category NW. Offered as needed.

212: Perspectives on Islamic Civilization

This is an introduction to the origins, historical development, cultural values, social life, artistic achievements, and contemporary conditions of the world's more than one billion Muslims. Films, slides, and popular music are used to facilitate the student's understanding.

3 semester hours. Gen. Ed. Category NW/7. Offered as needed.

213: Perspectives on Russian Civilization

The origins of Russian civilization are traced from the ninth century to the present. Also examined are the distinctive elements of Russian culture, society, and politics. Topics include the multiethic Eurasian-Russian state and the interactions between Russians and non-Russians in the frontier areas of European Russia, Siberia, the Caucasus, and Central Asia. (Formerly Perspectives on Slavic Civilization.)

3 semester hours. Gen. Ed. Category NW. Offered as needed.

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; and art and architecture.

3 semester hours. Gen. Ed. Category NW/7. Offered as needed.

215: Perspectives on Latin America

Latin American history is introduced through an examination of significant fig-

ures. Topics include the emerging role of indigenous people in relation to political power and social change in Latin America, religion and ideology, and economics and land structures.

3 semester hours. Gen. Ed. Category NW. Offered as needed.

300: 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. (Formerly History 301.)

3 semester hours. Offered as needed.

301: Alexander and the Hellenistic World

This is an examination of the political, economic, social, and philosophical changes that took place in Greece, the eastern Mediterranean, and Asia Minor in the period from the unification of Macedonia under Philip II and Alexander the Great to the takeover of these areas by the Roman in the first century B.C.

3 semester hours. Offered as needed.

302: The Roman Republic

The development of Rome is explored from its founding in the eighth century B.C. to the end of the Roman Republic.

Specific attention is given to constitutional development, imperialistic expansion, and changing economic and social conditions as Rome's power expanded beyond the Italian peninsula. (Formerly History of Rome.)

3 semester hours. Offered as needed.

303: The Roman Empire

The development of the Roman Empire is examined from the founding of the Julio-Claudian dynasty to the end of Roman rule in the West. Particular attention is given to the establishment of autocratic rule and the change in social and economic conditions, as well as the philosophical and religious outlooks brought about by Rome's contact with different cultures.

3 semester hours. Offered as needed.

304: 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 technological developments, and the intellectual character of the Middle Ages. (Formerly History 303.)

3 semester hours. Offered as needed.

305: The Age of the Renaissance

This is a study of Europe's transition from the Middle Ages to the early modern period. Primary focus is 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. (Formerly History 315.)

3 semester hours. Offered as needed.

306: 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. (Formerly History 316.)

3 semester hours. Offered as needed.

307: Europe in the Age of Enlightenment

Essential themes, from the Peace of Westphalia to the eve of the French Revolution, are examined. Topics include absolutism, the Age of Louis XIV, baroque art and architecture, the scientific revolution, the Enlightenment, and related political developments. (Formerly History 318.)

3 semester hours. Offered as needed.

308: Europe in the Age of Revolution, 1789-1850

The political and industrial revolutions of the era are examined for their social and economic impacts. Focus is also on divergent conceptions of economic and social organization, and the roots of liberalism, nationalism, and socialism. (Formerly History 319.)

3 semester hours. Offered as needed.

309: 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. (Formerly History 320.)

3 semester hours. Offered as needed.

310: Twentieth-Century Europe

Beginning with the First World War, this course goes on to explore such topics as the Treaty of Versailles, the Roaring Twenties, the rise of communism and fascism, the Second World War, Europe between the superpowers, and the demise of the Soviet bloc. (Formerly History 321.)

3 semester hours. Offered as needed.

311: The Modern European Nation-State

Focus of study is on a particular nation-state: Britain, France, Germany, or Italy, depending on instructor's specialty. Students trace modern state building and economic and social development. A critical theme is national identity and its evolution in political and cultural forms, especially in the 20th century. History 311 may be taken more than once when the topic varies.

3 semester hours. Offered as needed.

312: The Rise of the Russian Empire

Russian history from 862 to the 1917 revolutions is studied. Topics include the origins of the Slavs, native and foreign roots of Russian civilization, the rise of the bureaucratic state, territorial expansion and diplomacy, stimulus of the West, modernization, and the Russian Revolutionary Movement. (Formerly History 324.)

3 semester hours. Offered as needed.

313: The Soviet Union and After

Major issues and events of Soviet and post-Soviet history are discussed, including 1917 and the Bolsheviks, civil war, New Economic Policy, Stalin's revolution, World War II, the cold war, Gorbachev and the Soviet Union's collapse, and the new Russian and Soviet successor states. (Formerly History

325. The Emergence of the Soviet Union.)

3 semester hours. Offered as needed.

314: Women in European History

The experiences of women in the context of European history are examined. Topics such as political roles, economic activities, and social and cultural contributions serve as major themes.

3 semester hours. Offered as needed.

315: Western Legal Systems

This is a comparative study of the development of English common law and continental European civil law from the Middle Ages to the present. Emphasis is placed on the impact of economic and intellectual trends and on a comparison of the significance of jurisprudence, specific legislation, and law codes. (Formerly History 336: Law and Justice.)

3 semester hours. Offered as needed.

320: American Colonial History

The colonial era is examined as a formative period in American history. Emphasis is placed on how the colonial experience contributed to the development of American social, religious, and political customs and institutions. (Formerly History 341.)

3 semester hours. Offered fall.

321: The American Revolution

This is a broad examination of the American Revolution. Emphasis is placed on the origins and development of the revolution, its critical role in the formation of American nationhood, and its legacy for the early 19th century and for subsequent American history. (Formerly History 342.)

3 semester hours. Offered spring.

322: 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. (Formerly History 352.)

3 semester hours. Offered as needed.

323: The Emergence of Modern America

Major developments in U.S. history from 1865 to 1920 are studied. Reconstruction, industrialization, urbanization, reform movements, and American foreign policy through World War I are considered. (Formerly History 354.)

3 semester hours. Offered as needed.

324: America, 1914-1945

The beginning of World War I to the end of World War II was a period of significant change for America, both in domestic life and foreign policy. This is an examination of major social, economic, political, and foreign policy events and trends which contributed to that change and which continue to have significance for today's world.

3 semester hours. Offered as needed.

325: America since 1945

Major post-World War II developments in foreign policy are examined, along with domestic issues of political, social, and economic significance. The objective is to understand the historical importance of people, events, and trends, as well as their effect upon America's present circumstances and place in the world.

3 semester hours. Offered as needed.

326: 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. (Formerly History 343.)

3 semester hours. Offered as needed.

327: American Cultural History: The 20th Century

The evolution of American culture from the turn-of-the-century to the present is explored. 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. (For-

merly History 344.)

3 semester hours. Offered as needed.

328: Economic History of the United States

The development of the American economy is analyzed with specific emphasis on the 19th and 20th centuries. Both historical and economic insights are applied in an analysis of the forces that shape the American economic system. Accepted for credit in economics. (Formerly History 348.)

3 semester hours. Offered as needed.

329: The City in American History

The role of the city in American development is examined from the colonial period to the present. Emphasis is placed on patterns of growth, planning, city life and culture, urban politics and services, architecture, and urban-rural conflict. (Formerly History 349.)

3 semester hours. Offered as needed.

330: History of American Immigration

The role of immigrants and ethnic groups in the development of the United States is examined. Issues include the causes of immigration, nativism, impact on the city, cultural conflict, assimilation, and the development of ethnic communities and institutions. (Formerly History 345.)

3 semester hours. Offered as needed.

331: Rhode Island History

A survey is made of Rhode Island's colonial origins and distinctive characteristics, the part Rhode Island played during the Revolutionary period, and the problems of industrial growth and social change during the 19th and 20th centuries, among other topics. (Formerly History 355.)

3 semester hours. Offered as needed.

332: The American Presidency

The evolution of the institution and function of the presidency is examined. 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 both History 332 and Political Science 357. (For-

merly History 357.)

3 semester hours. Offered as needed.

333: Women in American History

The social, cultural, and public role of women in the United States is the focus of study. Major topics include women's political roles, economic activities, and social and cultural experiences. (Formerly History 335: Women in History.)

3 semester hours. Offered as needed.

334: 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. (Formerly History 356.)

3 semester hours. Offered as needed.

340: The Muslim World from the Age of Muhammad to 1800

The emergence of Islamic civilization in the Middle East is traced from the appearance of Islam in the seventh century to the 19th century. Emphasis is placed on the interrelationships of cultural, religion, institutional, and political aspects, particularly their change over time. Primary focus, however, is on the diversity of cultural phenomena, rather than on one geographical area or group of Muslims. (Formerly History 306: The Islamic World from the Age of Muhammad to the 19th Century.)

3 semester hours. Offered as needed.

341: The Muslim World in Modern Times, 1800 to the Present

A survey is made of the Middle East and the Muslim areas of Central Asia from the 19th century to the present. Emphasis is placed on the breakdown of traditional societies, the emergence of a regional state system in the 20th century, and contemporary cultural, economic, and political changes. (Formerly History 308: The Islamic World in Modern Times.)

3 semester hours. Offered as needed.

342: Islam and Politics in Modern History

This is a study of the causes, manifestations, and forms of Islamic resurgence since the 19th century. Islam's role in relationship to socio-political changes is analyzed through selected case studies. Emphasis is placed on the Islamic perspective of the changing status of women in the Islamic world, political ideology, socialization and education, health, sexual control, and cultural expression.

3 semester hours. Offered as needed.

343: Conflicts in the Contemporary Middle East

This is an investigation into the root causes and an elaboration of some of the many conflicts that afflict the contemporary Middle East. Among the factors analyzed in determining the development of the conflicts are nationalism, economics, geopolitical strategy, and personality. (Formerly History 307: The Arab-Israeli Conflict.)

3 semester hours. Offered as needed.

344: 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. (Formerly History 310.)

3 semester hours. Offered as needed.

345: 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. (Formerly History 311.)

3 semester hours. Offered as needed.

346: History of Japan in Modern Times

The Tokugawa Shogunate and the significance of the Meiji Restoration are examined. Specific 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 Ja-

pan. (Formerly History 312.)

3 semester hours. Offered as needed.

347: Foreign Relations of East Asia in Modern Times

Focus is on diplomacy and foreign relations in East Asia from the early 19th century to the present. Topics considered include the Opium War, the opening of Japan, the two Sino-Japanese Wars, the Boxer Rebellion, the Russo-Japanese War, the Second World War, and post-war diplomacy among the new nation-states.

3 semester hours. Offered as needed.

348: 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. (Formerly History 514.)

3 semester hours. Offered as needed.

352: Colonial Latin America

The period from 1492 to the eve of independence is examined, with emphasis placed on Spanish colonization and institutions, colonial rivalry with France and England, and inner conflicts within the settled areas. The Indian heritage and the work of the Portuguese in Brazil are also discussed. (Formerly History 358.)

3 semester hours. Offered as needed.

353: 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. (Formerly History 359.)

3 semester hours. Offered as needed.

355: Everyday Life History

Traditional and modern societies are examined from the bottom up. Attention is given to such issues as material well-being, sexuality, marriage, family, and childhood, crime, disease, and death; and leisure and escapism. Focus varies according to instruc-

tor's interest. (Formerly History 307.)

3 semester hours. Offered as needed.

356: Modern Revolutions

Political and social revolutions in the modern era are examined with focus on the old regime, causation, popular activity, ideology, leadership and the role and grievances of various social groups. (Formerly History 326.)

3 semester hours. Offered as needed.

357: The Rise of Modern Science

This is an exploration of 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, the course focuses on the development of a mechanical worldview and the application of this view to society and culture. Students cannot receive credit for both History 357 and Physical Science 357. (Formerly History 338.)

(4) 3 semester hours. Offered as needed.

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 are offered for analysis each semester.

4 semester hours. Prerequisite: Hist. 200 and 15 additional semester hours of history courses. Offered fall and spring.

362: Reading Seminar in History

This course builds on history and social science courses and involves extensive reading and discussion of selected historical themes. Focus is on historiographical issues. Students also explore some of the perspectives that the social sciences bring to historical themes.

4 semester hours. Prerequisite: Hist. 200, 13 additional semester hours of history courses and 12 semester hours of social sciences courses. Offered fall and spring as needed.

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 faculty member.

3-6 semester hours. Prerequisite: Hist. 200; three additional 300-level history courses; 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. Offered as needed.

371: Reading Course in History

Independent study under the careful guidance of a historian is the goal of a reading course. Materials are selected on the basis of student's and instructor's interests.

3 semester hours. Prerequisite: open only to seniors who have had suitable course work and who have the consent of an instructor and department chair. Offered as needed.

390: Directed Study

Concentrated research under the supervision of a faculty advisor for honors candidates in the first semester of the senior year.

4 semester hours. Prerequisite: admission to honors program. Offered as needed.

391: Directed Study

Completion of research on the honors paper in the second semester of the senior year. Honors candidates prepare a final draft of the honors essay and submit it to the department for acceptance.

4 semester hours. Prerequisite: Hist. 390. Offered as needed.

462: Graduate Reading Seminar

Through a wide variety of readings, students explore the context and extended bibliography of a select topic. Skills, such as analysis, critical thinking, and comparative study, are developed. History 462 may be taken more than once when the topic varies.

3 semester hours. Prerequisite: graduate status

and consent of graduate advisor and department chair. Offered as needed.

501: Historiography

Main emphasis is placed upon an introduction to the theories and types of history and the various schools of historical thought.

3 semester hours. Prerequisite: consent of department chair and graduate advisor. Offered fall.

521: Topics in Comparative History

Aimed at providing a theoretical and practical appreciation of historical comparison and generalization, this course examines the methodological basis of comparative history and studies in detail instances of analogous development, significant contrast, or unique contribution.

3 semester hours. Prerequisite: consent of department chair and graduate advisor. Offered as needed.

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.

3 semester hours. Prerequisite: Hist. 501 and consent of graduate advisor. Offered spring.

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 a historian is the goal of a reading course.

3 semester hours. Prerequisite: open only to graduate students who have had suitable course work and who have consent of an instructor and department chair. Offered as needed.

599: Directed Graduate Research

This course is open to Master of Arts and Master of Arts in Teaching candidates preparing a thesis or field paper under the supervision of a member of the department.

Credit is assigned in the semester that the paper is completed and approved. No grade is given in this course.

3-6 semester hours. Offered as needed.

Industrial Technology

Department of Industrial Technology

Professor: *Brown*

Associate Professors: *Furinella, Goodness, McCrystal, McCaule, Sakka (chair)*

Assistant Professors: *Golins, King*

Programs of Study

Major: Industrial Technology with concentration in Electronics Technology, Graphic Communications Technology, Manufacturing Planning and Control Technology, and Technical Processing (B.S.)

Minor: Electronics Technology, Graphic Communications Technology, Industrial Technology, or Manufacturing Planning and Control Technology

Graduate Program: Industrial Technology (M.S.)

UNDERGRADUATE PROGRAMS**Major in Industrial Technology**

The program in industrial technology is designed for entering freshmen as well as for returning students who are seeking career advancement and/or career alternatives.

The program emphasizes the application of technology in a continuously evolving manufacturing environment. Strategic, operational, technical, and human issues are examined in both theoretical and practical contexts. Laboratory courses allow students to develop a firsthand appreciation of the applications of current and emerging systems and technologies. Students are prepared for professional positions in the manufacturing enterprise or for graduate study in the area of industrial technology.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (33)
Industrial Technology 201, 211, 221, 231, 241, 300, 305, 310, 325, 335, 355

•Concentration (14)

Select A, B, C, or D.

A. Technical Processing

Industrial Technology 215, 315
Twelve semester hours from industrial technology courses, with advisor's approval

B. Graphic Communications Technology:
Industrial Technology 232, 328, 331, 332, 333, 334

C. Electronics Technology:
Industrial Technology 210, 212, 320, 322, 324, 326 (successful completion of courses in this concentration requires knowledge of algebra, trigonometry, and introductory calculus concepts)

D. Manufacturing Planning and Control Technology:
Industrial Technology 341, 342, 343, 344, 345, 360

•Cognates (18-20)

Computer Information System 251;

Mathematics 181; Physics 101-102

At least six additional semester hours must be selected from the following fields in consultation with advisor: communications, computer information systems, economics, English, management, physical sciences

Minor in Industrial Technology

The minor in industrial technology consists of a minimum of 24 semester hours (eight courses), as follows: Industrial Technology 211, 241, 300, 305, 310, 325, 335, and 355.

Minor in Electronics Technology

The minor in electronics technology consists of 18 semester hours (six courses), as follows: Industrial Technology 210, 212, 322, 324, and two additional 300-level industrial technology courses.

Minor in Graphic Communications Technology

The minor in graphic communications technology consists of 18 semester hours (six courses), as follows: Industrial Technology 232, 328, 331, 334; and two additional 300-level industrial technology courses

Minor in Manufacturing Planning and Control Technology

The minor in manufacturing planning and control technology consists of 21 semester hours (seven courses), as follows: Industrial Technology 305, 341, 342, 343, 344, 345, and 360.

GRADUATE PROGRAM

Advisor: Steven King

Master of Science in Industrial Technology

The Master of Science program in industrial technology encompasses advanced study of the current concepts, techniques, and technology applications that are vital to the successful management of the manufacturing enterprise and to the attainment of a competitive advantage. The program is designed for practicing professionals involved in the manufacturing sector and for those who have experience in manufacturing-related areas.

Admission Requirements

Undergraduate degree from accredited institution with a minimum grade point average of C (2.0); degree and/or work experience in manufacturing or related field; scores on the Graduate Record Examination or Miller Analogies Test; application review and acceptance by the Graduate Program Committee of the Department of Industrial Technology. Also see graduate Admission Procedures/Requirements on page 40.

Prerequisite course work may be designated by the committee as a condition for acceptance into the program. Prerequisites will be determined on an individual basis, but could include one or more of the following: Industrial Technology 300, 305, 325, 335, 355.

(Semester hours are in parentheses.)

Program Requirements

- Manufacturing Operations (18)
- Industrial Technology 461, 462, 463, 464, 465, 466
- Planning (6)
- Industrial Technology 451, 452
- Human Resource Development (6)

Industrial Technology 431, 432.

•Critical Thinking (6)

Industrial Technology 471, 590

(Total semester hours: 36)

Residency and Continuation

In order to be retained in the program, students may complete no more than one course with a grade lower than B-. Graduation requirements are as follows: the successful completion of all course work with a minimum 3.0 grade point average; Directed Research Seminar passed with a minimum grade of B-; and all course work completed within seven years of date of acceptance.

COURSE OFFERINGS**INDUSTRIAL TECHNOLOGY****201: Technical Communications**

Various technical communication processes and techniques employed in the manufacturing enterprise are examined. Processes and techniques examined include: engineering drawings, manufacturing process flow charts, standards and routings, items/workcenter masters, facility layouts and design, product structures, decision trees, and systems flow charts. Computer-aided communication techniques are also reviewed.

3 semester hours. Offered as needed.

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.

(6) 3 semester hours. Prerequisite: consent of instructor. Offered fall and spring.

210: Electronics I

A study of the basic principles of electronics theory, this 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. (Formerly Industrial Arts 210.)

(6) 3 semester hours. Offered fall.

211: Introduction to Manufacturing Technologies

The vast array of systems and technologies available in today's manufacturing enterprise are surveyed. The student gains an appreciation of the scope and depth of application possibilities. Application prerequisites and objectives are examined.

3 semester hours. Offered as needed.

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. (Formerly Industrial Arts 212.)

(6) 3 semester hours. Prerequisite: I.T. 210.

Offered spring.

215: Industrial Materials

A review of different types of industrial materials, such as metals, plastics, ceramics, composites, and their applications is undertaken. The course provides a basic understanding of physical, chemical, and mechanical properties of materials and the ways in which the properties can be altered to fit the requirements of design. (Formerly Material Processing I.)

3 semester hours. Offered as needed.

221: Manufacturing Processes

This course examines the various process configuration options, the application principles and prerequisites for each, the new role of automation, new process control and performance objectives, and the relationship between process design and the requirements of a customer-driven marketplace.

3 semester hours. Offered spring.

231: Hazardous Materials/Safety Management

This course provides students with a comprehensive understanding of current processes and strategies employed by industry in dealing with hazardous materials and safety in the workplace. State and federal regulatory, socioeconomic, and technical perspectives are examined. (Formerly Industrial Technology 235: Occupational Safety.)

3 semester hours. Offered as needed.

232: Graphic Communications 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 traditional and computerized layout and design techniques. (Formerly Graphic Arts Technology.)

(6) 3 semester hours. Offered fall and spring.

241: Structure of Industrial Competition

This course provides a comprehensive review of the major issues facing today's manufacturing enterprise. The changing manufacturing environment and the new perspectives on quality, productivity, automation, flexibility, service, and other contemporary topics are examined in the context of a highly competitive, international marketplace. (Formerly Industrial Technology 225: Structure of Industry.)

3 semester hours. Prerequisite: I.T. 211 or consent of instructor. Offered as needed.

245: Control Systems

This course introduces automated control systems, including applications of the computer and robotics in production processes.

3 semester hours. Offered as needed.

300: Product Development and Delivery

The function and processes used in the manufacturing enterprise—from the inception of a new product idea to the post-delivery service of the product—are explored. The significance of an integrative and externally supportive strategy for the manufacturing enterprise is emphasized. (For-

merly Design Analysis.)

3 semester hours. Prerequisite: I.T. 241 or consent of instructor. Offered as needed.

303: Computer-Aided Design and Drafting (CADD) II

This second course in CADD addresses the total capabilities of the CADD systems. Designing is both architectural and mechanical, with emphasis on creativity and manipulation of the designs.

(6) 3 semester hours. Prerequisite: I.T. 203 or consent of instructor. Offered as needed.

305: Manufacturing Planning and Control (MPC) Systems

The student obtains a working knowledge of the current systems and techniques employed by manufacturing companies in their efforts to plan and control manufacturing and distribution operations. Traditional and contemporary approaches to manufacturing resource planning, capacity management, shop floor control, master production scheduling, and distribution requirements planning are examined. Functional interfaces, implementation considerations, and management implications are also reviewed. (Formerly Production Control.)

3 semester hours. Prerequisite: Math. 181 or consent of instructor. Offered as needed.

310: Plant Supervision and Management

Leadership styles, motivation, communication, and problem-solving techniques are studied in the context of the manufacturing enterprise. Current topics such as collaborative problem solving, valuing diversity, and the changing roles and responsibilities of the new manufacturing environment are also addressed, using case studies and applications exercises.

3 semester hours. Offered as needed.

315: Materials Processing

A comprehensive introduction to the various methods of processing metal, plastic, and ceramic materials is provided. This course addresses the major families of processes, such as forming, separating, conditioning, assembly, and finishing. Current and emerging process technologies are also

examined. (Formerly Material Processing II.)

(6) 3 semester hours. Prerequisite: I.T. 215 and for technology education majors: T.E. 216. Offered spring.

320: Electronics III

This is a course in advanced electronics technology and circuit analysis that covers 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.

(6) 3 semester hours. Prerequisite: I.T. 212 and 322. Offered fall.

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.

(6) 3 semester hours. Prerequisite: I.T. 210 or equivalent. Offered spring.

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, differentiators, flip-flops, digital to analog and analog to digital conversion circuits. Lecture and laboratory.

(6) 3 semester hours. Prerequisite: I.T. 212 and 322 or equivalent. Offered fall.

325: Statistical Process Control

Students are provided with a comprehensive understanding of the principles and applications of statistical process control. Basic statistics, graphic methods of presentation, histogram, normal distribution curve, variable and attribute control charts, process and gauge capability, and manufacturing applications and strategies are examined.

3 semester hours. Prerequisite: Math. 181 or consent of instructor. Offered as needed.

326: Microcomputer Technology

This course in microcomputers examines computer numbering systems; computer code; 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.

(6) 3 semester hours. Prerequisite: I.T. 322 or equivalent. Offered as needed.

328: Color Reproduction

This is an advanced study in the additive and subtractive theories of color reproduction. Experiences include spot and process color separation using computer and photographic methods, color proofing, and offset printing. Lecture and laboratory.

(6) 3 semester hours. Prerequisite: I.T. 232, 331, 332. Offered spring.

331: 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. (Formerly Industrial Arts 341.)

(6) 3 semester hours. Prerequisite: I.T. 232 or consent of instructor. Offered fall.

332: 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 print, 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. (Formerly Industrial Arts 342.)

(6) 3 semester hours. Prerequisite: I.T. 232 or consent of instructor. Offered fall.

333: Electronic Publishing I

This is an introduction to the use of hardware and software and to the techniques re-

quired for document design and production using a computer. Students develop products from conception to production, using page-layout software. The process includes designing and planning the piece, inputting text, accessing graphic images, and combining all these elements into professional-looking publications. A final portfolio is required.

(6) 3 semester hours. Prerequisite: I.T. 232 or consent of department chair. Offered fall, spring, summer.

334: Electronic Publishing II

Students focus on design for readability and planning for cost and time efficiency. Advanced features of page-layout software packages are explored. Topics for discussion and hands-on experiences include planning the publication, designing page layout, learning methods of importing text, scanning, digital photography, image manipulation, and techniques of base illustration. A final portfolio is required.

(6) 3 semester hours. Prerequisite: I.T. 333. Offered fall, spring, summer.

335: Product/Process Cost Evaluation

The basics of cost determination and analysis are presented in the context of a manufacturing environment. Using applied exercises, the course examines the relationship between traditional and contemporary financial concepts and manufacturing issues such as lead time, safety stock, product/process quality, product introduction cycles, flexibility, and total productivity. (Formerly Cost Estimating.)

3 semester hours. Prerequisite: Math. 181 or consent of instructor. Offered as needed.

341: Material Requirements Planning (MRP)

Students gain a comprehensive understanding of the theory, operating principles, and applications of current manufacturing planning and control technology. Functional interfaces, implementation issues, and strategies are studied in an application context.

3 semester hours. Prerequisite: I.T. 305 or consent of instructor. Offered as needed.

342: Master Planning

The strategic and operational aspects of current manufacturing and distribution planning systems technology are explored. The focus is on the methodologies and applications of strategic and operational plan development, systems/human resource integration, replanning, and the management of demand.

3 semester hours. Prerequisite: I.T. 305 or consent of instructor. Offered as needed.

343: Manufacturing Planning and Control (MPC) Systems and Technologies

Students gain a comprehensive understanding of the principles, approaches, and techniques used to schedule, control, measure, and evaluate the effectiveness of manufacturing operations. Also examined are the applications/impacts of new and emerging systems and technologies on strategic and operational planning and control processes.

3 semester hours. Prerequisite: I.T. 305 or consent of instructor. Offered as needed.

344: Just-in-Time Principles and Practices

This course provides a comprehensive orientation to the principles and practices of both the underlying philosophies and the applications of Just-in-Time (JIT). Current and emerging philosophies of continuous improvement, waste elimination, and the ongoing development of human resources are examined and contrasted with traditional manufacturing perspectives, strategies, and assumptions.

3 semester hours. Prerequisite: I.T. 305 or consent of instructor. Offered as needed.

345: Material Requirements Planning (MRP) Seminar/Applications Workshop

This laboratory-based course allows the student to develop a hands-on appreciation of the application of state-of-the-art manufacturing planning and control software. In this seminar/workshop, the student develops a working knowledge of a micro-based, full-function, MRP software package, creates a manufacturing enterprise with products and processes, and uses MRP software to plan and control the

manufacturing enterprise.

3 semester hours. Prerequisite: I.T. 341, 342, 343, 344. Offered as needed.

355: Quality Control

This course covers subjects of quality planning, control, and improvement. Additional topics include concepts and techniques for problem solving, product versus process control, assessing process capabilities, quality costs, inspection, auditing, reliability, and the roles and responsibilities of internal and external resources.

3 semester hours. Prerequisite: I.T. 325 or consent of instructor. Offered as needed.

360: Demonstration/Research Projects

This is the final course in the manufacturing planning and control concentration and requires that a student show evidence of competence in his/her area of concentration through a demonstration or research project approved in advance by the student's advisor and the department chair.

3 semester hours. Prerequisite: all courses in the respective concentration as defined by the student's approved plan of study. Offered as needed.

431: Issues Affecting the Work Place

This course covers the technological, sociological, economic, legal, and other issues that impact on the effective integration of human resources in the manufacturing enterprise.

3 semester hours. Offered as needed.

432: Systems for Productivity

The manufacturing firm is viewed as a socio-technical system. Students consider effective models for combining the elements of production in order to optimize results and work-place quality.

3 semester hours. Prerequisite: I.T. 431. Offered as needed.

451: Contemporary Manufacturing Issues and Strategies

The depth and scope of current and emerging manufacturing issues and strategies relative to developing and maintaining competitive advantage are examined, using selections from current industry journals, magazines, periodicals, and texts.

3 semester hours. Offered as needed.

452: Strategic and Operational Planning

This course is a study of models for assessing competitive environments, carrying out the strategic planning process, and linking strategic plans with the operational infrastructure.

3 semester hours. Prerequisite: I.T. 451. Offered as needed.

461: Current and Emerging Technologies for Manufacturing

A critical examination is made of the application, implementation, and integration issues associated with the use of current and emerging technologies for competitive advantage in the manufacturing enterprise.

3 semester hours. Prerequisite: I.T. 300. Offered as needed.

462: Financial Issues for Manufacturing

This course provides a comprehensive review of current and emerging financial management systems and of the principles and techniques vital to decision-making processes and the appraisal of their relevance in the new manufacturing enterprise.

3 semester hours. Prerequisite: I.T. 355. Offered as needed.

463: Total Quality Management

Principles, prerequisites, and techniques for designing, implementing, sustaining, and evaluating a total quality management program throughout the manufacturing enterprise are studied.

3 semester hours. Prerequisite: I.T. 355. Offered as needed.

464: Logistics

The market-driven activities of the manufacturing enterprise necessary to plan and procure materials, control manufacturing, and distribute products to customers are examined, along with their relationships as interdependent functions critical to customer satisfaction.

3 semester hours. Prerequisite: I.T. 305. Offered as needed.

465: Manufacturing Excellence: Principles and Applications

Current and emerging principles and applications of manufacturing excellence and the new competitive challenges of an international marketplace frame the context of this course. Traditional perspectives in such areas as automation, product/process development, quality, finance, organization, performance measurement, and internal and external resource utilization are critically assessed.

3 semester hours. Prerequisite: I.T. 464. Offered as needed.

466: Manufacturing Resource Planning

Current developments in the implementation and use of manufacturing planning and control systems are examined along with the role of such systems as tools for simulating manufacturing strategies, linking strategic and operational plans, integrating resources, and maintaining dynamic company-wide plans.

3 semester hours. Prerequisite: I.T. 465. Offered as needed.

471: Problem Solving and Critical Thinking

Models and techniques for effective problem solving, decision making, and the promotion of innovative thinking are studied and practiced. Individual and team applications are stressed.

3 semester hours. Offered as needed.

590: Directed Research Seminar

This is the terminal course in the Master of Science program. Each student identifies, plans, and carries out an applied research, evaluation, or development project. Both written and oral presentations of project procedures and results are required.

3 semester hours. Prerequisite: I.T. 431, 452, 457, 461, 462, 463, 464, 465, 466, 471. Offered as needed.

Instructional Technology

Department of Educational Studies

Professors: *Alfonso, Biedron, Betzels, Buzi, Eanes, McClintock, Mitchell, Nelson, A. Stone, Stone, Turley*

Associate Professors: *Brell, Jr., Clarity, Davis, Holland, McCrystal, McSwaney, Morgan, Pinesky, Pines, N. Sullivan (chair), Taylor*

Assistant Professors: *Difler, Cappella, Cowney, Gomez, Reyes, Tinkus*

Instructor: *Pavel*

COURSE OFFERINGS

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. *3 semester hours. Offered fall and spring.*

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. *(5) 3 semester hours. Offered fall and spring.*

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. *3 semester hours. Prerequisite: 12 semester hours of instructional technology courses and consent of instructor. Placements should be arranged in the semester prior to enrolling in the course. Offered fall, spring, summer.*

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. *3 semester hours. Offered fall.*

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. *3 semester hours. Offered fall.*

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. *3 semester hours. Offered spring.*

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. *3 semester hours. Offered fall.*

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. *3 semester hours. Offered spring.*

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.

(5) 3 semester hours. Prerequisite: Inst. Tech. 440 or 441, or consent of instructor. Offered spring.

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. *3 semester hours. Prerequisite: Inst. Tech. 304, 337, 440 or 450, or consent of instructor. Offered spring.*

International Studies

Carolyn Flaecher-Lobban
Director

Program of Study

Minor: International Studies

UNDERGRADUATE PROGRAM

Minor in International Studies

Local concerns and careers are increasingly tied to global forces. As the 21st century approaches, more and more decisions affecting people's lives are being influenced by issues and actions beyond national borders. The major goal of the international studies minor is to provide a coherent set of academic experiences that will lead to an understanding of the social, political, historical, and economic dynamics of an increasingly complex international arena. (Semester hours are in parentheses.)

•Required Courses (15)

Anthropology 201

Two courses from separate disciplines, with only one at the 200-level: Anthropology 334, 335, 336, 339, 340; Economics 202, 322; Geography 300; History 333, 334; Political Science 202, 341
Two courses from A, B, C, D, E, preferably from the same area:

A. Africa:

Anthropology 319; History 348; Social Science 310

B. Asia:

Anthropology 318; History 345, 346

C. Europe:

Anthropology 320; History 310, 313; Political Science 343

D. Latin America:

Anthropology 312; History 352, 353; Social Science 311; Spanish 231

E. Middle East:

History 340, 341, 343; Social Science 312

•Language Study (6)

With the consultation of an advisor, students will select a minimum of six semester hours in a language that is not their native language.

COURSE OFFERINGS

See participating departments.

Italian

Department of Modern Languages

Professor: *Chasi*

Associate Professors: *Cooms (chair), Taylor*

Assistant Professors: *Castellani, Gilson, Jaczyn-Amesty, Parker*

COURSE OFFERINGS

See also Modern Languages.

ITALIAN

101: Elementary Italian I

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

4 semester hours. Gen. Ed. Category WW only if both Italian 101 and 102 are taken. Offered fall, spring, summer.

102: Elementary Italian II

Students continue the development of the four skills: listening, speaking, reading, and writing within the context of Italian culture. A language laboratory component is required.

4 semester hours. Prerequisite: Italian 101 or one year of secondary school Italian, or consent of department chair. Gen. Ed. Category WW only if both Italian 101 and 102 are taken. Offered spring and summer.

113: Intermediate Italian

Through selected readings the student examines the cultural and linguistic heritage of Italy. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. A language laboratory component is required.

3 semester hours. Prerequisite: Italian 102 or three years of secondary school Italian or a score of 500-549 on the CEEB Achievement Test in Italian. Gen. Ed. Category WW/7. Offered fall.

114: Readings in Intermediate Italian

Emphasis is placed on the development of both the reading skill and an appreciation of literature as a reflection of the heritage of the Italian people. The development of the oral skill is continued, and some attention is given to written practice.

3 semester hours. Prerequisite: Italian 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in Italian, or consent of department chair. Gen. Ed. Category WW/7. Offered spring.

201: Conversation and Composition

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

4 semester hours. Prerequisite: Italian 114 or equivalent, or consent of department chair. Offered fall.

202: Composition and Conversation

Writing skills in Italian are emphasized through grammatical exercises, controlled composition, and original themes. Class discussion in Italian of the written materials provides opportunity for oral practice.

4 semester hours. Prerequisite: Italian 114 or equivalent, or consent of department chair. Offered spring.

Justice Studies

Pamela Irving Jackson

Director

Program of Study

Major: Justice Studies with concentration in Criminal Justice or Justice and Society (B.A.)

Minor: Justice Studies

Justice studies is an interdisciplinary program administered by the Department of Sociology and provides students with an opportunity to explore the interrelationship between societal conditions and the institutions and systems of justice. The program prepares students to assess problems of justice critically, in light of their historical determinants, current distributions, and policy implications.

UNDERGRADUATE PROGRAMS

Major in Justice Studies

The justice studies program complements majors such as sociology, political science, anthropology, philosophy, psychology, history, public administration, and social work. It is an excellent choice for those interested in careers in public service, corrections, mediation and labor relations, law enforcement, social service, or fields dealing with children and adolescence.

Students may concentrate in either criminal justice or justice and society. The criminal justice concentration focuses on the investigation of justice issues in the criminal justice system. The justice and society concentration integrates study of a broad range of justice problems into student course work and experience.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (20)
Philosophy 206; Political Science 202; Psychology 110; Sociology 207

Select one of the following groups: (a) Political Science 300 and Political Science/Sociology 304; (b) Sociology 302 and Political Science/Sociology 304; (c) Psychology 320 and Sociology 302

•Concentration (22)

Select A or B.

A. Criminal Justice:

Justice Studies 366; Political Science 332, 335; Sociology 309, 340, 341; field experience (minimum of three semester hours; requires application to the justice studies program director for an approved internship through one of the following courses: Political Science 327, 328; Social Work 336)

B. Justice and Society:

Justice Studies 366; Anthropology 303; History 315; Philosophy 321; Political Science 332; Sociology 309, 318

•Cognates (9)

Select A or B to coincide with concentration chosen above.

A. Criminal Justice:

One course from Anthropology 303; History 315; Philosophy 321; Sociology 318

One course from Sociology 342, 343, 344

One course from Philosophy 311; Psychology 410; Sociology 345, 346

B. Justice and Society:

One course from Political Science 335; Sociology 340, 341; field experience (minimum of three semester hours; requires application to the justice studies program director for an approved internship through one of the following courses: Political Science 327, 328; Social Work 336)

One course from Sociology 342, 343, 344

One course from Management 341; Philosophy 311; Political Science 331; Psychology 410; Sociology 345, 346

Minor in Justice Studies

The minor in justice studies consists of a minimum of 16 semester hours (five courses), as follows: Political Science 332; Sociology 309; one course from Anthropology 303, History 315, Philosophy 321, Sociology 318; one course from Political Science 335, Sociology 340, 341; and one course

from Sociology 342, 343, 344. Prerequisite for all courses must be met unless waived.

COURSE OFFERINGS

See also participating departments.

JUSTICE STUDIES

366: Seminar in Justice Studies

This seminar provides an integrating experience for the justice studies program. It may include lectures by professionals in the justice field, small group discussions, field trips, and student presentations.

3 semester hours. Prerequisite: senior standing. Pol. Sci. 332, Soc. 309, and nine additional semester hours of justice studies courses. Offered as needed.

Labor Studies

David Harris

Coordinator

Programs of Study

Major: Labor Studies (B.A.)

Minor: Labor Studies

The interdisciplinary program in labor studies focuses on the history of the labor movement, labor laws, and contemporary labor-management relations. Critical issues affecting the labor-management process will be explored through several topical courses.

UNDERGRADUATE PROGRAMS

Major in Labor Studies

The full degree program in labor studies requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (36)

Labor Studies 201, 202, 203, 302, 303, 361
Two courses from the following: Labor Studies 204, 301, 304, 305, 306, 307; Management 322, 333; a comparative labor history course

Four courses from Economics 200 (or 214 and 215); Management 301, 320; Political Science 202; Computer Information Systems 251 or equivalent;* Mathematics 240 or equivalent*

*Requires approval of coordinator.

Minor in Labor Studies

The labor studies minor requires a minimum of 15 semester hours (five courses) chosen in consultation with 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 in Arts program

will be credited with a minor in labor studies.

COURSE OFFERINGS

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.

3 semester hours. Offered as needed.

202: Labor Law

This course studies public policy, the arena in which labor relations are conducted. Focus centers on labor law and the interpretation of legislative issues. Topics include the National Labor Relations Act, collective bargaining, internal union affairs, anti-discrimination, and protective legislation.

3 semester hours. Offered as needed.

203: Structure and Function of Unions

Unions' internal mechanisms, including responses to external pressures, are studied. Topics include geography; product markets, local unions, multi-union organization, union administration and finance, political action, membership participation, and organizational growth and change.

3 semester hours. Offered as needed.

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.

3 semester hours. Offered as needed.

301: Theories of the Labor Movement

This course investigates the aims, functions, and social role of the labor movement. Students critically analyze both old and new theoretical approaches in order to integrate these concepts which best explain the la-

bor movement of today. Simulations, role playing, films, and guest speakers are used. *3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.*

302: Collective Bargaining and Contract Administration

The processes and machinery of contract negotiation and enforcement are studied. Topics include bargaining structures, economic issues, standards for wage bargaining, pensions, job security, inflation, the jobs of stewards, grievance procedures, arbitration, and contract language implementation. *3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.*

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 market, the family, minorities, and women. *3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.*

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. *3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.*

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 experience, and roles in labor unions. *3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.*

306: Organized Labor and the Urban Crisis

This course familiarizes students with the critical role played by organized labor in the urban community. The approach is both historical and topical. Specific pressures placed on organized labor by modern society and labor's reactions to those pressures are also studied. *3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of instructor. Offered as needed.*

307: Minority Workers and Organized Labor

Students assess the historic and current relationship of minority workers and the American labor movement. The course also examines governmental and union policies and philosophies with regard to minority workers. *3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.*

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. *3 semester hours. Prerequisite: 15 semester hours of labor studies courses or consent of coordinator. Offered as needed.*

Latin

Department of Modern Languages

Professor: *Chait*

Associate Professors: *Cooms (chair), Taylor*

Assistant Professors: *Catellucci, Galois,*

Jacyn-Amesty, Parker

COURSE OFFERINGS

See also *Modern Languages*.

LATIN

101: Elementary Latin I

Through the study of the grammar and syntax of classical Latin and through readings from Latin authors, the student is introduced to the spirit and culture of the classical Roman world and gains an appreciation for its contribution to Western civilization.

3 semester hours. Offered alternate falls (odd years).

102: Elementary Latin II

This course is a continuation of Latin 101. *3 semester hours. Prerequisite: Latin 101 or equivalent. Offered alternate springs (even years).*

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.

3 semester hours. Prerequisite: Latin 102 or equivalent or two years of secondary school Latin. Offered as needed.

114: Readings in Intermediate Latin

Through readings of a major author or authors, students examine the cultural and literary milieux of the ancient Roman world. Grammar is reviewed, when necessary, for accurate comprehension. *3 semester hours. Prerequisite: Latin 113 or equivalent, or three years of secondary school Latin. Offered as needed.*

Latin American Studies

Norman Pyle

Director

Programs of Study*

Major: Latin American Studies (B.A.)

Minor: Latin American Studies

Latin America plays an important part in world politics and culture, and the Rhode Island College interdisciplinary programs in Latin American studies allow students to view this region from a variety of perspectives. A student may choose to explore such topics as the influence of U.S. foreign policy on Latin America, Indian cultures past and present, Latin American literature, Spanish and Portuguese colonization, or the dominant political structures in the area.

UNDERGRADUATE PROGRAMS

Major in Latin American Studies

The full degree program in Latin American studies requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Students must also demonstrate proficiency in Spanish or Portuguese. This requirement can be met by completing the corresponding 113-114 sequence in Spanish or Portuguese or by other means acceptable to the Department of Modern Languages.

(Semester hours are in parentheses.)

*Required Courses (33)

Latin American Studies 363; Anthropology 322, 325; History 215, 352, 353; Social Science 311. (Three to six semester hours in foreign or independent study may be substituted with approval of the director.)
Four courses from the following: Anthropology 201, 312; Economics 322; Political Science 341; Portuguese 113, 114; Spanish 113, 114. (Portuguese 113, 114 and Spanish 113, 114 may count if not counted toward

language proficiency.)

•Cognates (12-15)

Four courses from the following or equivalent: Economics 200, 321; Geography 201; Political Science 303; Spanish 200, 201, 202, 222, 231. (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 demonstrating proficiency in Spanish or Portuguese and completing at least 15 semester hours (five courses), as follows: Social Science 311 and four courses from Anthropology 322, 325, History 215, 352, 353.

COURSE OFFERINGS

See also participating departments.

LATIN AMERICAN STUDIES

363: Seminar: Topics in Latin American Studies

This seminar provides a culminating experience in Latin American studies.
3 semester hours. Prerequisite: consent of instructor and director of Latin American studies. Open only to students in the interdepartmental major in Latin American studies. Offered as needed.

Management

Department of Economics and Management

Professor: Costa (chair), I. A. Diez, U. Diez, Moore, Ramoeki

Associate Professors: Bahack, Blais, N. Brown, Capor, DeSimone, Furst, Harman, Harris, Kazemi, Marks, Pimental, Stecher, Sylvestre, Wright

Assistant Professor: Akhavan, Behrman, Blanchette, J. Cohen, Filipek, Karim, Prybylska, Souou, Jr.

Programs of Study

Major: Management with concentration in General Management, Human Resource Management, International Management, or Managerial Economics (B.S.)

Minor: Management

UNDERGRADUATE PROGRAMS

Major in Management

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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. A student may double major in management and marketing, but double counting management and/or marketing electives will not be permitted.

(Semester hours are in parentheses.)

•Required Courses (39)

Accounting 201, 202; Computer Information System 251, 352; Economics 214,

215; Management 249, 301, 302,* 330, 348, 361,* Marketing 301

•Concentration

Select A, B, C, or D.

A. General Management (21):

Economics 313 or 314; Management 320, 322, 329; plus one additional 300-level management course and two additional 300-level courses in accounting, computer information system, economics, management, or marketing

B. Human Resource Management (27):

Economics 331; Management 320, 322, 323, 324, 325, 328; plus two courses selected from the following: Management 305, 327, 329, 333, 363; Psychology 346, 421; any labor studies courses; or other courses approved by advisor

C. Managerial Economics (24):

Economics 314, 315, 321, 331 (or 336), 334, 349, 351, 360

D. International Management (27):

Management 334, 342, 345; Economics 321; Marketing 329; plus one course selected from the following: Accounting 355; Anthropology 335; Economics 322; Geography 321; History 325; Political Science 303, 341; and one additional course selected from the following: Anthropology 318, 319, 320, 321, 322, 323, 327; Social Science 310, 311, 312. Students must also take modern language courses 113 and 114 in French, German, Italian, Portuguese, or Spanish.

•Cognates (12)

English 230; Mathematics 177, 238, 248

*Students electing concentration C are not required to take Management 302 and 361.

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 required courses at the 200-level, including introductory

courses in accounting, economics, and computer information systems, and should complete Mathematics 248.

In the third year, students with junior standing and with 60 semester hours or more may enroll in 300-level courses in the Department of Economics and Management. The capstone experience is the managerial seminar, Management 361, which is taken in the last semester; this course requires completion of 102 semester hours and all other required and cogate courses.

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, concentration, 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) of the following general education requirements:
 - a. English 101, 102;
 - b. History 110, 111;
 - c. 12 semester hours of the distribution requirement.
4. Satisfactory completion (i.e., passing grade and an overall 2.0 grade point average) of the following required courses:
 - a. Accounting 201, 202;
 - b. Computer Information System 251;
 - c. Economics 214, 215;
 - d. English 230;
 - e. Mathematics 177, 238, 248.

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.
- 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.

Minor in Management

The minor in management consists of a minimum of 22 semester hours (seven courses), as follows: Accounting 200 (or both 201 and 202); Economics 200 (or both 214 and 215); Management 301; Marketing 301; and three additional 300-level management courses.

This minor is not available to students who select a major in the Department of Economics and Management, except economics.

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 of Science with honors in management. Interested students should consult the department chair. Application should be made during the second semester of the junior year.

COURSE OFFERINGS

Junior standing is a prerequisite for all 300-level management courses.

MANAGEMENT

100: Introduction to Business

This course introduces students to business concepts and familiarizes them with the practices of management in both the business sector and nonprofit organizations.

Topics focus on all of the management disciplines.

3 semester hours. Offered fall and spring.

249: Business Statistics II

In this continuation of Mathematics 248: Business Statistics I, emphasis is on applied statistics, both parametric and nonparametric. Topics include hypothesis testing, regression and correlation, Chi Square, Anova, and time series analysis.

3 semester hours. Prerequisite: Math. 248 or consent of instructor. Offered fall, spring, summer.

301: Foundations 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.

3 semester hours. Prerequisite: junior standing. Offered fall, spring, summer.

302: Legal Environment of Business

This course emphasizes the nature of legal systems and processes. Topics include the American legal system; private law, such as contract, property, and consumer law; business organizations, including agency and securities regulations; antitrust law; and labor law. The ethical dilemmas faced in each area of the law and legal system are discussed.

3 semester hours. Prerequisite: Mgt. 301. Offered fall, spring, summer.

305: Women in Management

Designed to explore the historical situation of women in the corporate setting and as business owners, this course examines the myths that the working woman must combat and investigates the resources available to women in management.

3 semester hours. Prerequisite: Mgt. 301 or consent of instructor. Offered alternate springs (even years).

310: 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. (Formerly Management 303.)

3 semester hours. Prerequisite: Mgt. 301. Offered fall and spring.

311: Entrepreneurship and New Ventures

This course provides an understanding of venture initiation, new venture development, venture capital, and small business development that will be useful to potential entrepreneurs. Emphasis is on decision making involving market and venture uncertainty.

3 semester hours. Prerequisite: Mgt. 310 or consent of chair. Offered fall and spring.

314: Practicum in Small Business

Senior-level small business track students apply their academic skills to practical small business challenges. Students, under direct faculty supervision, diagnose and make recommendations to the management in the sponsoring small business.

3 semester hours. Prerequisite: Mgt. 310, 311; Mgt. 321 (not concurrent). Offered fall and spring.

320: Human Resource Management

An overview is given of the role of the general manager and human resource specialist in managing the human resources of organizations. Topics include human resource planning, recruitment, selection, training and development, performance evaluation, safety and health administration, and management-labor relations, with particular attention given to the legal environment of human resource management (HRM). (Formerly Personnel Management.)

3 semester hours. Prerequisite: Mgt. 301. Offered fall, spring, summer.

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.

3 semester hours. Prerequisite: Mgt. 301. Offered fall, spring, summer.

323: Compensation and Benefits Administration

The process of designing and managing a cost-effective, equitable, and legally acceptable total compensation package is examined. Topics covered are economic, social, and legal determinants of base pay; incentives and benefits; and compensation issues of special groups, such as executives and professionals.

3 semester hours. Prerequisite: Mgt. 249 and 320. Offered fall.

324: Labor Relations

This is a study of labor-management relations. Areas of discussion include the history of labor unions, the legal framework of collective bargaining, the union representation process, contract negotiation, contract administration, grievance-arbitration procedures, and contemporary labor problems.

3 semester hours. Prerequisite: Mgt.-320. Offered spring.

325: Recruitment and Selection

Focus is on the concepts and methods involved in designing and managing the recruitment and selection functions of management. Topics include the legal environment, various recruitment and selection methods, measurement, reliability, and validity of selection measures, job analysis and job-person fit. (Formerly Selection, Training, and Development.)

3 semester hours. Prerequisite: Mgt. 249 and 320. Offered fall.

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. This course provides a practical understanding of the change process in a complex organization.

3 semester hours. Prerequisite: Mgt. 322 and 328. Offered fall.

328: Human Resource Development

The concepts, programs, and practices that organizations use to train and develop organization members are examined. Topics

include learning, needs assessment, program design and implementation, evaluation, skills training, coaching, career development, management development, and organizational development.

3 semester hours. Prerequisite: Mgt. 320 and 322. Offered spring.

329: Organization Management: A Macro Perspective

This course is concerned with organizations at 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.

3 semester hours. Prerequisite: Mgt. 301 or consent of department chair. Offered fall and spring.

330: 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. (Formerly Management 371.)

4 3 semester hours. Prerequisite: Acc. 202; Econ. 214, Mgt. 249, 301. Offered fall, spring, summer.

331: Intermediate Finance

Selected topics from Management 330 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. (Formerly Management 372.)

3 semester hours. Prerequisite: Mgt. 330. Offered as needed.

332: Investments

This course introduces the student to investment terms and concepts. Alternative investment vehicles are discussed. Quantitative analysis of these investment vehicles is included. (Formerly Management 373.)

3 semester hours. Prerequisite: Mgt. 330. Offered as needed.

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.

3 semester hours. Prerequisite: Mgt. 301, 320, 322. Offered fall.

334: International Financial Management

This is a study of the international monetary system, exchange markets and rates, foreign exchange exposures, management of foreign exchange risk and export-import working capital, international financial markets and instruments, theory and techniques of foreign investment decisions, cost of capital and capital structure in a multinational environment, political risk and foreign investment decisions, and taxation of multinational firms.

3 semester hours. Prerequisite: Mgt. 330. Offered as needed.

341: Business, Government, and Society

The focus is on dynamic social, legal, political, economic, and ecological issues which require socially responsible behavior on the part of individuals and organizations.

3 semester hours. Offered fall, spring, summer.

342: Comparative Management

This course is a cross-cultural study of management systems. It examines the unique business management systems practiced in other countries, including Japanese management; co-determination in West Germany; proposed "European Company" for European Community; industrial democracy in Scandinavian countries; enterprise management in the Soviet Union and China; Yugoslavians self-management system; Histadrut, Kibbutzim, Moshavim, and labor-managed companies in Israel; and Mondragon in Spain.

3 semester hours. Prerequisite: Mgt. 301 or consent of instructor. Offered fall.

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.

3 semester hours. Offered fall, spring, summer.

344: Law of Business Organizations

This course concerns itself with the various forms of business organizations: partnerships and corporations. Securities, regulation, accountants' liability, and insurance law are also covered.

3 semester hours. Offered as needed.

345: International Business

Focus is on the limitations 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. (Formerly International Environment of Business.)

3 semester hours. Prerequisite: Mgt. 301 and Mkt. 301. Offered as needed.

348: Operations Management

Analytical and quantitative techniques relevant to managerial decision making are surveyed. Course coverage includes break-even analysis, inventory models, linear programming, queuing, simulation, facility planning, network analysis, and methods analysis. Potentials and limitations of models and their appropriate application are emphasized.

3 semester hours. Prerequisite: Mgt. 249 and 301. Offered fall, spring, summer.

361: Seminar in Strategic Management

The formulation and implementation of organizational strategies and policies are covered. The case method is used in integrating the material from other management and economics courses. (Formerly Seminar in Managerial Policy.)

3 semester hours. Prerequisite: satisfactory completion of all other departmental core and cognate

requirements and 102 semester hours of undergraduate courses. Offered fall, spring, summer.

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 concentration. Topics may include health and safety, human resource information systems, and affirmative action.

3 semester hours. Prerequisite: senior standing and human resource management concentration. Offered as needed.

390: Directed Study

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

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

Marketing

Department of Economics and Management

Professors: *Costa (chair), I. A. Dicle, U. Dicle, Moore, Ramoek*

Associate Professors: *Bakır, Bıral, N. Brown, Çayır, DeSantis, Fuent, Harman, Harris, Kazemi, Marks, Pimental, Sierke, Sylvester, Wright*

Assistant Professors: *Akkan, Balıncı, Bianchetti, J. Cohen, Filipek, Karim, Przybylo, Sasse, Jr.*

Programs of Study

Major: Marketing (B.S.)

Minor: Marketing

UNDERGRADUATE PROGRAMS

Major in Marketing

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, in such fields as marketing, sales, advertising, promotion, public relations, and market research. 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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. A student may double major in marketing and management, but double counting management and/or marketing electives will not be permitted.

(Semester hours are in parentheses.)

•Required Courses (63)
Accounting 201, 202, Computer Information Systems 251, 352; Economics 214, 215; Management 249, 301, 302, 322, 330, 348, 361; Marketing 301, 329, 333, 334, 362
Any three 300-level marketing courses (in-

cluding Marketing 350)

•Cognates (12)
English 230; Mathematics 177, 238, 248

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 required courses at the 200-level, including introductory courses in accounting, economics, and computer information systems, and should complete Mathematics 248.

In the third year, students with junior standing and with 60 semester hours or more may enroll in 300-level courses in the Department of Economics and Management. The capstone experiences are Management 361; Seminar in Strategic Management; and Marketing 362: Strategic Marketing Management, which are taken in the last semester. Management 361 requires completion of 102 semester hours and all required and cognate courses.

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 at they pertain to different majors must be met to be retained as a major in the appropriate program, concentration, 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) of the following general education requirements:
 - a. English 101, 102;
 - b. History 110, 111;
 - c. 12 semester hours of the distribution requirement.
4. Satisfactory completion (i.e., passing grade and an overall 2.0 grade point average) of the following required courses:
 - a. Accounting 201, 202;
 - b. Computer Information Systems 251;
 - c. Economics 214, 215;
 - d. English 230;
 - e. Mathematics 177, 238, 248.

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 Marketing

The minor in marketing consists of a minimum of 21 semester hours (seven courses), as follows: Economics 200 (or both 214 and 215); Management 301; Marketing 301, 329, 334, and two additional 300-level marketing courses.

This minor is not available to students selecting any major in the Department of Economics and Management, except economics.

Honors Program

The department offers an honors program in marketing, 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 of Science with honors in

marketing. 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 300-level marketing courses listed below.

MARKETING

301: Introduction to Marketing

This course deals with the role of marketing in society, consumer behavior, product management, pricing, distribution, and promotion.

3 semester hours. Offered fall, spring, summer.

320: Business 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.

3 semester hours. Prerequisite: Mkt. 301. Offered as needed.

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.

3 semester hours. Prerequisite: Mkt. 301. Offered fall.

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.

3 semester hours. Prerequisite: Mkt. 301. Offered as needed.

323: Direct Marketing

An introduction to direct marketing strategy and techniques is presented. Topics in-

clude data bases, electronic media, direct mail, catalog, direct response advertising, telemarketing, and the role of direct marketing in the marketing mix.

3 semester hours. Offered as needed.

329: Global Marketing

Global issues that confront today's international marketers are addressed and the concepts relevant to all international marketers are presented, regardless of the extent of their international involvement.

3 semester hours. Prerequisite: Mkt. 301. Offered as needed.

333: Market Research

This course emphasizes the role of marketing information as the basis for decision making. It includes consideration of the cost and value of information, research design and instrumentation, data analysis, and forecasting. Problem-solving exercises are included.

3 semester hours. Prerequisite: Mkt. 301 and Mgt. 249. Offered fall and spring.

334: Consumer Behavior

The marketing environment, consumer behavior, and market segmentation are covered. The emphasis is on understanding the turbulent environment surrounding the marketing decision maker.

3 semester hours. Prerequisite: Mkt. 301. Offered fall, spring, summer.

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 cannot receive credit for both Marketing 335 and Communication 335.

3 semester hours. Prerequisite: Mkt. 301. Offered fall, spring, summer.

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 re-

quired to meet the objectives of the retail establishment.

3 semester hours. Prerequisite: Mkt. 301. Offered fall.

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. Students cannot receive credit for both Communications 338 and Marketing 338.

3 semester hours. Prerequisite: Mkt. 301 and 335. Offered as needed.

340: Personal Selling and Sales Management

Personal selling is a subset of the promotional element of marketing strategy. It involves face-to-face relationships, personal influence, and complex communication processes. Topics include the art and science of selling, fundamentals of sales training and methodologies, and the sales management task. (Formerly Sales Management.)

3 semester hours. Prerequisite: Mkt. 301. Offered as needed.

362: Strategic Marketing Management

This is a capstone course in marketing designed to integrate the marketing functions of product, price, channel, and promotion with the concepts of strategic planning. The emphasis is on the relevance of this integration to marketing.

3 semester hours. Prerequisite: Mkt. 301, 329, 333, 334, and one additional 300-level marketing course. Offered as needed.

Mathematics

Department of Mathematics and Computer Science

Professors: G. Anderson, Borden, Maskal, Nazarian, Rodrigues, Sallany, Seelick, Simons, A. Smith

Associate Professors: Ababoussan, Christy, Harry, McDowell, Morgan, H. Salazar (chair), Schaefer, Schiller

Assistant Professors: Andriotti, Humphrey, Ray, Sausage, C. Topper, Zhou

Programs of Study

Major: Mathematics with Applied, Computer, or Standard concentration (B.A.)

Minor: Mathematics

Graduate Program: Mathematics (B.A., M.A.T.)

UNDERGRADUATE PROGRAMS

Major in Mathematics

Students may select one of three concentrations: (1) standard, for those who desire a liberal arts undergraduate major emphasizing pure mathematics; (2) applied, for those interested in using mathematics in business and industry; (3) computer, for those seeking a professional career in fields related to mathematics and computer science.

The full degree program in mathematics requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (21)
Mathematics 212, 213, 300, 314, 315, 341

•Concentration

Select A, B, or C.

A. Standard (15):

Mathematics 333, 412

Three mathematics courses numbered 316 and above

B. Applied (15):

Mathematics 316, 317, 318 (or 336), 411
One course from Mathematics 318 or 336 (whichever is not counted above), 345, 412, 415

C. Computer (18-24)

Mathematics 317 or 336
Computer Science 201, 221, 315
One course from Computer Science 310, 320, 322, 323, 325, 327, 330, 335, 337, 380

One course from Mathematics 317 or 336 (whichever is not counted above), 316, 318, 331, 333, 345, 411, 415

Students who are also majoring in computer science must take two additional courses from Mathematics 316, 317 (or 336), 318, 331, 333, 345, 411, 415

•Cognates (3-8)

Select A, B, or C.

A. One course from Chemistry 305; Computer Science 322, 323, 330; Economics 313, 314, 315; Marketing 333; Philosophy 305. (Students in computer science concentration may not elect Computer Science 322, 323, and 330.)

B. Physics 200 and either Physics 201 or 202

C. Any two non-mathematics courses approved by the department as significantly illustrating the applications of mathematics

Note: Students should choose cognates consistent with their chosen concentration within the major and their career goals.

Retention Standards

Students receiving grades of C- or below in two of their first three courses in the major should see their advisors about the wisdom of continuing in the major. Those who receive grades of C- or below in three of their first four courses in the major should not continue.

Graduation Requirement

A student cannot count toward the major more than two courses with grades below C-

Minor in Mathematics

The minor in mathematics consists of a minimum of 21 semester hours (six courses), as follows: Mathematics 209 (or 240), 212, 213, and at least three additional

mathematics courses at the 300-level or above, except Mathematics 309.

Teacher Education Programs

Students who major in mathematics may pursue an elementary education or a secondary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164. The following mathematics courses are required in the secondary education mathematics program. For a complete description of all course requirements in the secondary education mathematics program, see page 303.

(Semester hours are in parentheses.)

- Required Courses (33)
Mathematics 212, 213, 300, 314, 315, 324, 333, 336, 341, 358
- Cognates (13)
Computer Science 201; Computer Science 203 (or Computer Information Systems 251); Mathematics 240; Physics 200

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

Advisor: David Abrahamson, Charles Roy, Robert Salbany, Arthur Smith

Master of Arts in Mathematics

Admission Requirements:
With a minimum grade point average of B (3.0), at least 30 semester hours beyond precalculus mathematics, including one semester of abstract algebra and one of analysis beyond calculus. Scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

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

Students who already have an undergraduate degree with a major in mathematics may become certified to teach in secondary schools upon completion of the requirements for the M.A.T. See Secondary Education.

COURSE OFFERINGS

It is expected that students will have completed the Mathematics Competency Requirement before taking any mathematics course numbered above 120.

MATHEMATICS

020: Introductory Algebra

This course is intended for students with little or no background in algebra. The content includes real numbers, polynomials, linear and quadratic equations, and graphing. Grading is S or U.

3 semester hours (this credit does not apply toward the 120-semester-hour graduation requirement, but counts toward fall-time enrollment and is recorded on the student's transcript). Offered fall, spring, summer.

120: Intermediate Algebra

Topics include real numbers, absolute value, exponents, algebraic fractions, polynomial equations and inequalities, systems of equations and inequalities, and various applications. This course is intended for students needing intermediate algebra skills, especially for Mathematics 177, 209, 238, or 247.

3 semester hours. Prerequisite: Math. 020 or

equivalent, and consent of instructor. Offered fall, spring, summer.

139: Contemporary Topics in Mathematics

This is an introduction to selected areas of modern mathematics that have applications in contemporary society. Possible topics include counting and probability, graph theory, cryptography and the mathematics of social science, such as election theory, apportionment, and statistics. (Formerly Introduction to Problem Solving.)

3 semester hours. Gen. Ed. Category M/5.

Offered fall and spring.

141: Introduction to Mathematical Thought

The purpose of this course is to show the power and beauty of mathematics. Presented are fundamental aspects of mathematics such as logical thinking, abstraction, and problem solving. Topics include set theory, modular arithmetic, combinatorics, and probability. Other topics may be included as appropriate. (Formerly Mathematical Systems.)

3 semester hours. Gen. Ed. Category M/5.

Offered as needed.

143: Mathematics for Elementary School Teachers I

Topics include sets, logic, numeration, development of number systems, algorithms, and number theory. Emphasis is on an intuitive, problem-solving approach leading to formalization and generalization.

3 semester hours. Prerequisite: three units of college preparatory mathematics. Offered fall, spring, summer.

144: Mathematics for Elementary School Teachers II

A continuation of Mathematics 143. Topics include geometry and measurement, counting problems, probability, and statistics.

3 semester hours. Prerequisite: Math. 143 or consent of department chair. Gen. Ed. Category M for elementary education students only. Offered fall, spring, summer.

177: Quantitative Business Analysis I

This course includes linear and selected nonlinear functions, linear systems, matrix

methods, and an introduction to linear programming. Applications to management and economics are stressed throughout.

3 semester hours. Prerequisite: three units of college preparatory mathematics or Math. 120, or consent of department chair. Gen. Ed. Category M/5. Offered fall, spring, summer.

181: Applied Basic Mathematics

Emphasis is on applying numerical and algebraic concepts and skills to a wide variety of situations in beginning science and technical fields. Included are approximate numbers, exponents, logarithms, functions, graphing, solutions to equations, systems of equations, and right triangle trigonometry. Use of calculator is required. Lecture and laboratory.

4 3 semester hours. Prerequisite: Math. 020 or equivalent. Gen. Ed. Category M/5. Offered fall, spring, summer.

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.

4 semester hours. Prerequisite: three units of college preparatory mathematics or Math. 120. Offered fall.

209: Precalculus Mathematics

This course introduces and reinforces basic concept and techniques of algebra and trigonometry which are considered essential in the study and applications of calculus. Included are equations and inequalities, linear, quadratic, exponential, logarithmic, and trigonometric functions, graphing, complex numbers, and theory of polynomials. It is designed primarily for students intending to do further work in mathematics or the sciences.

4 semester hours. Prerequisite: three units of college preparatory mathematics or Math. 120. Offered fall, spring, summer.

210: College Trigonometry

This course is designed for students who need an in-depth knowledge of trigonome-

try. Topics include a comprehensive analysis of trigonometric and inverse trigonometric functions, along with solutions of triangles, vectors, polar coordinates, and complex numbers. Applications are stressed throughout.

3 semester hours. Prerequisite: three units of college preparatory mathematics or Math. 120 or 181. Offered as needed.

212: Calculus I

This course introduces the fundamental concepts, techniques, and applications of the differential calculus of one variable and begins the study of integration. The calculus and analytic geometry of algebraic and trigonometric functions are treated.

4 semester hours. Prerequisite: Math. 209. Gen. Ed. Category M. Offered fall, spring, summer.

213: Calculus II

A continuation of Mathematics 212, this course treats derivatives and integrals of logarithmic, exponential, and inverse trigonometric functions; related applications; techniques of integration; improper integrals; L'Hospital's rule; infinite series; and the conics. (Formerly Mathematics 313.)

4 semester hours. Prerequisite: Math. 212. Offered fall, spring, summer.

238: Quantitative Business Analysis II

A sequel to Mathematics 177, this course continues the study of nonlinear functions. The focus of the course, however, is elementary differential calculus, including partial differentiation. Applications to management and economics are stressed. Students cannot receive credit for both Mathematics 238 and 247. If a student has already received credit for Mathematics 212, then the student cannot subsequently receive credit for Mathematics 238.

3 semester hours. Prerequisite: Math. 177 or 209. Offered fall, spring, summer.

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.

(4) 3 semester hours. Prerequisite: three units of college preparatory mathematics or one college mathematics course, or consent of department chair. Gen. Ed. Category M/S. Offered fall, spring, summer.

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 to take more than one semester of calculus should begin with Mathematics 212. Students cannot receive credit for both Mathematics 238 and 247. If a student has already received credit for Mathematics 212, then the student cannot subsequently receive credit for Mathematics 247.

3 semester hours. Prerequisite: Math. 120 or equivalent or 177 or 181 or 209. Gen. Ed. Category M/S. Offered spring.

248: Business Statistics I

This course includes descriptive statistics, probability distributions, expected values, sampling distributions, estimation, and an introduction to hypothesis testing. Interpretation of results and applications to management and economics are stressed throughout. Students cannot receive credit for both Mathematics 240 and 248.

3 semester hours. Prerequisite: Math. 200 or 238, or consent of department chair. Gen. Ed. Category M for management and computer science majors only. Offered fall, spring, summer.

300: Bridge to Advanced Mathematics

An introduction to the standard techniques of deductive proof in mathematics. Standards and techniques are applied to basic results regarding sets, relations, functions, and other topics.

3 semester hours. Prerequisite: Math. 213 or consent of department chair. Offered fall.

309: Mathematical Problem Analysis

Problem-solving strategies in mathematics are identified. The level of problem and their analyses is designed to give students confidence in their ability to handle prob-

lems, as well as to provide a basis for the teaching of problem analysis.

3 semester hours. Prerequisite: two college-level mathematics courses. Offered spring.

314: Calculus III

A continuation of Mathematics 213, this course covers three-dimensional analytic geometry, functions of several variables, partial differentiation, and elementary vector analysis.

4 semester hours. Prerequisite: Math. 213. Offered fall and spring.

315: Linear Algebra

This course covers matrices, linear systems, vector spaces, vector geometry, and linear transformations.

3 semester hours. Prerequisite: Math. 300. Offered spring and summer.

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.

3 semester hours. Prerequisite: preceding or concurrent enrollment in Math. 314. Offered as needed.

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.

3 semester hours. Prerequisite: Math. 213 and one computer science course, or consent of department chair. Offered as needed.

318: Introduction to Operations Research

Operations research is the systematic application of mathematical techniques for generating better decisions for real-world problems using quantitative data. Topics include: linear programming, including duality, sensitivity analysis, transportation and assignment problems, and possibly integer programming, dynamic programming;

queuing; and network analysis.

3 semester hours. Prerequisite: Com. Sc. 102 or higher, and either Math. 212 or both Math. 200 and 247, or consent of department chair. Offered as needed.

324: Foundations of Geometry

This course covers axiomatics, including consistency, independence, and completeness of axiom systems. On this basis, finite geometries and Euclidean and hyperbolic geometries are examined.

3 semester hours. Prerequisite: Math. 209. Offered fall and spring.

331: Number Theory

Number systems, divisibility, primes, and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorems are studied.

3 semester hours. Prerequisite: Math. 209. Offered as needed.

333: Introduction to Abstract Algebra

A study is made of the theoretical properties of groups, rings, fields, polynomials, and systems. Properties of familiar number systems are exhibited as special cases of more general and abstract systems.

3 semester hours. Prerequisite: Math. 313. Offered fall and summer.

336: Discrete Mathematics

This course introduces the student to several important areas in noncontinuous mathematics, including graph theory and its application, difference equations, and finite-state machines.

3 semester hours. Prerequisite: Math. 212 or Math. 200 and 247. Offered spring and summer.

341: Introduction to Probability

This course includes the development of both discrete and continuous probability theory, counting techniques, mathematical expectation, joint distributions, and sampling distributions.

3 semester hours. Prerequisite: Math. 314. Offered fall.

345: Statistical Methods II

Advanced statistical topics such as design of experiments, analysis of variance, and multiple regression are presented. Methods of es-

ploring data, the role of assumptions, and statistical models are discussed. Computer software such as SPSS is used.
3 semester hours. Prerequisite: Math. 240 or 248 or 341. Offered spring.

358: History of Mathematics

This is a history of mathematical thought and a study of the development of mathematics to modern times.
3 semester hours. Prerequisite: Math. 300 or consent of instructor. Offered as needed.

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.
3 semester hours. Prerequisite: Math. 314. Offered as needed.

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.
3 semester hours. Prerequisite: Math. 300 and 314. Offered as needed.

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.
3 semester hours. Prerequisite: preceding or concurrent enrollment in Math. 314. Offered as needed.

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.
3 semester hours. Prerequisite: Math. 300, 314, and 333, or consent of department chair. Offered as needed.

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 conic. Invariant properties of various subgroups of the general projective transformation group are investigated.
3 semester hours. Prerequisite: Math. 315. Offered as needed.

428: Topology

A study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves, and mappings.
3 semester hours. Prerequisite: Math. 300 and 314. Offered as needed.

433: Algebraic Structures

Selected topics in the development of groups, rings, modules, and fields are covered. These include homomorphism, permutation groups, basic Galois Theory, ring extension problems, and ideals.
3 semester hours. Prerequisite: Math. 300, 315, 333. Offered as needed.

490: Individual Study in Mathematics

Topics depend on the interests of the students and instructor. Open to students who have demonstrated superior ability in mathematics, and may be repeated once with change of content.
3 semester hours. Prerequisite: consent of department chair. Offered as needed.

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.
3 semester hours. Prerequisite: Math. 300 and 412. Offered as needed.

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.
3 semester hours. Prerequisite: Math. 300, 412, 415. Offered as needed.

531: Advanced Number Theory

This course is an extension of elementary number theory, involving solutions of problems requiring application of algebraic or analytic theories.
3 semester hours. Prerequisite: Math. 300 and 331. Offered as needed.

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.
3 semester hours. Prerequisite: Math. 300 and 433, or consent of department chair. Offered as needed.

Medieval and Renaissance Studies

Meridith McMann
Coordinator

Program of Study

Major: Medieval and Renaissance Studies (B.A.)

Teacher Education Program: Medieval and Renaissance Studies (B.A.)

Medieval and Renaissance studies bridges two great ages in Western civilization, the Age of Faith and the Age of Humanism. This interdisciplinary major 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. The program may also serve as a basis for advanced study.

UNDERGRADUATE PROGRAM

Major in Medieval and Renaissance Studies

The full degree program in medieval and Renaissance studies requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

- Required Courses (30)
- Art 231, 332; History 304, 305; Music 310;
- Philosophy 355; seminar from a participating department, with coordinator's permission
- One course from English 335, • 345, 346, 356; Theatre 340
- Two courses from English 335 • 344, 347, 348, 351; French 313

•Cognates (6-7)

One course from A or B.

A. Classical

Art 331; English 335; * Greek 170; History 300, 301, 303; Latin 170; Philosophy 351

B. Late Renaissance and Baroque

Art 333; English 335; *† French 302; History 306

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

*When on appropriate topic.

†Or another appropriate English course with coordinator's approval.

Teacher Education Program

Students who major in medieval and Renaissance studies may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

COURSE OFFERINGS

See participating departments.

Modern Languages

Department of Modern Languages

Professor: *Chasl*

Associate Professors: *Cooms (chair), Taylor*

Assistant Professors: *Castellani, Gleason, Jaczyn-Amstutz, Parker*

Programs of Study

Major: French (B.A.); Spanish (B.A.)

Minor: French, Portuguese, Spanish

Graduate Program: French (M.A.)

Teacher Education Program: French, Spanish (B.A., M.A.T.)

See appropriate sections.

Language Courses

The Department of Modern Languages offers elementary and intermediate courses in French, German, Italian, Latin, Portuguese, and Spanish. Elementary courses (101, 102) and intermediate courses (113, 114) may be offered in languages not listed in this catalog. Recent examples include Arabic, Japanese, and Russian. Refer to the schedule of classes published each semester and contact the department chair for details.

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 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.

General Education

Under the General Education Program, students may study an appropriate language to satisfy the Western World (WW) or Non-Western World (NW) categories. Students who elect to take language courses numbered 101, 102 must take both semesters (eight semester hours) in order to satisfy these categories.

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 with honors in French or Spanish. Details are available from the department chair.

Music

Department of Music

Professors: *Boberg, Elam (chair), Jones, Macintosh Marbound, McClintock, Pellegrino, R. Smith, Stillman*

Associate Professors: *Alack, Samelien*

Adjunct Instructors: *Beck, Cobb,*

R. Cunningham, Curtis, Dean, Gates,

Fisher, Fritz, Gendron, Gilling,

Concannon, Hutchins, Immanuel, Jobe,

Martorella, McDonnell, Mearns, Moss,

Mounafian, Romiti, Sartelli, St. Jean,

S. Thomas, Wood, and Zetlin

Programs of Study

Major: Performance (B.M.); Music (B.A.)

Minor: Music

Teacher Education Program: See Music Education

UNDERGRADUATE PROGRAMS

Major in Performance (B.M.)

The major in performance provides a foundation for all areas of music performance—orchestral instruments, piano, harpichord, 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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Students who complete the performance major shall be considered to have met the requirement in the Fine and Performing Arts Category in general education. (Semester hours are in parentheses.)

•Required Courses (72-74)

Music Theory: Music 230, 232, 234, 236, 306 (or 322); two courses from Music 305, 307, 321, 458

Sight Singing and Ear Training: Music 231, 233, 235, 237

Music History and Literature: Music 207, 360; three courses from Music 310, 311, 312, 313, 314

Applied Music: eight semesters of Music 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: Music 308, two courses from Music 105, 164, 364, 366. Choice depends on applied area; see semesters vary among the courses.

•Cognates—voice majors only (8)
Italian 101, 102

Admission and Retention

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. The student must complete the Freshman Applied Music Proficiency at the end of his/her first semester.

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.

Major in Music (B.A.)

The full degree program in music requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (40)

Music Theory: Music 230, 232, 234, 236, one course from Music 305, 306, 307, 321, 322, 458

Sight Singing and Ear Training: Music 231, 233, 235, 237

Music History and Literature: Music 207; three courses from Music 310, 311, 312, 313, 314

Performance: completion of Freshman Applied Music Proficiency (see Audition Requirement below); two semesters from each of the following groups: (1) Music 270-288 in one instrument; (2) Music 161-163 in one ensemble

Music Electives: four semester hours from the following: Music 161-163, 164-166, 270-288, 458, any 300-level course in theory or literature

Audition Requirement

The student must pass Freshman Applied Music Proficiency at the end of his/her second semester of Applied Music.

Minor in Music

The minor in music consists of a minimum of 18 semester hours, as follows: Music 207, 230, 231, 232, 233; three semester hours from Music 310, 311, 312, 313; and four semester hours from applied music and/or 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 major 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 \$320 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 \$160 in addition to regular College fees.

COURSE OFFERINGS

MUSIC

101: Beginning Piano

Note-reading, rhythm, and finger coordination are taught in class piano. Individual practice is required, but no previous musical training is necessary.

(2) 1 semester hour. Offered fall and spring.

102: Beginning Guitar

Bases of fingering, melodies, chords, and accompaniments are taught in class guitar. No previous musical training is required. Students must supply their own guitars.

(2) 1 semester hour. Offered fall and spring.

103: Beginning Voice

Basic vocal production and singing styles, with emphasis on interpretation, are taught in class voice. No previous musical training is required.

(2) 1 semester hour. Offered fall and spring.

104: Class Piano I

The development of keyboard manipulative skills, the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation, and basic pedaling technique are covered. Included are examples of piano literature, ensembles, and major and minor scales.

(4) 2 semester hours. Prerequisite: Music 230 or consent of instructor. Offered spring.

105: Class Piano II

The continued development of the skills established in Music 104 is emphasized. Included are keyboard harmony using primary and secondary triads, altered chords and simple figured bass, and the study of piano literature from various periods.

(4) 2 semester hours. Offered fall.

106: Class Strings

The basic techniques of orchestral strings are studied. Pedagogy and a knowledge of basic materials are also considered.

(4) 2 semester hours. Offered spring.

107: Class Voice

Basic vocal pedagogy is stressed in preparation for a career in music education. Vocal

production, diction, interpretation technique, and standard vocal repertoire are studied.

(4) 2 semester hours. Offered spring.

110: Brass Class

The basic techniques of brass instruments are studied. Pedagogy and basic teaching materials are also considered.

(4) 2 semester hours. Offered fall.

111: Woodwinds Class

The basic techniques of woodwind instruments are studied. Pedagogy and basic teaching materials are also considered.

(4) 2 semester hours. Offered spring.

112: Percussion Class

The basic techniques of percussion instruments are studied. Pedagogy and basic teaching materials are also considered.

(2) 1 semester hour. Offered fall.

161-163: Large Ensembles

These are open to all qualified students by audition.

161 Chorus
162 Wind Ensemble
163 Orchestra

(4) 0.5 semester hour. Gen. Ed. Category A/3 for nonmajors. To fulfill the requirement for Gen. Ed. Category A/3, students must take Music 161-163 for a total of three semester hours. Any number less than three will not fulfill this requirement. Offered fall and spring.

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

(4) 1 semester hour. Gen. Ed. Category A/3 for nonmajors. To fulfill the requirement for Gen. Ed. Category A/3, students must take Music 164-166 for a total of three semester hours. Any number less than three will not fulfill this requirement. Offered fall and spring.

167: Theatre Orchestra

This course is open to all qualified students. Its purpose is to provide preparation and performance experience for musical stage productions. Since balanced groups are necessary and orchestration varies, selection of performers is made by the instructor.

1 semester hour. Prerequisite: consent of instructor. Offered spring.

170-188: Applied Music

Private study is offered in any of the instruments listed below. This 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-Harpichord
- 185 Classic Guitar
- 186 Percussion
- 187 Accordion
- 188 Harp

1 semester hour. Prerequisite: consent of department chair. Offered fall, spring, summer.

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.

(1) 0 semester hour. Offered fall and spring.

201: Survey of Music

Musical eras, styles, forms, and basic vocabulary are introduced to the nonmusic major through music literature. An ability to read music is not presumed.

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

204: 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.

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

204: Sight Singing and Ear Training

Students develop basic sight-singing and rhythm-reading techniques using the movable "do" system. Study is given to melodic material based on pentatonic scales, major and minor scales, and triadic patterns.

(2) 1 semester hour. Offered spring.

207: Introduction to Music Literature

The current repertory of Western art music and its antecedents are surveyed, with emphasis on representative works. Major stylistic and formal developments are also studied.

3 semester hours. Prerequisite: Music 230. Offered spring.

208: Music in Non-Western Cultures

Selected non-Western musical traditions are studied in their cultural context, using the parameters of music, ethnomusicology, and anthropology. Focus is on the performance and functions of music in selected non-Western cultures. Students cannot receive credit for both Anthropology 208 and Music 208.

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

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's be-

ginnings before Haydn and its development after Mahler are also considered.

3 semester hours. Gen. Ed. Category A/3. Offered alternate falls (even years).

222: Opera

Representative operas from the 17th century to the present are studied, encompassing changing styles, the particular contributions of composers, the libretti, and the most significant operas of the past and present.

3 semester hours. Gen. Ed. Category A/3. Offered alternate falls (odd years).

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.

3 semester hours. Gen. Ed. Category A/3. Offered fall.

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 solos are emphasized.

3 semester hours. Gen. Ed. Category A/3. Offered spring.

230: Music Theory I

Students are introduced to the principles of music organization through the study of scales, intervals, triads, cadences, and the harmonization of soprano and bass lines using primary triads. Also included are the introductory principles of orchestration.

3 semester hours. Offered fall.

231: Sight Singing and Ear Training I

This course in sight singing and ear training includes basic rhythm, scale, and chord patterns.

(2) 1 semester hour. Offered fall.

232: Music Theory II

A continuation of Music 230, this course emphasizes modulation, seventh chords, chorale writing, binary and ternary forms,

and score-reading techniques.

3 semester hours. Prerequisite: Music 230. Offered spring.

233: Sight Singing and Ear Training II

A continuation of Music 231, this course emphasizes seventh chords and more complex rhythmic patterns.

(2) 1 semester hour. Prerequisite: Music 231. Offered spring.

234: Music Theory III

A continuation of Music 232, this course emphasizes the polyphonic techniques of the 18th century altered chords, borrowed chords, and forms of the baroque and classical periods, such as the sonata, inventions, fugues, canons, and rondo form movements.

3 semester hours. Prerequisite: Music 232. Offered fall.

235: Sight Singing and Ear Training III

A continuation of Music 233, this course emphasizes melodies and harmonic progressions using altered chords and modulations.

(2) 1 semester hour. Prerequisite: Music 233. Offered fall.

236: Music Theory IV

A continuation of Music 234, this course emphasizes chromatic harmony and extended chords, forms of the romantic period, and 20th-century compositional practices.

3 semester hours. Prerequisite: Music 234. Offered spring.

237: Sight Singing and Ear Training IV

This is an advanced course in sight singing and ear training that includes atonal melodies and contemporary rhythm patterns.

(2) 1 semester hour. Prerequisite: Music 235. Offered spring.

240: Music Theory Review

An intensive review of basic theoretical concepts, aural perception, and sight-singing abilities is presented as preparation for graduate study in music theory. This course may be required as a prerequisite of Music 505.

3 semester hours. Offered as needed.

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

(1) 2 semester hours. Prerequisite: concurrent enrollment in Music 191. Offered fall, spring, summer.

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 designs, song form, variations, rondo, sonata form, as well as various hybrid forms.

3 semester hours. Prerequisite: Music 232 or consent of instructor. Next offered fall 1996.

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.

3 semester hours. Prerequisite: Music 232 or consent of instructor. Next offered spring 1997.

307: Composition

Techniques of musical composition in the smaller form are studied. Extensive experience in form and analysis is required to complete original compositions.

3 semester hours. Prerequisite: Music 232 and

either 305 or 306, or consent of instructor. Next offered fall 1997.

308: Fundamentals of Conducting

Basic instrumental- and choral-conducting techniques and score reading are offered. Practical experience with ensembles formed by class members is also provided. (Formerly Music 108.)

(4) 2 semester hours. Prerequisite: Music 207 and 236. Offered fall.

310: Medieval and Renaissance Music

A 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.

3 semester hours. Prerequisite: Music 207 and either 203 or 230, or consent of instructor. Next offered fall 1996.

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.

3 semester hours. Prerequisite: Music 207 and either 203 or 230, or consent of instructor. Next offered fall 1996.

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. 3 semester hours. Prerequisite: Music 207 and either 203 or 230, or consent of instructor. Next offered spring 1997.

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.

3 semester hours. Prerequisite: Music 207 and either 203 or 230, or consent of instructor. Next offered spring 1996.

314: Twentieth-Century Music

Music literature since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg, and Hindemith. Also studied are impressionism, postromanticism, and recent stylistic trends. 3 semester hours. Prerequisite: Music 207 and either 203 or 230, or consent of instructor. Next offered fall 1995.

321: Orchestration

A detailed study of the range, tonal quality, and characteristics of various orchestral and band instruments is presented. Problems and projects in scoring for various ensembles are included.

3 semester hours. Prerequisite: Music 232 or consent of instructor. Next offered spring 1996.

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. 3 semester hours. Prerequisite: Music 232 and 306, or consent of instructor. Next offered spring 1998.

360: Seminar in Music Literature

This seminar concentrates on a selected topic and offers intensive study of a major composer or of an important historical development. Knowledge of research techniques is also emphasized.

3 semester hours. Prerequisite: Music 207, 230, 252, and one course from Music 310, 311, 312, 313, 314, or consent of instructor. Offered alternate springs (odd years).

364: Language Orientation

This is a course in the diction of the French, German, and Italian languages as applied to standard vocal repertoire. (Formerly Music 365.)

(3) 2 semester hours. Prerequisite: consent of instructor. Offered alternate springs (even years).

366: Accompanying

Practical experience is provided in the rehearsal and performance of accompaniments for instrumental and vocal soloists.

Assignments are made on the basis of need and ability. May be repeated for elective or degree-required credits. Open to pianist, organist, and guitarist.

1 semester hour. Prerequisite: consent of instructor. Offered spring.

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-Harpichord
- 385 Classic Guitar
- 386 Percussion
- 388 Harp

(1) 3 semester hours. Prerequisite: concurrent enrollment in Music 191 and acceptance into the B.M. program in performance. Offered fall and spring.

390: Independent Study

The student, with the guidance of a faculty advisor, selects and thoroughly investigates a specialized topic.

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

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. (Formerly Senior Recital.)

0 semester hour. Prerequisite: 20 semester hours (five semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

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.

0 semester hour. Prerequisite: 12 semester hours (six semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

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.

0 semester hour. Prerequisite: Music 391 and 28 semester hours (seven semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

458: Twentieth-Century Theory

A study is made of the theoretical and compositional techniques of 20th-century composers.

3 semester hours. Prerequisite: Music 236 or consent of instructor. Next offered fall 1993.

505: Systems of Musical Analysis

This course investigates appropriate systems of analysis for music from Gregorian Chant to contemporary works. Special emphasis is placed on modal theory, theories of Schenker and Hindemith, and set theory.

3 semester hours. Prerequisite: Music 240 or passing grade on graduate theory examination. Offered alternate fall (even years).

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.

3 semester hours. Next offered spring 1999.

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.

3 semester hours. Next offered fall 1996.

560: Seminar in Music Literature

This seminar concentrates on a selected topic and offers intensive study of a major composer or of an important historical development. Knowledge of research techniques is also emphasized.

3 semester hours. Prerequisite: consent of instructor. Offered alternate springs (even years).

561-563: Large Ensembles

These courses are open to all qualified students by audition.

- 561 Chorus
- 562 Wind Ensemble
- 563 Orchestra

(4) 0.5 semester hour. Offered fall and spring.

564-566: Chamber Ensembles

These courses 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
- (4) 1 semester hour. Offered fall and spring.*

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

(1) 2 semester hours. Prerequisite: graduate status. Offered fall, spring, summer.

590: Independent Study

The student, with the guidance of a faculty advisor, selects and thoroughly investigates a specialized topic.

1-6 semester hours. Offered as needed.

591: Graduate Recital

The graduate student performs a public recital of literature from various stylistic periods.

0 semester hour. Prerequisite: consent of departmental graduate committee. Offered as needed.

Music Education

Department of Music

Professors: Dobry, Elan (chair), Jones, Moravick, Markward, McClintock, Pellegrini, R. Smith, Sullivan

Associate Professors: Mack, Samolin

Adjunct Instructors: Bok, Cobb, R. Conning, Curran, Dean-Gates, Fucoli, Fritzer, Gendron, Gellry, Gonzalez, Hutchins, Immanuel, Jobe, Mansorella, McDonnell, Mandon, Marx, Moravick, Ramis, Santilli, St. John, S. Thomas, Wood, and Zeilin

Programs of Study

Major: Music Education (B.S.)
 Graduate Programs: Music Education (M.M.Ed., M.A.T.)

UNDERGRADUATE PROGRAM**Major in Music Education**

The major in music education prepares graduates to teach kindergarten through grade 12. The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

[Semester hours are in parentheses.]

- Required Courses (58-60)
- Music Theory: Music 230, 232, 234, 236
- Sight Singing and Ear Training: Music 231, 233, 235, 237
- Music History and Literature: Music 207, two courses from Music 310, 311, 312, 313, 314
- Applied: Music 392, seven semesters from each of the following groups: (1) Music 270-288 in one instrumental area; (2) Music 191; (3) Music 161-163 in one major ensemble, one semester in a second major ensemble
- Class Instruments: Music 104, 106, 107, 110, 111, 112, 308
- Related Requirements: Music 164 for two semester hours (keyboard majors may substitute one semester hour of Music 366 for one semester hour of Music 164), Music

364 (for voice majors)

•Professional Courses (26)

Music Education 312, 313, 324, 325; Counseling and Educational Psychology 216; Foundations of Education 340, 345

Admission and Retention

Students interested in music education should contact the Department of Music upon admission to the College. Although students may declare the major as freshmen, formal acceptance into the teacher education program coincides with permission to enroll in Music Education 313.

There are three steps to the admission process in music education:

1. As freshmen, students must successfully audition in their major applied area and complete the Freshman Applied Music Proficiency.
2. Prior to enrollment in Music Education 312, candidates must satisfy the sight-singing and piano requirements.
3. While enrolled in Music Education 312, candidates must satisfy School of Education and Human Development requirements for admission to undergraduate teacher education programs (see page 73).

The major in music education has other special standards for admission and retention. Candidates for admission must complete a 28-hour music classroom observation program (the pre-practicum program) and successfully complete examination in sight-singing and piano. The pre-practicum program, together with the sight-singing and piano examinations, must be completed the semester prior to enrollment in Music Education 312.

Musical Organizations—Music Education
Music education majors are required to hold membership for seven semesters 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 must enroll in Orchestra. Wind and percussion students will be assigned to Wind Ensemble or Orchestra on the basis of need and proficiency. All other music education students will normally enroll in Chorus.

In addition to membership in one of the aforementioned organizations, students who participate in Wind Ensemble or Orchestra as their primary ensemble must also participate in Chorus for at least one semester. Students who participate in Chorus as their primary ensemble must also participate in Wind Ensemble or Orchestra for at least one semester. Thus, the total large ensemble obligation for a music education student is eight semesters seven in major ensemble and one in a secondary ensemble.

Honors Program

Music education 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 major 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 Bachelor of Science 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 \$320 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 \$160 in addition to regular College fees.

GRADUATE PROGRAMS

Advisor: Philip McClintock

Master of Music Education

The Master of Music Education is an advanced degree program for persons certified in music. Students seeking initial certification are required to enroll in the Master of Arts in Teaching program.

Admission Requirements

Teacher certification in music; a music major (or 50 semester hours of approved music courses); evidence of musicianship; scores on the Graduate Record Examination or Miller Analogies Test; entrance examinations in music education, theory, his-

tory, and literature. The music tests are used for remedial or diagnostic purposes. Students who have completed an M.A.T. in music education at Rhode Island College are not candidates for this program. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Foundations of Education 402 or 420, Special Education 431
- Professional Education Component (12)
- Music Education 501, 502, 525
- One course from Music Education 503, 592, or other approved course
- Academic Disciplines Component (15)
- Music 505, 560
- Five semester hours from Music 521, 522, 570-588
- Four semester hours from Music 561-563, 564-566, 570-588, 590
- Capstone Course (3)
- Music Education 566
- Comprehensive Examination (0)
- Total semester hours: 36*

Note: A thesis/graduate project or graduate recital is required of each student. 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.

Master of Arts in Teaching in Music Education

The Master of Arts in Teaching is an advanced degree program for students seeking initial certification. Certified teachers should refer to the Master of Music Education.

Admission Requirements

Equivalent of the Rhode Island College music major (or at least 50 semester hours of music) with a minimum 3.0 grade point average; evidence of musicianship; scores on the Graduate Record Examination or Miller Analogies Test; scores on entrance examinations in music education, theory, history, and literature. The music examina-

tions are administered on or about April 15. These tests are used for remedial and diagnostic purposes. Also see graduate Admission Procedures/Requirements on page 40. Students should note that additional courses may be required as prerequisites for certification, depending upon a student's educational background and the results of the entrance examinations. These courses may include various class instruments, conducting, large and small ensembles, theory, history, literature, applied music, and non-Western music.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (9)
- Counseling and Educational Psychology 441, Foundations of Education 441, 446
- Professional Education Component (25)
- Music Education 412, 413, 424, 425, 501, 502, 525
- Academic Disciplines Component (6)
- Music 505, 560
- Elective* (15-4)
- Select A or B
- A. Thesis/Graduate Project:
•Music Education 592
- B. Recital:
•Music 591 and a minimum of four semester hours from Music 570-588
- Capstone Course (3)
- Music Education 566
- Comprehensive Examination (0)
- Total semester hours: 46-47*

*A thesis/graduate project or graduate recital is required of each student. Theses and graduate projects vary but topics for each must be approved by the departmental graduate committee. The recital is available only to those who clearly exhibit advanced musicianship and must have the approval of the departmental graduate committee.

COURSE OFFERINGS

MUSIC EDUCATION

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 teach-

ing are included. The focus is on general music in kindergarten through grade eight. (Formerly Education 312.)

(6) 3 semester hours. Prerequisite: Music 104 and successful completion of eight singing and keyboard proficiency for acceptance into the music education teacher preparation program. Offered fall.

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 musical experiences of secondary school students. (Formerly Education 313.)

(6) 3 semester hours. Prerequisite: Music Ed. 312 and admission to the music education teacher preparation program. Offered spring.

324: Student Teaching in Music Education

Student teaching is offered at the elementary and secondary levels. Students participate in student teaching for the entire school day throughout the placement, and must follow the public school calendar while student teaching. (Formerly Education 324.)

9 semester hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in Music Ed. 325; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall.

325: Student Teaching Seminar in Music Education

This seminar develops teacher behaviors appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.

(14) 1 semester hour. Prerequisite: concurrent enrollment in Music Ed. 324. Offered fall.

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. (Formerly Education 341.)

(3) 2 semester hours. Offered fall, spring, summer.

412: 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 preparation in teaching are included. Focus is on general music in kindergarten through grade eight. Special projects are required. Performance demonstrated in this course must merit graduate credit. Students cannot receive credit for both Music Education 312 and 412.

(6) 3 semester hours. Prerequisite: admission to the M.A.T. program, and successful completion of eight singing and keyboard proficiency for acceptance into the music education teacher preparation program. Offered fall.

413: Practicum in Music Education II

In this continuation of Music Education 412, emphasis is on instrumental and vocal music in kindergarten through grade 12 and on the elective musical experiences of secondary school students.

(6) 3 semester hours. Prerequisite: Music Ed. 412, admission to the M.A.T. program, and acceptance into the music education teacher preparation program. Offered spring.

424: Student Teaching in Music Education

Graduate music students participate in student teaching at both the elementary and secondary levels under the supervision of a cooperating teacher. Students teach the entire day and follow the public school calendar. Performance demonstrated in this course must merit graduate credit.

9 semester hours. Prerequisite: Music Ed. 412, 413, and concurrent enrollment in Music Ed. 425; enrollment in the M.A.T. program in music education; completion of all professional courses required prior to student teaching; cumulative GPA of 3.0 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall.

425: Student Teaching Seminar in Music Education

Taken concurrently with Music Education 424, this seminar allows graduate students to reflect upon their classroom experience. Topics include classroom management, learning styles, teaching strategies, and evaluation. Performance demonstrated in this course and special projects must merit graduate credit.

(14) 1 semester hour. Prerequisite: concurrent enrollment in Music Ed. 424. Offered fall.

501: Research Techniques in Music Education

The techniques of research in music education are investigated and applied. Bibliography is explored and standard sources are used.

3 semester hours. Prerequisite: consent of instructor. Offered summer.

502: Perception, Assessment, and Evaluation in Music

Study is made of the nature of musical perception, discrimination, and talent, with emphasis on music aptitude and the theories on which they are based, including learning theories. Emphasis is on standard evaluation techniques, including standardized and teacher-made tests.

3 semester hours. Prerequisite: graduate status. Offered summer.

503: School Music Administration and Supervision

This is a study of the factors involved in administering and supervising school music programs.

3 semester hours. Prerequisite: graduate status or consent of instructor. Offered summer.

525: Advanced Studies in Music Education

Basic concepts in philosophy of music education, aesthetics, history of music education, sociology, and psychology are presented. (Formerly Education 525.)

3 semester hours. Prerequisite: consent of instructor. Offered alternate summers (odd years).

566: Seminar in Music Education

Selected problems are investigated. (Formerly Education 566.)

3 semester hours. Prerequisite: consent of instructor. Offered alternate falls (even years).

592: Graduate Thesis

A formal research problem is investigated by the student. An advisor from the Department of Music will be assigned to the student.

3 semester hours. Prerequisite: consent of departmental graduate committee. Offered as needed.

Nursing

Department of Nursing

Professors: *Carly, Cahern, Haimenikh, Lessin, Pratt*

Associate Professors: *Bem, Burke, Cassingham, Hildebrand, Enright, A. Murphy, Ramonsson, Shelton, P. Thomas (chair), Wood*

Assistant Professors: *Barzen, Byrd, DeNocis, Doherty, Foose, Harrison, Laskett, Matames, Ponsa, Rachette, Robetzky, J. Williams*

Program of Study

Major: Nursing (B.S.)

UNDERGRADUATE PROGRAM

Major in Nursing

The Rhode Island College Department of Nursing is accredited by the National League for Nursing and has a 20-year history of excellence in nursing education. 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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. The nursing program has provisions for registered nurses who wish to pursue the baccalaureate degree.

(Semester hours are in parentheses.)

•Required Courses (55–57)
Nursing 200* (or 202), 203, 204, 205, 219, 320, 321, 322, 323, 330, 331, 332, 333
(Registered nurses take Nursing 207, 219, and 310)

•Cognates (20)
Biology 231, 335, 348; Chemistry 106; Psychology 230

*Students who have completed Health 1000 at the Community College of Rhode Island should take Nursing 200 in place of Nursing 202.

Note: All students must be certified for CPR each year.

Suggested Sequence

While the nursing 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 105 (4, G.E. S/4)
Psychology 110 (3, G.E. SB/1)
Writing 100 (4)
(Total semester hours: 15)

*Second Semester**
Nursing 219 (2)
Biology 231 (4)
Chemistry 106 (4, G.E. SM/6)
Psychology 230 (4)
General Education (3, G.E. Core)
(Total semester hours: 17)

Third Semester
Nursing 200 (2) or 202 (4)
Nursing 203 (2)
Biology 335 (4)
General Education (3, G.E. Core)
General Education (3, G.E. Core)
(Total semester hours: 14–16)

Fourth Semester
Nursing 204 (4)
Nursing 205 (2)
Biology 348 (4)
General Education (3, G.E. Core)
General Education (3, G.E. SB/2)
(Total semester hours: 16)

*Fifth Semester**
Nursing 320 (6)
Nursing 321 (6)
General Education (3, G.E. A/3)
General Education (3, G.E. NW)
(Total semester hours: 18)

Sixth Semester
Nursing 322 (6)
Nursing 323 (6)
General Education (3, G.E. M/5)
(Total semester hours: 15)

Seventh Semester
Nursing 330 (3)
Nursing 331 (6)
General Education (3, G.E. WW or 7)
Elective (3)
(Total semester hours: 15)

Eighth Semester
Nursing 332 (3)
Nursing 333 (6)
General Education (3, G.E. CP/R)
(Total semester hours: 12)

*Students are strongly encouraged to lighten these semesters by taking courses during summer sessions following the freshman or sophomore year.

Admission

All declared nursing majors admitted to Rhode Island College who anticipate enrolling in Nursing 200, 202, or 203 in the fall semester must submit a completed Enrollment Form to the Department of Nursing by March 1 of the preceding academic year. Students who have completed Health 1000 at the Community College of Rhode Island with a grade of C or better should take Nursing 200 in place of Nursing 202.

Students must have met the College Mathematics Competency and Writing Requirements and maintain a cumulative grade point average of 2.5. Students must have completed Biology 231 and Psychology 230 with a grade of C or better.

Priority for course enrollment will be given to students who meet course requirements at Rhode Island College by the end of the spring semester of the first summer session.

Students accepted to the College after March 1 as transfers or second-degree candidates should file an Enrollment Form with the Department of Nursing and will be considered for enrollment based upon availability of seats after first summer session.

The Department of Nursing may require a personal interview.

R.N. Students

Registered nurse students who anticipate applying for the Portfolio for Assessment of Prior Learning to challenge Nursing 205, 321, and 323 must submit a completed Enrollment Form to the Department of Nursing by February 1 of the spring semester in which the portfolio will be completed.

Registered nurse students must meet all of the above criteria and must have completed all cognates with a grade of C or better by the end of the spring semester in which the portfolio will be completed.

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 Office of Undergraduate Admissions. The criteria and application procedure for admission to the major in nursing are the same as described above. A learning contract is then formulated with the department chair.

Transfer Students

Transfer students accepted into the College will be reviewed on an individual basis for possible full enrollment in nursing courses with a clinical component. In addition, students transferring from other nursing programs are required to forward a letter of recommendation from the head of the previous program.

Retention

Each semester, students in nursing must maintain the grade point average designated by the College for the number of credits earned (see Undergraduate Academic Policies on page 31).

Criteria for retention are

1. Completion of required prerequisite courses (cognate and nursing).
2. Completion of all cognates before the junior year.
3. A grade of C or better in each nursing course. 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.

4. A grade of C or better in each cognate course. Students with a grade of C- or lower in cognate courses will have the automatic option to progress in nursing (probationary status) for one semester while repeating the course in question.

Note: The Admission and Retention Committee will apprise students who have not met the retention criteria that they must defer enrolling in the next nursing course until they can show evidence of meeting the retention criteria.

For nursing courses that are clinical practicum, student performance in the practicum is graded as Satisfactory, Unsatisfactory, or Honored.

The Credit/No Credit option is not permitted in required courses and cognates in the major in nursing.

The faculty of the Department of Nursing reserves the right to require withdrawal or dismissal of a student who gives evidence, academically or personally, of inability to carry out professional responsibilities in nursing. Students who do not meet retention standards are dismissed from the program. 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 a record of chest X-ray on file in the College's Health Services. Verification of the College Medical Form and the annual PPD test must be submitted to the department when enrolling in the first clinical course. 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.

Students are strongly encouraged to receive the Hepatitis B vaccine prior to their first practicum. Vaccination is provided by Health Services at a reduced price. If the student chooses not to be vaccinated, he/she must sign a declination form.

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. 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.

Honors Program

Nursing 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 completion of the program, a student will be awarded the Bachelor of Science with honors in nursing. Details of the application process and program procedures are available in the student handbook for nursing majors.

COURSE OFFERINGS

For nursing major only, unless otherwise indicated.

NURSING

200: Transition to Baccalaureate Nursing Education

This course constitutes the formal transition to baccalaureate nursing and the program framework for students who have previously completed an introductory nursing course in an institution of higher learning. *2 semester hours. Prerequisite:* Bio 231, Psych 230, *consent enrollment in Nursing 201, completion of an introductory nursing course in an institution of higher learning, or consent of department chair. Offered fall.*

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. *4 semester hours. Prerequisite:* Bio 231, Psych 230, *consent enrollment in Nursing 201, admission to the College. Offered fall.*

203: Practicum I

The student is introduced to professional nursing and is provided the opportunity to apply care concepts to assist clients to promote and maintain health in selected settings. *(6) 2 semester hours. Prerequisite:* *consent enrollment in Nursing 200 or 202. Offered fall.*

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. *4 semester hours. Prerequisite:* Nursing 200 or 202, *and consent enrollment in Nursing 205. Offered spring.*

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.

(9) 3 semester hours. Prerequisite: Nursing 200 (or 202), 203, *and consent enrollment in Nursing 204. Offered spring.*

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.

4 semester hours. Prerequisite: *limited registered-nurse students. Offered fall and spring.*

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 classroom and in practicum settings. *2 semester hours. Offered fall and spring.*

310: Fundamentals of Operating Room (OR) Nursing

This course is an introduction to OR nursing and is designed for the registered nurse, the LPN nurse, or the senior baccalaureate nursing student interested in beginning employment in the OR. Emphasis is on the concepts of perioperative, intraoperative, and postoperative care of the surgical client. The nursing process is utilized in each of these phases.

3 semester hours. Prerequisite: RN or practical nurse licensure and one year of medical/surgical nursing experience. *Senior nursing students may take this course but cannot register for Nursing 311. Offered as needed.*

311: Perioperative Practicum

The knowledge and techniques necessary to ensure the responsibilities of the OR nurse are emphasized in this comprehensive orientation to the OR and the perioperative role.

(9) 3 semester hours. Prerequisite: RN licensure, LPN licensure, and Nursing 310. *Offered as needed.*

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.

3 semester hours. Prerequisite: consent of instructor. Offered fall and spring.

313: Mental Health and Aging

Focus is on mental health issues as they relate to the elderly. Using a primary, secondary, tertiary intervention framework, issues related to loneliness, loss, isolation, grief, affective disorders, and dementia are explored. Therapeutic interventions, responsible interaction with family members, and therapeutic use of self in one-to-one interactions are addressed. (Formerly Health Maintenance of the Elderly)

3 semester hours. Prerequisite: Soc. 217 or consent of instructor. Offered fall and spring.

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, inspection, palpation, percussion, and auscultation.

4 semester hours. Prerequisite: senior nursing students and registered nurses. Offered fall and spring.

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 children experiencing simple deviations in health across the life span.

6 semester hours. Prerequisite: Nursing 200 (or 202), 203, 204, 205, 219, and concurrent enrollment in Nursing 321; Bio. 231, 335, 348; Chem. 106; Psych. 230. Offered fall.

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.

6 semester hours. Prerequisite: concurrent enrollment in Nursing 320. Offered fall.

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.

6 semester hours. Prerequisite: Nursing 320 and concurrent enrollment in Nursing 323. Offered spring.

323: Practicum IV

Nursing 323 provides the student with the opportunity to apply the concepts learned in Nursing 322. Cognitive, psychomotor, and affective skills are developed through guided experiences in simulated and actual clinical situations.

6 semester hours. Prerequisite: Nursing 320, 321, and concurrent enrollment in Nursing 322. Offered spring.

330: Nursing and Complex Deviations in Health across the Life Span

This course focuses on the concepts of the professional nursing role, models of management, and research which influence professional nursing practice. The interactive effects of complex deviations in health are reviewed in relation to professional nursing practice and level of care.

3 semester hours. Prerequisite: Nursing 320, 321, 322, 323, and concurrent enrollment in Nursing 331. Offered fall.

331: Practicum V

This practicum experience allows the student to practice complex nursing in a variety of settings.

(18) 6 semester hours. Prerequisite: concurrent enrollment in Nursing 330. Offered fall.

332: Advanced Concepts in Nursing and Health

This course focuses on life patterns, developmental levels, and care of the client with complex deviations in health. The concept of community as client is further developed. The impact of ethical/moral values and socioeconomic and political issues on contemporary professional behavior and practice is analyzed.

3 semester hours. Prerequisite: Nursing 330 and

concurrent enrollment in Nursing 333. Offered spring.

333: Practicum VI

This course involves the practical application and synthesis of concepts learned throughout the nursing program.

(18) 6 semester hours. Prerequisite: Nursing 330, 331, and concurrent enrollment in Nursing 332. Offered spring.

390H-391H: Directed Study

The honors candidate conducts individual research and/or creative projects in nursing during the two semesters.

3 semester hours each. Prerequisite: honors program in nursing. Offered fall and spring.

Philosophy

Department of Philosophy

Professors: *Gasigione (chair), Entomas, R. Olmsted, S. Smith*

Assistant Professors: *J. Carrisi, Shogenji*

Programs of Study

Major, Philosophy (B.A.)

Minor: Philosophy, Religious Philosophies and Philosophical Foundations of Education

Teacher Education Program: Philosophy (B.A.)

UNDERGRADUATE PROGRAMS**Major in Philosophy**

The major in philosophy provides a general background in the historical, logical, analytical, and normative perspectives from which fundamental questions concerning humankind and its predicament in the cosmos can be considered. There is a strong emphasis in the major upon developing skills and attitudes attendant to critical thinking. These include conceptual analysis, logical argumentation, precise articulation of ideas, and a humane receptivity to the ideas of others. Attention is given to tailoring a program to the pre-professional needs of each student.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•R required Courses (30-33)

- A. Logic
Philosophy 205 or 305
- B. History
Philosophy 351, 356, and one course from the following: Philosophy 300, 353, 355, 358
- C. Ethics
One course from the following: Philosophy 306, 321, 322
- D. Epistemology/Metaphysics
One course from the following: Philosophy 311, 320, 330, 333

Any additional philosophy courses at the 200- or 300-level to complete a minimum of 30 semester hours, with at least 18 of the 30 semester hours at the 300-level.

Minor in Philosophy

The minor in philosophy consists of a minimum of 18 semester hours in philosophy, with at least six semester hours at the 300-level. The courses chosen should form a coherent program.

Minor in Religious Philosophies and Philosophical Foundations of Education

The minor in religious philosophies and philosophical foundations of education consists of at least 18 semester hours (six courses), as follows: Philosophy 201, 241; Foundations of Education 250 (alternately in Christianity, Hinduism, Buddhism, etc.); and three courses from the following: Anthropology 337; English (course chosen with advisor consent); History 306, 326, 327, 334, 340, 344; Philosophy 350, 351, 355, 356, 358; and Sociology 313.

Teacher Education Program

Students who major in philosophy may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

COURSE OFFERINGS

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. *3 semester hours. Gen. Ed. Category WW/8. Offered fall, spring, summer.*

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 traditions. *3 semester hours. Gen. Ed. Category NW/7. Offered fall, spring, summer.*

205: Introduction to Logic

This course covers principles of valid reasoning in responsible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is made in subject matter and put to practical use in critical thinking. *3 semester hours. Gen. Ed. Category SM/5. Offered fall, spring, summer.*

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. *3 semester hours. Gen. Ed. Category WW/8. Offered fall, spring, summer.*

230: Aesthetics

Theories of art experience, the relation of aesthetic experience to other types of experience and to other kinds of knowledge are included. *3 semester hours. Gen. Ed. Category A/3. Offered fall, spring, summer.*

241: Philosophy of Religion

This course involves an inquiry into the ontological, epistemological, and axiological ramifications of religious experience. *3 semester hours. Offered fall, spring, summer.*

300: American Philosophy

This is a survey of philosophy in America from the colonial period to 1960. The classical American philosophers are the focus of this 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. *4 semester hours. Offered spring.*

301: Business Ethics

Economic values that business organizations, practices, and leaders create and maintain are identified and their justification traced. Topics related to profit, price, interest rates, capital, commodities, jobs, risks of production, distribution, and exchange are analyzed by use of the philosophical categories of ethics, absolute rights, welfare, distributive justice, social responsibility, and personal identity. In addition, systematic theories of moral and social values are used. *3 semester hours. Prerequisite: any 200-level philosophy course or any economics or management course. Offered as needed.*

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. *3 semester hours. Prerequisite: Phil. 205 or consent of instructor. Offered alternate springs (even years).*

306: Contemporary Ethical Theory

Theories about the nature and possibility of ethics are discussed. Topics may include relativism, egoism, intuitionism, moral relativism, the nature of the moral person, moral development, feminist ethics, the significance of evolution, and the nature of moral arguments. *3 semester hours. Prerequisite: Philosophy 206 or consent of department chair. Offered as needed.*

311: Knowledge and Truth

This course investigates the concept of knowledge and its relationship to the world of experience. Various theories of the nature of truth are presented and analyzed. The course provides an introduction to epistemology. *3 semester hours. Prerequisite: any 200-level philosophy course. Offered fall.*

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. *3 semester hours. Prerequisite: consent of instructor or department chair. Offered alternate springs (even years).*

320: Philosophy of Science

Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification are covered. *4 semester hours. Prerequisite: consent of instructor. Offered as needed.*

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." *3 semester hours. Offered fall.*

322: Philosophy of Law

An examination of conceptual problems regarding law and legal systems. Topics may include the nature of law, law and morality, civil disobedience, positivism, naturalism, personhood under the law, rights, punishment, criminal responsibility, and judicial decision making. *3 semester hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.*

325: Environmental Ethics

This course examines theories and reality, ideology and action, and values and facts. Focus is on actions into the next century. *3 semester hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.*

330: Metaphysics

A problem-oriented introduction to some of the central issues of contemporary metaphysics. Possible topics include ontology (what exists), necessity, causation, free

will/determinism, space and time, and identity-overt-time.

3 semester hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.

333: Philosophy of Mind

A study of the status and role of mind in relation to body. Diverse theories, such as mind/body dualism, identity theory, behaviorism, functionalism, and emergence, are discussed. Other topics may include mental states, consciousness, and artificial intelligence.

3 semester hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.

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.

4 semester hours. Prerequisite: any 200-level philosophy course. Offered fall.

353: Hellenistic Philosophy

The development of philosophy in Greece and Rome from Epicurus to Augustine is traced. Emphasis is placed on Epicurean, Stoic, and Neoplatonic ethics, epistemology, and ontology. Topics related to skepticism and cynicism are also included.

3 semester hours. Prerequisite: any 200-level philosophy course. Offered as needed.

355: Aquinas, Bonaventure, and Medieval Thought

The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Bonaventure are studied.

4 semester hours. Prerequisite: any 200-level philosophy course. Offered alternate springs (odd years).

356: Seventeenth- and 18th-Century Philosophers

Works of European philosophers from René Descartes to Immanuel Kant are read.

4 semester hours. Prerequisite: any 200-level philosophy course. Offered alternate falls (even years).

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. (Formerly Philosophy 357.)

4 semester hours. Prerequisite: any 200-level philosophy course. Offered alternate falls (even years).

359: Contemporary Analytic Philosophy

This course focuses on late 19th- and 20th-century philosophers of language, with particular emphasis upon their technical words 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.

3 semester hours. Prerequisite: any 200-level philosophy course. Offered as needed.

393-364: Seminar in Philosophy

Concepts, individual thinkers, or institutional movements may be chosen to be explored intensively.

3 or 4 semester hours. Prerequisite: consent of instructor and department chair. Offered as needed.

391-394: Independent Study

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

1-4 semester hours. Prerequisite: consent of instructor and department chair. Offered as needed.

Physical Education

Department of Health, Physical Education, and Recreation

Professor: *Lanshards*

Associate Professor: *Ainley (chair), Cummings*

Assistant Professors: *Castelle, Costagno, Moresak, Nutter, Raabe*

Programs of Study

Major: Physical Education, Physical Education with certification in Adapted Physical Education (B.S.)

UNDERGRADUATE PROGRAMS

Major in Physical Education

Emphasizing a movement education approach and employing a variety of field experiences, the physical education program prepares its graduates to teach kindergarten through grade 12. Students are also prepared to organize and administer athletic programs. An option is available for certification in adapted physical education.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (42)
Physical Education 140, 201, 243, 301, 309, 310, 311, 312, 320; Health Education 201, 215, and 10 semester hours in activity courses, including Physical Education 123, 132, 147, one aquatics course, one team sport course, two individual/dual/lifetime sport courses, and two additional activity courses

•Cognates (16-20)
Biology 101 and 102, or 108, 231, 335; Special Education 300

•Professional Courses (29)
Physical Education 302, 313, 314, 326, 328.

Counseling and Educational Psychology 216; Foundations of Education 340, 345

Suggested Sequence

Students enter the major by taking Physical Education 140, Health Education 215, and selected activity courses.

First and Second Semesters

Physical Education 140

Physical Education 201

Biology 108

Health Education 201

Health Education 215

Third Semester

Physical Education 243

Physical Education 301

Biology 231

Counseling and Educational

Psychology 216

Activity Course

Fourth Semester

Physical Education 123

Physical Education 147

Physical Education 302

Biology 335

Special Education 300

Activity Course

Fifth Semester

Physical Education 132

Physical Education 313

Foundations of Education 340

Activity Course

Activity Course

Sixth Semester

Physical Education 310

Physical Education 311

Physical Education 314

Physical Education 320

Foundations of Education 345

Activity Course

Seventh Semester

Physical Education 312

Physical Education 326

Physical Education 328

Eighth Semester

Activity Course

Activity Course

Admission and Retention

All students enrolling in teacher education programs must meet certain admission cri-

teria and procedures required by the School of Education and Human Development (see page 73).

The physical education program has special admission and retention requirements, including an adequate level of health and the physical ability to participate fully in the program. In order to better plan their courses of study, students should check the prerequisites for Physical Education 302, 313, 314, and 326 (practicums and student teaching), and consult with an advisor as soon as possible.

Although students may select the major as freshmen, they may formally apply only when they are enrolled in Physical Education 301. During Physical Education 301, students take the National Teachers Examination as part of the admission process.

A minimum 2.50 grade point average in all courses required in the major area is necessary for entry into practicum and student teaching.

Advisement

The physical education program 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.

Certification—Adapted Physical Education

Students who anticipate working with special populations must meet the following additional requirements:

1. A minimum grade of B in each of the following courses: Physical Education 302, 309, 313, 314, 315, and Special Education 300, 310;
2. Additional laboratory experiences with children with disabilities in Physical Education 309;
3. A minimum of 45 documented hours of experience with K-12 schoolchildren in an adapted setting.

COURSE OFFERINGS

PHYSICAL EDUCATION

101-134, 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.
 - 134 Dance Aerobics. 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. This course is in session for the fall semester.

(4) 2 semester hours. Offered fall.

140: Introduction to Movement Sciences

Emphasizing a scientific approach, this course introduces the student to the field of human movement. Included is an analysis of various philosophical, psychological, and physiological factors. On-site visitations, observations, demonstrations, and laboratory experiences are included.

3 semester hours. Offered fall and spring.

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.

(4) 3 semester hours. Prerequisite: H.E. 215 or current standard first aid certification or consent of instructor. Offered fall and spring.

205: Conditioning for Personal Fitness

Students develop personal fitness through participation in a variety of supervised activities and develop a knowledge base necessary to design their own fitness programs. Fitness-related topics and fitness testing are also included.

(4) 2 semester hours. Offered fall and spring.

243: Foundations of Movement

This course encompasses the basic concepts of motor learning and performance. Emphasis is placed upon the neurological basis of motor learning and the effects of growth and developmental factors.

3 semester hours. Offered fall.

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. (Formerly Physical Edu-

cation 244.)

3 semester hours. Prerequisite: pending or concurrent enrollment in P.E. 243. Offered fall.

302: Practicum in Team Activities

Students analyze selected team sport skills and develop appropriate teaching progressions in team activities. This practicum includes observation and supervised teaching experiences in school settings K-12. (Formerly Physical Education 245.)

(6) 3 semester hours. Prerequisite: P.E. 140, 243, 301, and admission to the physical education teacher preparation program. Offered spring.

305: Advanced Prevention and Care of Athletic Injuries

This course emphasizes analysis of preventative 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.

3 semester hour. Prerequisite: P.E. 201. Offered spring.

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.

3 semester hours. Prerequisite: junior standing or consent of instructor. Offered as needed.

309: Adapted Physical Education

Individual differences which affect motor learning and performance are considered. Individual educational programs in adaptive, developmental, corrective, and mainstreamed physical education are designed. Laboratory experiences are included.

3 semester hours. Prerequisite: Spec. Ed. 300 and P.E. 313. Offered fall.

310: Evaluation and Measurement in Physical Education

This is an introductory course in the assessment of motor performance. Emphasis is placed on criterion- and norm-referenced standards for evaluation. Basic statistical techniques are included.

3 semester hours. Prerequisite: P.E. 243. Offered fall.

311: Kinesiology

Effect of physical and anatomical principles on the performance of motor patterns are studied. Mechanical analysis of specific activities is included.

3 semester hours. Prerequisite: Bio 231. Offered fall.

312: Organization and Administration of Physical Education Programs: K-12

Practical organizational aspects of decision making, program planning, and evaluating, as well as administrative concerns associated with finance, public relations, personnel, and legal issues relating to programs in physical education, athletics, intramural, and selected special areas, are covered.

3 semester hours. Prerequisite: PE 314. Offered fall.

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.

(6) 3 semester hours. Prerequisite: PE 147 and 302. Offered fall.

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.

(6) 3 semester hours. Prerequisite: PE 132, 243, 301. Offered spring.

315: Individualized Physical Education for Populations with Disabilities

The main focus of this course is instruction in organizing, conducting, and evaluating individualized physical education programs for populations with disabilities. A diagnostic-prescriptive approach is emphasized. Class time is divided between theory and practical application of the individualized approach in clinical settings.

3 semester hours. Offered as needed.

320: Physiological Aspects of Exercise

This course emphasizes the physiological response of the human muscular and cardiorespiratory systems to the acute and chronic effects of physical activity. Topics of study include cardiovascular disease, strength and endurance training, somatotype, body composition, and gender-related differences. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: Bio 335. Offered spring and summer.

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.

5 or 9 semester hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in PE 328; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall and spring.

328: Student Teaching Seminar in Physical Education

This seminar develops teacher behaviors appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.

(15) 1 semester hour. Prerequisite: concurrent enrollment in PE 326. Offered fall and spring.

330: Exercise Prescription

Principles and practices for developing personalized exercise programs are studied.

This course includes the study of physical assessment procedures, program, and criteria employed to prepare and monitor the

exercise prescription as well as safety precautions and environmental concerns related to physical activity.

3 semester hours. Prerequisite: PE 243, 310, 311; Bio 335. Offered spring.

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.

(3) 2 semester hours. Offered fall and spring.

346: Methods and Materials in Elementary School Health Education and Physical Education

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. This course includes experiences in teaching specific elementary school health education topics (e.g., substance abuse) and in teaching movement through games, rhythms, and self-testing activities suitable for various age levels.

(4) 3 semester hours. Prerequisite: 60 semester hours of undergraduate courses. Offered fall and spring.

390: Independent Study in Physical Education

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

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

Physical Sciences

Department of Physical Sciences
Professors: Gilbert, Glone, Gross (Chair), Leferson, E. Magyar, J. Magyar-Mezzasin, Vins, J. Williams, Jr.

Associate Professors: Cowley, Meyer
Assistant Professors: Erian-Laminoglu, Furien, Sivomam

Programs of Study

Teacher Education Program: General Science (B.A., M.A.T.); Physical Science (M.A.T.)

UNDERGRADUATE PROGRAM**Teacher Education Programs**

A general science major is available to students enrolled in an elementary education or a secondary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164. For a description of the teacher education program in secondary education, see page 303. Requirements for the general science major are the same for both elementary education and secondary education programs and are listed in the secondary education section on page 304.

GRADUATE PROGRAMS

Advisor: James Magyar, Peter Meyer, Robert Vins

Master of Arts in Teaching in General Science or Physical Science

Students who already have an undergraduate degree with a major in science or mathematics may become certified to teach in secondary schools upon completion of the requirements for the M.A.T. See Secondary Education.

COURSE OFFERINGS**PHYSICAL SCIENCE****103: Physical Science**

The processes and natural laws which control our physical environment are investi-

gited. Four major conceptual schemes: matter, force and motion, energy, and chemical change are examined. Experiments emphasize principles rather than precision. Lecture and laboratory. Students cannot receive credit for both Physical Science 103 and Physics 101-102.

(5) 4 semester hours. Gen. Ed. Category S/4. Offered fall, spring, summer.

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.

(4) 3 semester hours. Offered as needed.

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. Students cannot receive credit for both Physical Science 205 and Geography 205. This course is not open to students who have completed or are currently enrolled in Physical Science 212 or 216.

3 semester hours. Gen. Ed. Category SM/4. Offered as needed.

210: Introduction to Astronomy

This course provides a description of our solar system, the sun and other stars, galaxies, and the universe. Basic physical principles are developed as needed to provide the scientific basis for the course. Lecture only.

3 semester hours. Gen. Ed. Category SM/4. Offered fall, spring, summer.

212: Introduction to Geology

The major concepts included are structure of the earth, geologic time, rocks and minerals, map interpretation, soils, processes of erosion, volcanoes, earthquakes, mountain building, plate tectonics, and earth resources. Lecture and laboratory.

3 semester hours. Gen. Ed. Category S/4. Offered fall.

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.

3 semester hours. Gen. Ed. Category SM/4. Offered as needed.

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.

3 semester hours. Gen. Ed. Category SM/4. Offered fall and spring.

320: Science and Society

The class will discuss science, the benefits of it to society, its costs in the broadest sense, its current impact, and its projected impact on future generations.

3 semester hours. Prerequisite: a lower-level science course. Offered alternate springs (even years).

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.

3 semester hours. Prerequisite: Physics 102, 200, or 201, or consent of department chair. Offered as needed.

340: Field Methods in Geology

Students are introduced to mapping and the interpretation of geological structures, with emphasis on the geology of local areas. Identification of rocks in the field, methods of recording field observations, and construction of geological maps are stressed. This course includes laboratory exercises and field trips.

(4) 3 semester hours. Prerequisite: Phy. Sci. 212 or consent of instructor. Offered as needed.

357: 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 357 and Physical Science 357. (Formerly Physical Science 338.)

(4) 3 semester hours. Prerequisite: Hist. 110 and 111. Offered alternate springs (odd years).

390: Independent Study in Physical Science

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

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

391, 392, 393: Research in Physical Science

The student does research in an area selected after consultation with the instructor and prepares a report of the work. A maximum of six credits may be earned in these courses.

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

Physics

Department of Physical Sciences

Professors: Gilbert, Glaze, Greene, (chair) Lefrancis, E. Magyes, J. Magyes, Marzban, Viers, J. Williams, Jr.

Associate Professor: Cooley, Meyer

Assistant Professors: Estlin-Lamontagne, Furton, Swanson

Programs of Study

Major: Physics (B.A.)

Minor: Physics

Teacher Education Program: Physics (B.A.)

UNDERGRADUATE PROGRAMS

Major in Physics

The full degree program in physics requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Students wishing to attend graduate school in physics are advised to take additional physics courses. (Semester hours are in parentheses.)

•Required Courses (11)

Physics 200, 201, 202, 300, 301, 303, 307, 312, 313

•Cognates (23)

Chemistry 103-104; Mathematics 212, 213, 314, 316

Retention Standards

To continue in the major beyond the first year, a student must have at least a 2.0 grade point average in all courses completed or consent of department chair.

Suggested Sequence

First Semester

Physics 200

Mathematics 212

Second Semester

Physics 201

Mathematics 213

Third Semester

Physics 202

Chemistry 103

Mathematics 314

Fourth Semester
Physics 300
Chemistry 104
Mathematica 316

Fifth Semester
Physics 301

Sixth Semester
Physics 303

Seventh Semester
Physics 307
Physics 313

Eighth Semester
Physics 312
Physics elective

Minor in Physics

The minor in physics consists of a minimum of 17 semester hours (five courses in physics in any combination).

Teacher Education Programs

Students who major in physics may pursue an elementary education or a secondary education teacher preparation program.

For a description of the teacher education program in elementary education, see page 164. Physics students pursuing a program in secondary education should see page 303 for a list of the required courses in the major as well as a description of the other requirements for the teacher education program in secondary education.

COURSE OFFERINGS

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.

(12) 3 semester hours. Prerequisite: successful completion of Physics 101 or equivalent is prerequisite to Physics 102. Gen. Ed. Category S/4. Physics 101 offered fall and summer. Physics 102 offered spring and summer.

200: Mechanics

This calculus-based course in elementary mechanics includes vectors, kinematics in one and two dimensions, Newton's Laws, momentum and energy, rotational motion, oscillations, and fluid mechanics. Lecture and laboratory.

(7) 4 semester hours. Prerequisite: preceding or concurrent enrollment in Math. 212. Gen. Ed. Category S. Offered fall.

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.

(7) 4 semester hours. Prerequisite: Physics 200 and concurrent enrollment in Math. 213. Offered spring.

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.

(7) 4 semester hours. Prerequisite: Physics 200 and concurrent enrollment in Math. 314. Offered as needed.

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, fusion and fission, and elementary particles. Experiments are designed to emphasize these concepts. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: Physics 102 or 201 or 202 and preceding or concurrent enrollment in Math. 213. Offered as needed.

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.

3 semester hours. Prerequisite: Physics 201 and preceding or concurrent enrollment in Math. 314. Offered as needed.

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.

3 semester hours. Prerequisite: Physics 202 and preceding or concurrent enrollment in Math. 316. Offered as needed.

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.

3 semester hours. Prerequisite: Physics 300 and Math. 314. Offered as needed.

308: Atmospheric Physics

Basic classical physics is applied to the study of atmospheric processes. The principles of thermodynamics, radiation, and hydrodynamics are expressed in forms pertinent to the atmosphere and are applied to appropriate atmospheric phenomena. Lecture only.

3 semester hours. Prerequisite: Physics 202 and Math. 213. Offered as needed.

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.

3 semester hours. Prerequisite: Physics 202, Chem. 104, Math. 316. Offered as needed.

312: Mathematical Methods in Physics

The mathematical methods discussed are 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.

3 semester hours. Prerequisite: Math. 316. Offered as needed.

313: Senior Laboratory

This laboratory course includes advanced experiments in mechanics, waves, thermodynamics, optics, electromagnetism, and other topics at the discretion of the instructor.

(6) 3 semester hours. Prerequisite: Physics 300. Offered as needed.

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.

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

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.

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

Political Science

Department of Political Science

Professors: *Leates, Jr., Profughi, Stone (chair), Winer*

Associate Professors: *Oppenlander, Perotta, Rickabaugh*

Assistant Professors: *Hughanell, Weil*

Programs of Study

Major: Political Science (B.A.)

Minor: Political Science

Teacher Education Programs: Political Science (B.A.)

See also Public Administration

UNDERGRADUATE PROGRAMS

Major in Political Science

The full degree program in political science requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Political science majors must demonstrate computer literacy through the completion of a social science computer course approved by the department chair.

(Semester hours are in parentheses.)

•Required Courses (31)

Political Science 202, 203, 204, 300, 307, 360

At least 12 additional semester hours selected from departmental offerings, with the exception of Political Science 200

•Cognates (12)

At least 12 semester hours in related disciplines, chosen with advisor's approval. The cognate requirement is waived for students completing a second major or a minor or an approved skills sequence.

Minor in Political Science

The minor in political science consists of a minimum of 18 semester hours, as follows: two courses from Political Science 202, 203, and 204. Additional courses are selected from departmental offerings at the 300-level, with the exceptions of Public

Administration 325, 358; Political Science 300, 307.

Internship Program

The Department of Political Science strongly encourages students to undertake internship experiences as part of their undergraduate education. Every fall, spring, and summer the department offers a 12-week internship for students in political science, public administration, justice studies, gerontology, or other programs. Students are placed in federal, state, and local government agencies; in private sector public service organizations; and in organizations engaged in campaigns or political advocacy. To enroll in this internship students should register for Political Science 328.

In addition, under the auspices of the Rhode Island State Internship Program, the department offers a 12-week internship every spring semester, placing students with individual members of the Rhode Island state legislature or with members of the executive and judicial branches of state government. To enroll in this internship, students should register for Political Science 327.

In cooperation with Rhode Island's U.S. senators and representatives, several students are chosen to spend a week during the spring semester in the office of either a U.S. senator or a representative from Rhode Island.

Teacher Education Program

Students who major in political science may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

Honors Program

Political science majors of superior scholastic 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.

COURSE OFFERINGS

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.

3 semester hours. Gen. Ed. Category SB/1.

Offered fall, spring, summer.

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.

3 semester hours. Gen. Ed. Category SB/2.

Offered fall, spring, summer.

203: Global Politics

Students are introduced to the governance of other contemporary national political systems and the forces, principles, and transnational arrangements of international politics.

3 semester hours. Gen. Ed. Category SB.

Offered fall and spring.

204: Introduction to Political Thought

This course investigates some of the fundamental concepts and issues of philosophy and political theory. Basic precepts about authority, law, government, and the terms of obligation are examined in light of contemporary concerns.

3 semester hours. Gen. Ed. Category SB.

Offered spring.

208: Introduction to the Law

A major objective is to analyze how the law and legal system affect the everyday lives of citizens. The emphasis is on topics of current concern at all levels of government.

3 semester hours. Offered fall and spring.

300: Methodology in Political Science

Philosophical, historical, and analytical approaches to political science research are explored to enable students to evaluate

critically the literature of the discipline. 3 semester hours. Prerequisite: Pol. Sci. 202 and concurrent enrollment in Pol. Sci. 307. Offered fall.

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.

3 semester hours. Prerequisite: Pol. Sci. 202 or consent of department chair. Offered fall.

303: International Law and Organization

Both 20th-century international organization and the place of evolving international law are considered with respect to the settlement of disputes, the maintenance of peace, and the resolution of international problems ranging from disarmament to ecology (Formerly International Organization.)

3 semester hours. Prerequisite: one 200-level political science course or consent of instructor.

Offered as needed.

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 the use of computer and other technology in the research process. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 304.

(3) 4 semester hours. Prerequisite: Pol. Sci. 300 or Soc. 302, or consent of instructor. Offered as needed.

306: State and Local Government

This course examines the political structures, processes, policies, and power distributions in state and local government in the United States. Topics addressed include intergovernmental relations, executive leadership, legislative policy making, judicial interactions, interest groups, and the electoral process.

3 semester hours. Prerequisite: Pol. Sci. 202. Offered every third semester.

307: Political Behavior

Through a comparative critical study of selected readings, students develop and practice behavior indicative of political culture, political socialization, organization and leadership, and stratification.

3 semester hours. Prerequisite: Pol. Sci. 202 and concurrent enrollment in Pol. Sci. 300. Offered fall.

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.

3 semester hours. Prerequisite: one 200-level political science course or consent of instructor. Offered as needed.

310: Political Thought and the Modern World

The ideas of major Western political thinkers, including the Greeks, Machiavelli, Hobbes, Locke, Rousseau, Hume, Hegel, and Marx, are reviewed.

3 semester hours. Prerequisite: Pol. Sci. 204 or consent of instructor. Offered fall.

317: Politics and Society

The social circumstances and social foundations of politics are studied. Focus is on the relationships of power and authority. Students analyze and define the concepts of the political in the context of today's advanced industrialized society and social change. Students cannot receive credit for both Political Science 317 and Sociology 317.

3 semester hours. Prerequisite: Pol. Sci. 204 or consent of instructor. Offered spring.

327: Internship in State Government

Through field experience placements in, the government of Rhode Island, students are able to integrate classroom theory with political reality. This integration is facilitated by a weekly lecture series involving the participation of appropriate political leaders and academics.

4 semester hours. Prerequisite: recommendation of the Academic Advisory Committee to the State Internship Commission. Offered spring.

328: Field Experiences in the Public Sector

Students are assigned to cooperating local, state, or national agencies, political parties, or interest groups. Students undertake assignments designed to relate field experiences to academic concepts.

4 semester hours. Prerequisite: consent of instructor. Offered fall, spring, summer.

330: Administrative Law and Regulatory Politics

Students examine procedural law remedies of regulatory agencies, as well as rule making, adjudication, judicial review of administrative decisions, and the politics of regulation. (Formerly Administrative Law)

4 semester hours. Prerequisite: Pol. Sci. 301 or consent of department chair. Offered as needed.

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 policing, intergovernmental relations, taxing, and other selected public policy areas.

4 semester hours. Prerequisite: one 200-level political science course, preferably Pol. Sci. 202. Offered fall.

332: Civil Liberties in the United States

This course examines traditional constitutional guarantees of civil liberty and due process in American life. Attention is given to both developmental and contemporary concerns through the examination of legal decisions and the justifications offered for those decisions.

4 semester hours. Prerequisite: Pol. Sci. 202. Offered spring.

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 level.

3 semester hours. Prerequisite: one 200-level political science course. Offered as needed.

336: Global Perspectives on Power and the State

The anthropological perspective is applied to the study of political organization. Focus is primarily on the transformation of political systems from egalitarian to stratified, unequal forms of social organization. Issues such as the future of the nation-state, ethnic pluralism and the national question, and north-south relations are considered. Students cannot receive credit for both Anthropology 336 and Political Science 336.

3 semester hours. Prerequisite: any 200-level political science or anthropology course. Offered spring.

341: The Politics of Developing Nations

Emphasis is placed on the theories of political development and the analysis of developmental problems, ranging from terrorism to the role of the military, instability, and the alteration of political cultures. (Formerly The Politics of Development.)

3 semester hours. Prerequisite: Pol. Sci. 203 or consent of instructor. Offered as needed.

342: The Politics of Global Economic Change

Students are introduced to some of the fundamental changes that have taken place in world politics and the international economy in recent years. Topics include the integration of Western Europe, the rise of newly industrialized countries in Asia, and the collapse of communism and of centrally planned economies in the former Soviet Union and Eastern Europe.

3 semester hours. Prerequisite: Pol. Sci. 202, 203, 204. Offered every third semester.

343: The Politics of Western Democracies

In-depth comparative analysis is given to the political structures, processes, and policies of the principal West European and Anglo-American post-industrial societies.

4 semester hours. Prerequisite: one 200-level political science course. Offered as needed.

346: Foreign Policy

American foreign policy, decision making, and politics are examined. The policies and decision-making particulars of other governments are developed where appropriate.

3 semester hours. Prerequisite: Pol. Sci. 203. Offered as needed.

352: Leadership and Bureaucratic Politics

Focus is on the leadership and political environment of mid- and upper-level public managers and administrators in public agencies. The course blends the literature of bureaucratic politics with the literature of leadership. (Formerly Bureaucracy: Theory and Behavior.)

3 semester hours. Prerequisite: Pol. Sci. 301. Offered fall.

353: Parties, Interest Groups, and the Media

The roles of political parties, interest groups, election campaigns, and the media in the American political system are examined. Attention is focused on contemporary political behavior and participation.

3 semester hours. Prerequisite: Pol. Sci. 202. Offered fall of election years.

355: Policy Formation Process

Public policy formulation, from input to output, by the major institutions of government is stressed, with particular attention being given to the internal processes and interactions of legislatures and executives.

4 semester hours. Prerequisite: Pol. Sci. 202 or consent of instructor. Offered fall.

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.

3 semester hours. Prerequisite: Pol. Sci. 202 or consent of instructor. Offered spring.

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. Acceptable for credit in either history or political science. However, students cannot receive credit for both History 352 and Political Science 357.

3 semester hours. Offered as needed.

358: The American Congress

The American Congress is almost unique among the world's legislatures in the scope of its power and authority. Students examine the development of the modern Congress and assess its structure, the behavior of its members, and its role in the contemporary American political system.

3 semester hours. Prerequisite: Pol. Sci. 202 or consent of instructor. Offered fall and spring.

359: Political and Governmental Communications

The needs, methods, restrictions, and impacts of goal theory and political communication are reviewed. Also examined are issues of symbolism in communications theory, agenda setting, media effectiveness, and the functions of governmental public relations practitioners.

3 semester hours. Prerequisite: Pol. Sci. 202 or consent of instructor. Offered as needed.

360: Senior Seminar in Political Science

This seminar is designed to provide a capstone, integrating experience in political science based on readings and class discussion. Students complete a project that demonstrates their ability to investigate, write about, and orally present significant research.

4 semester hours. Prerequisite: senior standing and 12 semester hours of political science courses. Offered fall and spring.

371: Readings in Political Science

This course provides independent readings to meet the needs of individual students in political science.

3 semester hours. Prerequisite: major in political science and consent of advisor and instructor. Offered as needed.

381: Workshop in Public Service

Selected topics are investigated in various formats.

1-4 semester hours. Prerequisite: varies. Offered summer.

390: Independent Research in Political Science

This course provides individual students with an opportunity to select and undertake concentrated research under the super-

vision of a faculty advisor.

4 semester hours. Prerequisite: consent of department chair. Offered fall, spring, summer.

504: Federalism and Intergovernmental Relations

The financial and programmatic relationships 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.

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. Offered as needed.

525: Public Sector Contracting

Models used to provide government services are analyzed. This 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. (Formerly Public Service Delivery Model.)

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. Offered as needed.

Portuguese

Department of Modern Languages

Professor: Chaisil

Associate Professors: Crona (chair), Taylor
Assistant Professors: Castellani, Gelin,
Jazayr-Anciezy, Parker

Program of Study

Minor: Portuguese

UNDERGRADUATE PROGRAM

Minor in Portuguese

The minor in Portuguese consists of 20 semester hours (six courses), as follows: Portuguese 201, 202, and four additional Portuguese courses at the 200-level or above.

COURSE OFFERINGS

See also Modern Languages.

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

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 admission credit in this language.

4 semester hours. Gen. Ed. Category WW only when both Portuguese 101 and 102 are taken. Offered fall.

102: Elementary Portuguese II

Students continue the development of the four skills: listening, speaking, reading, and writing within the context of Portuguese culture. A language laboratory component is required.

4 semester hours. Prerequisite: Portuguese 101 or one year of secondary school Portuguese, or consent of department chair. Gen. Ed. Category

WW only when both Portuguese 101 and 102 are taken. Offered spring and summer.

113: Intermediate Portuguese

Through selected readings, the student examines the cultural and linguistic heritage of the Portuguese-speaking world. This course, which includes a review of grammar, also provides for the further development and practice of the basic oral and written skills. A language laboratory component is required.

3 semester hours. Prerequisite: Portuguese 102 or three years of secondary school Portuguese or a score of 500-549 on the CEEB Achievement Test in Portuguese. Gen. Ed. Category WW/7. Offered fall.

114: Readings in Intermediate Portuguese

Emphasis is placed on the development of both the reading skill and an appreciation of literature as a reflection of the heritage of the Portuguese people. The development of the oral skill is continued, and some attention is given to written practice.

3 semester hours. Prerequisite: Portuguese 113 or equivalent, or consent of department chair. Gen. Ed. Category WW/7. Offered spring.

201: Conversation and Composition

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

4 semester hours. Prerequisite: Portuguese 114 or equivalent, or consent of department chair. Offered fall.

202: Composition and Conversation

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

4 semester hours. Prerequisite: Portuguese 114 or equivalent, or consent of department chair. Offered spring.

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. This course is conducted in Portuguese.

3 semester hours. Offered as needed.

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.

3 semester hours. Offered as needed.

301: Survey of Portuguese Literature I

This course is the first half of a comprehensive introduction to the principal movements, genres, and authors of Portuguese literature.

3 semester hours. Offered as needed.

302: Survey of Portuguese Literature II

A continuation of Portuguese 301.

3 semester hours. Offered as needed.

311: Survey of Brazilian Literature I

This course is the first half of a comprehensive introduction to the principal movements, genres, and authors of Brazilian literature.

3 semester hours. Offered as needed.

312: Survey of Brazilian Literature II

This course is a continuation of Portuguese 311.

3 semester hours. Offered as needed.

320: Applied Grammar

A practical application of grammar in both oral and written forms and intensive study of construction and of idiomatic expressions are included.

3 semester hours. Offered as needed.

Pre-Law Preparation

Carey Rickabaugh
Advisor

Rhode Island College is comparable with other baccalaureate degree-granting institutions as an appropriate environment for a pre-legal 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 courses 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 other applicants 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 Admission Services' *LSAT/LSIMS Registration Information Book*.)

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.

Pre-Medical, Pre-Dental, Pre-Veterinary, Pre-Optometry Preparation

Elaine Magyar
Pre-Medical, Pre-Dental, and
Pre-Optometry Advisor

Edythe Anthony
Pre-Veterinary Advisor

Rhode Island College offers a variety of courses and majors that provide 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 require the 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 the courses listed below. Since individual schools have specific course requirements, it is essential to consult with the advisor early in the program of study.

- Required Courses
- Biology 101, 102, Chemistry 103-104, 205-206, Physics 101-102
- Two or three advanced biology courses (chosen in consultation with the appropriate advisor)

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 average, 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.

Note: It is strongly recommended that students take mathematics sequences through calculus as well as intermediate or advanced courses in modern foreign languages.

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 Early Decision Candidates into the medical school. Complete details are available from the pre-medical advisor.

Pre-Occupational Therapy Preparation

Kenneth Kinsey
Advisor

Although admission requirements may vary, most university programs in occupational therapy require completion of a bachelor's degree, including course work in anatomy, physiology, basic statistics, and the social sciences.

•Required Courses

Biology 101 and 102, or 108; 231, 335;
Chemistry 103-104; Mathematics 240; Psy-
chology 230, 251, 354

Pre-Physical Therapy Preparation

Kenneth Kinsey
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 may transfer to accredited physical therapy programs at other institutions to complete requirements for a Bachelor of Science in physical therapy. The second option permits students to begin course work at Rhode Island College that can be applied toward a master's degree in physical therapy from the University of Rhode Island.

Pre-physical therapy preparation at the College is administered by the Department of Biology.

Plan I

Rhode Island College offers a two-year program in pre-physical therapy. Upon completion of two years of study, the student can transfer to a school of physical therapy for the remaining years of professional training.

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.

Students normally take the following sequence of courses 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)
History 110 (3)

Psychology 110 (3)
(Total semester hours: 14)

Third Semester

Biology 231 (4)
English 101 (3)
History 111 (3)
Physics 101 (4)
Psychology 251 (4)
(Total semester hours: 18)

Fourth Semester

Biology 335 (4)
English 102 (3)
Physics 102 (4)
Psychology 354 (4)
(Total semester hours: 15)

*This course should be chosen in consultation with an academic advisor.

Programs at other institutions vary 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)

Rhode Island College offers a unique opportunity for students who intend to pursue a master's degree in physical therapy. Upon admission to the College, such students are encouraged to select an initial major that interests them but that also enables them to complete the pre-physical therapy courses required for entry into the University of Rhode Island's graduate-level program.

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 that are 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 University of Rhode Island's physical therapy program. 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 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, pre-physical therapy preparation 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 231 (4)
Biology 335 (4)
Chemistry 103-104 (8)
Mathematics 181 or 209 (3-4)
Physics 101-102 (8)
Psychology 110 (3)
Psychology 230 (4)
Social Science (3)
Writing 100† (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 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.

†The 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

Professors: DeLuis, Fingert, Henman, Laffey, Lounsbury, McCookery, Randall (chair), Rellini, J. Rubovits, P. Rubovits, Sagarman

Associate Professors: Apatston, Biamas, Cowins, Malley, Montrose, R. Tropper, White

Assistant Professors: Goldfield, Simons

Programs of Study

Major: Psychology (B.A.)

Minor: Psychology

Graduate Program: Psychology (M.A.)

Teacher Education Program: Psychology (B.A.)

UNDERGRADUATE PROGRAMS

Major in Psychology

The full degree program in psychology requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. By the end of the sophomore year, a student must plan a coherent sequence of courses in consultation with a department advisor. It is strongly recommended that students who expect to major in psychology take an introductory biology course. (Semester hours are in parentheses.)

*Required Courses (37)

Psychology 110, 215, 221, 230, 251, 320

Select one course each from A, B, C, and D.

- A. Psychology 331, 332, 339
B. Psychology 341, 342, 344, 345, 346
C. Psychology 352, 353, 354, 356, 357, 358
D. Psychology 373, 374, 375

Note: Psychology 360 may be substituted for one of the required courses in groups A, B, or C with written permission of the department chair.

Minor in Psychology

The minor in psychology consists of 21 semester hours (six courses), as follows: Psychology 110, 215, 221, 230, 251, and one course from Psychology 341, 342, 344, 345, or 346.

Teacher Education Program

Students who major in psychology may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

GRADUATE PROGRAM

Advisor: Fredric Agatston

Master of Arts in Psychology

The M.A. program in psychology provides a basic graduate education in psychology with a core curriculum in personality and social psychology, cognitive, developmental, and research methods. The M.A. in psychology has applications in a wide variety of careers in human services, business, and education and provides preparation for further graduate study.

Admission Requirements

Miller Analogies Test scores; baccalaureate degree with a minimum grade point average of B (3.0); personal interview; prior course work in at least three of the following areas: cognitive psychology, developmental psychology, social psychology, research methods, learning, statistics, and personality theory. Also see graduate Admission Procedures/Requirements on page 40.

Prerequisites for required courses in the program may be taken after admission but will not be included with courses accepted for the degree.

Program Requirements

The M.A. in psychology consists of a minimum of 30 semester hours. Required courses are Psychology 438, 440, 441, 449, 456, 458, and 490. Additional courses must be selected from appropriate 500-, 400-, and 500-level courses with the approval of the student's faculty advisor. Courses from other departments may be considered. Students must also pass a comprehensive examination in order to graduate from the program.

COURSE OFFERINGS

PSYCHOLOGY

110: Introduction to Psychology

The field of psychology is surveyed with emphasis on the biological, cognitive, and environmental factors influencing behavior. 3 semester hours. Gen. Ed. Category SB/1. Offered fall, spring, summer.

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. 3 semester hours. Offered as needed.

212: Women and Men: Psychological Perspectives on Gender

Psychological issues in and perspectives on women's and men's experiences are discussed. Competing psychological explanations of the inequalities between women and men in access to power and decision making are assessed. Implications for personal and social change are explored. 3 semester hours. Prerequisite: Psych 110 or consent. Offered as needed.

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. 3 semester hours. Gen. Ed. Category SB/2. Offered fall and spring.

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.

3 semester hours. Offered fall and spring.

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.

3 semester hours. Prerequisite: Psych. 110 or equivalent. Offered as needed.

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.

3 semester hours. Prerequisite: Psych. 110 or equivalent. Offered fall, spring, summer.

230: Human Development

This is a survey of life span development. Included are major theories and contemporary information relating to learning and development in physical, social, emotional, and cognitive realms. (Formerly Psychology 330.)

4 semester hours. Prerequisite: Psych. 110 or equivalent. Offered fall, spring, summer.

251: Personality

This is a study of personality functioning, including genetic, constitutional, and cultural determinants; theories of personality; and techniques of personality assessment in children and adults. (Formerly Psychology 351.)

4 semester hours. Prerequisite: Psych. 110 or equivalent. Offered fall, spring, summer.

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.

4 semester hours. Prerequisite: Psych. 221 or equivalent. Offered fall, spring, summer.

331: Child Psychology

An in-depth study is made of physical, social, emotional, and cognitive development from conception to early adolescence. Emphasis is on the current state of knowledge of both biological and environmental influences on growth.

4 semester hours. Prerequisite: Psych. 221 and 230 or equivalents. Offered fall, spring, summer.

332: Adolescent Psychology

An intensive study is made of significant factors in adolescent development. Adjustment to adolescent roles and the search for self-identity are emphasized.

4 semester hours. Prerequisite: Psych. 221 and 230 or equivalents. Offered fall and spring.

339: Psychology of Aging

Theory and research relating to psychological processes in adulthood and old age are reviewed. Topics include behavior-biology interactions; perceptual, cognitive, and intellectual functioning; personality, psychopathology, and social behavior; and the impact of social and cultural factors on adult psychological development.

4 semester hours. Prerequisite: Psych. 221 and 230 or equivalents. Offered fall and spring.

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.

4 semester hours. Prerequisite: Psych. 221 or equivalent. Offered spring.

342: Behavior Modification

A detailed study is made of the principles of behavior modification. Application of these principles to a variety of behaviors and settings is an integral part of this course. (Formerly Operant Conditioning.)

4 semester hours. Prerequisite: Psych. 221 or equivalent. Offered fall or spring.

344: Psychology of Learning and Memory

Traditional theories of learning and contemporary models of information processing and memory are examined in this

course. Emphasis is placed upon relationships between theories and observed phenomena, as well as the implications for human learning, cognition, and memory.

4 semester hours. Prerequisite: Psych. 221 or equivalent. Offered spring.

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.

4 semester hours. Prerequisite: Psych. 221 or equivalent. Offered fall.

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. (Formerly Psychology 322.)

4 semester hours. Prerequisite: Psych. 221 or equivalent. Offered fall and spring.

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.

4 semester hours. Prerequisite: Psych. 215, 221, or equivalent. Offered as needed.

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. (Formerly Psychology 343.)

4 semester hours. Prerequisite: Psych. 221 and 251 or equivalent. Offered as needed.

354: Abnormal Psychology

This course examines traditional and contemporary approaches to the understanding and treatment of a wide range of ab-

normal behaviors, both in children and in adults.

4 semester hours. Prerequisite: Psych. 221 and 251 or equivalent. Offered fall and spring.

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.

4 semester hours. Prerequisite: Psych. 215 and 221 or equivalent. Offered fall and spring.

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 affect, cognition, and overt social behavior.

4 semester hours. Prerequisite: Psych. 215 and 221 or equivalent. Offered as needed.

358: Applied Social Psychology

Progressing from an analysis of key issues in the applications 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.

4 semester hours. Prerequisite: Psych. 215 and 221 or equivalent. Offered as needed.

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. May be substituted for one of the required courses in groups A, B, or C in the major with written permission of department chair.

4 semester hours. Prerequisite: Psych. 221 and seniors of department chair. Offered as needed.

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. (Formerly Psychology 334.)

(5) 4 semester hours. Prerequisite: Psych. 320 and at least one from Psych. 331, 332, 339, 346, or equivalent. Offered as needed.

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. (Formerly Psychology 340.)

(5) 4 semester hours. Prerequisite: Psych. 320 and at least one from Psych. 341, 342, 344, 345, 346, or equivalent. Offered as needed.

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.

(5) 4 semester hours. Prerequisite: Psych. 320 and at least one from Psych. 346, 352, 353, 354, 356, 357, 358, or equivalent. Offered as needed.

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 to and approved by the faculty member, department chair, and dean. 3 semester hours. Prerequisite: Psych. 221 or equivalent, six semester hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

391: Directed Research

This is an extension or continuation of the research undertaken in Psychology 390. The proposal for this research must be submitted to and approved by the faculty member, department chair, and dean.

3 semester hours. Prerequisite: Psych. 390 and consent of department chair and dean. Offered as needed.

392: Problems in Psychological Research

Topics of current interest are selected from psychological literature. Under supervision of the instructor, students conduct investigations into these topic areas. One class meeting per week is devoted to problems of research design and methodology. 4 semester hours. Prerequisite: Psych. 373 or 374 or 375 and consent of department chair and dean. Offered as needed.

393: Directed Reading

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. 3 semester hours. Prerequisite: Psych. 221 or equivalent, six semester hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

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. 3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered fall, spring, summer.

402: The Social Psychology of Adolescence

Within a social-psychological frame of reference, patterns of development and social interaction are analyzed through an examination of the adolescent's peer group interactions. Special consideration is directed to the adolescent's search for identity. 3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or

consent of department chair. Offered fall, spring, summer.

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.

3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered fall.

409: Psychology of Race and Class

Psychological factors relating to social class and racial differences are studied. Historical and contemporary effects of prejudice and discrimination are analyzed, as well as methods of reducing intergroup conflict.

3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered as needed.

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 drug, characteristics of the drug addict, and rehabilitation of drug addicts.

3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered fall, spring, summer.

420: Fundamentals of Research

Research concepts, design, and methodology are presented in terms of their specific relationships to educational problems. Critical analysis of educational material is included.

3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered spring.

421: Industrial Psychology

This course emphasizes the measurement of human abilities and the understanding of psychological principles in decision making, planning, industrial training, and group interaction. It is designed for students interested in applying psychology to problems

in business and industry.

3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered fall and as needed.

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. (Formerly Psychology 324.)

3 semester hours. Prerequisite: graduate status and Psych. 346 or equivalent, or consent of department chair. Offered as needed.

435: The Deviant Child

Emphasis is on the identification, description, and diagnosis of types of deviant children and the social, psychological, and physical factors involved in their development. Problems of rehabilitation and psychological treatment are also considered. 3 semester hours. Prerequisite: graduate status and Psych. 311 or 354 or equivalent, or consent of department chair. Offered fall and spring.

438: Seminar in Personality and Social Development

A systematic study is made of major personality and social theories as they relate to human development. Empirical evidence derived from the professional literature is considered. (Formerly Psychology 508.) 3 semester hours. Prerequisite: graduate status and Psych. 230, and 331 or 332 or 339 or equivalent, or consent of department chair. Offered spring.

440: Quantitative Methods in Psychological Research

This course deals with the principles and procedures of statistical analysis and interpretation of data in the behavioral sciences. The content is beyond the level of an introductory course in statistics.

3 semester hours. Prerequisite: graduate status and Psych. 320 or equivalent, or consent of department chair. Offered fall.

441: Seminar in Research Methods

A survey is made of descriptive, correlational, and experimental methods used in psychology. Program evaluation, computer usage, and a supervised research project are included.

3 semester hours. Prerequisite: graduate status and Psych. 440 or equivalent, or consent of department chair. Offered spring.

449: Cognition

Cognition is studied from a contemporary information-processing point of view. Historical antecedents, relationships to alternative theoretical perspectives, and applications to learning, development, and problem solving are included.

3 semester hours. Prerequisite: graduate status and a course in research methods, or consent of department chair. Offered spring.

456: 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. (Formerly Psychology 566.)

3 semester hours. Prerequisite: graduate status and Psych. 251 and 354 or equivalent, or consent of department chair. Offered fall.

458: Seminar in Social Psychology

This course includes an overview of the field of social psychology organized around major research areas. Each of the areas is critically examined using primary sources and representative empirical research.

3 semester hours. Prerequisite: graduate status and a course in research methods, or consent of department chair. Offered spring.

459: 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. (Formerly Psychology 569.)

3 semester hours. Prerequisite: graduate status and Psych. 456 or equivalent, or consent of department chair. Offered spring.

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.

3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered as needed.

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. (Formerly Psychology 565.)

3 semester hours. Prerequisite: graduate status and 12 semester hours of psychology courses, or consent of department chair. Offered spring.

490: Directed Research

Under the supervision of a faculty member, the student selects a specific problem and undertakes concentrated empirical research.

3 semester hours. Prerequisite: graduate status, six semesters of psychology courses, Psych. 320 or equivalent, and consent of department chair and dean. Offered as needed.

493: Directed Reading

With the agreement of and under the supervision of a faculty member, the student engages in an intensive course of readings on a specific topic in psychology. Information on application procedures is available from the department.

3 semester hours. Prerequisite: graduate status; a course in research methods; and consent of department chair, dean of the Faculty of Arts and Sciences, and dean of the School of Graduate Studies. Offered as needed.

523: Theories of Psychological Intervention

This is the basic course in theory and method of promoting psychological change and behavior modification. It includes a survey of appropriate theories and an introduction to practical resources available for treatment. Appropriate referral and certain

specific techniques are included.

3 semester hours. Prerequisite: graduate status and Psych. 354 or equivalent, or consent of department chair. Offered as needed.

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.

(2) 3 semester hours. Prerequisite: graduate status and Psych. 523 or equivalent, or consent of department chair. Offered as needed.

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.

3 semester hours. Prerequisite: graduate status and Psych. 354 or equivalent, or consent of department chair. Offered as needed.

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.

3 semester hours. Prerequisite: graduate status and Psych. 354 or equivalent, or consent of department chair. Offered as needed.

Public Administration

Department of Political Science

Professors: *Latzer, Jr., Pfeiffer, Stone (chair), Hiner*

Associate Professor: *Oppenlander, Perotti, Rickabaugh*

Assistant Professors: *Hofstad, Hill*

Programs of Study

Major: Political Science with concentration in Public Administration (B.A.)

Joint Program: M.P.A. with the University of Rhode Island and Providence College
Cooperative Program: B.A.—M.P.A. with the University of Rhode Island

See also Political Science

UNDERGRADUATE PROGRAM

Major in Political Science
—with Concentration in Public Administration

The concentration 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 concentration may be tailored to complement a course of study.

The concentration 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 organization, (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.

The concentration in public administration consists of 33 semester hours, including an approved public sector internship with an accompanying seminar. With the depart-

ment's approval, specific courses in other majors or programs may be substituted for courses required in the public administration concentration. In addition, students with significant work experience in the public sector may request a waiver of the internship requirement.

(Semester hours are in parentheses.)

•Required Courses (29)

Political Science 202, 301, 328, 330, 352, 355; Public Administration 325, 358

•Cognates (6)

Students double majoring in political science and public administration must take two 300-level courses from the following areas: anthropology, communications, education, economics, geography, labor studies, management, psychology, social work, sociology. The cognate requirement is waived for students completing a major or minor in a field other than political science.

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.

Master of Public Administration in Rhode Island Program

Rhode Island College is a member of a three-institution, state M.P.A. program with the University of Rhode Island and Providence College. This program is designed to prepare professional administrators who are in federal, state, and/or local government, or in the nonprofit sector for public administration.

The M.P.A. program offers both traditional and the latest administrative theory and practice, with focus on such critical areas as program and policy analysis, evaluation techniques and statistical methods, budgeting, personnel, administrative law, and regulation. Administrative ethics are an important dimension in all courses, as well as analytic reasoning and effective communication. Specialized concentrations are available in budgeting and finance, and person-

nel administration. Requests for additional program information should be made to the director of the M.P.A. program.

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 in Rhode Island Program. Under this arrangement, Rhode Island College students can begin their graduate training as they complete their studies leading to the B.A. at the College. A qualified student could then earn the M.P.A. 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 admission is essential for students seeking admission to this program. Students should consult with 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

PUBLIC ADMINISTRATION

325: Politics of Public Management: Budgeting and Personnel Administration

Emphasis is placed on the central role of the budget in policy formation, as well as on the political issues of public personnel systems and the control systems used in the public sector. Students learn the basic technical processes of public budgeting and personnel administration.

4 semester hours. Prerequisite: Pol. Sci. 301.

Offered spring.

358: Government Information Systems

This course familiarizes students with the role of the public sector and political information systems. Students employ public sector policy and program evaluation techniques, using budget-specific, personnel-specific, and policy-specific data.

4 semester hours. Prerequisite: Pol. Sci. 301, Social Science 102, and preceding or concurrent enrollment in Public Admin. 325. Offered spring.

Public Archaeology

Department of Anthropology and Geography

Professor: Allen, Doman, Flinth-Latham, Hay, Lohsen, Jr., R. Sullivan

Associate Professor: Barnes, Epple (joint), Mamon

Assistant Professor: Bigle, Gomez, Motte

Programs of Study

Major: Anthropology with concentration in Public Archaeology (B.A.)

See also Anthropology

UNDERGRADUATE PROGRAM

Major in Anthropology—with Concentration in Public Archaeology

The concentration in public archaeology prepares students for entry-level employment in public archaeology and cultural resource management, and also provides a general anthropology background.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (33–34)

Anthropology 201, 202, 203, 207, 311, 324, 375, 385

Three additional 300-level anthropology courses

•Cognates (15–20)

Choose either three courses from the Technical category and two from the Environmental/Historical category, or two from the Technical category and three from the Environmental/Historical category

1. Technical:
Art 217; Biology 324; Chemistry 103–104; Computer Science 101, 102; English 230; Geography 310, 311; History 200; Management 301; Mathematics 240; Political Science 301

2. Environmental/Historical: Biology 318, 353; Geography 200, 205, 305, 312, 320; History 320, 321, 326, 331; Physical Science 205, 212

COURSE OFFERINGS

See participating departments.

Radiologic Technology

Kenneth Kinsey
Advisor

Program of Study

Major: Radiologic Technology (B.S.)
Radiologic technology is administered by the Department of Biology.

UNDERGRADUATE PROGRAM

Major in Radiologic Technology

Rhode Island College offers a two-year program leading to the Bachelor of Science in radiologic technology. It is open only to professional radiologic technologists who have an associate degree and who are certified by the American Registry of Radiologic Technologists (ARRT). Although the program is designed for graduates from the Community College of Rhode Island (CCR1), those from other community or junior college programs in radiologic technology may also be admitted.

Overall the program allows a student to integrate the practical experience and the theory acquired at CCR1 with a solid academic background, stressing the biological and physical foundations of radiation science. A concentration in secondary 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.

In addition to the major requirements listed below, students must fulfill the Rhode Island College Writing Requirement, the Mathematics Competency Requirement, and the residency requirement. (Semester hours are in parentheses.)

•Required Courses (44)

Biology 101, 102, 231, 335, 347; Chemistry 103-104, 309; Physics 101-102; Secondary Education 314 or Management 301; general education (one course)*

*Concentration (6-7)

Select A or B.

A. Secondary Education:

Two courses from the following: Secondary Education 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 Secondary Education

314 (2)

(Total semester hours: 11)

Second Semester

Biology 102 (4)

Chemistry 104 (4)

Secondary Education or Management

Course (3-4)

(Total semester hours: 11-12)

Summer Session

Physics 101-102 (8)

Third Semester

Biology 231 (4)

Chemistry 309 (3)

Secondary Education or Management

Course (3)

(Total semester hours: 10)

Fourth Semester

Biology 335 (4)

Biology 347 (3)

General Education Course (3)

(Total semester hours: 10)

COURSE OFFERINGS

See participating departments.

Recreation

Department of Health, Physical Education, and Recreation

Professor: Lombardo

Associate Professors: Anisley (hour), Cummings

Assistant Professors: Casavella, Castagna, Mansak, Nutter, Ruske

Program of Study

Minor: Recreation and Leisure Services

UNDERGRADUATE PROGRAM

Minor in Recreation and Leisure Services

The minor in recreation and leisure services consists of 19 semester hours (six courses), as follows: Recreation 140, 141, 305, 330; and two courses from the following: Recreation 201, 205, 220, 300, 301, 325, Dance 308; Geography 319; Physical Education 309. Requirements include 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.

COURSE OFFERINGS

See also participating departments.

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 professional opportunities is included.

3 semester hours. Offered as needed.

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 in-

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.
(4) 3 semester hours. Offered as needed.

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. Lecture and laboratory.
3 semester hours. Offered as needed.

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.
(4) 3 semester hours. Offered as needed.

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.
3 semester hours. Offered as needed.

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.
(5) 3 semester hours. Prerequisite: a current advanced lifesaving certificate. Offered as needed.

301: Outdoor Education

This course is designed to provide the student with the philosophy and techniques of school camping and outdoor recreation.
3 semester hours. Offered as needed.

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.
3 semester hours. Prerequisite: Rec. 140. Offered as needed.

325: Recreation for the Elderly

Students explore steps needed in planning, organizing, conducting, and evaluating recreation programs for the elderly. The significance of recreation services, the needs/characteristics of the elderly as related to recreation programming, diverse recreation activity experiences, staffing considerations, and future trends in recreation and leisure services for the elderly are included.
3 semester hours. Offered as needed.

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.
(7) 4 semester hours. Prerequisite: satisfactory completion of all recreation and leisure services minor sequence courses and current first aid and CPR certification. Offered as needed.

Secondary Education

Department of Educational Studies

Professors: Alfonso, Biondo, Betello, Bisci, Easer, McClintock, Mitchell, Nelson, A. Smith, Stone, Turley

Associate Professors: Brill, Jr., Clarity, Davis, Holland, McCrystal, McSweeney, Morgan, Parsifsky, Pines, N. Sullivan (chair), Taylor

Assistant Professors: Byles, Cappella, Coombs, Gomez, Reyes, Tinkus

Instructor: Pivle

Programs of Study

Major: See Majors below (B.A., B.S.)

Teaching Certification: Special Education

Other Program: Bilingual-Bicultural Education (Specialization); Urban Education

Program

Graduate Programs: Bilingual-Bicultural Education (M.Ed.); Rhode Island Teacher Education Program (RITE); Secondary Education (M.Ed.); Secondary Education with specialization in Urban Education (M.Ed.); Secondary Education with various departments (M.A.T.); Teaching English as a Second Language (M.A.T., M.Ed.)

ADMISSION AND RETENTION

Secondary Education Majors

UNDERGRADUATE PROGRAMS

Secondary Education Program

The secondary education program requires the completion of 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the requirements listed below. When making selections from the Social and Behavioral Sciences Category in the General Education Program, students in secondary education must choose at least one of the following: African/Afro-American Studies 200; Anthropology 201, 205; Economics 200; Geography 200; Political Science 203; Sociology 200, 202, 208.

The secondary education program is supported by a strong advising system. Students should declare this program choice early in their college careers at the Depart-

ment of Educational Studies, where they will be directed to a program advisor in the major field.

(Semester hours are in parentheses.)

•Major (32-86)

See Majors following Admission and Retention.

•Professional Courses (10)

Secondary Education 305, 310, 321, 322, Counseling and Educational Psychology 214; Foundations of Education 340, 345

Sequence for Professional Center:

The order in which the professional courses are taken is given below.

Fourth in Fifth Semester
Counseling and Educational Psychology 214

Sixth Semester

Secondary Education 305

Foundations of Education 340

Seventh Semester

Secondary Education 310 (Practicum)

Foundations of Education 345

Eighth Semester

Secondary Education 321 (Student

Teaching)

Secondary Education 322 (Student

Teaching Seminar)

Admission and Retention

Secondary education students must apply to the School of Education and Human Development for admission while enrolled in Secondary Education 305. At that time they must meet all admission requirements for the School of Education and Human Development (see page 73).

Secondary education students must also meet additional requirements for semester hours, grade point averages, and course work in their major. All program in the School of Education and Human Development require a grade point average of 2.50.

Majors

Undergraduates planning to teach in the secondary schools (grades 7-12) major in one of the following:

Biology
Chemistry
English

French
General Science
History
Mathematics
Physics
Social Science
Spanish

Each of these majors must be taken in addition to the professional courses required in the secondary education program. *Students wishing secondary school certification must follow specific major requirements, which are described in the sections that follow.*

Students seeking to major in anthropology, economics, geography, political science, or sociology may add these fields as a second major to the secondary education social science major. There is no approved secondary education program in psychology, communication, or theatre. These majors may be elected, but only as a second major. See appropriate sections of this catalog for details on specific programs.

In addition to selecting a major, students may also select a teaching concentration in secondary special education. This option may require a total number of semester hours for graduation in excess of the minimum number of 120 semester hours. See also Special Education.

Programs in art education, health education, music education, physical education, and technology education prepare graduates to teach from kindergarten through grade 12. See appropriate sections in this catalog for program details.

Major in Biology

- Required Courses (36)
- Biology 101, 102, 220, 221, 318, 335
- Three courses from Biology 300, 321, 329, 348, 353, 354. (Students are urged to take Biology 348.)
- Cognates (30)
- Chemistry 103-104, 205-206; Mathematics 240; Physics 101-102 (or Physics 200 and either 201 or 202); one computer science course

Major in Chemistry

- Required Courses (43)
- Chemistry 103-104, 205-206, 303, 304,

305-306, 307-308, 410; Physical Science 212, 320, 357

•Cognates (30)

Biology 101; Mathematics 212, 213, 240, 314; Physics 101-102 (or Physics 200 and either 201 or 202); one computer science course

Major in English

•Required Courses (36-39)

English 201, 202, 212, 336, 360

One course from English 207, 301, 302

One course from English 205, 344, 347,

348, 351, 352, 356, 357, 358

One course from English 206, 329, 340,

342, 343

English 326 or 327

English 332 or 333

English 345 or 346

•Cognates (6)

Secondary Education 445 or equivalent

English course in writing theory

One course in nonprint media or English

325

Major in French

•Required Courses (32)

French 201, 202, 230, 300, 360

At least five French courses at the 200-level or above

A minor in French that is specifically tailored to secondary education consists of 20 semester hours (six courses), as follows:

French 201, 202, 230, 300, and two additional

French courses at the 200-level or above.

A minor in French that is specifically tailored to secondary education consists of 20 semester hours (six courses), as follows:

French 201, 202, 230, 300, and two additional

French courses at the 200-level or above.

Two additional courses at the 300-level from one of the following areas: U.S., European, or non-Western history

•Cognates (21-24)

Select seven courses from A, B, C, and D.

A. Political Science 202* and one course

from Political Science 331, 332, 355, 357

B. Economics 200,* 202

C. Geography 300 and one course from Geography 201,* 308, 312, 320, 321

D. One course from the following: Anthropology 201,* 205,* Sociology 200,* 202,* 208*

*Fulfills the requirement for the Social and Behavioral Sciences Category of the General Education Program.

Note: The introductory social sciences courses are prerequisites for Secondary Education 310.

Major in General Science

•Required Courses (45-48)

Biology 101, 102; Chemistry 103-104;

Physical Science 320, 357; Physics 101-102 (or Physics 200 and either 201 or 202)

One course from Physical Science 212,

214, 216

Four additional courses at the 200-level or above from these four areas: biology; chemistry; physical science; physics (two courses must be in the same area)

•Cognates (18)

Mathematics 209, 212, 213, 240; one computer science course

Major in History

The secondary education history major certifies graduates to teach both history and three social studies areas, namely economics, geography, and political science. The state Social Studies Certificate requires a student to have completed two courses in any social sciences discipline for which the student seeks an endorsement at the secondary level. History 110 and 111 cannot count toward the major, but are program requirements for secondary education.

•Required Courses (29)

History 200, 201, 202, 362

One course each from A, B, and C.

A. U.S. History:

History 320, 321, 322, 323, 324, 325,

326, 327, 328, 329, 330, 331, 332, 333,

334

B. Western History:

History 300, 301, 302, 303, 304, 305,

306, 307, 308, 309, 310, 311, 312, 313,

314, 315, 352, 353

C. Non-Western History:

History 340, 341, 342, 343, 344, 345,

346, 347, 348

Two additional courses at the 300-level from one of the following areas: U.S., European, or non-Western history

•Cognates (21-24)

Select seven courses from A, B, C, and D.

A. Political Science 202* and one course

from Political Science 331, 332, 355, 357

B. Economics 200,* 202

C. Geography 300 and one course from Geography 201,* 308, 312, 320, 321

D. One course from the following: Anthropology 201,* 205,* Sociology 200,* 202,* 208*

*Fulfills the requirement for the Social and Behavioral Sciences Category of the General Education Program.

Note: The introductory social sciences courses are prerequisites for Secondary Education 310.

Major in Mathematics

•Required Courses (33)

Mathematics 212, 213, 300, 314, 315, 324,

333, 336, 341, 358

•Cognates (13)

Computer Science 201; Computer Science

203 (or Computer Information Systems

251); Mathematics 240; Physics 200

•Major in Physics

•Required Courses (47)

Physics 200, 201, 202, 300, 301, 303, 307,

312, 313, 391; Physical Science 212, 320,

357

•Cognates (33)

Biology 101; Chemistry 103-104; Mathemat-

ics 212, 213, 240, 314, 316; one computer science course

•Major in Social Science

Students in the secondary education social science major must complete 27 semester hours of course work in the social sciences disciplines and 18 semester hours in history. The introductory courses should be taken in the freshman and sophomore years, and some may be used to fulfill general education requirements. With permission of the secondary education social science director, transfer students and those students with a strong background in American history or the social sciences may substitute appropriate upper-level courses for introductory courses.

•Required Courses (45)

Introductory Courses: Anthropology 201 or 205 or Sociology 208; Economics 200; History 201, 202; Political Science 202

Geography: Geography 300

European History: one course from History 308, 309, 310, 356

Non-Western History/Global: two courses representing two different areas from A, B, C.

A. Middle Eastern:

One course from History 340, 341, 342, 343

B. Asian:

One course from History 344, 345, 346, 347

C. African:

History 348

Afro-American: African/Afro-American Studies 200 or History 334

Native Peoples: Anthropology 200 (Native American/Canadian/Inuit or Caribbean) or Anthropology 324

Additional Social Science: three additional upper-level social sciences courses, exclu-

203 (or Computer Information Systems 251); Mathematics 240; Physics 200

Major in Physics

•Required Courses (47)

Physics 200, 201, 202, 300, 301, 303, 307,

312, 313, 391; Physical Science 212, 320,

357

•Cognates (33)

Biology 101; Chemistry 103-104; Mathemat-

ics 212, 213, 240, 314, 316; one computer science course

Major in Social Science

Students in the secondary education social science major must complete 27 semester hours of course work in the social sciences disciplines and 18 semester hours in history. The introductory courses should be taken in the freshman and sophomore years, and some may be used to fulfill general education requirements. With permission of the secondary education social science director, transfer students and those students with a strong background in American history or the social sciences may substitute appropriate upper-level courses for introductory courses.

•Required Courses (45)

Introductory Courses: Anthropology 201 or 205 or Sociology 208; Economics 200; History 201, 202; Political Science 202

Geography: Geography 300

European History: one course from History 308, 309, 310, 356

Non-Western History/Global: two courses representing two different areas from A, B, C.

A. Middle Eastern:

One course from History 340, 341, 342, 343

B. Asian:

One course from History 344, 345, 346, 347

C. African:

History 348

Afro-American: African/Afro-American Studies 200 or History 334

Native Peoples: Anthropology 200 (Native American/Canadian/Inuit or Caribbean) or Anthropology 324

Additional Social Science: three additional upper-level social sciences courses, exclu-

ry of history, from the approved advising list, which is available from the secondary education social science director.

Interdisciplinary Course: one course, taken in the last year of study, from Social Science 310, 311, 312, 315, 316, 317, 318, 350.

Major in Spanish

•Required Courses (32)
Spanish 201, * 202, * 221, 222, 230, 231, 300, 360.

At least two Spanish courses at the 200-level or above.

A minor in Spanish that is specifically tailored to the secondary education program is also available to students. The requirements consist of 20 semester hours (six courses), as follows: Spanish 201, * 202, * 221 (or 222), 230 (or 231), 300, and one additional Spanish course at the 200-level or above.

*Spanish 200 may be substituted for Spanish 201 or 202.

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 program and obtain satisfactory scores on the National Teachers Examination qualify for Rhode Island secondary school certification. If a student wishes middle school endorsement, two additional courses are required: a child psychology course (Psychology 400) and a methods of teaching reading (Elementary Education 311, 322, 434) or a middle school curriculum course or a methods of teaching the subject area (e.g., mathematics) in the elementary/middle school. These two courses should be taken prior to student teaching. Those desiring double certification should consult with the Department of Educa-

tional Studies and with the director of clinical experiences.

Students completing a teaching concentration in special education are eligible for a Rhode Island certificate in special education.

GRADUATE PROGRAMS

Adviser: Joao Botelho (Bilingual-Bicultural Education), and Nancy Sullivan (RITE)

Rhode Island Teacher Education Program (RITE)

This program is intended for those who seek initial Rhode Island state certification at the secondary level to teach the subject matter of their undergraduate majors, which already should have been completed. Course work principally includes the sequence of teacher education courses prescribed in the undergraduate secondary teacher education program; however, appropriately chosen subject-matter courses may also be required. This is not a degree program, and courses taken in this program cannot be used in any graduate degree program at Rhode Island College. Normally students will be allowed to transfer in no more than three of the required courses if the courses were taken at Rhode Island College, and no more than two equivalent courses taken elsewhere and approved by the RITE program director. The program is administered by the Rhode Island College Department of Educational Studies through the School of Education and Human Development and the School of Graduate Studies. Information and application materials may be obtained from any of these offices. This program is designed so that successful applicants can, in most cases, complete the required course work within three consecutive semesters.

Admission Requirements

Applicants for the Rhode Island Teacher Education Program must fulfill the following requirements and should refer to graduate Admission Procedures/Requirements on page 40:

1. A completed application (submitted to the School of Graduate Studies), including a transcript of baccalaureate work

from a regionally accredited college or university.

2. A minimum cumulative grade point average of 2.50.
3. Two letters of recommendation. One letter must be provided by an instructor of a course in the academic major, and one letter must be provided by a professional familiar with the candidate's pre-professional experiences with children or youth.
4. Successful completion of Counseling and Educational Psychology 214 or equivalent with a minimum grade of B-.
5. Documented professional experience with children or youth. The nature and extent of the experience, together with its documentation, are described by the Department of Educational Studies.
6. Successful completion of a personal interview.
7. Successful completion of a Rhode Island College academic major or its equivalent.

(Semester hours are in parentheses.)

Program Requirements

•Required Courses (30)
Secondary Education 305, 310, 321, 322; Counseling and Educational Psychology 214; Foundations of Education 340, 345

In addition, depending on the student's background, subject-matter area courses may be required.

Master of Education in Secondary Education

Admission Requirements

Teacher certification in the area of specialization and scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
Foundations of Education 402 or 420; Special Education 431
- Professional Education Component (9)
Secondary Education 431, 434 (or another approved research course), 514
- Academic Disciplines Component (15)
Minimum of 15 semester hours of gradu-

ate-level course work in the academic field in which certification is held. Students should contact the department that provides course work in the area of certification.

•Elective (3)

•Capstone Course (3)

One of the following courses appropriate to the teaching discipline: Secondary Education 427, 429, 442, 443, 448

- Comprehensive Examination (9)
(Total semester hours: 36)

Master of Education—Bilingual-Bicultural Education

See Bilingual-Bicultural Education.

Master of Education—Teaching English as a Second Language

See Teaching English as a Second Language.

Master of Education in Secondary Education—With Specialization in Urban Education

See Urban Education.

Master of Arts in Teaching

The M.A.T. program in secondary education is an advanced degree program for persons who possess an undergraduate degree in an academic major and who seek initial teacher certification in the context of a master's degree.

Admission Requirements

Completion of an undergraduate major (or equivalent), including specific required courses in the area of certification; minimum grade point average of 3.0, indication of high academic ability as evidenced by scores on the Graduate Record Examination or Miller Analogies Test; three recommendations (at least two academic references); interview. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (9)
Counseling and Educational Psychology 441; Foundations of Education 441, 446
- Professional Education Component (20)
Secondary Education 405, 410, 421, 422

• Academic Disciplines Component (15)
Minimum of 15 semester hours of graduate-level course work in the academic field in which certification is sought. Students should contact the department that provides course work in the anticipated area of certification.

• Capstone Course

Capstone experience incorporated into Secondary Education 422 (student teaching seminar).

• Comprehensive Examination (0)

(Total semester hours: 44)

Master of Arts in Teaching—Teaching English as a Second Language

See Teaching English as a Second Language.

COURSE OFFERINGS

SECONDARY EDUCATION

305: Dimensions of Secondary Education

Students are introduced to teaching in the secondary schools. Topics include basic planning, teaching skills, strategies for improving learning, and furthering students' literacy development through reading and writing in the content areas. Microteaching, school visits, and tutoring are required. 4 semester hours. Prerequisite: CEP 214. Offered fall and spring.

310: Practicum in Secondary Education

This practicum is devoted to a study of the principles, curriculum materials, and methods of secondary education. Included are aspects of health education and the serving of exceptional students. Under the guidance of College and laboratory school instructors, students prepare and deliver lessons and work with individual school pupils, small groups, and classes. Multicultural sites, global perspectives, and clinical experiences are components of this course. 5 semester hours. Prerequisite: admission to a secondary education teacher preparation program.

Additionally, each major or concentration has specific entrance requirements, including minimum grade point averages, both overall and in major courses, and the completion of specified courses in the major. Offered fall and spring.

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 specialized areas, such as adult education programs, industry, and social agencies.

3 semester hours. Prerequisite: undergraduates must have consent of chair of the Department of Educational Studies. Offered fall.

321: Student Teaching in the Secondary School

For one semester, students teach for five full days a week in a middle, junior, or senior high school, under the joint supervision of a 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. Students participate in student teaching for the entire school day throughout the placement.

5 or 9 semester hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in Soc. Ed. 322; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall and spring.

322: Student Teaching Seminar in Secondary Education

Taken concurrently with Secondary Education 321, this course is an integrative and culminating experience in the professional program in secondary education. It provides an opportunity for students to reflect upon and give intellectual and affective structure and content to their initial experience as classroom teachers.

2 semester hours. Prerequisite: concurrent enrollment in Soc. Ed. 321. Offered fall and spring.

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.

3 semester hours. Prerequisite: Psych. 215 and Soc. 204 or 208 or 211. Offered as needed.

390: Directed Study

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

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

405: Dimensions of Secondary Education

Students are introduced to teaching in the secondary schools. Topics include basic planning, teaching skills, strategies for improving learning, and furthering students' literacy development through reading and writing in the content areas. Microteaching, school visits, and tutoring are required. Students enrolled in Secondary Education 405 complete an additional project. Students cannot receive credit for both Secondary Education 305 and 405.

4 semester hours. Prerequisite: preceding enrollment in CEP 441 with concurrent enrollment in CEP 441 with consent of advisor. Offered fall and spring.

409: Psychological and Social Problems of Urban Youth

This course prepares school people to cope with the psychological and sociological problems commonly found among disadvantaged children and youth. Students participate in a human relations workshop which seeks to assist them to overcome their fears and feelings of inadequacy when dealing with children or youth of cultures different from their own.

6 semester hours. Offered summer.

410: Practicum in Secondary Education

This practicum is devoted to a study of the principles, curriculum materials, and methods of secondary education. Included are aspects of health education and the serving of exceptional students. Under the guidance of College and laboratory school instructors, students prepare and deliver lessons and work with individual school pupils, small groups, and classes. Multicultural sites, global perspectives, and clinical experiences are components of this course. Students enrolled in Secondary Education 410 complete an additional project. Students cannot receive credit for both Secondary Education 310 and 410.

5 semester hours. Prerequisite: Soc. Ed. 405 and admission to a secondary education graduate pro-

gram. The graduate student is advised to consult the chair of the Department of Educational Studies. Offered fall.

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 workshops with advantaged youth in counseling, advocacy, and tutorial roles. Two semesters.

6 semester hours. Prerequisite: Soc. Ed. 409 or consent of program coordinator. Offered as needed.

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. Grading is H, S, or U. 3 semester hours. Prerequisite: Soc. Ed. 411 or consent of program coordinator. Offered as needed.

421: Student Teaching in the Secondary School

For one semester, students teach for five full days a week in a middle, junior, or senior high school, under the joint supervision of a 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. Students participate in student teaching for the entire school day throughout the placement. Students enrolled in Secondary Education 421 complete an additional project. Students cannot receive credit for both Secondary Education 321 and 421.

5 or 9 semester hours. Prerequisite: admission to a secondary education graduate program; concurrent enrollment in Soc. Ed. 422; successful completion of all courses in the Foundations, Adolescent Disciplines, and Professional Education. Components required prior to student teaching. Offered fall and spring.

422: Student Teaching Seminar in Secondary Education

Taken concurrently with Secondary Education 421, this course is an integrative and culminating experience in the professional program in secondary education. It provides an opportunity for students to reflect upon and give intellectual and affective structure and content to their initial experience as classroom teachers. Students enrolled in Secondary Education 422 complete an additional project. Students cannot receive credit for both Secondary Education 322 and 422.

2 semester hours. Prerequisite: concurrent enrollment in Sec. Ed. 421. Offered fall and spring.

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.

3 semester hours. Prerequisite: completion of the minimum academic requirements for certification in the discipline or consent of department chair. Offered spring, as needed.

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.

3 semester hours. Prerequisite: completion of the minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

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.

3 semester hours. Offered spring.

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.

3 semester hours. Prerequisite: Sec. Ed. 431 or consent of instructor. Offered as needed.

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.

3 semester hours. Prerequisite: teaching certificate or satisfactory completion of student teaching. Offered summer.

434: Research in the Culture of the Secondary School

Students are introduced to the process of designing, conducting, and analyzing educational research, with emphasis on ethnographic inquiry. Attention is given to the interrelationship of socioeconomic status, language, and gender in classroom pedagogy, student achievement, and school structure.

3 semester hours. Prerequisite: six semester hours of 300-level foundations of education courses, graduate status, or consent of department chair. Offered as needed.

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.

3 semester hours. Prerequisite: completion of the minimum academic requirements for certification in the discipline or consent of department chair. Offered spring.

443: Social Studies in Secondary Schools

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of social studies instruction, and current research in social studies instruction.

3 semester hours. Prerequisite: completion of the

minimum academic requirements for certification in the discipline or consent of department chair. Offered spring.

444: Teaching Adolescent Literature

This course blends the academic appreciation of young adult literature with pedagogical strategies for its classroom use. Students are expected to read widely in the field and to develop individualized demonstration projects for use in the secondary English class.

3 semester hours. Offered summer.

445: The Teaching of Writing in Secondary Schools

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of writing instruction, and current research and practice in the teaching of writing appropriate to the middle and secondary school levels.

3 semester hours. Offered as needed.

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.

3 semester hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered summer as needed.

460: Seminar in Education

Topics and prerequisites vary.

3 semester hours. Offered as needed.

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 in-

structional methods and curriculum materials.

3 semester hours. Prerequisite for all sessions: 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. Offered as needed.

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.

3 semester hours. Offered summer.

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 Secondary Education 591-594.

1-4 semester hours. Prerequisite: consent of department chair. Open only to students enrolled in the M.Ed. program in secondary education or the educational specialist program. Offered as needed.

Social Science

E. Pierre Morenon
Director

Program of Study

Major: Social Science (B.A.)
Teacher Education Programs: Social Science (B.A.)

UNDERGRADUATE PROGRAM

Major in Social Science

Social science is an interdisciplinary major consisting of 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 wishing to develop a specialized competence in an area or a topic of concern to the respective social sciences disciplines. Social science is also an appropriate major for elementary education and for certification in history and social studies at the secondary level (see Teacher Education Program below).

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

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.)

•Required Courses—Liberal Arts (33)
Two courses from Social Science 310, 311, 312, 315, 316, 317, 318, 350
One course from Anthropology 333, History 200; Political Science 300; Sociology 302

Eight additional courses selected from the social sciences 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 toward the major.

Teacher Education Programs

Students who major in social science may pursue an elementary education or a secondary education teacher preparation program. Elementary education students follow the requirements listed below. For a description of the complete teacher education program in elementary education, see page 164. For a description of the teacher education program in secondary education, including specific major requirements for social science, see page 303.

(Semester hours are in parentheses.)

•Required Courses—Elementary Education (30)
Two courses from Social Science 310, 311, 312, 315, 316, 317, 318, 350
Two courses from African/Afro-American Studies 200; Anthropology 324; History 201, 202, 320, 321, 326, 327, 334
Six additional courses selected from the social sciences disciplines (anthropology, economics, geography, history, political science, and sociology). Four of these courses must be at the 300-level; no more than three courses from any one discipline may be counted toward the major.

COURSE OFFERINGS

See also participating departments.

The following courses are taught by members of the Departments of Anthropology and Geography, Economics and Management, History, Political Science, and Sociology.

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 devel-

oped while exploring critical issues in the social sciences.

3 semester hours. Offered as needed.

201: Individual and Society in Non-Western Civilizations

This course examines the values, ideals, cultural heritage, and outlook of humankind in the non-Western world. The focus is on the encounter of non-Western civilizations with the forces of modernity.

3 semester hours. Gen. Ed. Category NW/7. Offered fall and spring.

310: Africa

The social and political structures and related problems of changing Africa are considered. Social science faculty members and visiting specialists may lecture in their fields of specialization.

3 semester hours. Prerequisite: any 200-level course in the social sciences. Offered as needed.

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.

3 semester hours. Prerequisite: any 200-level course in the social sciences. Offered as needed.

312: The Middle East

The focus is on 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.

3 semester hours. Prerequisite: any 200-level course in the social sciences. Offered as needed.

315: The City in the 20th Century

By using the perspectives and methods of the various social sciences, the city is examined. Issues related to the historical development and contemporary problems of 20th-century cities are considered.

3 semester hours. Prerequisite: any 200-level course in the social sciences. Offered as needed.

316: The City in the Ancient World

This course examines the development of urban centers between 3000 BC and AD 400, focusing on the integrative social, economic, and religious elements in the creation of urban society. Contemporary ideas and theories relating to the nature and purpose of urbanization are examined in light of the historical evidence of early cities.

3 semester hours. Prerequisite: six semester hours in any of the respective social sciences disciplines. Offered as needed.

317: Religion and Social Change

This course explores the relationship between religion and society, focusing on the responses and adaptations made by selected religious leaders and movements to change in the wider sociocultural systems.

3 semester hours. Prerequisite: six semester hours in any of the respective social sciences disciplines. Offered as needed.

318: Cultural Pluralism

Focus is on the nature and dynamics of cultural pluralism in society. A comparative framework contrasting pluralism in American society with that in another selected society is used.

3 semester hours. Prerequisite: six semester hours in any of the social sciences disciplines. Offered as needed.

418: Cultural Pluralism

Graduate-level inquiry into the dynamics of cultural pluralism in selected societies.

3 semester hours. Prerequisite: six semester hours in any of the social sciences disciplines. Offered as needed.

Social Work

School of Social Work

Graduate Faculty

Professors: *Bronley, Gavrietz (chair, M.S.W. Department), Metzky (dean), Okon, Reamer, Siegel*

Associate Professor: Evans

Assistant Professors: *Cowan, Ghindia, Mamm, Waller*

Undergraduate Faculty

Professors: *Oliver, Whitman (chair, B.S.W. Department)*

Associate Professor: Bates

Assistant Professor: *Mueller*

Programs of Study

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

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

Both the M.S.W. program and the B.S.W. program are accredited by the Council on Social Work Education.

UNDERGRADUATE PROGRAM

Major in Social Work

The major in social work provides the theory, value orientation, and skills needed for entry-level professional social work practice. In addition to taking classroom courses, students participate in professionally supervised field work in one of several College-approved social service agencies.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

- Required Courses (39)
Social Work 240, 302, 320, 324, 325, 326, 327, 328, 329, 336, 337, 363, 364
- Cognates (19)
Biology 103; Economics 200; Political Science 202; Psychology 215, 230, and one 200-level sociology course. (For social work majors, Psychology 215 serves as the prerequisite for Psychology 230.)

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 (minimum 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 Sequence

First and Second Semesters

Social Work 240
Biology 103
Economics 200
Political Science 202
Psychology 215
One 200-level sociology course

Third Semester

Social Work 302
Psychology 230

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 must be taken concurrently in the semester indicated.

Advisement

The social work major is a tightly structured one. Flexibility in course sequencing is possible, but only by permission of designated faculty advisors. Therefore, students who intend to major in social work are required to consult with their advisor each semester before pre-registering for courses in the following semester.

Admission Requirements

To be considered for admission to the social work major, students must meet the following requirements:

1. Completion of Psychology 215 and 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 grade point average of 2.5 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 chair of the B.S.W. department, or his/her designee.

Retention Standards

Students are expected to maintain a minimum grade point average of 2.5 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 minimum grade point average of 2.5 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 Committee. Students who do not receive at least a grade of C after repeating the required course one time are automatically dismissed from the program.

Any student receiving grades of D and/or F in any two required social work courses or cognates will automatically be dismissed from the program.

Students are required to receive a grade of C or better in all required courses in the major, including cognates, and a minimum grade point average of 2.5 in all social and behavioral science courses in order to graduate from the program.

Volunteer Experience

Within the one year prior to the completion of Social Work 327 (spring of the junior year), social work majors are required to complete a 50-hour volunteer experi-

ence approved in advance by the coordinator 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 62-semester-hour graduate program leading to the Master of Social Work. The central commitment of this program is to prepare advanced practitioners to work effectively with others in order to alleviate 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 program is divided into three sections: (1) professional foundation, (2) advanced professional foundation, and (3) advanced concentration. The professional foundation and advanced professional foundation are completed in the first year. The second year is devoted to an advanced concentration in (1) mental health; (2) health, aging, and disabilities; or (3) children and families. In the advanced concentration, students choose between two tracks: (1) clinical or (2) macro (administration). Field work is required in both years.

Throughout their graduate studies, students are offered field placements and a variety of classroom experiences, workshops, field seminars, individual studies, and courses in other departments that will enrich their programs.

Course of Study

(Semester hours are in parentheses.)

First Semester

Social Work 400 (3)
Social Work 412 (3)
Social Work 420 (3)
Social Work 432 (4)
Social Work 441 (2)
(Total semester hours: 15)

Second Semester

Social Work 401 (3)
Social Work 422 (3)

Social Work 436 (3)
 Social Work 437 (4)
 Social Work 442 (2)
(Total semester hours: 15)

Third Semester

Social Work 500 (4)
 Social Work 502 (1)
 Social Work 511, 516, 517, or 518 (3)
 Social Work 540 (2)
 Restricted elective (3)
 Elective (3)
(Total semester hours: 16)

Fourth Semester

Social Work 501 (4)
 Social Work 503 (1)
 Social Work 510, 526, 527, or 528 (3)
 Social Work 521 or 522 (3)
 Social Work 541 (2)
 Elective (3)
(Total semester hours: 16)

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 admission policies on the basis of race, sex, religion, age, color, national origin, handicap/disability status, sexual orientation/preference, or veteran status.

Admission to the School of Social Work 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 a regionally accredited institution of higher education.
2. Evidence of the applicant's intellectual capacity to participate successfully in academic work at the graduate level. A candidate is expected to have a diverse academic background with a liberal arts perspective which includes *aware* work in the human biological sciences, social sciences, humanities, and mathematics. Specifically, an applicant is required to have
 - a. A minimum 3.0 grade point average on a 4.0 scale in undergraduate work;

- b. At least 15 semester hours drawn from course work in psychology, sociology, anthropology, economics, and political science; and
- c. *Course work in human biology.*

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 cooperatively 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 02908-1991. 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 in-

cluded 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 admission 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 15 for study beginning the following September. There are no midyear admissions. Within 10 days 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 required 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 possessing a B.S.W. from a program accredited by the Council on Social Work Education will be exempted from the professional foundation courses (18 semester hours). Students granted advanced standing will be required to complete 44 semester hours. These students will begin the program in the spring semester. The advanced standing program must be completed on a full-time basis (three semesters).

Student Advisees

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 their 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 grade point average in courses that carry a grade and an evaluation of Satisfactory or better in field education. No course in which the student earns a grade below a C may be accepted for M.S.W. credit.

Residency Requirements

Students in all programs, except the structured part-time program, must complete the second year in residence, defined as both field instruction and three courses each semester at Rhode Island College. To achieve full-time status in either year, a student must register for field instruction and three courses each semester.

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 13 semester hours of course work. Degree requirements must be met within four years, the last year being in full-time study.

Structured Part-Time Program

A limited number of students will be admitted to a structured part-time program. This program will not require the completion of the one-year full-time residency. Structured part-time students will complete the program over a four-year period. Criteria for admission are the same as for other programs, with the addition of five-year full-time post-BA/B.S. social service experience. The field placement requirement will be spread out over four years: eight hours per week during the first two academic years and 10 hours per week during the last two academic years.

Students in the structured part-time program are required to follow the sequence given below.

(Semester hours are in parentheses.)

First Semester

Social Work 400*
Social Work 420 (3)
Social Work 432 (4)

Second Semester

Social Work 400 (3)
Social Work 422 (3)
Social Work 436 (3)

Third Semester

Social Work 401*
Social Work 412 (3)
Social Work 441 (2)

Fourth Semester

Social Work 401 (3)
Social Work 437 (4)
Social Work 442 (2)

Fifth Semester

Social Work 500*
Social Work 510, 516, 517, or 518 (3)
Restricted elective (3)

Sixth Semester

Social Work 500 (4)
Social Work 511, 526, 527, or 528 (3)
Elective (3)

Seventh Semester

Social Work 501*
Social Work 502 (1)
Social Work 540 (2)
Elective (3)

Eighth Semester

Social Work 501 (4)
Social Work 503 (1)
Social Work 521 or 522 (3)
Social Work 541 (2)

*Social Work 400 and 401 require eight hours per week for an academic year and Social Work 500 and 501 require 10 hours per week for an academic year. Students register for Social Work 400 and 500 in the fall semester and receive an I (Incomplete) at the end of the fall semester. A grade will be assigned at the end of the spring semester. Students begin Social Work 401 and 501 in the fall semester but do not register for it until the spring semester.

Field Work

All students, except those in the advanced standing program, are required to complete Social Work 400 (240 hours), 401 (240

hours), 500 (300 hours), and 501 (300 hours) for a total of 1,080 hours. For full-time and part-time students, this is accomplished over two academic years. For students in the structured part-time program, this is completed over four academic years. Students in the advanced standing program complete Social Work 401 (240 hours), 500 (300 hours), and 501 (300 hours) for a total of 840 hours.

All students, except those in the structured part-time program, must take the first-year placement concurrently with Social Work 432, 436, and 437. 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 (1995-96)

Tuition (Full Time): \$4,320 per year (in-state students); \$6,460 per year (out-of-state student).

Tuition (Part Time): \$150 per semester hour (in-state students); \$292 per semester hour (out-of-state students).

Registration Fee: \$36 per semester.

Retention Fee: \$90 per year (full time); \$4 per semester hour (part time).

Library Fee: \$50 per year (full time); \$3 per semester hour (part time).

Technology Fee: \$50 per year (full time); \$3 per semester hour (part time).

Fine Arts Fee (Depend on Canadian Only): \$20 per semester (full time); \$8 per semester (part time).

Application Fee: \$25.

Information on other expenses is available from the Bureau'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 Office of Student Financial Aid and by consulting Graduate Financial Aid on page 49.

COURSE OFFERINGS

The prerequisite for all social work courses at the graduate level (400- and 500-levels) is acceptance into the M.S.W. program.

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.

3 semester hours. Offered fall and spring.

302: Social Work Practice Evaluation and Research

Skills are developed for social work practice and program evaluation and for critical assessment of published research reports. Included are practice-based problem formulation, research design, single-subject research, sampling, measurement, data collection, ethical issues, and report writing.

3 semester hours. Prerequisite: Soc. Work 240, Psych 215, and any 200-level sociology course. Offered fall and spring.

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. Sociology 320 cannot be substituted for Social Work 320.

3 semester hours. Prerequisite: Soc. Work 240, Econ. 200, Pol. Sci. 202, or consent of department chair. Offered fall and spring.

321: Social Work Practice and the Law

Students become familiar with the structure of the legal system and the expectations of social workers in various legal arenas. Special emphasis is given to examining legal issues and reading case law involving the elderly, persons in the mental health system, institutionalized persons, children, families, persons in poverty, women, minorities, persons with AIDS, and nontraditional families. Students cannot receive credit for both Social Work 321 and 416.

3 semester hours. Prerequisite: concurrent enrollment in Soc. Work 316 or 317, or consent of instructor. Offered fall and spring.

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 socialization on individual development, functioning, and values. The impact of social inequality on life cycles and family life cycles is highlighted.

3 semester hours. Prerequisite: Soc. Work 240, Bio. 103, Psych. 215, 230, or consent of department chair. Offered fall and spring.

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.

3 semester hours. Prerequisite: Soc. Work 240, Econ. 200, Pol. Sci. 202, or consent of department chair. Offered fall and spring.

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.

3 semester hours. Prerequisite: Soc. Work 240

and prior or concurrent enrollment in Soc. Work 324 and 325. Offered fall.

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.

3 semester hours. Prerequisite: acceptance into the B.S.W. program, Soc. Work 326, and prior or concurrent volunteer experience in a social agency. Offered spring.

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.

3 semester hours. Prerequisite: Soc. Work 320, Soc. Work 336, 363, and concurrent enrollment in Soc. Work 337 and 364. Offered spring.

329: Social Work Practice: Individuals, Families, and Small Groups

Problems in interpersonal relationships and the development of diagnostic and intervention 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.

3 semester hours. Prerequisite: Soc. Work 327, Soc. 302, prior or concurrent enrollment in Soc. Work 320, and concurrent enrollment in Soc. Work 336 and 363. Offered fall.

334: Ethnic-Sensitive Social Work Practice

This course provides content on major cross-cultural social work practice frameworks. Ethnically competent practice is examined in the context of cultural knowledge, values, practice principles, and skills required to help ethnic groups toward empowerment. Students cannot receive credit for both Social Work 334 and 434.

3 semester hours. Prerequisite: concurrent enroll-

ment in Soc. Work 336 or 337, or consent of department chair. Offered as needed.

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. Students cannot receive credit for both Social Work 335 and 435.

3 semester hours. Prerequisite: concurrent enrollment in Soc. Work 336 or 337, or consent of department chair. Offered as needed.

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.

4-7 semester hours. Prerequisite: Soc. Work 327, Soc. 302, preceding or concurrent enrollment in Soc. Work 320, and concurrent enrollment in Soc. Work 329 and 363. Open only to social work majors. Offered fall.

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 is required. Grading is S or U.

4-7 semester hours. Prerequisite: Soc. Work 329, 336, 363, and concurrent enrollment in Soc. Work 328 and 364. Open only to social work majors. Offered spring.

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. Students cannot receive credit for both Social Work 341 and 471.

3 semester hours. Prerequisite: concurrent enrollment in Soc. Work 336 or 337, or consent of department chair. Offered as needed.

363: Field Work Seminar

Students discuss the theoretical and practice implications of their experiences in a field work, assessing the varied roles that a generalist may play within the social work profession. Integration of theory and practice is emphasized.

2 semester hours. Prerequisite: Soc. Work 327, Soc. 302, preceding or concurrent enrollment in Soc. Work 320, and concurrent enrollment in Soc. Work 329 and 336. Offered fall.

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.

2 semester hours. Prerequisite: Soc. Work 320, 329, 336, 363, and concurrent enrollment in Soc. Work 328 and 337. Offered spring.

390: Independent Study

This course can be in the form of a reading course or an independent research project. Structure and credits vary. Prerequisite: social work majors with junior or senior standing. Offered as needed.

400: Field Instruction I

The student engages in social work practice under approved social work supervision in a selected public or private nonprofit agency setting. The student formulates a specific proposal for learning under the direction of a faculty advisor. Grading is S or U.

3 semester hours. Prerequisite: acceptance into the M.S.W. program and concurrent enrollment in Soc. Work 432. Offered fall.

401: Field Instruction II

This course is a continuation of Social Work 400. Grading is S or U.

3 semester hours. Prerequisite: Soc. Work 400 and concurrent enrollment in Soc. Work 436. Offered spring.

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 evolution are discussed, with emphasis on the skills necessary for influencing policy development.

3 semester hours. Offered fall.

416: Social Work Practice and the Law

Students become familiar with the structure of the legal system and the expectations of social workers in various legal arenas. Special emphasis is given to examining legal issues and reading case law involving the elderly persons in the mental health system, institutionalized persons, children, families, persons in poverty, women, minorities, persons with AIDS, and nontraditional families. Students cannot receive credit for both Social Work 321 and 416.

3 semester hours. Offered fall and spring.

420: Human Behavior in Social Environment: Diversity and Oppression 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. (Formerly Human Behavior in Social Environment I.)

3 semester hours. Offered fall.

422: Human Behavior in Social Environment: Diversity and Oppression II

This is a continuation of Social Work 420. The focus is on the topics of deviant, 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. (Formerly Human Behavior in Social Environment II.)

3 semester hours. Prerequisite: Soc. Work 420. Offered spring.

432: Generalist Social Work Practice and Skills Lab

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 prac-

tic skills. (Formerly Social Work Practice 1.)
4 semester hours. Prerequisite: concurrent enrollment in Soc. Work 400. Offered fall.

434: Ethnic-Sensitive Social Work Practice

This course provides content on major cross-cultural social work practice frameworks. Ethnically competent practice is examined in the context of cultural knowledge, values, practice principles, and skills required to help ethnic groups toward empowerment. Students cannot receive credit for both Social Work 334 and 434.
3 semester hours. Prerequisite: Soc. Work 420 or consent of department chair. Offered as needed.

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 cannot receive credit for both Social Work 335 and 435.
3 semester hours. Prerequisite: Soc. Work 420 or consent of department chair. Offered as needed.

436: Models and Methods of Macro Social Work Practice

Building upon Social Work 432, this course applies generalist practice knowledge and skills to the area of social work practice that is specifically designed to affect social and organizational change. Group, organizational, and community change theory provides the conceptual basis for this course.
3 semester hours. Prerequisite: Soc. Work 412, 420, 432, 441, and concurrent enrollment in Soc. Work 401. Offered spring.

437: Models and Methods of Clinical Social Work Practice and Skills Lab

Building upon Social Work 432, this course applies generalist practice knowledge and skills to clinical social work practice. The models, methods, and skills of clinical social work are surveyed, and a laboratory provides students the opportunity to practice clinical skills.
4 semester hours. Prerequisite: Soc. Work 400, 412, 420, 432, 441, and concurrent enrollment in Soc. Work 401. Offered spring.

439: Child Welfare Practice

Focus is on the knowledge and skills needed for professional social work practice in child welfare. An ecosystems framework for family assessment and the problem-solving process for intervention planning are used. Emphasis is placed on the effects of poverty, diversity, oppression, substance abuse, family violence, and sexual abuse on permanency planning.
3 semester hours. Prerequisite: Soc. Work 420 or consent of department chair. Offered spring.

441: Social Work Research and Evaluation I

Focus is on problem formulation, measurement, research design, and evaluation of practice. Students also learn to read critically the empirical literature related to social work practice.
2 semester hours. Prerequisite: matriculation in the M.S.W. program. Offered fall.

442: Social Work Research and Evaluation II

Building upon Social Work 441, this course concentrates on the evaluation of social work practice and programs. Exemplars from practice are used as a basis for instruction in study design, in data analysis techniques, and in computer applications.
2 semester hours. Prerequisite: Soc. Work 441. Offered spring.

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. Students cannot receive credit for both Social Work 341 and 471.
3 semester hours. Prerequisite: Soc. Work 420 or consent of department chair. Offered as needed.

500: Field Instruction III

This course is a continuation of Social Work 401. Grading is S or U.
4 semester hours. Prerequisite: Soc. Work 401 and concurrent enrollment in Soc. Work 502. Offered fall.

501: Field Instruction IV

This course is a continuation of Social Work 500. Grading is S or U.
4 semester hours. Prerequisite: Soc. Work 500 and concurrent enrollment in Soc. Work 503. Offered spring.

502: Integrative Seminar I

In this first part of a two-semester seminar, students discuss the theoretical and practice implications of their experiences in field work. Integration of theory, practice, and research is emphasized. Grading is S or U.
1 semester hour. Prerequisite: second-year standing in the M.S.W. program and concurrent enrollment in Soc. Work 500. Offered fall.

503: Integrative Seminar II

In this second part of a two-semester seminar, students discuss the theoretical, practice, and research implications of their experiences in field work. Integration of theory and practice is emphasized. Grading is S or U.
1 semester hour. Prerequisite: Soc. Work 502 and concurrent enrollment in Soc. Work 501. Offered spring.

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.
3 semester hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

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.
3 semester hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

516: Clinical Social Work Practice in Mental Health Settings I

Focus is on clinical practice in mental health settings and on strengthening assessment, intervention, and evaluation skills.

Students consider mental and physical illness, separation, loss, and grief. Emphasis is placed on the impact of cultural diversity, oppression, values, and ethics.
3 semester hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

517: Clinical Social Work Practice in Health, Aging, and Disability I

The basis is provided for clinical practice in health settings that deal with health, illness, disabilities, and aging. The focus is on strengthening assessment, intervention, and evaluation skills. Stress is placed on sensitivity to the impact of oppression, values, and ethics.
3 semester hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

518: Clinical Social Work Practice in Child and Family Settings I

Assessment and intervention frameworks, methods, and skills from clinical social work are explored and applied to children and families. Emphasis is placed on interventions designed to strengthen families. The dynamics of cultural diversity, oppression, values, and ethics are highlighted.
3 semester hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

520: Supervision in Social Work

Focus is on concepts, principles, and methods of supervision in a theoretical context. Experiential learning related to the concurrent field work practicum is also provided.
3 semester hours. Prerequisite: second-year standing in the M.S.W. program. Offered as needed.

521: Health and Mental Health Policy Practice

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. (Formerly Social Work 415: Social Policy: Health/Mental Health.)
3 semester hours. Prerequisite: second-year standing in the M.S.W. program and Soc. Work 412. Offered spring.

522: Child and Family Policy Practice

This 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 builds upon the foundation of information provided in the introductory social welfare policy course. (Formerly Social Work 414: Social Policy: Children and Families.)

3 semester hours. Prerequisite: second-year standing in the M.S.W. program and Soc. Work 412. Offered spring.

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.

3 semester hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall; summer as needed.

526: Clinical Social Work Practice in Mental Health Settings II

This course continues the exploration of social work practice in mental health settings that was begun in Social Work 516. Clinical issues focusing on sexuality, trauma, suicide, anxiety, depression, and drug and alcohol abuse are addressed, with stress placed on sensitivity to cultural diversity, oppression, values, and ethics.

3 semester hours. Prerequisite: second-year standing in the M.S.W. program and Soc. Work 516. Offered spring.

527: Clinical Social Work Practice in Health, Aging, and Disability II

This course continues the study of clinical social work practice in health care across the life cycle that was begun in Social Work 517. Critical clinical issues related to health, illness, aging, and disability are stressed, along with the impact of cultural diversity, oppression, values, and ethics.

3 semester hours. Prerequisite: second-year standing in the M.S.W. program and Soc. Work 517. Offered spring.

528: Clinical Social Work Practice in Child and Family Settings II

This course continues the application of assessment and intervention frameworks from clinical social work to children and families that was begun in Social Work 518. Students explore the impact of oppression, racism, family violence, depression, school-related problems, and other social issues on families.

3 semester hours. Prerequisite: second-year standing in the M.S.W. program and Soc. Work 518. Offered fall.

530: Social Work Practice in Marriage and Family Settings

Students explore current conceptual models of marital and family therapy. Ego and psychoanalytic, behavioral, and systems approaches are emphasized, with special attention given to social work methods of intervention.

3 semester hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered as needed.

531: Advanced Social Work Practice with Groups

Students are provided with conceptual and theoretical knowledge regarding the application of group work as well as the development of perceptual and interpersonal skills necessary for advanced group work practice. Active participation is required.

3 semester hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered spring.

535: Social Work Practice with Trauma Clients

Students are provided a theoretical and experiential base in dealing with various treatment modalities. Commonalities and differences are explored in the experiences of various traumatized populations. A multi-modality intervention approach is stressed.

3 semester hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered spring and summer.

540: Practicum in Social Work Research and Evaluation I

This is the first course of a two-semester practicum. Students design and implement an empirically based study in their area of concentration that is related to their field placement. A concise paper is required at the end of the second semester. Grading is S or U.

2 semester hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered fall.

541: Practicum in Social Work Research and Evaluation II

This is the second course of a two-semester practicum. Students design and implement an empirically based study in their area of concentration that is related to their field placement. A concise paper is required at the end of the semester. Grading is S or U.

2 semester hours. Prerequisite: Soc. Work 540. Offered spring.

590: Independent Study in Social Work

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

3 semester hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered as needed.

Sociology

Department of Sociology

Professors: Adler, Clark (chair), Filimon, Jackson, Ramsey, J. Roche

Associate Professor: Niklas

Assistant Professors: Blank, Liu, Perry

Programs of Study

Major: Sociology (B.A.)

Minor: Sociology

Teacher Education Program: Sociology (B.A.)

UNDERGRADUATE PROGRAMS

Major in Sociology

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.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. [Semester hours are in parentheses.]

- R required Courses (32)
- Sociology 301, 302, 304, 305, 361
- At least four additional courses in sociology, with no more than one at the 200-level
- Cognate (3)
- 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 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 in sociology consists of a minimum of 20 semester hours, including Sociology 301 and 302. At least 14 semester hours must be at the 300- and 400-levels.

Teacher Education Program

Students who major in sociology may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

Honors Program

Sociology majors who have a minimum cumulative grade point average of 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 completing at least 60 semester hours, qualified students may apply for directed advanced study to be completed during the senior year and to culminate in a thesis and its oral defense. Upon satisfactory completion of the requirements, students are awarded a Bachelor of Arts with honors in sociology. Information on admission and requirements is available from the director of honors or the department chair.

COURSE OFFERINGS**SOCIOLOGY****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. (Formerly The Social Dimension.)
3 semester hours. Gen. Ed. Category SB/1.
Offered fall and spring.

202: The Family

The family is studied as a social institution, with emphasis on its role in American society, socialization, family roles, and interaction. Historical, cross-cultural, and subcultural materials are used. Nuclear families are compared to other family forms.
3 semester hours. Gen. Ed. Category SB/2.
Offered fall, spring, summer.

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.
3 semester hours. Gen. Ed. Category SB/2.
Offered as needed.

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.
3 semester hours. Gen. Ed. Category SB/2.
Offered fall, spring, summer.

208: Minority Group Relations

Examining racial and ethnic identity, prejudice and discrimination, conflict and cooperation among majority and minority groups, this course views the social dynamics of selected minority groups from historical and contemporary perspectives. Sociological theories of intergroup relations are explored.
3 semester hours. Gen. Ed. Category SB/2.
Offered as needed.

211: Social Problems

Social sources and definitions of selected current social conditions such as overpopulation, interest-group politics, racial and sexual exploitation, and substance abuse are considered.
3 semester hours. Gen. Ed. Category SB/2.
Offered as needed.

217: Aging and Society

The student is introduced to the basic concepts and perspectives of sociology through study of the problems of aging in society. Social issues of aging, such as retirement, employment, housing, income, health care, and family relationships, are considered.
3 semester hours. Gen. Ed. Category SB/2.
Offered as needed.

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 Parson, including such theorists as Marx, Durkheim, and Weber.
4 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.
Offered fall and spring.

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.
4 semester hours. Prerequisite: any 200-level sociology course. Offered fall and spring.

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 cannot receive credit for both Political Science 304 and Sociology 304.
(5) 4 semester hours. Prerequisite: Pol. Sci. 300 or Soc. 302, or consent of department chair.
Offered spring.

305: Contemporary Sociological Theories

This course explores the development of sociological theory in its historical and social contexts since the early work of Parson. Critical analysis is given to contemporary schools of theory and to representative theorists.
4 semester hours. Prerequisite: Soc. 301. Offered fall.

306: Formal Organizations

In analyzing the goals, operation, and impact of modern organizations, consideration is given to such characteristics as bureaucratization, the role of the bureaucrat,

industrial relations, and organizational change.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.
Offered as needed.

307: Sociology of Small Groups

Small-group phenomena such as conflict, coalition, group structure, forms of interaction, leadership, roles, and change are explored from the perspective of various sociological theories. The interaction of the class provides some of the data for study.
3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.
Offered as needed.

309: The Sociology of Delinquency and Crime

Theoretical orientations toward the causes of delinquent and criminal behavior are studied. Selected types of criminal behavior, as well as research, measurement, and prediction methods, are also examined. Relevant social policy is explored.
3 semester hours. Prerequisite: Soc. 207 or consent of department chair. Offered as needed.

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. (Formerly Social Stratification.)
3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.
Offered as needed.

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.
3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair.
Offered as needed.

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. (Formerly Medical Sociology)
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

315: Community

Critical analysis is made of the concept of community including methods of studying the community. The historical development of human communities is examined with particular reference to the development of social institutions, their functions, structure, and interrelationships.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

316: Sociology of Education

The school is examined as one of the major institutions in contemporary society concerned with the socialization of children (and adults). Special attention is paid to the relationship between the school, the family, and social mobility in American society.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

317: Politics and Society

The social circumstances and social foundations of politics are studied. Focus is on the relations of power and authority. Students analyze and define the concepts of the political in the context of today's advanced industrialized society and social change. Students cannot receive credit for both Sociology 317 and Political Science 317.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

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 im-

plementation and impact of law; and the profession and practice of law.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

320: Social Policy of Aging in Comparative Perspective

This course critically examines and analyzes, in comparative perspective, the development, implementation, and evaluation of policies and programs pertaining to the aged. (Formerly Social Policy Analysis.)
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

330: Deviant Behavior

Theoretical perspectives on the societal aspects of deviant behavior are presented. Research on the labeling process, maintenance of the deviant role, the deviant subculture, and the function of deviance in society are also discussed.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

331: The Individual and Society

Current theories and research bearing upon the convergence of the individual and the social structure are examined. Contributions of several social scientific disciplines are utilized in investigating social systems, conflict situations, and especially socialization.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

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.
 3 semester hours. Prerequisite: Soc. 207 or consent of department chair. Offered as needed.

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.
 3 semester hours. Prerequisite: Soc. 207 or consent of department chair. Offered as needed.

342: Women, Crime, and Justice

The focus is on women's experiences with crime, justice, and the law. Topics include an overview of American law that affect women, the impact of social movements on justice for women, women and crime, and women in the criminal justice system.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

343: Juveniles and Justice

Examined are the impact of juvenile status on the rights of the individual, the historical 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.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

344: Minority Issues in Justice Systems

This national cross-cultural investigation focuses on minorities and considers whether there are informal or institutionalized biases toward minorities in specific areas of the criminal justice system, such as policing, formalized bail procedures, felony and court processing, sentencing, treatment, and confinement in correctional settings.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

345: Victimization

An examination of the extent to which individuals and groups are victimized by crime, the criminal justice system, terrorists, and the abuse of power. Also a national and international comparison is made of groups most likely to be victimized, legisla-

tion, and programs and recovery services for victims.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

346: Underworld and Upperworld Crime and Criminals

This is an analysis of approaches to the study of white-collar crime and organized crime and outlines the historical circumstances from which these crimes evolved. Law enforcement efforts to suppress white-collar and organized crime, explanations, and theoretical models are evaluated.
 3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

361: Senior Seminar in Sociology

This course provides an integrating experience for the sociology major.
 4 semester hours. Prerequisite: 18 semester hours of sociology courses, including Soc. 304 and 303. Offered spring.

390: Independent Study

This 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 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 allows the student to be granted honors in sociology.

3 semester hours each. Prerequisite: admission to the sociology honors program. Offered as needed.

402: The Family and Social Institutions

The family is studied in relation to other major social units, including economic, educational, political, and religious/ideological systems. Specific questions concerning the family and social policy are addressed.

3 semester hours. Prerequisite: six semester hours of sociology courses or consent of department chair. Offered as needed.

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.

3 semester hours. Prerequisite: six semester hours of sociology courses or consent of department chair. Offered as needed.

425: Social Data Analysis

Experience is given in the treatment, analysis, explanation, and interpretation of social and behavioral sciences data. Package computer programs such as SPSS are used in the analysis and interpretation of social data. A knowledge of statistical methods is assumed. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: See: Work 440 or consent of instructor. Offered spring

Spanish

Department of Modern Languages

Professor: *Chast*

Associate Professor: *Coens (chair), Taylor*

Assistant Professors: *Castelluci, Gélain,*

Jayz-Amestey, Parker

Programs of Study

Major: Spanish (B.A.)

Minor: Spanish

Teacher Education Programs: Spanish (B.A., M.A.T.)

UNDERGRADUATE PROGRAMS**Major in Spanish**

The full degree program in Spanish requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

• Required Courses (32)

Spanish 201,* 202,* 221, 222, 230, 231, 360
At least three Spanish courses at the 200-level or above

*Spanish 200 may be substituted for Spanish 201 or 202.

Minor in Spanish

The minor in Spanish consists of a minimum of 20 semester hours (six courses), as follows: Spanish 201,* 202,* 221 (or 222, 230 (or 231), and two additional Spanish courses at the 200-level or above.

*Spanish 200 may be substituted for Spanish 201 or 202.

Teacher Education Programs

Students who major in Spanish may pursue an elementary education or a secondary education teacher preparation program. The Spanish major and minor requirements in elementary education and secondary education are the same as those listed above, with the exception of one less 200-level Spanish course (two instead of three

for the major; one instead of two for the minor) and the addition of Spanish 300 as a required course. There are additional specialized requirements for teacher preparation. For the description of the teacher education program in elementary education, see page 164. Spanish students pursuing a program in secondary education should see page 303 for a list of the required courses in the major as well as a description of the other requirements for the teacher education program in secondary education.

Honors Program

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 Spanish. Upon completing the program, a student is awarded the Bachelor of Arts with honors in Spanish. Details are available from the department chair.

GRADUATE PROGRAM

Advisor: M.-Frances Taylor

Master of Arts in Teaching in Spanish

Students who already have an undergraduate degree with a major in Spanish may become certified to teach in secondary schools upon completion of the requirements for the M.A.T. See Secondary Education.

Certified teachers of Spanish who wish to receive the M.Ed. with a concentration in Spanish should see Secondary Education.

COURSE OFFERINGS

See also *Modern Languages*.

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

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 under-

standing of Spanish life and character. A language laboratory component is required. This course is not open for college credit to students who have offered admission credit in this language. See Spanish 110. *4 semester hours. Gen. Ed. Category WW only if both Spanish 101 and 102 are taken. Offered fall, spring, summer.*

102: Elementary Spanish II

Students continue the development of the four skills: listening, speaking, reading, and writing within the context of Spanish culture. A language laboratory component is required.

4 semester hours. Prerequisite: Spanish 101 or one year of secondary school Spanish, or consent of department chair. Gen. Ed. Category WW only if both Spanish 101 and 102 are taken. Offered spring and summer.

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.

3 semester hours. Prerequisite: two years of secondary school Spanish or consent of department chair. Open only to students who have completed Spanish 101 or 102. Gen. Ed. Category WW/7. Offered fall, spring, summer.

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.

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 WW/7. Offered fall and summer.

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.

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 W/W7. Offered spring and summer.

200: Spanish for Spanish Speakers

This course is for students who have learned the Spanish language orally/verbally but who have little formal knowledge of Spanish grammar. Emphasis is on writing and reading skills, with special attention given to interference from English. Writing assignments progress from short compositions (strengthening organizational skills) to more complex essays.

4 semester hours. Prerequisite: consent of instructor. Offered fall.

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.

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. Offered fall.

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 in Spanish of the written materials provide opportunity for oral practice.

4 semester hours. Prerequisite: Spanish 114 or equivalent, or consent of department chair. Offered spring.

221: Survey of Spanish Literature

Students are introduced to the major literary periods and genres, from the Middle Ages to the 20th century, through selected readings from Peninsular Spanish literature.

Course activities include short papers, outside readings, and discussion of selected works.

3 semester hours. Prerequisite: Spanish 201 or consent of instructor. Offered alternate springs.

222: Survey of Latin American Literature

Students are introduced to the major literary and cultural periods, from the Conquest to the 20th century, through selected readings from Latin American literature. Special emphasis is placed on the influence and transformation of New World realities.

3 semester hours. Prerequisite: Spanish 201 or consent of instructor. Offered alternate springs.

230: The Hispanic World: Spain

The geography and the political and cultural history of peninsular Spain are traced from origins to modern times. This course is taught in Spanish.

3 semester hours. Offered alternate years.

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. This course is taught in Spanish.

3 semester hours. Offered alternate years.

300: Applied Linguistics

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

3 semester hours. Offered as needed.

301: Studies in Hispanic Prose

Topics and materials are selected from the Spanish or Spanish American essay, short story, or novel and may include a study of a particular genre, movement, period, writer, or theme. This course may be repeated for credit, if the content of the course is not duplicated.

3 semester hours. Prerequisite: Spanish 202 and either 221 or 222, or consent of department chair. Offered alternate falls.

303: Studies in Hispanic Theatre/Film

Topics and materials are selected from Spanish or Spanish American theatre or film. The instructor may select for intensive study any period, school, movement, dramatic, director, or theme. This course may be repeated for credit if the content of the course is not duplicated.

3 semester hours. Prerequisite: Spanish 202 and either 221 or 222, or consent of department chair. Offered alternate springs.

304: Studies in Hispanic Poetry

Attention is given to the definition, social function, and spiritual character of poetic creation as it relates to the historical and artistic context of a particular movement, period, writer, or theme. This course may be repeated for credit if the content is not duplicated.

3 semester hours. Prerequisite: Spanish 202 and either 221 or 222, or consent of department chair. Offered alternate springs.

320: Applied Grammar

A practical application of grammar in both oral and written forms is emphasized along with intensive study of construction and of idiomatic expressions.

3 semester hours. Prerequisite: Spanish 202 or equivalent. Offered alternate years.

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 are announced in advance.

3 semester hours. Offered fall.

390: Directed Study

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

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

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 consent of the department chair, this course may be repeated for credit if the content of the course is not duplicated.

3 semester hours. Offered as needed.

503: Studies in the Hispanic Theatre

Topics and materials are selected from a major movement of Spanish and Spanish-American drama. With consent of the department chair, this course may be repeated for credit if the content of the course is not duplicated.

3 semester hours. Offered as needed.

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 consent of the department chair, this course may be repeated for credit if the content is not duplicated.

3 semester hours. Offered as needed.

510: Studies in Cervantes

This course includes an interpretive study of Don Quixote and of other works of Cervantes in connection with the historical background.

3 semester hours. Offered as needed.

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.

3 semester hours. Offered as needed.

560: Graduate Seminar in Spanish

The work includes intensive individual and group study of one major author or any important period in the development of Spanish or Spanish-American literature. It is directed toward the writing of a major paper in thesis form.

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

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.

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

Special Education

Department of Special Education

Professors: Antosh, Dickson, J. H. DiMeo (chair), Imber, Kochanek, McCormick, Sherlock

Associate Professors: J. F. DiMeo, Gleason, Melvinj-Landward

Assistant Professor: Dabkowski

Programs of Study

Teaching Concentrations: See Teaching Concentrations in Special Education below (B.S. in Elementary Education; B.A. in Secondary Education)

Graduate Programs: Special Education with various concentrations, see below (M.Ed., C.A.G.S.)

UNDERGRADUATE PROGRAMS

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 education program (see page 164) or the secondary education program (see page 303). The student teaching segment is required for completion of the special education concentration.

(Semester hours are in parentheses.)

Resource Teacher of Students with Mild Disabilities, Elementary Level

This teaching concentration is restricted to students in elementary education.

- Required Courses (27)
Special Education 300, 310, 311, 312, 315, 319, 321

Special Class Teacher of Students with Mild/Moderate Disabilities, Elementary and Middle School Level

This teaching concentration is restricted to students in elementary education.

- Required Courses (27)
Special Education 300, 310, 311, 312, 315, 316, 318

Resource Teacher of Students with Mild Disabilities, Middle School and Secondary Level

This teaching concentration is open to students in elementary and secondary education.

- Required Courses (30)
Special Education 300, 310, 311, 312, 321, 324, 325, 329

Students in secondary education must take three additional semester hours in reading: Elementary Education 311 or 401.

Special Class Teacher of Students with Mild/Moderate Disabilities, Middle School and Secondary Level

This teaching concentration is open to students in elementary and secondary education.

- Required Courses (30)
Special Education 300, 310, 311, 312, 324, 325, 326, 328

Special Class Teacher of Children and Young Adults with Severe/Profound Disabilities, Ages 3-21

This teaching concentration is restricted to students in elementary education.

- Required Courses (29)
Special Education 300, 310, 311, 312, 335, 336, 337, 338

Admission

All students enrolling in teacher education programs must meet certain admission criteria and procedures required by the School of Education and Human Development (see page 73).

To be considered for admission to the special education 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: performance in the National Teacher Examination, grade point average for all previous college work, and a résumé of the student's involvement with children with disabilities. Inquiries should be directed to the Department of Special Education.

Certification

Students completing any one of the teaching concentrations described above are eligible for a Rhode Island provisional certificate in special education (also see Elementary Education and Secondary Education, Certification).

GRADUATE PROGRAMS

Advisors: A. Anthony Antosh, Diane Dabkowski, Richard Dickson, John DiMeo, Judith DiMeo, John Gleason, Steven Imber, Thomas Kochanek, Joseph McCormick, Patricia Medeiros-Landward, Paul Sherlock

Master of Education in Special Education—With Concentration in Elementary Special Needs—Focus on Behavior Disorders

Admission Requirements
Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for students with special needs as determined by graduate advisor; eligibility for Rhode Island certification in elementary education; scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
One course in research methods and one course in multicultural perspectives chosen with advisor's consent
- Professional Education Component (24)
Special Education 321 (or 434), 401, 402, 403, 404, 408, 461 (or 462)
- Comprehensive Examination (9)
(Total semester hours: 30)

Master of Education in Special Education—With Concentration in Elementary Special Needs—Focus on Learning Disabilities

Admission Requirements
Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for students with special needs as determined by graduate advisor; eligibility for Rhode

Island certification in elementary education; scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
 - One course in research methods and one course in multicultural perspectives chosen with advisor's consent
 - Professional Education Component (24)
 - Special Education 321 (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 Preschool Disabilities

Admission Requirements

Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for students with special needs as determined by graduate advisor; eligibility for Rhode Island certification in early childhood education; scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
 - One course in research methods and one course in multicultural perspectives chosen with advisor's consent
 - Professional Education Component (24)
 - Special Education 413, 415, 416, 417, 425, 444, 462
 - Comprehensive Examination (0)
- (Total semester hours: 30)

Master of Education in Special Education—with Concentration in Secondary Special Needs

Admission Requirements

Special Education 300 or equivalent; documented course work pertinent to behavior

management and assessment procedures for students with special needs as determined by graduate advisor; eligibility for Rhode Island certification in elementary or secondary education; scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
 - One course in research methods and one course in multicultural perspectives chosen with advisor's consent
 - Professional Education Component (25)
 - Special Education 321 (or 434), 324, 325, 401, 402 (or 311), 404 (or 418), 463 (or 464)
 - Comprehensive Examination (0)
- (Total semester hours: 31)

Master of Education in Special Education—with Concentration in Severe/Profound Disabilities

Admission Requirements

Special Education 300 or equivalent; documented course work pertinent to behavior management and assessment procedures for students with special needs as determined by graduate advisor; course work in elementary teaching methodology in reading, language arts, and mathematics; scores on the Graduate Record Examination or Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
 - One course in research methods and one course in multicultural perspectives chosen with advisor's consent
 - Professional Education Component (25)
 - 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)

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 graduate grade point average of 3.25; appropriate certification and experience as a special educator.

A minimum of 12 semester hours in special education as follows: three pertinent to the education of children with disabilities, three pertinent to the psychology of children with disabilities, six pertinent to educational methods for children with disabilities.

A minimum of six semester hours in administration as follows: three in school supervision, three in school organization.

Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Professional Education Component (21)
 - Special Education 506, 546, 547
 - Four courses in administration or special education
 - Related Disciplines Component (10)
 - Curriculum 543 (or prior course work in curriculum) and two additional courses chosen with advisor's consent. Selection will depend on the student's background, interests, and needs.
 - Field Project (0)
- (Total semester hours: 31)

Note: As an exit requirement, students must have a minimum of 15 semester hours relative to the administration of educational programs for children with disabilities, 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 graduate grade point average of 3.25.

A minimum of 12 semester hours in special education as follows: three pertinent to the education of children with disabilities, three pertinent to educational methods for disabled children, six of practicum experience in special education teaching.

A minimum of six semester hours in psycho-educational assessment.

Also see graduate Admission Procedures/Requirements on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Professional Education Component (21-24)
 - Special Education 502, 506, 548, 549
 - Two or three courses from administration, counseling and educational psychology, curriculum, philosophy, special education, and diagnostic courses in elementary and secondary education
 - Related Disciplines Component (6-9)
 - Classen with advisor's consent. Selection will depend on the student's background, interests, and needs.
 - Field Project (0)
- (Total semester hours: 30-33)

Note: As an exit requirement, students must have a minimum of six semester hours selected from C.A.G.S. courses in curriculum related to curriculum theory, research, and principles of curriculum construction, and development.

COURSE OFFERINGS

SPECIAL EDUCATION

300: Introduction to the Characteristics and Education of Children and Youth with Disabilities

This course discusses the educational implications of intellectual, physical, and behavioral differences among children. Defini-

tion, characteristics, etiologies, incidence, educational provisions, and school adjustment issues are examined. Federal law and state regulations governing the education of the disabled are reviewed. Observation experiences are included.

4 semester hours. Offered fall, spring, summer.

310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities

Topics include philosophical and ethical concerns in behavior management, measuring behavior, effects of antecedents and consequences, planning and scheduling, and current theories of behavior management, with emphasis on classroom application. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300. Offered fall, spring, summer.

311: Language Development and Communication Problems of Children

The processes of language development in children are emphasized. Specific techniques for enhancing language development in children with disabilities are considered. The origins, nature, and management of clinical speech problems are also studied. (Formerly Special Education 309.)

3 semester hours. Prerequisite: Spec. Ed. 310. Offered fall and spring.

312: Assessment Procedures for Children and Youth with Disabilities

This course deals with the principles and procedures of educational assessment for preschool through secondary-level students with mild/moderate disabilities. In addition to criteria for test selection, both norm-referenced and criterion-referenced testing are presented, as well as the translation of test findings into educational plans. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310, and admission to the special education teacher preparation program. Offered fall and spring.

315: Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels

Curriculum and instructional approaches for children with mild/moderate disabilities at the elementary and middle school levels are analyzed. Developmental clinical methods are considered. Students learn to use educational assessment data as the basis for selecting methods and modifying materials. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and spring.

316: Clinical Orientation to Children with Mild/Moderate Disabilities in the Elementary and 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. This course serves as the student teaching seminar. Topics include classroom organization, program instruction, prescriptive teaching, and the use of educational resources.

3 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, 315, and assessment enrollment in Spec. Ed. 318. Offered fall and spring.

318: Student Teaching in the 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 special programs for children with mild/moderate disabilities.

5 semester hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; concurrent enrollment in Spec. Ed. 316; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall and spring.

319: Student Teaching in the Elementary School Resource Program

One quarter of the academic year is spent teaching in special education programs under the joint supervision of an experienced teacher and a College supervisor. Students assume increasing responsibility for teaching and related activities.

5 semester hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; concurrent enrollment in Spec. Ed. 321; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall and spring.

321: The Resource Teacher, Grades 1-12

Students prepare for the multiple roles of the resource teacher in elementary through secondary schools. Students develop an understanding of the assessment, management, instructional, and collaborative functions of the contemporary resource teacher. Procedures for initiating and expanding inclusion of students with disabilities in general education settings are examined. Collaborative teaching strategies are included.

3 semester hours. Prerequisite: concurrent enrollment in Spec. Ed. 319 or 329, or consent of department chair. Offered fall and spring.

324: Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels

Curriculum and instructional approaches for adolescents and young adults with mild to moderate disabilities 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.

4 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and spring.

325: Career Exploration and Vocational Preparation of Middle School and Secondary-Level Students with Disabilities

Focus is on assessment, curriculum, and methods and materials designed to prepare adolescents and young adult persons who have disabilities for the world of work. Emphasis is placed upon the development of community work-study programs. Observation and practicum experience are included.

1 semester hours. Prerequisite: Spec. Ed. 300, 310, 312. Offered fall and summer.

326: Orientation and Management Strategies in Middle and Secondary School Programs for Students with Disabilities

Orientation is provided for the special class teacher at the middle school or secondary level. This course serves as the student teaching seminar. Organization, school resources, classroom management, community resources, and home-school relations are emphasized.

3 semester hours. Prerequisite: Spec. Ed. 300, 310, 312, 324 (or 325), and assessment enrollment in Spec. Ed. 328. Offered fall and spring.

328: Student Teaching in the Middle School or Secondary-Level Special Class

One quarter of the academic year is spent teaching in special education programs under the joint supervision of an experienced teacher and a College supervisor. Students assume increasing responsibility for teaching and related activities in the middle school or secondary-level special class.

5 semester hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; concurrent enrollment in Spec. Ed. 326; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall and spring.

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

ing and related activities in the middle school or secondary-level resource program.

5 semester hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; concurrent enrollment in Spec. Ed. 321; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall and spring.

333: Adaptive Instruction for Students in the General Education Setting

General education pre-service teachers are provided with instructional techniques to meet the needs of students with disabilities. Strategies for inclusion, adaptive curriculum, methods, materials, assessment, and behavioral and social interventions are also covered. Issues addressed include characteristics, terminology, legal mandates, and the general education teacher's role in inclusive education.

3 semester hours. Prerequisite: preceding or concurrent enrollment in Elem. Ed. 322, 328, 330, 333, 336, 337, or 338. Offered fall and spring.

335: Assessment and Instruction of Children with Severe and Profound Disabilities

Assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities 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 disabilities are discussed. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310, 312. Offered fall.

336: Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe and Profound Disabilities

Assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities are analyzed. Focus is on activities of daily living, communication and language,

functional academics, social and leisure pursuits, and pre-vocational exploration. Practicum included.

4 semester hours. Prerequisite: Spec. Ed. 300, 310, 312. Offered spring.

337: Student Teaching in the Special Class for Students with Severe/Profound Disabilities

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 students with severe/profound disabilities.

5 semester hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; concurrent enrollment in Spec. Ed. 338; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall and spring.

338: Student Teaching Seminar: Special Class for Students with Severe/Profound Disabilities

Students attend this seminar once a week during the semester in which they take Special Education 337. Topics covered include, but are not limited to, multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues.

1 semester hour. Prerequisite: concurrent enrollment in Spec. Ed. 337. Offered fall and spring.

401: Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems

This course enables experienced teachers to develop skills in diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities. Course participants use observation, informal and formal assessment procedures, and clinical teaching techniques to design an individualized educational program for disabled children or youth.

3 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent. Offered fall and spring.

402: Remediation of Language Disorders

Study is made of the methods, techniques, and materials designed to help remediate oral language disorders in children with mild and moderate disabilities 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.

3 semester hours. Prerequisite: Spec. Ed. 309 or equivalent. Offered fall and summer.

403: Advanced Behavioral Management Procedures for Children and Youth with Behavior Disorders

This course assists teachers in developing self-control strategies for children and youth with disabilities evidencing behavioral problem. The focus is on planning, implementing, and evaluating various preventive, crisis-intervention, and long-term behavior management strategies.

3 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent. Offered summer.

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.

3 semester hours. Prerequisite: Spec. Ed. 310 and 312 or equivalent. Offered spring.

408: Clinical Methods in Special Education for Students with Mild/Moderate Disabilities

The student is provided with knowledge of clinical assessment procedures and instructional methods appropriate for students with mild and moderate disabilities at the elementary level. Clinical information is used as the basis for selecting educational priorities and designing systematic academic remediation.

3 semester hours. Prerequisite: Spec. Ed. 401 and 402 or equivalent. Offered spring.

413: Orientation to the Education of Young Children with Special Needs

The entire range of disabilities that become manifest during the period from birth to six is examined. Emphasis is placed upon a delineation of the population, methods, and criteria for early identification, and a review of the efficacy of early intervention programs.

3 semester hours. Prerequisite: Spec. Ed. 300. Offered summer.

415: Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs, and Students with Severe/Profound Disabilities

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 children with disabilities.

3 semester hours. Prerequisite: Spec. Ed. 413 or 420. Offered fall.

416: Organization and Implementation of Programs for Infants and Preschool Children with Special Needs

An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized education programs, curricular design, organization of the physical environment, daily scheduling and grouping, program monitoring procedures, and parent involvement.

3 semester hours. Prerequisite: Spec. Ed. 413. Offered fall.

417: Medical Aspects of Developmental Disabilities

Students are introduced to the medical diagnosis, classification, and management of young children with developmental disabilities. Major known etiologies are examined. Common neurologic, neuromuscular, metabolic, and psychosocial disturbances and their management are also explored.

3 semester hours. Prerequisite: Spec. Ed. 413. Offered spring.

418: Modification of Reading Instruction for Children with Mild/Moderate Disabilities

This course assess special education teachers in developing appropriate strategies for modifying reading instruction for children with mild/moderate disabilities. Topics include an analysis of how various disorders affect the reading process, adaptation of diagnostic reading tests and reading strategies for mildly and moderately disabled children, and clinical translation of diagnostic data into Individual Educational Plans. *3 semester hours. Prerequisite: Spec. Ed. 401 and 402 or equivalent, and Elem. Ed. 485 or equivalent. Offered spring.*

420: Orientation to the Education of Youth and Young Adults in Nonschool Settings with Severe/Profound Disabilities

This course provides students with a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings. Research relative to the organization and operation of community residential facilities is analyzed. *3 semester hours. Prerequisite: Spec. Ed. 300. Offered summer.*

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 students with special needs. *3 semester hours. Prerequisite: Spec. Ed. 300. Offered fall.*

426: Assessment, Curriculum, Methods for Children with Multiple Disabilities

Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed. Both the sensory impaired

and physically impaired students with multiple disabilities are analyzed. Assessment, procedures, and curriculum pertinent to each population are presented. *3 semester hours. Prerequisite: Spec. Ed. 300. Offered spring.*

431: Instructional Approaches to Children with Special Needs in Regular Classes

A variety of instructional approaches to children with special needs is examined. This course assists the educator without background in special education to become familiar with and skillful in the management and educational growth of children with special needs in regular classes. *3 semester hours. Offered fall, spring, summer.*

434: Involvement of Parents and Families Who Have Children with Disabilities

This course examines the problems, attitudes, and roles of parents and other significant persons in the lives of children with disabilities, and provides special education teachers and other educators with techniques for professional and parent interaction. *3 semester hours. Prerequisite: student teaching or experience in the education professions. Offered fall and spring.*

444: Families in Early Intervention Programs: Essential Roles

Emphasis is placed on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed. *3 semester hours. Prerequisite: Spec. Ed. 413. Offered spring.*

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. *3 semester hours. Prerequisite: matriculation in a graduate program. Offered as needed.*

449: Public Policy in the Management of Persons with Disabilities

Intensive treatment is given to evolving issues in the field of special education. Law, policy, and concepts pertinent to persons with disabilities in society represent examples of the content of this course. *3 semester hours. Prerequisite: matriculation in a graduate program. Offered alternate falls (even years).*

460: Practicum in the Education of Children with Disabilities

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. *3 semester hours. Prerequisite: consent of instructor. Offered as needed.*

461: Internship in the Elementary School Resource Program

The intern is required to evaluate, plan for, and teach preschool and/or elementary-level students with mild/disabilities in a resource program. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship. *6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.*

462: Internship in the Elementary or Middle School Special Class

The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship. *6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.*

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 students with mild disabilities in a resource program. A minimum of 200 clock

hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship. *6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.*

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 students with mild/moderate disabilities in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship. *6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.*

465: Internship in the Special Class for Students with Severe and Profound Disabilities

The intern is required to evaluate, plan for, and teach students with severe/profound disabilities in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship. *6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.*

466: Internship in the Special Class for Students Who Are Physically Impaired and/or Who Have Multiple Disabilities

The intern is required to evaluate, plan for, and teach students with physical impairments and/or multiple disabilities in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship. *6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.*

467: Internship in the Special Class for Students Who Are Sensory Impaired and/or Who Have Multiple Disabilities

The intern is required to evaluate, plan for, and teach students with physical impairments

ments and/or multiple disabilities in a self-contained special class. A minimum of 200 clock hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship.
6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.

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 evaluations. This process serves as the base for planning, implementing, and verifying appropriate remedial measures.
3 semester hours. Prerequisite: consent of instructor. Offered as needed.

506: Administrative Problems in the Education of Children with Disabilities
Emphasis is placed on school and community planning for children with disabilities.
3 semester hours. Prerequisite: consent of instructor. Offered alternate falls (odd years).

546: Practicum in the Administration of Programs for Children with Disabilities
Participants spend two full days a week, under supervision, in agencies providing service to children with disabilities. They participate in program planning and are responsible for the coordination of activities for disabled children.
3 semester hours. Prerequisite: consent of instructor. Offered as needed.

547: Internship in Special Education Administration
This is a continuation of Special Education 546. Participation in all phases of the special education administrative task is required. Activities include administration, consultation, program evaluation, planning, and staff development.
3 semester hours. Prerequisite: Spec. Ed. 546. Offered as needed.

548: Practicum in Special Education Assessment
This practicum includes experience in evaluation and planning for children who are referred for special-needs consideration.
3 semester hours. Prerequisite: Spec. Ed. 502. Offered as needed.

549: Internship in Special Education Assessment and Program Planning
The participant serves as a member of an educational evaluation and placement team for children with disabilities. Experiences include the analysis of variable diagnostic data, the development of educational plans, and the interpretation of such plans to parents, teachers, and supportive personnel.
6 semester hours. Prerequisite: Spec. Ed. 548. Offered as needed.

Teaching English as a Second Language

Willis Poole
Coordinator

Program of Study

Graduate Program: Teaching English as a Second Language (M.A.T., M.Ed.)

GRADUATE PROGRAM

Master of Education in Teaching English as a Second Language

Admission Requirements
Teacher certification in elementary, early childhood, secondary English, or modern languages; scores on the Graduate Record Examination or Miller Analogies Test; completion of college-level study of a second language as follows: elementary and intermediate grammar and conversation, and culture and civilization. Also see graduate Admission Procedures/Requirements on page 40.

For international students, the Test of English as a Foreign Language (TOEFL) may be substituted for the Graduate Record Examination or Miller Analogies Test.

Program Requirements
•Foundations Component (12)
Foundations of Education 420; Instructional Technology 435; Special Education 431

One course from Counseling and Educational Psychology 441; Psychology 409, 402
•Professional Education Component (18)
Teaching English as a Second Language 407,* 439,* 441,* 446,* 449,* 451*
•Related Disciplines Component (3)
English 332 or 333
•Capstone Course (3)
Teaching English as a Second Language 452*
•Comprehensive Examination (0)
(Total semester hours: 36)

*Candidates seeking the ESL endorsement in the state of Rhode Island must complete these courses.

Master of Arts in Teaching—Teaching English as a Second Language

The M.A.T. program in teaching English as a second language is an advanced degree program for persons who possess an undergraduate degree in an academic major and who seek initial teacher certification in the context of a master's degree. The program prepares graduates to teach kindergarten through grade 12.

Admission Requirements
Completion of an undergraduate major (or equivalent), including specific required courses in the area of certification; a minimum grade point average of 3.0; indication of high academic ability as evidenced by Graduate Record Examination or Miller Analogies Test scores; three recommendations (at least two academic references); interview. Also see graduate Admission Procedures/Requirements on page 40.
(Semester hours are in parentheses.)

Program Requirements
•Foundations Component (9)
Foundations and Educational Psychology Counseling and Educational Psychology 441; Foundations of Education 441, 446
•Professional Education Component (36)
Teaching English as a Second Language 407, 439, 441, 446, 449, 451; Elementary Education 408; Secondary Education 405, 421, 422
•Capstone Course (3)
Teaching English as a Second Language 452
•Comprehensive Examination (0)
(Total semester hours: 48)

COURSE OFFERINGS

TEACHING ENGLISH AS A SECOND LANGUAGE

407: Teaching Reading to Language-Different Learners
See Elementary Education 407. Students cannot receive credit for both Elementary Education 407 and Teaching English as a Second Language 407.

439: Language Acquisition and Learning

Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Emphasis is placed on variables affecting language teaching and learning. Students cannot receive credit for both Bilingual-Bicultural Education 439 and Teaching English as a Second Language 439. (Formerly Education 439.)
3 semester hours. Offered as needed.

441: Applied Linguistics in ESL

This course examines the basic sounds, structures, and transformations of contemporary English usage as a basis for teaching English as a second language. Emphasis is placed on an understanding of how language is used to express meaning and on its application to ESL classroom instruction. (Formerly Education 441.)
3 semester hours. Offered as needed.

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. (Formerly Education 446.)
3 semester hours. Offered spring and summer.

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. (Formerly Education 449.)
3 semester hours. Offered fall and summer.

451: Curriculum Development and Language Assessment in ESL

This course examines basic principles in ESL curriculum development and second-language assessment. Practical experience is provided in constructing curricula and developing second-language assessment instruments for different age and language proficiency levels. (Formerly Education 451: Curriculum Development and Lan-

guage Theory in ESL.)

3 semester hours. Prerequisite: TESL 446 or consent of instructor or department chair. Offered as needed.

452: Applied Research and Teaching in ESL

This seminar focuses on developing appropriate teaching skills through ESL classroom observation and an ESL practicum. Participants are also provided with investigative skills to make classroom decisions about what and how to teach through ESL classroom research. Students attend weekly seminar discussions, in addition to the 45-clock-hour practicum under the guidance of College and laboratory school instructors.

3 semester hours. Prerequisite: TESL 446, 449, and 451, or consent of department chair. Offered fall and spring.

460: Seminar in Teaching English as a Second Language

Topics and prerequisites vary.
3 semester hours. Offered as needed.

Technology Education

Department of Industrial Technology

Professor: *Bzowski*

Associate Professors: *Farinella, Goodrich, McCrystal, McGuire, Sahba (chair)*

Assistant Professors: *Gollins, King*

Programs of Study

Major: Technology Education (B.S.)
Graduate Program: Technology Education (M.Ed.)

UNDERGRADUATE PROGRAM**Major in Technology Education**

The major in technology education is a comprehensive program which prepares graduates to teach a variety of courses in communications, construction, manufacturing, and transportation from kindergarten through grade 12. The strong base in industrial technology provides the foundation for a number of careers both in education and industrial technology.

The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

- Required Courses (36)
Technology Education 200, 216, 220, 305, 313, 320, 400, Industrial Technology 203, 215, 221, 232, 315
- Cognates (17)
Mathematics 181, 247; Physics 101-102, one course from the history of technology
- Professional Courses (35)
Technology Education 300, 308, 321, 322; Counseling and Educational Psychology 216; Foundations of Education 340, 345; Secondary Education 305; Special Education 333

Admission and Retention

All students enrolling in teacher education programs must meet certain admission criteria and procedures required by the School of Education and Human Development (see page 73).

Students must maintain a grade point average of 2.50 in all industrial technology and technology education courses. Should a student fail to meet the retention requirements of the School of Education and Human Development, additional courses in industrial technology will be required in order to graduate with a major in industrial technology.

GRADUATE PROGRAM

Advisor: James McCrystal

Master of Education in Technology Education

In this program, students may concentrate in either technology education or career and technical 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 technology education, career and technical education, or appropriate certification; Miller Analogies Test. Also see graduate Admission Procedures/Requirements on page 40. (Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
 - Two courses chosen with advisor's consent
 - Professional Education Component (18)
Technology Education 410, 460
Technology Education 420 (for technology education) or 430 (for career and technical education)
 - Three courses from Technology Education 440, 445, 450, 455, 480
 - Related Disciplines Component (6)
 - Courses chosen with advisor's consent
 - Comprehensive Examination (0)
- (Total semester hours: 30)

COURSE OFFERINGS

TECHNOLOGY EDUCATION

200: Technological Systems

Students are given an introduction to and an overview of technological change and its impact on communications, production, transportation, health, and food production. *3 semester hours. Offered fall.*

216: Technical and Computerized Drafting

Students explore the international drafting-language protocol and use this format in solving design problems in orthographic and pictorial presentation. Students also explore basic computer-aided drafting. *(6) 3 semester hours. Offered fall.*

220: Energy Transportation

This basic comprehensive course investigates the theory, development, and use of power and energy sources in the transportation industry. A laboratory is required for students to plan, design, build, and test transportation vehicles. (Formerly Industrial Arts 220: Power and Energy Systems.) *(6) 3 semester hours. Offered spring.*

300: Orientation to Technology Education

The foundations, philosophy, principles, and curriculum of contemporary technology education programs are studied at the elementary, middle, and high school levels. Curriculum development and instructional strategies focus on four major technological systems: communications, construction, manufacturing, and transportation. (Formerly Industrial Arts 131: Philosophy and Implementation of Industrial Arts.) *4 semester hours. Offered fall.*

305: Construction Technology

This course introduces the skills, knowledge, environments, and people of the construction industry. A laboratory component is required for students to plan, design, and build a structure. *(6) 3 semester hours. Prerequisite: T.E. 216. Offered spring.*

308: Practicum in Technology Education

This course comprises three major instructional units in technology education. Areas of study include the principles and practices of technology education, selected technology learning activities, and laboratory planning and management concepts. Site visits to urban, suburban, and rural schools are included. (Formerly Education 308: Practicum in Industrial Arts.) *4 semester hours. Prerequisite: admission to the technology education teacher preparation program. Offered fall.*

313: Electronic Communications

An investigation is made into the development of electronic communications devices from the basic telegraph to global/satellite interactive communications systems, and their effect on careers, global information, and recreation. Lecture and laboratory. *(6) 3 semester hours. Prerequisite: T.E. 216. Offered spring.*

320: Transportation Systems

A comprehensive study of the transportation industry is provided. Students investigate terrestrial, marine, and aerospace subsystems of transportation. The energy resource efficiency of transportation subsystems is also investigated, along with the transportation safety record. *3 semester hours. Prerequisite: T.E. 220 and 300. Offered fall.*

321: Student Teaching in Technology Education

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. Qualified students wishing middle school endorsement are assigned one-half of a semester in a middle school and one-half of a semester in a junior or senior high school. Students participate in student teaching for the entire school day throughout the placement. The student assumes increasing responsibility for classroom instruction and for extra class activities

expected of a teacher in the subject field. *9 semester hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; awareness enrollment in T.E. 322; cumulative GPA of 2.50 a full semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall and spring.*

322: Student Teaching Seminar in Technology Education

This seminar develops teacher behavior appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques. *(15) 1 semester hour. Prerequisite: awareness enrollment in T.E. 321. Offered fall and spring.*

400: Technological Enterprise

Students are introduced to the communication, production, and transportation systems used to organize and operate an entrepreneurial business endeavor. *3 semester hours. Prerequisite: T.E. 220, 305, 313, I.T. 215, 221, 232, or consent of department chair. Offered spring.*

410: Analysis and Implementation of Objectives for Technology Education

This course involves the identification of training objectives and the subsequent process of instructional program development.

3 semester hours. Prerequisite: certification in technology education or career and technical education, or consent of department chair. Offered as needed.

420: Curriculum Models in Technology Education

A study is made of new curriculum models used in technology education programs at the national level. Career education and pre-vocational curriculum thrusts are identified and analyzed for implementation in technology education programs.

3 semester hours. Prerequisite: certification in technology education or consent of department chair. Offered as needed.

430: Occupational Projections in Trade and Industry

Trade/occupational clusters and their relationships to current career and technical education programs are reviewed. The cluster concept is expanded within each area to explore optimum career options. *3 semester hours. Prerequisite: certification in career and technical education or consent of department chair. Offered as needed.*

440: New Product and Process 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. *3 semester hours. Offered as needed.*

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 technology education. *3 semester hours. Offered as needed.*

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 program. *3 semester hours. Offered as needed.*

460: Seminar on Technology Education Research

This seminar introduces the basic types of research and evaluation. Students are required to develop a research proposal in the field of technology education or in another area of technology. *3 semester hours. Prerequisite: four courses in the Professional Education Components and/or consent of department chair. Offered as needed.*

Theatre

Department of Theatre and Dance

Professors: *Burt Guste, Hutchinson, Pivozzi (hon), Scheff*

Associate Professor: *D. Gammon*

Instructor: *Del Gaudie*

Costume Designer: *Matheon*

Programs of Study

Major: Theatre with concentration in Performance, Design/Technical, General Theatre, or Musical Theatre (B.A.)

Minor: Theatre

Teacher Education Program: Theatre (B.A.)

Graduate Program: Theatre (M.F.A.)

UNDERGRADUATE PROGRAMS

Major in Theatre

Students majoring in theatre receive (1) preparation for career opportunities in performance, in design work, or in technical theatre and production work; (2) preparation for additional professional training in conservatory situations; (3) preparation for advanced degree work in graduate school; and (4) preparation for work in educational theatre and community theatre situations. The theatre program at Rhode Island College offers all students the opportunity to take courses and to participate in activities that continue to be a vital part of any basic, well-rounded liberal arts education. The full degree program requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

• Required Courses (19--22)
Theatre 205, 210, 222, 340, *341, *342, 360, 378

• Students who select the musical theatre concentration may take either Theatre 340 or 341 (not both)

• Concentration
Select A, B, C, or D

A. Performance (10):

Theatre 220, 221, 316, 320, 321, 324
Four courses from Theatre 302, 305, 322, 323, 325, 330, 346, 377, 380

B. Design/Technical (2):

Five courses from Theatre 311, 312, 314, 315, 316, 325

Two courses from Theatre 317, 380, 390, 391, 393

C. General Theatre (15):

One course from Theatre 220, 221, 241, 302, 320, 321, 325, 330, 335
Two courses from Theatre 311, 312, 314, 315, 316, 317, 319, 380
Two other theatre courses

D. Musical Theatre (2):

Three courses from Theatre 302, 316, 320, 321, 324, 325, 380

• Cognates (14-16)*

Normally selected from art, communication, dance, English, film studies, health and physical education, music, and psychology

*Students who select the musical theatre concentration take 23 semester hours of cognates, as follows: Dance 110, 112, 114, 212, 321; Music 174 (four semesters), 191 (six semesters), 274 (two semesters), 203, 204

Minor in Theatre

The minor in theatre consists of a minimum of 19 semester hours (seven courses), as follows: Theatre 205, 210, 378, and four additional theatre courses (at least two of which must be at the 300-level).

Teacher Education Program

Students who major in theatre may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

Honors Program

Majorors in theatre who are of superior scholarly ability are eligible to participate in the departmental honors program. During the junior and senior years, qualified students may pursue independent study and advanced work in theatre. Upon completion of the program, a student is awarded

the Bachelor of Arts with honors in theatre. Departmental honors work, when combined with honors work in general education, may lead to a student's being awarded College Honors. Details are available from the chair of the Department of Theatre and Dance.

GRADUATE PROGRAM

Advisor: *P. William Hutchinson*

Master of Fine Arts in Theatre

The M.F.A. in theatre serves as a terminal degree. Graduates of the program will be prepared to become professional practitioners in theatre or in some instances, instructors of theatre practice. The three-year degree program combines academic course work, directed study in a professional area of interest to the student, and seminar on the academic study of theatrical concepts and issues, with intensive training within the environment of the Trinity Rep Company and Conservatory. At the completion of the M.F.A. program of study, the student will have compiled an impressive professional résumé and portfolio of academic courses and practical experience.

Admission Requirements

Candidates for admission into the M.F.A. program in theatre are expected to fulfill the following requirements. Also see graduate Admission Procedures/Requirements on page 40.

1. A B.A. or B.F.A. in theatre, or a B.A. in another discipline, and preliminary examinations and/or prior course work in Theatre 205, 210, 340, 341, 342, or their equivalents.
2. An audition and acceptance by the faculty of the Trinity Rep Conservatory.*
3. Acceptance by the Master of Fine Arts Committee of the Department of Theatre and Dance.
4. A completed application (submitted to the School of Graduate Studies), including three recommendations, with at least two recommendations from theatre professors or theatre professionals; a minimum grade point average of B (3.0); and transcripts of baccalaureate

work from an accredited college or university.

*An applicant who has not been accepted by the faculty of the Trinity Rep Conservatory cannot be accepted as a candidate for the M.F.A. Also, a candidate who has been accepted to the Trinity Rep Conservatory will not be automatically accepted as a candidate for the M.F.A.

Program Requirements

The M.F.A. in theatre requires a minimum of 54 semester hours, with 36 semester hours in conservatory courses: Theatre 478, 479, 485; and 18 semester hours of academic course work: Theatre 443, 444, 445, 565, 595, and one theatre elective.

At the end of the first year, each student will receive an evaluation regarding his/her status in the program and of his/her concentration (acting or directing).

During the next two years, students concentrating in acting have the opportunity to audition for the Trinity Rep Company, and students concentrating in directing have the opportunity to assist directors of the Trinity Rep Company productions.

During the final year of the program, each student will complete a final creative project, under supervision of the faculty.

Successful completion of the project and a minimum cumulative grade point average of B (3.0) are required for graduation.

COURSE OFFERINGS

THEATRE

205: Introduction to Theatre

Focus is on the theatre process from conception to production, with special emphasis on playwrighting, acting, and directing. Twenty hours of laboratory experience on major Rhode Island College Theatre productions is required.

3 semester hours. Offered fall and spring.

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. (Formerly Fundamentals of Technical Theatre.)
3 semester hours. Prerequisite: Theatre 205. Offered fall and spring.

220: Voice and Articulation for the Performer

The student works toward the development of professional communication skills, including vocal clarity, force, flexibility, variety, dialect, and special vocal demands of stage work. The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech.
3 semester hours. Offered fall.

221: Movement for the Actor

This course provides training for the performer in reference to controlling, shaping, and moving the body. Special attention is paid to the development of physical characterization.
3 semester hours. Prerequisite: Theatre 205 or consent of department chair. Offered spring.

222: The Actor's Self: Improvisation and Technique

This course introduces the actor to self-discovery in performance and frees the beginning actor physically, socially, and emotionally through the use of improvisational techniques.
3 semester hours. Prerequisite: Theatre 205 or consent of department chair. Offered fall and spring.

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.
3 semester hours. Gen. Ed. Category A13 for nonmajors. Offered fall and spring.

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, literary productions, and the significant artists (composers, librettists, lyricists, scenic artists, directors, choreographers, and performers) are covered.
3 semester hours. Offered spring.

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. (Formerly Fundamentals of Oral Interpretation.)
3 semester hours. Prerequisite: Theatre 220 or Course 220, or consent of department chair. Offered spring.

305: Reader's Theatre

This course focuses on the alternative theatre modes of reader's 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. Students cannot receive credit for both Theatre 305 and 405.
(4) 3 semester hours. Prerequisite: Theatre 302 and 325, or consent of department chair. Offered as needed.

311: Technical Direction

This course introduces and develops skills necessary for a technical director. The goal is 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.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair. Offered every third semester. Next offered fall 1995.

312: Scene Design for the Theatre

The student explores the design process as it relates to the production as a whole. De-

signer's concepts are translated into practical, theatrical, visual terms through sketching, mechanical drawings, and model building.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair. Offered every third semester. Next offered fall 1996.

314: Costume for the Theatre

Theoretical and practical aspects of costume for the theatre are covered. The history of fashion and theatrical costume is studied in conjunction with basic costume 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.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair. Offered alternate fall. Next offered fall 1995.

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.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair. Offered every third semester. Next offered spring 1996.

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.
3 semester hours. Prerequisite: Theatre 210 or consent of department chair. Offered spring.

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.

(3-4) 3 semester hours. Prerequisite: Theatre 205 and 210, or consent of department chair. Offered every third semester. Next offered spring 1996.

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. (Formerly Theatre 419.)
3 semester hours. Offered every third semester. Next offered fall 1995.

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. (Formerly Character Study I.)
3 semester hours. Prerequisite: Theatre 220 and either 221 or 222, or consent of department chair. Offered fall.

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. (Formerly titled Character Study II.)
3 semester hours. Prerequisite: Theatre 220 and either 221 or 222, or consent of department chair. Offered spring.

322: 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. Students cannot receive credit for both Theatre 322 and 422.
(4) 3 semester hours. Prerequisite: Theatre 205, 220, 221, 222, 320, 321, or consent of department chair.

ment class. Offered alternate fall. Next offered fall 1995.

323: 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. Students cannot receive credit for both Theatre 323 and 423. *3 semester hours. Prerequisite: Theatre 205, 220, 221, 222, 320, 321, or consent of department chair. Offered alternate springs. Next offered spring 1996.*

324: Auditioning Techniques

Through the selection, preparation, presentation, evaluation, and coaching of audition materials, students have the opportunity to improve their auditioning skills. *3 semester hours. Prerequisite: 60 semester hours of undergraduate courses, including Theatre 205, 220, 221, 222, 320, 321, or consent of department chair. Offered fall.*

325: Fundamentals of Directing

Basic play interpretation, casting, rehearsal procedures, and other directorial duties are covered. Techniques are demonstrated and used in student-directed scenes involving problems in composition, movement, tempo, and rhythm. *3 semester hours. Prerequisite: Theatre 205, 210, and 320, or consent of department chair. Offered fall.*

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 are developed and implemented in class. (Formerly Creative Dramatics with Children.)

3 semester hours. Prerequisite: theatre majors: Theatre 205 or consent of department chair. Elementary education majors: Elem. Ed. 300 or consent of department chair. Offered fall.

335: Theatre for Children and Youth

This course explores the theoretical aspects involved in the selection and preparation of script, casting, rehearsing, and production of theatre for and with children and youth. (Formerly Theatre for Children.)

3 semester hours. Prerequisite: Theatre 330 or consent of department chair. Offered spring.

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. (Formerly History of Theatre I.)

3 semester hours. Offered every third semester. Next offered fall 1996.

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. (Formerly History of Theatre II.)

3 semester hours. Offered every third semester. Next offered fall 1995.

342: History of Theatre: 1875 to Present

The development of the physical theatre and of dramatic art from 1875 to the present is studied. Social and political influences, innovative production techniques, and the most recent theatre movements are also explored. Attendance at theatre production is required. (Formerly Modern Theatre.)

3 semester hours. Offered every third semester. Next offered spring 1996.

345: Dramatic and Performance Criticism

An analysis is made of aesthetic theories that create the experience of theatre. This course includes an examination of dramatic criticism and the writing of critical reviews. Attendance at performances is required. Students may not receive credit for both Theatre 345 and 445.

3 semester hours. Prerequisite: two courses from

Theatre 340, 341, 342, or consent of department chair. Offered every third semester. Next offered fall 1995.

346: Musical Theatre Performance

The performance of music from 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. *3 semester hours. Prerequisite: Theatre 220, 221, and consent of instructor(s) and department chair. Offered spring.*

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. *3 semester hours. Prerequisite: 24 semester hours of theatre courses or consent of department chair. Offered spring.*

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. (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 course from 312, 314, 315, 317, and consent of department chair. Offered fall.

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. Grading is H, S, or U. A student may take this course a maximum of three times.

3 semester hours. Prerequisite: Theatre 205 and 210, or consent of department chair. Offered fall and spring.

379: Theatre Internship

Students gain a comprehensive understanding of theatre arts through on-the-job training. The interns is expected to work full time with an approved theatre com-

pany. Grading is H, S, or U. *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 a grade point average of 3.0 in the major and at least a 2.0 overall grade point average. Application must be made one semester prior to the period of internship. Offered fall, spring, summer.*

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. This course may be repeated once with a change in content. *3 semester hours. Prerequisite: open only to juniors and seniors with consent of department chair. Offered as needed.*

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. *3 semester hours. Prerequisite: open only to juniors and seniors with consent of department chair. Offered as needed.*

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.

3 semester hours. Prerequisite: open only to juniors and seniors with consent of department chair. Offered as needed.

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.

3 semester hours. Prerequisite: open only to juniors and seniors with consent of department chair. Offered as needed.

405: Reader's Theatre

This course focuses on the alternative theatre modes of reader's 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. Students cannot receive credit for both Theatre 305 and 405. (Formerly Theatre 402.)

(4) 3 semester hours. Prerequisite: Theatre 302 and 325, or consent of department chair. Offered as needed.

422: 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. Students cannot receive credit for both Theatre 322 and 422. (Formerly Theatre 420.)

(4) 3 semester hours. Prerequisite: Theatre 205, 220, 221, 222, 320, 321, or consent of department chair. Offered alternate fall. Next offered fall 1995.

423: 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. Students cannot receive credit for both Theatre 323 and 423. (Formerly Theatre 421.)

(4) 3 semester hours. Prerequisite: Theatre 205, 220, 221, 222, 320, 321, or consent of department chair. Offered alternate spring. Next offered spring 1996.

443: Dramatic Literature I

Representative plays from early times to the early 18th century are explored, including drama of Asia and the Orient; classical Greece and Rome; Italian, English, Spanish, and French Renaissance; and English Jacobean and Restoration periods.

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

444: Dramatic Literature II

Representative playwrights and plays from the 18th century to the present are explored, including the drama of America, England, France, Germany, Scandinavia, Russia, Eastern Europe, Africa, Latin America, Asia, and the Orient.

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

445: Dramatic and Performance Criticism

An analysis is made of aesthetic theories that create the experience of theatre. This course includes an examination of dramatic criticism and the writing of critical reviews. Attendance at performances is required. Students may not receive credit for both Theatre 445 and 345.

3 semester hours. Prerequisite: two courses from Theatre 340, 341, 342, or consent of department chair. Offered every third semester. Next offered fall 1996.

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 drama. Grading in H, S, or U.

12 semester hours (6 hours each semester). Prerequisite: bachelor's degree from an accredited institution and consent of conservatory director and department chair. Open only to graduate students. Offered fall and spring.

479: Theatre Conservatory Internship II

Concentrated conservatory class work and projects are continued and completed during a second full year of study. Grading in H, S, or U.

12 semester hours (6 hours each semester). Pre-

requisite: bachelor's degree, Theatre 478, and consent of conservatory director and department chair. Offered fall and spring.

485: Theatre Conservatory Internship III

Concentrated conservatory class work is completed, and supervised work on a final creative project is begun. A journal of the class and project work is required. Grading in H, S, or U.

12 semester hours (6 hours each semester). Prerequisite: graduate status, Theatre 478, 479, and consent of department chair. Offered fall and spring.

565: Graduate Seminar in Theatre

This seminar concentrates on selected topics, such as major theatrical styles, directorial concepts, performance techniques, and important philosophical, historical, psychological, social, and aesthetic developments in these areas.

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

595: Directed Graduate Study

With the guidance of a faculty advisor, the student prepares and presents a final creative project or research thesis.

3 semester hours. Prerequisite: Theatre 565 and consent of department chair. Offered as needed.

Urban Education

To be appointed
Coordinator

Programs of Study

Elective Program: Urban Education
Graduate Programs: Elementary Education—Urban Education Specialization (M.Ed.); Secondary Education—Urban Education Specialization (M.Ed.)

UNDERGRADUATE PROGRAM

Elective Program in Urban Education

The urban education 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), as follows: Psychology 215; Secondary Education 363; and Sociology 204 or 208 or 211. The program is open to all students in teacher education programs.

The psychology and sociology requirements are prerequisite to the Secondary Education 363 (seminar), 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 as follows:

Master of Education in Elementary Education—Urban Education Specialization

Admission Requirements
Teacher certification. Also see *graduate Admission Procedures/Requirements* on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Secondary Education 409
- Professional Education Component (18)
- Secondary Education 411, 420; elementary methods (nine semester hours)
- Related Disciplines Component (6)
- Courses chosen with advisor's consent (Total semester hours: 30)

Master of Education in Secondary Education—Urban Education Specialization

Admission Requirements
Teacher certification. Also see *graduate Admission Procedures/Requirements* on page 40.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Secondary Education 409
- Professional Education Component (24)
- Secondary Education 411, 420; Curriculum 503; teaching area (12 semester hours) (Total semester hours: 30)

COURSE OFFERINGS

See *Secondary Education as well as other participating departments.*

Urban Studies

To be appointed
Director

Program of Study

Major: Urban Studies (B.A.)
Teacher Education Program: Urban Studies (B.A.)

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 minority group relations, community development, and urban geography, housing, and planning. Students will also be assigned to approved agencies in urban settings for field work.

UNDERGRADUATE PROGRAM

Major in Urban Studies

The full degree program in urban studies requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

- Required Courses (30–33)
 - A. Three courses from Anthropology 338; Economics 335; Geography 315; History 329; Political Science 306; Sociology 204
 - B. Mathematics 240 or Psychology 320
 - C. Four courses from the following list, with no more than three in any one discipline:
 - Economics 333
 - Geography 305, 317, 318
 - History 330
 - Political Science 353
 - Psychology 409
 - Social Science 315
 - Sociology 207, 208, 315
 - Urban Studies 350

Additional courses may be chosen from A above or from other courses approved by the director of urban studies

D. Urban Studies 321, 362
•Cogrates (if not taken previously) (12–16)

- One course each from four of the seven groupings that follow:
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 200-level or above

Teacher Education Program

Students who major in urban studies may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

COURSE OFFERINGS

See also *participating departments.*

URBAN STUDIES

321: Field Experience in Urban Studies

The student is 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.

3 semester hours. Prerequisite: consent of director of urban studies. Offered as needed.

350: Topics in Urban Studies

Special topics in urban studies are examined. A student may repeat this course with a change in content.

3 semester hours. Offered as needed.

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.

3 semester hours. Prerequisite: Urban Studies 321. Offered as needed.

Women's Studies

Carol Shelton
Acting Director

Programs of Study

Major: Women's Studies (B.A.)
Minor: Women's Studies
Teacher Education Program: Women's Studies (B.A.)

The interdepartmental program in women's studies addresses women's contributions to economic, social, political, and cultural life, along with the representation of women in history, literature, and the arts. Critical issues affecting the psychological, biological, and social welfare of women are explored through the lens of feminist scholarship and theory.

UNDERGRADUATE PROGRAMS

Major in Women's Studies

The full degree program in women's studies requires the completion of at least 120 semester hours, including the General Education Program, the Writing Requirement, the Mathematics Competency Requirement, electives, and the major requirements listed below. Students must plan their program in consultation with the director of women's studies. A topics course numbered 350, such as Communications 350, is acceptable for the major or minor in women's studies only when the topic is on women.

(Semester hours are in parentheses.)

- Required Courses (34–39)
 - A. Women's Studies 200, 300, 360
 - B. Humanities: three courses from Art 361,* Communications 350,* English 324, 350,* History 314, 333, Theatre 350,* other appropriate women's studies courses as approved
 - C. Science, Mathematics, Social and Behavioral Science: three courses from Anthropology 301, Management 305, Political Science 309, Psychology 212, 350, Social Work 350,* Sociology 202, 350,* other appropriate women's studies courses as approved

D. Two additional courses from (B) the humanities or (C) science, mathematics, social and behavioral sciences, with director's approval.

•Cognates (18-20)

Any academic minor

•When on appropriate topics.

†Course may be repeated.

Minor in Women's Studies

The minor in women's studies consists of a minimum of 18 semester hours (six courses), as follows: Women's Studies 200; two approved courses from the humanities; two approved courses from science, mathematics, social and behavioral sciences; Women's Studies 360 or one additional course from the above two areas.

Teacher Education Program

Students who major in women's studies may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 164.

COURSE OFFERINGS

See also participating departments.

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.

3 semester hours. Gen. Ed. Category SB/2.
Offered as needed.

300: Field Experience in Women's Studies

Students engage in experiential learning and participate in a selected public or private agency/organization. The student formulates specific learning objectives under the direction of an instructor.

(5) 3 semester hours. Prerequisite: junior or senior standing, W.S. 200, and consent of the director of women's studies following an interview.
Offered as needed.

360: Women and the Professions

This course focuses on the economic roles of women, including consideration of their participation in the labor force and career options. Students design a project that integrates their academic backgrounds with their professional interests. The course includes both field and research components.
4 semester hours. Prerequisite: W.S. 200 and senior standing. Offered as needed.

Writing

The Rhode Island College faculty believes that the critical and analytical skills emphasized by the College Writing Requirement serve as a necessary foundation for the General Education Program as well as for the rest of the student's college program. All students are required to complete the College Writing Requirement and should note that this requirement is distinct from the general education requirements. Fulfillment of the College Writing Requirement does not substitute for completion of the General Education Program.

See English as well as the description of the College Writing Requirement on page 29.

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.

4 semester hours. Offered fall, spring, summer

Directory



RHODE ISLAND
COLLEGE

Administrative and Service Personnel Directory

The College's mailing address is:
Rhode Island College
Providence, RI 02908-1991

Telephone: (401) 456-8000, TDD (for the
hearing impaired): (401) 456-8061

Academic Affairs

Robert Hall 407, 456-8003
John J. Saleses, *Vice President*
James D. Turley, *Assistant Vice President*

Academic Development Center

Craig-Lee Hall 154, 456-8071
Jayne Nightingale, *Coordinator*

Academic Support and Information Services

Craig-Lee Hall 154, 456-8083
Dolores A. Passarelli, *Director*
Ellen Weaver Paquette, *Assistant Director*

Accounting

Alger Hall 134, 456-8076
Thomas J. Bradley, *Assistant Controller*

Administration and Finance

Robert Hall 100, 456-8200
Lenore A. DeLucia, *Vice President*
James R. Cornelison, Jr.,
Assistant Vice President for Administration
John J. Fitta, *Assistant Vice President for
Finance and Controller*

Admissions

Forman Center, 456-8234
Patricia Marzocco, *Associate Director of
Admissions*
Beth Every-McCarthy, *Assistant Director of
Admission—Preliminary Programs*
Edward P. Markowski, *Assistant Director of
Admission—Transfer Programs*
Deborah E. Johnson, *Assistant Director of
Admission—Minority/Multicultural
Programs*
Patricia A. Parish, *Assistant Director of
Admission—Performance-based Admission
Program*

Admissions and Financial Aid
Forman Center, 456-8236
William H. Hurrey, Jr., *Dean*

Academic Advisement Information Center

Craig-Lee Hall 154, 456-8183
Dolores A. Passarelli, *Director*

Affirmative Action

Roberts Hall 124, 456-8218
Patricia E. Giammarco, *Director of
Affirmative Action*

Alumni Affairs

Alumni House, 456-8086
Holly L. Shadoian, *Director*

Arts and Sciences, Faculty of

Gauge Hall 152, 456-8106
Richard R. Weiner, *Dean*
James H. McCrookery, *Associate Dean*

Athletics

(See Interscholastic Athletics)

Audiovisual

Gauge Hall 113, 456-8020
David A. Wilson, *Director*

Bookstore

(See Campus Store)

Budget

Roberts Hall 100, 456-8438
Stephen Jacobson, *Director*

Bursar

Alger Hall 133, 456-8130
Robert Conrad, *Assistant Controller*
Charlene L. Szczepek, *Bursar*

Campus Center

Student Union 321, 456-8034
Brian R. Allen, *Director*
Mark M. Paolucci, *Assistant Director*
Kristen King, *Director of Student Activities*

Campus Store

Student Union, 456-8025
Steven Platt, *Manager*

Career Development Center

Craig-Lee Hall 054, 456-8031
Dolores A. Passarelli, *Director*
Phyllis Hunt, *Student Employment Specialist*
Sharon C. Mazyk, *Coordinator of Career
Development Program*

Chaplains

Student Union 300, 456-8168
James Montavon, *Catholic Chaplain*

Clinical Experiences

Horace Mann Hall 103, 456-8114
Susan J. Schenck, *Director*

Computer Center

Gaige Hall B-9, 456-8050
Peter W. Harman, *Director*

Conferences and Special Events

Roberts Hall 300, 456-8022
Kathryn M. Sasso, *Director*

Continuing Education

Forman Center, 456-8091
William E. Swigart, *Director of Continuing Education and Summer Sessions*

Controller

Roberts Hall 100, 456-8224
John J. Fitta, *Controller*

Counseling Center

Craig-Lee Hall 130, 456-8094
To be appointed, *Director*
Thomas J. Lavin, *Psychologist*
Janet L. Park, *Counselor*

Curriculum Resources Center

Adam Library, 456-8220
David C. Woolman, *Librarian*

Development and College Relations

Roberts Hall 300, 456-8105
Kristen A. Jilbert, *Assistant Director of Development, Annual Giving*

Dining Services

Donovan Dining Center, 456-8207
Vincent R. Flemming, *Director*

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
David E. Nelson, *Dean*
To be appointed, *Associate Dean*

Educational Management

Development, Center for
Henry Barnard School 222, 456-8701
Nancy S. Sullivan, *Director*

Evaluation and Research, Center for

Horace Mann 107, 456-8266
Robert F. Carey, *Director*

Financial Aid

Craig-Lee Hall 050, 456-8030
James T. Hanbury, *Director*
Janet A. O'Connor, *Associate Director*
Dorene A. Zaroli, *Assistant Director*

General Education Program

Gaige Hall 248, 456-8765
David S. Thomas, *Chair, Committee on General Education*

Graduate Studies, School of

Forman Center, 456-8700
James D. Turley, *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
Kenneth P. Kimesy, *Coordinator*

Henry Barnard School

456-8127
Ronald Tibbets, *Principal*
E. Haven Starr, *Assistant Principal*

Institutional Research and Planning

Roberts Hall 100, 456-8435
Richard W. Prull, *Director*

Intercollegiate Athletics

456-8007
Donald E. Tencher, *Director*
Gail H. Davis, *Associate Director*

International Student Advisement

Faculty Center, 456-8649
Audrey P. Olmsted, *Advisor*

Laboratory Experiences

(See Clinical Experiences)

Language Laboratory

(See Multimedia Center)

Library

James P. Adam Library, 456-8126
Richard A. Olsen, *Director*

Management and Technology, Center for

Whipple Hall, 456-8009
Nazanin Sabha, *Interim Director*

Mathematics Learning Center

Craig-Lee Hall 154, 456-9763
Anthony Marino, *Director*

Multimedia Center

Craig-Lee Hall 132, 456-8714
Robert Shein, *Media Specialist*

News and Public Relations

Roberts Hall 303, 456-8090
Clare Flynn Eckert, *Director*

Office Services

Craig-Lee Hall B-10, 456-8231
Kenneth C. Coulboarn, *Director*
To be appointed, *Assistant Director*

Personnel Services

Roberts Hall 124, 456-8216
Gordon N. Sundberg, *Director*

Physical Plant

Physical Plant Building, 456-8262
Richard L. Bruneagat, *Director of Facilities and Operations*

John H. Vickers, Plant Engineer

James R. Bucco, *Assistant Director of Facilities and Operations*

Diane Hall, *Assistant Director of Housekeeping*
George Agnati, *Assistant Director of Housekeeping*

Preparatory Enrollment Program

Craig-Lee Hall 120, 456-8237

President's Office

Roberts Hall 404, 456-8100
John Nazarian, *President*

Publications

(See Publishing Services)

Public Relations

(See News and Public Relations)

Publishing Services

Alger Hall 211, 456-8132
Robert K. Bower, *Director of Publishing*
Raymond Ragosta, *Assistant Director of Publishing*

Purchasing

Physical Plant Building 201, 456-8047
Reine H. Perreault, Jr., *Director*

Records

Roberts Hall 120, 456-8212
Burt D. Cross, *Director*
Dennis McGovern, *Associate Director*

Recreation Center

Recreation Center, 456-8400
John S. Foley, *Director*
John S. Taylor, *Director of Physical Fitness, Exercise, and Recreation Programs*

Alan M. Salemi, *Director of Aquatics*
Janice H. Filer, *Assistant Director of Aquatics*

Research and Grants Administration

Roberts Hall 312, 456-8228
Richard N. Keogh, *Director*

Residential Life and Housing

Sweet Hall, 456-8240
Cherie S. Wathorn, *Director*

Security and Safety

Browne Hall, 456-8201
Cyrille W. Cote, *Director*
To be appointed, *Assistant Director*

Social Work, School of

School of Social Work Building, 456-8042
George D. Motrey, *Dean*

Student Activities

Student Union 311, 456-8034
Kristen King, *Director*

Student Affairs

Roberts Hall 401, 456-8123
Gary M. Penfield, *Vice President*

Student Employment

(See Career Development Center)

Student Life

Craig-Lee Hall 127, 456-8061
Dixon A. McCool, *Associate Dean*
Joy Latimer, *Assistant Director for Minority Programs and Services*

Student Support Services

Craig-Lee Hall 119, 456-8237
Joseph L. Costa, *Director*

Summer Sessions

Forman Center, 456-8091

William E. Swigart, *Director of Continuing Education and Summer Sessions***Technology**

(See Management and Technology Center for)

Testing Center

Horace Mann Hall, 456-8266

Upward Bound

Craig-Lee Hall 110, 456-8081

Mariam Z. Boyajian, *Director***Writing Center**

Craig-Lee Hall 225, 456-8141

Margaret M. Carroll, *Director*

Officers of the College

Executive OfficersJohn Nazarian
*President*John J. Salenes
*Vice President for Academic Affairs*Lenore A. DeLucia
*Vice President for Administration and Finance*Gary M. Penfield
*Vice President for Student Affairs and Dean of Students***Deans**James D. Turley
*Dean, School of Graduate Studies*Richard R. Weiner
*Dean, Faculty of Arts and Sciences*David E. Nelson
*Dean, School of Education and Human Development*George D. Metrey
*Dean, School of Social Work*William H. Hurry, Jr.
Dean of Admissions and Financial Aid

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*Carol J. Guano
President, 1986-1989

Commissioner/ Board of Governors

Commissioner of Higher Education
Americo W. Petrucci**Board of Governors for Higher Education**

George Graboyes

Chair
*President*Joseph A. Almagno
*President*Gordon Fox
*President*Patricia Hayward
*Glaster*Thomas Izzo
*Chairman*Richard A. Licht
*President*Frederick Lippitt
*President*Monica Y. Paige
*President*D. Faye Sanders
*President*Deborah A. Smith
*North Kingstown*John E. Sullivan, Jr.
*Wrentham*William J. Turner
*Quonset*Robert Urciuoli
*Providence*Alfred J. Verrecchia
*Pawtucket*Marylyn H. Winkler
Providence

Rhode Island College Foundation 1995-96

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.

Henry J. Nardone
President

Eleanor M. McMahon
Vice President

Mary Juskaian
Secretary

Tullio A. DeRobbio
Treasurer

Theresa Howe
Past President

To be appointed
Executive Director

John J. Fitz
Assistant Treasurer

Rhode Island College Alumni Association 1995-96

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 more than 36,300 alumni in all 50 states and more than 30 foreign countries. Approximately 66 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, Florida, New York, and California.

Betty Filippelli Gordon '68
President

Sydney Cohen '40
Vice President

Lucia Napoli Amadio '92
Secretary

Norma Piccirilli DiLibero '81
Treasurer

Patricia Ross Maciel '61
Past President

Hoely Shadoun '73
Executive Director

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 and 1980 Mary Tucker Thorp Professor—A.B., A.M., New York University; Ph.D., Yale University

Kenneth E. Borst
Professor Emeritus of Chemistry—B.S., Bloomburg State College; M.S., University of Wisconsin

Miner K. Brodherston
Professor Emeritus of Physical Science—B.S., M.A., East Carolina College

John E. Browning
Associate Professor Emeritus of History—A.B., The Ohio State University; A.M., University of Michigan

Billie Ann Burrill
Associate Professor Emerita of Health and Physical Education—B.S., Boston University; M.S., Smith College

Vincent F. Calia
Professor Emeritus of Counselor Education—A.B., Northeastern University; Ed.M., Ed.D., Boston University

S. Elizabeth Campbell
Professor Emerita of Education—Ed.B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University

Osby Cascone
Assistant Professor Emerita of Nursing—R.N., Rhode Island Hospital School of Nursing; B.S., Teachers College, Columbia University; M.S., Boston University

Robert D. Cloward
Professor Emeritus of Psychology—B.S., State University of New York; M.S., Syracuse University; Ed.D., Teachers College, Columbia University

Robert W. Conery
Professor Emeritus of English—A.B., Yale University; A.M., Ph.D., Brown University

Norman H. Cooke
Associate Professor Emeritus of History—A.B., University of Delaware; A.M., University of Minnesota

Alexander H. Cornell
Professor Emeritus of Economics and Management—B.A., Union College; M.S., The 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

Rita L. Couture
Associate Professor Emerita of Modern Languages and Secondary Education—A.B., Brown University; A.M., Middlebury College in France; Certificat d'Etudes, Université de Grenoble, Université de Paris, Ecole Normale Supérieure de Saint-Cloud, Centre International d'Etudes Pédagogiques de Seves

Robert N. Currier
Professor Emeritus of Mass—A.B., New York University; A.M., Boston University

Mary G. Davey
Director of Public Relations and Alumni Affairs Emerita—Ed.B., Ed.M., Rhode Island College

George Decker
Associate Professor Emeritus of Physical Science and Chemistry—B.S., Brown University

John E. de Melim, Jr.
Professor Emeritus of Art—B.S., Tufts University; M.F.A., Instituto Allende, San Miguel

Marjorie H. Eubank
Professor Emerita of Communications and Theatre—B.A., M.A., Ph.D., University of Michigan

John A. Finger, Jr.
Professor Emeritus of Education—B.S., Massachusetts Institute of Technology, Ed.D., Harvard University

Roy A. Frye
Associate Professor Emeritus of Instructional Technology—B.A., M.A., Eastern New Mexico University

William C. Galge
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

Joseph D. Graham
Associate Professor Emeritus of Theatre—A.B., University of Michigan; A.M., Teachers College, Columbia University

Henry P. Guilloffe
Professor Emeritus of Mathematics and Secondary Education—Ed.B., Rhode Island College; A.M., University of Illinois; Ph.D., University of Connecticut

H. Samuel Hall
Associate Professor Emeritus of Mathematics—B.S., Bloomsburg State College; Ed.M., Pennsylvania State University; M.S., University of Rhode Island

George C. Hartmann
Professor Emeritus of Biology—A.B., M.A.T., Harvard University; Ph.D., University of Rhode Island

Clement J. Hasenfus
Associate Professor Emeritus of Secondary Education—A.B., Boston College; Ed.M., C.A.G.S., Boston University

Mary Ann Hawkes
Professor Emerita of Sociology—A.B., Mount Holyoke College; M.A., University of Kentucky; Ph.D., Boston University

Grace D. Healey
Professor Emerita of Communications and Theatre—B.L.I., Emerson College; M.Ed., Boston University

Myrl G. Herman
Professor Emeritus of Education—A.B., McKendree College; A.M., Washington University

Doris J. Hlavka
Assistant Professor Emerita of Health and Physical Education—B.S., State University of New York College (Cortland); M.S., Hobart University

Raymond W. Houghton
Professor Emeritus of Philosophy and Foundations of Education—A.B., A.M., Brown University; Ph.D., University of Connecticut

Thomas J. Howell
Professor Emeritus of Philosophy—A.B., Kenyon College; A.M., Ph.D., Brown University

Joseph E. Kauffman
President Emeritus—B.A., University of Denver; M.A., Northwestern University; D.Ed., Boston University

James J. Kenny
Associate Professor Emeritus of Instructional Technology—B.S., Fairfield University; M.S., Ph.D., University of Connecticut

Richard A. Kenyon
Professor Emeritus of Art—B.F.A., M.S., Rhode Island School of Design; Ed.D., Teachers College, Columbia University

Pauline Ladd
Professor Emerita of Art—B.S., Rhode Island School of Design; M.A.T., Brown University; M.E.A., Rhode Island School of Design

Maureen T. Lapan
Professor Emerita of Administration and Curriculum—Ed.B., Rhode Island College; A.M., Brown University; Ph.D., University of Connecticut

Kenneth F. Lewalski
Professor Emeritus of History—Ph.B., University of Detroit; A.M., Ph.D., University of Chicago

Lawrence W. Lindquist
Professor Emeritus of Anthropology—Th.B., Northern Baptist Theological Seminary; A.M., Northwestern University; D.Phil., Oxford University

Kenneth V. Lundberg
Professor Emeritus of Economics—A.B., Wheaton College (Illinois); A.M., Ph.D., University of Wisconsin

Sally Jean Marks
Professor Emerita of History and 1982 Mary Tucker Thorp Professor—A.B., Wellesley College; M.A., University of North Carolina; Ph.D., University of London

Eleanor M. McMahon
Vice President Emerita for Academic Affairs—B.S., College of Saint Elizabeth; A.M., Brown University; Ed.D., Harvard University

Fannie Helen Melcer
Professor Emerita of Health and Physical Education—B.S., The Ohio State University; M.A., Ed.D., New York University

Rose C. Merenda
Assistant Professor Emerita, Henry Barnard School (Kindergarten)—A.B., Emmanuel College; M.Ed., Rhode Island College

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

J. Howard Munzer
Professor Emeritus of Administration and Curriculum—B.A., University of Wisconsin (Madison); A.M., Northwestern University; Ph.D., University of Michigan

Harry S. Novack
Professor Emeritus of Special Education—A.B., A.M., Emerson College; A.M., Northwestern University; Ph.D., Syracuse University

J. George O'Keefe
Professor Emeritus of Physics—B.S., Saint Bernardine of Siena College; M.S., Renneberg Polytechnic Institute; Ph.D., Brown University

Ernest L. Overbey
Vice President Emeritus for Business Affairs—B.S., Western Kentucky State University

Philip R. Pearson, Jr.
Professor Emeritus of Biology—B.A., Dartmouth College; M.S., University of Massachusetts; Ph.D., Rutgers University

Eugene H. Perry
Professor Emeritus of Political Science—A.B., Syracuse University; M.A., Teachers College, Columbia University; Ph.D., Syracuse University

John E. Peterson
Professor Emeritus of Physical Science—Ed.B., Rhode Island College; M.N.S., Worcester Polytechnic Institute; M.Ed., Rhode Island College

Dorothy R. Pieniazk
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 and 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

Carol J. Schaefer
Associate Professor Emerita of History—A.B., Wheaton College; A.M., Ph.D., Brown 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 and 1981 Mary Tucker Thorp Professor—B.A., Barnard College; Ph.D., University of Illinois

Earl E. Stevens

Professor Emeritus of English—A.B., Indiana University, M.A., University of Michigan, Ph.D., University of North Carolina

Robert F. Stewart

Professor Emeritus of Mathematics—B.S., Wheaton College (Illinois); M.S., Rutgers University; Ph.D., Auburn University

Nancy Sullivan

Professor Emerita of English and 1979 Mary Tucker Thorp Professor—A.B., Hunter College; A.M., University of Rhode Island; Ph.D., University of Connecticut

Carolyn R. Swift

Professor Emerita of English—Ph.B., University of Chicago; A.M., Columbia University; Ph.D., Brown University

T. Steven Tegu

Professor Emeritus of Modern Languages—Diploma, University of Madrid; A.M., Middlebury College in Spain; Ph.D., University of Salamanca, Spain

Byron C. Tiltonson

Associate Professor Emeritus of French, Latin, and Secondary Education—A.B., Hamilton College; A.M., Middlebury College

Taki Panajotis Vitoras

Associate Professor Emeritus of English—A.B., A.M., Wayne State University, Ph.D., University of Connecticut

Kenneth R. Walker

Professor Emeritus of Secondary Education—A.B., Providence College; M.Ed., Rhode Island College; Ed.D., Boston University

Ruth B. Whipple

Assistant Professor Emerita, Henry Barnard School—B.S., University of New Hampshire; M.A., Tufts University

James E. White

Professor Emeritus of English—A.B., Wesleyan University; A.M., University of Connecticut; Ph.D., Boston University

Philip M. Whitman

Professor Emeritus of Mathematics—B.S., Haverford College; A.M., Ph.D., Harvard University

Frank S. Williston

Professor Emeritus of Philosophy—B.A., Clark University; M.A., Syracuse University; Ph.D., University of Minnesota

Nelson F. Wood

Associate Professor Emeritus of Health and Physical Education—B.S., Springfield College; A.M., University of Michigan; Ed.D., Boston 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**

Associate 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

***Fredric C. Agatstein**

Associate Professor of Psychology—B.A., Brandeis University; M.A., Ph.D., Boston University

Sharif N. Akkari

Assistant Professor of Management—B.B.A., M.B.A., Kent State University; M.Com., University of Dhaka, Bangladesh

***Kenneth Ainley**

Associate Professor of Health, Physical Education, and Recreation, and Department Chair—B.S., University of Rhode Island; M.S., H.S.D., Indiana University

***Louis E. Alfonso**

Professor of Foundations of Education—B.A., M.A., Ph.D., University of Connecticut

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**

Professor of Art—A.B., San Diego State College; M.F.A., University of Wisconsin

***George A. Anderson**

Professor of Mathematics—B.A., Trinity College; M.A., Ph.D., Yale University

***Mark Anderson**

Associate Professor of English—B.A., Cornell University; M.A., University of Minnesota; M.F.A., Ph.D., Cornell University

***Alejandro C. Andreotti**

Assistant Professor of Mathematics—B.A., Brandeis University; Ph.D., Princeton University

***Paul W. Anghinetti**

Professor of English—B.S., Ed.M., A.M., Boston University; Ph.D., Florida State University

***Edythe L. P. Anthony**

Professor of Biology and 1989 Mary Tucker Thorp Professor—B.A., Wellesley College; A.M., Ph.D., Boston University

***A. Anthony Antosh**

Professor of Special Education and 1986 Mary Tucker Thorp Professor—B.A., Ohio University; M.Ed., Rhode Island College; Ed.D., University of Massachusetts

Robin Kirkwood Auld

Assistant Professor, Henry Barnard School (Physical Education)—B.S., Springfield College; M.S., University of Rhode Island

***Yael Avisar**

Associate Professor of Biology—B.A., M.A., Ben Gurion University; Ph.D., Michigan State University

Judith A. Babcock

Associate Professor of Management—A.B., Hanover College; M.S., D.Ed., Pennsylvania State University

Ali Bahrami

Assistant Professor of Computer Information Systems—B.S., Nebraska Wesleyan University; M.S., M.C.R.P., University of Nebraska (Lincoln); Ph.D., University of Missouri (Rolla)

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., Southerncross Memphis; M.S.W., Tulane University; D.S.W., Columbia University

Patricia A. Beezer

Assistant Professor of Nursing—B.S.N., University of Rhode Island; M.S., University of Connecticut

- * Pamela J. Benson**
Professor of English—B.A., M.A., University of California (Berkeley); Ph.D., Columbia University
- * James J. Bettes**
Professor of Elementary Education and Economics—B.S., Indiana University; M.Ed., University of Pittsburgh; M.A.T., Purdue University; Ph.D., Ohio University
- * Dorothy Bianco**
Associate 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, and Director of Bachelor of General Studies Degree Program—B.A., St. Mary's College (Minnesota); M.A., University of Minnesota; Ph.D., University of Michigan
- * Ellen M. Bigler**
Assistant Professor of Secondary Education and Anthropology—B.A., The Ohio State University; M.A., Ph.D., Southern University of New York (Albany)
- Jeffrey Blais**
Associate Professor of Economics—B.A., University of Vermont; M.A., Ph.D., University of Pittsburgh
- David M. Blanchette**
Assistant Professor of Marketing—B.S., B.B.A., University of Massachusetts; D.B.A., University of Kentucky
- Jason L. Blank**
Assistant Professor of Sociology—A.B., Harvard University; A.M., Boston University
- Joan Bloom**
Associate 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. Bohnsack**
Professor of Biology—B.S., University of Buffalo; M.S., Ph.D., University of Rhode Island

- * Terry Bontrager**
Assistant Professor of Educational Psychology—B.A., State University of New York; M.A., University of Kansas; M.S., Ph.D., Texas A & M University
- * Joao P. Botelho**
Professor of Secondary Education and Director of Bilingual-Bicultural Education Program—B.A., Southeastern Massachusetts University; M.Ed., Bridgewater State College; Ed.D., Boston University
- Robert K. Bower**
Director of Publishing—B.A., Simpson College; M.A., University of Wyoming
- Celeste Bowler**
Assistant Professor, Henry Barnard School (Kindergarten)—B.A., Seton Hall University; M.Ed., Rhode Island College
- Thomas J. Bradley**
Assistant Controller—B.S., M.B.A., Providence College
- * Carl D. Brell, Jr.**
Associate Professor of Foundations of Education—B.A., University of Massachusetts; M.A., Hampshire College; Ed.D., University of Massachusetts
- Francine S. Brennan**
Associate Professor of Nursing—B.S., Queen's College; B.S.N., Columbia University; M.A., New York University; D.N.Sc., Boston University
- Patricia B. M. Brennan**
Head Reference Librarian and Assistant Professor in the Library—B.A., Brown University; M.S., Columbia University
- Richard L. Brinegar**
Director of Facilities and Operations—B.S., United States Naval Academy; M.P.A., University of Kansas
- * Harriet Brisson**
Professor of Art and 1986 Mary Tucker Thorp Professor—B.F.A., M.A.T., Rhode Island School of Design; M.F.A., Ohio University
- * Mary Ann Bromley**
Professor of Social Work and 1990 Mary Tucker Thorp Professor—B.S., Purdue University; M.S.W., D.S.W., Fordham University

- Nancy Brown**
Associate Professor of Marketing—B.A., M.B.A., Southern Illinois University; Ph.D., St. Louis University
- * Peter B. Brown**
Associate Professor of History—B.A., Stanford University; M.A., Ph.D., University of Chicago
- * Stephen Brown**
Associate Professor of English—B.A., University of California (Irvine); M.A., Ph.D., University of Virginia
- * John A. Bucci**
Professor of Foundations of Education—A.B., Providence College; Ed.M., Rhode Island College; Ed.D., Boston University
- Lawrence E. Budner**
Professor of Communications—B.A., Hunter College; M.A., University of Pennsylvania; Ph.D., New York University
- Louise Buonomano**
Assistant Professor, Henry Barnard School (School Nurse)—B.S., Rhode Island College; M.Ed., Providence College; Ed.D., Boston University
- Mary L. Burke**
Associate Professor of Nursing—Diploma, Good Samaritan Hospital; B.S., Rhode Island College; M.S., D.N.Sc., Boston University
- David H. Burr**
Professor of Theatre—B.A., Olivet College; M.A., Ph.D., University of Michigan
- Mary Byrd**
Assistant Professor of Nursing—B.S., State University of New York (Brookport); M.S., Syracuse University
- * Edward D. Bzowski**
Professor of Technology Education—B.S., State University of New York (Buffalo); M.A., Ball State University; Ph.D., University of Maryland
- * Cathleen Calbert**
Associate Professor of English—B.A., University of California (Berkeley); M.A., Syracuse University; Ph.D., University of Houston
- * Thomas M. Calhoun**
Assistant Professor of Elementary Education—B.A., Massachusetts College; M.S., University of Illinois; Ph.D., University of Maryland
- * David Cappella**
Assistant Professor of English and Educational Studies—B.A., Bridgewater State College; M.A., University of Maine; Ed.D., Boston University
- Tracy J. Caravella**
Assistant Professor of Health and Physical Education—B.S., M.S., University of Wisconsin (LaCrosse); Ph.D., Southern Illinois University
- Robert E. 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 and Assistant Professor in the Library—B.A., University of Rhode Island; M.L.S., State University of New York (Albany)
- Carolyn Carrara**
Instructor, Henry Barnard School (Grade 3)—B.A., Northeastern University; M.Ed., Boston College
- John W. Carroll**
Assistant Professor of Philosophy—B.A., Carleton College; Ph.D., University of Arizona
- Margaret M. Carroll**
Director of Writing Center—B.A., M.A., Rhode Island College
- Anne Elizabeth Savage Carty**
Professor of Nursing—B.S., Salve Regina College; M.S., Boston College; D.N.Sc., Boston University
- Karen S. Castagno**
Assistant Professor of Health and Physical Education—B.S., Bridgewater State College; M.A., Ph.D., University of Connecticut
- * J. Richard Castellucci**
Assistant Professor of Italian and French—A.B., Brown University; A.M., Middlebury College in Paris

Robert Castiglione

Professor of Philosophy and Department Chair—A.B., M.A., Ph.D., Catholic University

Linda A. Cathers

Professor of Nursing—B.S., Salve Regina College; M.S., Boston College; D.N.Sc., Boston University

***Paul P. Chassé**

Professor of French—A.B., University of New Hampshire; A.M., Ph.D., Université Laval

***Donna M. Christy**

Associate Professor of Mathematics and Secondary Education—B.A., M.A.T., Rhode Island College; Ed.D., Boston University

***Roger D. Clark**

Professor of Sociology and Department Chair—B.A., Swarthmore College; A.M., Ph.D., Brown University

***Thomas Cobb**

Associate Professor of English—B.A., M.F.A., M.A., University of Arizona; Ph.D., University of Houston

Jules A. Cohen

Assistant Professor of Computer Information Systems—B.S., Yale University; M.B.A., Boston University

Lenore D. Collins

Assistant Professor of Industrial Technology—B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

Francine Connolly

Director of Field Education (School of Social Work)—B.S.W., M.S.W., Rhode Island College

Robert Conrad

Assistant Controller—B.S., M.B.A., University of Rhode Island

***Laura F. Cooley**

Associate Professor of Chemistry—B.A., Barnard College; Ph.D., Brown University

***Dix S. Coons**

Associate Professor of Spanish, and Modern Languages Department Chair—A.B., A.M., Brigham Young University; Ph.D., University of Texas

Hall Copur

Associate Professor of Management—B.S., Middle East Technical University; M.Sc., Ph.D., Cornell University

***Patricia A. Cordeiro**

Associate Professor of Elementary Education and 1995 Mary Tucker Thorp Professor—B.A., University of Connecticut; M.A., University of Massachusetts; Ed.M., Ed.D., Harvard University

James R. Cornelson, Jr.

Assistant Vice President for Administration—B.A., Franklin College; M.S., Indiana University; Ed.D., Boston College

***Crist H. Costa**

Professor of Computer Information Systems, and Economics and Management Department Chair—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

Cyrille W. Cote

Director of Security and Safety—B.S., Salve Regina College; M.P.A., University of Rhode Island

Kenneth C. Coulbourn

Director of Office Services

***Donald H. Cousins**

Associate Professor of Psychology—B.A., Bowdoin College; B.A., University 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; D.S.W., Fordham University

Burt D. Cross

Director of Records—B.A., Columbia College; M.A., Seton Hall University

Mayne L. Cabbage

Professor of Communications—B.A., Eastern Michigan University; M.A., Ph.D., University of Michigan

Douglas A. Cummings

Associate Professor of Theatre and Technical Director—B.A., University of New Hampshire; M.F.A., University of Utah

***Carol A. DiMarco Cummings**

Associate Professor of Health, Physical Education, and Recreation—B.S., M.A., Indiana State University; Ph.D., Pennsylvania State University

Patricia Cunningham-Warburton

Associate Professor of Nursing—Rhode Island Hospital School of Nursing; B.S., Salve Regina College; M.S., Boston College; Ph.D., University of Connecticut

***John F. Custer**

Professor of Theatre—B.A., University of Washington; M.F.A., University of Wisconsin

***Robert L. Cvornyk**

Assistant Professor of History and Secondary Education—B.A., University of Delaware; M.A., University of Akron; M.A., Ph.D., Columbia University

***Diame M. Dabkowski**

Assistant Professor of Special Education—B.S., University of Dayton; M.A., Ed.M., Ed.D., Columbia University

***Joan C. Dagle**

Professor of English—B.A., Connecticut College; Ph.D., Brown University

Martha Vera D'Amico

Instructor, Henry Barnard School (Grade 2)—B.S., Providence College; M.A., Rhode Island College

***James E. Davis**

Associate Professor of Instructional Technology—B.S., Kent State University; M.S., Ed.S., Ed.D., Indiana University

Dante Del Giudice

Instructor of Dance—B.A., Rhode Island College

***Lenore A. DeLucia**

Vice President for Administration and Finance and Professor of Psychology—A.B., Pembroke College; A.M., Ph.D., Brown University

Stanford E. Demars

Professor of Geography and Coordinator of Environmental Studies Programs—B.A., University of Utah; Ph.D., University of Oregon

Geraldine DeNuccio

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island

Randy L. DeSimone

Associate Professor of Management—B.A., West Virginia University; M.A., Ph.D., University of Akron

***Richard L. Dickson**

Professor of Special Education, Co-director of Ph.D. in Education Program, and 1981 Mary Tucker Thorp Professor—B.S., Farmington State College; M.A., Ph.D., University of Connecticut

I. Atilla Dicle

Professor of Management—B.A., Ankara University; M.A., M.P.A., Ph.D., University of Southern California

Ulku Dicle

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—B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

***Judith H. DiMeo**

Professor of Special Education, Department Chair, and 1989 Mary Tucker Thorp Professor—B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

Judith A. Doherty

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island

***Frank Dohyak**

Professor of History—A.B., University of Connecticut; Ph.D., University of Kansas

Valerie G. Duarte

Assistant Professor, Henry Barnard School (Computer Resource)—B.S., University of Rhode Island; M.Ed., Rhode Island College

***Ronald P. Dufour**

Associate Professor of History—B.A., Merrimack College; M.A., Ph.D., College of William and Mary

***Marilyn Eanet**

Professor of Elementary and Secondary Education and 1982 Mary Tucker Thorp Professor—B.S., Northwest Missouri State University; M.A., Columbia University; Ph.D., University of Missouri (Karns City)

Clare Flynn Eckert

Director of News and Public Relations—B.A., M.P.A., University of Rhode Island

***Robert W. Elam**

Professor of Music and Department Chair—B.M., University of Kentucky; M.M., Ph.D., Conservatory of Music, University of Cincinnati

Karen Enright

Associate Professor of Nursing—B.S.N., University of Rhode Island; M.S.N., Boston University

Willard F. Enterman

Professor of Philosophy—B.A., Williams College; M.B.A., Harvard School of Business Administration; M.A., Ph.D., Boston University

George M. Epple

Associate Professor of Anthropology and Anthropology and Geography Department Chair—B.A., Brown University; Ph.D., Brandeis University

***Marc C. Ertan-Lamontagne**

Assistant Professor of Physical Sciences—B.S., University of Massachusetts (Dartmouth); Ph.D., University of New Hampshire

***Mark W. Estrin**

Professor of English—A.B., Amherst College; 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.Ph., Yale University; M.S.W., Ph.D., Brandeis University

***Nancy Evans**

Assistant Professor of Art—B.F.A., M.F.A., Bowling Green State University

***Frank Fariabella**

Associate Professor of Industrial Technology—B.A., B.S., Stonehill College; M.A., Ed.D., Boston University

***Richard Feldstein**

Professor of English—B.A., Temple University; M.A., Colorado State University; Ph.D., State University of New York (Buffalo)

Sharon Fennessey

Associate Professor, Henry Barnard School (Grade 5)—B.S., Rhode Island College; M.A., Teachers College, Columbia University

Rachel Filinson

Professor of Sociology and Coordinator of Gerontology Center—B.A., University of Illinois; M.Sc., University of Stirling; Ph.D., University of Scotland

David T. Filipek

Assistant Professor of Accounting—B.A., Boston College; M.B.A., Babson College

***Allan J. Fingeret**

Professor of Psychology—B.S., M.S., Ph.D., University of Wisconsin

***Murray H. Finley**

Associate Professor of Counselor Education, and Counseling and Educational Psychology Department Chair—B.A., Loras College; M.A., Roosevelt University; Ph.D., University of Iowa

***Stephen Fisher**

Associate Professor of Art—B.F.A., Virginia Commonwealth University; M.F.A., Yale University

John J. Fita

Assistant Vice President for Finance and Controller—B.S., Bryant College

Mary K. Fitzgerald

Associate Professor, Henry Barnard School (Kindergarten)—B.A., College of Mount St. Vincent; M.S., Bank Street College of Education

Vincent R. Flemming

Director of College Dining Services—B.S., M.B.A., Bryant College

***Carolyn Fleuhr-Lobban**

Professor of Anthropology, Director of International Studies and of Study Abroad Program—B.A., M.A., Temple University; Ph.D., Northwestern University

John S. Foley

Director of Recreation Center—B.A., M.Ed., Rhode Island College

***Charles V. Foltz**

Associate Professor of Biology—B.S., West Chester State College; M.Ed., Temple University; M.T.S., College of William and Mary

Mary S. Foote

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island; Ph.D., University of Connecticut

Mary M. Foye

Associate Professor, Henry Barnard School (Grade 4)—A.B., Emmanuel College; M.Ed., Rhode Island College; Ph.D., University of Connecticut

Eula W. Fresh

Assistant Professor of Elementary Education—B.A., Georgetown College; M.A., Southern Baptist Theological Seminary; M.S., Central Connecticut State University; Ed.D., Temple University

Alida Fry

Instructor, Henry Barnard School (Kindergarten)—B.A., St. Bonaventure College; M.A., Rhode Island College

Joel Fuerst

Associate Professor of Marketing—B.Ch.E., Yale University; M.B.A., Columbia University; Ph.D., Illinois State University

***Douglas G. Furton**

Assistant Professor of Physics—B.Ed., M.S., Ph.D., University of Toledo

***Ghislain Gélain**

Assistant Professor of French—Certificat, Licence, Maitrise, Université de Rennes; M.A., Ph.D., University of Illinois

***Nancy H. Gewirtz**

Professor of Social Work, M.S.W. Department Chair, and 1993 Mary Tucker Thorp Professor—B.A., University of Massachusetts; M.S.W., State University of New York (Buffalo); M.P.A., Ph.D., University of Connecticut

***Dennis J. Ghindia**

Assistant Professor of Social Work—B.A., University of Akron; M.S.S.A., Ph.D., Case Western Reserve University

Patricia E. Giannmarco

Director of Affirmative Action—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 University; Ph.D., University of Connecticut

***Joan I. Glazer**

Professor of Elementary Education and 1979, 1987 Mary Tucker Thorp Professor—B.S., M.A., Ph.D., The Ohio State University

***John J. Gleason**

Associate Professor of Special Education and 1991 Mary Tucker Thorp Professor—B.A., Boston College; M.A., University of Michigan; Ed.D., Harvard University

***Beverly A. Goldfield**

Assistant Professor of Psychology—B.A., Connecticut College; M.A., University of Connecticut; Ed.D., Harvard University

***Gale Goodwin Gomez**

Assistant Professor of Anthropology and Secondary Education—B.A., Florida Atlantic University; M.A., American University; M.Phil., Ph.D., Columbia University

***Neil I. Gonsalves**

Professor of Biology—B.S., Georgetown University; Ph.D., Brown University

***Lee R. Goodness**

Associate Professor of Technology 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., The Ohio State University; Ph.D., University of Wisconsin

***David L. Greene**

Professor of Chemistry, and Physical Sciences Department Chair—B.S., University of Notre Dame; Ph.D., University of Kentucky

***Gary R. Grund**

Professor of English—A.B., B.A., Boston College; M.A., Ph.D., Harvard University

Margaret Hainsworth

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

Eric S. Hall

Assistant Professor of Biology—B.A., Rhode Island College; Ph.D., Wesleyan University

Spencer Hall

Professor of English—A.B., University of California (Los Angeles); A.M., Ph.D., Stanford University

James T. Hanbury

Director of Student Financial Aid—B.S., M.S., University of Bridgeport

Peter W. Harman

Director of Computer Center and Associate Professor of Economics—B.S., Purdue University; M.B.A., Butler University; Ph.D., University of North Carolina

David Harris

Associate Professor of Management and Coordinator of Labor Studies Program—B.S., M.B.A., University of Rhode Island; Ph.D., University of Connecticut

Dolores Harrison

Assistant Professor of Nursing—B.S.N., University of Rhode Island; M.S., Boston College; Ph.D., University of Connecticut

Frederick R. Harrop

Associate Professor of Mathematics—B.A., Providence College; Ph.D., Brown University

Jon Haus

Assistant Professor of English—B.A., California State University at Fresno; M.A., Ph.D., University of Washington

Terence E. Hays

Professor of Anthropology and 1988 Mary Tucker Theory Professor—B.A., University of Omaha; M.A., University of Colorado; Ph.D., University of Washington

Joyce E. Heist

Assistant Professor, Henry Barnard School (Grade 2)—Ed.B., M.Ed., Rhode Island College

Florence Hennen

Professor of Psychology—B.S., M.A., Ph.D., University of Minnesota

Elizabeth Henshaw

Assistant Professor of Elementary Education—B.S., University of Ife (Nigeria); M.A., Philadelphia College of Art; Ed.D., New York University

Claus Hofhansel

Assistant Professor of Political Science—LL.B., Universität Freiburg, Germany; M.A., Ph.D., University of North Carolina

Robert E. Hogan

Professor of English and Department Chair—A.B., Harvard University; A.M., Ph.D., Boston University

William R. Holland

Associate Professor of Educational Leadership—B.A., University of Rhode Island; M.Ed., University of Massachusetts; Ed.D., Boston University

Martha Horn

Assistant Professor of Elementary Education—B.A., Rhode Island College; M.A., Teachers College, Columbia University

Krisjohn O. Horvat

Professor of Art—B.F.A., Minnesota School of Art; M.F.A., Rhode Island School of Design

Mary Ball Howkins

Professor of Art and Department Chair—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

James Huggins

Instructor, Henry Barnard School (Grade 5)—B.A., University of Rhode Island; M.Ed., Lesley College

Lisa Doodlette Humphreys

Assistant Professor of Mathematics—B.S., M.S., Ph.D., University of Connecticut

William H. Hurray, Jr.

Dean of Admissions and Financial Aid—A.B., University of Rhode Island; M.S., Southern Illinois University

P. William Hutchinson

Professor of Theatre—A.B., Franklin and Marshall College; B.D., Princeton Theological Seminary; M.A., Columbia University; Ph.D., Northwestern University

Steven C. Imber

Professor of Special Education—B.A., State University of New York (Buffalo); M.A., Ph.D., University of Connecticut

Kay Frank Israel

Associate Professor of Communication and Department Chair—B.S., University of Utah; M.S., Boston University; Ph.D., Massachusetts Institute of Technology

Pamela Irving Jackson

Professor of Sociology and Director of Justice Studies Program—A.B., Regis College; M.A., Ph.D., Brown University

Stephen D. Jacobson

Director of Budget—B.A., Pennsylvania State University; 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—B.M., Texas A & I; M.M., Ed.D., University of the Pacific

Olga Juzyn-Amestoy

Assistant Professor of Spanish—B.A., M.A., University of Connecticut; Ph.D., Brown University

Kathryn M. Kalinak

Professor of English and Director of Film Studies Program—B.A., M.A., Ph.D., University of Illinois

Alenna Karins

Assistant Professor of Economics—B.A., M.A., Dhaka University; M.A., Ph.D., Boston University

Abbas Kazemi

Associate Professor of Economics—B.S., National University of Iran; M.A., Ph.D., State University of New York (Stony Brook)

George H. Keller

Professor of History and Department Chair—B.A., Hiram College; M.A., University of Missouri; Ph.D., University of Missouri (Columbia)

Richard N. Keogh

Director of Office of Research and Grants Administration, and Professor of Biology—B.S., Tufts University; Ph.D., Brown University

Heesung Kim

Associate Professor of Art—B.A., Rhode Island College; M.S., Pratt Institute

Kristen P. King

Director of Student Activities—B.A., M.A., Rhode Island College

Steven King

Assistant Professor of Industrial Technology—B.S., Southeastern Massachusetts University; M.B.A., Anna Maria College

Kenneth P. Kinsey

Associate Professor of Biology—B.S., M.S., San Diego State College; Ph.D., Bowling Green State University

Wendy Knickerbocker

Catalog Librarian and Assistant Professor in the Library—B.A., Colby College; M.S., Simmons College

MacGregor Kniiseley

Associate Professor of Elementary Education—B.A., Earlham College; M.Ed., University of New Hampshire; Ed.D., University of Nevada (Reno)

Thomas T. Koehane

Professor of Special Education—B.A., M.A., American International College; Ph.D., University of Connecticut

Shirley E. Lacroix

Assistant Professor, Henry Barnard School (Music)—B.M., Anna Maria College; M.A.T., Rhode Island College

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—B.A., Harvard University; M.A., Ph.D., Michigan State University

- *Curtis K. LaFollette**
Professor of Art and 1992 Mary Tucker Thorp Professor—B.F.A., University of Kansas; M.F.A., Cranbrook Academy of Art
- Rebecca Lassan**
Professor of Nursing—B.S., St. Joseph College of Nursing; M.S., Boston College; Ph.D., University of Connecticut
- *Gail Lawson**
Assistant Professor of Educational Psychology—B.A., M.A., Ph.D., University of Rhode Island
- *Francis J. Leazes, Jr.**
Professor of Political Science—B.A., College of the Holy Cross; M.A., University of Massachusetts; M.P.A., Ph.D., University of Connecticut
- *J. Stanley Lemons**
Professor of History and 1987 Mary Tucker Thorp Professor—A.B., William Jewell College; M.A., University of Rochester; Ph.D., University of Missouri
- *Jianhong Liu**
Assistant Professor of Sociology—B.S., South China Normal University; M.A., Nankai University; M.A., Ph.D., State University of New York (Albany)
- *Richard A. Lobban, Jr.**
Professor of Anthropology and Director of African/Afro-American Studies Program—B.S., Bucknell University; M.A., Temple University; Ph.D., Northwestern University
- Yolande Lockett**
Assistant Professor of Nursing—B.S.N., Rhode Island College; M.S.N., Indiana University
- *Bennett J. Lombardo**
Professor of Health, Physical Education, and Recreation—B.A., Queens College; M.S., Brooklyn College; Ed.D., Boston University
- Marlene L. Lopes**
Special Collections Librarian and Assistant Professor in the Library—B.A., Connecticut College; M.L.S., Syracuse University
- *Barbara E. Anderson Lounsbury**
Professor of Psychology—B.A., M.A., Ph.D., University of Connecticut

- *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
- *Elaine S. Magyar**
Professor of Chemistry—A.B., Mount Holyoke College; Ph.D., Northwestern University
- *James Magyar**
Professor of Chemistry—B.A., Dartmouth College; Ph.D., Northwestern University
- Thomas Malloy**
Associate Professor of Psychology—B.A., LaSalle College; M.A., Temple University; Ed.D., University of Northern Colorado; Ph.D., University of Connecticut
- Jane D. Malone**
Assistant Professor, Henry Barnard School (Grade 6)—B.A., Saint Joseph's College; M.Ed., University of Massachusetts
- Pamela Manninen**
Assistant Professor, Henry Barnard School (Grade 1)—B.S., Keene State College; M.Ed., Boston University
- *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, and Recreation—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
- William G. Martin**
Assistant Professor of Art—B.E.A., Southern Illinois University; M.F.A., Louisiana State University

- *Charles J. Marzocco**
Professor of Chemistry and 1985 Mary Tucker Thorp Professor—B.A., Temple University; Ph.D., University of Pennsylvania
- Colette J. Matarese**
Assistant Professor of Nursing—B.S., Rhode Island College; M.S.N., University of Connecticut
- *Lloyd Matsumoto**
Associate Professor of Biology—A.B., M.A., Drake University; Ph.D., St. Louis University
- *Phillip 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 H. McCroskey**
Associate Dean, Faculty of Arts and Sciences, and Professor of Psychology—A.B., Wheaton College (Illinois); M.S., Ph.D., University of Kentucky
- *James G. McCrystal**
Associate Professor of Technology, Education and Secondary Education—B.S., Central Connecticut State College; M.A., University of Connecticut; Ed.D., University of Maryland
- *Edward D. C. McDowell**
Associate Professor of Mathematics and Computer Science—B.A., Columbia University; M.S., University of Rhode Island; Ph.D., Yale University
- James P. McGuire**
Associate Professor of Industrial Technology—B.S., Rhode Island College; M.A., Ball State University; Ph.D., University of Connecticut
- *Meradith McMunn**
Professor of English and Coordinator of Molecular and Renaissance Studies Program—B.S., M.A., Indiana University; Ph.D., University of Connecticut
- *Joseph P. McSweeney**
Associate Professor of English and Secondary Education—A.B., Providence College; M.A.T., Rhode Island College
- Patricia Medeiros-Landurand**
Associate Professor of Special Education—B.A., Bridgewater State College; M.A., Clark University; M.A., Framingham State College; Ed.D., University of Massachusetts
- *Thomas Meedel**
Assistant Professor of Biology—B.S., Nebraska Wesleyan University; Ph.D., University of Pennsylvania
- *Jerry Melaragno**
Professor of Biology and Department Chair—B.S., Allegheny College; Ph.D., University of Pittsburgh
- *George D. Metrey**
Dean, School of Social Work, and Professor of Social Work—A.B., Marquette University; M.S.W., Fordham University; Ph.D., New York University
- *Peter Meyer**
Associate Professor of Geology and 1995 Mary Tucker Thorp Professor—B.A., Dartmouth College; M.S., Ph.D., University of Rhode Island
- Eung-Jun Min**
Assistant Professor of Communications—B.A., M.A., Temple University; Ph.D., The Ohio State University
- Judith Mitchell**
Professor of English and Secondary Education—B.A., Rhode Island College; M.A.T., Brown University; Ph.D., University of Connecticut
- Caroline Moakler**
Instructor, Henry Barnard School (Child Care)—B.A., M.Ed., Rhode Island College
- *Robin K. Montvilo**
Associate Professor of Psychology—B.S., Brooklyn College; M.A., Ph.D., Fordham University

Peter R. Moore

Professor of Economics and Director of Center for Economic Education—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**

Associate Professor of Mathematics and Secondary Education—B.S., M.A., Ed.D., Boston University

***Ann E. Moskol**

Professor of Mathematics and Computer Science—B.S., Tufts University, M.A., Harvard University, M.S., University of Rhode Island; Ph.D., University of Maryland

Mark Motte

Assistant Professor of Geography—B.A., University of London; M.A., University of Rhode Island

***S. Scott Mueller**

Assistant Professor of Social Work—B.A., Brown University; M.S.W., Columbia University

***Ann Marie Mumm**

Assistant Professor of Social Work—B.A., M.A., State University of New York (Buffalo); Ph.D., Rutgers University

Angela Murphy

Associate Professor of Nursing—B.S., Boston University; M.S.N., Indiana University; Ph.D., University of Connecticut

Rosemary Murphy

Assistant Professor, Henry Barnard School (Transitional Learning)—Ed.B., Rhode Island College; M.S., University of Oregon

***John Nazarian**

President, and Professor of Mathematics—Ed.B., Rhode Island College; A.M., Brown University; M.A., University of Illinois; Ph.D., New York University

***David E. Nelson**

Dean, School of Education and Human Development, and Professor of Educational Administration—B.A., M.Ed., Northern Illinois University; M.A., DePaul University; Ph.D., Northwestern University

Derek Niklas

Associate Professor of Sociology—M.A., Ph.D., University of Warsaw

Madeline F. Nixon

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

***June A. Nutter**

Assistant Professor of Health, Physical Education, and Recreation—B.S., University of Oklahoma; M.A., University of Nebraska (Omaha); Ph.D., University of Nebraska (Lincoln)

***Apollon O. Nwauwa**

Assistant Professor of History—B.A., Benedict State University; M.A., Ph.D., Dalhousie University

***William J. Oehlkers**

Professor of Elementary Education—B.S., Concordia Teachers College; M.Ed., The Johns Hopkins University; Ph.D., University of Delaware

***Marnie O. Oliver**

Professor of Social Work—B.A., California State University (Los Angeles); M.S.W., Fresno State University; Ph.D., Washington State University

Audrey Perryman Olmsted

Assistant Professor of Communications—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**

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 Ohon**

Associate 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

***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

Philip J. Palombo

Associate Professor of Communication—B.A., Union of Experimenting Colleges and Universities; M.F.A., Massachusetts College of Art

G. Laurie Pamental

Associate Professor of Management—B.S., Holy Cross College; M.B.A., New York University; Ph.D., Boston College

***Carolyn P. Panofsky**

Associate Professor of Foundations of Education—B.A., M.A. in English, M.A. in Reading Education, University of California; Ph.D., University of New Mexico

Naomi Parker

Assistant Professor of Portuguese—B.A., M.A., M.A., Brown University

Dolores A. Passarelli

Director of Academic Support and Information Services and of Career Development Centers—B.A., M.Ed., Rhode Island College

***Armand I. Patrucio**

Professor of History—A.B., Queen College; A.M., Ph.D., Columbia University

***John Pellegrino**

Professor of Music—B.M., Boston Conservatory of Music; M.M., University of Miami

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 Counselor Education—B.A., Ed.M., University of Maine; C.A.G.S., Boston University; Ph.D., University of Connecticut

René H. Perreault, Jr.

Director of Purchasing

***John A. Perrotta**

Associate Professor of Political Science—B.A., University of Rhode Island; M.A., Ph.D., New York University

Donald M. Perry

Assistant Professor of Sociology—B.A., M.A., Ph.D., University of Connecticut

Dorothy Petracca

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island

***Anne K. Petry**

Professor of Elementary Education—A.B., Rosary College; M.A., Providence College; Ph.D., University of Connecticut

***Peter E. Piccillo**

Associate Professor of History—B.S., M.S., State University College (Buffalo); Ph.D., State University College (Binghamton)

***Raymond L. Picozzi**

Professor of Elementary Education and Theatre, and Theatre and Dance Department Chair—A.B., Providence College; Ed.M., Ed.D., Boston University

***Suzanne Pines**

Associate Professor of Art and Educational Studies—B.A., M.S., Pratt Institute; Ed.D., Columbia University

Willis E. Poole

Instructor of Secondary Education—B.A., M.Ed., Rhode Island College; M.A.T., School for International Training; Ph.D., New York University

Russell Potter

Assistant Professor of English—B.A., Evergreen State College; M.A., Syracuse University; Ph.D., Brown University

Constance Pratt

Professor of Nursing—B.S.N., M.S.N., University of Rhode Island; Ph.D., University of Connecticut

***Victor L. Proflaghi**

Professor of Political Science—B.S., Indiana State College; M.A., Ph.D., University of Pittsburgh

Richard W. Prull

Director of Institutional Research and Planning—B.A., Duquesne University; M.A., University of Rhode Island; Ph.D., Boston College

Jane E. Przybyla

Assistant Professor of Accounting—B.A., Catholic University of America; M.B.A., Rutgers University

***Norman R. Pyle**

Associate Professor of History and Director of Latin American Studies Program—A.B., LaSalle College; A.M., Ph.D., Georgetown University

Stephen P. Ramocki

Professor of Marketing—B.S., University of Lowell; M.S., Clarkson College of Technology; Ph.D., Rensselaer Polytechnic Institute

***Thomas W. Ramsbey**

Professor of Sociology—A.B., MacMurry College; S.T.B., Boston University School of Theology; Ph.D., Boston University

***Tom M. Randall**

Professor of Psychology and Department Chair—B.A., University of Illinois; M.A., Ph.D., State University of New York (Buffalo)

Sandra Ann Rasmussen

Associate Professor of Nursing—B.S.N., M.A., University of Minnesota; M.S.N., Anna Maria College; Ph.D., Harvard University

***Betty J. Raube**

Assistant Professor of Health—A.A., Mohawk Valley Community College; B.S., State University of New York (Cortland); M.S., H.S.D., Indiana University (Bloomington)

***Frederic G. Reamer**

Professor of Social Work and 1988 Mary Tucker Thorp Professor—B.A., University of Maryland; A.M., Ph.D., University of Chicago

***Maureen Reddy**

Associate Professor of English—B.A., M.A., Boston College; Ph.D., University of Minnesota

***Joyce T. Reimer**

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

***Xosé A. Reyes**

Assistant Professor of Foundations of Education—B.A., M.A., University of Puerto Rico; Ph.D., University of Colorado

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**

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

Ann R. Rochette

Assistant Professor of Nursing—Diploma, St. Joseph Hospital School of Nursing; B.S., Salve Regina College; M.S., Boston University

***Mariano Rodrigues, Jr.**

Professor of Mathematics—A.B., Brown University; A.M., Boston College; Ph.D., New York University

Marjorie Roemer

Associate Professor of English—B.A., Brandeis College; M.A., New York University; Ph.D., Brandeis University

***Joan H. Rollins**

Professor of Psychology—A.B., Goucher College; A.M., Fordham University; Ph.D., University of Oklahoma

***Stephen M. Rothschild**

Associate Professor of Counselor Education—B.S., M.A., The Ohio State University; Ph.D., Ohio University

***Elizabeth H. Rowell**

Professor of Elementary Education and 1995 Mary Tucker Thorp Professor—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

Alicebelle Maxson Rubotky

Assistant Professor of Nursing—B.S., M.A., Columbia University

***James J. Rubovits**

Professor of Psychology—B.A., MacMurry College; M.A., Ph.D., University of Illinois

***Patricia C. Rubovits**

Professor of Psychology—A.B., Mount Holyoke College; M.A., Ph.D., University of Illinois

***Robert T. Rude**

Professor of Elementary Education and Department Chair, and 1980 Mary Tucker Thorp Professor—B.A., M.A., University of Wisconsin (Eau Claire); Ph.D., University of Wisconsin (Madison)

Elizabeth A. Ruggiero

Associate Professor, Henry Barnard School (Grade 6)—B.Ed., M.Ed., C.A.G.S., Rhode Island College; E.D., Boston University

***Nazanin Sahba**

Interim Director, Center for Management and Technology and Associate Professor of Industrial Technology and Department Chair—B.S., Arynmetr University of Technology; M.S., Worcester Polytechnic Institute; Ph.D., University of Rhode Island

Alan M. Salemi

Director of Aquatics—B.S., University of Rhode Island

***John J. Slessers**

Vice President for Academic Affairs and Associate Professor of English—A.B., Providence College; M.A., Ph.D., University of Rhode Island

***Robert J. Salthay**

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, and Mathematics and Computer Science Department Chair—B.A., Brooklyn College; M.A., University of Wisconsin

***Namita Sarawagi**

Assistant Professor of Mathematics and Computer Science—B.Sc., M.Sc., University of Bombay; M.S., Northeastern University

Kathryn M. Sasso

Director of Conferences and Special Events—B.A., Rhode Island College

James J. Scanlan

College Physician and Director of College Health Services—B.S., Providence College; M.D., Harvard Medical School

James A. Schaefer

Associate Professor of Mathematics and Computer Science—B.S., Marietta College; M.S. in Mathematics, M.S. in Computer Science, University of Illinois

***Barbara Schapiro**

Professor of English—B.A., University of Michigan; M.A., Ph.D., Tufts University

Edward A. Scheff

Professor of Theatre—B.A., Brooklyn College; M.A., Ph.D., University of Kansas

Susan J. Schenck

Director of Clinical Experiences—B.S., M.Ed., Rhode Island College; C.A.G.S., Ph.D., University of Connecticut

***Barry Schiller**

Associate Professor of Mathematics—B.S., College of the City of New York; A.M., University of California (Davis)

- *Joanne Schneider**
Assistant Professor of History—B.A.,
St. Olaf College; M.A., Ph.D., Brown
University
- *Leslie Ann Schuster**
Assistant Professor of History—B.A.,
Roosevelt University; M.A., Ph.D., North-
ern Illinois University
- *Daniel M. Scott III**
Assistant Professor of English—B.A., Georgia
State University; M.A., Ph.D., University
of Illinois
- *James T. Sedlock**
Professor of Mathematics—B.A., LaSalle
College; M.S., Ph.D., Lehigh University
- Holly L. Shadoian**
Director of Alumni Affairs—B.A., M.Ed.,
Rhode Island College; Ph.D., University
of Connecticut
- 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 Reagan Shelton**
Associate Professor of Nursing and Acting
Director of Women's Studies Program—
B.S.N., Salve Regina College; M.S., Uni-
versity of Minnesota; Ph.D., Brandeis
University
- *Maria Sheridan**
Assistant Professor of Biology—B.A.,
Newton College; M.A., State University
of New York (Plattsburgh); Ph.D., Boston
University
- *Paul V. Sherlock**
Professor of Special Education—A.B.,
Providence College; Ed.M., Rhode Island
College; Ed.D., Boston University
- Tomoji Shogenji**
Assistant Professor of Philosophy—B.A.,
M.A., University of Tokyo; Ph.D., Uni-
versity of Southern California
- *Deborah Harriet Siegel**
Professor of Social Work—B.A., Dickin-
son College; A.M., Ph.D., University of
Chicago
- *Claudia Springer**
Associate Professor of English—B.A.,
M.A., Ph.D., Northwestern University
- *Roger Simons**
Professor of Mathematics and Computer
Science—A.B., University of California
(Los Angeles); Sc.M., Brown University;
M.A., Ph.D., University of California
(Berkeley)
- *Earl L. Simonson**
Assistant Professor of Psychology—B.S.,
M.A., Ph.D., University of Massachusetts
- *Anrjit Singh**
Professor of English and 1991 Mary Tucker
Thorp Professor—B.A., Panjab University;
M.A., Kurukshetra University; A.M.,
Ph.D., New York University
- *Donald V. Sippel**
Professor of History and Coordinator of
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
- *Arthur F. Smith**
Professor of Mathematics and Secondary
Education—B.S., University of Rhode Is-
land; A.M., Bowdoin College; Ph.D., Uni-
versity of Connecticut
- *Donald C. Smith**
Professor of Art—A.B., A.M., University
of Missouri
- *Norman W. Smith**
Professor of History—A.B., Colgate Uni-
versity; A.M., University of Connecticut;
Ph.D., University of Wisconsin
- *Raymond Smith**
Professor of Music—B.S., State University
of New York (Bard); A.M., Syracuse
University; Ph.D., University of Rochester
- Sheri Smith**
Professor of Philosophy—B.A., Milkin
University; A.M., Ph.D., Brown University
- Charles G. Snow, Jr.**
Assistant Professor of Accounting—B.S.,
Stonehill College; M.B.A., Babson College
- Daniel P. Snowman**
Assistant Professor of Physical Sciences—
B.S., Gordon College

F. Haven Starr

Associate Professor 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 Management—B.S.,
Purdue University; M.B.A., Rutgers Uni-
versity; D.B.A., Indiana University

***Erza L. Stieglitz**

Professor of Elementary Education and
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, Professor of Music,
and 1990 Mary Tucker Thorp Professor—
B.M., M.M., D.M.A., The Juilliard School

Judith E. Stokes

Serials Librarian and Assistant Professor in
the Library—B.A., Rhode Island College;
M.S., Simmons College

***Milburn J. Stone**

Professor of Political Science and Second-
ary Education, and Political Science De-
partment Chair—A.B., San Diego State
College; M.A., Ph.D., Claremont Graduate
School

***David B. Sugarman**

Professor of Psychology—A.B., Clark Uni-
versity; M.S., Ph.D., Yeshiva University

***Nancy S. Sullivan**

Associate Professor of Educational Leader-
ship, Educational Studies Department
Chair, and Director of Center for Educa-
tional Management Development—B.S.,
Worcester State College; M.Ed., Uni-
versity of Arizona (Tucson); Ed.D., Boston
College

Robert J. Sullivan

Professor of Geography—Ed.B., Rhode Is-
land College; A.M., Clark University

John Sumnerlin

Associate Professor of Music—B.M., Man-
hattan School of Music; M.M., Cincinnati
Conservatory of Music

Gordon N. Sundberg

Director of Personnel Services—B.S., Uni-
versity of Rhode Island; M.Ed., Rhode Is-
land College

Deborah K. Svengalis

Assistant Professor, Henry Barnard School
(Grade 4)—B.A., M.S., Purdue University

William E. Swigart

Director of Continuing Education and
Summer Sessions—B.A., M.A., Rhode Is-
land College

Marilyn Sylvestre

Associate Professor of Accounting—B.A.,
University of Hartford; M.S., University of
Rhode Island

Charlene Szczepanek

Bursar—B.A., Rhode Island College;
M.B.A., Bryant College

Christine Mulcahey Szyba

Assistant Professor, Henry Barnard School
(Art)—B.A., University of Rhode Island;
M.A.T., Rhode Island College

***M.-Francis Taylor**

Associate Professor of Spanish and Second-
ary Education—A.B., Indiana University;
M.A., Middlebury College; Ph.D., Uni-
versity of Minnesota

John S. Taylor

Director of Intramural and Recreation—
B.S., Springfield College; A.M., University
of Bridgeport

Donald E. Tencher

Director of Intercollegiate Athletics, Intra-
mural, and Recreation—B.S., Barrington
College; M.S., University of Rhode Island

***Tony Yung-Yuan Teng**

Associate Professor of History—B.A.,
Tungshai University (Taiwan); M.A., Occi-
dental College (Los Angeles); Ph.D., Uni-
versity of Wisconsin (Madison)

***David S. Thomas**

Professor of History—A.B., Suffolk Uni-
versity; A.M., Boston University; M.A.,
Ph.D., Institute of Islamic Studies, McGill
University

Patricia A. Thomas

Associate Professor of Nursing and Department Chair—B.S.N., University of Rhode Island; M.S., Boston College; Ph.D., University of Connecticut

Ronald Tibbets

Principal and Assistant Professor, Henry Barnard School—B.S., University of Bridgeport; M.Ed., Lowell University; Ed.D., Clark University

***Paul Tiskus**

Assistant Professor of Secondary Education and Science—B.A., Hope College; M.S., Ph.D., Indiana University

Gertrude C. Toher

Assistant Professor, Henry Barnard School—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**

Dean, School of Graduate Studies, Assistant Vice President for Academic Affairs, and Professor of English and Education—Ph.B., Queens of Apostles College; A.B., Boston College; Ed.M., Boston State College; M.A., Northeastern University; Ed.D., Boston University

John H. Vickers

Plant Engineer—B.S., U.S. Military Academy, West Point; M.S., University of Illinois

***Robert E. Viens**

Professor of Physics—Ed.B., Rhode Island College; M.S., Rensselaer Polytechnic Institute

***Margaret A. Waller**

Assistant Professor of Social Work—B.M., DuPaul University; M.S.W., University of Illinois (Chicago); Ph.D., University of Chicago

Ching-Hua Wang

Assistant Professor of Biology—Diploma, Beijing School of Foreign Languages; M.D., Beijing Medical School; M.S., Beijing Medical University; Ph.D., Cornell University

***S. Salman Wasti**

Professor of Biology and 1983 Mary Tucker Thorp Professor—B.Sc., M.Sc., Sind University, Pakistan; M.S., University of Hawaii; Ph.D., University of Massachusetts

***Laurence A. Weil**

Assistant Professor of Political Science—A.B., University of Georgia; M.A., University of Maryland; Ph.D., Cornell University

***Richard R. Weiner**

Dean, Faculty of Arts and Sciences, and Professor of Political Science—B.A., Brooklyn College, City University of New York; M.A., New School for Social Research; M.Phil., Ph.D., Columbia University

***Daniel Weisman**

Professor of Social Work and B.S.W. Department Chair—B.A., City College of New York; M.S.W., University of Michigan; Ph.D., Rutgers University

Carla M. Weiss

Reference Librarian and Assistant Professor in the Library—B.A., State University of New York (Stony Brook); A.M.L.S., University of Michigan

***Mary M. Wellman**

Professor of 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

***Duncan White**

Associate Professor of Psychology—B.S., Roanoke College; M.S., Ph.D., Memphis State University

Robert D. Wright

Associate Professor of Management—A.E.E., Northeastern University; M.S.C.S., Worcester Polytechnic Institute; M.Eng., M.B.A., D.B.A., Boston University

***Ying Zhou**

Assistant Professor of Mathematics—B.A., M.A., Beijing Teacher's College; M.A., Ph.D., State University of New York (Buffalo)

Joseph L. Zornado

Assistant Professor of English—B.A., M.A., San Diego State University; Ph.D., University of Connecticut

***Felicia Wilczenski**

Assistant Professor of Counseling and Educational Psychology—B.S., M.Ed., Boston University; C.A.E.S., Boston College; M.S., Ed.D., University of Massachusetts (Amherst)

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., Millaps College; Ph.D., Tulane University

David A. Wilson

Director of Audiovisual Services—B.S., M.S., Rhode Island College

Laurie Winters

Assistant Professor of Art—B.A., University of Toledo; M.A., Ph.D., University of Michigan

Chérie S. Withrow

Director of Residential Life and Housing—B.A., M.S., Central Connecticut State University

***Julie E. Wolfman-Bonilla**

Assistant Professor of Elementary Education—B.A., Harvard University; M.A., University of Pennsylvania; Ph.D., New York University

Carolyn Wood

Associate Professor of Nursing—B.S., Salve Regina College; M.S., Boston University; Ph.D., University of Connecticut

David C. Woolman

Librarian, Curricular 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., University of Connecticut

Adjunct Faculty

OFFICE OF CLINICAL EXPERIENCES

Barrington

Ralph Tomei

Bristol

Marie Mascera

Bristol-Warren

Susan Carlson, Denise Zompa

Burrillville

Patricia Karmosyn, Scott Moore

Central Falls

Catherine Allen, Mary Benson, Trace Cavanaugh, David Clafin, Marie Delle-Fave, Roberta Emery, Anne Hannon, Diane Jasper, Patricia Marcotte, Maureen McConnell, Kathryn Santos, Jane Seamus, Robin Yates

Charlro

Kenneth Backford, Maureen Curryla

Chicago, Illinois

Susan Knopp

Coventry

Dianne Cavanaugh, Linda Colucci, Michael Convery, Patricia Dorton, Robert Haid, Marianne Hughes, Lisa Johnson, Diana Lachance, Lori LeBrun, Karen McGuire, Leslie Palombo, Ronald Price, Janice Talbot, Barbara Werchallo, Lizabeth Widdfield

Cranston

Paula Aasdoorian, Lynda Bertocchini, Linda Cameron, Carol Campbell, Maryann Derderian, Gail Jeschke, Carol Meghreblian, Doreen Murphy, Kristen Norberg, Lisa Okolowicz, Thea Rosati, Diane Ruggieri, Susan Ryan, Joyce Shallerou, Sharlene Silberman, Patricia Sugrue

Cumberland

Jacquelyn Boutin, Karen Brousseau, Catherine Cavallo, Emma Clark, Kathleen Haczynski, Virginia Jones, Rosemary Lightbrown, Gail MacDonald, Barbara Marshall,

Ann McCaffrey, Mary McKenna, Ronald Noble

East Greenwich

Robert Crosby, Lois Ellis, Gloria Monte, Janet Ruffall

East Providence

Patricia Armstrong, James Barron, Michelle Brousseau-Cavallari, Barbara Geraghty, Geraldine Grant, Priscilla Horton, Susan Jordan, Barbara Landoer, Margaret Marcotte, Maureen McCarthy, Joseph McNulty, Maria Mellone, Catherine Moore, Karen Oliveira, Barbara Traverso, Robert Traverso, Jr., Carol Violet

Exeter-West Greenwich

Stephen Anderson, Kathleen Conroy

Foster-Chalcester

Michael Bailey, Margotie Kacin-Boyce

Johnston

Paula Cosmo, Louise Denham, Deana Gilulano, Jo-Ann Korkut, Eileen Schindler, Helen Shields, Lee Silverman, Kenneth Skatt, Margaret Torelli, Patricia Vecchiome

Lincoln

Richard Abato, Richard Anterni, Salvatore Federici, Salvatore Gentile, Eileen Mandeville, Gail McDonald, Deborah Michalenka, Diane Novak, John Souza

Little Compton

Dorice Freeman

Middletown

Kenneth Epanola

Newport

Richard Carbone, Peter O'Connell

North Kingstown

Debbie Anderson, Etta Bates, Jeanne Dunn, Mark Grenier, Cindy Normand, Robert Wright

North Providence

Mary Amos, Gail Boyce, Donna DeCarin, Mary DiFilippo, Merle Drenner, Claire Oliveira, Karen Pezza, Sandra Quattrocchi, Gloria Raimone, Jane Scotti, Sandra Sig-

nore, Carol Van Nieuwenhuizen, Zoni Wharton, C. Martha Whitaker

North Smithfield

Karen Boisvert, Constance Letendie, Joyce Neville

Pawtucket

Mary Beckett, Mary Booth, Elizabeth DiPenna, Fran Dulak, Deborah Gendreau, Catherine Grady, Robert Jackson, Margaret McCabe, Karen Menard, J. Kimberly Mercer, Grace-Ann Normand, Linda Perlman, Suzanne Rathbun, John Travers, Linda Travers

Plainfield, Connecticut

Duane Emmi

Portsmouth

Theresa Faria, Rochelle Kieron, Mary Rooney, Mary Stockard, Sarah Tarducci, Linda Vanhof

Providence

Ana Anurad, Laurie Brennan, Ellen Conroy, Kenneth deHerzog, Sheila DeSantis, Kathleen Dykstra, Ernestine Edson, David Evans, Noreen Farrelly, Thomas Gentile, Lee Goodness, Mark Halpern, Sandra Hamilton, Barbara Keegan, Donna Lombardi, Thomas Martin, Judy McGowan, Lynn Munson, Ronald Nelson, Karen O'Callahan, John Reed, Anne Reynolds, Lizabeth Rojas, Camille Robert, Anna Sacoccio, Catherine Schneider, Maryellen Struck, Barbara Stines, Andriana Tegu-Contreras, Cindy Turbitt, Leda Velario

Scituate

Mary Fogell, Gale Gramom, Michael Lenihan, Roland Raiche, Barbara Vernava

Seekonk, Massachusetts

Lisa Hopkins

Smithfield

Dorothy Ainley, Geraldine Brown, Patricia Carter, Lorna Casali, Margaret Crowley, Catherine DiChiari, Lynnann Farren, Gail Gruber, Frances Harrin, Mary Henderson, Judy Newcum, Barbara O'Connell, Leoda Peckhurst, Lucille Petresen, Carol Turner

Somerset, Massachusetts

Paul McManus

South Kingstown

Joyce Harvey, Maureen Hawkins, Kim Kimball, Claire Schwarzbach, Bernice Simmons

Tarrytown, New York

Barbara Uhl

Tiverton

Susan McCreavy-Pimental, Raymond Purdy

Warren

Judy Fubel, Deborah Trindade

Warwick

Barbara Berant, Donald Casci, Marcia Hyde, Edward Kimmmerlein, Gail Lury-Gunther, Doug McPherson, Nancy Rocha, Lynne Seidenberg, Donna Snel, Mary Stoukides, Louis Ventura

Westerly

George Blais

Woonsocket

Janice Andrews, William Gardner, Mark Hopkins, Christine McDonald, Andrew Riley, Robert Vachon

Wrentham, Massachusetts

Jackie Huckle, Constance Ryan

CLINICAL LABORATORY SCIENCE

Rhode Island Hospital

Adjunct Assistant Professor of Clinical Laboratory Science
David J. Mello, M.T. (ASCP), CLS, B.S., M.S., Southern Massachusetts University

Adjunct Lecturer of Clinical Laboratory Science
Ranjakrishna Nayak, M.D., Seth G.S. Medical College, Bombay University, India

Cooperating Instructor of Clinical Laboratory Science

Gerard Bernier, B.A., Roger Williams College, Linda Binus, M.T. (ASCP), B.S., University of Rhode Island, M.S., Northeastern University, Sheryl L. Crowell, M.T. (ASCP), B.S., University of

Rhode Island; Amy Graves, M.T. (ASCP), B.S., University of Rhode Island, M.S., Southeastern Massachusetts University; Patricia Harrison, M.T. (ASCP), M.S., University of Rhode Island; Dolores MacKenzie, M.T. (ASCP), B.S., Rhode Island College; Frank Meglio, B.S., Missouri State College, M.S., Northeastern University; Faith Melia, M.T. (ASCP), B.S., Regis College; Anthony J. Moore, M.T. (ASCP), B.S., University of Rhode Island; Steven Smeal, M.T. (ASCP), B.S., University of Rhode Island; Doreen Tost, M.T. (ASCP), B.S., Rhode Island College; Susan Whitaker, M.T. (ASCP), B.S., University of Rhode Island; Deborah Willard, M.T. (ASCP), B.S., Rhode Island College.

Saint Joseph Hospital

Adjunct Assistant Professor of Clinical Laboratory Science:
Frances W. Ingravel, M.T. (ASCP), M.S., Southeastern Massachusetts University.

Adjunct Lecturers of Clinical Laboratory Science:
Salvatore R., Allegra, M.D., University of Bologna, Italy; Cecilia Ginner, M.D., Albany Medical College, New York.

Cooperating Instructors of Clinical Laboratory Science:

Diane Cataldo, M.T. (ASCP), B.S., Barrington College; Sandra Colletta, M.T. (ASCP), B.S., Salve Regina College; Roger Fortin, M.T. (ASCP), M.S., Southeastern Massachusetts University; Philip Hoffman, M.T. (ASCP), SBB, B.S., University of Rhode Island; Gerald Lefebvre, M.T. (ASCP), B.S., University of Rhode Island; Charlotte Lauer, M.T. (ASCP), B.S., Rhode Island College; Joyce McLeod, M.T. (ASCP), B.S., Southeastern Massachusetts University; Leslie Martinez, M.T. (ASCP), B.S., Rhode Island College; Dean Naylor, M.T. (ASCP), B.S., University of Rhode Island; Crystal Pilon, M.T. (ASCP), B.S., Rhode Island College; M.B.A., Bryant College; Cheryl Sousa, M.T. (ASCP), B.S., Southeastern Massachusetts University.

Memorial Hospital of Rhode Island

Adjunct Assistant Professor of Clinical Laboratory Science:
Judith S. Campbell, M.T. (ASCP), SSB.

B.S., University of Massachusetts, M.S., Southeastern Massachusetts University.

Adjunct Lecturers of Clinical Laboratory Science:
Thomas S. Micologli, M.D., University of Rome; Stanley Schwartz, M.D., University of Connecticut; Noubat Kenamin, M.D., Buenos Aires University Medical School; Judith Heelan, Ph.D., University of Rhode Island.

Cooperating Instructors of Clinical Laboratory Science:

Joan Ash, M.T. (ASCP), B.S., Colby-Sawyer College; Elizabeth Dion, M.T. (ASCP), B.S., M.S., Southeastern Massachusetts University; Anthony Lewandowski, M.T. (ASCP), SBB, B.S., Rhode Island College, M.S., Southeastern Massachusetts University; John McKay, C. (ASCP), B.S., Northeastern University; Karen Stotka, M.T. (ASCP), B.S., University of Rhode Island.

Rhode Island Medical Center

Adjunct Assistant Professor of Clinical Laboratory Science:

Ann Marie Roberti, M.T. (ASCP), B.S., University of Rhode Island; M.S., Southeastern Massachusetts University.

Adjunct Lecturer of Clinical Laboratory Science:
Ho Yong Lee, M.D., Seoul National University, Korea.

Cooperating Instructors of Clinical Laboratory Science:

Michael Beaudry, M.T. (ASCP), B.S., Rhode Island College; Paul Berrigan, M.T. (ASCP), B.S., University of Rhode Island; Kathryn Carlson, B.S., University of Rhode Island; Bernard George, M.T. (ASCP), B.S., University of Rhode Island, M.S., Southeastern Massachusetts University; Susan Gluck, M.T. (ASCP), B.S., M.S., Southeastern Massachusetts University; Jeanne Riley, M.T., (ASCP), B.S., University of Rhode Island; Alfred Sampson, M.T. (ASCP), B.S., University of Rhode Island.

EARLY ENROLLMENT PROGRAM

Bishop Keough High School

Dorothy Young

Burrillville High School

Mary Lee Drouin, Marie Flanagan, Eugene Kenney

Central Falls High School

Nadine Greene

Coventry High School

Kathleen Sullivan

Cranston High School East

Sheila Ehrens, Edward Fink, Diane Fonseca, Susan Kerzner, Jim Maris

Cranston High School West

Lucy Byrd, Pat Castelli, Donato Deluca, Pamela Kahn, Dale King, Dennis Morrill, Daniel Pines

Cumberland High School

Daniel Bandleri, Maureen Burns, Frank Crozier, Suzanne Frechette, Donald Krzan, Joan LaPlante, Alice McNaught, John Needham, Ronald Noble, Linda Prescott, Janet Tudino

East Greenwich High School

Lane Stanley

Harry Elkin Midrasha High School

William Tjchin

Hope High School

Katherine Scheidler

Johnston High School

Ronald Clarlo, Linda LeMarier, Susan Lind, Linda Loungo

Lincoln High School

Berenda Brenner, John Lyle, Wayne Rieundean, Alan Rossignol, Anthony Senyk, Andrew Viruag

Middletown High School

Jo Eva Gaines, Sarah Gatch, Virginia Gryzb, Kevin Zahm

Mt. Hope High School

Joseph Marquis, Antone Medeiros, Arthur Schattle

North Providence High School

Ruth Buccci, John Cerra, Marianne Heimbecker, Ann Riley, Steven Rusnicio, John Schultzeis

Pilgrim High School

Judith Bihady, Beverly Bittner, Susan Dillon, Coleen Griffiths, John Sanders, Carolyn Trombi, Leonard Yates

Ponaganset High School

Michael Barnes, Susan Poo, Paul Shawver, Richard Sousa

Saint Raphael Academy

Leslie Durgan, Patricia Hayes, St. Patricia Rahrein

Scituate High School

Carol Mumford

Seekonk High School

William Butler, Robert Hartley, Joanne Lucy, Anne MacDonald, Thomas Sullivan

Shea High School

Anthony Colella, Kathleen Forrest, Robert Laffey, Linda Lemieux, George Lory, John Richer

Smithfield High School

Joyce Casari, Jay DiSandro, Gail Frechette, Thomas Hines, Jack Lawrence

South Kingstown High School

Marsha Aaronson, James Buxton, Mary Alice Gann, Richard Pitocchi

Tiverton High School

Peter D'Allesandro, Raymond Puntzy

Toll Gate High School

Don Casci, Richard Fucci, Joseph Palotta, Florence Smith, Julia Wold

Tolman High School

Roland Doucette, Thomas Humphrey, Isabelle McCaffery, Gerry Quetson, Victor Robbert, Linda Travers, Ed Warnock

Westerly High School

Linda Chaffee, Marilyn Shrollins

Woonsocket High School

Suzanne Doucette, Patricia Dubois, Ray Goudreau, William Maloney, Jane Miele, Tony Raposa

EDUCATION DOCTORAL PROGRAM**University of Rhode Island***Adjunct Professors:*

Barbara Calotta, Communicative Disorders, Marisa Feldt, Community Planning and Area Development; Theodore Kellogg, Education; John Long, Education; Lynn McKinney, Education; Richard Purnell, Education; Robert Stromstrom, Physical Education; Susan Trottle, Education; Alora Valdez, Education; George Willis, Education.

Adjunct Associate Professors:

David Byrd, Education; David Caruso, Human Development and Family Studies; Diane Horn-Wangled, Human Development and Family Studies; Grant Willis, Psychology.

Adjunct Assistant Professors:

James Barton, Education; Ovetra Harris, Communicative Disorders; Betty Young, Education.

MUSIC*Adjunct Instructors of Music:*

Mary Beck, B.M., Jordan Conservatory; David A. Cobb, Richard Cunningham; Robert Carrizer, A.B., New York University; M.A., Boston University; Elizabeth Dean-Gates, M.M., University of Michigan; Vincent Fraioli, B.A., University of Rhode Island; Gregory Frize, B.S., Boston Conservatory; M.M., Indiana University; Mychal Gendron, B.M., North Carolina School of the Arts, M.M., New England Conservatory; Margaret Gidley, A.B., Brown University, M.M., Yale University; George Gonnento, B.M., M.M., Boston Conservatory of Music; Georgette Ross Hatchin, B.M., University of Rhode Island; Delight Immoen, B.M.E., University of Michigan, M.M.E., New England Conservatory of Music; Steven Jobe, B.M., Rhode Island College, M.A., The Ohio State University; Stephen Martorella, B.M., Mannes College, M.A., Queens College; Anne Marie McDonnell, B.S., M.A.T., Rhode Island College; John A. Meardon, A.B., Oberlin College, D.B., University of Chicago; Martha Moor, B.A., Welles College, M.M., New England Conservatory of Music; Joanne Mouradian, B.S., Rhode Island

College, M.M., Boston University; Richard Romin, B.M., M.M., Boston University, D.M., University of Toronto; Annamaria Saracillo, Donald St. Jean, B.M., University of Rhode Island, M.M., New England Conservatory of Music; Susan Thomas, M.A., New England Conservatory of Music; Susan Wood, B.S., State University of New York, M.M., Indiana University; Gregory Zetlin, Diploma in Flute, The Juilliard School.

NURSING

Diane Angelini, Women & Infants Hospital of Rhode Island; Cynthia Bielecki, Roger Williams Medical Center; Teresa Chopoorian, Manning Nursing Home; Ellie Collins, Roger Williams Medical Center; Louise DellaFrate, Hasbro Children's Hospital; Margaret Dyer, Visiting Nurse Association of Kent County; Marie Ghazal, Providence Ambulatory Health Care Foundation, Inc.; Robert Machado, St. Joseph Hospital; Ann McKinson, Rhode Island Hospital; Carolyn Murray, Memorial Hospital of Rhode Island; Linda St. Angelo, Rhode Island Hospital; Christine Sokoloff, Visiting Nurse Association of Kent County; Marjorie Steinberg, Veterans Administration Medical Center; Mary Dowd Struck, Women & Infants Hospital of Rhode Island; Judith Swift, Miriam Hospital.

SCHOOL OF SOCIAL WORK*Field Placement Agencies and Adjunct Field Instructors, M.S.W. Program:*

Anteboro School System; Nora Cohen, Bay State Community Service; Judy Brooks; Bradley Hospital; Marilyn Pace; Bristol-Warren School System; Susan Dully, Butler Hospital; Margare Lederer; Caran House; David Swane; Carroll Annex School; Mary Whitaker; Casey Family Services; Jim Ganswager; Charlton Memorial Hospital; Mary Sullivan; Child & Family Service of New Bedford; Mary Branco; Child & Family Service of Newport; Eleanor Cox; Child & Family Service of Woonsocket; Connie Nelson; Child Guidance Clinic of Southeast Connecticut; Laura Kaprow; Children's Friend and Service; Jane Ferguson; Sharon Foley; Concave Services; Regina McCaffery; Helayne

Ramirez, Mark Savino; Communities for People, Inc.; Betty Bogardus; Comprehensive Child Care Service; Nancy Driscoll; Counseling & Intervention Services; Jack Silver; Town of Coventry—Tova Hall; Peter McGrath; Cranston Community Action Program; Amy Cunell; Peter McGrath; William Walsh; Cranston School System—Special Service; Shelley Blecker; Dorcas Place—Parent Literacy Center; Nancy Hetherington; East Bay Mental Health Center, Inc.; Linda Sable; Eastman House, Inc.; Dayna Catastano; Enable, Inc.; Jerry Brown, Elizabeth Nametz; Lottery-West Greenwich School System; Dorell Barton, Jr.; Fairhaven School System; Joan Tracey; Fall River Council on Aging; Erin Gubern-Minor; Fall River Department of Social Service; Lori Schwartz; Fall River Early Intervention Program; Betty Alpert; Barry Brown; Family Resources, Inc.; Debbie Haaspidi; Family Service, Inc.; Vidal Peter; Greater New Bedford Community Health Center; Carol Reeves; Harmony Hill School; Paul Barry; Interfaith Counseling Center, Inc.; Arlene Berrol; Frank Poole; Jewish Family Service, Inc.; Renee Goldstein; Kent County Memorial Hospital—Home Care Unit; Louise Rodine Doucette; Ann O'Hare; Kent County Mental Health Center; Barbara DeCosta; Kent House, Inc.; Victoria Fackos; Lambent Medical Center; Zofia Bebeduk; Elaine Pedulas; Latino Family Service; Valdez Perez; Massachusetts Society for the Prevention of Cruelty to Children; Ellen Russell; Marston Hospital; William Kirkpatrick; National Association of Social Workers—R.I. Chapter; Kate Coyne-McCoy; New Bedford Women's Center; Kathleen MacKenzie; North Kingstown School System; Susan Hlynter; Jeanette Petrusca; North Providence School System; Rita Williams; Northern R.I. Community Mental Health Center; Kim Baker; Bridges Bennett-Lewis; Rick Harris; Amy Kiewitner; Northwest Community Nursing & Health Service; Jane Campegianno; Tim Williams; Office of the Child Advocate; Noreen Shawcross; Old Colony Diagnostic Assessment; Thomas Duno; Parents for Progress; Cheryl Albright; Henry Sashon; Pawtucket School System; Barbara Hixon; Barbara Pavasento; Progresso Latino; Gladys Baker;

Project HOPE; Betty Marcus, Helen McCarthy-Deines; The Providence Center; Denise Levin; Lisa Tracy; Rape Crisis Center; Linda Collo; Comprensium; Jack Reed's Office; Nancy Langral; REN Center; Providence; Fran Prince; Rhode Island Center for Children-at-Risk; Lyette Azzi-Lenson; Diane Kambarth; Rhode Island Coalition for the Homeless; Tonya Kabis-Mayer; Rhode Island College Writing Center; Margy Waller; Rhode Island Employee Assistance Program; Candida Franklin, R.I. Foundation; Melvin Bell; Ruth Hersh; Kathy Walsh; Rhode Island Hospital—Child Health; Rhode Island Hospital—Child Development Center; Julia Haber; Rhode Island State Department of Corrections; Cindy Draker; Rhode Island State Department of Corrections—Administration Office; Jeff Laurie; Rhode Island State Department of Education; Bill Eymann; Rhode Island State Department of Elderly Affairs; Denise Medeiros; David Malone; Rhode Island State Department of Health—Cancer Screening; Andrea Kudolph; Rhode Island State Department of Substance Abuse; Jack Raimone; R.I. Veterans' Home; Joseph A. Iano; St. Ann's Hospice; Residence; Donna; Tardiff; St. Joseph Hospital; Helen Halpern; Martha Jordan; Carolyn Wood; St. Mary's Shepherd Program; Lana Israel; St. Vincent's Hospital; Judith Olson; Sojourner House; Terry Varso; South Shore Mental Health Center; Carl Reuser; Stanley Steers—Starbuck Karen; Soderst, Strogen Health; Gal Tinsman; Thundermist Health Center; Debbie Fats; Tides Family Health Center; Brother Michael Rein; Heather Clough; United Social & Mental Health; Vivian Endinger-Samou; United Way; Carrielle Baryzkowski; Olin, Leslie Neswiquit; Urban League of R.I.; Bill Flynn; Veterans Administration Medical Center—Brockton—West Roxbury Donna Conforti; Veterans—West Hymus; Ronald; John; Kathy Neill; Visiting Nurse Service of Pawtucket; Addie Verly; Visiting Nurse Services of Washington County & Viscasnotov; Sandi Romano; Grace Soudy; Vocational Resource, Inc.; Shari Berger; Sara Blackledge; Women & Infants Hospital of Rhode Island—Project Luck; Jean Robbins; Women's Resource Center of South County; Linda Cullie; Woonsocket

High School: Elaine Card, Woonsocket Housing Authority; Kathy Conway.

Field Placement Agencies and Adjunct Field Instructors, B.S.W. Program:

Addiction Recovery Institute: Kelly King, Wendy Rego; Big Sisters of Rhode Island: Harriet Hickey, Blackstone Valley Community Health Care, Inc.: Lynn Peago; Bristol-Warren School System: Fred Mastelka; Central Adult Day Care Services: Roberta Merkle; Central Falls School System: Julie Kaulane; Children's Friend & Service: Pauline Russo, Andy DeLong; Communities for People: Betsy Bogardus; Community Counseling Corporation, Inc.: Robert Rocchio; Community Counseling Center: Sue Franchetti; Coventry Senior Center: Barbara Rayner; Cranston Community Action Program: William Walsh; DARE, Inc.: Ernie Balasco; Donca Place—Parent Literacy Center: Nancy Hetherington; Family AIDS Center for Treatment/Support: Jill Sasabine; Federal Hill House Association: Bob Samuel, Ivy Marwill; Town of Franklin Human Services: Jay Cohen; Hartford Park Community Center: Francine Cooney; Zaida Hernandez; Jewish Community Center of R.I.: Vivian Weisman; John Hope Settlement House: True Thao; Kent County Mental Health Center: Barbara DeCosta;

Massachusetts Society for Prevention of Cruelty to Children: Ellen Russell; Mental Health Services: Christen Seclis, David Testoni; Miriam Hospital: Gloria Silva, New Waves; Peg Hartig; Nickerson Community Center: Michael Silva, Sally Veltri; Northern Rhode Island Community Mental Health Care, Inc.: Rick Harris; Old Colony Diagnostic Assessment: Thomas Duane; Parents for Progress: Nancy Gewirtz; Providence Housing Authority: Marylou Abeneila; Francine Connolly, Ann Costa, Paul Hoffman; Rhode Island State Department of Corrections—Special Needs: Cindy Drake; Rhode Island State Department of Elderly Affairs: David Malone; Rhode Island Training School/Juvenile Correctional Services: Gary Counoyer, Ann McDougal, Ken Teller, Tina Thompson; R.I. Veteran's Home: Joseph Alfano; Salvation Army: Marnie Oliver; Spirit Educational Corporation: Heather Clough; St. Michael's Church: Sister Ann Keefe; Thundersmist Health Center: Debbie Fate; Travelers Aid: Tom McDonough; Visiting Nurse Association of Woonsocket: Rachel Thorpe; Visiting Nurse Services of Washington County & Jamestown: Ranny Dougherty; Vocational Resources, Inc.: Shirl Berger, Deb Marshall; Woonsocket Shelter Community Action Program: Nancy Paradee.

A

Academic Advisement Information Center (AAIC) 53
Academic Assessment 30
Academic Development Center 54
Academic Diagnostic and Probation Graduate (see Academic Standing) 42
Undergraduate 31
Academic Honesty 31
Academic Policies
Graduate 42
Undergraduate 31
Academic Programs
Graduate 38
Undergraduate 24
Academic Requirements
Graduate 42
Undergraduate 27
Academic Standing
Graduate 42
Undergraduate 31
Academic Support and Information Services, Office of (OASIS) 57
Academic Units 65
Accounting 88
Accreditation 3
Activities, Student 57
Adding/Dropping Courses 12
Adjunct Faculty 394
Administration 92
Administrative Directory 365
Admission Procedures
Additional Admission/Enrollment Requirements 10
Bachelor of General Studies 10
Departmental 10,30
Early Admission 7
Early Enrollment Program 11
Graduate 40
International Students
Graduate 41
Undergraduate 10
Master of Social Work 315
Performance-based Admission 7
Preparatory Enrollment Program (PEP) 6
Re-admission 9
Second Degree Candidate 9
Teacher Education Programs 73
Transfer Admission 8
Undergraduate 5
Advanced Placement 11
Advising Procedures, Graduate 42

African/Afro-American Studies 96
Agency Counseling 142
Alpha Delta Mu 35
Alpha Sigma Lambda 35
Alumni Association, Rhode Island College 370
Anthropology 97
Applied Mathematics 241
Archaeology, Public 299
Art 102
Art Education 111
Art History 104
Arts and Sciences, Faculty of 65
Assessment of Prior Learning 26
Assistantships, Graduate 49
Athletics 57
Audiovisual Department 54
Auditing Courses
Graduate 43
Undergraduate 32
Awards 35

B

Bachelor of Arts 24
Bachelor of Fine Arts 102
Bachelor of General Studies 10,25,196
Bachelor of Music in Performance 249
Bachelor of Science 25
Bachelor of Social Work 314
Bilingual-Bicultural Education 114
Biology 116
Secondary Education Program 304
Board of Governors for Higher Education 3,369

C

Calendar, Academic iv
Campus 3
Campus Center 58
Cancellations, Class vii
Career and Technical Education 121
Career Development Center 58
Cartography/Terrain Representation 197
Ceramics 102
Certificate of Advanced Graduate Study 39
Chaplains 61
Chemical Dependency Counseling 142
Chemistry 123
Secondary Education Program 304
Child Care 58
Classical Arts Studies 127

- CLEP (College Level Examination Program) 11
 Clinical Experiences in Teacher Education, Office of 54
 Clinical Laboratory Science 128
 Cognates 28
 College Course 130
 College Honors Program 33
 College Level Examination Program (CLEP) 11
 College Writing and Mathematics Competency Requirements 28
 Communications 130
 Community Health 203
 Completion of Course Work, Graduate 42
 Comprehensive Examination, Graduate 43
 Computer Center 54
 Computer Information Systems 136
 Computer Science 139
 Contact Hours 82
 Continuing Education 52
 Continuous Enrollment, Graduate 44
 Cooperative Playgroup 58
 Counseling 142
 Counseling and Educational Psychology 142
 Counseling Center 59
 Counselor Education 142
 Course Numbering System 82
 Creative Writing 175
 Credit from Other Colleges, Graduate 43
 Undergraduate 8, 33, 87
 Credit/No Credit Option, Graduate 43
 Undergraduate 32
 Cultural Activities 59
 Curriculum 151
 Curriculum Requirements 27
 Curriculum Resources Center 55
- D**
 Dance 154
 DANTES 26
 Dean's List 33
 Degree Offerings, Graduate 38
 Undergraduate 24
 Degree Requirements, Graduate 38, 42
 Undergraduate 27

- Departmental Honors 34
 Design/Technical Theatre 350
 Dining Services 60
 Fees 60
 Refunds 60
 Directory 365
 Disabilities, Students with 62
 Dormitories 59
 Dropping Courses 12 (see also Withdrawal from a Course)
- E**
 Early Admission 7
 Early Childhood Education 164, 167
 Early Enrollment Program 11
 Economic Education, Center for 55
 Economics 157
 Education 161
 Education and Human Development, School of 73
 Graduate Requirements 45, 75
 Education Doctoral Program 39, 162
 Educational Administration (see School Administration) 92
 Educational Management Development, Center for 55
 Educational Psychology 142
 Educational Studies 75, 161
 Educator of Gifted Children Certificate Program 40, 152
 Electives 28
 Electronics Technology 217
 Elementary Education 164
 Emeriti Faculty and Administration 371
 Employment, Student, Graduate 49
 Undergraduate 19-21
 English 175
 Secondary Education Program 304
 English as a Second Language 186
 Enrollment 3
 Entrance Examinations, Graduate 40-41
 Undergraduate 7
 Environmental Studies 186
 Escort Service (see Security and Safety) 61
 Evaluation and Research, Center for 55
 Examinations, Graduate 43
 Expenses, Graduate 46
 Undergraduate 13
 Experiential Learning 26

F

- Faculty Listings
 Adjunct 394
 Arts and Sciences 65
 Education and Human Development 75
 Emeriti 371
 General 375
 Management and Technology 80
 Social Work 79
 Faculty of Arts and Sciences 65
 Failure in Courses, Undergraduate 32
 Family Educational Rights and Privacy Act of 1974 13, 45
 Fees
 Continuing Education 52
 Graduate 46
 MTP 47
 NEBHE 47
 Master of Social Work 318
 National Guard Tuition Exemption 16
 Rooms and Board 60
 Senior Citizen Waiver 16, 48
 Summer Sessions 25
 Undergraduate 13
 MTP 15
 NEBHE 15
 Unemployment Waiver 16, 48
 Fiber (Art) 102
 Field Project, Graduate 43
 Film Studies 187
 Financial Aid, Graduate 49
 Undergraduate 17
 Foundation, Rhode Island College 370
 Foundations of Education 189
 Franco-American Studies 192
 French 192
 Secondary Education Program 304
 Frequency of Course Offerings 82
- G**
 General Education Courses 84
 General Education Honors Program 33, 87
 General Education Program 27-28, 83
 General Science 275
 Secondary Education Program 304
 General Studies, Bachelor of 10, 25, 196
 Geography 197
 German 201
 Gerontology 202

Gifted Children Certificate Program, Educator of 40, 152

- Grading System, Graduate 42
 Undergraduate 31
 Graduate Assistantships 49
 Graduate Degree Programs 38
 Graduate Scholarships 49
 Graduate Studies, School of 37
 Graduate Traineeships 49
 Graduation Honors 34
 Graduation Requirements, Graduate 38, 42
 Undergraduate 27
 Grants 19-22
 Graphic Communications Technology 217
 Graphic Design 102

H

- Handicapped Students (see Students with Disabilities) 62
 Health Education 203
 Health Promotion, Office of 62
 Health Requirements, Graduate 45
 Nursing 264
 Undergraduate 11
 Health Services 59
 Henry Barnard School 54
 High School Equivalency 8
 History 208
 Secondary Education Program 305
 History of Rhode Island College 3
 Honors/Academic 31
 Honors 33
 Housing, Student 59
 Fees 60
 Refunds 60
 Human Resource Management 232

I

- Incomplete Grades, Graduate 42
 Undergraduate 32
 Indebtedness to the College, Graduate 48
 Undergraduate 17
 Independent Study, Graduate 43
 Undergraduate 25
 Individualized Graduate Program 39
 Industrial Technology 217

- Instructional Technology 224
 Inter-Institutional Agreements,
 Undergraduate 12
 International Education (see Study
 Abroad) 26
 International Honor Society in
 Sociology 35
 International Management 232
 International Students, Admission of
 Graduate 41
 Undergraduate 10
 International Students, Office of 61
 International Studies 225
 Interviews, Undergraduate 7
 Intramurals 61
 Italian 226
- J**
 Jewelry Design, Manufacturing 102
 Justice Studies 227
- K**
 Kappa Delta Pi 34
- L**
 Labor Studies 229
 Language Arts 164-165, 167
 Language Laboratory (see Multimedia
 Center) 56
 Late Registration
 Graduate 46
 Undergraduate 12
 Latin 231
 Latin American Studies 231
 Leave of Absence
 Graduate 44
 Undergraduate (see Studying at Other
 Colleges) 33
 Library 53
 Literature 175
 Loans
 Graduate 50
 Undergraduate 19, 23
- M**
 Major 28
 Management 232
 Management and Technology,
 Center for 80
 Managerial Economics 232
 Manufacturing Jewelry Design 102
- Manufacturing Planning and Control
 Technology 217
 Map, Campus ix
 Marketing 238
 Master of Arts 38
 Master of Arts in Teaching 38
 Master of Education 38
 Master of Fine Arts in Theatre 38
 Master of Music Education 39, 257
 Master of Public Administration 40, 297
 Master of Science in Industrial
 Technology 39, 217
 Master of Social Work 39, 314
 Mathematics 241
 Secondary Education Program 305
 Mathematics Competency
 Requirement 27-29
 Mathematics Learning Center 56
 Medical Technology (see Clinical
 Laboratory Science) 128
 Medieval and Renaissance Studies 247
 Mental Health Counseling 142
 Metals (Art) 102
 Metropolitan Tuition Policy (MTP)
 Graduate 47
 Undergraduate 15
 Middle School Programs 164, 303
 Military Personnel and Veterans
 Graduate 41
 Undergraduate 11
 Military Science Program (ROTC) 25
 Minority Affairs (see Unity Center) 61
 Minors 25
 Mission of Rhode Island College 3
 Modern Languages 248
 Multimedia Center 56
 Music 249
 Music Education 257
 Music Performance 249
 Musical Theatre 350
- N**
 National Guard Tuition Exemption
 Program 16
 National Student Exchange Program 26
 New England Regional Student Program
 (NEBHE) 15, 47
 New Student Services 60
 Nursing 262
- O**
 OASIS (Office of Academic Support and
 Information Services) 57

- Objectives of the College 3
 Officers of the College 368
 Orientation 60
 Overview of the College 3
- P**
 Painting 102
 Parking and Traffic Regulations 61
 Part-Time Programs, Undergraduate 52
 PEP (Preparatory Enrollment
 Program) 6, 56
 Performance, Music 249
 Performance, Theatre 350
 Performance-based Admission 7
 Ph.D. in Education 39, 162
 Philosophy 267
 Photography 102
 Physical Education 271
 Physical Sciences 275
 Physics 277
 Secondary Education Program 305
 Plan of Study, Graduate 42
 Political Science 280
 Portuguese 285
 Practicum 28
 Pre-Dental Preparation 287
 Pre-Law Preparation 286
 Pre-Medical Preparation 287
 Pre-Occupational Therapy
 Preparation 288
 Pre-Optometry Preparation 287
 Preparatory Enrollment Program
 (PEP) 6, 56
 Pre-Physical Therapy Preparation 289
 Pre-Registration 12
 Pre-Veterinary Preparation 287
 Primmaking 102
 Prior Learning 26
 Proficiency and Advanced Placement 11
 Psi Chi 35
 Psychology 290
 Public Administration 297
 Public and Professional
 Communication 130
 Public Archaeology 299
 Public Relations 130
- R**
 Radiologic Technology 300
 Re-admission, Undergraduate 9
 Reading 168
 Reading and Study Skills Center (see
 Academic Development Center) 54
- Recreation and Leisure Services 301
 Recreation Center 61
 Recreational Activities 61
 Refunds
 Graduate 47
 Room and Board 60
 Students Involuntarily Called to Military
 Service 16, 47
 Undergraduate 16
 Registration 12
 Religious Life 61
 Religious Philosophies and Philosophical
 Foundations of Education 267
 Repeating a Course
 Graduate 42
 Undergraduate 31
 Research/Study, Off-Campus,
 Graduate 44
 Residency for Tuition Purposes
 Graduate 46
 Undergraduate 15
 Residency Requirements (Academic)
 Graduate 44
 Matter of Social Work 44, 317
 Undergraduate (see Graduation
 Requirements) 27
 Retention in Graduate Programs 42
 Retention in Teacher Education
 Programs 73
 Rhode Island National Guard Tuition
 Exemption Program 16
 Rhode Island Teacher Education Program
 (RITE) 39, 306
 ROTC 25
- S**
 Satisfactory/Unsatisfactory Grades
 Graduate 42
 Undergraduate 31
 Scholarships
 Graduate 49
 Undergraduate 19-22
 School Administration 92
 School Psychology 142
 Sculpture 102
 Secondary Education 303
 Second Degree Candidate Admission 9
 Security and Safety 61
 Semester Hours 82
 Senior Citizen Waiver
 Graduate 48
 Undergraduate 16
 Senior Honors Project 33

Instruction
Inter-Instit
Undergr
Internation
Abroad)
Internation
Sociolog
Internation
Internation
Graduat
Undergr
Internation
Internation
Interviews
Intramural
Italian 22

J

Jewelry De
Justice Sta

K

Kappa Del

L

Labor Stud
Language I
Language I
Center)
Late Regio
Graduat
Undergr
Latin 231
Latin Amer
Leave of Ab
Graduat
Undergr
Colleg
Library 5
Literature
Loans
Graduat
Undergr

M

Major 28
Managem
Managem
Center f
Manufac

Slightly Older Students (SOS) 61
Social Science 312
Secondary Education Program 305
Social Work, School of 79, 314
Sociology 325
SOC (Slightly Older Students) 61
Spanish 130
Secondary Education Program 306
Special Education 334
Speech and Hearing Sciences 130
Student-designed Majors 25
Student Employment
Graduate 49, 50
Undergraduate 19-21
Student Government 59
Student Housing 59
Student Life, Office of 61
Student Loans

Graduate 50
Undergraduate 19-20
Student Support Services 56
Student Teaching 28
Student Union 58
Studio Art 102
Study Abroad 26
Studying at Other Colleges
Graduate 44
Undergraduate 25, 33
Summer Sessions 25

T

Teacher Education Programs
Admission and Retention 73
Professional Courses in 28
Teaching Concentration 28, 165-166
Teaching English as a Second
Language 345
Technical Processing 217
Technology (see Center for Management
and Technology) 80
Technology Education 347
Telecommunications 130
Testing Center 56
Theatre 350
Thesis, Graduate 43
Time Limits, Graduate 42
Transcripts
Graduate 45
Undergraduate 13
Transfer Admission 8
Transfer Credit
Graduate 43
Undergraduate 8, 33, 87

Trinity Rep Conservatory 38

Tuition
Graduate 46
MTP 47
NEBHE 47
Senior Citizen Waiver
Graduate 48
Undergraduate 16
Undergraduate 13
MTP 15
NEBHE 15
Unemployment Waiver
Graduate 48
Undergraduate 16
Tutorial Services 57

U

Undergraduate Degree
Program 27
Unemployment Waiver
Graduate 48
Undergraduate 16
Unity Center 61
Urban Affairs 197
Urban Education 357
Urban Studies 358

V

Veteran Information
Graduate 41
Undergraduate 11

W

Waivers
National Guard Tuition Exemption 16
Senior Citizens Waiver
Graduate 48
Undergraduate 16
Unemployment Waiver
Graduate 48
Undergraduate 16
Withdrawal from a Course
Graduate 44
Undergraduate 32
Withdrawal from a Graduate Program 44
Women's Center 61
Women's Studies 359
Work-Study Program
Graduate 49-50
Undergraduate 19-20, 24
Writing 361
Writing Center 57
Writing Requirement 27-29

Bulletin of Rhode Island College

Second Class
Postage Paid
Providence, RI